



FACULTÉ
**LETTRES,
SCIENCES HUMAINES**
Université Catholique
de Lille 1875

Arts and Humanities Faculty Course catalogue

2025-2026



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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.

MCA1/1d: HISTORY OF 19th CENTURY ART

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: 18 hours

ECTS credits: 2

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 research 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 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

MCA1/1c: 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 SCRIPT

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.

MCA1/1h: 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

MCA1/1e: 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> [Vidéothèque de danse contemporaine en ligne]
See also the websites of contemporary choreographers

, Flammarion, 1995.
D'autres ouvrages et ressources seront conseillés à chaque cours.

MCA1/1a: 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.

MCA1/6b: DIRECTING FICTION

Spring semester

CLASSES: 24 hours

ECTS credits: 3

OBJECTIVE:

From the analysis of documents (AV and written) and following a certain number of artistic rules, technical and from the prod, the student is invited to write a script, to direct, with his group, a short fiction film and to edit it.

MCA1/5a: HISTORY OF MODERN CINEMA

Spring Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

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

COURSE PROGRAM:

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

BIBLIOGRAPHY :

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

MCA1/5b: 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 Mazenod, 2005

MCA1/5d: 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)

MCA1/5c: 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 Dionysos.

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.

H1: HISTORY OF ART FROM THE RENAISSANCE TO THE INDUSTRIAL REVOLUTION

Fall Semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

This course description will be available shortly

LEC1/5a: REFLECTIONS UPON THE ARTS

Spring Semester

Classes: 18 hours

ECTS credits: 2

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 :

- Ecrits 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

LEC2/7f: LITERATURE AND MUSIC

Fall Semester

Lectures: 18 hours

ECTS credits: 2

COURSE PROGRAM:

Be it Mozart or Pink Floyd, what is the place of music in our collective social and cultural imagination, both as individuals and as a community ? Among the different philosophers who have thought about this issue, we may mention Nietzsche, for whom music gave life meaning and was, more than a passion, a way of life : opposing Wagner, overcoming the spiritual heaviness of his age,

marrying Lou Andreas Salomé, becoming a Mediterranean. Music helps us all build our personal worlds, think about the future and escape from the dominant cultural understanding of our age. We shall look at the freedom provided by music as seen by both Nietzsche and Adorno.

BIBLIOGRAPHY :

Friedrich Nietzsche, *La Vision dionysiaque du monde* (édition Allia)
Theodor Adorno, *Le Caractère fétiche de la musique* (éditions Allia)
Aliocha Wald Lasowski, *Les Larmes musicales* (édition William Blake & Co)

MCA2/8a: MUSICAL GEOGRAPHIES

Fall Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

To understand the importance of geographical context (local, spacial) 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

MCA2/8f: MUSICAL MEDIATIONS

Fall Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

Observe, describe, analyse musical practises from a socio-anthropologic point of view with theoretical references of cultural sociology and musical sociology.

PROGRAM:

Explore conceptual and methodological tools of cultural sociology. Direct a sociological case about an object or musical field.

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 (n° 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 bâtiment. Entre « art » et « métier » », *Ethnologie française* 2008/1 (Vol. 38), p. 101-106. DOI 10.3917/ethn.081.0101
Hein Fabien, « Faire l'ethnographie de l'expérience rock, pour ne pas aller plus vite que la musique ! », in *L'expérience musicale sous le regard des sciences sociales*, actes des Journées d'études des 13 et 14 octobre 2005. <http://centre-norbert-elias.ehess.fr/index.php?337>
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>

MCA2/8b: 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

MCA2/8e: 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

MCA2/8c: PHILOSOPHY OF ART

Fall Semester

Lectures: 18 hours

ECTS credits: 2

OBJECTIVE:

- Get an overview of contemporary aesthetic questions
- Be able to apprehend, not only traditional works of arts, but also contemporary works
- Encourage a reflexion upon art, especially contemporary

COURSE PROGRAM:

Anything, today, can be raised to the level of a work of art (performance, concepts, trash, ordinary items etc.), so much that we do not really have criteria to distinguish a work of art from any other object. Art seems to have become everything. Does the work of art really have no criteria anymore, or, on the contrary, does it have to fill a certain number of conditions to work as art? The symbolic function especially will be studied: can we comprehend a meaningless work of art, one that would be nothing more than a simple trinket? Or is the symbolic function the condition for any work of art as such?

BIBLIOGRAPHY :

A. Danto, *La transfiguration du banal* (1981), Paris, Seuil, 1989.
 Th. de Duve, *Au nom de l'art*, Paris, Les éditions de minuit, 1989.
 G. Genette, *L'œuvre de l'art*, T. 2 (*La relation esthétique*), Paris, Seuil, 1997.
 G. Genette (éd.), *Esthétique et poétique*, Paris, Seuil, 1992.
 D. Lories (éd.), *Philosophie analytique et esthétique*, Paris, Klincksieck, 2004, 3^e partie (« L'ontologie de l'œuvre d'art »).
 R. Pouivet, *L'ontologie de l'œuvre d'art*, Paris, Vrin, 1999.

MCA2/9a: WRITING DOCUMENTARIES

Fall Semester

Lectures: 30 hours

ECTS credits: 4

OBJECTIVE:

Understand the interest of a writing file as a dialogue box between the producer and the distributor, and as a creative tool to build the film.

Study all the elements in the file (synopsis, characters etc.)

Write the file.

Being able to orally present the project.

Teamwork.

Sound.

Etc.

COURSE PROGRAM:

Writing a 13-minute documentary, on the topic of the student's choice. It must be shot in the region Hauts-de-France.

Shooting a 1h30-movie inspired by an original music imposed by the contest "La Semaine du Son" (UNESCO).

BIBLIOGRAPHY :

Jacqueline Sigaard, *L'écriture du documentaire*, Dixit, 2010

MCA2/12b: DIRECTING DOCUMENTARIES

Spring Semester

NEED TO HAVE FOLLOWED THE FALL SEMESTER
CLASS ABOUT WRITING DOCUMENTARIES

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

Writing a 13-minute documentary, on the topic of the student's choice. It must be shot in the region Hauts-de-France.

Shooting a 1h30-movie inspired by an original music imposed by the contest "La Semaine du Son" (UNESCO).

OBJECTIVE:

- From writing to directing a film.
- To get to know shooting, sound, and editing.
- Use of sound.
- Teamwork.
- To adapt to the unexpected and field issues.
- Learn from mistakes.
- Get to know the job of documentaries director.

MCA2/11a: 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 XX^e 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 Guénolée, *Haute Couture*, Eyrolles, Paris, 2015

- O'HARA CALLAN Georgina, *Dictionnaire de la mode*, Thames & Hudson l'univers de l'art, Paris, 2009

- ORMEN Catherine, *Brève histoire de la mode*, Hazan, Paris, 2011

MCA2/8d: CINEMA AND MUSIC

Fall Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

After the study of notions and vocabulary inherent to the analysis of the soundtrack (voice, music, sound) of a film, we will continue our study with the question of sound in silent movies. We will then focus more specifically on the stakes of the presence of music in films as well as on the evolution of scoring, from the 1930s to the Hans Zimmer revolution. We will conclude our course with the study of musicals, music videos, and the role of jazz and rock music in the history of cinema.

OBJECTIVE:

To be at ease with the analysis of a film, with a focus on the role of sound, to go in depths in the knowledge of the history of cinema, to develop the cinematographic culture of the student and to make links between music and cinema.

BIBLIOGRAPHY:

& ABEL Richard et ALTMAN Rick, *The Sounds of Early Cinema*, Bloomington: Indiana University Press, 2001.

& ALTMAN Rick, *La Comédie Musicale hollywoodienne*, Paris : Armand Colin, 1992.

& BARNIER Martin, *Bruits, cris, musiques de films. Les projections avant 1914*, Rennes : PUR, 2010.

& BARNIER Martin, *En route vers le parlant. Histoire d'une évolution technologique, économique et esthétique du cinéma (1926-1934)*, Liège : CÉFAL, 2002.

& BELAYGUE Christian et TOULET Emmanuelle, *Musique d'Écran. L'Accompagnement Musical du Cinéma en France (1918-1995)*, Paris : Réunion des Musées Nationaux, 1994.

& BERTHOMIEU Pierre, *La Musique de Film*, Paris : Klincksieck, 2004.

& BINH N. T., MOURE José et BELAYGUE Christian (coord.), *Cinéma et Musique, Accords Parfaits. Dialogues avec des compositeurs et des cinéastes*, Bruxelles : Les Impressions Nouvelles, 2014.

& CHION Michel, *La Musique au cinéma*, Paris : Fayard, 1995.

& CHION Michel, *Un Art Sonore, le Cinéma. Histoire, Esthétique, Poétique*, Paris : Cahiers du Cinéma, 2010.

MCA2/14a: PRACTISE OF ARTISTIC PERFORMANCE AND ETHICAL COMMITMENT

Spring Semester

Lectures: 36 hours

ECTS credits: 6

OBJECTIVE:

After a theoretical approach aimed at defining what is contemporary artistic performance, practice will follow, both methodological and technical through the direction of performances around contemporary questions demanding an ethical commitment on a societal topic in visual arts or other arts. Students will therefore have to answer different subjects through performances or other performative forms (or forms of a past one): photo, video, writing etc. At the end of the semester, students will be invited to create a program of short performances, directed by themselves around a coherent theme. Before the premiere of the show, a necessary work of scripting, writing, directing and rehearsing will be asked during the class.

OBJECTIVE:

Perform: how to create, present and interpret a performance
Communicate around a performance program throughout different media.

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

MCA2/11b: AESTHETICS OF CONTEMPORARY MUSICS: 1970S – 80S

Spring Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

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

COURSE PROGRAM:

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

BIBLIOGRAPHY :

- Éric Deshayes, *Au-delà du rock : la vague planante, électronique et expérimentale allemande des années 1970*, Marseille, Le Mot et le reste, 2007
- David Toop, *Ocean of Sound : ambient music, mondes imaginaires et voix de l'éther*, Kargo & l'éclat, 2004
- Lloyd Bradley, *Bass Culture : Quand le reggae était roi*, Paris, Allia, 2005
- Greil Marcus, *Sly Stone : le mythe de Staggerlee*, Paris, Allia, 2000
- Jon Savage, *England's Dreaming : Les Sex Pistols et le Punk*, Paris, Allia, 2002
- Charlie Gillett, *The Sound of the City: Histoire du Rock 'n' Roll. 1. La Naissance*, Paris, Albin Michel, 1986
- Charlie Gillett, *The Sound of the City: Histoire du Rock 'n' Roll. 2. L'apogée*, Paris, Albin Michel, 1986
- Simon Reynolds, *Rip it up and start again: postpunk 1978-1984*, Paris, Allia, 2007
- Guillaume Gilles, *L'Esthétique New Wave*, Camion Blanc, 2006
- Guy Sorman, *La Révolution conservatrice américaine*, Paris, Fayard, 1983 etc.

MCA2/8h: 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 a 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

MCA2/11f: SOCIO-ECONOMY OF THE MEDIA AND CULTURAL INDUSTRIES

Spring Semester

Classes: 24 hours

ECTS Credits: 3

OBJECTIVE:

Understand the diversity of the media and cultural overview, their links with socio-economy. Understand the deep changes modifying socio-economic models. Identify key notions to analyse the shift from traditional media to new media.

PROGRAM

Following the advent and the evolution of each media, this class attempts to shed light over socio-economic specificities of the current mediatic panorama. From the invention of writing to printing and digitalisation, the chronological approach sheds light on the consequences on cultural industries. Emergence of crowdfunding at the service of cultural creation. Socio-economy is also useful in our use of media in our instable democracies. Genial.ly use. Research.

MCA2/11c: 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 et fiction De Boeck 2001
- Serge Tisseron, L'Intimité surexposée, Ramsay, 2001

MCA2/12a: THE CONTEMPORARY STAGE SET

Spring Semester

Classes: 36 hours

ECTS Credits: 5

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.

MCA2/11e – LEC2/11d: THEATRE AND THE OTHER ARTS

Spring Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

To acquire knowledge in a historical and transdisciplinary way. The links between drama and other arts (esp. Architecture and painting) will be emphasized.

COURSE PROGRAM:

From Antiquity to the 20th century. Link between history of art and drama practice. Students may be invited to attend drama shows in Lille, in coherence with the program.

THEMES:

- Architecture and decoration of the Greco-Roman theatre
- mediaeval theatre
- painting and machines in Italy
- The stage in 17th century France
- Romanticism
- Light and architectural stage

LEC2/9b: 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.

LEC2/13d: 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.

LEC2/8a: THE CITY IN FRENCH LITERATURE

Fall Semester

CLASSES: 18 hours

ECTS credits: 2

COURSE PROGRAM:

The course 'The City in French Literature' explores the representation of the city as a major source of inspiration from the 19th to the 21st century. From Rousseau to contemporary writers such as Modiano, Haenel and Houellebecq, the city has become a central subject in literature. We will look at how authors such as Balzac, Zola, Baudelaire, Breton and Aragon have shaped the city as a character, reflecting the social, political and cultural transformations of their times. Through the themes of flânerie, urban alienation, cultural diversity and modernity, we will examine how these writers captured the complex and often contradictory essence of city life. The course also explores the city as a space for contemplation, memory and the quest for identity, revealing a vibrant setting and a complex mirror of the modern human condition.

MCA3/15a: 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.

MCA3/16h & 19b: INVESTIGATIVE CINEMA

Fall and Spring Semesters

NEED TO HAVE ATTENDED THE FALL SEMESTER TO ATTEND THE SPRING SEMESTER

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

By pairs, students first need to create a case file.

After research, they need to structure the data and contact at least 3 specialists of the theme they have

chosen (at least 2 outside of the university). The final file (15-20 pages) must have a written part with the elements of their research, their personal intention and a visual part with photos or drawings. They must direct a filmed case (or report) from their file. They meet with the specialists and gather their testimony outside of the class. They learn how to lead an interview. They need to manage framing and sound, editing and illustrating. Their report must be 8 to 9 minute-long.

In the spring semester, and from the film created in the fall semester, students must shoot a longer and more personal film.

OBJECTIVE:

Develop creativity and audacity to create a rigorous and well-structured file.
Confront with the real world by investigating on the field and meeting people.
Choose an angle and express a personal point of view.

BIBLIOGRAPHY

J. Van Sijll, *Les techniques narratives du cinéma*, Eyrolles, 2007.

Robert McKee, *Story*, Dixit Editions, 2007.

MCA3/15b: HISTORY OF TECHNOLOGICAL ARTS

Fall Semester

Classes: 24 hours

ECTS Credits: 3

PROGRAM:

From the birth of video to most recent digital works of art. Study interactive technological arts, computer-assisted practices, and consider how some of these practices raise ethical issues (bio-art eg). Students will have to give a theoretical presentation about a subject linked with technological arts, or to create a video work of art that will be shown and presented orally.

OBJECTIVE/

Know the great steps and works of history of video art and technological arts.
Understand some complex notions like interaction and cybernetics for example.
Identify and analyze issues and mechanisms at work in technological arts.
Differentiate video art from cinema.
Create a video work of art.

Bibliographie :

- Raymond Bellour, *L'Entre-Images. Photo, cinéma, vidéo*, Paris, La Différence, 2002
- Edmond Couchot, *La technologie dans l'art : de la photographie à la réalité virtuelle*, Nîmes, Jacqueline Chambon, 1998
- Edmond Couchot, Norbert Hillaire, *Comment la technologie vient au monde de l'art*, Paris, Flammarion, Champs arts, 2009

- Florence de Méredieu, *Histoire matérielle et immatérielle de l'art moderne et contemporain*, Paris, Larousse, 1994 ;
- Florence de Méredieu, *Arts et nouvelles technologies : art vidéo, art numérique*, Paris, Larousse, 2011
- Françoise Parfait, *Vidéo : un art contemporain*, Paris, Regard, 2001

MCA3/16c: CULTURAL JOBS/ MUSEUMS AND HERITAGE - PERFORMING ARTS

Fall Semester

Classes: 4 hours

ECTS credits: 1

OBJECTIVE:

Professional approach to the jobs in the field of museums and heritage and of performing arts. Performing arts gather all the jobs implying performing in front of an audience (actor, comedian etc.) but also all technical jobs (technician, costumes etc.)

MCA3/15c: ANIMATED FILMS

Fall semester

CLASSES: 24 hours

ECTS credits: 3

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.

MCA3/15d: 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.
Baqué, Dominique, Photographie plasticienne, l'extrême contemporain, Paris, éditions du regard, 2004.

MCA3/15e: Jazz Music Esthetics

Fall semester

CLASSES: 18 hours

ECTS credits: 2

PROGRAM:

- Work Songs and Spirituals
- Gospel, blues and ragtime
- Jazz hot
- Swing
- Bop
- Cool
- Hard Bop
- Free
- Jazz Rock
- Jazz, Hip Hop and Electro
- New century

OBJECTIVES:

Know the great jazz trends over history
Know characteristics of each style
Know contexts
Know great names of their history

BIBLIOGRAPHY:

Philippe Carles, André Clergeat, Jean-Louis Comolli, *Dictionnaire du jazz*, Robert Laffont

Gérald Arnaud, Jacques Chesnel, *les Grands Créateurs de jazz*, Bordas
Nicole Bacharan, *Histoire des Noirs américains au XXe siècle*, Complexe

MCA3/15f: CULTURAL HISTORY OF REPRESENTATION

Fall semester

CLASSES: 18 hours

ECTS credits: 2

OBJECTIVE:

To understand the notion of the author viewpoint.
Assert your point of view by working on public speaking.
Define your preferred topics based on your personal outlook on the world

COURSE PROGRAM:

This course will study the point of view of the author through screenings followed by workshops, debates, role plays, "battles".
The course invites students to develop their own perspective on the world.

RESOURCES:

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

LCE3/17c: AMERICAN CINEMA

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 2

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.

LEC3/16a: 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 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.

MCA3/16e: JOBS, PRODUCTION and DISTRIBUTING FILMS

Fall Semester

Lectures: 12 hours

ECTS credits: 1

OBJECTIVE:

Know the jobs in production and distribution of films as well as the lexicon of post-production industry. Acquire theoretical knowledge and practice in keeping with these jobs.

PROGRAM:

Production: From the script to the production of a film, we shall study the great steps in the making of a film. Distribution: What happens once the film is shot and edited? Analysis.

Bibliography :

CAMILLERI Jean-François, *Le marketing du cinéma*, Dixit, Paris, 2006, 224 p.

CHIAPELLO Eve, *Artistes versus managers*, Métailié, Paris, 1998. 257 p.

CRETON Laurent, *Économie du cinéma. Perspectives stratégiques*, coll. « Cinéma », Armand Colin, Paris, (1994) 2009, 224 p.

CRETON Laurent, *Cinéma et marché*, Éditions Armand Colin, coll. « Cinéma et audiovisuel », Paris, 1997, 256 p.

CRETON Laurent, KITSOPANIDOU Kira (dir.), *Les salles de cinéma : enjeux, défis et perspectives*, coll. « Recherches », Armand Colin, Paris, 2013, 219 p.

FOREST Claude, *L'industrie du cinéma en France. De la pellicule au pixel*, La documentation française, Paris, 2013, 181 p.

GAUDREAUULT André, MARION Philippe, *La fin du cinéma ? Un média en crise à l'ère du numérique*, coll. « Cinéma / Arts visuels », Armand Colin, 280 p.

REGOURD Serge, *L'exception culturelle*, Que sais-je ?, PUF, Paris, 2002, 127 p.

MCA3/18a: CINEMA THEORY

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.

MCA3/18b: WORLD CINEMA

Spring semester

CLASSES: 24 hours

ECTS credits: 3

OBJECTIVE:

Offer an overview of global cinematography

COURSE PROGRAM:

This class aims at leading students to other cinematographic and cultural horizons. Cinema from Asia to Far-East.

BIBLIOGRAPHY:

Comme une autobiographie, Akira Kurosawa. Paris : Cahiers du Cinéma, 1997.

Une jeunesse chinoise, Chen Kaige. Paris : Philippe Picquier, 2001.

Kamikaze : Missions suicides au Japon (1944-1945), Constance Sereni, Pierre François Souyri. Paris : Flammarion, coll. Au fil de l'histoire, 2015.

Moderne sans être occidentale : Aux origines du Japon aujourd'hui, Pierre-François Souyri. Paris : Gallimard, coll. Bibliothèque des Histoires, 2016.

Renverser Ciel et Terre, Yang Jisheng. Paris : Seuil, 2020.

La littérature chinoise, littérature hors-norme, Léon Vanderleersch. Paris : Gallimard, 2022.

MCA3/18c: ESTHETICS OF CONTEMPORARY MUSIC (1990s – today)

Spring semester

CLASSES: 24 hours

ECTS credits: 3

OBJECTIVE:

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

COURSE PROGRAM:

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

BIBLIOGRAPHY :

- Kurt Cobain, *Journal*, Paris, 10/18, 2002
- *Modulations : une histoire de la musique électronique*, Paris, Allia, 2004
- Marie-Claude Vaudrin, *La Musique techno ou le retour de Dionysos*, Paris, L'Harmattan, 2004
- Emmanuel Grynspan, *Bruyante techno : réflexion sur le son de la free party*, Paris, Mélanie Séteun, 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.

LEC3/20a: 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, aesthetical 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:

This class offers to study different issues linked with contemporary art, especially on the relationships between art, space and audience. Since it is no longer possible today to study a work of art without analyzing its context of presentation and reception, could space be also considered as a primary material, at the base of some contemporary works? Today's contemporary art will be defined through the study of the great tendencies of the second half of the 20th century (minimal art, land art, conceptual art, arte povera, video art etc.) and of the beginning of the 21st century. History of installation and tech-art through the analysis of different artistic practices / great current stakes.

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:

Apprehend the different musical trends in these areas, in their traditional dimension (rural music, acoustic, oral etc.) and their urban declinations (electrification, and using other influences, especially anglo-saxon.) + social contexts, political contexts of the mergence of these musics.

COURSE PROGRAM:

North African, Asian and Western music

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: HISTORY AND AESTHETICS OF CINEMA

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.

MCA4/4a: CONTEMPORARY DANCE

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: MANAGING CULTURAL MUSICAL PROJECTS

Fall Semester

Lectures: 18 hours

ECTS credits: 3

COURSE PROGRAM:

This course description will be available shortly

MCA4: MUSIC HISTORY 1: CONTEMPORARY MUSIC

Fall Semester

Lectures: 18 hours

ECTS credits: 3

COURSE PROGRAM:

History of western written music from Ancient times to today.

OBJECTIVES

To know and understand the evolution of western written music from the end of Greco-Roman ancient times to the romantic era of the 19th century, studying mediaeval music, first and second baroque, classical period, and romanticism.

MCA4: DOCUMENTARY CINEMA 1

Fall Semester

Lectures: 9 hours

ECTS credits: 1

COURSE PROGRAM:

This course description will be available shortly

MCA4/4b: MUSIC HISTORY 2: CONTEMPORARY MUSIC

Spring Semester

Lectures: 18 hours

ECTS credits: 3

COURSE PROGRAM:

History of Western written music from the 20th century to today.

OBJECTIVES

To know and understand the evolution of western written music from the beginning of the 20th century to today. Identify the different specific trends of the 20th century and study the technical and technological evolutions of the western musical composition (modern and contemporary).

MCA4/4c: HISTORY OF CONTEMPORARY PHOTOGRAPHY

Spring Semester

Lectures: 18 hours

ECTS credits: 3

COURSE PROGRAM:

This course offers a masterly approach to the history of contemporary photography. After highlighting the

various contemporary uses of photography (commercial, scientific and media uses, as well as the use of photographs as "documents" in works of art), the course will approach the history of contemporary photography through its most ambiguous aspect, namely its status as a work of art on the one hand, a document on the other, or both a work of art and a document at the same time. This symptom affecting photography will lead us to problematize various aspects and trends in contemporary photography.

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 course will encourage students to understand the history of cinema, and more specifically its 'beginnings', from the point of view of artistic, cultural or scientific practices that predate the inventions of Edison and the Lumière brothers. Magic lanterns, phantasmagoria, camera obscura, (chrono)photography and shadow shows, among others, will be studied in terms of their aesthetic, formal and technical links with cinema, which are still relevant today. For while their influences permeate early cinema in particular, we will see that from Matrix (Wachowski, 1999) to Dracula (Coppola, 1992), via Sleepy Hollow (Burton, 1999) or Gremlins (Dante, 1984), from the cinema of Hitchcock to that of Sokourov, from the experiments of Tim MacMillan to the animations of the pioneer Lotte Reiniger, pre-cinema has not finished its dialogue with cinema.

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.

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

MCA4/4g: AESTHETICS OF TV SERIES

Spring Semester

Lectures: 18 hours

ECTS credits: 2

COURSE PROGRAM:

In the space of twenty years or so, television series have gone from opprobrium to cultural recognition, providing an opportunity to examine the relationship between industrial and cultural intentions. In particular, we will be analysing the specific narrative features linked to the temporality and combinatorial dimension of these forms, between repetition and innovation: while they stem from a reassuring, predictable model that is highly ideologically marked, contemporary series seem to explore a series of forks in the road and hypothetical folds, where the identity and future of the characters become increasingly uncertain.

MCA5/4d: DOCUMENTARY EXPERIMENTS

Spring Semester

Lectures: 16 hours

ECTS credits: 2

COURSE PROGRAM:

To trigger the students' thoughts, a director will detail the different steps of his work and the gaze he has upon the world.

MCA5/1a: SEMINAR: HISTORY AND AESTHETICS OF 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 manage theoretical and methodological tools of sociology of applied mediation for musical object.

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:

Frankfurt School and critique of cultural industries
Bourdieu and social critic of judgement. Rock esthetics. Popular music studies subculture and popular resistance. Mediation, reception and listening practice.

MCA5/4b: WORKS OF ART AND THEIR DISTRIBUTION

Spring Semester

CLASSES: 8 hours

ECTS credits: 1

COURSE PROGRAM:

This course will cover the distribution of documentaries by approaching the questions of documentation/promotion and of suitable festivals and

markets. Particular attention will be given to the increasing development of SVOD platforms specifically dedicated to documentaries, and to the "labs", those new periods of professionalisation at the heart festivals.

Arabic

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

LEA1/1k: 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>

LEA1/3I: 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 LEA1/1k.

LEA2/6i & 9i: 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.

LEA3/12i & 14k: 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.

AIT4/1b: BEGINNERS ARABIC Fall Semester

THIS CLASS IS INTENDED FOR GRADUATE STUDENTS OR BUSINESS MAJORS

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

OBJECTIVE:

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

COURSE PROGRAM:

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

AIT4/5c: BEGINNERS ARABIC 2 Spring Semester

This class is intended for graduate students or business majors

Lectures: 20 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

LCE1/3k & 6j: INTRODUCTION TO BUSINESS ENGLISH 1

Fall & Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 2

OBJECTIVE:

To improve the students' Business English language skills by developing their vocabulary and speaking/reading skills and their understanding of style and knowledge of communication methods. It is designed to give students the English skills they need to work effectively in today's global marketplace. English skills and vocabulary are developed through exercises, case studies, role plays and research on business topics.

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 • Email writing & editing • Job satisfaction • Leadership • Team building • Customer service • Presentation • Wellbeing in the workplace

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).50%
Final exam: Written exam 50%

LEA1MTAI/2a: INTRODUCTION TO ECONOMICS

Fall Semester

Lectures: 12 hours

ECTS credits: 1

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/2f: INTERACTION BETWEEN THE BUSINESS WORLD AND INTERNATIONAL INSTITUTIONS

Fall semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours

ECTS credits: 1

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 trade, investment, finance, and economic development. The course also highlights the challenges and opportunities that arise from the interaction between businesses and international institutions in the context of globalization.

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

1. Understand the concept and significance of international institutions in the global business environment.
2. Analyze the roles and functions of major international institutions, such as the United Nations, World Bank, International Monetary Fund (IMF), World Trade Organization (WTO), and regional economic blocs.
3. Examine the impact of international institutions on global trade, investment, and economic development.
4. Evaluate the role of international institutions in promoting sustainable development, corporate social responsibility, and ethical business practices.
5. Explore the challenges and opportunities that businesses face in navigating the global business landscape shaped by international institutions.
6. Develop critical thinking and analytical skills to assess the effectiveness of international institutions in addressing global business challenges.
7. Analyze case studies and real-world examples to understand the practical implications of the interaction between businesses and international institutions

COURSE PROGRAM:

Module 1: Introduction to International Institutions and Global Business

Module 2: Key International Institutions

Module 3: Regional Economic Blocs and Integration

Module 4: International Institutions and Trade

Module 5: International Institutions and Investment

Module 6: International Institutions and Sustainable Development

Module 7: Challenges and Opportunities for Businesses

Module 8: Case Studies and Real-World Examples

Module 9: Assessing the Effectiveness of International Institutions

ASSESSMENT:

Quizzes, presentation, mid-term.

Final exam.

BIBLIOGRAPHY:

1. Keohane, R. O., & Nye, J. S. (2000). *Power and Interdependence: World Politics in Transition*. Pearson.
2. Krasner, S. D. (1999). *Sovereignty: Organized Hypocrisy*. Princeton University Press.
3. Helleiner, E. (2014). *Forgotten Foundations of Bretton Woods: International Development and the Making of the Postwar Order*. Cornell University Press.
4. Sinclair, T. J. (2005). *Global Governance: Critical Concepts in Political Science*. Routledge.
5. Ruggie, J. G. (1998). *Constructing the World Polity: Essays on International Institutionalization*. Routledge.
6. Porter, T. M. (1995). *Trust in Numbers: The Pursuit of Objectivity in Science and Public Life*. Princeton University Press.
7. Cutler, A. C., Haufler, V., & Porter, T. (Eds.). (1999). *Private Authority and International Affairs*. SUNY Press.
8. Alter, K. J. (2014). *The New Terrain of International Law: Courts, Politics, Rights*. Princeton University Press.
9. Gilpin, R. (2001). *Global Political Economy: Understanding the International Economic Order*. Princeton University Press.
10. Drezner, D. W. (2007). *All Politics is Global: Explaining International Regulatory Regimes*. Princeton University Press.

Articles:

1. Keohane, R. O. (1984). After Hegemony: Cooperation and Discord in the World Political Economy. *International Organization*, 38(1), 1-27.
2. Young, O. R. (1991). Political Leadership and Regime Formation: On the Development of Institutions in International Society. *International Organization*, 45(3), 281-308.
3. Helleiner, E. (1994). States and the Reemergence of Global Finance: From Bretton Woods to the 1990s. *Cornell International Law Journal*, 27, 263-323.
4. Bartley, T. (2003). Certifying Forests and Factories: States, Social Movements, and the Rise of Private Regulation in the Apparel and Forest Products Fields. *Politics & Society*, 31(3), 433-464.
5. Chwieroth, J. M. (2010). *Capital Ideas: The IMF and the Rise of Financial Liberalization*. Princeton University Press.
6. Simmons, B. A., & Elkins, Z. (2004). The Globalization of Liberalization: Policy Diffusion in the International Political Economy. *American Political Science Review*, 98(1), 171-189.

INTERNET RESOURCES:

1. World Trade Organization (WTO) - Official website: <https://www.wto.org/> The official website of the WTO provides a wealth of information on international trade policies, agreements, and the role of the organization in facilitating global trade.

2. International Monetary Fund (IMF) - Official website: <https://www.imf.org/> The IMF's official website offers extensive resources on international financial stability, economic policies, and the organization's role in promoting global economic cooperation.
3. World Bank - Official website: <https://www.worldbank.org/> The World Bank's website provides access to research, reports, and data on global development, poverty reduction, and sustainable economic growth.
4. United Nations Conference on Trade and Development (UNCTAD) - Official website: <https://unctad.org/> UNCTAD's website offers insights into international trade and development issues, investment policies, and the role of UNCTAD in supporting sustainable development.
5. Organisation for Economic Co-operation and Development (OECD) - Official website: <https://www.oecd.org/> The OECD's website provides access to publications, statistics, and analysis on a wide range of economic, social, and environmental topics relevant to international institutions and business.
6. Harvard Business Review (HBR) - <https://hbr.org/> HBR offers articles, case studies, and insights on various business topics, including international business, globalization, and the impact of international institutions on business operations.
7. World Economic Forum (WEF) - Official website: <https://www.weforum.org/> The WEF's website features reports, articles, and analysis on global economic trends, business strategies, and the intersection between the business world and international institutions.
8. Peterson Institute for International Economics - Official website: <https://www.piie.com/> The Peterson Institute's website provides research and analysis on international economic policy, trade, investment, and globalization issues.
9. Brookings Institution - Official website: <https://www.brookings.edu/> The Brookings Institution offers research and analysis on various global issues, including international economics, trade, and development, with a focus on policy recommendations.
10. Center for Strategic and International Studies (CSIS) - Official website: <https://www.csis.org/> CSIS provides expert analysis, reports, and events on global economic, political, and security issues, offering insights into the intersection of business and international institutions.

LEA2MTAI/5h: ACCOUNTING

Fall Semester

Lectures: 18 hours

ECTS credits: 2

COURSE PROGRAM:

1. General introduction: accountancy logic

2. Analysing and book-keeping your cash flow
3. Organising your accounting
4. VAT
5. Purchasing and selling operations
6. Immobilizations
7. Immobilization transfers
8. Stock variations
9. Reserves
10. Regulating expenses and products

LEA2MTAI/7g: MARKETING

Fall Semester

Lectures: 18 hours

ECTS credits: 2

COURSE PROGRAM:

I) Marketing & Information

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

II) Strategic Marketing

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

III) Operational Marketing

- Commercial policy

ASSESSMENT:

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

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

RECOMMENDED READINGS :

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

MCC2/8b: 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 + MTAI/10g: TECHNIQUES OF BUSINESS EXPRESSION

Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

CLASSES: 18 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)

LEA2MTAI/10h: HUMAN RESOURCE MANAGEMENT

Spring Semester

Lectures: 12 hours **ECTS credits:** 1

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.

LEA2MTAI/10e: BUSINESS NEGOTIATION

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

CLASSES: 18 hours **ECTS credits:** 2

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

MCC2/11a: INTRODUCTION TO MARKETING

Spring Semester

CLASSES: 24 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.

LEA3MTAI/13b: BUSINESS STRATEGY AND SURVEY TECHNIQUE

Fall Semester

Lectures: 12 hours

ECTS credits: 1

OBJECTIVES:

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

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

COURSE PROGRAM:

General Introduction: Evolution of the strategy concept.
 PART I: Tools of strategical analysis
 -**Chapter 1:** Competition analysis.
 -**Chapter 2:** The strategic portfolio
 PART II: The basic strategies
 -**Chapter 3:** Domination strategy via costs.
 -**Chapter 4:** Differentiation strategy.
 PART III: Development strategies
 -**Chapter 3:** Specialisation and diversification strategies.
 -**Chapter 4:** Acquisition strategies.-Evolution of the big management concepts since 1960.
 Case Studies
 -COCA vs. PEPSI
 -L' OREAL strategy
 -RENAULT strategy
 -HEWLETT-PACKARD strategy
 -MAC-DONALD strategy

ASSESSMENT:

A written essay or a commentary on an economic text.

BIBLIOGRAPHY:

- DETRIE, J-P., *Strategor*, Edition DUNOD, 2006.
 - PELLICELLI G., *Stratégie d'entreprise*, Edition De Boeck, 2007.

LEA3/16b: INTERNATIONAL MARKETING & NEGOTIATION

Spring Semester

Lectures: 18 hours

ECTS credits: 2

OBJECTIVE:

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

COURSE PROGRAM:

1. Definition
2. What is a market?
3. Different types of market
4. Market surveys
5. Marketing plans
6. International brand management
7. Strategic options
8. Marketing Mix
9. Careers in Marketing
10. Training in marketing

LEA3MTAI/17b: INTRODUCTION TO MANAGEMENT

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 2

OBJECTIVE:

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

COURSE PROGRAM:

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

8° **Motivation strategies**, Motivational team building, Motivational coaching and training motivation.
 9° **Retail Management** and store operations.
 10° **Sales Management**.

SET BOOK:

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

LEA3MTAI/16c: FINANCIAL MANAGEMENT

Spring Semester

Lectures: 18 hours

ECTS credits: 2

COURSE PROGRAM:

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

AIT4M/2a: INTERNATIONAL BUSINESS TECHNIQUES/ EXPORT DIAGNOSIS

Fall Semester

Lectures: 18 hours

ECTS credits: 2

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: BEHAVIOUR OF BUYERS AND LOCAL CONSUMERS

Fall Semester

Lectures: 20 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: 4

COURSE PROGRAM:

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

Part 1 – The Industry/Commerce Balance

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

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

- 1) Segmentation.
 - Definitions.
 - Different types of segmentation.
 - Segmentation procedures
 - Segmentation criteria.
- 2) Targeting
 - Definitions.
 - Choosing your segments.
 - Different types of targeting
- 3) Positionning
 - 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/4a: INTERNATIONAL PURCHASING TECHNIQUES

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/7a: QUANTITATIVE MARKETING

Spring Semester

Lectures: 20 hours

ECTS credits: 3

COURSE PROGRAM:

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

AIT4M/4b & AIT4M/8b: PROJECT MANAGEMENT – CASE STUDY

Fall & Spring Semesters

Lectures: 20 hours Fall / 16 hours Spring

ECTS credits: 2

OBJECTIVE:

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

COURSE PROGRAM:

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

AIT4T: FINANCIAL MANAGEMENT**Spring Semester****Lectures:** 16 hours**ECTS credits:** 1**OBJECTIVE:**

Define costs and use statistics tools.

COURSE PROGRAM:

The statistics variable
 The projected calculations methods
 The "direct costing" and full cost models

ASSESSMENT:

Two case studies in pairs and a final written exam.

BIBLIOGRAPHY:*Gestion des entreprises touristiques*, éditions bréal**WEBSITES:**www.minefi.gouv.fr**AIT4M/2d: E-BUSINESS AND WEB 2.0****Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

Lab: 18 hours**ECTS credits:** 2**COURSE PROGRAM:**

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

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

THIS COURSE IS TAUGHT IN ENGLISH

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

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

AIT4/6c: INTERNATIONAL NEGOTIATION**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 16 hours**ECTS credits:** 2**OBJECTIVE:**

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

COURSE PROGRAM:

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

BIBLIOGRAPHY:

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

**AIT4M/7b: MARKET SURVEYS
 AND QUANTITATIVE TECHNIQUES
 APPLIED TO MARKETING**
Spring Semester**Lectures:** 24 hours**ECTS credits:** 3**OBJECTIVE:**

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

COURSE PROGRAM:

Chapter 1: Market Survey: Approach and Objectives

> Define an approach
 > Identify information
 > Pick hypotheses

Chapter 2: Approach and Data-Gathering

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

Chapter 3: Preparation to Data-Analysis

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

Chapter 4: Testing Out Hypotheses

> Introduction to hypothesis tests (either parametrised or not)
 > Examination of the conditions of application

- > Conformity tests (mean, proportion, variation)
- > Comparison tests (Student, Levene, U, paired data or not)
- > Adequacy tests
- > Extension to ANOVA

Chapter 5: Data-Visualisation

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

AIT4M/8a: GEOPOLITICS OF INTERNATIONAL MARKETS

Spring Semester

THIS CLASS IS TAUGHT IN ENGLISH

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: 20 hours

ECTS credits: 2

OBJECTIVE:

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

COURSE PROGRAM:

The French offers in term of facilities:

- exhibition rooms
- hotels
- conference centres

The case of Ile-de-France
The demand evolutions

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

Investments

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

Tourism management initiatives in partnership with professionals

ASSESSMENT:

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

BIBLIOGRAPHY :

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

Internet Resources:

Revue-espaces.com ; bedouk.fr

H4J/6a: INTRODUCTION TO ECONOMY 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

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

MCA5/2e: MANAGING A CULTURAL PROJECT

Fall Semester

Lectures: 18 hours

ECTS credits: 2

OBJECTIVES:

Vision of professional experience in the cultural field, especially through meeting with different cultural specialists, different jobs.

MCA5/2b: DEVELOPMENT OF PRIVATE FUNDING

Fall Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

How to present one's art or cultural project to a potential sponsor (foundation, company...); how to settle a sponsorship, to write a convention, and make the sponsorship last. How to create an offer to produce resources and offer a lucrative cultural prestation.

COURSE PROGRAM:

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

ASSESSMENT:

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

BIBLIOGRAPHY :

-*Répertoire du mécénat*, Admical, 2011
-*Associations culturelles et mécénat d'entreprise. Comment aborder la recherche de partenaires privés ?* Stéphane Barré, Patrick Rosenfeld, François-Xavier Tramond, Opale CNAR Culture, 2008
www.cultureproximite.org/article.php3?id_article=256
-*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

AIT5T/4a: INTERNATIONAL MANAGEMENT

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 15 hours

ECTS: 1

OBJECTIVE:

Be able to manage an international team.

COURSE PROGRAM:

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

BIBLIOGRAPHY :

LYOTARD, J. F., *Le postmoderne expliqué aux enfants*, Paris, Éditions Galilée, 1988
JAMESON, F., *El posmodernismo o la lógica cultural del capitalismo avanzado*, Barcelona, ed. Paidós, 1991
KHANNA, Parag, *The Second World: How Emerging Powers are Redefining Global Competition in the Twenty-first Century*, 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: HOTEL MANAGEMENT

Fall Semester

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

Lectures: 30 hours

ECTS credits: 4

OBJECTIVE:

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

COURSE PROGRAM:

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

AIT5T/4c: PROJECT MANAGEMENT METHODS FOR TOURISM

Fall Semester

Lectures: 20 hours

ECTS credits: 2

OBJECTIVE:

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

COURSE PROGRAM:

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

- Chairing meetings

Chinese

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

LEA1/1k: 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

LEA1/3l: 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

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 & AIT4/5c: BEGINNERS CHINESE Fall and Spring Semesters

This class is intended for graduate students or business majors

Lectures: 20 in Fall / 16 in Spring **ECTS credits:** 2

OBJECTIVE:

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

- Understand a basic conversation in Chinese
- Express themselves understandably in Chinese when speaking about everyday situations
- Write basic statements in Chinese and transcribe phonetically Chinese writing

COURSE PROGRAM:

- How to introduce yourself or other people
- How to obtain information from the people you are talking to
- How to express preferences, needs or desires
- How to count, say or write the date, tell the time and understand prices
- Understanding the basics of Chinese civilisation

Communication, Culture & Media Studies (including Journalism)

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

MCC1/5d: INTRODUCTION TO POLITICAL COMMUNICATION

Spring Semester

Lectures: 18 hours **ECTS credits:** 2

OBJECTIVE:

At the end of this class students should know :
-the identities of the main players in the French political world today and their communication strategies
-the most commonly used theories of political communication
-the recent changes in political communication on account of technological innovations

COURSE PROGRAM:

Session 1 : Introduction

Theme 1 : Basics in political communication

Session 2 : the main specificities of political communication

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

Session 4 : tools and methods of political communication

Session 5 : the effects of political communication

Theme 2 : New technology and political communication

Session 6 : general intro

Session 7 : the idea of the public arena

Session 8 : internet and participative democracy

Session 9 : recent developments in political practice

Session 10 : towards a more global political communication

Session 11 : what comes next ?

Session 12 : conclusion

BIBLIOGRAPHY:

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

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

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

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

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

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

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

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

P1/12a: INTRODUCTION TO COMMUNICATION STUDIES

Spring Semester

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

OBJECTIVE:

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

COURSE PROGRAM:

The course will be divided into 3 parts:

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

ASSESSMENT:

Commentary on a text and questions

BIBLIOGRAPHY:

- A. BARTOLI – *Communication et organisation* – ed. d'Organisation, 1990
 F. CORMERAIS, A. MILON – *La communication ouverte* – ed. Liaisons, 1994
 P. SCHWEBIG – *Les communications de l'entreprise* – Ediscience International, coll. « Stratégie et management », 1988
 P. WATZLAWICK – *Une logique de communication* – Seuil, coll. « Points », 1979
 Y. WINKIN – *La nouvelle communication* – Seuil, coll. « Points », 1981

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| LCE1/3a & 6a: INTERCULTURAL COMMUNICATION |
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Fall & Spring Semesters

Lectures: 12 hours **ECTS credits:** 1 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.

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| MCC1/1a: COMMUNICATION AND INFORMATION THEORY |
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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.

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| MCC1/2a: COMMUNICATION FOR BUSINESSES AND ORGANISATIONS |
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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.

MCC1/2c – LEC1/3a: SEMIOLOGY OF VISUAL IMAGES

Fall semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

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

COURSE PROGRAM:

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

EVALUATION:

A three-hour written exam.

BIBLIOGRAPHY :

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

MCC1/4a: 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

MCC1/5b: 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.)

MCC1/5c: PRESS RELATIONS

Spring Semester

Lectures: 24 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.

MCC1/4b: DISCOURSE AND RHETORIC

Spring Semester

Lectures: 24 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 to understand how rhetorical devices have been used to create the desired effect.

LEA2MTAI+RI/7a: CRISIS COMMUNICATION

Fall semester

Classes: 12 hours

ECTS credits: 1

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.

MCC2/8a: 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

LCE2/10g & 13f: INTRODUCTION TO JOURNALISM

Fall and Spring Semester

THIS COURSE IS TAUGHT IN BOTH FRENCH AND ENGLISH

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

LEA2RI: ANALYSING THE NEWS

Spring semester

CLASSES: 12 hours

ECTS credits : 1

OBJECTIVE:

- Have a trained opinion on the news in its different aspects (notably international)
- Distinguish facts from comments
- Understand the logic of the working of a info media (selection, framing, competition)

PREREQUISITE:

Show a marked interest in the news and its treatment by journalists
Stay regularly informed of the news offered by various media (written, radio, TV)
Be selective with Internet resources

COURSE PROGRAM:

- Evolution of the job of journalist: social media competition
- Deontology
- Phenomenons of concentration of the press
- International media environment

ASSESSEMENTS:

Oral presentation and paper, Final written exam

BIBLIOGRAPHY :

Que sont les médias ? - Remy Rieffel

INTERNET RESOURCES:

<https://larevuedesmedias.ina.fr/>

MCC2/11d: 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 : Démon Editions, 2012

MCC2/12a: THE MEDIA & POLITICS

Spring Semester

Lectures: 18 hours

ECTS credits: 2

OBJECTIVE:

This class aims to answer several basic questions:

- How does communication policy work for those in power?
- What role does communication play in the exercise of power?
- What makes such communication effective?
- What links are there between democracy and political communication?
- Does public opinion really exist?
- How much political power does the media really have?

COURSE PROGRAM:

Session 1 : Introduction : definition of media and politics

Session 2 : origin and characteristics of political communication

Session 3 : recent developments

Session 4 : Americanisation of European politics

Session 5 : Media and lifestyle ?

Session 6 : public opinion – what is it ?

Session 7 : public opinion and politics

Session 8 : the role of the media during elections

Session 9 : the media and the powers that be

Session 10 : the power of the media

Session 11 : new media – towards a global conversation?

Session 12 : conclusion

BIBLIOGRAPHY :

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

§2. L'influence politique des médias

§3. Médias et style de vie politique

§4. Médias et élections

§5. L'influence politique à long terme

Roland CAYROL & Pascal DELANNOY, *La revanche de l'opinion*, Jacob-Duvernet, Paris, 2007.

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

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

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

Vol.1. theories and principles: watching government, affecting policy

Vol.2. affecting the political process, public opinion, the public's agenda and the press

Vol.3. campaigns and elections

Vol.4. global conversation the rise of new media

La communication politique, les Essentiels d'Hermès, Paris

Jacques GERSTLE, *La Communication Politique*, PUF, Paris, 2004

La Communication politique, PUF-Que sais-je?, Paris, 1993

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

Lynda LEE-KAID, *Handbook of Political Communication Research*, Lawrence Erlbaum associates, Mahwah (N.J.), 2004

Jacques LE BOHEC, *Les rapports presse-politique*
Grégory Derville, *Le pouvoir des médias*, PUG, Grenoble, 1997

MCA3/16a CULTURAL MEDIATION

Fall Semester

Classes: 24 hours

ECTS credits: 3

PROGRAM:

In a first part, this course allows students to go deeper in their knowledge of art events mediation through written mediation. Then, it'll bring the students towards the conception of projects and to think about issues of digital mediation.

A lot of case studies, workshops etc.

All knowledge is turned into professional skills.

OBJECTIVE:

Allow students to get prepared for their professional life as cultural mediator

Bibliography :

B. N. Aboudrar 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

MCA3/16g: CULTURAL JOURNALISM ART&FACT REVUE OF CONTEMPORARY CULTURE

Fall Semester

Classes: 18 hours

ECTS credits: 2

PROGRAM:

Publication of a critical revue about artistic and cultural news.

OBJECTIVE

Give students the chance to elaborate a professional revue (choice of subjects, formatting texts, proofreading, editing and iconography). Design.

MCA3/19a: 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 Aboudrar 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

MCA3/18e: SOCIO-ANTHROPOLOGY OF CULTURAL AUDIENCES

Spring Semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

This class explains the notion of public / audience / visitors in cultural context. Shift since the 1950s (crowd > mass > heterogeneous public) to study how the questions of reception, perception, participation become central to an analysis of publics. How research can be mobilized for this knowledge (quantitative, qualitative and sensible).

MCA3/18g: ADMINISTRATION OF CULTURE

Spring Semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

Develop legal, economic, social skills necessary to the creation of an artistic project (theatre, dance, music, street arts etc.) and / or a place of performing art (cies etc.)

MCA3/21a: PHOTOGRAPHY PRACTICE AND CREATION OF EXHIBITIONS

Spring Semester

Classes: 36 hours

ECTS credits: 5

OBJECTIVE:

Discovering and experimenting tools for photography. Thinking about ways of diffusion of pictures in the web era.

PROGRAM:

Discovering a corpus of works from photographs from the 20th and 21st centuries.

Acquire technical knowledge about analogical photography and digital photography.

Printing.

Conception of an exhibition as an online catalogue.

BIBLIOGRAPHY:

- BARTHES, Roland, *La chambre claire*, collection cahiers du cinéma, Gallimard, 1980

- BENJAMIN, Walter, *L'œuvre d'art à l'ère de sa reproduction technique*, Allia, petite Collection, 2011 (première édition : 1935)

- KRAUSS, Rosalind, *Le Photographique*, Macula Eds, 1990

- RAFMAN, Jon, *Nine Eyes*, New documents, 2016

- ROUILLÉ, André, *La photographie*, Gallimard, 2005

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

Fall Semester

Lectures: 18 hours

ECTS credits: 2

OBJECTIVE:

What's at stake for a company in its in-house communication?
Communication Methods
Communication Tools
Communicating important decisions within a company or organisation

COURSE PROGRAM:

In-house communication as part of a company's communication strategy

Human resources and finance devoted to in-house communication
Aims, possibilities and limits
Who's talking to whom about what?
Common themes for in-house communication: projects/change- the life of the company – human resource policy – strategic decisions

Sociology of organisations

How do companies and organisations structure their communication?
Taylor, Fayol, Mayo, etc...
The internal culture of a business
Regulations and role playing – the human factor

Internal Audits (for a project, equipment, a job etc.)

Before doing anything new: analyse what exists already and what is still needed
Analysing the structure – how things work, habits, Routines

Planning in-house communication

Why communicate ? is there a problem? Who is talking to whom? What form of communication is appropriate for which issue?
Tools (print and/or multimedia) : internal newsletter, welcome booklet, intranet, forum, suggestions box, questionnaires, surveys, photofile, the noticeboard,...
Formal and informal communication : orientation, conferences, seminars, conventions, buffet lunches, brainstorming sessions, using staff for external communication

Measuring the effectiveness of your in-house communication

Quantity and quality: How many campaigns, newsletters etc.? Do people read them? Do people react to them? Do they take any notice of what they say?

Assimilating and providing information:

Who is allowed to participate in in-house communication? Where does the information come from?
How to decide the best strategy for each situation?
Analysis of case studies.

In-house communication and change

Explaining changes, justifying new projects, squashing rumours, providing maximum transparency

In-house communication as a means of healing

Listening, defusing tension, taking part in internal debate, the role of the trade unions

BIBLIOGRAPHY :

AUVINET (J.-M.), BOYER (L.), BUREAU (R.), CHAPPAZ (P.) & de VULPIAN (G.), *La communication interne au coeur du management*, Paris, éd. d'Organisation, 1997.
BEAL (J-P.), LESTOCART (P-A), *Entre management et marketing, la communication interne*, Paris, éd. Démos, 2003
CORBEL (B.) & MURRY (B.), *L'audit qualité interne - Démarche et techniques de communication* – Paris, éd. AFNOR, 2001.
DECAUDIN (J.-M) & IGALENS (J.), *La communication interne*, Paris, éd. Dunod, 2006
DETRIE (Ph.), MESLIN-BROYEZ (Catherine), *La communication interne au service du management*, Paris, éd. Liaisons, 2002.
LABASSE (P.), *L'intelligence des autres – Rétablir l'homme au centre de la communication des entreprises*, Paris, éd. Dunod, 1994.
LARDELLIER (P.), *Le journal d'entreprise – Les ficelles du métier*, Paris, éd. d'Organisation, 1998.
MUCCHIELLI (A.), *Communication interne et management de crise*, Paris, éd. d'Organisation, 1994.
MUCCHIELLI (A.), *Approche systémique et communicationnelle des organisations*, éd. Armand Colin, 1998.

MCC3/18c: 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.

MCC3/21c: COMMUNICATION AND SOCIETY

Spring semester

CLASSES: 18 hours

ECTS credits: 2

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.

LEA3MTAI/13c: INTERNATIONAL COMMUNICATION

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12 hours

ECTS credits: 1

OBJECTIVE:

To understand communication in the context of different world cultures. To understand how to communicate effectively with people whose cultures differ from our own.

COURSE PROGRAM:

- Cultural Basics
- Understanding the elements of culture
- Dimensions of culture
- Cultural comparison
- Communication
- What is communication
- Different ways of communicating
- Verbal & Non Verbal communication
- Intercultural & International communication
- How communication differs
- How to improve communication and be efficient
- What is an international manager
- How to be an international manager

BIBLIOGRAPHY:

Software of the Mind: Geert Hofstede
International Management: Helen Deresky / Richard Mead
Intercultural communication: Fred Jandt / James Neuliep
Communication: Larry Barker

LEA3RI: 13e MEDIA AND INTERNATIONAL RELATIONS

Fall Semester

Lectures: 18 hours

ECTS credits: 2

OBJECTIVE:

Know the characteristics of the main media and their historical evolution
Analyse the importance of media as actors in international relations
Explain the roles of new media in mondialisation
Understand the current and future challenges of media in a globalized system

COURSE PROGRAM:

I – What Does 'Media' Mean?

Definition of the notion of 'media'

Emphasis on its components (Press, cinema, radio, TV, internet)

Historical evolution of media

II- Media as a New Actor in International Relations

Democratisation of media until the XXth century (Europe as a main tethering point, emergence of the United States, and then Asia)

Multiplication of media after the Second World War (Global domination of American media)

Mechanisms of the rapidity of info treatment with the mondialisation

III – The Place of New Media

Definition and composition of new media

Importance of the role of social media in the international news

Analogies and differences between the new media and traditional media in the face of the treatment of international events

IV – Current and Future Media Challenges in a Globalised System

Interest in the digital transformation of media

Importance of better knowledge and comprehension from the public

Criteria used to determine the veracity of information

Cyberspace as a new place of geopolitical confrontation

ASSESSMENT:

A mid-semester written test and a final written exam

BIBLIOGRAPHY:

Les médias / Francis Balle / Que sais-je ? / 2020

Les médias et la démocratie au XXe siècle / Catherine Bertho-Lavenir / Dunod / 2018

Géopolitique des médias : Acteurs, rivalités et conflits / Philippe Boulanger / Armand Colin / 2014

Une histoire des médias : Des origines à nos jours / Jean-Noël Jeanneney / Points / 2015

INTERNET RESOURCES :

United Nations Department of Global Communications website: <https://www.un.org/fr/departement-global-communications/news-media>

French National Audiovisual Institute website: <https://www.ina.fr/>

TV5 Monde website: <https://www.tv5monde.com/>

LEA3RI/13e: FUNDAMENTALS OF DATA SCIENCE AND AI

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE:

1. Understand the foundational mathematical and computational concepts underlying data science and artificial intelligence.
2. Explain core concepts in machine learning, statistical inference, and intelligent systems.

3. Analyze the political, ethical and policy impacts of AI technologies.
4. Evaluate how AI affects governance, diplomacy, inequality, and international security.
5. Apply data science methods to real-world problems, or at least apply a quantitative and analytical approach to research design.
6. Critically assess ethical and societal implications, thus engaging with issues of bias, accountability, surveillance, and algorithmic governance.

PREREQUISITE:

High school level calculus.
Linear algebra.
Probability and statistics.

COURSE PROGRAM:

- A. Introduction and Philosophical Foundations
- B. Short History of Intelligent Machines
- C. Mathematical and Statistical Foundations of Data Structures
- D. Mathematical and Statistical Foundations of Data Structures
- E.
- F. Machine Learning 2: Unsupervised Learning
- G. Machine Learning 2: Unsupervised Learning
- H.

ASSESSMENT:

30% Midterm: 1h
70% Final exam: 1h30

BIBLIOGRAPHY:

Les médias / Francis Balle / Que sais-je ? / 2020
Les médias et la démocratie au XXe siècle / Catherine Bertho-Lavenir / Dunod / 2018
Géopolitique des médias : Acteurs, rivalités et conflits / Philippe Boulanger / Armand Colin / 2014
Une histoire des médias : Des origines à nos jours / Jean-Noël Jeanneney / Points / 2015

INTERNET RESOURCES :

United Nations Department of Global Communications website: <https://www.un.org/fr/departement-global-communications/news-media>
French National Audiovisual Institute website: <https://www.ina.fr/>
TV5 Monde website: <https://www.tv5monde.com/>

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

MCC3/15d: ETHICS OF COMMUNICATION

Fall Semester

CLASSES: 18 hours

ECTS credits: 2

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.

MCC3/19b: 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.

MCC3/20b: 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
- 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/ 5d: ADMINISTRATION OF CULTURE

Spring Semester

Classes: 12 hours

ECTS credits: 2

OBJECTIVE:

The objective is to understand the specific aspects of administrative and financial management of structures and cultural / artistic projects. Knowledge and tools taught during this class will be useful in all types of cultural departments and job. Theory will be studied as well as case studies to use knowledge and confront it with the reality of the cultural sector.

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 Oualidi, Eyrolles, 2013.
- Revue « Communication »
- Revue « communication et organisation ».
- Revue « Sciences humaines »
- Revue « Stratégie »
- Ressources internet
- <http://communicationorganisation.revues.org/>
- <http://edc.revues.org/>
- <http://www.strategies.fr/>
- <http://communication.revues.org/>

H4J/5C: ETHICS (THEORY)

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/2c CULTURAL MEDIATION: THEORY AND PRACTICE

Fall Semester

Classes: 24 hours

ECTS: 3

OBJECTIVE:

- Understanding and working with the notion of cultural mediation in all its flexibility and variety
- Understanding the issues at stake in cultural mediation today
- Using the tools and systems 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: 1

OBJECTIVE:

By the end of this course, students should be able to recognise and understand the different historical and cultural periods in Russian history since the 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

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: WAR REPORTING

Fall Semester

Lectures: 12 hours

ECTS credits: ??

OBJECTIVE:

This course description will be available shortly

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

MCC1/4e: 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, aptricularly at the end of hte 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 Chistian Delporte, *Histoire des medias en France*, éd. Flammarion, 2010
Frédéric Barbier et Catherine Bertho, *Histoire des medias*, éd. Armand Colin, 2009
Agnès Chauveau, *Introduction à l'histoire des médias en France de 1881 à nos jours*, éd. Armand Colin, 2000
Jean-Noel Jeanneney, *Une histoire des medias*, Point Seuil, 2005

MJ1/1b: HISTORY OF POLITICAL IDEAS**Fall Semester**

B2 LEVEL IN FRENCH REQUIRED

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

The course will focus on the birth of political philosophy in Greek antiquity. It will aim to show how many of the problems of political modernity were already studied and discussed in Antiquity, and in particular with Athenian democracy. It will study the initial discussion between sophists and philosophers, the question of the best possible political form (and therefore the best regime)...

Compulsory bibliography :

De Romilly, J., *Les grands sophistes de l'Athènes de Périclès*
 Aristote, *Ethique à Nicomaque*
 Aristote, *Les Politiques*

Lectures complémentaires :

Platon, *La République*
 Platon, *Protagoras*
 Platon, *Théétète*

MJ1/4c: HISTORY OF POLITICAL IDEAS 2**Spring Semester**

B2 LEVEL IN FRENCH REQUIRED

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

The course will focus on the development of political philosophy in Greco-Roman antiquity. It will be divided between the study of philosophical movements in their relationship to the political question (Stoicism, Epicureanism, etc.), the examination of the Roman Republic, the beginnings of Western Christianity, etc.

Compulsory bibliography:

Cicéron, *Des Lois*
 Polybe, *Histoires*, livre VI
 Epicure, *Lettre à Ménécée*

Lectures complémentaires :

Lucrèce, *De natura rerum*
 Des stoïciens au choix : Sénèque, Marc-Aurèle...
 Veyne P., *Quand notre monde est devenu chrétien*
 Hadot, P., *Qu'est-ce que la philosophie antique ?*

MJ2/8b: POLITICAL PHILOSOPHY**Fall Semester**

B2 LEVEL IN FRENCH REQUIRED

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

The course will focus on the study and precise reading of Machiavelli's classic works.

Compulsory bibliography:

Machiavelli, *Le Prince*, trans. Fournel and Zancarini, Paris PUF, "Quadrige".
 Machiavelli, *Discourse on the First Decade of Titus Livius*, trans. Fontana and Tabet, Paris, Gallimard.

Further reading:

Guicciardini, *Considérations à propos des Discours de Machiavel sur la première Décade de Tite-Live*, trans. Lucie de Los Santos, Paris, L'Harmattan.

MJ2/12b: POLITICAL PHILOSOPHY 2**Spring Semester**

B2 LEVEL IN FRENCH REQUIRED

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

The course will focus on the development of political philosophy from the classical period to the Enlightenment. It will continue the study of Machiavellianism and the beginnings of political liberalism.

Compulsory bibliography:

Hobbes, *Léviathan*
 Locke, *Traité du gouvernement civil*
 Montesquieu, *L'esprit des lois*

Further reading :

Manent, P., *Histoire intellectuelle du libéralisme*
 Rousseau, *Du contrat social*

AIT4M/6a: EXTERNAL BUSINESS COMMUNICATION**Spring Semester****Classes:** 15 hours**ECTS credits:** 1**OBJECTIVE:**

This course proposes to define, explain, and implement a modern marketing strategy. To this end, it will contrast inbound and outbound marketing and review contemporary digital tools.

COURSE PROGRAM:

Class 1 - Digital Disruption and Marketing Turmoil
 Class 2 - From Brand Demonstration to User Centric Marketing
 Class 3 - Methodology A C I M - Explanation and Implementation
 Class 4 - Implementation of A C I M Methodology > Concrete Case, Market Study

(universal marketing and geomarketing)
(rational/intuitive approaches) + short group exercise

Class 5 - Implementation of A C I M Methodology > Concrete Case, Market Study
(perceptioning/ big data vs. small data)
(creative visualisation)

Class 6 - Implementation of A C I M Methodology > Concrete Case, Market Study
(communication ecosystem)
(modern leverage - description and use - part 1)

Class 7 - Implementation of A C I M Methodology > Concrete Case, Market Study
(communication ecosystem)
(modern leverage - description and use - part 2)

Class 8 - Strategis Synthesis on a Concrete Example (variety of brands)
Discussion and preparation to the final (multichannel approach)

Class 9 - Group Exercise - Group Work (2/3 people)
Implementation of A C I M Methodology > Concrete Given Case

AIT4T/8c: INTERCULTURAL APPROACH TO THE MIDDLE EAST Spring Semester

Lectures: 16 hours

ECTS credits: 1

OBJECTIVE:

General knowledge: the civilisation, history, geography etc. of the Middle East. Finding your way around. The main characteristics of Middle Eastern civilisation.

COURSE PROGRAM:

The geography of the Middle East
Religions and philosophies of the Middle East
Tourist potential and interesting historical sites.

AIT4T/8d: INTERCULTURAL APPROACH TO CHINA Spring Semester

Lectures: 16 hours

ECTS credits: 1

OBJECTIVE:

Obtain an overview of Asia and, in particular, China. Learn the basics of the history and geography of the region and its civilization.

COURSE PROGRAM:

- Geography – where is what?
- Religions and philosophies in the region
- Potential and particularities of the main tourist sites

H5J/11f: RADIO JOURNALISM 1 and 2: FACT-CHECKING PODCAST Fall & Spring Semester

Lectures: 17 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.

MCA5/5d: CULTURAL STRUCTURES AND VENUES Spring Semester

Lectures: 16 hours

ECTS credits: 2

OBJECTIVES:

Based on a study of cultural structures and venues, be able to Understand the concept of a cultural establishment. Master the various aspects of managing a cultural establishment project. Be able to manage a cultural establishment.

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.

Computer Science

IMPORTANT: ALL OUR COMPUTING COURSES ARE TAUGHT IN FRENCH

LCE1/3e & 6d: Computer Science Fall and Spring Semesters

Lab: 12 hours **ECTS credits: 2**

OBJECTIVE:

The basics of computer science.

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.

LEA1/2e: COMPUTER SCIENCE:PIX

Fall Semester

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

To enable students to make Microsoft Word 2003 documents and OpenOffice Writer 2.1 documents, such as Curriculum Vitae, text commentaries, dissertation, master report...

COURSE PROGRAM:

Typing and modifying text
Selecting, copying and pasting text
Format and characters
Paragraph format
Tabs
Spelling and grammar
Page layout: basic principles
Tables
Columns
Bullets and numbering
Inserting pictures
WordArt, drawing
Styles
Mail merger
Introduction to the Internet: research methodology

ASSESSMENT:

Opening a file, editing it, doing different tasks in accordance with instructions.
Students' abilities to manage tools, their rapidity and reflection skills will be taken into account.

LEA1/4d: COMPUTER SCIENCE:C2I

Spring Semester

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

Introduction to Computerized Calculations and Database Management with Microsoft Excel and OpenOffice Calc 2.1

COURSE PROGRAM:

Microsoft Excel
-Cell format
-Copying and pasting cells
-Working with several worksheets
-Using simple formulae
-Functions: sum/average/max/min/NB
-Charts
-"IF" function and cell locking
-Using dates
-"Research" function
-Advanced functions
-Calculations on several worksheets

ASSESSMENT:

Practical work.

MCA1/7c: VIDEO EDITING

Spring Semester

Lectures: 24 hours

ECTS credits: 3

PROGRAM:

This class aims to introduce editing to students throughout the use of Adobe Premiere Pro. Theory will be provided to grasp the key notions for successful editing.

OBJECTIVES

Be able to produce a rhythmed editing following basic rules.

MCA1/3b & 7e: COMPUTER SCIENCES AND COLLABORATIVE TOOLS

Fall and Spring Semesters

Lectures: 18 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

LCE2/10e: COMPUTER SKILLS 3

Fall Semester

Lectures: 12 hours

ECTS credits: 1

OBJECTIVE:

Microsoft Excel interface is a Spreadsheet program which enables to present numeric data in charts and to make calculation on these data. Students will learn how to make a chart and how to use advanced calculation functions. Students will also learn the processing of data with Excel and how to make simple and complex graphics.

COURSE PROGRAM:

To learn how to :

- Make a chart
- Make calculations
- Change the structure of a chart
- Present a large chart
- Represent graphically numeric data
- Use web data
- Synthetise the data of a base
- Strengthen data
- Simulate an hypothesis
- Create a model of chart
- Work in groups on a chart
- Make a spreadsheet
- Make a repetitive task automatic
- Analyse data

BIBLIOGRAPHY:

Indications concerning websites will be given during the lessons.

LCE2/13d: COMPUTER SKILLS 4

Spring semester

Lectures: 12 hours

ECTS credits: 1

OBJECTIVE:

Power Point is a tool which enables us to make communication media. Students will learn to create presentation aids of all types thanks to the use of Power Point.

COURSE PROGRAM:

- Creation of an opening page

Learn how to :

- Make a text presentation
- Personalise the look of a presentation
- Represent numerical information
- Make an organization chart
- Make an illustration or a diagram
- Prepare the projection of a presentation

BIBLIOGRAPHY:

Indications concerning websites will be given during the lessons.

LCE3: COMPUTER SKILLS 6

Fall and Spring semesters

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE:

Basics computer skills with Word, PPT, Excel.

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

MCA2/10b & 13b: 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.

MCA3: INFOGRAPHIC AND VIDEO EDITING

Fall and Spring Semesters

Classes: 24 hours

ECTS credits: 1

PROGRAM:

Initiation and practice with tools to create pictures. Audiovisual language and technique. Postproduction.

OBJECTIVE

Know the tools necessary to directing films and audiovisual material.

LEA3RI/13c: COMPUTER SCIENCE: WEB CREATION AND MANAGEMENT

Fall Semester

Tutorials: 24 hours

ECTS credits: 3

PREREQUISITE:

Students must know and master Windows (browsing, creating/deleting/renaming files, saving/renaming/deleting documents)

OBJECTIVE:**Imagining, creating a website:**

- Organising the tree structure of a website
- Creating web pages (using HTML and CSS languages) inserting texts, charts, and images
- Creating and using hyperlinks

Gaining skills necessary for the C2i level 1:

- A1 skill: "Taking into account the evolutive nature of information and communications technology (ICT)"
- A2 skill: "Integrating the ethical dimension and the respect of deontology"

COURSE PROGRAM:

Practical and theoretical overlook of the main concepts associated with the creation of websites.

Introduction to the main notions linked to the HTML and CSS styles.

- Learn how to create a website: the main features
- Basic tools: the editor, the browser
- The rudiments of HTML and CSS
- Creating hyperlinks
- Inserting images
- Using style sheets
- Creating and using graphs on web pages
- Discovering, learning, and using ergonomics principles
- Creating a personal website

A1 skills:

- Being aware of the constant evolution of ICTs and the deontology that they must be paired with, and be able to account for them in the context of the learning process
- Becoming aware of the necessary updates of the C2i level 1
- Working with an open and versatile mind (adaptability to various work environments, exchanges)
- Taking into account the compatibility issues, different file formats, norms and procedure of compression and exchange

A2 skills:

- Respecting fundamental human rights, international norms and the laws that result from them
- Managing their digital identity/footprint
- Securing sensitive information – both personal and professional – against deceitful intrusions, disparities, and voluntary or involuntary destructions

- Ensuring confidentiality protection
- Taking a critical approach and being able to argue the soundness of sources of information
- Instauring rules for good behaviour, politeness, and civility
- Understanding and adapting to codes of conduct

ASSESSMENT:

Mid-Semester 2h written exam and final 6h exam in class

LEA3RI/23E: FUNDAMENTALS OF DATA SCIENCE AND ARTIFICIAL INTELLIGENCE

Spring Semester

Lectures: 12 hours

ECTS credits: 2

THIS COURSE IS TAUGHT IN ENGLISH

OBJECTIVES

By the end of the course, students should be able to:

1. Understand the foundational mathematical and computational concepts underlying data science and artificial intelligence.
2. Explain core concepts in machine learning, statistical inference, and intelligent systems.
3. Analyze the political, ethical and policy impacts of AI technologies.
4. Evaluate how AI affects governance, diplomacy, inequality, and international security.
5. Apply data science methods to real-world problems, or at least apply a quantitative and analytical approach to research design.
6. Critically assess ethical and societal implications, thus engaging with issues of bias, accountability, surveillance, and algorithmic governance.

COURSE PROGRAM

Data Science, Machine Learning (ML) and Artificial Intelligence (AI) are no longer niche domains reserved for engineers or programmers, but have become central forces that are shaping governance, public policy, economics, as well as international relations. From algorithmic governance and organizational reform strategies, to autonomous weapons that rely on classification algorithms, from predictive policing to deep learning-powered forecasting systems, these technologies are rapidly transforming how states apply power, how institutions make decisions, and how citizens are likely to be governed in the future. Nevertheless and despite the astounding progress that these fields have witnessed, these systems continue to be perceived as belonging to a niche, highly technical, and even intimidating "black box", thus leading many towards a sense of disengagement. Nevertheless, in a world that is increasingly shaped by algorithmic decision-making and automated systems, burying our heads in the sand is no longer an option. This is even more central when we consider that governments, institutions, and corporations around the globe are deploying these technologies for uses that are promising but also questionable.

This course is designed to demystify these fields and to bridge that gap in order to provide university students

interested in pursuing deeper studies in the field with the core foundations of data science, ML and AI. Broadly speaking, it is tailor-made for entry-level data scientists but also for non-specialists who are interested in becoming data and AI-literate citizens.

H4P/2b: GRAPHIC DESIGN IN THEORY AND PRACTICE 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, library.
 6/ Indesign: page setting, import an Excel table
 7/ Presentation files, picture compression, ...
 Indesign: documents export, package, booklet printing
 8/ Individual presentation of the printed offer.

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.

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

Lectures: 20 hours

ECTS credits: 2

Prerequisite:

Students should know how to use a computer and know the basic functions of Windows/Mac os.

OBJECTIVES:

At the end of this class, students should be able to:
 Know the general functions of graphic design softwares;
 Know the basic tools for page setting with Indesign;
 Create a document in a given format;
 Create a front cover;
 Manage the page setting pattern , the table of contents, the paragraph font;
 Manage pictures insertion and page setting;
 Export documents under different formats (Jpeg, psd, ...)

COURSE PROGRAM:

1/ Introduction, presentation, methodology: choose a destination to create a touristic offer for a high-standart customer, in the form of a twelve-page ad booklet. Basic presentation of page setting tools: Adobe Indesign, photoshop, Illustrator, bridge.
 2/ Introduction to page setting tools: Adobe Indesign; Create a document, typography, text zones, rulers, pictures import, pagination, and creation of the front cover.

3/ Document content: organization, flat plan, reflexion on what is needed, information order, pictures. Page setting pattern with Indesign. Photoshop: basic picture editing, contrast, nuance, reframing, save.

4/ Graphic design: luxury code, practical case analysis, logotype.

Indesign: corporate identity and style guide, paragraph style and font, content page setting.
 5/ Indesign: page setting, automatic table of contents, library.

6/ Indesign: page setting, import an Excel table

7/ Presentation files, picture compression, ...

Indesign: documents export, package, booklet printing

8/ Individual presentation of the printed offer.

AIT5T/3d: HOW TO USE AMADEUS Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

Lectures: 20 hours

ECTS credits: 2

PRE-REQUISITE:

Create and calculate a full booking file (hotel, car reservation). Know the fares easily on simple and difficult lines.

COURSE PROGRAM:

- General Study of informations and bookings, exploiting PNR files
- Study of costs.

Education

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

LCE3/17e – LEC3/15c: FRENCH LINGUISTICS AND DIDACTICS 1 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 organisation 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.

**LCE3/17d & 21c: DIDACTICS OF ENGLISH
(SECONDARY AND HIGH SCHOOLS)**

Fall & Spring Semesters

Classes: 18 hours **ECTS credits:** 2 per semester

IT IS POSSIBLE TO JOIN THE CLASS IN JANUARY

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.

**LCE3/21e – LCE3/19c: FRENCH LINGUISTICS
AND FRENCH DIDACTICS 2**

Spring Semester

Classes: 36 hours **ECTS credits:** 6

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.

**E3/1e & E3/2e: 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:

The purpose of this course is to provide an overview of British literature until 1945.

The CM will be dedicated to a chronological study of the different literary periods and movements with elements of social, historical and artistic background.

The different genres will be explored (poetry, drama, prose)

The TDs will focus on text analysis and will include exercises as well as some methodology and practice for the commentary.

The study of the different excerpts will also allow you to expand your own glossary of literary terms.

SET TEXTS:

- 1- *The Canterbury Tales*, Geoffrey Chaucer
- 2- *Henry V*, William Shakespeare
- 3- *Easter Wings*, George Herbert
- 4- *The School for Scandal*, Richard Brinsley Sheridan
- 5- *Songs of Experience*, William Blake
- 6- *Northanger Abbey*, Jane Austen
- 7- *Great Expectations*, Charles Dickens
- 8- *The Importance of Being Earnest*, Oscar Wilde
- 9- *Howards End*, E.M Forster
- 10- *To the Lighthouse*, Virginia Woolf

ASSESSMENT:

Students will be required to answer questions about the class and analyse a short extract from one of the works being studied.

LCE1/1d: BRITISH BESTSELLERS SINCE 1945

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Hours: 24 hours

ECTS credits: 3

COURSE PROGRAM:

This course will offer an introduction to recent British Literature and how to study it. Students will learn about different literary genres and techniques as well as examining some texts in detail. We shall see how contemporary literature is a continuation of the British literary tradition and analyse the intertextual elements in the texts we study. Film adaptations of some of the works will also be considered, together with an introduction to adaptation theory.

SET TEXTS:

- Students must obtain their own copy of:
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:

- mid-term exam (DS): 5 questions based on our lessons, followed by a short text you will have to comment upon. (Introduction + thesis statement + outline)
- Final exam (end of semester): commentary

LCE1/2a: ENGLISH GRAMMAR 1

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 2

COURSE PROGRAM:

This class will concentrate on the form and the use of the verb in English. We shall both examine the theory and see how our knowledge should be applied in practice.

- Auxiliaries : *Be, do & have*
- Tenses (present, past, present perfect, past perfect etc.)
- Expressing conditions and wishes
- Expressing the future (*will, be going to, be to, be about to*, present simple, present progressive)

BIBLIOGRAPHY:

An exercise manual will be distributed in class.

LCE1/2b & 6b: INTRODUCTION TO TRANSLATION 1: FRENCH TO ENGLISH

Fall & Spring Semesters

Classes: 18 hours
semester

ECTS credits: 2 per semester

It is possible to join the class in January
This class is not open to native speakers of English

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 & 6c: INTRODUCTION TO TRANSLATION 1: ENGLISH TO FRENCH
Fall & Spring Semester

Classes: 18 hours **ECTS credits:** 2 per semester

It is possible to join the class in January

OBJECTIVE:

Introduction to translating literary texts and learning basic translation theory, developing good reflexes, acquiring essential vocabulary.

COURSE PROGRAM:

Translating extracts from 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*

LCE1/1f & 4f: INTRODUCTION TO PHONETICS
Fall & Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

It is possible to join this class in January

Classes: 18 hours **ECTS credits:** 2 per semester

COURSE PROGRAM:

- A summary of the different sounds in the English language – basic phonology
- English vowels and consonants, how they are produced and how to transcribe them
- The relationship between pronunciation, stress and rhythm

BIBLIOGRAPHY:

- J. C. WELLS, *Longman's Pronunciation Dictionary*

LEA1/3f: ENGLISH PHONETICS
Spring Semester

Classes: 12 hours **ECTS credits:** 1

OBJECTIVE:

Improve students' command of the spoken language.

COURSE PROGRAM:

Classes will include a mixture of theory and practice. The following points will be studied:
-articulation

-phonology
-assimilation
-stress patterns
-transcriptions

LCE1/1e & 4e: 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:** 1 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.

MCA1/3a & 7d: ENGLISH FOR ARTS
Fall and Spring Semesters

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

OBJECTIVE:

To give students sufficient resources so they can reach a appropriate level of English for their level of studies so they can 1) Spread their lexical knowledge in their professional use of the language 2) Develop written and oral expression 3) Develop an autonomous way of learning the language.

LEA1/1a & LEA1/3a: ENGLISH GRAMMAR
Fall and Spring Semesters

Classes: 12 hours **ECTS credits:** 1 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 & LEA1/3b: TRANSLATION FRENCH – ENGLISH

Fall and Spring Semesters

Classes: 12 hours **ECTS credits:** 1 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 3c: TRANSLATION ENGLISH-FRENCH Fall and Spring Semesters

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

Introduction to translating non-specialist texts and learning basic translation theory.

COURSE PROGRAM:

Translating press articles.

PERSONAL WORK:

To read English and French press, to prepare a translation of the text which was distributed, then at the end of the course, to compare one's translation with the given one and to analyse the translation process, finally to learn the vocabulary.

ASSESSMENT:

Two 1 ½ hour tests and the translation of a press article (25 lines) without any document authorized.

BIBLIOGRAPHY:

-The New Oxford Dictionary of English
-Le Petit Robert (vol.1)
-Le Robert & Collins Senior 1998
-BEAUDRIER & MACKEOWN-LAIGLE, *English Vocabulary for a Changing World*, Sedes

LEA1RI/1d: WRITTEN EXPRESSION IN ENGLISH Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH
NOT OPEN TO NATIVE SPEAKERS

Classes: 12 hours **ECTS credits:** 1 per semester

PREREQUISITE:

Have at least a B2 level in English

OBJECTIVE:

Write in English in a structured and fitting manner

COURSE PROGRAM:

- Descriptions and parallel structures
- Choice of vocabulary and registers
- Verbosity and repetitions
- Use and structures of emails
- Summarise and paraphrase
- Talk about visual media
- Direct and indirect discourse

ASSESSMENT:

Mid-semester written exam or presentation and final written exam or handing back of a project

BIBLIOGRAPHY:

English International Press

LEA1RI/3d: WRITTEN EXPRESSION IN ENGLISH Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH
NOT OPEN TO NATIVE SPEAKERS

Classes: 12 hours **ECTS credits:** 1 per semester

PREREQUISITE:

Have at least a B2 level in English

OBJECTIVE:

The first part of the course will focus on reading and research practices: gathering and filtering information from available research tools and the development of effective critical reading skills. 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. The course teaches students to write succinctly and without redundancies.

COURSE PROGRAM:

Lesson 1: Narrative Writing (sequencers)
Lesson 2: Editing for Clarity
Lesson 3: Error correction & rewriting
Lesson 4: Academic sentences & Academic structure
Lesson 5: Using quotations
Lesson 6: Referencing
Lesson 7: Preparing for the mid-semester exam – Revision
Lesson 8: Persuasive Writing techniques (Vocabulary: Environmental issues) 1
Lesson 9: Persuasive Writing techniques (Vocabulary: Environmental issues) 2
Lesson 10: Proposal Writing 1
Lesson 11: Proposal Writing 2
Lesson 12: Feedback from the mid-semester exam & preparation for final exam

ASSESSMENT:

Mid-semester written exam (30%) and final written exam (70%)

LEA1/1e & LEA1/3e: ORAL EXPRESSION IN ENGLISH Fall and Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

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

COURSE PROGRAM:

Listening to soundtracks; presentations, role plays, debates. Exercises for pronunciation, accent and intonation.

PERSONAL WORK:

Listen to the BBC, films in English, preparing presentations etc.

ASSESSMENT:

The final grade will be the average of two or three tests.

LCE1/5a: ENGLISH GRAMMAR 2
Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours **ECTS credits:** 2

COURSE PROGRAM:

This class will concentrate on the form and the use of the verb in English. We shall both examine the theory and see how our knowledge should be applied in practice.

- Modals
- The passive voice
- Indirect speech
- Phrasal verbs
- Complex verbal constructions

BIBLIOGRAPHY:

An exercise manual will be distributed in class.

LCE1/4d: THE 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)

LCE1/4c: 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).

LEC1/2a: SHAKESPEARE ADAPTATIONS**Fall Semester****NB: This class is taught in French****Classes:** 24 hours**ECTS credits:** 3**OBJECTIVE:**

To understand the spirit and writing of Shakespearean 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*.

LCE2/10a: INTRODUCTION TO RESEARCH**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours**ECTS credits:** 1**OBJECTIVE:**

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. By the end of the course, the student should be able to write a summary, produce a bibliography, understand the referencing process (quotations, endnotes and footnotes), and develop the skills necessary to conduct research. Students should be able to identify reputable sources and will learn how to write a thesis statement.

COURSE PROGRAM:

Bibliographical formatting

Introduction to library research skills

Writing a summary

Critiquing research methods and identifying reputable sources

Exploring the alternative view – written debating skills and rhetoric

Quotations, references, end notes and footnotes

Creating a reading log

Writing a thesis statement

Writing an introduction

Writing a conclusion

Writing an abstract

ASSESSMENT:

1 test in the middle of the semester requiring bibliographical formatting. (1/3 of the grade).

LCE2/10b: ACADEMIC WRITING**Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours**ECTS credits:** 1**OBJECTIVE:**

The aim of this course is to help students develop their academic writing skills in English. Course activities will emphasize reading and writing as complementary processes.

COURSE PROGRAM:

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:

Error Correction and Editing exercise (50%) in the course

Written exam 50% (out of course)

LCE2/8c: 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.

**LCE2/8d: James Baldwin: Meeting the Man -
 American Literature
 Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours **ECTS credits:** 2

COURSE DESCRIPTION:

"When you were starting out as a writer, you were Black, impoverished, homosexual. You must have said to yourself, 'Gee, how disadvantaged can I get?'" James Baldwin was once asked by a TV interviewer. His reply? "No, I thought I'd hit the jackpot." Last year marked one hundred years since the birth of James Baldwin, African American novelist, essayist, playwright and civil rights activist, and this class will discuss his work and interrogate his enduring cultural relevance. Alongside his novel, Giovanni's Room, we will read and analyse extracts from Go Tell It on The Mountain and If Beale Street Could Talk, and some of Baldwin's probing essays. We will also consider some of his interviews, in Meeting the Man, for example, alongside extracts from Raoul Peck's film I Am Not Your Negro.

**LCE2/9d: INTRODUCTION
 TO ENGLISH LINGUISTICS
 Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours **ECTS credits:** 1

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.

**LCE2/8e: ORAL EXPRESSION AND
 COMPREHENSION IN ENGLISH
 Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours

ECTS credits: 1

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

**LCE2/9a & 13a: ENGLISH GRAMMAR
 Fall & Spring Semesters**

THIS COURSE IS TAUGHT IN ENGLISH

It is possible to join this class in January.

Classes: 18 hours **ECTS credits:** 2 per semester

COURSE PROGRAM:

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 he prism of nature and function. Complex sentences will also be studied.

**LCE2/9b & 12b: INTERMEDIATE TRANSLATION
 FRENCH - ENGLISH
 Fall & Spring Semesters**

Classes: 18 hours **ECTS credits:** 2 per semester

It is possible to join this class in January.

COURSE PROGRAM:

- Translating literary & journalistic texts into English
- Looking at common grammatical difficulties when comparing French and English
- Introduction to problems of style & register
- Introduction to translating songs, poems, cartoon strips and film scripts
- Introduction to subtitling

**LCE2/9c & 12c: INTERMEDIATE TRANSLATION
 ENGLISH - FRENCH
 Fall & Spring Semesters**

Level C1 in French required

It is possible to join this class in January.

Classes: 18 hours **ECTS credits:** 2 per semester

COURSE PROGRAM:

- Introduction to problems of style
- Learning to discern shades of meaning in both languages
- Translating contemporary literary texts

BIBLIOGRAPHY:

In addition to the usual dictionaries...
M. GREVISSE, *Le Bon Usage*

LEA2/8f & 11f: INTERMEDIATE PHONETICS

Fall & Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours **ECTS credits:** 2 per semester

COURSE PROGRAM:

- Phonetic transcription
- Stress patterns
- Intonation
- Assimilation
- Phonologie

BIBLIOGRAPHY:

P. ROACH, *English Phonetics & Phonology*; Cambridge University Press

LEA2RI & MTAI/9a & 13a: ENGLISH GRAMMAR AND TRANSLATION INTO ENGLISH

Fall and Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours **ECTS credits:** 2 per semester

PREREQUISITE:

Basic understanding of English required. (at least B2)

OBJECTIVE:

Know and use grammar to translate a general document from French to English.

COURSE PROGRAM:

- How grammar carries meaning
- Translating the idea (without automatic translation or AI)
- Using the right vocabulary and register

ASSESSMENT:

A mid-semester written exam or oral presentation and a final written exam or handing back of a project

BIBLIOGRAPHY:

International English and French Press
La Grammaire Anglaise de l'Etudiant (Berland - Delépine)

LEA2/9b & 13b: BUSINESS TRANSLATION ENGLISH-FRENCH

Fall and Spring Semesters

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

COURSE PROGRAM:

Translation exercises to help the student understand the different lexical, stylistic and syntactic problems translators encounter. We shall be particularly concentrating on journalistic texts.

BIBLIOGRAPHY:

A bilingual dictionary: Robert et Collins Senior
An unilingual dictionary: *Oxford Advanced*
The New Oxford Dictionary of English

LEA2/9c et 13c: WRITTEN EXPRESSION IN ENGLISH

Fall and Spring Semesters

Classes: 12 hours **ECTS credits:** 1 per semester

THIS COURSE IS TAUGHT IN ENGLISH
NOT OPEN TO NATIVE SPEAKERS

It is possible to join this class in January

OBJECTIVE:

The aim of this course is to develop and improve writing techniques necessary for both academic and professional contexts.
Students should be able to analyze and recreate a variety of written documents.

PREREQUISITE:

Students are expected to have a solid knowledge of workplace vocabulary and be familiar with both basic academic writing and workplace communication.

COURSE PROGRAM:

The course will focus on both analyzing written documents and the writing process. This course teaches students to write clear, complete documents necessary for everyday, academic and professional communication.

ASSESSMENT:

Midterm and final exam: 1h30 written evaluation.

BIBLIOGRAPHY:

Arts, Bas. Oxford Modern English Grammar. Oxford University Press, 2011 Kolin, Philip C. Successful Writing at Work. 12th ed. Cengage, 2022.

INTERNET RESOURCES:

Business Insider: www.businessinsider.com
Forbes Magazine: www.forbes.com
The Economist: www.economist.com

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%).

LEC2/9c: THE LITERARY 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:

LEC2/12b: 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: AMERICANS ABROAD:
TRANSATLANTIC FICTIONS IN THE 19TH
CENTURY**

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 24h hours

ECTS credits: 3

COURSE PROGRAM: This class looks at the American in Europe as portrayed in 19th century fiction.

BIBLIOGRAPHY:

Nathaniel Hawthorne, *The Marble Faun*

Henry James, *The American*

LCE2/11c: Themes in American Poetry

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 24 hours

ECTS credits: 3

COURSE DESCRIPTION:

This class will provide a broad overview of American poetry, from Anne Bradstreet, via Walt Whitman and Emily Dickinson, to Claudia Rankine and Ocean Vuong. We will approach and align these poets' work from a formal and thematic standpoint, which will include questions of identity and community, the poet's role and responsibility in society. Alongside a rich and diverse assortment of poems that will be distributed in class, we will read Ocean Vuong's debut novel, *On Earth We're Briefly Gorgeous* (2019), to refine our understanding of the blurred boundaries between poetry and prose.

**LCE2/12d: INTRODUCTION
TO TRANSLATION THEORY**

Spring Semester

Classes: 12 hours

ECTS credits: 1

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.

LCE2/13a: CREATIVE WRITING

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 non-academic 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).

LCE2/11e: DEBATING SKILLS

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours

ECTS credits: 1

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.

LCE3/15d: 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.

LEC3/16c & 20b: ENGLISH LITERATURE WORKSHOP

Fall & Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH AND FRENCH,
NOT OPEN TO NATIVE SPEAKERS OF ENGLISH

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

By the end of the course, which focuses mainly on relations between companies and institutions, students should be able to understand:

- The work studied in its original language
- the historical context of the country in which it is set
- the stylistic choices that best enable them to understand the translation exercise

PROGRAM

The two hours per week will focus on *To Kill a Mockingbird*. Students should therefore have prepared some ideas for reflection on a specific passage before each session, as well as a proposal for a translation (from English into French) of the same passage. The first hour will be devoted to literary analysis of the chosen extract: the discussion will give rise to a problematisation so as to identify the analytical counterpart of the text: outline of a detailed plan. The second hour will be devoted to translating the passage. Students will be introduced to translation techniques so that they can use them, develop a methodology appropriate to the version exercise and develop their skills in this area.

BIBLIOGRAPHY

To Kill a Mockingbird,

LCE3/21d: The United States in the 1920s

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours

ECTS credits: 3

COURSE PROGRAM:

- **Introduction and context**
 - o Introduction to the 1920s (economic prosperity, cultural change, technological advancements)
 - o End of Great World War and Post Great-War context (impact of the Great War on US society, the Treaty of Tordesillas)
- **Technological and Scientific Advances**
 - o Automobile Revolution with Henry Ford and impact on industry and urbanization.
 - o Communication and Media (the rise of radio and beginnings of mass media and advertising)
- **Politics and Policies**
 - o Presidencies
 - o Foreign Policy (isolationism vs. internationalism)

- Economic Policies (tax cuts and the stock market boom)
- **Social Changes, Policies and Movements**
 - Women's Rights: The 19th amendment and Women's Suffrage, the Flappers and working women
 - Prohibition (the 18th Amendments and Volstead Act, the rise of the speakeasies. Al Capone).
 - Immigration, Nativism and Racial Tensions (Immigration Policies. The resurgence of the Ku Klux Klan)
- **Cultural Revolution**
 - The Lost Generation of American writers (F. Scott Fitzgerald, Ernest Hemingway, E.E. Cummings, Gertrude Stein)
 - The Jazz Age (Origins and impact of jazz music. Louis Armstrong, Duke Ellington)
 - Harlem Renaissance
 - Silent Cinema and Charles Chaplin
- **The end of the Roaring 20s and its legacies**
 - Wall Street Crash of 1929 and the Beginning of the Great Depression
 - Cultural and social legacies
 - Economic lessons and reforms that followed
 - How the 1920s shaped modern United States

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.

LCE3/15c: DOUBLING AND STRANGENESS IN SHORT VICTORIAN FICTION

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours **ECTS credits:** 2

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 Allen Poe. Recommended edition: Penguin English Library, 2012.

ASSESSMENT:

There will be a midterm test and a final written exam.

LEA3RI/12a: LIAISON INTERPRETING

Fall Semester

THIS CLASS IS TAUGHT IN FRENCH AND ENGLISH

Classes: 12 hours **ECTS credits:** 1

OBJECTIVE:

Interpret (translate orally) short dialogues from French to English.

Become a "bridge", a link that grows in efficiency between the French and the English speaker in order for the two to understand each other and communicate clearly.

Use the translation strategies that were studied.

Respect everyone's turn to speak.

Interpret in a fluid, accurate, precise, and faithful way.

PREREQUISITE:

Have a very good level of English and French in various contexts.

Be comfortable orally, with comprehension, and in writing in both languages.
Be able to efficiently switch between the two languages.

COURSE PROGRAM:

Developing strategies to implement in order to interpret texts with the most accuracy.
Improvement of fluidity, precision, neutrality, and accuracy in interpreting.
Enriching and development of vocabulary in the context of offered interpretation.

ASSESSMENT:

Midterm and final exam: 10 min interpretation

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.

LEA3RI/12b: ENGLISH ORAL TRANSLATION

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH AND FRENCH

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

Read, understand, and then translate the offered texts from English to French almost instantly, with fluidity, faithfulness, precision, and accuracy.

PREREQUISITE:

Have a very good knowledge of written comprehension in English, and be at ease with reformulating in French in various contexts.

Be able to efficiently switch from one language to another.

Retain a good amount of coherence between the source text and the offered French translation.

COURSE PROGRAM:

Developing strategies to implement in order to translate texts with the most accuracy.
Improvement of fluidity, precision, neutrality, and accuracy in translation.
Enriching and development of vocabulary in the context of offered translation.

ASSESSMENT:

Midterm and final exam: 10min oral translation

BIBLIOGRAPHY:

English press

LEA3RI/12b: ENGLISH CONSECUTIVE INTERPRETATION

Spring Semester

STUDENTS MUST KNOW BOTH ENGLISH AND FRENCH

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

Read, understand, take notes, and then interpret a few minutes long speech from French into English.

Interpret an English speech for a French-speaking audience.

Use the studied translation strategies.

Interpret full conversations with fluidity, faithfulness, precision, and accuracy.

PREREQUISITE:

Have a very good knowledge of both English and French in various contexts. Be comfortable when speaking, in English comprehension, and in French writing to transcribe the speech.

COURSE PROGRAM:

Set up strategies in order to interpret speeches from English into French as accurately as possible.

Work on comprehension and memory to become more efficient.

Work on note taking specific to consecutive interpretation

Improvement of fluidity, precision, neutrality, and accuracy of the interpretation.

Enrichment and development of vocabulary with the themes and discourse that are interpreted.

ASSESSMENT:

Midterm and final exam: 1min30 oral translation

INTERNET RESOURCES:

<https://www.ted.com>

**LCE3/16a & 20a:
ENGLISH ANALYTICAL GRAMMAR**

Fall & Spring Semesters

THIS COURSE IS TAUGHT IN BOTH ENGLISH AND FRENCH. STUDENTS ATTENDING THIS CLASS SHOULD HAVE A GOOD LEVEL IN BOTH LANGUAGES.

It is possible to join this class in January.

Classes: 18 hours

ECTS credits: 2 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.
Larrea, 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.

LCE3/15e & 19e: PUBLIC SPEAKING

Fall & Spring Semesters

THIS COURSE IS TAUGHT IN ENGLISH

It is possible to join this class in January.

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

The course aims to teach students to express themselves clearly and fluently; by the end of the course, students should have developed confidence in group and individual presentation skills, summarising, speaking persuasively and concisely, and speaking for motivational purposes.

COURSE PROGRAM:

- Public speaking
- Making oral presentations
- Role plays
- Recitals
- Teaching an academic subject
- Motivational speaking
- The art of rhetoric and persuasive speaking

ASSESSMENT:

50% oral presentation in small groups (10 minutes)
50% oral presentation in small groups (10 minutes)

LCE3/16b & 20b: ADVANCED LITERARY TRANSLATION: FRENCH - ENGLISH

Fall & Spring Semesters

Classes: 18 hours **ECTS credits:** 2 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.

LCE3/16c & 20c: ADVANCED LITERARY TRANSLATION: ENGLISH - FRENCH

Fall & Spring Semesters

Classes: 18 hours **ECTS credits:** 2 per semester

Level C1 in French required

COURSE PROGRAM:

Students will work on a series of extracts from novels from different parts of the En

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.

LCE3/19d: SHORT FICTION from Irish/British Modernist Literature

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours **ECTS credits:** 2

COURSE PROGRAM:

Within its limits, Ezra Pound's famous injunction to Modernist artists - "Make it new!" - still encapsulates the primary aim.

However, the ramifications of what was involved in making it new, in the period from roughly 1900 to 1930, remain to be explored. Pound was referring to what had been handed on to the Modernists by the past – not just the immediate past of the Victorians and the Edwardians, but what had been handed on by Romanticism, the Enlightenment, the Renaissance, the mediaeval period, indeed stretching right back to the Roman and Hellenic legacy. His clarion call was emphatically not for a *break* with the tradition but for – precisely – a fundamental *makeover* of it.

The purpose of this course is to locate that renewal in representative works by three writers, one English, one Irish, and one from New Zealand. Modernism was never a clear point-by-point programme, still less a cohort of artists and scientists with identical aims. If it shared key characteristics, it could also be delightfully various in its forms, themes and effects. Hopefully, the study of these three authors will demonstrate that variety.

BIBLIOGRAPHY:

Katherine Mansfield, *The Garden Party and other stories*, Penguin Classics, 2007. (Stories to be studied: "At The Bay", "The Garden Party".)

D.H. Lawrence, *The Woman Who Rode Away / St. Mawr / The Princess*. Penguin Classics, 2006. (Story to be studied: *St. Mawr*).

James Joyce, *Dubliners*. Penguin Modern Classics, 2000. (Story to be studied: "The Dead").

H2/10d: GOTHIC FICTION since the 18th century**Fall Semester**

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

Classes: 24 hours ECTS credits: 3

OBJECTIVE:

This course aims at studying the evolution of the Gothic genre from the late 18th century to the 21st century, with a particular emphasis on historical events and their influence on architecture, literature, music and cinema among other forms of art.

COURSE PROGRAM

Session 1 : General introduction to the course
 Session 2 : Introduction to the Gothic Genre
 Session 3 : Early Works
 Session 4 : The Female Gothic
 Session 5 : The Gothic Genre and the Human Psyche
 Session 6 : Gothic Romance
 Session 7 : Gothic Cinema
 Session 8 : Mid-term Exam
 Session 9 : Gothic music
 Session 10 : Pop Culture Gothic
 Session 11 and 12 : Final Exam

LCE3/19c: THE SHORT STORY IN ENGLISH: CRIME, HORROR AND FANTASY**Spring Semester**

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 2

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.

H2/2d: AMERICAN HISTORY IN POPULAR CULTURE**Spring Semester**

THIS CLASS IS TAUGHT IN ENGLISH

Classes: 24 hours

ECTS credits: 3

COURSE PROGRAM:

This course aims at studying the different ways that landmark events and eras in American history are portrayed in popular culture, whether in music, Hollywood productions, comic books or national monuments. Through a chronological approach, the students will be made to reflect on how those representations have forged and sustained the American Dream at a global level.

Session 1 : Indigenous America
 Session 2 : Colonial America
 Session 3 : The Salem Witch Trials

Session 4 : The American Revolution
 Session 5 : The Gold Rush Era
 Session 6 : Mid-term exam
 Session 7 : The Civil War
 Session 8 : Modern America
 Session 9 : The USA and World Wars
 Session 10 : The Cold War
 Session 11 : Contemporary America
 Session 12 : Training for the final exam

**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.

**LEA3RI/15b: BUSINESS AND SOCIAL
 TRANSLATION FROM ENGLISH TO FRENCH**

Spring Semester

THIS COURSE IS TAUGHT IN FRENCH AND ENGLISH

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

Read, understand, then translate the offered texts, in writing, from English to French in a faithful, and precise way.

Translate texts which are specific to the international relation settings, such as diplomacy, geopolitics, economy, global environmental stakes, human rights.

PREREQUISITE:

Must have a very good knowledge of written comprehension in English and writing expression in French.

Correctly use and understand the structures specific to each language.

Keep a good amount of coherence between the source text and the offered French translation.

COURSE PROGRAM:

Putting together strategies in order to translate texts as faithfully as possible.

Improvement of precision, accuracy, and appropriateness in translations.

Enrichment and development of vocabulary in the specific contexts of the offered translations.

ASSESSMENT:

Midterm and final exam: 1h30 written translation

BIBLIOGRAPHY:

English and French press

**LCE4/1a: ADVANCED LINGUISTICS SEMINAR -
 ANALYTICAL GRAMMAR (ENGLISH)**

Fall Semester

Lectures: 18 hours

ECTS credits: 85

For graduate students only

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.

Larrea, 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:
 CREATION AND RECREATION 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:

How can myths, legends and classic works of literature be transformed, revisited or adapted for a new generation of readers and viewers. This class will examine some successful modern rewritings.

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

The Myth of the Cowboy

The heroic myth

The Virginian (1902) – Owen Wister

Riders of the Purple Sage (1912) – Zane Grey

The Searchers (1956) *Stagecoach* (1939)– John Ford

A more complex, ambivalent vision

Shane (1949) – Jack Schaefer

Lonesome Dove (1985) – Larry McMurtry

True Grit (1968) – Charles Portis (& film by the Cohen brothers)

Radical recreations of the myth

No Country for Old Men (2005, novel & film) – Cormac McCarthy

Brokeback Mountain (1997) – Annie Proulx (novella) & film

Django Unchained (2012) – Quentin Tarantino

The Faust Myth (all about hell)

Christopher Marlowe, *The Tragical History of Doctor Faustus* (1604)

Lord Byron, *Manfred* (1817)

The Death of Herod (c.1468)

The Fall

John Milton, *Paradise Lost* (1667)

C. S. Lewis, *Peregrina* (1943)

The Myth of the Pirate

Robert Louis Stevenson, *Treasure Island* (1883)

Gilbert and Sullivan, *The Pirates of Penzance* (1879)

Reimagining Romeo and Juliet

Joan Lingard, *Across the Barricades* (1972)

West Side Story (1957 & 2021)

Assessment

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

LCE4/4b: ADVANCED LITERATURE SEMINAR: FRIGHTENING FICTIONS

Spring 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

This class will explore the way the imagination gives a verbal and/or dramatic form to phenomena that human beings neither fully understand nor control, to our dark fantasies, our hidden terrors and our metaphysical anxieties. By placing them at a reassuring distance from ourselves in works of literature, we are able to see them more clearly and analyse them.

The following texts will be studied in class:

William Shakespeare, *Titus Andronicus* (1890)

Henry James, *The Turn of the Screw* (1898)

Bram Stoker, *Dracula* (1897)

Shirley Jackson, *The Haunting of Hill House* (1959)

Assessment

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

AIT4/1b: ENGLISH WRITTEN COMMUNICATION

Fall Semester

Classes: 10 hours

ECTS credits: 1

OBJECTIVE:

Help students develop and apply their knowledge of English to the elaboration of a company's communication strategy. The students will work in small groups.

COURSE PROGRAM:

Students will be involved in three different communications projects in English:

-Writing an article

-Creating a publicity brochure

-Writing an open letter to the public (potential customers)

ASSESSMENT:

It is based on three criteria:

- the quality of English: grammar and spelling

- the style

- the content

BIBLIOGRAPHY:

R. ATWAN & W. VESTERMAN, *Effective Writing for the College Curriculum*, McGraw Hill, 1987

LM4/3a: DIGITAL STAKES OF TOMORROW

Fall Semester

Lectures: 18 hours

ECTS credits: 2

OBJECTIVE:

To become familiar with the digital tool to understand its advantages and its ever more complex challenges.

COURSE PROGRAM

The workshop will be a collaborative work of investigation in which students will analyse case studies based on specific issues such as the existence of fake news or the opinion influencing during electoral campaigns or the challenges related to AI.

The course will also focus on developing students' critical thinking and synthesizing skills to prepare for written reflections on digital questions.

LCE4/3a & 6b: TRANSLATION FROM ENGLISH INTO FRENCH

Fall & Spring Semesters

Lectures: 18 hours

ECTS credits: 3 per semester

THIS COURSE AIMS TO PREPARE THE STUDENTS FOR
THE NATIONAL TEACHING TESTS. STUDENTS WILL
NEED TO BE FLUENT IN BOTH LANGUAGES IN ORDER
TO TAKE IT (C1 LEVEL AT LEAST).

OBJECTIVE:

The main objective of the course is to develop the students' translation skills (from English into French and from French to English). A handout containing fifteen twentieth century texts and/or press articles will be provided during the first class and will be used as the basis of the class. Students will translate texts at home, following the order of the handout, and the translations will be corrected interactively in class in order to shed light on the difficulties that may have been encountered (syntax, grammar, vocabulary, language registers, differences regarding the meaning of words, etc.)

ASSESSMENT:

There will be two exams during each term. The texts to translate will be 400-words long, and the exam will last 1 hour. The use of dictionaries is forbidden for French-speaking students. Non-French-speaking students will be able to use a bilingual dictionary (French/mother tongue) to understand the meaning of the text. For example, a German student can use an French/German -. The use of bilingual dictionaries containing French is forbidden, as well as electronic dictionaries.

LCE4/3b & 6a: TRANSLATION FROM FRENCH INTO ENGLISH

Fall & Spring Semesters

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

THIS COURSE AIMS TO PREPARE THE STUDENTS FOR THE NATIONAL TEACHING TESTS. STUDENTS WILL NEED TO BE FLUENT IN BOTH LANGUAGES IN ORDER TO TAKE IT (C1 LEVEL AT LEAST).

OBJECTIVE:

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: 20 hours in the Fall Semester; 16 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, fianance 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 correspondance from French to English.

LM4/3d & LM4/9c: DIGITAL CREATIVE WORKSHOP

Fall and Spring Semesters

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 COMMUNICATION

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

To enable students to communicate orally in formal business situations both individually and in a group.

COURSE PROGRAM:

-Meetings: listening to others, time management, styles of participation, role plays
-Public speaking: communication techniques, how to present a project or idea, improvisations, prepared speeches

ASSESSMENT:

Students will be required to prepare a PowerPoint presentation in English about an aspect of the business world (it lasts 15 min.)

BIBLIOGRAPHY:

J.C. McCROSKEY, *Introduction to Rhetorical Communication*

LM4/8b: ACCOUNTANCY AND PROFITABLE
Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours

ECTS credits: 2

OBJECTIVE

To explore in more details some issues related to digital technologies, using some serious theoretical tools such as Ernst Cassirer's Philosophy of Symbolic Forms.

COURSE PROGRAM:

The class will invite students to reflect on digital technologies and the issues that arise in their relationship with today's society and language. We will thus review the beginning of the computer with Turing's machine and its following development in American universities. This historical approach will allow us to find meaning in the evolution of our contemporary culture.

AIT5/2b: BUSINESS ENGLISH
Fall Semester

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 40 hours

ECTS credits: 3

OBJECTIVE:

Speak fluently and coherently on business subjects
Use accurate vocabulary in all usual situations of business life
Express oneself naturally in the workplace
Understand the details of professional documents in English without help
Prepare a speech on a business or economic subject
Make a business presentation

Write well-structured professional documents
Understand complicated conversations between several English speakers about economic issues

COURSE PROGRAM:

Presentations in English: presenting figures, situations, new products, a balance sheet, a new production or management process

Writing in business English: letters, emails, reports, minutes, manuals, brochures

Using professional documents: articles, leaflets, manuals, budgets, job descriptions, instruction sheets

French

IMPORTANT: ALL OUR FRENCH COURSES ARE TAUGHT ENTIRELY IN FRENCH

E3/1a: 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)

E3/1b & 2b: 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.

**E3/1f: UNDERSTANDING CONTEMPORARY
FRANCE: a sensorial tour
Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

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

COURSE PROGRAM:

Recognize the changing nature of French culture and the diverse forms it has taken and continues to take.

Through themes such as architecture, food, film and pop culture, we start our journey to understanding the specificities of French culture. Every session starts with the discovery of an authentic audio, video, written document or survey, focusing on a society or cultural aspect which will be used to extend vocabulary and comprehension.

Some themes to be covered:

- French 'terroir' and gastronomy
- Regional specificities—food, architecture and traditions
- Key historical events that impact current debates
- Classic and contemporary arts—films, music, pop

culture that have marked French society

ASSESSMENT:

- Continuous assessment (40%) - 2 30-minute quizzes
- Final Project (40%) - 1 15-minute presentation
- Participation (20%) - attendance, participation, contribution to group discussion.

BIBLIOGRAPHY:

All course materials will be supplied in class.

References may be made to the following resources:

- *Bulles de France*, PUG Collection civilisation-cultures
- *La France Contemporaine*, World Languages
- Internet sites

**E3/2a: 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: 3

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.

**LEC1/1b: SARTRE & CAMUS, BETWEEN
LITERATURE AND PHILOSOPHY
(EXISTENTIALISM)**

Fall Semester

Classes: 24 hours

ECTS credits: 3

How can we measure today the strength and extent of the influence of two such great writers, philosophers and intellectuals as Sartre and Camus? These two French thinkers crossed the 20th century, establishing the idea of liberty (in Sartre's *La Nausée* and Camus' *L'Étranger*). They played their part in the great political debates of their day and used every possible literary device (essay, novel, play ...) to establish a dynamic relationship between experience and theory, fiction and speculation, truth and literature. We shall discover their ideas through two relatively simple texts.

BIBLIOGRAPHY

Jean-Paul Sartre, *L'Enfance d'un chef* (édition Gallimard, Folio « deux euros »)

Albert Camus, *L'été* (édition Gallimard, Folio « deux euros »)

Aliocha Wald Lasowski, *Jean-Paul Sartre, une introduction* (édition Pocket, Agora)

**LEC1/1d: GEORGES PEREC: SYMBOLIZING THE
DISAPPEARANCE**

Fall Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

As a 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".

**LEC1/1h & 4h:
HISTORY OF THE LITERARY MOVEMENTS OF THE
16th CENTURY UNTIL TODAY**

Fall and Spring Semesters

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM:

The course description for this class will be available shortly

LEC1/1a & 4a: THE HEROINE IN THE NOVEL

Fall & Spring Semesters

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* (Valéry 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

LEC1/2b: LINGUISTICS – THE ORIGINS OF LANGUAGE

Fall Semester

STUDENTS SHOULD HAVE A GOOD LEVEL OF WRITTEN FRENCH

Classes: 18 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.

MCA1/3c: METHODOLOGY

Fall Semester

Classes: 24 hours

ECTS credits: 2

OBJECTIVE:

To provide fundamental knowledge of methods and techniques allowing work in academic context and in social sciences. Helps to learn reading, writing, speaking academic language; understand the use of texts and documents in academic context, explore documentary resources, learn the formatting of a bibliography and quotes and be aware of the dangers of plagiarism, work on academic dissertation and formatting.

LEC1/2c & LEC1/5c: WRITING FOR THE PRESS

Fall & Spring semesters

Students should have at least a B2 level in French

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 newflash 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 Cavellier, Olivier Morel-Maroger PUF 2006.

**MCA1/1i: LITERARY EXPERIMENTATIONS 20th
and 21st CENTURIES**

Fall semester

Classes: 24h

ECTS credits: 3

COURSE PROGRAM:

This course will allow to discover the evolution of literary creation in the 20th century with its ruptures and continuity, to observe *avant-gardisme* and experimentations. The artistic and social context will allow to shed light on the way arts interact with each other. The constant reading of literary texts of different genres, as well as manifestos and essays, will provide a proximity with the literature of great writers who marked history. Finally, the discovery of autofiction in the 21st century will offer to wonder about the interest, the objective, the stakes of the literature revealing of its time.

OBJECTIVE:

To acquire a good literary knowledge of the 20th and 21st centuries to understand how arts interact with each other.

BIBLIOGRAPHY:

- Césaire, *Cahier d'un Retour au Pays Natal*
- Duras, *Moderato Cantabile*
- Beckett / Koltès / Vinaver
- Sarraute, *L'Ere du Soupçon*
- Robbe-Grillet, *Pour Un Nouveau Roman*
- Toussaint, *L'Urgence et la Patience*
- Duras, *Ecrire*

**LEC1/4b: 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)

**LEC1/4d: READING OF MARCEL PROUST'S
DU COTE DE CHEZ SWANN**

Spring Semester

Tutorials: 24 hours

ECTS credits: 3

COURSE PROGRAM:

In-depth study of Proust's *Du côté de chez Swann*, while wondering to what extent this book recounts "the history of a vocation".

ASSESSMENT:

Written final exam: a commentary or dissertation. Students are allowed to have the book studied in class with them.

BIBLIOGRAPHY :

Gilles DELEUZE, *Proust et les signes*, PUF.

LEC1/4e: 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

LEC1/5b: LINGUISTICS - THE SIGN

Spring Semester

STUDENTS SHOULD HAVE A GOOD LEVEL OF
WRITTEN FRENCH

Classes: 18 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.

LEC1/6c LITERATURE & RHETORIC WORKSHOP 1: Spring Semester

Classes: 18 hours

ECTS credits: 2

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.

LEC1/3b & LEC1/6a: INTRODUCTION TO THE AMERICAN NOVEL 1 & 2 Fall & Spring semesters

CLASSES: 24 hours

ECTS credits: 3 per semester

It is possible to join this class in January

COURSE PROGRAM:

SEMESTER 1 from Hawthorne to Fitzgerald

The author of The Scarlet Letter, then move on from Hawthorne's puritanism, which questions the fears and anxieties of a country in the process of developing its identity, to the desperate vitality of a Fitzgerald lost in the anxious age, and from the transcendentalists and fantasy novelists to the Lost Generation (from Protestant austerity to the decadent individualism of the 1920s).

For the body of the subject, start with Poe, who is essential, but the texture of his stories is not authentically American; his short stories take place in old Europe and reveal little of the territorial unconscious; he owes his fame to Baudelaire's translations; then Nathaniel Hawthorne, because from a thematic and ideological point of view, he synthesises all the constituent elements of the American psyche, those of the founding fathers, Puritanism and the moral duality that his fantastic tales will embody - his short stories have several levels of reading and tend less towards systematic scabreousness than Poe's. It's a more ambiguous kind of fantasy, more open to interpretation.

This will allow us to do a sub-section which will take up the notion of the American Renaissance, i.e. the emergence of a number of masterpieces over just 5 years (Melville, Thoreau, Hawthorne Whitman, Emerson).

In these authors we find the balance between idealism and pessimism typical of this generation.

This retrospective designation will give rise to an interesting reflection on the after-the-fact construction of American literary history. (At the time, the biggest sellers were women authors), explain how this retrospective designation was shaped. This may produce a pertinent reflection on the arbitrariness of literary historiography.

The division by territory made by references such as Pierre Lagayette is decisive, with the literature of wide open spaces and the literature of the South - in this respect the protean work of Mark Twain, and the great fictional stories can be perceived as documentary

stories (nature, the world of the navy), children's stories, or parables with a metaphysical dimension.

Henry James will not be forgotten, but his early exile and the fact that he became a naturalised Englishman, revolutionised narrative and his essay on American fiction (which Stevenson extended in a famous collection of articles) deserve to be mentioned. The American Proust deserves a mention, through Jeffrey Aspern's papers, *The Beast in the Jungle* and *The Pattern in the Carpet*.

In the United States, there have certainly been a few movements (Gothic fantasy, Transcendentalists), but what predominates in the history of the American novel, especially after the First World War, are the individuals. The authors associated with fantasy and the great mythologies will be followed by a discussion of the key writers associated with American realism, which will provide an opportunity to explore the more social vein of a country that is all too often seen as the absolute champion of pragmatism and productivism. The committed stories of Jack London and Upton Sinclair (*The Jungle*, about the Philadelphia slaughterhouse scandal) are somewhere between autobiographical novels and journalistic documentaries, the Yankee version of Zola denouncing social injustice.

With London alone, we have the beginnings of the Beat Generation (*Le vagabond des étoiles/les vagabonds du rail*), the notion of self-made men (*Martin Eden*) and the denunciation of inequality (*Le peuple de l'abîme*). Some notable examples of the Grey Novel follow -

Dreiser - Sherwood Anderson (who influenced Hemingway and revolutionised the short story) - Sinclair Lewis and his *Babbitt* - and finally the lost generation of F.S. Anderson.

Finally, the lost generation of F.S. Fitzgerald and Dos Passos.

SEMESTER 2 From Steinbeck to Toni Morrison (2 Nobel prize winners for the price of one)

Just as the pope of the lost generation was casting off, Steinbeck published *The Grapes of Wrath*, anchoring American literature definitively in adulthood. The American dream was replaced by an era of torment and paranoia. The skilful balance between realism and imagination reaches its climax.

Cross-referencing articles by Steinbeck and Faulkner on the same social issues will enable students to take a calmer approach to a somewhat intimidating figure in American literature (his selected letters and articles and the short stories in *A Rose for Emily* will provide an insight into his world). Erskine Caldwell will of course be discussed for his portrayal of the poor whites of the South and the consequences of the Great Depression. A section will be devoted to the writers of the Beat Generation - who in Mac Carthy's 50s replayed the score of the Lost Generation, but with a poetic twist. (Mailer, Fante etc...)

This will make it possible to create a section devoted to different communities, in chronological order
Afro-American literature (Harlem Renaissance, Baldwin, Wright, Ellison, etc.)

LGBT literature (Capote, Gore Vidal, Tennessee Williams, Isherwood, Edmund White)

feminist literature and literary journalists (Sylvia Plath, Sontag, Joan Didion)

School of the Jewish novel (Malamud, Saul Bellow, I.B. Singer)

Finally, we'll finish with the masters of the short story: McCullers, John Cheever, Raymond Carver and John Updike, whose irony we savour.

We'll conclude with Toni Morrison.

MCA1/7a FRENCH LANGUAGE AND STYLISTICS

Spring Semester

Classes: 24h

ECTS credits: 3

COURSE PROGRAM:

Observe syntax, analyze grammatically the sentence to understand its impact on the audience, observe the language in its registers and its stylistic evolution throughout the texts of great authors; spot what makes the style of an author; write "as"; how to express oneself properly in a written cultural expression (for the press, presentation file etc.)

OBJECTIVES:

Study of the sentence and its grammatical analysis. To express oneself with more fluency.

Development of effective critical reading skills. By the end of the course, the student should be able to write a summary, produce a bibliography, understand the referencing process (quotations, endnotes and footnotes), and develop the skills necessary to conduct research. Students should be able to identify reputable sources and will learn how to write a thesis statement.

PROGRAM

Bibliographical formatting

Introduction to library research skills

Writing a summary

Critiquing research methods and identifying reputable sources

Exploring the alternative view - written debating skills and rhetoric

Quotations, references, end notes and footnotes

Creating a reading log

Writing a thesis statement

Writing an introduction

Writing a conclusion

Writing an abstract

ASSESSMENT

1h test, bibliographical formatting (1/3 of the grade)

10m group oral presentation (2/3 of the grade)

LEC2/7b: GUSTAVE FLAUBERT: L'ÉDUCATION SENTIMENTALE

Fall Semester

Classes: 24 hours

ECTS credits: 3

COURSE PROGRAM:

The course description for this class will be available shortly

LEC2/8b: 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.

LEC2/11a: RIMBAUD AND MYSTICAL POETRY

Spring Semester

Hours: 18 hours

ECTS credits: 2

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".

LEC2/9a: WRITING A BLOG

Fall Semester

Tutorials: 18 hours

ECTS credits: 2

OBJECTIVE:

- Get to know the general principles of writing for publication on the Web (capturing readers' attention, titles, style, rhythm, length, references)

- How to write in the first person

- How to include factual content in a personal narrative

- Sections and divisions

- Index

- Illustrations

-Teamwork

COURSE PROGRAM:

Writing a blog using Wordpress, creating cultural and literary content // Writing articles // Proofreading and correcting online text.

LEC2/10b: LITERARY TEXTS ON THE FEELING OF LOVE

Fall Semester

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

Guillaume Foyer's 'Literary texts on the feeling of love' course analyses the theme of passions in literature from the classical age to Metoo.

We will study classical and modern literary texts and iconic film sequences on the amorous encounter and

relationship, comparing them with classical and modern philosophical and literary theories of love, as well as new critical discourses, such as current feminism and gender studies.

LEC2/8d: 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.

LEC2/7d & LEC2/10d: THEATRICAL CREATION WORKSHOP

Fall & Spring 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, teamwork... 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.

LEC2/10c: 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.

LEC2/12c: LITERARY CREATION

Spring Semester

Classes: 18 hours

ECTS credits: 2

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.

**LEC2/10a: 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.

**LEC2/10b: DEVIANT LIVES: TRAVEL AND EXILE
IN LITERATURE****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.

LEC2/11b: 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 AUCLIN A. 1997. Introduction à la linguistique contemporaine. Paris: Armand Colin.
MONNERET Ph. 1999/2007. Exercices de linguistique. Paris : PUF.
WAGNER R. L. & PINCHON J. 1991. Grammaire du français classique et moderne. Paris : Hachette.

LEC2/12a: WRITING WORKSHOP**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 jonque*, *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.

LEC3/16b: 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.

LEC3/14b:

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).

LEC3/15a: 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.

LEC3/14d: 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, ...

LEC3/14f & LEC3/18c: WOMEN AND LITERATURE 1 & 2

Fall & Spring semesters

Classes: 12 hours **ECTS credits:** 1 per semester

COURSE PROGRAM:

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

MCC3/20c: CONTEMPORARY LITERATURE

Spring Semester

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

OBJECTIVE:

The course description for this class will be available shortly

LEC3/18e : CONTEMPORARY NOVELS

Spring Semester

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

OBJECTIVE:

Broaden the students' minds towards recent French literature. Rediscovery of living authors and style analysis. Place of contemporary literature in nowadays' society, role contemporary authors are given and those they would like to have. Place of literature and writers in today's society.

SET BOOK:

Jean Bessière , *Le Roman Contemporain ou la Problématicité du monde, Principes de la Théorie Littéraire, Multiculturalisme et identité en littérature et en art, literatures francophones et politique*.
Michel Lantelme, *Le Roman Contemporain: Janus postmoderne*.
Roger Godart, *Itinéraire du Roman Contemporain*
Personal reading, some examples : Houellebecq, Andrée Chédeville, Amélie Nothomb, Le Clézio, Modiano...

LEC3/18b: FRENCH LITERATURE: HURT AND RESILIENCE

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 writing to invite students to give full sense to the world of wound.

LEC3/19a: 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.

LEC2/10e : LES ILLUSIONS PERDUES, BALZAC

Spring Semester

Classes: 24h

ECTS credits: 3

COURSE PROGRAM:

Balzac's book, recently adapted for the screen, is one of the great masterpieces of 19th-century French literature. A social and political chronicle, combining an epic narrative devoted to the success and then downfall of an "ambitious" man, Lucien de Rubempré, with profound insights into French society in the 1820s, *Les Illusions perdues* combines some of the major themes

of nineteenth-century French literature: the intrigues of love and power; the solidity of ideals in the face of reality; the drawing power of Paris as a city of light; and finally, the corrupting reign of money as well as the envied power of newspapers, capable of scoops and buzz. This course will study *Les illusions perdues* chapter by chapter and present the various critical interpretations to which this major work has given rise since its publication in 1843.

LM4/5c: THE MEDIA AND LITERARY CRITICISM

Fall Semester

Lectures: 18 hours

ECTS credits: 2

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, advice on readings and writing will be presented during the first class.

Geography

IMPORTANT: ALL OUR GEOGRAPHY COURSES ARE TAUGHT IN FRENCH

E3/2c: 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

E3/2d: 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 apprehended 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: GEOENVIRONMENTS

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, *Eléments de Géographie Physique*, Collection Grand Amphi Géographie, Bréal, 2008.

Y. Veyret, J-P Vigneau (sous la direction de), *Géographie physique: Milieux et environnement dans le système terre*, Coll. U, Armand Colin, Paris, 2002.

Y. Lageat, *Les milieux physiques continentaux*, Collection Memento, Belin, 2004.

F. Saur, *Géographie Physique*, Collection License Géographie, PUF, Paris, 2012.

B. Valadas, *Géomorphologie dynamique*, Coll. Campus, Armand Colin, Paris, 2004.

R. Coque, *Géomorphologie*, Coll. U, Armand Colin, 2002.

J. Demangeot, *Les milieux « naturels » du globe*, Coll. U, Armand Colin 4^{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: HISTORY AND ISSUES OF 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 concept of sustainable development was 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.

H4J/2b: ENVIRONMENTAL RISKS: FROM GEOGRAPHY TO MEDIA COVERAGE

Spring Semester

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.

German

IMPORTANT: ALL OUR GERMAN LANGUAGE COURSES ARE TAUGHT VIA THE MEDIUM OF FRENCH (UNLESS OTHERWISE STATED)

LCE1/3c & 6c: 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 & LEA1/3g: GERMAN GRAMMAR**Fall & Spring Semesters**

Classes: 12 hours **ECTS credits:** 1 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 & LEA1/3h: TRANSLATION FROM FRENCH INTO GERMAN**Fall and Spring Semesters**

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

To learn and manage the specificities of the German language, in comparison with French.

COURSE PROGRAM:

Introduction to translating nonspecialized sentences.

ASSESSMENT:

A 1½ hour test: to translate a text (about 20 lines).

BIBLIOGRAPHY :

Entraînement au thème allemand – Ellipses

Für eine aktive Kommunikation auf Deutsch – ed. Spratbrow

LEA1/1h & LEA1/3i: TRANSLATION FROM GERMAN INTO FRENCH**Fall and Spring semesters**

Classes: 12hours **ECTS credits:** 1 per semester

OBJECTIVE:

- To develop a good translation technique
- To learn the differences between French and German culture, as well as their vision of the world
- To become aware of the different linguistic means to maintain these cultural differences.
- To be able to use a bilingual dictionary properly

COURSE PROGRAM:

- Translating texts (about 20 lines) selected for their theme (the working world, tourism, hotels, culture, marketing...)
- Methodology concerning the use of a dictionary
- Translation processes and German distinctive features

PERSONAL WORK:

To read the German press regularly, to identify structures. It is a good means for students to improve their vocabulary, spelling, conjugation. To refer to the methodological advice given at the beginning of the year and to the corrections as the year goes along in order to improve the translation. Read every book which could improve orthograph, conjugation, style, and the quality of the French language.

ASSESSMENT:

A 1 ½ hour test. To translate a text (25 to 30 lines).

BIBLIOGRAPHY:

- Harrap's Universal-Bordas/Pons
- Für eine aktive Kommunikation auf Deutsch* – ed. Spratbrow
- Magazines: Spiegel, Stern, Focus, etc.
- Thematical lexic: VOX allemand, ed. Ellipses

LEA1/1j & LEA1/3k: GERMAN ORAL EXPRESSION**Fall and/or Spring Semesters**

THIS COURSE IS TAUGHT IN GERMAN
NOT OPEN TO NATIVE SPEAKERS

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

Express oneself on general German topics, take part in conversations, and make oral presentations.

PREREQUISITE:

Have an A2/B1 level in German to be able to understand and express oneself on various topics.

COURSE PROGRAM:

Introduce yourself – Talk about your experience/formation, internships, activities, trips, shopping – talk about current news

ASSESSMENT:

Various assessments in class (oral presentations, discussions, participation)

Final exam: 10 min presentation alone or with a partner

BIBLIOGRAPHY:

Fokus Deutsch, Deutsche Welle, Süddeutsche Zeitung etc.

INTERNET RESOURCES:

Tagesschau, Nachrichten leicht, Deutsche Welle Deutsch lernen

LEA1/1i & LEA1/3j: GERMAN WRITTEN EXPRESSION 1 & 2

Fall and/or Spring Semesters

THIS COURSE IS TAUGHT IN GERMAN AND IN FRENCH
NOT OPEN TO NATIVE SPEAKERS

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

Semester 1

At the end of the course, the student should be able to understand, analyse, and comment on A2+ informative texts from the CECR using the vocabulary, idiomatic expressions, and grammatical structures seen in class.

Semester 2

At the end of the course, the student should be able to understand, analyse, and comment on B1 informative texts from the CECR using the vocabulary, idiomatic expressions, and grammatical structures seen in class.

PREREQUISITE:

Semester 1

Master basic vocabulary and grammatical structures (A2)

Semester 2

Master basic vocabulary and grammatical structures (A2+)

COURSE PROGRAM:

Semester 1

Acquisition of vocabulary with theme: student life, studies, foreign languages, everyday life, environment, tourism, society, the news...

Global and detailed written comprehension.

Written expression: sentence construction, summarizing, commentary, essay...

Semester 2

Acquisition of vocabulary with theme: everyday life, workplace, company, health, society, the news...

Global and detailed written comprehension.

Written expression: sentence construction, summarizing, commentary, essay...

Resume + cover letter.

ASSESSMENT:

10% participation

Midterm and final written exam: 1h30 written comprehension, vocabulary + written expression

BIBLIOGRAPHY :

Gerrekens Louis, Letawe Céline, Serron Nathalie : Lire les textes. De Boek 2017

Marhuenda Marie : Le mot et l'idée, Orphys 2025

Rouby, Francine : Le vocabulaire incontournable des examens et concours : classé par niveaux. ellipses 2018

Seiffert, Christian : Berufsbezogene Themen und Textsorten : Das Training. Klett 2018

INTERNET RESOURCES :

www.bpb.de

www.deutschlandfunk.be

www.dwelle.de

www.focus.be

www.goethe.de

LEA2/7a & 11a: GERMAN GRAMMAR & TRANSLATION INTO GERMAN

Fall & Spring Semesters

This course is taught in German

Classes: 18 hours **ECTS credits:** 2 per semester

OBJECTIVE:

To improve knowledge of fundamental structures and to improve translation into German.

COURSE PROGRAM:

- Nominal groups (nouns and adjectives) and declensions

- The linearisation of Verbal groups

- The subordinate clause

- The passive voice

- The use of subjunctive modes

- Elements of communication

- Grammar exercises and grammatical translation.

ASSESSMENT:

A written exam including grammar exercises and some translation.

BIBLIOGRAPHY :

J. JANITZA, G. SAMSON – *Pratique de l'allemand de A à Z*

LEA2/7b & 11b: TRANSLATION FROM GERMAN INTO FRENCH

Fall and Spring Semester

Classes: 12 hours **ECTS credits:** 1 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.

**LEA2/7g & 11g: GERMAN WRITTEN EXPRESSION
3 & 4**

Fall and/or Spring Semester

This course is taught in German
Not open to native speakers

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:Semester 1

At the end of the course, the student should be able to understand, analyse, and comment on B1+ informative texts from the CECR using the vocabulary, idiomatic expressions, and grammatical structures seen in class.

Semester 2

At the end of the course, the student should be able to understand, analyse, and comment on B2 informative texts from the CECR using the vocabulary, idiomatic expressions, and grammatical structures seen in class. They should also be able to understand and use written German in a professional context.

PREREQUISITE:Semester 1

Master basic vocabulary and grammatical structures (B1)

Semester 2

Master basic vocabulary and grammatical structures (B1+)

COURSE PROGRAM:Semester 1

Acquisition of vocabulary with theme: tourism, traditions, the place and role of women in society and in the workplace, new technology, Europe, the news... Global and detailed written comprehension. Written expression: sentence construction, summarizing, commentary, essay...

Semester 2

Acquisition of vocabulary with theme: multilingualism, immigration, business, health, the news... Global and detailed written comprehension. Written expression: sentence construction, summarizing, commentary, essay... Written communication in a professional context.

ASSESSMENT:

Participation grade

Midterm and final written exam: 1h30 written comprehension, vocabulary + written expression

BIBLIOGRAPHY :

Gerrekens Louis, Letawe Céline, Serron Nathalie : Lire les textes. De Boek 2017
Marhuenda Marie : Le mot et l'idée, Orphys 2025
Rouby, Francine : Le vocabulaire incontournable des examens et concours : classé par niveaux. ellipses 2018

Seiffert, Christian : Berufsbezogene Themen und Textsorten : Das Training. Klett 2018

INTERNET RESOURCES:

www.bpb.de
www.deutschlandfunk.be
www.dwelle.de
www.focus.be
www.goethe.de

LEA2/9h & 13h: GERMAN ORAL EXPRESSION

Fall and Spring Semester

**This course is taught in German
Not open to native speakers**

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

To improve and perfect your comprehension and oral expression either general or specific.

COURSE PROGRAM:

A work revolving around topical subjects. Listening to soundtracks audio tapes and video (dialogs, radio programmes, reports, TV news, extracts from movies in the original version) in the multimedia laboratory. General and specific comprehension and summary exercises (telephone conversation, role-playing, debates).

PERSONAL WORK:

Listening to German radio (www.dwelle.de; 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).

LEA3/17a: ECONOMIC AND BUSINESS GERMAN

Fall Semester

This course is taught in German

Classes: 12 hours **ECTS credits:** 1

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

THIS COURSE IS TAUGHT IN GERMAN AND IN FRENCH

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

Be able to interpret a conversation between a German and a French speaker by orally translating, without help from a dictionary or other tools, a dialogue, a presentation, a guided visit, or a negotiation in a professional or semi-professional context.

PREREQUISITE:

Know and be able to use vocabulary and grammatical structures of B1 level of the German CECR, and have a good level of standard French.

COURSE PROGRAM:

Introduction and practice of liaison interpreting.
Discovery and development of methods and practice of oral translation: listening, memory, communication, fluidity.

Systematic acquisition of vocabulary with various topics: tourism, art and architecture, medicine, fashion, business, trade, banking...

Deepening of the learning of idiomatic expressions orally.

ASSESSMENT:

Oral exam in trios.
10% participation

BIBLIOGRAPHY:

Marhuenda Marie : Le mot et l'idée, Orphys 2025
Rouby, Francine : Le vocabulaire incontournable des examens et concours : classé par niveaux. ellipses 2018
Harrap's Universal-Bordas, Pons,
Hachette/Langenscheidt
Le Nouveau Petit Robert
Wahrig Dictionnaire unilingue

INTERNET RESOURCES :

www.linguee.fr

LEA3/17h: GERMAN ORAL TRANSLATION

Fall Semester

THIS CLASS IS TAUGHT IN GERMAN AND IN FRENCH

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

Orally translate, without the help of a dictionary, an informative text of about 10 lines from German to French, and a 5 lines text from French to German.

PREREQUISITE:

Have a CECR B1 level in German, and a good level of standard French.
Must know the methods and fundamentals of translation.

COURSE PROGRAM:

Introduction to and practice of oral translation on the themes of tourism, education, transportation, economy, Franco-German relations.

Deepening of lexical and grammatical knowledge in both languages and in a constructive way.

Developing a professional behaviour in the field of oral translation.

ASSESSMENT:

3 translation grades during class + final exam

BIBLIOGRAPHY:

Lambert Hélène : 100% Thème Allemand. ellipses 2013
Marhuenda Marie : Le mot et l'idée, Orphys 2025
Rouby, Francine : Le vocabulaire incontournable des examens et concours : classé par niveaux. ellipses 2018
Harrap's Universal-Bordas, Pons,
Hachette/Langenscheidt
Le Nouveau Petit Robert
Wahrig Dictionnaire unilingue

INTERNET RESOURCES :

www.deutschlandfunk.be
www.focus.be
www.goethe.de
www.dwelle.de
www.linguee.fr

LEA3/17i et 21j: WRITTEN EXPRESSION IN GERMAN 5 & 6

Fall and/or Spring Semester

This course is taught in German

Classes: 12 hours

ECTS credits: 1 per semester

OBJECTIVE:

Semester 1

At the end of the course, the student should be able to understand, analyse, and comment on B2 informative texts from the CECR using the vocabulary, idiomatic expressions, and grammatical structures seen in class. They should also be able to understand and use written German in a professional context.

Semester 2

At the end of the course, the student should be able to understand, analyse, and comment on B2+ informative texts from the CECR using the vocabulary, idiomatic expressions, and grammatical structures seen in class.

They should also be able to understand and use written German in a professional context.

PREREQUISITE:

Semester 1

Master basic vocabulary and grammatical structures (B1+)

Semester 2

Master basic vocabulary and grammatical structures (B2)

COURSE PROGRAM:

Semester 1

Acquisition of vocabulary with theme: environment, transportation, economy, Franco-German relations, the news...

Global and detailed written comprehension.

Written expression: sentence construction, summarizing, commentary, essay...

Use of written German in a professional context.

Semester 2

Acquisition of vocabulary with theme: interculturality and the question of gender in the workplace, the news...

Global and detailed written comprehension.

Written expression: sentence construction, summarizing, commentary, essay...

Use of written German in a professional context.

ASSESSMENT:

Participation grade

Midterm and final written exam: 1h30 written comprehension, vocabulary + written expression

BIBLIOGRAPHY :

Gerrekens Louis, Letawe Céline, Serron Nathalie : Lire les textes. De Boek 2017

Marhuenda Marie : Le mot et l'idée, Orphys 2025

Rouby, Francine : Le vocabulaire incontournable des examens et concours : classé par niveaux. ellipses 2018

Seiffert, Christian : Berufsbezogene Themen und Textsorten : Das Training. Klett 2018

INTERNET RESOURCES:

www.bpb.de

www.deutschlandfunk.be

www.dwelle.de

www.focus.be

www.goethe.de

LEA3/17j & 21k: ORAL EXPRESSION IN GERMAN

Fall and Spring Semesters

**This course is taught in German
Not open to native speakers**

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

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

COURSE PROGRAM:

Listening to soundtracks; presentations, role plays, debates. Exercises for pronunciation, accent and intonation.

ASSESSMENT:

The final grade will be the average of two or three tests.

LEA3/21f: BUSINESS TRANSLATION FROM FRENCH INTO GERMAN

Spring Semester

THIS CLASS IS TAUGHT IN GERMAN AND IN FRENCH

Classes: 12 hours **ECTS credits:** 1

OBJECTIVE:

Be able to translate a specialized text of 20-25 lines without a dictionary.

PREREQUISITE:

Know and master German vocabulary and grammatical structures (CECR B2)

Must know the methods and fundamentals of written translation (first 2 years of translation)

COURSE PROGRAM:

Translation of specialized texts: instructions, companies' pamphlet and brochure, legal texts, various contracts, touristic websites, speech, press release.

Development of general and specialized vocabulary, as well as grammatical structures.

Development of the comprehension of structural differences of the two languages.

ASSESSMENT:

Translating a specialized text of 20-25 lines without a dictionary. (Midterm + final exam)

10% participation

BIBLIOGRAPHY :

Beghin, Marc: Réussir le thème et la version aux concours. ellipses 2017

Dupas, Hervé : Übersetzung Französisch-Deutsch. Le thème allemand thématique. ellipses 2021

Lambert Hélène : 100% Thème Allemand. ellipses 2013

Marhuenda Marie : Le mot et l'idée, Orphys 2025

Rouby, Francine : Le vocabulaire incontournable des examens et concours : classé par niveaux. ellipses 2018

Harrap's Universal-Bordas, Pons,
Hachette/Langenscheidt

Le Nouveau Petit Robert

Wahrig Dictionnaire unilingue

INTERNET RESOURCES:

www.deutschlandfunk.be

www.focus.be

www.goethe.de

www.dwelle.de

www.linguee.fr

LEA3/21g: BUSINESS TRANSLATION FROM GERMAN INTO FRENCH

Spring Semester

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

- to translate economic, commercial and specialized documents. Students will work exclusively on authentic documents (company brochures, correspondence, insurance contracts, instructions, set menus, advertising documents, job offers, tourist guides, order forms, legal texts, etc...)

- to think about words, their meaning and polysemy

- to improve and strengthen translation techniques and students' vocabulary

- to be able to use a dictionary

COURSE PROGRAM:

- reading and translating documents

- a common translation will be given so that students are able to check theirs

PERSONAL WORK:

To practise translating, to prepare your translation for the following lesson, to memorize vocabulary, to read

German press (Spiegel, Focus, ...) regularly and translate it, to learn French structures.

ASSESSMENT:

To translate a document or an extract from a document of a professional nature. During the year, there will also be tests to check students' vocabulary acquisition.

BIBLIOGRAPHY:

An unilingual dictionary: *Wahrig de poche*
A bilingual dictionary: *Pons, Langenscheidt, Harrap's, Universal...*(your choice)
A French dictionary : *Le Nouveau Petit Robert Dictionnaire de l'allemand économique, commercial et financier*, Langue pour tous, Pocket

LEA3/21h: GERMAN CONSECUTIVE INTERPRETATION

Spring Semester

THIS COURSE IS TAUGHT IN GERMAN AND IN FRENCH

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

Be able to orally translate, without the help of a dictionary or other tools, a speech, a presentation, a conference, or a meeting lasting around 3 minutes from German to French.

PREREQUISITE:

Must have a B1 CECR level in German, and a good level of standard French.

COURSE PROGRAM:

Introduction to consecutive interpretation via various work methods in the source language and in the target language.

Active listening, memory, note taking, speech restitution

Acquisition and deepening of the vocabulary from different themes such as housing, transportation, hobbies, tourism, workplace, foreign languages, immigration...

Development of a professional behaviour.

ASSESSMENT:

Students will be expected to translate orally without preparation a 3-minute oral mid-semester and as a final exam.

10% participation

BIBLIOGRAPHY:

Mattysek, Heinz : *Handbuch der Notizentechnik*. Julius Groos Verlag 2012

Marhuenda Marie : *Le mot et l'idée*, Orphys 2025

Rouby, Francine : *Le vocabulaire incontournable des examens et concours : classé par niveaux*. ellipses 2018
Rozan, Jean-François : *La prise de notes en interprétation consécutive* 1984

Harrap's Universal-Bordas, Pons,

Hachette/Langenscheidt

Le Nouveau Petit Robert

Wahrig Dictionnaire unilingue

INTERNET RESOURCES:

www.deutschlandfunk.be

www.focus.be

www.goethe.de

www.dwelle.de

www.linguee.fr

ORCIT

Home | Speech Repository

AIT4/1d: BUSINESS GERMAN

Fall Semester

Classes: 20 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: 10 hours

ECTS credits: 1

OBJECTIVE:

To create professional documents.

COURSE PROGRAM:

Working on the creation of documents, such as:

- A Web page for an educational Website

- An advert for a service

- A tourist brochure

- A Website for a company

ASSESSMENT:

Presenting a portfolio composed of 4 documents you will have created.

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:** 16 hours**ECTS credits:** 2**OBJECTIVE:**

For students to understand documents from the world of business in German

For students to be able to summarise documents in German using formal language.

For students to be able to translate business correspondence into German.

For students to be able to express themselves spontaneously and fluently in modern idiomatic German on professional issues.

COURSE PROGRAM:

* Studying written and oral documents from the business world in German.

* Oral presentations in class on business issues.

* Translating business correspondence.

AIT4/5f: GERMAN ECONOMIC CULTURE**Spring Semester**

THIS COURSE IS TAUGHT IN GERMAN

Lectures: 12 hours**ECTS credits:** 1**COURSE PROGRAM:**

Continuation of AIT4/1f.

Understanding the German economy and the business world in Germany.

ASSESSMENT:

Oral presentations and essays.

AIT4/5e: GERMAN ORAL COMMUNICATION**Spring Semester****CLASSES:** 12 hours**ECTS credits:** 1**OBJECTIVE:**

To teach students to present, describe and analyse professional activities in German.

COURSE PROGRAM:

- Presenting a company
- Presenting a tourist attraction
- Negotiations
- Phone conversations & reservations
- Summing-up a meeting

PERSONAL ASSIGNMENT:

Creating a Franco-German project: organisation, reservations, program etc.

ASSESSMENT:

Oral examination (20 minutes).

AIT5/2c: BUSINESS GERMAN**Fall Semester****Classes:** 35 hours**ECTS credits:** 3**COURSE PROGRAM:**

German for marketing and lobbying.

Negotiating in German in an intercultural context.

History

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

MJ2/8a: FRENCH HISTORY, FROM THE REVOLUTION (1802) TO 1945**Fall Semester**

B2 LEVEL IN FRENCH REQUIRED

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

Understanding of the key events in French history (1789-1945)

Critical interpretation of historical events and their political and cultural context.

Acquiring a general historical culture.

COURSE PROGRAM:

- French Revolution (1789-1804).
- First Empire and Napoleonic Wars (1804-1814).
- Restoration (1815-1830).
- July Monarchy (1830-1848).
- People's Spring and Second Empire (1848-1870).
- Commune and Third Republic (1870-1940).
- First World War (1914-1918).
- The inter-war period (1918-1939)
- Second World War and the Vichy regime (1940-1945).

BIBLIOGRAPHY

- Bainville, Jacques, Histoire de France, Tallandier, 2020.
- Braudel, Fernand, L'identité de la France, Flammarion, 2009.
- Chartier, Roger, Les origines culturelles de la Révolution française, Seuil, 2000.
- Casali, Dimitri, L'histoire de la France par ses grands personnages, Flammarion, 2021.
- Chirat, Didier, L'histoire de la France par les cartes, Larousse, 2022.
- Ferrand, Franck, Nos rois de France, Perrin, 2022.
- Furet, François, La révolution (1770-1814), Hachette, 1994.
- Hobsbawm, Eric, The Age of Revolutions (1789-1848), Fayard, Pluriel, 2011.
- Lefebvre, George, La France sous le directoire (1795-1799), Messidor, 1984.

**E3/1d: FRENCH HISTORY
FOR INTERNATIONAL STUDENTS
Fall Semester**

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

OBJECTIVE:

The aim is to give an overview of the history of France to international students who have not studied the subject before.

COURSE PROGRAM:

1. The Roman Empire through the Franks.
2. Charlemagne's Era.
3. The Capetian Dynasty: The Progression of Royal power.
4. The 16th century from the Renaissance to the Wars of Religion.
5. France under Louis XIV (1643-1715).
6. The French Revolution (1788-1815).
7. The Establishment of the French Republic.

ASSESSMENT: There will be a 1hr mid-term exam and a 2hr final exam for this course.

**MCA1/1f: GREAT MYTHICAL FIGURES
Fall Semester**

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

OBJECTIVES:

Reach a better understanding of the central myths that inspired ancient Rome and Greece.

COURSE PROGRAM:

This course will cover some of the most renowned myths passed down to us by the ancient Greek civilisation. Beyond the narrative plots of myths, we will demonstrate in what way the emblematic figures they feature illustrate, through their speech and actions, the existential questions of humanity. We will then examine their mythical value.

BIBLIOGRAPHY :

- Jean-Claude Belfiore, Dictionnaire de mythologie grecque et romaine, Larousse, Paris, 2003.
- Claude Calame, Qu'est-ce que la mythologie grecque, coll. « Folio Essais » 598, Gallimard, Paris, 2015.
- Luc Ferry, La Sagesse des mythes, Plon, Paris, 2008.
- Lucia Impelluso, Dieux et héros de l'Antiquité. Repères iconographiques, Hazan, Paris, 2003.
- René Martin et alii, Dictionnaire culturel de la mythologie gréco-romaine, Nathan, Paris, 2011.
- Alain Moreau, La fabrique des mythes, Les Belles-Lettres, Paris, 2006.

**MCC1/2b: HISTORY OF THE INTERNET
Fall Semester**

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

COURSE PROGRAM:

The course description for this class will be available

shortly

**MCC1/1b: CONTEMPORARY HISTORY
Fall Semester**

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

COURSE PROGRAM:

This class enables students to learn the essential elements of French history from the French Revolution to the Second World War and the Cold War. We shall principally be looking at this period from a political point of view and will compare what was happening in France with the events in other countries at the same time, in particular Britain and the USA.

**LEA1MTAI+RI/2c: GERMAN HISTORY:
GERMANY SINCE 1945
Fall Semester**

THIS COURSE IS TAUGHT IN GERMAN

Classes: 18 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:

LEA1/2c: SPANISH HISTORY: SPAIN from the Second Republic to the end of the Civil War

Fall semester

THIS COURSE IS TAUGHT IN SPANISH

Lectures: 18 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: 2

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: 6

Students must attend the lecture and the seminar

OBJECTIVES:

- Become acquainted with the rich history of the early years of the Third Republic
- Embrace an academic methodology of work (note-taking, fact sheets, etc.)
- Master the techniques of essay-writing and documentary analysis in the field of history

COURSE PROGRAM:

After the defeat of the imperial forces in 1870, the Republic is proclaimed. The electoral victory of monarchists immediately begs the question of the form of the political regime, and of whether French society is accommodating itself to it.

The period from 1870 to 1914 is therefore marked with a slow acceptance of the republican model, and interspersed with political crises which highlight the strengths and weaknesses of the regime until the First World War.

1 – The Birth of the Third Republic (1870-1871)

- 2 – The Failure of Restoration (1871-1876)
- 3 – The Assertion of the Republican Model
- 4 – The Crisis of Boulangism (1886-1889)
- 5 – La Moderate Republic (1889-1899)
- 6 – The « Greatest France »
- 7 – The Dreyfus Affair (1894-1906)
- 8 – Political Life after the Dreyfus Affair
- 9 – The Radical Republic (1899-1914)
- 10 – The Republic and the Social Question during the Belle-Époque
- 11 – The Depths and Limits of Republican Acculturation during the Belle-Époque
- 12 – The Republic Faced with International Tensions (1905-1914)

BIBLIOGRAPHY :

Agulhon M., Nouschi A., Olivesi A., Schor R., *La France de 1848 à nos jours*, Paris, Armand Colin, 2008
 Ambrosi C., Ambrosi A., Galloux B., *La France de 1870 à nos jours*, Paris, Colin, 1999
 Duclert V., *La République imaginée : 1870-1914*, Paris, Belin, 2010
 Houte A.-D., *Histoire de la France contemporaine, tome 4 : le triomphe de la République (1871-1914)*, Paris, éditions du seuil, 2014

H1/7d: 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 chiites 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 Référence, 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 XVIe-XVIIIe siècle*, Paris, A. Colin, 2017.
DELUMEAU (J) (sd), *Une histoire du monde aux temps modernes*, Larousse, 2013.
BENNASSAR (B), JACQUART (J), *Le XVIe siècle*, Paris, A. Colin, 2013.
LEBRUN (F), *Le XVIIe siècle*, Paris, A. Colin, rééd., 2004.
DENIS (M), BLAYAU (N), *Le XVIIIe siècle*, Paris, A. Colin, rééd., 2004.
BELY (L) (sd), *Dictionnaire & de l'Ancien Régime*, Paris, PUF, coll. Quadrige, 2003.
BLUCHE (F) (sd), *Dictionnaire du Grand Siècle*, Paris, Fayard, Ed. revue et corrigée, 2005.
DUBY (G), (sd), *Atlas historique*, Paris, Labrousse, 2016.
MILLOT (V), WIEVIVORKA (O), *Méthode pour le commentaire et la dissertation historique*, Armand Colin, 2015.

H1/1c: 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. Cursus, Armand Colin, 2016.
Fauvelle F.-X., *L'Afrique ancienne : De l'Acacus au Zimbabwe. 20 000 avant notre ère – XVIIe siècle*, coll. Mondes Anciens, Belin, Paris, 2018.
Le Bohec Y., *Histoire de la Rome Antique*, coll. Que-Sais-Je ?, PUF, Paris, 2017.
Lehoërf A., *Préhistoires d'Europe*, coll. Mondes Anciens, Belin, Paris, 2016.
Petit P. et Laronde A., *Précis d'histoire ancienne*, PUF, Paris, 2010.
Reischauer E., *Histoire du Japon et des Japonais. Des origines à 1945*, Point Seuil, Paris, 2014.

H1/3d: 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.
- THUILLIER (J.-P.), *Les Etrusques. La fin d'un mystère*, Paris, 1990
- Les Etrusques et l'Europe, Paris : R.M.N., 1992.
- Ferdière, *Les campagnes en Gaule Romaine*, Errance, coll. Les Hespérides, 1988.

H1/6b: ARCHIVES AND DOCUMENTATION

Spring Semester

CLASSES: 12 hours

ECTS credits: 2

OBJECTIVE:

To define the word "archives" and understand its meanings and purposes. To get to know its actors. To become familiar with the main events stages of its history. Review the rules of communication around archives and understand how a public archive service works.

COURSE PROGRAM:

PART 1: Defining Archives: what for? for whom? by whom?

Will review the different meanings of the word "archives", addressing the common prejudices and incorrect uses of this notion. We will question the variety of contexts that motivate societies to create archives and their purposes. We will discuss the users and actors of the archives, from producers (companies, administrations, individuals...) to the professionals who manage them.

PART2: Archives: a long history, a few landmarks

Will review the long history of archiving through numerous examples showing its steady course and major recent evolutions

PART 3: Communication around archives

Will shows that archiving is strongly connected to communication either for the needs of research, to enrich cultural life, or to serve as evidence in matters of rights of individuals and property. This chapter will reveal the importance of communication in archival work. We will study the principles and rules that need to be respected for communication to be efficient and transparent and the conditions of a good material and human organization.

PART 4: Legislation and Regulation

Will show that from creation to conservation and use, archives are ruled by a set of laws and rules (law on archives, Heritage Code ...)

We will see how these texts function and interact with other regulations such as the Data Protection Act (Loi informatique et libertés), the GDPR (General Data Protection Regulation), the law on access to administrative documents, copyright and intellectual property.

BIBLIOGRAPHY :

- Association des archivistes français, *Abrégé d'archivistique*, Paris, 2012
- Direction des archives de France, *Manuel d'archivistique : théorie et pratique des Archives publiques en France*, Archives nationales, Paris, 1991

LCE1/4b: BRITISH HISTORY: 1760 - 1914

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours

ECTS credits: 2

COURSE PROGRAM:

Great Britain from the Industrial Revolution up to WWI (1760-1914). The course deals with the evolution of British civilisation of the mid XVIIIth up to the early XXth century. Processes and events are studied in a chronological order. It gives the different stages of the Industrial Revolution and the shift from a rural society to an industrialised one. The Victorian Era and Victorianism are then studied as proofs of political, social and cultural transformations up to the Great War.

- 1- Introduction to the industrial society: an acceleration of history
- 2- Industrial Revolution, phase one
- 3- Industrial Revolution, Phase Two
- 4- The three major phases of the Victorian Period
- 5- Victorian Society
- 6- "Great transformation" of British Civilisation

BIBLIOGRAPHY:

Christopher Harvie and H.C.G. Matthew, *Nineteenth-Century Britain :A Very Short Introduction*, Oxford University Press, 2000.

**LEA1/4b: LATIN AMERICAN HISTORY:
DISCOVERY, CONQUEST AND COLONIZATION**

Spring semester

THIS COURSE IS TAUGHT IN SPANISH

Lectures: 18 hours

ECTS credits: 2

COURSE PROGRAM:

- Discovery (Discovery and significance, Spanish and Portuguese atlantism, Colomb and Catholic kings, exploration and its effects, The Indian question)
- Conquest (Controversy, occupation in America- Aztec and Inca Empires)
- Colonization (Political organization, demography, building a new economy, Property of lands, The role of the Church, Colonial Art)

SET BOOKS :

- BEAUJEU-GARNIER, Jacqueline & LEFORT, Catherine *L'économie de l'Amérique latine*, Paris, PUF, coll. Que sais-je ? (dernière édition mise à jour).
- CHAUNU, Pierre *Histoire de l'Amérique latine*, Paris PUF, Coll. Que sais-je ? (dernière édition de préférence).
- COVO Jacqueline *Introduction aux civilisations latino-américaines*, Paris, Nathan Universités, coll. 128.
- GALEANO, Eduardo, *Las venas abiertas de América latina*, Madrid, siglo XXI, 1996 (cet ouvrage existe dans de nombreuses éditions ainsi qu'en traduction française).
- MASSARDO, Jaime & SUAREZ-ROJAS, Alberto, *Civilisation latino-américaine*, Paris Ellipses, 200.
- THUVAL, 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., Vayssièrre P., *Histoire et historiens*, Paris, Hachette, 2015
 Delacroix C., Dosse F., Garcia P., *Les courants historiques en France : XIX e -XX e siècle*, Paris, Folio, 2007
 Offenstadt N., *L'historiographie*, Paris, PUF, 2017

H1/5c: 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

Heudin Jean, *Les Carolingiens*, Ellipses (sortie 1^{er} semestre 2018)

Heudin Jean, *Les Mérovingiens*, Ellipses, 2014

James Edward, *Les origines de la France de Clovis à Hugues Capet (486 à l'an mil)*, Ed. Errance, 1982.

Le Jan Régine, *La société du haut Moyen Âge Vie-IXe siècle*, Armand Colin, 2003

Lebecq Stéphanie, *Les origines franques - Ve-IXe siècle. Nouvelle histoire de la France médiévale*, Points Seuil, 1990

Pacaud Marcel, *Les ordres monastiques et religieux au Moyen Âge*, Nathan Université, 1993

Theis Laurent, *L'héritage des Charles de la mort de Charlemagne aux environs de l'an mil*, Ed. du Seuil, 1990

Werner Karl Ferdinand, *Les origines avant l'an mil*, Fayard, 1984.

H1/8d: 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, 179 p. ill. (Collection Archéologies de la France sous la direction de Jean-Paul Demoule).

- Le haut Moyen âge dans le nord de la France, Des Francs aux premiers comtes de Flandre, de la fin du I^{er} 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.

H2: COLD WAR GEOPOLITICS FROM 1945 TO TODAY

Spring Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE

- Highlighting the various stages of the Cold War in military, political and economic terms.
- Show the importance of American soft power and East-West scientific rivalries.
- Putting major post-Cold War geopolitical events into perspective.

PROGRAM

The aim of the course is to build up a solid knowledge of all the forms of the Cold War, as well as its consequences, which began to emerge in 1991. It is useful to review the history of the Cold War from the end of the 19th century to the end of the Second World War. However, the interest of the course lies in focusing on specific concepts. The Cold War will be studied through lectures on the various military and economic policies.

Secondly, the course will show that the Cold War enabled the United States to produce a mass culture that would become a major cultural weapon (putting Joseph Nye's work into perspective). Nonetheless, they were hampered by the Soviet Union's considerable scientific power (space race, medicine, military (nuclear) weapons, etc.).

Finally, the last part of the course will enable students to understand that certain current geopolitical crises stem from the end of the Cold War (the crisis in Eastern Europe, the American Pivot, the interplay of influences in Africa, etc.).

BIBLIOGRAPHY

- Arendt Hannah, *Le Système totalitaire Les Origines du totalitarisme* - Tome 3 (réédition de 1951), éditions Points, 2005.
- Aron Raymond, *Paix et guerre entre les nations*, Calmann-Lévy, Paris, 1962.
- Jeannesson Stanislas, *La guerre froide*, édition La Découverte, 2014.
- Kissinger A Henry, *Nuclear Weapons And Foreign Policy*, édition Routledge, 1984.
- Manent Pierre, *Histoire intellectuelle du libéralisme*, édition Fayard, 2012
- Nye Joseph, *Soft Power: The Means To Success In World Politics*, édition New York: PublicAffairs, 2009.
- Pasco Xavier, *La politique spatiale des Etats-Unis, 1958-1995 Technologie, intérêt national et débat public*, édition l'Harmattan, 1997.

Soutou Georges-Henri, *La Guerre froide 1943-1990*, édition Fayard, 2011.

LCE2/8b: 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 Plantagenet 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: British History: Confluence of English Lands

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours

ECTS credits: 2

In this class we shall present three English-speaking countries: India, Ireland and South Africa. We shall include elements of the history of these countries and discuss their relationships with other countries and the

world. The lives of several famous people from these lands, including Nelson Mandela and Gandhi, will also be examined.

LEA2MTAI/10a: British Civilization: The Industrial Revolution until the beginning of the First World War
Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 2

OBJECTIVE:

At the end of the year, students should understand and be able to comment on the main point of British society since the Industrial Revolution.

COURSE PROGRAM:

- The Industrial Revolution up to WWII
- Economic and social conditions during Victorian Times
- Political Evolution up to Universal Suffrage
- Between the wars

BIBLIOGRAPHY:

- Ouvrage indispensable: Norman Lowe, *Mastering Modern British History*, London, Macmillan, 2009.

LEA2MTAI/7b: SPANISH HISTORY: SPAIN DURING THE SECOND HALF OF THE 19th CENTURY AND BEGINNING OF THE 20th CENTURY

Fall Semester

THIS COURSE IS TAUGHT IN SPANISH

Lectures: 18 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.

LEA2RI/10c: SPANISH HISTORY: SPAIN DURING THE SECOND HALF OF THE 20th CENTURY (UP TO 1982)

Fall Semester

THIS COURSE IS TAUGHT IN SPANISH

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

By the end of the course students should have acquired a thorough understanding of the historical context of this period, including the study of the political events and social, economic and cultural issues that influenced and shaped Spain at that time.

The course aims to understand the major social and political changes that occurred in Spain during the second half of the twentieth century. Students will also develop the analytical skills to be able to recognise social and political change. This includes the study of political tensions, social movements, reforms and conflicts that have had a significant impact on Spanish society. The course also aims to situate Spain in the international context of this period, specifically the study of Spain's involvement in international conflicts, diplomatic relations with other countries and the impact of these factors on Spain's position in the world.

Another objective to be considered is to examine the artistic and cultural movements emerging in Spain at this time. This includes the study of the artistic and intellectual currents that influenced Spanish culture during this period.

It will be important to develop the ability to interpret historical events and formulate arguments based on historical documents. Students will be encouraged to develop their analytical and research skills through the analysis of sources provided by the teacher during the course.

PROGRAM

o Historical context

The main historical trends in the second half of the 20th century (1939-2000).

o Politics and society

The political system, terrorist movements and political parties, changes in social structure, labour movements and social conflicts, feminist movements and other related subjects.

o Art and culture

We will study the cultural and artistic movements that took place in Spain during this period, namely; the main movements in plastic art as well as other significant cultural and artistic expressions such as architecture. In literature, we will discover the Generation of 50 and Tremendism. In cinema, we will understand this period through directors such as Luis Buñuel, Pedro Almodóvar, Carlos Saura and Alejandro Amenábar, whose films often dealt with social and political themes and contributed to the worldwide renown of La Movida and Spanish cinema.

o Economy and industrialisation

The importance of the major economic changes from the Autarchy to the Economic Miracle will be analysed, as well as their impact on society and politics. Economic expansion, the modernisation of key sectors, the arrival of international immigration, infrastructure development and other relevant economic aspects will be examined.

o International relations

Spain's relations with other countries and regions during this period will be examined, paying particular attention to relations with Europe, Spanish foreign policy and participation in international conflicts.

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., Vayssi re P., *Histoire et historiens*, Paris, Hachette, 2015

Delacroix C., Dosse F., Garcia P., *Les courants historiques en France : XIXe-XXe si cle*, 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: 2

COURSE PROGRAM:

- * Time and Space in the World of Ancient Greece
- * The Birth of the Greek City States
- * Crises in the archaic period and the rise of Sparta
- * The golden age of the City States: Athens as a case study
- * Alliances and independence in the classical period
- * The rise of Federalism and the Confederations

BIBLIOGRAPHY :

- P. ARNAUD, *Les sources de l'Histoire Ancienne*, Paris 1995 (présente à la fois les auteurs grecs et romains de l'Antiquité).
- J. De ROMILLY, *Précis de littérature grecque*, Paris, 1980.
- A. et F. QUEYREL, *Lexique d'histoire et de civilisation Grecque*, Paris 1996.
- M. C. AMOURETTI et F. RUZE, *Le monde grec antique*, 1978.
- C. ORRIEUX et P. SCHMITT -PANTEL, *Histoire grecque*, Paris 1995. (Très utile)
- E. SCHEID-TISSINIER, *L'Homme grec aux origines de la cité*, Paris, 1999.
- E. LEVY, *La Grèce au Ve siècle, de Clisthène à Socrate*, Paris 1995 (NHA n° 2)
- P. CARLIER, *Le IV^e siècle grec jusqu'à la mort d'Alexandre*, 1995 (NHA n° 3)

H2/9c: THE ROMAN REPUBLIC

Fall Semester

Classes: 18 hours

ECTS credits: 2

OBJECTIVES:

This course will start by reviewing the legendary cycles that relate the origins of Rome. From the 4th century B.C. onwards, the Latine city emerged from the shadows and entered History thanks to the influence of the Etruscans.

From then on, how could we not be taken aback by the vitality of this little Latium city, as it threw itself into the conquest of the Mediterranean Basin?

Yet this spectacular expansion had serious social and economic consequences for its more modest population. The ambition of some politicians, relying on the demands of the *hoi polloi*, plunged Rome into a cycle of turmoil and violence which was only put to an end by the advent of Caesar.

His dictatorship brought back --temporary-- peace in the Urbs, but it also sounded the death knell of the Roman Republic.

COURSE PROGRAM:

Introductory Chapter: Rome, the Place and the History
 Chapter 1: The Royal Rome Stripped Down From the Myths: the Influence of the Etruscan Civilisation
 Chapter 2: Rome conquering the Mediterranean: from the Samnite Wars to the Punic Wars
 Chapter 3: The Agrarian Crisis of the 2nd Century B.C. and the Reforms of the Gracchi Brothers
 Chapter 4: The Civil Wars of the 1st Century B.C. : 40 Years of Trouble, from Marius to Caesar
 Chapter 5: Caesar's Reorganisation of the State: the Caesarian Dictatorship (48 to 44 B.C.)

BIBLIOGRAPHY :

- M. CHRISTOL et D. NONY, *Rome et son Empire*, Paris, 1997.
- J. HEURGON, *La Vie Quotidienne chez les Etrusques*, Paris 1961.
- Jean-Michel David, *La République romaine, de la deuxième guerre punique à la bataille d'Actium (218-31)*, 2000.
- Jean-Pierre MARTIN et alii., *Histoire romaine*, Paris, 2002.
- Michel Kaplan dir., *Le monde romain*, Paris, 1995.
- F. HINARD, *La République romaine*, Paris 1992.
- M. Le GLAY, *Rome, grandeur et déclin de la République*, Paris 1990.
- B. COMBET -FARNOUX, *Les Guerres puniques*, Paris 1960.
- S. LANCEL, *Hannibal*, Paris 1995.
- J. HEURGON, *Rome et la Méditerranée occidentale*, Paris, 1969.
- R. ETIENNE, *Jules César*, Paris 1997.

LCE2/11b: 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

**LCE2/11a: THE UNITED STATES FROM THE CIVIL
WAR TO THE END OF THE GREAT DEPRESSION**

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

Acquire an understanding of the key historical moments and social movements in the United States in the 1865-1940 period;
Acquire ability to reason and explain the causes and consequences of key events in the period studied; Learn to analyse and comment on primary and secondary documents;
Acquire oral and written skills in English.

COURSE PROGRAM:

The course focuses on the history of the United States from the end of the Civil War to the Great Depression.

Course units are divided as follows:

Reconstruction
African Americans under Reconstruction and Beyond
Native American Indians
Western Settlement
The Growth of Big Business
The Labor Movement
American Imperialism
The Progressive Era
Prosperity and the Stock Market Crash
The Great Depression and the New Deal

BIBLIOGRAPHY:

BUENKER John D. & Edward R. KANTOWICZ, eds., *Historical Dictionary of the Progressive Era, 1890-1920* (Greenwood Press, 1988)
CHAMBERS, John Whiteclay. *The Tyranny of Change: America in the Progressive Era, 1890-1920* (Rutgers University Press, 2000)
NASH, Gary B. *Atlas of American History* (Facts on File, 2006)
PARRISH, Michael E. *Anxious Decades: America in Prosperity and Depression, 1920-1941* (W W Norton & Co. Ltd., 1994)
RODRIGUEZ, Junius P., ed. *Slavery in the United States: A Social, Political, and Historical Encyclopedia* (ABC-CLIO Ltd, 2007)
Tindall & Shi, *America: A Narrative History* (Norton)
Artaud, Denise. *Le New Deal*. Paris : Armand Colin, « U2 », 1969.

INTERNET WEBSITES:

www.ourdocuments.gov/content.php?flash=old&page=milestone
www.digitalhistory.uh.edu/
www.uk-us.org/library.wisc.edu/etext/WIReader/Contents/Idea.html

**LEA2/14c: LATIN AMERICAN HISTORY:
EMANCIPATION AND INDEPENDENCE OF LATIN
AMERICA**

Spring Semester

CLASSES: 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
Libertadors

BIBLIOGRAPHY :

Lavallé, Bernard, *L'Amérique espagnole de Colomb à Bolivar*, Paris, Nathan, 2002

**LEA2/10b: GERMAN HISTORY:
GERMANY UNDER THE OCCUPATION (1945-1949)**

Fall Semester

THIS COURSE IS TAUGHT IN GERMAN

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE:

- To study historical, political and cultural events in order to understand contemporary Germany better
- To deepen students' oral and written language skills

COURSE PROGRAM:

Occupied Germany (from 1945-1949)
1- The year zero, Potsdam Conference, Nuremberg Trials, parties
2- Marshall Plan, creation of a new money and Berliner Blokade
3- Creation of two states, first elections at the Bundestag

ASSESSMENT:

A written exam about the course and personal work but also a document commentary.

BIBLIOGRAPHY :

J.C. CAPELE - *L'Allemagne hier et aujourd'hui* - Hachette, Les Fondamentaux
H. DUPAS, U. BENNERT - *Lexique de civilisation germanique* - PUF, Major
M.R. DIOT, J.R. DIOT - *Deutschland - was nun ?* - PUF, Major
A. WAHL - *Histoire de la République fédérale d'Allemagne* - Armand Colin, Paris, 1995

**LEA2/14b: EVOLUTION OF THE TWO BLOCS
(EAST AND WEST)**

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 battlefield 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. HORNING, *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.

RICHET Denis, La France moderne : l'esprit des institutions, Paris, Flammarion, 1973.

H2/13b: CIVILIZATIONS OF CLASSICAL GREECE

Spring Semester

Classes: 18 hours

ECTS credits: 2

COURSE PROGRAM:

Introduction: Greek demography at Antiquity

Chap. 1. Being a citizen, being privileged?

Chap. 2. The city and foreigners: Xenos and Metoikos

Chap. 3. Women and their place in the classic city

Chap. 4. Dependents and slaves in Greek cities.

Chap. 5. Religion in Greece: places, actors, rites of Greek cults

Chap. 6. War in Greece, from Homer to Alexander.

BIBLIOGRAPHY :

- C. MOSSE, Le citoyen dans la Grèce antique, Paris 1993.

- M.-F. BASLEZ, L'étranger dans la Grèce antique, Paris 1984.

- J. DUCAT, Les hilotes, Paris 1990.

- Y. GARLAN, Les esclaves en Grèce ancienne, Paris 1984.

- P. SCHMITT-PANTEL dir., Histoire des femmes dans l'Antiquité, Paris 1991

- L. BRUIT-ZAIDMAN et P. SCHMITT-PANTEL, La religion grecque, 1990.

- M. FAUQUIER et J.L. VILLETTE, La vie religieuse dans les cités grecques, 2000.

- M. DETIENNE-J.P. VERNANT, La cuisine du sacrifice en pays grec, 1979.

- Y. GARLAN, La guerre dans l'Antiquité, 1972.

- P. DUCREY, Guerre et guerriers dans la Grèce antique, Fribourg 1985.

- V. D. HANSON, Le modèle occidental de la guerre, Paris 1990.

- A. JACQUEMIN, Guerre et religion dans le monde grec, Paris 2000.

H2/13c – LEC2/16b: CIVILIZATIONS OF ROMAN REPUBLIC

Spring Semester

Classes: 18 hours

ECTS credits: 2

COURSE PROGRAM:

This class will focus on the daily physical environment of the Roman citizen who lives on the threshold between two distinct political systems: the Republic and the Empire.

Yet, does his participation to the SPQR institutions (Sensus, Populusque, Romanus) mean that the Roman Republic is a democratic system?

How does the Roman citizen fulfill his military duty within the impressive Roman legion?

How does he participate to the traditional Roman cults? We will end the class with the description of the lifestyle and environment of the Urbs in other words, the City of Rome or one of the many other Roman cities which are developing around the Mediterranean Sea at the time.

Chap 1: Patricians and Plebeians: the citizen "job" in republican Roma (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.ADM, *Institutions et Citoyenneté de la Rome républicains*, Paris1996.

-C.NIVOLET, *le métier de citoyen dans la Rome républicaine*, Paris 1976.

-J.GAUDEMET, *le droit privé romain*, Paris 1974.

-P.GRIMAL, *la civilisation romaine*, Paris 1960.

-J.SCHEID, *la religion romaine*, Paris, 1971(recueil de textes)

-G.DUMEZIL, *la 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.

H2: HISTORY OF CLOTHING AND FASHION SINCE FRENCH REVOLUTION

Spring Semester

Classes: 18 hours

ECTS credits: 3

COURSE PROGRAM:

The course description for this class will be available shortly

H2: The Middle Ages in the West(11th – 13th centuries)

Spring Semester

Classes: 36 hours

ECTS credits: 4

COURSE PROGRAM:

The course description for this class will be available shortly

LCE3/15b: 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*

H3: Books and Writing Civilisation

Fall Semester

Classes: 24 hours

ECTS credits: 3

COURSE PROGRAM:

The course description for this class will be available shortly

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.

**LEA3MTAI/12a:
ECONOMIC HISTORY OF THE UK
Fall Semester**

THIS COURSE IS TAUGHT IN ENGLISH

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

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 alii, *Relaciones internacionales en el siglo XXI*, Editorial Tecnos, 2ª ed., 2006.
- Pereira Castañares, Juan Carlos, *La política exterior de España (1800-2003). Historia, condicionantes y escenarios*, Editorial Ariel, S.A., 1ª 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 (Lutheranism, 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 XIX^e siècle européen*, Paris, PUF, coll. Quadrige, 2007.
VIVIER Nadine, PECOUT Gilles, DAUPHIN Noëlle et WACHÉ Brigitte (dir.), *Dictionnaire de la France au XIX^e 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 milleniums 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 NORD PAS DE CALAIS DURING WW2

Fall Semester

THIS CLASS IS TAUGHT IN ENGLISH

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

The course description for this class will be available shortly

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

Fall Semester

Classes: 24 hours

ECTS credits: 2

OBJECTIVES:

Become acquainted with the essential factors of the Slavonic world: history, geography, culture, uniting and diversifying elements.

Review the major events of Russian political and religious history that have shaped the country as we currently know it.

Understand the challenges that contemporary Russia is facing on the international geopolitical scene, in their relation to its cultural legacy and its geographical location in Eurasia.

Understand the reasons of Russia's comeback as a world power.

COURSE PROGRAM:

This course serves as an introduction to the civilisation of the Slavonic lands. It will review Eastern, Western and Southern Slavs: the great ethnical group in its unity and diversity in the face of the Latin, German and Asian worlds. We will cover Slavic origins, major historical facts, religions, languages and writings, and the Slavonic countries of the 21st century.

This course will examine the role currently played by Russia as well as the relationships it entertains with its neighbours, particularly with ex-USSR countries. We will evaluate the political system of the Russian Federation and its economic model (capitalism), but also its general and regional geographies: population, ethnical diversity, cities and countryside, demography, energetic and mineral resources, organisational difficulties of the « continent-territory », etc.

This course will provide the historical and cultural facts required to understand contemporary Russia : the first Russia from Kiev to Suzdal, the age of Mongols, the Byzantine legacy and the messianic vocation of « Third Rome » Moscow, the 17th century religious crisis and Peter the Great's attempt to « transfigure » Russia, Catherine II's continuation of the Europeanisation of the elite under the aegis of the Enlightenment. The 19th century was characterized by the emergence of intelligentsia and the debates opposing Westerners and Slavophiles, who sought a national identity. There was a decline of Europe and a resurgence of Pan-Slavism. At

the beginning of the 20th century, the First World War broke out and led way to the coup of 1917, the institution of the USSR in 1922, and the birth of the Eurasianist movement and of the « third way » Russian ideology. We will examine the role played by the USSR in the Second World War and its downfall, at the end of the Cold War.

The essential Russian schools of thought, Neo-Eurasianism, the resurgence of religion and the concept of Russian values as well as conservatism – Putin's state ideology— will be covered.

We will study the different dimensions of Putin's Russia: from its refusal to comply with westernisation, to its adaptation to liberal globalization, to its alignment with Asia, to its crisis with the European Union and the ensuing strengthening of other alliances : BRICS, CSTO, SCO. We will study Russia as a country promoting and contributing to the emergence of the multipolar world. To conclude, we will summarise the current challenges and perspectives of Russia as it has reinserted itself on the global scene.

BIBLIOGRAPHY :

Eckert, Denis (dir.), *La Russie*, Hachette supérieur, Paris, 2012

Daucé, Françoise, *La Russie postsoviétique*, Paris, La Découverte, 2008

Favarel-Carrigues, Gilles et Rousselet, Kathy (dir.), *La Russie contemporaine*, Fayard, Paris, 2010

Marchand, Pascal, *Géopolitique de la Russie : une nouvelle puissance en Eurasie*, PUF, Paris, 2014

Marchand, Pascal, *Atlas géopolitique de la Russie. Le grand retour sur la scène internationale*, Editions Autrement, Paris, 2015

Radvanyi, 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

LCE3/19b: ENGLAND THROUGH THE XIXth CENTURY

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours

ECTS credits: 3

COURSE PROGRAM:

The 19th century is one of the richest that Britain has ever known, marked by the effects of the Industrial Revolution and Queen Victoria's long reign. It's great authors, from Dickens to Wilde, and its philosophers, like Marx and Engels, are all marked by their epoch.

In this class we shall examine major aspects of the period: Victoria's reign, the colonial empire, the technical revolution, political developments including the birth of the Trade Union movement and increasing legislation to protect workers. We shall also analyze new economic and philosophical ideas, including Darwinism.

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 France and the American War of Independence

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: 2

OBJECTIVES:

- Acknowledge the links between history and the climate on different temporalities
- Build a well-thought reflexion from archives documents
- Work on the interdisciplinarity of a theme

COURSE PROGRAM:

In spite of its capital role in human life, climate has long been forgotten in historical studies. They focalise on the different political, economical and social aspects with no regards to the influence of numerous climatic evolutions, whose consequences are still unknown today, when the several disruptions are happening.

- Introduction to historiography and epistemology of the climatic fact
- Climate and civilisations
- Climate and demography
- Climate and military fact
- Climate and cultures
- Climate and futures
- Visit of the Regional Archives
- Oral assessment

BIBLIOGRAPHY:

Acot P., *Histoire du climat - Du Big Bang aux catastrophes climatiques*, éd. Perrin, 2005
 Leroy-Ladurie E. (dir), *Histoire humaine et comparée du climat*, Paris, Fayard, t. 1 Canicules et glaciers XIII^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: Regional History in the Middle Ages

Spring Semester

Lectures: 24 hours

ECTS credits: 3

COURSE PROGRAM AND OBJECTIVE:

The course description for this class will be available shortly

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 millenium b.c., and ends with the flourishing of the Etruscan civilisation in the 4th and 5th centuries b.c..

The Sumerian civilisation, which develops in Mesopotamia, is often regarded as one of the first civilisations in the history of humanity. Historian Samuel Noah Kramer believed, for his part, that "History begins in Sumeria". The Sumerian civilisation predated the emergence of the Hittite civilisation on the Anatolian plateaux; the latter was an important rival of pharaonic Egypt in the battle over the control of the strategic regions of the Levant...

Concurrently, whilst the Crete of Minoan palaces was blossoming, the European continent entered History in turn: the first civilisation of the "Old Continent" started to develop in Mycenae, bolstered by its cyclopean-walled palaces and its use of one of the first European writing systems: Linear B.

One millenium later, the Levant will be the site of Phoenician harbour-cities, from Tyrus to Carthago. Our journey around the Mediterranean region will eventually end in Etruria, in the 6th and 5th centuries b.c. with the following question: did the Etruscans originate Rome?

COURSE CONTENT:

Chapter 1: The Sumerians in Mesopotamia; the Birth of History (3rd millenia b.c.)

Chapter 2: The Hittites and the king Suppiluliuma in the 2nd millenia b.c.

Chapter 3: Ancient Crete in the 2nd millenia b.c.: An Outstanding Civilisation of Palaces

Chapter 4: The Mycenaean Civilisation, From its Origins to its Downfall (20th - 12th centuries b.c.)

Chapter 5: The Phoenicians, from Tyrus to Carthago: a Swarm of Commercial Cities in the Levant

Chapter 6: The Etruscans at the Origin of Rome (7th to 4th centuries b.c.)

Chapter 7: Persia at the Time of the Achaemenid Dynasties (552-331 b.c.)

BIBLIOGRAPHY :

- Samuel Noah KRAMER, *L'Histoire commence à Sumer*, Paris 1986.

- Isabelle KLOCK-FONTANILLE, *Les Hittites*, Paris 2008.

- Paul FAURE, *La vie quotidienne en Crète au temps de Minos*, Pris 1990.

- Paul FAURE, *Ulysse le Crétois*, Paris 1980.

- Isabelle OZANNE, *Les Mycéniens, pillards, paysans et poètes*, Paris 1992.

- C. BAUREIN et C. BONNET, *Les Phéniciens, marins des trois continents*, Paris 1992.

- Serge LANCEL, *Carthage*, Paris 1992.

- J. HEURGON, *La Vie Quotidienne chez les Etrusques*, Paris 1963.

- Dominique BRIQUEL, *Les Etrusques, peuple de la différence*, Paris 1993.

- Philip HUYSE, *La Perse antique*, Paris 2017.

H4J/1b : HISTORY OF THE UNITED-KINGDOM

Fall Semester

This class is taught in English

CLASSES: 12 hours

ECTS credits: 2 per semester

OBJECTIVE:

A study of key moments in British History which are essential to understanding Britain today

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), Védérine (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.

LCE4/1b: ADVANCED CIVILISATION SEMINAR – STROLLING IN ANGLOPHONIA

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 24 hours

ECTS credits: 5

COURSE PROGRAM

This course aims to tackle the question which unites culture and civilisation in the English-speaking world.

In a first part, we will approach the key concepts allowing us to confront the tension that can oppose culture and civilisation. What is it all about?

We will then go into India's foreign policy to follow up on the classes that have been given on the subject.

After this, we will study two other English-speaking countries: South Africa, its history, its tensions, and an intercultural track record today.

We will end with Ireland, its history, its immigration, its foreign politics in the 20th century.

ASSESSMENT

Research paper and final exam (4h)

LCE4/4b: 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 **Spring 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.

H5J/9a: HISTORY – CONTEMPORARY PERSPECTIVES OF THE USA

Fall Semester

Lectures: 18 hours

ECTS credits: 3

OBJECTIVE:

This course has 3 main objectives:

- Introduce to the United States of America and how America is perceived in France.
- Break down the main stereotypes and prejudices that French have about America and in the same way understand those Americans have about us.
- Use English in an academic context

COURSE PROGRAM:

This course introduces students to the United States, with the main aspects of its society, its institutions and its politics from a French viewpoint. It introduces its contemporary history, which means the history of the last 70 years of the country through the different presidential administrations since the end of World War II.

It is designed as an interactive class, and requires the involvement of all the students.

Laptops and mobile phones will be forbidden during class.

1. Introduction, geography and history of the United States before 1945
2. American exceptionalism and anti-americanism
3. Constitution of the United States part 1 : basis
4. Constitution of the United States part 2 : government and elections
5. Constitution of the United States part 3 : justice and security
6. US Politics and History – from Roosevelt (last term) to Carter : America at its apex
7. US Society : Economic matters
8. US Politics and History – from Reagan to Obama : The conservative revolution
9. US Society : Cultural and social matters
10. US Politics and History – Trump and Biden : culture wars are back
11. USA : prospective future and conclusion
12. Exam in class

BIBLIOGRAPHY:

- Kaspi (André), Les Américains, 2-Les Etats-Unis de 1945 à nos jours. Paris, Seuil, 2014, 464 p.
- Mélandri (Pierre), Histoire des Etats-Unis, 1-L'ascension 1865-1974, 2-Le déclin depuis 1974. Paris, Perrin, 2013, 600+400 p.
- Portes, Jacques, Histoire des Etats-Unis, Paris, A. Colin, 2017, 429 p.
- Tocqueville, Alexis (de), De la démocratie en Amérique, 2 volumes, Paris, Flammarion (many editions).
- Wiegand (Steve), US history for dummies, Hoboken, John Wiley & sons, 2019 (4th edition), 432p.

Italian

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

LEA1/1k: BEGINNERS ITALIAN

Fall Semester

Classes: 15 hours

ECTS credits: 2

OBJECTIVE:

To obtain a basic knowledge of Italian.

COURSE PROGRAM:

Introduction to the language from texts, introduction to current affairs and interesting subjects in Italy.

ASSESSMENT:

A written exam (several exercises).

BIBLIOGRAPHY:

Students will need an Italian dictionary, an Italian grammar book and R.J. PRATELLI, *Chiarissimo*.

LEA1/3l: BEGINNERS ITALIAN 2

Spring Semester

STUDENTS MUST HAVE STUDIED AT LEAST ONE SEMESTER OF ITALIAN

Classes: 15 hours

ECTS credits: 2

COURSE PROGRAM:

Continuation of LEA1/4c.

LEA2/12c: INTERMEDIATE ITALIAN 3

Fall Semester

STUDENTS MUST HAVE STUDIED AT LEAST ONE YEAR OF ITALIAN

Classes: 24 hours

ECTS credits: 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

LEC1/1e: BEGINNERS LATIN

Fall Semester

Lectures: 12 hours

ECTS credits: 1

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

LEC1/4f: 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

LEC2/7e & LEC2/10f: 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)

LEC3/14e & LEC3/18d: 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

P1/12d: LAW FOR PSYCHOLOGISTS

Spring semester

CLASSES: 24 hours

ECTS: 2

COURSE PROGRAM:

Understand why law is useful and how to apply it.
The various types of law and where they apply.
The law of the land and how it is applied. Who needs to obey and the consequences if they do not.

BIBLIOGRAPHY:

Will be confirmed at the beginning of the class.

LEA1MTAI/2g & LEA1MTAI/4c: GENERAL INTRODUCTION TO LAW

Fall & Spring Semesters

CLASSES: 12 hours **ECTS CREDITS:** 1 per semester

OBJECTIVE:

French law is a social phenomenon. It arises from life in society and the relationships between individuals. Without society, law would be unnecessary. Without law, the harmonious development of society is impossible.

One must have a wide vision of the notion of French law. It's not limited to regulations nor to the decisions of policymakers nor to those of any jurisdiction. French law exists because men live in society and their life must be regulated, bordered with clear definitions of what can or cannot be done, for any individual but also for the whole society (the Government in particular). This rather large subject has many different aspects; the legal power is closely linked to the social but also economic, political and indeed scientific phenomena.

The objective of this course is to enable students to understand the French law system and to analyse it according to its own principles. This suggests not only to know what French law means but also, beyond that, to understand its specific logic and mechanisms.

Tutorials aim at learning about French law and its enforcement. Studying, solving study cases and exercises specific to French law must be complemented by reading the press in order to get more a critical eye and to improve one's vision of political, social phenomena related to French law.

COURSE PROGRAM:

Towards a Definition of French Law

Title1: Creation of the right law

Chapter 1: The different texts about right

Chapter 2: The different sources

Title 2: Legal System

Chapter1: Presentation

Chapter 2: How does it work in front of a court

Title 3: People as beings with obligation

Chapter 1: the concept of "personality" in law

Chapter 2 : attributes of a personality

Chapter 3 : rights and liberties of a person

Title 4 : The notion of contract

-1: Definition and essential principles

-2 : Conditions of creation of the contract

-3 : Effects

Title 5 : Half-Contracts

-1 : Dealing with a case

-2 : Payment of the undue

-3 : Becoming rich with no cause

Title 6 : Restraints

-1 : Fundment of liability insurance

-2 : Its conditions

-3 : How it works

PERSONAL WORK:

Students will have to do homework every week (a document study, a commentary on a text, personal reflection). Therefore, it is necessary to:

- Look up unknown or unfamiliar vocabulary
- Complement your knowledge with research

ASSESSMENT:

The exam will be under the form of:

- A written essay on a given subject
- A commentary on a text
- A series of questions (10 at the most in a 2-hour exam)
- A case study

BIBLIOGRAPHY:

Many books of introduction to French law are available. It is impossible to recommend one book rather than another for the content of some is closer to that of the course and the method used by teachers.

Owning one of the books below is not necessary during the first weeks, but students are advised to get used to the French legal vocabulary and method before buying a difficult book which they don't understand.

JEAN CARBONNIER, *Droit civil, Introduction*, Thémis, PUF

JEAN- LUC AUBERT, *Introduction au droit et thèmes fondamentaux du droit civil*, Armand Colin

PHILIPPE MALINVAUD, *Droit des obligations*, LITEC
www.legifrance.gouv.fr

LEA1RI/4d: INTRODUCTION TO GENERAL LAW

Spring semester

CLASSES: 12 hours

ECTS: 1

OBJECTIVE:

This class aims to introduce students to the fundamental notions of law regulations in the French judicial system. At the end of the class students will have a sound basis of knowledge enabling them to understand the legal principles, rules, and actors governing current in-state relations.

The aim is to give students "legal resources" and a culture allowing them to understand this environment characterized by a normative diversity and a growing complexity in a simple and clear way.

There are two challenges here: learning the theoretical bases of domestic law and knowing how to apply legal principles to the contemporary international scene.

PREREQUISITE:

Students must be attentive to the news; have a critical mind, be organized; have general knowledge.

COURSE PROGRAM:

Origins of general law – Sources; non-written sources, unilateral action – State, jurisdictions and international trials – Hierarchization of sources – Domestic law

ASSESSMENT:

Midterm: 1h30 questions on the course

Final exam: 1h30 reflexion questions / case study

BIBLIOGRAPHY :

François Terré, Dominique Fenouillet, *Introduction générale au droit*, Dalloz,

Collection « Précis », dernière édition

Jean-Louis Bergel, *Introduction au droit*, Dalloz,

Collection Méthodes du droit,

dernière édition

LEA2RI/7h: INTERNATIONAL BUSINESS LAW**Fall Semester**

This course is taught in English

Lectures: 12 hours

ECTS credits: 1

OBJECTIVE:

Understand the main notions of international business law, know the main clauses of an international contract and the different ways of solving disputes, understand the fundamental notions of intellectual property.

COURSE PROGRAM:

1. Foreword to International Business
2. The legal frame of International Business
3. Negotiation and conclusion of an international contract
4. The contract Law, Extraterritoriality
5. Main Clauses of an International Contract
6. The settlement of international disputes
7. International Debt collection / European procedures
8. International Intellectual property

ASSESSMENT :

Midterm multiple choice test

3h Final Exam

BIBLIOGRAPHY :

Dalloz -*Droit du commerce International* –Contract laws editions Ophrys

INTERNET RESOURCES :

La Catho's Digital library

International Chamber of Commerce website:

www.iccwbo.org

World Trade Organization website: www.wto.org

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.

LEA3RI/13j: LABOR LAW**Fall Semester**

Lectures: 12 hours

ECTS credits: 1

OBJECTIVE:

The "Labor Law" course aims to introduce students to all of the laws that determine work relations, both personal and collective ones.

The aim is to give students the judicial fundamentals in order to face the employment market and to give them a culture, allowing them to evolve with the uttermost confidence in an environment that is characterized by a normative diversity and a growing complexity.

The stakes are doubled: acquire the basic theoretical knowledge of labor law; offer a technical formation to students keen to obtain a legal analysis of contemporary current affairs.

PREREQUISITE:

Students must be attentive to the news; have a critical mind, be organized; have general knowledge.

COURSE PROGRAM:

Origins of labor law – Sources – Personal relationships at work – Formation of an employment contract – Fulfillments of an employment contract – Breach of employment contract – Collective relationships at work.

ASSESSMENT:

Midterm: 1h30 questions or case study

Final exam: 1h30 case study or commentary of a court ruling

BIBLIOGRAPHY:

DOCKES (Emmanuel), *Droit du travail*, 3eme ed., Dalloz coll. Hypercours, 2021, § 101 s., 210 s., 464

PELISSIER J., SUPIOT A., JEAMMAUD A., *Droit du travail*, 23ème ed., 2006, Précis Dalloz § 278 s. et 376 AUZERO (G), BAUGARD (D); DOCKES (E), *Droit du travail*, 36ème éd., Dalloz, 2023

**LEA3RI/23a: EUROPEAN LAW:
COMMUNITY LAW AND THE EU
Spring Semester**

Lectures: 12 hours

ECTS credits: 1

OBJECTIVE:

The Introduction to European Law aims to initiate students to the mechanism of the creation of norms to a communitarian level (EU; Council of Europe), its workings as a tool to structure the free trade of the European market and its different uses. At the end of the class, students will possess the base of the essential fundamentals for the best comprehension of the community.

The aim is to give students "legal resources" and a culture allowing them to have a global vision of institutions taking part in creating the norm.

The stakes are double: acquiring basic theoretical knowledge in law; give a technical formation to students wishing to obtain a legal analysis of the news of the community space.

PREREQUISITE:

Students must be attentive to the news; have a critical mind; be organized; have a good level of general knowledge.

COURSE PROGRAM:

Notions – sources – hierarchization of sources – institutions – principles of the EU market.

ASSESSMENT:

Midterm: 1h30 Questions on the topic

Final exam: 1h30 Reflexion questions / analysis of current affairs (case study or commentary of a court ruling)

BIBLIOGRAPHY :

- AUBERT Jean-Luc et SAVAUX Eric, Introduction au droit et Thèmes fondamentaux du Droit civil, Dalloz Université.
- BEIGNIER Bernard, BINET Jean-René et THOMAT-RAYNAUD Anne-Laure, Introduction au droit, LGDJ coll. Cours.
- CABRILLAC Rémy, Introduction générale au droit, Cours Dalloz.
- CAPITANT Henri, TERRÉ François, LEQUETTE Yves, Les grands arrêts de la jurisprudence civile, tome 1, Grands Arrêts Dalloz.
- CARBONNIER Jean, Droit civil, Introduction, PUF Thémis.
- CORNU Gérard, Droit civil, Introduction au droit, Montchrestien.

**AIT4T/2b: CONTRACT LAW FOR TOURISM
Fall Semester**

Lectures: 20 hours

ECTS credits: 2

COURSE PROGRAM:

1. Organisation of tourism on a local level
2. International structures (WTO, UNESCO etc.); European and international law. World Heritage sites
- 3....) Contracts, accidents, lost baggage, delays, who is liable for what?
4. Relationships between professional bodies. Division of responsibilities
5. Organisation and sale of tourism trips. Regulations.
6. Guidelines for guides and couriers. Qualifications.
7. Accommodation (variety and classifications)
8. Customer protection

**H4P/4c: LAW AND REGULATION REGARDING
HERITAGE**

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 Guilloit, 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

Mathematics & Finance

IMPORTANT: ALL OUR MATHEMATICS AND FINANCE COURSES ARE TAUGHT IN FRENCH

P1/4a: DESCRIPTIVE STATISTICS FOR PSYCHOLOGISTS

Fall Semester

Lectures: 48 hours

ECTS credits: 4

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

P2/22a: INFERENCE STATISTICS

Spring Semester

Lectures: 40 hours

ECTS credits: 3

OBJECTIVE:

This probability and statistics course is essential for a competent and efficient analysis of numerical data (inferential statistics and nonparametrical tests).

COURSE PROGRAM:

Probability theory
Real random variable probability law
Discrete, continuous usual probability law (binomial and normal law)
Sampling
Studying parametrical tests

ASSESSMENT :

Questions and exercises.

BIBLIOGRAPHY :

BOISSONADE FREDON, *Mathématiques financières en 22 fiches*, Dunod
LEGROS, *Mini Manuel de Mathématiques financières*, Dunod

P3/33a: INFERENCE STATISTICS 2

Fall Semester

Hours: 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.

LEA3MTAI/16a: BANKS AND INSURANCE

Spring Semester

Lectures: 18 hours

ECTS credits: 2

COURSE PROGRAM:

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

MCA4/5b: Development of Private Resources

Spring Semester

Lectures: 12 hours

ECTS credits: 2

OBJECTIVES:

How to present one's art or cultural project to a potential sponsor (foundation, company...); how to settle a sponsorship, to write a convention, and make the sponsorship last. How to create an offer to produce resources and offer a lucrative cultural prestation.

**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: FUNDING TOURISM PROJECTS

Fall Semester

Lectures: 20 hours

ECTS credits: 1

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: 26 hours

ECTS credits: 3

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)**

**E3/1c: 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: 2

COURSE PROGRAM:

Constitutional monarchy, the Commonwealth, British identity and multiculturalism, devolution and independence claims: this introductory course in British civilisation – at the intersection of intellectual and political history – provides conceptual tools, factual knowledge, and chronological landmarks essential to understanding the institutional and cultural dynamics of the contemporary United Kingdom, as well as its place within the English-speaking world

ASSESSMENT:

Students will take a test in class halfway through the semester and a final written exam.

**LEA1/4a: BRITISH HISTORY:
BRITISH INSTITUTIONS**

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 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/2g: GENERAL INTRODUCTION TO
INTERNATIONAL RELATIONS**

Fall Semester

Lectures: 12 hours

ECTS credits: 1

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.

**H1: INTRODUCTION TO INTERNATIONAL
ORGANISATIONS**

Spring Semester

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

This course description will be available shortly

**LEA1RI/3c: EUROPEAN INSTITUTIONS AND
POWER STRUCTURES**

Fall Semester

Lectures: 18 hours

ECTS credits: 2

COURSE PROGRAM:

- History of European Institutions
- The European Union in the World
- Means of expression of citizenship in the EU
- National and European Justice
- The European Union and its Youth
- The European Union and the issue of immigration
- The European Union facing the stakes of Brexit
- The European Union: And now?

**LCE1/4a: UNITY AND DIVERSITY IN AMERICAN
SOCIETY**

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours

ECTS credits: 2

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

**LEA1RI/2a: UNITY AND DIVERSITY
IN THE AMERICAN SOCIETY**

Fall semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 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:

1. The Americas Before Columbus
2. 1619 - The Birth of Slavery and American Democracy
3. 1636 - Roger Williams and Religious Freedom
4. 1776 - Independence and the Revolutionary War
5. 1861-1865 - The American Civil War
6. A Brief History of American Immigration
7. Women's Rights in the United States
8. Civil Rights
9. Gay Rights

ASSESSMENT:

An written exam (1/3) and a final written exam (2/3).

BIBLIOGRAPHY:

- M. B. Norton, D. M. Katzman, P. D. Escott, H. P. Chudacoff, T. G. Paterson, W. M. Tuttle, Jr., W. J. Brophy, *A People and a Nation: A History of the United States*, 7th Edition, Houghton Mifflin, 2006.
- F. Durpaire, H. Harter, A. Lherm, *La civilisation américaine*, PUF, 2020.
- Susan-Mary Grant, *A Concise History of the United States of America*, Cambridge University Press, 2012.
- Martin Gilbert, *The Routledge Atlas of American History*, Routledge, 2006.
- Denis Lacorne, ed., *Les États-Unis*, Paris: Presses de Sc. Po, 2006.
- Michel Goussot, *Éléments de civilisation américaine*, Ellipses, 2009.
- Elvis Buckwalter, *La civilisation américaine*, Langues pour tous, 2022.
- James West Davidson, *A Little History of the United States*, Yale University Press, 2015.
- Mark C. Carnes and John A. Garraty, *The American Nation: A History of the United States*, 14th Edition, Prentice Hall, 2012.
- Charles C. Mann, *1491: New Revelations of the Americas Before Columbus*, Knopf, 2005.
- Hugh Brogan, *The Penguin History of the United States of America*, Penguin, 2001.
- Nikole Hannah-Jones, ed, *The 1619 Project*, One World, 2021.

- Joanne Freeman, *Affairs of Honor – National Politics in the New Republic*, Yale University Press, 2002.

INTERNET WEBSITES:

Online resources, Encyclopaedia Britannica, and scholarly articles available on <https://www.jstor.org>
Further bibliographical references and materials will be provided on iCampus

LEA1/4b: GERMAN POLITICAL SYSTEM AND SOCIETY

Spring Semester

THIS COURSE IS TAUGHT IN GERMAN

Classes: 18 hours

ECTS credits: 2

COURSE PROGRAM:

Germany today

I) The political system:

- Basic organisation of the State
 - institutions
 - federalism
 - political parties
 - the election system
- II) German society
- the school system
 - women
 - the media

ASSESSMENT:

An oral exam: a question concerning the course (15 min to prepare and 15 min to present your work).

LEA1RI/2h: ECOLOGY AND INTERNATIONAL RELATIONS

Fall semester

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

Know the fundamentals of environmental notions.
Describe the key historical steps of international awareness towards the theme of ecology.
Have an opinion on the current international stakes concerning the environment.
Explain the main international environmental challenges.

COURSE PROGRAM:

I – The Environmental Notions

Defining the environment

The main ideas tied to the environment

Importance of the environment throughout time

II – The Progressive Coming to Awareness Internationally

Very low preoccupation until the 1960s

Beginning of the conceptualisation in the 1970s-80s

Mondialisation as a catalyst of the environmental cause in the 1990s-2020s

III – The World Governance Facing the Environmental Stakes

Instauring worldwide policies regarding environmental protection

Creating and reenforcing sustainable development objectives

Importance of the pluralisation of international meetings and events

IV – Current and Future Challenges for the Planet

Putting forward the main international environmental challenges (Global warming, deforestation, the water question, energy resources, biodiversity, food safety, global demographic growth, sustainable development)

Detailed presentation of each of these challenges

Reflection upon future perspectives

ASSESSMENT:

An written exam and a final written exam.

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 / Nicolas Balaesque / Nathan / 2021

INTERNET WEBSITES:

United Nations Development Program :

<https://www.undp.org/fr>

French Development Agency: <https://www.afd.fr/fr>

United Nations Environment Program:

<https://www.unep.org/fr>

LEA1RI/3e: JOURNEY TO DISCOVERY – US AND THEM

Spring semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 3

OBJECTIVE

To be aware of one's own cultural identity

To be able to analyse stereotypes and prejudices after experiencing difference in class or in daily life

To know how to identify the stakes and issues linked to cultural differences to better understand people from another culture.

Bibliography / Recommended Reading

Bennett, M. J. (2004). Becoming intercultural competent. In J.S. Wurzel (Ed.) *Toward*

multiculturalism: A reader in multicultural education.

Newton, MA: Intercultural Resource Corporation

Brown, C. W., & Habegger-Conti, J. (2022).

Intercultural learning and images in ELT: Exploring cultural imaginaries through photographs. In M.

Dypedahl (Ed.), *Moving English language teaching forward* (Ch. 3, pp. 45-67). Open Access.

Reimann, Andrew. (2010). Task-Based Cultural

Awareness Raising Through Learner Ethnographies. In

Shehaden and Coombe (Eds.) *Application in Task-Based learning in TESOL* (Ch. 5, pp. 49-66). TESOL.

LEA1RI/4g: ETHICAL PARADIGMS AND POLITICAL THEORY

Spring semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours

ECTS credits: 1

OBJECTIVE

To develop the general capacity to think critically and historically about different subjects (globalization, ecology, feminism and modern ethical issues).

PREREQUISITE:

History of the 20th century
General philosophy
Modern political theory
Political philosophy

PROGRAM

1. What is "the modern" as an ethical issue? Being modern and critical education.
2. The economic character of globalization, global migration; the global history of indigeneity. Globalization and ecology.
3. The ethic of Peace in Europe and the Americas after the second world war; Modern Racism and Colonial Violence, Pacifism.
4. Feminist diplomacy/leadership. Black feminism.

ASSESSMENT:

30% Midterm written exam
60% Final written exam
10% Participation

BIBLIOGRAPHY

1. Jürgen Osterhammel and Niels P. Peterson, Globalization: A Short History.
2. John Maynard Keynes, The Economic Consequences of the Peace.
3. Lorraine Daston, "When Science Went Modern" The Hedgehog Review (2016)
4. Lisa Lowe, The Intimacies of Four Continents (Duke UP, 2015),
5. Jean Allain, "Contemporary Slavery and its Definition in Law," in Annie Bunting and Joel Quirk, eds., Contemporary Slavery (2018)
6. John Merriman, A History of Modern Europe: From the Renaissance to the Present (New York: Norton, 2019, 4th edition).

LEA1RI/7a: DIPLOMACY AND INTERNATIONAL COMMUNICATION

Fall Semester

Classes: 12 hours

ECTS credits: 1

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/4f: THE WORLD STAGE AND GLOBALIZATION

Spring Semester

Classes: 12 hours

ECTS credits: 1

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/7e: INTERNATIONAL RELATIONS IN ASIA

Fall Semester

Lectures: 18 hours

ECTS credits: 2

OBJECTIVE:

- Understand the plurality of Asia and its societies
- Identify the multiple disparities of this continent
- Be able to analyse the main dynamic stakes of the Asian regions
- Pinpoint the main characteristics of the relations between Asian powers

PREREQUISITE:

- Sufficient mastering of French and English

- Basic geographical knowledge of Asia
- Interest for the international and geopolitical news
- Capacity to summarise (dissertation, summary of an oral exercise)
- Mastering of presentation support, comfortable with oral exercises
- Being able to strengthen knowledge with bibliographical and digital research

COURSE PROGRAM:

1 – Introduction to the Asian Worlds

“Why take interest in Asia?”

Civilisational sites, crossroads of religions and ethnocultural specificities depending on regions

2 – Political History of Asia: From the “Mongolian Integration” to the Diversity of political regimes I the XXth century

“Mongolian peace” and first mondialisation

Imperial China and its tributary system in Asia

Japanese Empire: brutal asianism

Asian political regimes in the XXth century: between incompatibility and compromise

A divided continent: memorial stakes sensitive to the *soft powers* competitions

3 – The Centrality of Safety Questions in Asia

The increase of the military power in the Popular Republic of China and the persistence of the sino-taiwanese safety knot

The challenge of the nuclear in Asia (North Korea, India, Pakistan)

Tensions in the Korean peninsula

The opposition of India and Pakistan concerning Kashmir

Independence and separatism between Sri Lanka and South-East Asia

Religious radicalities in South-East Asia

IV – Economical Dynamics and Political Projects of a Pluralist Continent

Increase and gap of development

The new Silk roads and the place of China in Asia

Alternative economical projects facing China

The regional integration and the ASEAN

Economical and political changes in Central Asia

Nationalisms and populisms: instability factors

V – Mutations of Asian Societies: Ageing, Migrations, and Environmental Challenge

Urbanisation and ageing of Asian societies

The stakes linked to migrations

Minorities under tension and stakes of the diasporas in India and in China

Which policies facing the environment challenge?

Environment v. Growth in China

VI – The American and European Powers at the Heart of the Global Pivot
 Ruptures and continuities of the United States' foreign policies in Asia
 The Occidental geostrategy of the "Indopacific"
 France and its place in Asia

ASSEMENTS:

A mid-semester oral presentation with a written summary and a written final exam.

BIBLIOGRAPHY:

Primary list :

"L'Asie du Sud-Est contemporaine", Courmont Barthélémy et Mottet Eric, PUQ, Montréal, 2020.
 "L'Eurasie. Continent, empire, idéologie ou projet, Bruneau Michel CNRS Editions, Paris, 2018. "L'Enigme nord-coréenne", Courmont Barthélémy, Presses de l'Université de Louvain, 2016. "L'Inde de Modi. Nationalisme hindou, populisme et démocratie ethnique", Jaffrelot Christophe, Fayard, Paris, 2019.
 "Les marges et les frontières de la Chine", Lasserre F., Mottet E. et Granger S., PUM, 2020. "Géopolitique du Japon", Courmont Barthélémy, Argo, Paris, 2013.
 "Histoire de la Chine - Des origines à nos jours", John King Fairbank et Merle Goldman, Paris, Tallandier, 2013. "Tianxia, tout sous un même ciel", Tingyang Zhao, Cerf, Paris, 2018. "Une guerre pacifique. La confrontation Pékin-Washington", Courmont B., ESKA, 2014.

Secondary list :

"L'Histoire du monde se fait en Asie", Grosser Pierre, Odile Jacob, Paris, 2018. "Les Routes de la soie. L'histoire au coeur du monde", Frankopan Peter, Editions Nevicata, Bruxelles, 2018. "Les trente ans qui ont fait la Chine (1980-2010)", Puel Caroline, Buchet-Chastel, Paris, 2011. "Chine-USA : Le grand écart. Crise dans la mondialisation", Courmont B., VA Editions, 2021. "Chine ou Japon : quel leader pour l'Asie", Meyer Claude, Presses de Sciences Po, Paris, 2010. "Nouvelle Histoire du Japon", Souyri Pierre-François, Perrin, Paris, 2010.

LEA2RI/7f: GEOPOLITICS OF CLIMATE CHANGE

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12 hours

ECTS credits: 1

OBJECTIVE:

Understand the current state of knowledge on climate change
 Understand the features and evolutions of international climate change governance
 Roleplay an international actor during a simulation
 Understand the complex interactions between climate change, security and geopolitics
 Understand the implications of climate change for the defense sector

Understand the geopolitics of climate intervention technologies
 Understand the interplay between climate change and other environmental issues and societal dynamics
 Develop a critical reading method

PREREQUISITE:

Students need to have an upper intermediate level of English. (B2)
 Students should have an interest towards climate issue and geopolitics.
 Students need to be willing to actively participate in class, and prepare readings in advance

COURSE PROGRAM:

Class 1: Course introduction - Climate Change Science & Diplomacy
 Class 2: International Climate Conference Simulation
 Class 3: Climate Change as a Security Issue
 Class 4: Climate Change and the Defence Sector
 Class 5: Geopolitics of Climate Intervention Technologies
 Class 6: Broadening the Scope of Climate Security

ASSEMENTS:

A mid-semester oral presentation with a written summary and a written final exam.

BIBLIOGRAPHY:

CLASS 1 and 2

1. World Commission on Environment. 1987. Brutland Report. Our common future.
<https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf>

2. IPCC. 2023: Summary for Policymakers. In: Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, pp. 1-34, doi: 10.59327/IPCC/AR6-9789291691647.001.

3. UNEP. 2024. Emission Gap Report.
https://wedocs.unep.org/bitstream/handle/20.500.11822/46443/EGR2024_ESEN.pdf?sequence=16&isAllowed=y

CLASS 3

4. McDonald, M. 2013. Discourses of climate security. Political Geography. 33. 42-51.

5. Koubi, V. 2019. Climate change and conflict. Annual Review of Political Science. 343-360

6. Daoust, G., & Selby, J. 2022. Understanding the Politics of Climate Security Policy Discourse: The Case of the Lake Chad Basin. Geopolitics. 28(3). 1285-1322.

7. Hardt, J.N. 2021. The United Nations Security Council at the Forefront of (Climate) Change?

Confusion, Stalemate, Ignorance. Politics and Governance. 9 (4). 5-15.

CLASS 4

8. Lippert. H.T. 2019. NATO, Climate Change, and International Security. Springer Link.

9. Depledge, D. 2023. Low-carbon warfare: climate change, net zero and military operations. International Affairs. 99 (2). 667-685

10. Jayaram, D. and Brisbois, M.C. (2021). Aiding or undermining? The military as an emergent actor in global climate governance. Earth System Governance. (9). 1-5.

CLASS 5

11. Surprise, K. 2020. Geopolitical ecology of solar geoengineering: from a 'logic of multilateralism' to logics of militarization. Journal of Political Ecology. 27 (1), 213-235.

12. Sovacool, B.J. Baum, C et Low, S. 2023. The next climate war? Statecraft, security, and weaponization in the geopolitics of a low-carbon future. Energy strategy reviews.

13. Corry O, McLaren D, Kornbech N. 2024. Scientific models versus power politics: How security expertise reframes solar geoengineering. Review of International Studies. 1-20.

CLASS 6

14. Sultana, F. 2022. The Unbearable Heaviness of Climate Coloniality. Political Geography. 99

15. Torrent, O. 2021. An Introduction to 'Peace, Conflicts and Security in the Anthropocene: Ruptures and Limits'. Revista de Estudios en Seguridad Internacional. 7 (1). i-vi.

16. Richardson et al. 2023. Earth beyond six of nine planetary boundaries. Science advances. 9 (37).

INTERNET RESOURCES :

<https://www.un.org/climatesecuritymechanism/en>

<https://ccascoe.org/>

<https://adelphi.de/en/topic/diplomacy-climate/climate-diplomacy>

<https://www.eeas.europa.eu/sites/default/files/documents/2022-03-28-ClimateDefence-new-Layout.pdf>

LEA2RI/10c: INTERNATIONAL COOPERATION AND DEVELOPMENT

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours

ECTS credits: 2

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/13g: HUMANITARIAN INTERNATIONAL LAW

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12 hours

ECTS credits: 1

OBJECTIVE:

Know the origins of humanitarian international law (context, key dates)

Know the fundamental principles of humanitarian international law

Know the main actors of humanitarian international law

COURSE PROGRAM:

Introduction: reminder on the origins of humanitarian international law

Know the origins of humanitarian international law (context, key dates)
 Know the fundamental principles of humanitarian international law
 Application of humanitarian international law during conflicts
 Conclusion (erosion of humanitarian international law in the context of the current conflicts)

ASSESSMENT:

Midterm: 1h written exam

Final Exam: 1h30 written exam

BIBLIOGRAPHY:

Droit international humanitaire coutumier, Volume I : Règles, Jean-Marie HENCKAERTS, Louise DOSWALD-BECK, Bruylant, 2006, CICR, 878 p.
Les Nations Unies et le droit international humanitaire, Luigi Condorelli, Anne-Marie La Rosa, Sylvie Scherrer, Pedone 1996, 506 p.
Leçons de droit international humanitaire, Auguste Mampuya Kanunk'a-Tshiabo, L'Harmattan, 2023, 332 p.
Le droit international humanitaire, Patricia Buirette, Philippe Lagrange, La Découverte, 2008, 122 p.
The practical guide to humanitarian law, Rowman & Littlefield Françoise Bouchet-Saulnier, 2007, 555 p
Manuel de droit international humanitaire, Ange Sankieme Lusanga, L'Harmattan, 2022, 194 p
Mise en oeuvre du Droit International Humanitaire, Bruno Zimmermann, Frits Kalshoven, Peter Macalister-Smith, Yves Sandoz, Nijhoff, 1989, 472 p.
Droit international humanitaire - Licence, Master, Louis Balmond, Christophe Sinnassamy, Bréal, 2023, 208 p.

INTERNET RESOURCES :

- <https://www.icrc.org/fr>
- <https://www.msf.fr/>
- <https://www.un.org/fr/global-issues/international-law-and-justice>

LEA2RI/3b: EU FOREIGN POLICY

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12 hours

ECTS credits: 1

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, counterterrorism 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:

- Bernestein, 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.

LCE2/8a: 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/7f: INTERNATIONAL HUMAN RIGHTS

Fall semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 12 hours

ECTS credits: 1

COURSE PROGRAM:

This course examines international human rights through the lens of contemporary policy challenges and state fragility. Students will explore the legal foundations of human rights as well as their application in fragile and conflict-affected contexts, while also analyzing how economic uncertainty, limited state capacity, and political incentives impact the upholding of human rights frameworks. Emphasis is placed on data-driven human rights policy design, constrained institutional contexts, and the evaluation of rights-driven policies using broader socioeconomic and policy analysis frameworks. The course bridges law, governance, and policy to prepare students for human rights work in complex environments.

ASSESSMENT:

Midterm: 1h written exam

Final exam: 1h30 written exam

LEA2RI/10a: AMERICAN GOVERNMENT

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours

ECTS credits: 2

PREREQUISITES:

The student must be able to attend a seminar, take notes, ask questions, answer questions in class, refer to the bibliography and the resources provided.

OBJECTIVE:

Understand the key features of the workings of the American government, know its power divisions, have an outline of the main principles of the American democracy and its political life, be able to reflect on the dangers and the power drifts, familiarize with the main constitutional debates, obtain notions of academic methods.

COURSE PROGRAM:

This course provides an introduction to American democracy and its core political institutions. It explores the constitutional foundations of the American political system and their evolution over time. The course examines the structure and functions of the federal government (Congress, the presidency, the judiciary) and how these branches work together. It also questions the growing influence of electoral dynamics on modern governance, as well as the influence exerted by political parties, interest and lobbying groups, activists and the media in shaping elections and policy. As well as expanding understanding of key concepts in political science, students will develop analytical skills to better understand American politics and critically evaluate political news and information. Over the nine sessions, we'll investigate key topics like:

- What is government?
- US Federalism
- Civil liberties vs Civil rights
- The Presidential system and presidential powers
- The Electoral System
- The Justice system
- The Supreme Court.

ASSESSMENT:

A written mid-semester exam and a written final exam.

BIBLIOGRAPHY:

- M. B. Norton, D. M. Katzman, P. D. Escott, H. P. Chudacoff, T. G. Paterson, W. M. Tuttle, Jr., W. J. Brophy, *A People and a Nation: A History of the United States*, 7th Edition, Houghton Mifflin, 2006.
- Thomas Patterson, *We The People*, McGraw Hill, 2014.
- F. Durpaire, H. Harter, A. Lherm, *La civilisation américaine*, PUF, 2020.
- Denis Lacorne, ed., *Les États-Unis*, Paris: Presses de Sc. Po, 2006.
- Michel Goussot, *Éléments de civilisation américaine*, Ellipses, 2009.
- Elvis Buckwalter, *La civilisation américaine*, Langues pour tous, 2022.
- Jill Lepore, *These Truths – A History of the United States*, Norton and Company, 2018.
- Mark C. Carnes and John A. Garraty, *The American Nation: A History of the United States*, 14th Edition, Prentice Hall, 2012.
- Branaa Jean-Éric, Antonio Meza, *American Government Made simple. Le gouvernement américain facile*, Ellipses, 2014.

WEBSITE RESOURCES:

Online resources, Encyclopaedia Britannica, and scholarly articles available on <https://www.jstor.org> Further bibliographical references and materials will be provided on iCampus

H3/21d: THE BIRTH OF MODERN POLITICS 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).

LEA2RI: EUROPEAN UNION FOREIGN POLICY

Fall 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:

- Bernestein, 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.

LEA2RI/7d: CONTEMPORARY ISSUES IN DEFENSE AND CONFLICT ANALYSIS

Fall semester

Classes: 18 hours

ECTS credits: 2

OBJECTIVE

- Acquire a basic understanding of the stakes of defence, international security, and military action.
- Analysis of international conflicts between the world's major powers
- Understand deterrence tools and conflict management
- Be able to analyse the role of international institutions in the resolution of international conflicts
- Understand the threats, and risk factors in a multipolar world

PREREQUISITES

- Be familiar with the broad outlines of contemporary international relations and current conflicts
- Be aware of the different forms of conflict

COURSE PROGRAM

- 1) Historical approach: from the Cold War to the present day
 - Analysis of doctrines
 - Analysis of resources (budgets, equipment, human resources, technological resources)
- 2) International conflicts in a multipolar world
 - Multilateralism and the role of international organisations in conflict management
 - Typology of international conflicts
 - Comparative analysis of contemporary international conflicts
 - AI and international conflicts
 - Conflict prevention and resolution (diplomacy and international law)
 - Private/associative/humanitarian actors and their role in international conflicts
- 3) XXIst century international conflicts

ASSESSMENT:

Thematic file (30%)

Final written exam: essay or commentary (70%)

BIBLIOGRAPHY:

Aron, Raymond, *Paix et guerre entre les nations*, Calmann-Lévy, 1962.
 Boniface, Pascal, *Les relations internationales de 1945 à nos jours*, Eyrolles, 2022
 Gautier, Louis, *La défense de la France après la guerre froide*, PUF, 2009.
 Giblin, Béatrice, *Les conflits dans le monde*, Armand Colin, 2016.
 Zima, Amélie, *L'OTAN, Que sais-je*, 2021.

INTERNET RESOURCES :

Secret Défense - l'Opinion (lopinion.fr)
 Zone Militaire - L'actualité de la défense et de la sécurité (opex360.com)

LEA2RI/10e: AFRICA: PEACE & SECURITY

Spring semester

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

Identifying the main Africanist safety issues
 Knowing how to identify the key concepts of Africanist anthropology/sociology

COURSE PROGRAM:

Africanist anthropologist bases
 Africanist politico-safety bases
 Thought autonomy on African questions

LEA2RI/14d: From Problem to Policy: Understanding EU Decision-Making

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12 hours

ECTS credits: 2

OBJECTIVES

By the end of the course, students will understand the core steps of the EU policymaking process, from the identification of policy problems to the formulation, negotiation, and implementation of legislative solutions. They will become familiar with the EU's institutional architecture, legal vocabulary, and key decision-making procedures. The course will equip students with the ability to critically analyze real-life EU policy cases, identify the influence of various actors—including EU institutions, member states, interest groups, and citizens—and assess the formal and informal dynamics that shape outcomes. Students will also gain practical skills in reading and interpreting EU legislative documents, evaluating implementation and monitoring mechanisms, and understanding how EU policies are financed and enforced. Through exercises such as stakeholder mapping, policy brief writing, and negotiation simulations, students will strengthen their analytical, communication, and teamwork abilities. Finally, they will engage with current debates on the future of EU policymaking, including issues of democratic legitimacy, institutional reform, and geopolitical challenges.

COURSE PROGRAM

Class 1 – Institutions and Competences: Who Does What in the EU?

An introduction to the EU's institutional framework, responsibilities, and division of competences. Students will explore the roles of the Commission, Parliament, Council, and other actors, and understand how policymaking areas are shaped by shared, exclusive, or supporting competences. Foundational concepts are applied to current EU policy domains.

Class 2 – From Problem to Policy: How Issues Enter the EU Agenda

This session examines agenda-setting: how societal needs, crises, and interest group pressure turn into policy initiatives. Students will learn about policy planning, the influence of political agendas on priorities, and tools like the European Citizens' Initiative. Real-world triggers from digital, environmental, and migration challenges will illustrate the process.

Class 3 – Power and Influence: Interest Groups and Policy Formation

Students will analyse how policies take shape through formal consultations and informal lobbying. The class focuses on stakeholder influence—NGOs, business groups, national governments—and their role in shaping proposals. Emphasis is placed on the policy formation stage using real examples from the Green Deal, New Pact on Migration and Asylum, and recently adopted digital regulation.

Class 4 – Negotiating EU Laws: Trilogues and Institutional Dynamics

This class unpacks the legislative process, with a focus on trilogues—the informal negotiations between Parliament, Council, and Commission. Students will explore how interinstitutional bargaining works in practice, what compromises are made, and how power asymmetries influence outcomes. A case simulation may be used to model negotiation dynamics.

Class 5 – After the Law: Implementation and Enforcement

What happens once legislation is adopted? This session focuses on how policies are implemented and enforced across the EU. Students will explore the role of executive agencies, infringement procedures and EU funding instruments. Key concepts include compliance, monitoring, and the EU's growing interest in ensuring proper delivery, and the political and practical consequences of implementation gaps.

Class 6 – The Future of EU Policymaking: Challenges and Reforms

The final class looks ahead, addressing long-term challenges: democratic legitimacy, intergovernmentalism, enlargement, and external pressures, among others. Students will reflect on reform proposals, shifting power structures, and the future of EU governance in a more complex geopolitical and institutional landscape. This session encourages debate and critical thinking about the EU's current and future evolution.

LEA2RI/14d: COMPETITION FOR POWER IN THE MIDDLE EAST

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE

The aim of the class is to give students a solid knowledge of the geopolitical situation in the Middle East today with all its factions and rivalries.

At the end of the class, the students should be able to explain the political, legal and economic issues at stake in the region today.

COURSE PROGRAM

How the Middle East take on its current form

Genesis of the Arab-Israeli conflict from the political, legal and historical viewpoints

Historic rivalries : the case of Iran and Iraq

Djihad and islamic terrorism

New power in the Persian Gulf

Rivalries between powers in the Persian Gulf

BIBLIOGRAPHY

Christian Chesnot & George Malbrunot, Le déclassement français, Michel Lafon, 2022

Jeffrey Macris, The Politics and Security of the Gulf: Anglo-American Hegemony and the Shaping of a Region, Routledge, 2010

Rachid Chaker, « La France et les monarchies arabes du Golfe : analyse d'un renforcement stratégique », Annuaire Français de Relations Internationales, Editions Panthéon-Assas, volume XVII, 2016, pp. 327-341

Rachid Chaker, « La rivalité irano-saoudienne. De l'opposition théologique à l'affrontement politique », Annuaire Français de Relations Internationales, Editions Panthéon-Assas, volume XVIII, 2017, pp. 169-180

LCE3/15a: 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: 18 hours

ECTS credits: 3

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'Elysée : Et les relations franco-allemandes 1945- 1963-2003*, CNRS, 2005.

-Jérôme Vaillant, Hans Stark, Dominique Herbet, Jean François-Poncet,: *Allemagne d'aujourd'hui*, N° 172, Avril-juin 2 : 50 ans de relations franco-allemandes, 50 ans de Cerfa : bilans et perspectives d'avenir, 2005.

LEA2RI/10i: U.S. Foreign Policy Spring Semester

THIS CLASS IS TAUGHT IN ENGLISH

Lectures: 12 hours

ECTS credits: 1

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.

ASSESSMENT:

A mid-semester 1h quiz or short essay and a 2h essay as a final exam

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/13a: US-CHINA RELATIONS THROUGH CHINESE HISTORICAL AND CULTURAL LENSES

Fall semester

THIS CLASS IS TAUGHT IN ENGLISH

Classes: 18 hours

ECTS credits: 2

OBJECTIVE:

Identify various political trends which pass through Chinese traditions and influence the Chinese's way of approaching international relations.

Understand the historical foundation of US-China relations stemming from these trends.

Analyse the turning points of bilateral relations during the XXth century.

Develop a critical mind over rival historical accounts.

Recognise the cultural, ideological, and strategical factors that influence diplomatic relations.

COURSE PROGRAM:

This class aims to look into China's modern history through the evolution of its relationship with the US throughout the XXth century. The students will explore the trends which remain in the long run and which built the way China interacts with the US regarding politics, economics, and culture.

While focused on the Chinese's point of view, the course also examines both American's and Chinese points of view concerning the main key historical events of the interaction between the two countries in the XXth century.

BIBLIOGRAPHY:

Henri Kissinger, On China, Penguin Books, 2011.
 Rush Doshi, The Long Game: China's Grande Strategy to Displace American Order, New York: Oxford University Press, 2021.
 Chen Jian, Mao's China and the Cold War, University of North Carolina Press, 2000.
 Nina Hachigan (ed.), Debating China: The U.S.-China Relationship in Ten Conversations, Oxford University Press, 2014.
 Michael, Schaller, The United States and China in the Twentieth Century, Oxford University Press, 1979 (1990).

ASSESSMENT:

20%: Participation
 15%: Oral presentation
 15%: Mid-Semester written exam
 25%: Participation to the final debate
 25%: Final paper

LEA3RI/13a: Economic Stabilization, Fiscal Policy and State Building in the Middle East

Fall semester

THIS CLASS IS TAUGHT IN ENGLISH

Classes: 12 hours **ECTS credits:** 1

PREREQUISITE European:

None, although some knowledge of Macroeconomics will be useful:

COURSE PROGRAM:

- A. The Political Economy of Middle East States
- B. Macroeconomic Frameworks
- C. Macroeconomic Stabilization
- D. The Public Financial Management Context
- E. Fiscal Policy and Revenue Management Systems
- F. Public Expenditure and Spending Trends
- G. Debt Management and Risks
- H. Cash and Liquidity Management Systems
- I. Subsidies and Social Security
- J. Public Procurement Frameworks
- K. Monetary Policy and Current Accounts
- L. Institutional Analysis and State Capacity

ASSESSMENT:

Midterm (1 hour): 30%
 Final (1 hour and 30 minutes): 70%
 Exams will be constituted mainly of multiple choice questions (~80%) as well as open-ended questions (~20%) and will be held outside of class time. You will not need a calculator.

LEA3RI/13d: US FOREIGN POLICY TOWARDS AFRICA

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 18 hours **ECTS credits:** 2

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.

PREREQUISITE:

To be acquainted with US history and civilization, in general and the US political institutions, in particular.

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
 - Joe Biden : 2021-2024

ASSESSMENT:

A mid-semester 1h short essay or quiz, and a 2h final exam essay

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.

INTERNET RESOURCES:

- <http://www.u-s-history.com/pages/h357.html>
- <https://history.state.gov/milestones>
- <http://www.history.com/topics>
- <https://www.ourdocuments.gov/doc>
- <http://www.presidency.ucsb.edu>

LEA3RI/15a: MODEL UNITED NATIONS

Spring Semester

Lectures: 20 hours

ECTS credits: 3

THIS COURSE IS TAUGHT IN ENGLISH AND IN FRENCH

PREREQUISITE:

- Using adequate digital tools (documentary research, collaborative tools, and formatting)
- Have a minimum of a C1 level in French **OR** in English
- Understanding challenging texts and expressing complex ideas in a clear and well-argued manner
- Being autonomous, rigorous, and curious about international stakes

OBJECTIVE:

- Researching and analysing contemporary geopolitical issues
- Making use of a critical and systemic mind
- Formulating diplomatic arguments based on the particular interests of one's country
- Balancing general interest and particular interests in a multilateral logic
- Speaking up in public in a clear structured way
- Redacting a line-up sheet, a speech, and a conclusion in keeping with the MUN standards
- Cooperating in an intercultural context
- Master the UN procedural rules
- Using collaborative digital tools efficiently

COURSE PROGRAM

The exercise consists of a preparation phase (4 classes) and a conference day following the UN model

Preparation phase (4 classes):

- Introduction to the MUN, the workings of the UN, and the structure of a conclusion
- Research on the represented countries and the stakes linked to the theme of the conference
- Presenting research and formation to the composition of diplomatic documents
- Training for public speaking and procedural rules

Simulation phase (1 day):

- MUN conference according to the UN rules: speech, moderate and informal debates, negotiation of resolution projects

ASSESSMENT:

Handing back of a group-made file including an activity report, line-up sheet, speech, and conclusion project.

LEA3RI/23d: The Politics and Governance of Migration in the European Union

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 reasonable knowledge of the origins and functioning of the policies of the European Union governing mobilities within the Union and from non-EU countries. Students will be provided with the tools to understand and critical assess how the EU is governing challenges and policy questions related to border controls, access to protection, repatriations, with an eye to ongoing political debates. Thanks to this course, students will acquire analytical and research skills to improve and deepen their understanding of international migration and intra-EU mobility. Students will be able to strengthen their debating skills and their level of English through class interaction, readings and assignments, developing a technical vocabulary which could prove valuable in any future engagement on the topic of migration and beyond.

COURSE PROGRAM

Class 1: Migration governance in a more contested European and international context The first class will examine fundamental overarching aspects and questions, including the lack of a widely accepted definition of 'migration' in contrast with asylum and refugee protection. It will also consider why people migrate, what factors influence their decisions, and why this field is especially divisive and politicised.

Class 2: What future for the 'Schengen borderless area' and intra-EU mobility? The second class will examine the policies governing the Schengen borderless area, its role in the progressive Europeanisation of migration and asylum policy at large, and the economic, societal, and symbolic importance of free movement for the EU integration project—as well as its increasing fragility.

Class 3: Beyond borders? Power and symbolism of borders and border controls The third class will discuss the progressive digitalisation of border controls and migration policies at large, as well as the politics and symbolic meaning of borders.

Class 4: EU asylum policy: unmet expectations between crises and reforms? The fourth class will cover the core components of EU asylum policy and foundational concepts such as asylum and refugee status. It will explore gaps in current frameworks and key challenges, including solidarity mechanisms, access to protection, and the impact of securitisation and contested human rights narratives.

Class 5: Complementary protection regimes and lessons learnt from Ukrainian displacement The fifth class will focus on complementary protection regimes, with particular attention to the reception of displaced Ukrainians following the 2022 Russian invasion. It will also examine possible transitions out of the 'Temporary Protection' framework granted to Ukrainian nationals.

Class 6: Increasing returns of irregularly staying migrants: realistic prospects amidst political, administrative, and human rights challenges This class will address the complex issue of returning persons without a legal right to stay in the EU. It will explore this policy priority from political, administrative, and human rights perspectives, including the use and potential abuse of irregular migrants in labour markets.

Class 7: The 'external dimension' of migration policy: dependence or cooperation with non-EU countries for governing cross-border migration? The seventh class will explore the externalisation of migration management and the EU's cooperation with third countries such as Türkiye, Libya, Tunisia, and Egypt. It will also contrast these arrangements with more targeted bilateral deals, such as the Italy-Albania agreement.

Class 8: EU labour migration and labour inclusion policies against demographic decline and growing skills and labour gaps This class will analyse EU labour migration and inclusion policies, assessing their adequacy in light of demographic decline and increasing labour and skills shortages across Europe.

Class 9: Migration narratives: what future for evidence-based policy? The final class will reflect on the future of EU migration and asylum policy, focusing on its growing politicisation, the rise of anti-immigration narratives, and the impact of misinformation and disinformation on public opinion and policymaking.

BIBLIOGRAPHY

Ogüz 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/23f: GEOPOLITICS OF AFRICA

Spring Semester

Lectures: 12 hours

ECTS credits: 2

THIS COURSE IS TAUGHT IN ENGLISH

COURSE PROGRAM:

What Is Africa ?
State and Political Authority
The Immigration Issue
Insecurity in Africa
Regional Organisation in Africa
Great Power Rivalries in Africa
Africa in International Relations

BIBLIOGRAPHY:

Sonia Legouriellec, Géopolitique de l'Afrique, Que sais-je?, 2024
R. Pourtier (dir.), Géopolitique de l'Afrique et du Moyen-Orient, Nathan, 2022

LEA3RI/23h: AUSTRALIA IN A MULTIPOLAR WORLD

Spring Semester

Lectures: 12 hours

ECTS credits: 2

THIS COURSE IS TAUGHT IN ENGLISH

OBJECTIVE:

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

- * Understand the powers and constraints of a an intermediate power like australia when faced with the USA, China and its regional neighbours. omprendre les pouvoirs et les contraintes d'une puissance intermédiaire telle que l'Australie, par rapport aux États-Unis, à la Chine et à ses voisins régionaux
- * Analyse the current geopolitical situation in South-East Asia and Australia's role in it
- * Grasp different conceptions of the current world order

COURSE PROGRAM:

- The development of Australia as a regional and global power
- Australia and Migration Politics
- Indigenous Diplomacy and International Human Rights
- Australia in the Asia-Pacific Region
- Australia and the Anglosphere: Great Britain
- Australia and the Anglosphere: The United States
- Australia and China
- Australia's Soft Power and Cultural Diplomacy
- Australia and Global Security
- Australia and the Global Climate Crisis

BIBLIOGRAPHY

Ungerer, C., 2007. The "middle power" concept in Australian foreign policy. Australian Journal of Politics & History, 53(4), pp.538-551.
He, K. and and Feng, H. (2025) 'IR Theory and Australia's Policy Change Towards China, 2017-2022: An Introductory Essay', Journal of Contemporary

China. Available at:
<https://doi.org/10.1080/10670564.2024.2365246>.

LEA3RI/23a: RUSSIA IN ITS EUROPEAN ENVIRONMENT

Fall Semester

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE:

Be familiar with the Russia's geopolitical and political evolutions since 1991.
Understanding the russo-european relations through the prisms of diplomacy, security, economy and ideology
Identifying influence and confrontation logics at play in Russia's European environment
Studying the evolution of the Russian regime and the centralization of power around Vladimir Putin

PREREQUISITE:

Generally mastering:
- History from the end of the Cold War until the 1980s to be able to contextualise the beginning of the course.
- Political geography of Europe and the Russian environment since the 1990s
- The recent history of the European Union

Being able to read historic maps

COURSE PROGRAM

- The post-soviet recomposition of Russia
- The close foreigner: Russian strategies towards former Soviet republics
- The "big break" Occident-Russia (relationship with the United States, Europe, and NATO)
- V. Putin's Russia: State, power, and society

ASSESSMENT

Mid-semester 1h written exam (1/3) and 2h final written exam (2/3)

BIBLIOGRAPHY:

- J. De GLINIASTY, Géopolitique de la Russie. 40 fiches illustrées pour comprendre le monde, Paris, Eyrolles, 2025.
- A. de TINGUY, Le géant empêtré : la Russie et le monde de la fin de l'URSS à l'invasion de l'Ukraine. Paris, Perrin, 2022.
- T. KASTUENA-JEAN, La Russie de Poutine en 100 questions. Paris, Tallandier, 2020. - Jean-Robert Raviot, "La Russie est-elle expansionniste ? », in Conflits n.57, mai-juin 2025, p.p. 41-45.
- Revue Diplomatie numéro 121, mai 2023 « OTAN vs Russie, la nouvelle donne »

INTERNET RESOURCES :

- PHILIPPE MIGAULT, "GÉOPOLITIQUE DE LA RUSSIE : FACTEURS DE PUISSANCE ET DE VULNÉRABILITÉ". Septembre 2015 : <https://www.iris-france.org/wp-content/uploads/2015/09/Obs-Russie-CEI-PMigault-septembre-2015.pdf>;

- Emission, "Le dessous des cartes", disponible sur Youtube. Plusieurs émissions courtes sur la Russie.

LEA3RI/13h: MAGHRIBI SOCIETIES

Fall Semester

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE:

The aim of this class is to approach the region starting from the common preconceptions one can have on the Maghreb. Indeed, the Maghreb does not limit itself to three former colonial countries that are currently Tunisia, Algeria, and Morocco. And it is not just North Africa either. No, the inhabitants are neither completely Arabs, nor completely Berbers. It isn't the Orient, and it's not the desert either. Before tourism, mint tea was not a tradition, and neither was belly dancing. It isn't the country of *One Thousand and One Night*. Over there, no camels, but dromaderies instead. All of these are rather orientalist touristic representations who mistake and blend, in the frame of an activity that happened during colonization and their position of domination and learning from this point of view. Arabs talk about "Al Jazira Al Maghr'b": the Setting Sun Island, or in other words: the Occident. Likewise, how to understand the semi-arid Maghribi climate when the one we know in the North of France is called temperate despite it being sunny in the morning, a great grey fog at lunchtime, sunny spells at teatime, and at night, the rain is the only landscape the region has to offer. Over here, the sky is blue almost all year long! However, it is only warm during part of the year, and it is very warm in summer. But it's also very dusty!

The university lecturer/researcher of the course, a geographer, has lived in Morocco for seven years during the 2000s to study intercultural interactions in a touristic setting. Ever since, every year, she continues to visit this country that has grown to hold dear to her heart, in order to keep studying the interculturalities which spread out.

PREREQUISITE:

Have the curiosity and the open-mindedness necessary to question certitudes. To care less for the grade than to understand the phenomenons and the world which we live in.

ASSESSMENT:

Midterm and final exam: Written 2h exam

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/15h: AUSTRALIA IN A MULTIPOLAR WORLD

Spring Semester

THIS CLASS IS TAUGHT UN ENGLISH

Lectures: 12 hours

ECTS credits: 1

OBJECTIVE:

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

- Understand the strengths and weaknesses of an intermediate power like Australia, compared to the United States, China, and its regional neighbours.
- Analyse emerging geopolitical tendencies, focusing on East-Asia in particular.
- Evaluate various conceptions on the global order.

COURSE PROGRAM:

- The development of Australia as a regional and global power
- Australia and Migration Politics
- Indigenous Diplomacy and International Human Rights
- Australia in the Asia-Pacific Region
- Australia and the Anglosphere: Great Britain

- Australia and the Anglosphere: The United States
- Australia and China
- Australia's Soft Power and Cultural Diplomacy
- Australia and Global Security
- Australia and the Global Climate Crisis

ASSESSMENT:

A mid-semester oral and a final written exam.

BIBLIOGRAPHY:

- Ungerer, C., 2007. The "middle power" concept in Australian foreign policy. *Australian Journal of Politics & History*, 53(4), pp.538-551.
- He, K. and and Feng, H. (2025) 'IR Theory and Australia's Policy Change Towards China, 2017-2022: An Introductory Essay', *Journal of Contemporary China*. Available at: <https://doi.org/10.1080/10670564.2024.2365246>.

INTERNET RESOURCES:

- Hirst, J. (2025) *Australia's post-war migration was a success, let's admit it*, *The Conversation*. Available at: <https://theconversation.com/australias-post-war-migration-was-a-success-lets-admit-it-28390> (Accessed: 15 June 2025).
- Dehm, S. (2025) *Migration has been in the news a lot lately. what's going on?*, *The Conversation*. Available at: <https://theconversation.com/migration-has-been-in-the-news-a-lot-lately-whats-going-on-231270> (Accessed: 15 June 2025).
- Rudd, K., (2008). *Apology to Australia's Indigenous peoples*. Available at: https://www.blacktown.nsw.gov.au/files/content/public/v/26/community/our-people/aboriginal-communities/kevin_rudd_mp_sorry_speech_hansard_extract-1.pdf (Accessed: 15 June 2025)
- Stevenson, T, (2023). *Friends with Benefits*. *London Review of Books* 45. i. Available at: <https://www.lrb.co.uk/the-paper/v45/n02/tom-stevenson/friends-with-benefits> (Accessed: 15 June 2025)
- Altman, D. (2025) *Friday essay: Australia's dangerous obsession with the anglosphere*, *The Conversation*. Available at: <https://theconversation.com/friday-essay-australias-dangerous-obsession-with-the-anglosphere-97443> (Accessed: 15 June 2025).
- Howard, J. (2011) *The Anglosphere and the Advance of Freedom*, *The Heritage Foundation*. Available at: <https://www.heritage.org/report/the-anglosphere-and-the-advance-freedom> (Accessed: 15 June 2025).
- Strating, R. (2025) *A middle power with 'great and powerful friends': Australia's changing role in the region*, *The Conversation*. Available at: <http://theconversation.com/a-middle-power-with-great-and-powerful-friends-australias-changing-role-in-the-region-228897> (Accessed: 15 June 2025).
- Murad, M. (2024) *Australia-China Relations: From Comprehensive Strategic Partners to Frenemies*. Available at: <https://thediplomat.com/2024/11/australia-china-relations-from-comprehensive-strategic-partners-to-frenemies/> (Accessed: 15 June 2025).
- Baker, N. and Docherty, S. (2022) *'How one Australian prime minister turned China "from enemy to partner"'*, *ABC News*, 6 September. Available at: <https://www.abc.net.au/news/2022-09-07/australia->

china-relations-past/101382128 (Accessed: 15 June 2025).

- Sims, N. and Canadell, C. (2024) *State of the Climate 2024: Australia is enduring harsher fire seasons, more ocean heatwaves and sea-level rise*. CSIRO. Available at:

<https://www.csiro.au/en/news/All/Articles/2024/November/State-of-the-Climite-2024> (Accessed: 15 June 2025).

- Lovell, E. and Allen, J. (2025) *Australia's latest emissions data reveal we still have a giant fossil fuel problem*, *The Conversation*. Available at: <http://theconversation.com/australias-latest-emissions-data-reveal-we-still-have-a-giant-fossil-fuel-problem-257907> (Accessed: 15 June 2025).

LEA3RI: IR THROUGH IMAGE

Spring semester

Classes: 18 hours

ECTS credits: 3

OBJECTIVE:

Based on a constantly evolving corpus, with students able to suggest images to be analysed, this course aims to describe, analyse, comment on and discuss international relations through images (photographs, posters, videos, engravings, etc.). Ultimately, students should be able to achieve the above objectives.

- analyse a still or moving image
- Assess the place or role of the image in the discourse, using a variety of media
- Identify salient points and their significance
- Interpret by questioning concepts linked to information, propaganda, making-knowledgeable, making-believe, making-do
- Understand the different parameters for decoding still and moving images
- Identify the issues raised by images in an international environment

PROGRAM

- Barriers around the world
- Ecotourism and the environment
- The world's factories and globalisation
- Free trade and the question of regulation
- Democracies: virtues and limits
- Freedoms: expression and repression around the world
- World cultures and the question of openness to others
- Conflicts: manifestations and repercussions on social networks
- Manipulation and the spread of fake news
- The continents and their challenges: geopolitical and geostrategic approaches

BIBLIOGRAPHY

Virginie Martin, Anne-Lise Melquiond, *J'assure en géopolitique grâce aux séries*, Les grands concepts de géopolitique en 15 séries, 2023, ISBN 9782807357990.

VV.AA., *Orientalismes/ Occidentalismes : à propos de l'œuvre d'Edward Saïd*, Makram Abbsès et Laurent Dartigues (Dir.), Paris, Hermann, 2019

Sonia Le Gouriellec, *Géopolitique de l'Afrique*, Paris, PUF, col. Que sais-je ?, 2e Ed. 2024

Ariane Delaide, « géopolitique de la transition énergétique », Article à lire sur <https://blog-isige.minesparis.psl.eu/2023/01/31/geopolitique-de-la-transition-energetique/>

VV.AA., *Espagne 36 : Les affiches des combattant-e-s de la liberté*, Editions libertaires, Ed. du Monde Libertaire

Tempoe – Mor- Daniel, Demba Diop : un tirailleur sénégalais dans la Grande Guerre, Ed. Petit à Petit, www.petitapetit.fr

Pierre BLANC, *Géopolitique et climat*, Monographie, Presses de Sciences Po, col. Essai, 2023

ENEL, Françoise, *El cartel, lenguaje, funciones, retórica*, Valence, Ed. Fernando Torres, 1974.

FONTSERÈ, Carles, « Réflexion sur les affiches de la guerre civile espagnole », *Espagne 36. Les affiches des combattant-e-s de la liberté*, Toulouse, Edition Monde libertaire, 2005.

Le Monde, *Atlas des inégalités*, Bilan, Atlas et géopolitique,

Le Monde, 40 cartes de géopolitique mondiale : pour comprendre un monde fracturé, No. 2023 in <https://boutique.lemonde.fr/bilan-atlas-et-geopolitique/2463-40-cartes-geopolitique-mondiale.html>

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BENOIST, Luc, *Signes, symboles et Mythes*, Paris, Puf, 2004.

DURCHON, Pierre, (dir.), *Communiquer par la couleur - Mesurer, reproduire, observer, vivre la couleur*, Paris, 3C Conseil, 1994.

KANDINSKY, Wassily, *Point et ligne sur plan*, Paris, Gallimard, 1991.

BRETON, Philippe, *La parole manipulée*, Paris, La Découverte, 2000.

GOUREVITCH, Jean-Paul, *La Propagande dans tous ses états*, Paris, Flammarion, 1981.

REBOUL, Olivier, *Le slogan*, Bruxelles, Editions Complexe, 1975.

CARHALA, Henri-Pierre, *Le temps de la désinformation*, Paris, Stock, 1986.

DURANDIN, Guy, *L'information, la désinformation et la réalité*, Paris, PUF, 1993.

—, *Les mensonges en propagande et en publicité*, Paris, PUF, 1982.

ECO Umberto, *Les limites de l'interprétation*, Paris, Grasset et Fasquelle, 1992.

GAUDIN, F., *Pour une socioterminologie*, Rouen, Presses Universitaires de Rouen, 1993.

BOURDIEU, Pierre, (dir.), *Un Art moyen. Essai sur les usages sociaux de la photographie*, Paris, Minuit, 1965.

DELPORTE, Christian, *Les crayons de la propagande. Dessinateurs et dessin politique sous l'occupation*, Paris, CNRS, 1993.

GERVEREAU, Laurent, *Voir comprendre, analyser les images*, Paris, La Découverte, 2004.

FRESNAULT-DERUELLE, Pierre, *L'Éloquence des images. Images fixes III*, Paris, PUF, 1993.

—, *Les images prises au mot*, Paris, Edilig, 1989.

LOUVEL, Liliane, *Texte/Image : Images à lire, textes à voir*, Rennes, Presses universitaires de Rennes, 2002.

ANDRÉ, Jacques, Petites leçons de typographie, <http://jacques-andre.fr/faqtypo/lessons.pdf>
 MOREL, Michel, « Texte-Image, Image-Texte », Le livre, L'image, Le texte, ed. Marie-Françoise Cahin, Interfaces, Université de Bourgogne, n° 15, 1999.
 CABU et GERVEREAU, Laurent, Le monde des images. Comprendre l'image pour ne pas se faire manipuler, Paris, Laffont, 2004.

LEA3RI/6.2a: MEDIA AND INTERNATIONAL RELATIONS

Fall 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/departement-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, 9ème 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

LCE3/19a: 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*, Bettie 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)

LCE3/21f: INTRODUCTION TO THE FRENCH-SPEAKING WORLD

Spring Semester

Classes: 18 hours

ECTS credits: 2

THIS CLASS IS PARTICULARLY DESTINED FOR FUTURE TEACHERS OF FRENCH

COURSE PROGRAM:

This class about the French-speaking world has the principle aim of showing students the current and future importance of the French-speaking countries in the world. We shall study the notion of « francophonie », from the linguistic, cultural, social and political viewpoints. We shall also examine the question historically and see who these countries have changed over the years. Finally, we shall look at contemporary issues for the French-speaking world and ask ourselves how it is likely to develop in the near future.

BIBLIOGRAPHY

- Maugey, Alex. 2017. *Le succès de la francophonie au XXI^{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, XIXe-XXIe 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 géopolitiques et diplomatiques*, L'Harmattan, 2013.
- Jean-Pierre Filiu, *La Révolution arabe : Dix leçons sur le soulèvement démocratique*, Fayard, 2011.
- Jean-Pierre Filiu, *Les Arabes, leur destin et le nôtre. Histoire d'une libération*, Collection : Cahiers libres, La Découverte, 2015.
- Etc.

H4RI/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

Boulanger, 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/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.

H4RI/5d: GEOPOLITICS OF BRAZIL

Spring Semester

Classes: 12 hours

ECTS credits: 2

COURSE PROGRAM:

This course description will be available shortly

H4RI/2a: GEOPOLITICS OF THE ENVIRONMENT

Fall Semester

Classes: 12 hours

ECTS credits: 2

OBJECTIVES

- Define what is meant by geopolitics of the environment
- Identify the current debates in the field
- Explain recent developments in the geopolitics of the environment
- Grasp the ideas and methodological tools necessary to understanding the main issues in this field
- Learn how to analyse situations in this field

COURSE PROGRAM:

Presentation and Introduction
Concepts and theoretical approaches
Access to and management of natural resources
Inequalities, responsibilities, impacts, conflicts, cooperation

Geopolitics of territorial management. Urbanisation and conservation of coastal areas
Identifying the risk of natural disasters
Case studies

Environmental threats and issues with regard to wars and military action
Environmental issues and migration : migrants/refugees etc.
International organizations and negotiations about the environment

H4RI/2d: CLIMATOLOGY AND GLOBAL CHANGE

Fall Semester

Classes: 24 hours

ECTS credits: 3

COURSE PROGRAM:

This course description will be available shortly

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: US FOREIGN POLICY: THE US: THINK LOCAL, ACT GLOBAL

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/6b: 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/5d: 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/5e: 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/1b: STRATEGIC INTELLIGENCE

Fall 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. Johnson, *Handbook of Intelligence Studies*, Routledge, 2009;
- Christopher Andrew, Richard J. Aldrich and Wesley K. Wark (eds.), *Secret Intelligence: A Reader*, Routledge, 2009;
- Bruce D. Berkowitz and Allen E. Goodman, *Best Truth: Intelligence in the Information Age*, New Haven, Yale University Press, 2000;
- Michael Herman, *Intelligence Power in Peace and War*, Cambridge University Press, 1996;
- Mark M. Lowenthal, *Intelligence: From Secrets to Policy*, Fourth edition, CQ Press, 2009.

H4RI/2b: EPISTEMOLOGY AND GEOPOLITICAL CONCEPTS

Fall Semester

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 measure 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.

LCE4/4c: ADVANCED CIVILISATION SEMINAR – A HALF-CENTURY OF WAR: BRITAIN 1914-1945 Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12h **ECTS credits:** 3

Course description:

This course will enable students to understand the political and social causes and consequences of the First World War, the Interwar period and the Second World War in Britain.

COURSE PROGRAM:

Causes of the First World War
The First World War as Experienced by Combattants and Civilians
The Politics of the Interwar Period
Society during the Interwar Period
Causes of the Second World War
The Second World War as Experienced by Combattants and Civilians
Victory and Aftermath

Assessment:

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

BIBLIOGRAPHY

John Stevenson, British Society 1914-45, Penguin
Robert Graves and Alan Hodge, *The Long Weekend*, Penguin

H5RI/10B: 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/10b: SEA, OCEAN AND ENVIRONMENT

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/9d: PUBLIC DIPLOMACY

Fall Semester

Lectures: 18 hours

ECTS credits: 2

OBJECTIVES:

To compare public diplomacy and soft power
To discover the challenges in international relations with regard to communication in the traditional and social media as a means of public diplomacy
To analyse texts and strategies used by different countries as case studies.
To develop a critical point of view with regard to the materials studied.

COURSE PROGRAM:

Introduction : what sort of political communication is appropriate in the age of influence and influencers ?
Defining diplomacy and soft power
Understanding communication methods and political narrative
Case studies : China and how she presents herself - Kazakhstan, a medium-sized power - Georgia, the desire to be part of Europe

H5RI/10a: CHINESE SOFT POWER

Fall Semester

THIS COURSE IS TAUGHT IN ENGLISH

Lectures: 12 hours

ECTS credits: 2

COURSE PROGRAM:

This course description will be available shortly

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

Laëtitia 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*.

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.

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/10c: 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
- 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/10d: 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 ELISSEFF, *Histoire de la Chine*, Editions du Rocher, Paris, 1997.
 —, *Histoire du Japon*, Editions du Rocher, Paris, 2001.
 Guy FAURE (dir.), *Nouvelle Géopolitique de l'Asie*, Ellipses, Paris, 2005.
 Sébastien LECHEVALIER, *La grande transformation du capitalisme japonais (1980-2010)*, Presses de Sciences Po, 2011
 LEE Kuan Yew, *From third world to first*, Harper Collins Publishers, New-York, 2000.
 Kishore MAHBUBANI, *The New Asian Emisphere*, Public Affairs, New York, 2008, traduction française: *Le défi asiatique*, Fayard, Paris, 2008.
 Virginia MATHESON HOOKER, *A short History of Malaysia*, Allen & Unwin, Crows Nest, 2003.
 Claude MEYER, *Chine ou Japon quel leader pour l'Asie ?*, Presses Science Po, Paris, 2010.
 OOI Keat Gin, *Historical Dictionary of Malaysia*, The Scarecrow Press, Lanham, 2009.
 Philippe PAPIN, *Vietnam: parcours d'une nation*, La Documentation française, Paris, 2003.
 Philippe PELLETIER, *L'Extrême-Orient. L'invention d'une histoire et d'une géographie*, Folio, Paris, 2011
 François RAILLON, *Indonésie la réinvention d'un archipel*, La Documentation française, 1999.
 Bernard STEVENS, *Le nouveau capitalisme asiatique*, Academia Bruylant, Louvain la Neuve, 2009.
 Fareed ZAKARIA, *The post-American World*, WW Norton

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/14b: ENVIRONMENT AND SECURITY

Spring Semester

THIS COURSE IS TAUGHT IN ENGLISH

Classes: 24 hours

ECTS credits: 3

OBJECTIVES:

- Define what we are talking about
- Identify the current debates in this area
- Examine the current geopolitical, military and defence situation and the way they are affected by environmental and climate concerns
- Understand the concept and tools required for research in this area
- Learn how to summarise and analyse these issues

COURSE CONTENT:

Interaction between "Environment" and "Security" – Concept, Evolution, Stakes
 Geopolitics of Environment: Inequality and impacts on Security
 Environment, Health and Food Security
 Environment, Security and Migrations
 Environment / Climate Change stakes, threats and answers seen from the point of view of the armed forces
 Seabed environment & security

BIBLIOGRAPHY

- . Christine Cabasset, « Les exercices de gestion des catastrophes dans l'ASEAN », in N. Fau et B. de Tréglodé (dir.), *Hérodote* n°176 – L'Asie du Sud-Est, 2020.
- . Adrien Estève, *Guerre et écologie : L'environnement et le climat dans les politiques de défense*, Paris, PUF, 2022.
- . François Gemenne, *Géopolitique du climat. Les relations internationales dans un monde en surchauffe*, Armand Colin, Paris, 2021.
- . Thomas Gomart, *Guerres invisibles. Nos prochains défis géopolitiques*, Paris, Tallandier, 2021.
- . Gabrielle Larricq et Julia Tasse, "Sécurité maritime et sécurité environnementale dans le Pacifique", in B. Courmont, E. Mottet et M. Péron-Doise (dir.), *RIS – Les défis de l'Indo-Pacifique*, n°129, 2023, p. 73-81.
- . Ministère des Armées, *Stratégie ministérielle de maîtrise des fonds marins*, Dossier de presse, Ministère des Armées, fév 2022 (en ligne)
- . Camille Morel, « L'Asie du Sud-Est, nouveau centre de gravité des câbles sous-marins », in G. Facal et J. Samuel (dir.), *L'Asie du Sud-Est 2023. Bilan, enjeux et perspectives*, Bangkok, IRASEC, pp. 73-92.
- . Nicolas Régaut, Bastien Alex et François Gemenne (dir.), *La guerre chaude. Enjeux stratégiques du changement climatique*, Paris, Sciences Po Presses, 2022.
- . UNDP, *New threats to human security in the Anthropocene. Demanding greater solidarity. 2022 Special Report on Human Security*. New York, 2022.

H5RI/14c: Contemporary Climate and Environmental Issues

Spring Semester

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE:

- Variability of the climate
- Transition from the Holocene to the Anthropocene epochs
- Human intervention in the geosystem
- Environmental changes
- Natural Catastrophes
- Climate Migration
- Economic Impact of Climate change
- Economic opportunities as a result of climate change

H5RI/14d: Challenges of the Anthropocene

Spring Semester

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE:

- Understanding the challenges of the Anthropocene (The Human Epoch)
- Grasping the social and ecological issues at stake in the transition towards a more holistic vision and the need for transdisciplinary
- Developing an analytical approach to these issues

COURSE PROGRAM:

This class looks at social and ecological issues in a systematic and transdisciplinary manner, providing keys to understanding the complexity of the current crisis and to identifying the main structural, individual and collective triggers to the transition.

It will shed light on our current biases in the way we deal with the challenges of sustainable development (climate-centred or compartmentalized approach) and explores more holistic and live-centered alternatives. These different models of transition (with their paradigms of long or short-term sustainability) will be 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.

P1/1a: INTRODUCTION TO GENERAL PSYCHOLOGY

Fall Semester

Classes: 10 hours

ECTS credits: 2

OBJECTIVE:

The first part of the course provides an overview of the evolution of psychology from its emergence in the second half of the 19th century to the present day, considering its international development. The second part of the course is devoted to the study of intelligence, the key founding concept of psychology.

PROGRAM

Historical development of psychology in France, Germany and the United States. Definition and measurement of intelligence (rudiments of psychometrics), Presentation of different models and factors of intelligence.

- Chapter I: History of psychology
- Chapter II: The specialisations of Psychology

BIBLIOGRAPHY

Benedetto, P. (2004). Introduction à la psychologie. Paris: Hachette, collection Hachette Supérieur.

Huteau, M. (2001). Les figures de l'intelligence. Paris: EAP.

Lemaine, G., and Matalon, B. (1985). Hommes supérieurs, hommes inférieurs: la controverse sur l'hérédité de l'intelligence. Paris: Armand Colin

P1/1e: 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

P1/1d: INTRODUCTION TO NEUROPSYCHOLOGY

Fall Semester

Classes: 10 hours

ECTS credits: 2

OBJECTIVE:

An introduction to the concepts and methods of neuropsychology, from a historical and practical perspective.

PROGRAM

Psychology

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

- 1) Definitions: Clinical Neuropsychology / Cognitive Neuropsychology / Cognitive Neuroscience / Cognitive Sciences
- 2) History of methods and concepts in neuropsychology
- 3) Postulates, Methods and Objects of Neuropsychology
- 4) Example of Cognitive and Clinical Neuropsychology
 - a) Neuropsychology of emotions
 - b) Neuropsychology of focal cerebral lesions. EX: Unilateral spatial hemineglect
 - c) Neuropsychology of memory

BIBLIOGRAPHY

Eustache F., Lachevallie B. & Viadeo F. (2008) Traité de neuropsychologie clinique. Collection Neosciences & cognition Ed de Boeck
 Math F. (2008) Collaboration with Kahn JP. & Vignal JP Neurosciences cliniques : De la perception aux troubles du comportement, Collection Ed. De Boeck
 Clarac F. & Ternaux JP (2008) Encyclopédie historique des neurosciences. From the neuron to the emergence of thought
 Ed. De Boeck
 Gil Roger (2010) Neuropsychologie abrégés - 5ème édition Elsevier Masson
 Seron X. (2002) La neuropsychologie cognitive. 5th Edition. Que sais-je

P1/1c: INTRODUCTION TO ABNORMAL PSYCHOLOGY

Fall Semester

Classes: 10 hours

ECTS credits: 2

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

P1/1b: INTRODUCTION TO SOCIAL PSYCHOLOGY

Fall Semester

Classes: 10 hours

ECTS credits: 2

OBJECTIVE:

The aim of this course is to introduce the field of social psychology by situating this discipline within the more general field of psychology, detailing its history and the conditions of its emergence, and presenting a general overview of its methods and career opportunities. The aim of this course is therefore to provide a general introduction that will serve as a foundation for subsequent courses in social psychology.

PROGRAM

- 1) Definition of the subject, its object of study
- 2) How it differs from sociology and psychology
- 3) A brief history to understand the origins of the discipline and its fields of study

- 4) Research methods
- 5) The professions and sub-disciplines of social psychology (occupational psychology, health psychology, educational psychology, sports psychology, etc.).

BIBLIOGRAPHY

Moscovici, S. (1998). Psychologie sociale (7th ed.). Paris: Presses Universitaires de France
 Delouée, S. (2010). Manuel visuel de psychologie sociale. Paris: Dunod

P1/1f: PSYCHOBIOLOGY

Fall Semester

Classes: 20 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

P1/2b: DATA GATHERING METHODS

Fall Semester

Classes: 12 hours

ECTS credits: 3

OBJECTIVE:

The aim of this course is to provide an introduction to data collection methods in psychology and to establish a link between statistics, methodology and psychology. The aim of this course is to introduce students to the methods and to reflect on their use.

PROGRAM

The course is as follows:
 Is psychology a science?
 The scientific approach and the research cycle
 Status of methods in Psychology
 Data collection techniques: Observation and Documentation
 This course continues in the following semester as part of UE 10 "Introduction to Methods in Psychology".

BIBLIOGRAPHY

- Blanchet, A.; Gotman, A. (1992). L'enquête et ses méthodes. Sociologie 128, Nathan Université.
- Michiels-Philippe, M.P. (1984). L'observation. Textes de base en Psychologie, Delachaux & Niestlé (Eds.)
- Reuchlin, M. (1973). Traité de psychologie appliquée. PUF
- Reuchlin, M. (1979). Les méthodes en Psychologie. Collection Que sais-je ? PUF

- Robert, M. (1988). Recherche scientifique en Psychologie. 3rd edition, Maloine (Ed.)
- Rossi, J.P. (1997). L'approche expérimentale en Psychologie. Paris, Dunod.
- Sockeel, P. & Anceaux, F (2002) ; La démarche expérimentale. In press éditions.
- Weil-Barais, A. (1997). Les méthodes en Psychologie. Collection Grand Amphi, Bréal (Eds.)

P1/4a: ABNORMAL PSYCHOLOGY 1
Spring Semester

Lectures: 36 hours

ECTS credits: 6

OBJECTIVE:

This course aims to introduce the student to the basics of semiological knowledge of the main syndromes listed in the various classifications (French and international). Students will learn how to construct a semiological analysis in order to establish a syndromic diagnosis. Based on the psychopathological approach, essential concepts such as clinical, diagnostic or normal and pathological will be addressed.

Case studies will be used during the sessions. The aim will be to apply the semiological knowledge learnt, while beginning to understand that the essential cannot be limited to the fixed knowledge of a 'standard' clinical reading.

The practical sessions also provide an opportunity to discuss the ways in which psychoanalytic psychopathology can shed light on certain concepts in psychopathology: cure, prognosis, diagnosis, aetiology, normality, etc.

PROGRAM

Introduction to psychopathology (definition, origins, normal/pathological continuum).
The history of psychopathology.
The semiological and diagnostic approach (different classifications).
Application of this approach to the main syndromes listed (particularly during the TDs).
Rigorous and critical reflection on the concepts of classifications, disorders, diagnosis, etc.

BIBLIOGRAPHY

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders DSM-5 (5th ed.). Arlington, VA: American Psychiatric Publishing.
- American Psychiatric Association. (2015). Diagnostic and statistical manual of mental disorders DSM-5 (5th ed., translated by Marc-Antoine Crocq and Julien Daniel Guelfi Elsevier Masson, - REUCLIN M. (1957). Histoire de la psychologie, Paris, PUF (Que sais-je ?)
- BEAUCHESNE H. (1986) Histoire de la psychopathologie. Paris, PUF.
- FREUD S. (1900). The Interpretation of Dreams. Paris: PUF. PUF.
- FREUD S. (1917). Introduction to Psychoanalysis. Paris. Payot.
- COTTRAUX J. (1993). Les thérapies comportementales et cognitives. Paris, Masson.
- WATZLAWICK P; BEAVIN J.H.; JACKON D. D. (1972). Une logique de la communication. Paris, Seuil

- GOLDMAN (1996) Manuel de psychiatrie générale. Piccin.
- GUELFI J.D. ; BOYER P. ; CONSOLI S. & OLIVIER-MARTIN R. (1987). Psychiatrie. Paris, PUF.
- POUGET R. (1995); Précis de psychologie médicale et de psychiatrie. Sauramps Médical.
- KAPLAN; SADOCK. (1992). Manuel de psychiatrie clinique. Maloine.
- HUBER W. (1987). La psychologie clinique aujourd'hui. Brussels, Mardaga.
- PEDINIELLI. J.L. (1994). Introduction à la psychologie clinique. Paris, Nathan.

P1/5a: INTRODUCTION TO METHODS IN PSYCHOLOGY
Spring Semester

Classes: 12 hours

ECTS credits: 2

OBJECTIVE:

It encourages students to think about measuring behaviour and the methods used to do so. The focus on questioning and questionnaires.

PROGRAM

The course is structured as follows:

Questioning
Verbal information (language, speech, performance, skills)
Language functions
Gathering information
Questionnaire
Different ways of questioning and asking questions
Standardised questionnaire

Bibliography

- Blanchet, A.; Gotman, A. (1992). L'enquête et ses méthodes. Sociologie 128, Nathan Université.
- Michiels-Philippe, M.P. (1984). L'observation. Textes de base en Psychologie, Delachaux & Niestlé (Eds.)
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- Weil-Barais, A. (1997). Les méthodes en Psychologie. Collection Grand Amphi, Bréal (Eds.)

P1/1b: INTRODUCTION TO SOCIAL PSYCHOLOGY
Fall Semester

Classes: 10 hours

ECTS credits: 2

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*

P1/4c: NEUROSCIENCE 1

Spring 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)

P1/5b: EXPERIMENTAL METHODS

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.

P2/7b: PSYCHOLOGY OF DEVELOPMENT AND INVOLUTION 1

Fall Semester

Classes: 36 hours

ECTS credits: 4

OBJECTIVE:

The main objective of the course is to provide students with an introduction to child development psychology from the pre-natal period to the age of 2. The aim is to grasp the fundamental concepts of child development from the cognitive, affective, social and motor points of view.

PROGRAM

Lectures: Introduction: Definition and background
Chapter I: Theoretical trends and methods in developmental psychology

Chapter II: Development from in-utero to birth

Chapter III: Development from birth to age 2

Tutorial :

TD 1: Sensory and motor development

TD 2: Sensory-motor intelligence

TD 3: Attachment

TD 4: Self-recognition and self-awareness

TD 5: Communication

TD 6: Imitation and play

BIBLIOGRAPHY

- Baudier A. et Celeste B. (2002) Le développement affectif et social du jeune enfant. Paris, Nathan -
- Bideaud J., Houdé O., Pédinielli J.L. (1993) L'Homme en développement. Paris, PUF -
- Coulet M., Deleau M., Labrell F., Mellier D., Schleyer-Linderman A., Vion M. (1999) • Guidetti M. (2002) Psychologie du développement. Paris, Breal. - Les étapes du développement psychologique. Paris, Armand Colin -
- Laval V., (2002) La psychologie du développement. Modèles et méthodes. Paris, Armand Colin -
- Lehalle H., Mellier D., (2002) Psychologie du développement. Enfance et adolescence. Paris, Dunod Tourette C., et Guidetti M., (2002) Introduction à la psychologie du développement. Du bébé à l'adolescent. Paris. Armand Colin

P2/7a: GENERAL PSYCHOLOGY 2

Fall Semester

Classes: 36 hours

ECTS credits: 4

COURSE PROGRAM:

- Detailed examination of the concept of memory
- Introduction to chrono-psychology and its application to health, work and education

P2/14a: NEUROSCIENCES 2

Spring 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
- Neurophysiology

BIBLIOGRAPHY :

J-M ROBERT, *Le cerveau* (Flammarion)

J. POIRIER, *Le système nerveux* (Flammarion)

**P2/15a: ETHICS AND INTEGRITY 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
ABNORMAL PSYCHOLOGY**

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 /
INVOLUTION**

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: SENSIBILIZATION TO 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 approach, 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, Begedis, 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: ABNORMAL PSYCHOLOGY APPLIED TO CHILDREN**Fall Semester****Classes:** 36 hours**ECTS credits:** 6

COURSE PROGRAM:

- Abnormal Psychology in children
- Psychoanalytic theories on children
- Case Studies

BIBLIOGRAPHY:

D. MARCELLI, *Psychopathologie de l'enfant* (Masson)

**P3/28a: FURTHER ISSUES ABOUT SOCIAL
PSYCHOLOGY**
Fall Semester

Classes: 36 hours

ECTS credits: 6

COURSE PROGRAM:

- Social attribution and daily explanations
- Social representation: theory and methodology

**P3/29a: NEUROPSYCHOLOGY APPLIED
TO ADULTS**
Fall Semester

STUDENTS MUST HAVE ALREADY TAKEN AT LEAST
ONE CLASS IN NEUROSCIENCE

Classes: 36 hours

ECTS credits: 6

OBJECTIVES:

This course aims to provide students with elements of the diagnosis and understanding of the major neuropsychological disorders in adults. We will begin with a historical perspective of clinical neurosciences before proceeding to an in-depth review of the major lobar disorders, through the anatomoclinical method. This study of the major lobar disorders will enable us to realise the wealth of neurological and neuropsychological semiology. This symptomatology will be exemplified by the study of prototypical clinical cases and an initiation to neuropsychological exams.

COURSE PROGRAM:

- History of Cognitive and Behavioural Neurosciences
- Neuropsychology of Lobar Disorders: Frontal Syndrome, Parietal Lobe Syndrome, Temporal Syndrome, Occipital Syndrome and Cerebellar Syndrome
- Neuropsychology of Basal Ganglia
- Neurological/Neuropsychological Semiology
- Major Prototypical Cases in Neuropsychology
- Initiation the Neuropsychological Exams

**P3/30a: ABNORMAL 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 OF 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 AND COUPLE 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:** 3**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: Sensorimotor treatment**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

Russian

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

LEA1/1k: BEGINNERS RUSSIAN**Fall Semester****Classes:** 15 hours**ECTS credits:** 2**OBJECTIVE:**

To get a basic knowledge of Russian.

COURSE PROGRAM:

Theory, comprehension exercises, translation, etc.

ASSESSMENT:

A written exam (several exercises).

LEA1/3l: BEGINNERS RUSSIAN 2**Spring Semester**

STUDENTS MUST HAVE ALREADY COMPLETED ONE SEMESTER OF RUSSIAN

Classes: 15 hours**ECTS credits:** 2**OBJECTIVE:**

To get a basic knowledge of Russian.

COURSE PROGRAM:

Theory, comprehension exercises, translation, etc.

**LEA2/12b & 16b: INTERMEDIATE RUSSIAN
(3 & 4)**

Fall & Spring Semesters

STUDENTS SHOULD HAVE STUDIED RUSSIAN
FOR AT LEAST A YEAR

Classes: 24 hours **ECTS credits:** 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.

**LEC3/19d: INTRODUCTION TO RUSSIAN
LITERATURE**

Fall Semester

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

COURSE PROGRAM:

The course description for this class will be available
shortly

AIT4/1c: BEGINNERS RUSSIAN

Fall Semester

This class is intended for graduate students or
business majors

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

OBJECTIVE:

By the end of this class, students should be able to
introduce themselves in Russian, hold a basic
conversation and read/write basic texts.

COURSE PROGRAM:

- Learning the Russian alphabet
- Russian phonetics and pronunciation
- Reading Russian
- Creating dialogues
- Translating easy Russian into French

AIT4/5c: BEGINNERS RUSSIAN 2

Spring Semester

This class is intended for graduate students or
business majors

Lectures: 16 hours

ECTS credits: 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: 2

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 artistic/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 bâtiment. Entre « art » et « métier » », Ethnologie
franc aise 2008/1 (Vol. 38), p. 101-106. DOI

10.3917/ethn.081.0101

Jean Paul Filiod, « Des artistes dans l'école :
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'expérience rock, pour ne pas aller plus vite que la musique ! », in *L'expérience musicale sous le regard des sciences sociales*, actes des Journées d'études des 13 et 14 octobre 2005. <http://centre-norbert-elias.ehess.fr/index.php?337> 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>

P1/12a: SOCIOLOGY **Spring Semester**

Lectures: 24 hours

ECTS credits: 3

OBJECTIVE:

To provide an introduction to Sociology via some essential themes. To help the students analyse these issues.

Modern society perceived in its historical context

-Max Weber's theories of modern western society & points of view adopted by current sociologists

-Norms & values, conformity, deviance and adaptation (Merton's & Durkheim's theories)

-What is social action?

-The family – stability and change in the 20th century

-The school as a social institution

MCC2/12b: SOCIOLOGY OF ORGANISATIONS **Spring Semester**

Lectures: 18 hours

ECTS credits: 2

OBJECTIVE:

- Become familiar with the main sociological theories of organisations: Max Weber, Robert Merton, Michel Crozier, James March, Herbert Simon, Anselm Strauss, Luc Boltanski, Laurent Thévenot, Bertrand Callon, Bruno Latour... Measure the inputs and limits of every theory.

- Use those intellectual tools to study concrete cases of organisations: factory, administration, hospital, high school, university...

- Prepare the students to be future executive, helping them to get to know their surroundings, analyse, manage and take care of changes in organization.

- Take a step back and change looks, put some words on experiences of life in organization.

COURSE PROGRAM:

Theory:

1. Max Weber's theory: "the ideal type of rational bureaucracy"

Max Weber, Ideal-type, rational action as a goal, world rationalization, bureaucratie...

2. Scientific organization of work: "maximize the way of working"

Frederick Taylor, Henri Ford, vertical/horizontal division of work, one best way, five dollar day, productivity salary, stoll, productivity gain, standardization, mass production/consumption, alienation...

3. Human resources school: "importance of the human factor"

Elton Mayo, Hawthorne effect, employees are emotional beings, their motivation is related to the interest they receive, life in group creates tensions, rules and influence games...

4. A functional theory: "Bureaucratic model critics"

Robert K. Merton. Bureaucratic personality, ritualism, bureaucratic dysfunction, concealed/evident function, self-maker anticipation...

2. 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.

3. Strategic analysis: "a collective game"

Michel Crozier, Erhard Friedberg. Power, strategy, uncertainty area, bureaucratic vicious circle, system of action, resistance to changes, collective learning...

4. Joint regulation theory: "actors make the rules"

Jean-Daniel Reynaud, autonomous rules, control rules, joint regulation, conflict, compromise...

Gilbert de Terssac.

5. Interactionist approach: "a negotiated order"

Anselm Strauss. Interaction, rules, values, negotiated order, recommended/real work...

6. 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.

7. Cognitive approach: "how do individuals make decisions"

James March, Herbert Simon. Limited rationality, satisfying solution, planned/not planned decision, cognitive means, organizational learning...

8. Conventions economy: "how do individuals build agreements"

Luc Boltanski, Laurent Thévenot. Logic of action, justification principles, inspired / domestic / civic / industrial / mercantile / opinion cities...

9. 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.

MCA4: 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.

MCA5/2c: SOCIOLOGY OF CULTURE

Fall Semester

Lectures: 12 hours

ECTS credits: 2

OBJECTIVE:

Sociology of artistic practices in order to consider the constitution of the sociology of art as a field of research equipped with its own concepts. The aim of the course is to explore the field of cultural sociology and become familiar with its issues. The research themes will take account of current artistic practices and research orientations in this field.

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:

Drawing on the pragmatics of the sound environment and techniques for managing attentional capacities, students tackle the basics of contemporary issues relating to the sound environment and, more broadly, to communication and the media, from both a cultural and a technical perspective. Through practical applications and role-playing, the course enables students to acquire tools - both reflective and somatic - that are effective in the professional context (project management, benevolent management, self-regulation, creativity, etc.).

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)

LCE1/3b & 6b: 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.

LEA1/1k & LEA1/3l: BEGINNERS SPANISH 1 & 2

Fall & Spring Semesters

Classes: 15 hours per semester **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 3g: SPANISH GRAMMAR

Fall and Spring Semester

THIS COURSE IS TAUGHT IN SPANISH

Lectures: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

At the end of this course, students will have acquired an in-depth knowledge of Spanish grammatical structures. They will be able to analyse, understand, and produce complex utterances by mobilizing morphosyntactic tools with discipline.

They will have developed a linguistic conscience allowing them to identify the regularities and the particularities of Spanish grammar, while being sensible to the structural differences between French and Spanish, which will help them avoid interferences and the most frequent mistakes.

Students will also be able to use precise grammatical terminology to describe and comment on specificities of a language, both orally and on paper, in academic and professional contexts. Thanks to a regular and contextualized practice, they will have reinforced their expression abilities in Spanish, in particular concerning grammatical accuracies, syntactic correction, and the breadth of the employed structures.

PREREQUISITE:

This class is open to students already at an intermediate to advanced level of Spanish. (B1-B2) They are expected to master the fundamentals of Spanish grammar (irregular and regular indicative conjugation, use of pronouns, basic agreements, simple syntax) as well as knowing standard vocabulary necessary to understand the instructions and offered examples.

Familiarity with fundamental grammatical notions (mood, tense, voice, syntactic functions...) is also requested, as well as a capacity to think about the functioning of the language in an analytical way.

Comprehension of linguistic metalanguages, even simple, will be an asset.

COURSE PROGRAM:

Semester 1

Verbs in Spanish:

- Systematic study of regular and irregular conjugation in the indicative (presente, pretérito indefinido, pretérito imperfecto, futuro imperfecto, condicional, pretérito perfecto).
- Specific uses of simple and composed tenses.
- Introduction to verbal periphrasis and to pronominal verbs.

The noun and the adjective:

- Agreement with gender and number.
- Use and position of the adjective: descriptive value v. subjective value
- Derivation and lexical formation.

Articles and prepositions:

- Definite, indefinite, and contracted articles.
- Using the most frequent simple prepositions (a, de, en, con, por, para).
- Analysis of common mistakes of linguistic transfer (French/Spanish).

Adverbs and their position in the sentence:

- Adverb classification (manner, time, place, frequency...)
- Place and alteration of the utterance.

Semester 2

Pronouns:

- Pronouns: personal, reflexive, relative, demonstrative, possessive, and interrogative.
- Syntax of double pronouns (CI+CD).
- Place of pronouns in the verbal phrase.

Spanish accentuation:

- General rules of written accentuation.
- Llana, Aguda, and esdrújulos words.
- Diacritical and homonymous accent.

Ser and estar verbs:

- Difference of use depending on the semantical value (state v. essence, punctual v. permanent)
- Ambiguous case and stylistic nuances.

Idiomatic uses of subjunctive:

- Subjunctive present and pretérito imperfect in subordinate clause.
- Uses when expressing doubt, wishing, emotion, and judgement.

ASSESSMENT:

30% Midterm written exam

50% Final written exam

20% participation

BIBLIOGRAPHY:

Llorente, A. (2023). *Grammaire espagnole : Cours complet et exercices corrigés*. Paris : Ellipses.

Abad, J. (2006). *Grammaire de l'espagnol contemporain*. Paris : Armand Colin.

Corpas, J. et al. (2021). *Gramática en diálogo (niveles A1-C1)*. Madrid : Ediciones SM.

Capel, A. & García, R. (2021). *Gramática básica del estudiante de español* (2e éd.).

Barcelone : Difusión.

Alvira, M. et al. (2022). *Uso de la gramática española – Intermedio (B1-B2)*. Madrid : Edelsa.

INTERNET RESOURCES:

Real Academia Española (RAE) : <https://www.rae.es>
Corpus de Referencia del Español Actual (CREA) : <https://www.rae.es/recursos/banco-dedatos/corpes>

Centro Virtual Cervantes : <https://cvc.cervantes.es>

**LEA1RI/1g & 5h: TRANSLATION FROM
FRENCH INTO SPANISH**

Fall and Spring Semesters

THIS COURSE IS TAUGHT IN SPANISH

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

The main aim of this translation class is to allow students to progressively develop their linguistic knowledge and their ability to translate increasingly complicated texts, taking into account the cultural, economic, and social specificities of the Hispanic world.

PREREQUISITE:

Have studied Spanish as a second language in school, with a basic level in grammar and vocabulary.
Be curious and motivated to find the most accurate and pertinent translation.
Be able to consider different translation solutions, taking into account the context, the register, and the culture.
Be ready to take up increasingly harder challenges, to accept the growing complexity of the texts as the year goes on.
Also be willing to work on their own, on top of the work done in class.

COURSE PROGRAM:

The class will be structured as follows:

1st Step: Translating conjugaison of simple sentences

Acquisition and strengthening of grammatical fundamentals. Students will start by translating conjugated verbs (present, past, future...) and everyday short sentences to work on lexical and syntax precision.

2nd Step: Translating short sentences and common expressions

Use of simple grammatical structures and idioms, to hand back a fluid and natural translation.

3rd Step: Translating paragraphs

Students will learn to handle text consistency, logical connector, and going from isolated sentences to an organized discourse.

4th Step: Translating press articles and news documents

This last step will target authentic texts on current affairs, mainly linked to the business world, international relations, and to economic and social stakes in Spain and Latin America.

ASSESSMENT:

20% Participation
30% Midterm: 1h30 written translation
50% Final exam: 1h30 written translation

**LEA1/1h et 5i: TRANSLATION FROM
SPANISH INTO FRENCH**

Fall and Spring Semester

Lectures: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

Faithfully and smoothly translate a simple text from Spanish to French.

Identify grammatical and syntactical particularities specific to the source language (Spanish)

Justify translation choices using linguistic and semantic criteria.

Identify false friends and avoid literal translations

Find solutions when faced with translation problems.

PREREQUISITE:

Master grammatical and lexical fundamentals of high-school level Spanish.

Know the main French grammatical functions.

Know how to use a bilingual dictionary and an online monolingual dictionary.

Possess a good writing skill level in French.

COURSE PROGRAM:

Version methods: analytical reading, spotting difficulties, steps of translation (translation, correction)
Spotting morphosyntactic differences between Spanish and French.

Typical grammatical structures (verbal tenses, passive...)

False friends, calque, lexical interferences

Reformulation and transposition techniques

Introduction to specialized translation: economic, societal, cultural.

ASSESSMENT:

A mid-semester and a final translation.

Participation grade.

BIBLIOGRAPHY :

Charrier, Thomas et Lemaire, Thomas. *iAl grano ! Initiation à la traduction espagnole*. Paris : Ellipses, 2022.

Rajaud, Véra et Brunetti, Michèle. *Traducir. Initiation à la pratique de la traduction*. Paris : Nathan, 2005 (2e éd.).

Calvente, Inma et Tumba, Carine. *Espagnol, 100 % version : 80 textes d'entraînement à la traduction*. Paris : Ellipses, 2016.

INTERNET RESOURCES:

Press extracts with proposed translation: Courier International
Hispanic press

LEA1/1i & 5j: SPANISH WRITTEN EXPRESSION

Fall and Spring Semester

THIS COURSE IS TAUGHT IN SPANISH
NOT OPEN TO NATIVE SPEAKERS

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

Understand texts on various subjects in Spanish, be able to summarise them and answer precise questions on the subject studied

Correctly interpret the gist of the document and the precise vocabulary used in the text

Express oneself in writing in a clear way on cultural, political, and socio-economic subjects linked to Latin America

Build up a vocabulary list and expression related to the subjects discussed

PREREQUISITE:

Must have a good level of Spanish; be interested in Hispanic current affairs, culture, and socio-economy.

COURSE PROGRAM:

An approach and reflexion on economic, political, and cultural current affairs in Spain (Semester 1) and Latin America (Semester 2) mainly through written documents and also videos:
Comprehension of articles
Summarising and commentary
Redaction of different types of texts related to the approached themes
Individual and collective writing
Expressing one's opinion on a given subject
Participating in correcting works and the punctual revision of spelling and grammar rules

ASSESSMENT:

10% participation
30% Midterm
60% Final exam

BIBLIOGRAPHY :

Vocabulaire pratique de l'espagnol / María Inma Calvente / Ellipses

INTERNET RESOURCES:

-Diccionario de la Real Academia Española
-www.fundeu.es
-Prensa escrita de España y América Latina

LEA1/1j & 5k: SPANISH ORAL EXPRESSION

Fall and/or Spring Semester

THIS COURSE IS TAUGHT IN SPANISH
NOT OPEN TO NATIVE SPEAKERS

Lectures: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

Improve fluidity and oral expression in Spanish.
Create a list of vocabulary linked to the approached subjects, with different registers.
Develop oral communication strategies in various situations
Understand various subjects in Spanish, be able to summarize and present them, and interact with the other participants.
Express oneself in a clear way in cultural, political, and socio-economical subjects linked to Spain (Semester 1) or Latin America (Semester 2)
Interact with conversation partners depending on the context.

PREREQUISITE:

Must have a good level of Spanish; be interested in Spanish and Latin American current affairs, culture, and socio-economy.

COURSE PROGRAM:

An approach and reflexion on the Hispanic world through various activities:

Semester 1

Listening and comprehension work with video and audio documents and then convey information.
Personal stories, stories of past experiences. Use of connectives.
Description of people, places, objects. Use of adjectives and comparaisons.
Talk about the future: planning, predicting, and wishing.
Opinion and argumentation: expressing agreement/disagreement.
Talk about past events: use of past tenses.
Debates on current topics.
Group oral improvisation.
Group oral presentation.

Semester 2

Listening and comprehension work with video and audio documents and then convey information.
Transmission of information: indirect style.
Resolving issues as a group: expressions of complaint, emotions, suggestions.
Opinion and argumentation: expressing agreement/disagreement.
Talk about past events: use of past tenses.
Debates on current topics, cultural and linguistic aspects.
Work interview simulation.

ASSESSMENT:

10% participation
30% Midterm: group oral & oral comprehension
60% Final exam: group oral

BIBLIOGRAPHY:

Prensa española

INTERNET RESOURCES:

-Diccionario de la Real Academia Española
-www.fundeu.es
-Prensa escrita de España y América Latina
-RTVE : sitio de la Radio y televisión española
-Radio.garden: acceso a las radios de todo el mundo

**LEA2RI/10b: LATIN AMERICAN HISTORY:
CONTEMPORARY LATIN AMERICA**

Spring Semester

Classes: 18 hours

ECTS credits: 2

OBJECTIVE:

At the end of the course, the student should be able to understand and analyse the most important events in some Latin American countries' society in the contemporary period.

COURSE PROGRAM:

- Cuba since 1959: comercial embargo, the Cuban Missile Crisis, the United States' interests in Cuba, the brothers Castro policy, and Cuba in the news.
- Dictatorship in Chile: end of the Allende administration, coup d'état and Pinochet administration, involvement of the United States: CIA and Operation Condor.
- Argentina: Videla's Dictatorship, United States' involvement, current policy: Milei and Trump.

BIBLIOGRAPHY:

- *Civilisation hispano-américaine*, BALUTET, N, Armand Colin, 2022.
- *Historia de América latina*, CARRASCO, P et CESPEDDES, Alianza Editorial, 1985.
- *Histoire de l'Amérique latine*, CHAUNU, P, PUF, ¿Que sais-je?, 2009.

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

LEA2RI/6e: SPANISH GRAMMAR & TRANSLATION

Fall Semester

Classes: 18 hours **ECTS credits:** 2 per semester

OBJECTIVE:

At the end of the course, students should be able to translate from French to Spanish, with the help of a solid knowledge of grammar and idioms of Spanish. Through practical exercises and the analysis of texts from various fields (and sometimes linked to international relations), students will learn to identify the linguistic lexical and cultural stakes of a text, in order to offer a precise, fluid and adapted to the register expected.

Furthermore, this class aims to reinforce students' proficiency in Spanish writing, focusing especially on grammatical rigor, breadth of vocabulary, syntax, spelling, Spanish punctuation, and the target culture.

Students will develop a sensibility to the transposition of ideas and effects of meaning, taking into account geopolitical and cultural contexts specific to the Hispanic world.

PREREQUISITE:

Master the fundamentals of Spanish grammar (conjugation of simple tenses, adjective agreements, use of modes, common phrasal structures).

Be able to recognize the register of language (formal, neutral, familiar) and adapt their writing depending on context.

Have a vocabulary linked to the political, economical, diplomatical, and social themes of the Hispanic world.

COURSE PROGRAM:

The course aims to develop students' abilities in French to Spanish translation in different mediums (press articles, press releases, websites, LinkedIn publications...) relative to diverse subjects linked to diplomacy, international relations, the workplace, entrepreneurship...

As such, the class will get students to master:

- Tenses and verbal modes: present indicative, simple past, past participle, preterit indicative, future and conditional, present and preterit subjunctive, tense agreement in subordinates.
- Verbal modes and specific phrasing: impersonal forms (*e + verb, hay que, es necesario que...*), la verbal periphrase (*ir a + inf., acabar de + inf., estar + gerundive...*), the passive voice and its equivalents.
- Syntactic structures: translating pronouns (direct object, indirect object, pronominal repetition), relative pronouns such as *que, quien, el que, lo que, cuyo*, temporal, causal, consecutive, and conditional subordinates.
- Lexical and semantical difficulties: *ser v. estar* (use value, idioms), *por v. para* (opposition and contextualised employ), spacial, temporal, and instrumental preposition, false-friends and calques to avoid when translating, pronominal v. non pronominal verbs (*irse / ir, quedar / quedarse...*).
- Agreements and morphology: adjective/noun agreement (gender, number), adverbs and compound adjectives formation, numerals, percentages, quantitative expressions.
- And more...

ASSESSMENT:

Midterm and final exam: 1h30 written translation

BIBLIOGRAPHY:

Olivier RUAUD (2011), *Réussir le thème en espagnol*, Espace Etudes/Hobsons France.
Maria INMA CALVENTE (2015), Carine TUMBA, *100% thème espagnol*, ELLIPSES.
Alfredo GONZALEZ HERMOSO (2021), *Bled espagnol tout-en-un*, Hachette Education.

INTERNET RESOURCES:

Diccionario de la Real Academia Española

LEA2/9f & 13f: TRANSLATION FROM SPANISH INTO FRENCH

Fall and spring Semesters

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

Faithfully and smoothly translate journalistic and informative texts from Spanish to French.

Identify grammatical and syntactical particularities specific to the source language (Spanish)

Justify translation choices using linguistic and semantic criteria.

Find solutions when faced with translation problems. Implement reformulation and transposition strategies. Better lexical and grammatical precision in French.

PREREQUISITE:

Master grammatical and lexical fundamentals of French and Spanish.

Understand current texts.

Know the main French grammatical functions.

Know how to use a bilingual dictionary and an online monolingual dictionary.
Possess a good writing skill level in French.

COURSE PROGRAM:

Version methods: analytical reading, spotting difficulties, steps of translation (translation, correction)
Syntactical and lexical overlook.
Analysis of problematic segments.
Typical grammatical structures (verbal tenses, passive...)
False friends, calque, lexical interferences
Reformulation and transposition techniques
Correction of frequent mistakes.
Translation of journalistic, advertising, or cultural texts.

ASSESSMENT:

A mid-semester and a final translation.
Participation grade.

BIBLIOGRAPHY:

Charrier, Thomas et Lemaire, Thomas. *¡Al grano ! Initiation à la traduction espagnole*. Paris : Ellipses, 2022.
Rajaud, Véra et Brunetti, Michèle. *Traducir. Initiation à la pratique de la traduction*. Paris : Nathan, 2005 (2e éd.).
Calvente, Inma et Tumba, Carine. *Espagnol, 100 % version : 80 textes d'entraînement à la traduction*. Paris : Ellipses, 2016.
Charaudeau, Patrick, Darbord, Jean-Paul et Pottier, Bernard. *Grammaire explicative de l'espagnol*. Paris : Armand Colin, 2005.

INTERNET RESOURCES:

Press extracts with proposed translation: Courier International
Hispanic press

LEA2RI/9g and 13g: WRITTEN EXPRESSION IN SPANISH

Fall and Spring Semesters

THIS COURSE IS TAUGHT IN SPANISH
NOT OPEN TO NATIVE SPEAKERS

Classes: 12 hours **ECTS credits:** 1 per semester

PREREQUISITE:

To take this class, students must master Spanish grammatical structures and must have the basic writing skills of the language. The students must have enough vocabulary to understand moderately difficult texts and be familiarized with the elementary skills of academic writing. A basic knowledge of economical and business vocabulary, as well as a general knowledge in economy constitute an asset to efficiently tackle the themes of the class. The ability to critically analyse the texts is also required.

OBJECTIVE:

This class aims to develop written expression skills in Spanish through the study of economic, business, and contemporary geopolitical themes, allowing students to obtain advanced skills in specialized writing in Spanish. At the end of the course, students will be able to redact various kinds of Spanish texts in the economic

and business fields: summaries, analyses, reports, business correspondence, and specialized articles. They will master technical vocabulary and the registers appropriate for Spanish-speaking professional settings, and they will develop a deep knowledge of the economic realities of the Spanish-speaking world, and will be able to outline their thoughts in a clear and structured way whilst respecting the codes of Spanish academic and business written expression.

These teachings allow to perfect specialized writing techniques while going into the knowledge of contemporary economic stakes of the Spanish-speaking world in more depth. They also develop autonomy with writing creation, the ability to summarise, as well as the mastery of linguistics tools necessary for professional communication in Spanish.

COURSE PROGRAM:

Writing workshop:

- Writing summaries on the stakes of globalization
- Written analysis of the global business flow
- Global business correspondence
- Redacting reports on the free trade agreements
- Specialised vocabulary: globalización, comercio exterior, aranceles, mercados emergentes
- Introduction of specialized editorial structures
- Collective analysis of authentic economic texts
- Commented correction of written productions
- Guided writing sessions in class
- Group work on writing projects
- Peer-review and correction
- Preparatory readings of economic documents
- Writing short texts independently
- Economic file on a Spanish-speaking country
- Creation of a business plan in Spanish
- Group writing of an economic magazine
- Pooling and class discussions

Practical activities:

- Dictation
- Comparative analysis of Spain/Mexico/Argentina's exports
- Writing of a report on the impact of NAFTA/USMCA
- Written debate: "¿Es la globalización beneficiosa para América Latina?"
- Creation of a country card for a foreign investor
- INE (Instituto Nacional de Estadística) graphs
- Case study: housing market in Madrid, tourism in the Balearic Islands
- Short videos from Spanish-speaking economists

BIBLIOGRAPHY:

1. Instituto Cervantes. (2006). *Plan curricular del Instituto Cervantes: Niveles de referencia para el español*. Biblioteca Nueva.
2. Chamorro Guerrero, M. D., & Martínez Gila, P. (2006). *El español de los negocios*. SGEL
3. Gómez de Enterría, J. (2009). *El español lengua de especialidad: Enseñanza y aprendizaje*. Arco/Libros.
4. Moreno García, C., & Tuts, M. (2004). *El español del comercio internacional*. SGEL.

5. Palomares, N. (2007). *Correspondencia comercial en español*. Paraninfo.
6. Frías Conde, X. (2001). *Introducción a la economía española*. Netbiblo.
7. Aguirre Beltrán, B. (2004). *El español por profesiones: Servicios de salud*. SGEL.
8. Martínez López, A. B. (2010). *Técnicas de expresión oral y escrita*. Paraninfo.
9. Hernández García, M. T. (2008). *Español empresarial: Manual de correspondencia y comunicación*. Editorial Síntesis.
10. Borrego Nieto, J. (2013). *Gramática de referencia para la enseñanza de español*. Ediciones Universidad de Salamanca.
11. Porrúa Pérez, M. (2005). *Manual de técnicas de expresión escrita*. Playor.
12. Sánchez Lobato, J., & Santos Gargallo, I. (Coords.). (2004). *Vademécum para la formación de profesores: Enseñar español como segunda lengua (L2)/lengua extranjera (LE)*. SGEL.

INTERNET RESOURCES:

- Socrative
- Articles from El País Economía, Expansión, América Economía
- Spanish reports from OMC and CEPAL
- Infographics on the global commercial traffic

LEA2RI/6h & 9h: ORAL EXPRESSION IN SPANISH

Fall and/or Spring Semesters

THIS COURSE IS TAUGHT IN SPANISH

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

General objectives:

Increase oral ease and precision in formal and informal contexts linked to diplomacy, politics, and international cooperation linked to Spain.

Acquire a specific vocabulary (conflicts, treaties, international organisations, migrations, diplomacy...)

Increase the comprehension of various subjects in Spanish, be able to summarize and present them, and interact with other participants.

Reinforce discursive abilities: debate, negotiation, speech, presentation, interview...

Become aware of cultural and communicative registers of the Hispanic world.

PREREQUISITE:

Students must have a good Spanish level; be interested in political, cultural, and socio-economic news of the Hispanic world.

COURSE PROGRAM:

During this course, students will lead an increased reflexion on the economic, political, and cultural news of the Hispanic world through various activities and documents (writings, audios, and videos):

Semester 1:

Reflexion: "What does speaking in international contexts entail?"

International organisations: vocabulary of the institutions (UN, EU, OAS, MERCOSUR...)

Geopolitics of the Hispanic world: discussing conflicts, borders, treaties. Presentation of a current conflict in the Hispanic world.

Immigration and global mobility: talk about migration experiences, debate on political positions.

Cultural diplomacy and soft power: express one's opinion, nuance. Round table.

Negociación y resolución de conflictos: simulación de negociación.

Semester 2 :

Protocols and official speeches: presenting a brief speech.

Interviews and press conferences: mock press conference.

International economic cooperation: key terms (GDP, treaties, foreign investments, commercial scale).

Commentary of an article on the topic and/or mock meeting.

Regional and commercial integration: regional blocs (MERCOSUR, Pacific Alliance, EU), customs fare, free-trade treaties.

Cultural diplomacy and heritage: cultural events, educative and linguistic cooperation, UNESCO's politics presentation of a transnational cultural initiative.

Tourism and diplomacy: expression of opinions and arguments on the impact of tourism in geopolitical and international contexts, practice of oral argumentation and the specific language of the field.

Summit: simulation of an international forum.

ASSESSMENT:

20% Participation

30% Midterm: 20 min group presentation

50% Final exam: 20 min group presentation

INTERNET RESOURCES:

Diccionario de la Real Academia Española

Prensa escrita de España y América Latina

LEA3RI/13b: SPANISH HISTORY: SPAIN AND EUROPE

Fall Semester

This course is taught in Spanish

CLASSES: 18 hours

ECTS credits: 2

OBJECTIVE:

At the end of the course, the student should be able to understand and analyse the most important events of Spanish society between 1939 and 1975.

COURSE PROGRAM:

- The rise of Franco to power (1939-50), domestic and foreign policy, society, and culture.
- Evolution of the dictatorship, (1950-70): the end of isolation and the collaboration with the United States. Domestic policy, society, and culture.
- The downfall of the dictatorship (1970-75): last years and evolution towards democracy.

BIBLIOGRAPHY:

- Abella, Rafael, *La vida cotidiana en España bajo el régimen de Franco*, Barcelona, Argos Vergara, 1985.

- Biescas, José Antonio, *Tuñón Lara Manuel, Historia de España, vol. X, España bajo la dictadura franquista (1939-1975)*, Barcelona, Labor, 1980.
 - Díaz, Elías, *Pensamiento español en la era de Franco (1939-1975)*, Madrid, Tecnos, 1983.

LEA3/17a: ECONOMIC AND BUSINESS SPANISH
Fall Semester

CLASSES: 18 hours **ECTS credits:** 3

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: 1

OBJECTIVE:

Quickly read and understand a Spanish text.
 Produce a smooth and correct translation in French.
 Spot lexical and syntactic obstacles orally.
 Develop immediate reformulation strategies.

PREREQUISITE:

Have a good written comprehension of Spanish.
 Master formal oral expression in French.
 Know the basic techniques of translation.

COURSE PROGRAM:

Techniques of anticipation.
 Practice of almost-simultaneous oral translation.
 Texts about the news, economy, society.
 Fluidity practice.
 Reflexion on oral translation strategies.

ASSESSMENT:

Oral translation of an unknown text (10 minutes).
 Participation taken into account during the whole semester.

BIBLIOGRAPHY:

Li, Xiangdong. « Sight Translation as a Topic in Interpreting Research: Progress, Problems and Prospects », *Across Languages and Cultures*.

INTERNET RESOURCES:

Press extracts with proposed translations: *Courrier International*
 Specialized Hispanic Press

LEA3RI/15h: CONSECUTIVE INTERPRETATION IN SPANISH

Spring Semester

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

- Take efficient notes in an interpretation setting.
- Give a speech in French on the basis of a presentation in Spanish
- Structure public speaking and handle stress
- Adapt the register to the communication setting

PREREQUISITE:

- Understand oral speeches in Spanish
- Express oneself in French clearly
- Know the fundamentals in reformulation and spotting key ideas

COURSE PROGRAM:

- Active listening training
- Notetaking techniques
- Oral restitution of interventions
- Work on speech logic
- Performance evaluation (coherence, clarity, precision)

ASSESSMENT:

Continuous assessment
Final exam: 10 minutes

BIBLIOGRAPHY:

Gillies, Andrew. *Note Taking for Consecutive Interpreting*. Manchester : St. Jerome Publishing, 2005.
Rozan, Jean-François. *La prise de notes en interprétation consécutive*. Paris : SEDES, 1956.
Ouvrard, Gilles. « Les principaux aspects pratiques de la mission d'interprétation consécutive officielle », *Traduire*, no 230, 2014, p. 108-125.

INTERNET RESOURCES :

ORCIT – Online Resources for Conference Interpreter Training: <https://orcit.eu>
La Casa Real de España : <https://www.casareal.es>
Interventions of the president of the Spanish government:
<https://www.lamoncloa.gob.es/presidente/intervencion/es/paginas/index.aspx>

LEA3RI/15i: WRITTEN EXPRESSION IN SPANISH **Spring Semester**

THIS COURSE IS TAUGHT IN SPANISH

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

Write a structured and coherent text in Spanish, depending on the type of discourse (narrative, descriptive, argumentative, explicative)
Use logical and discursive connectors in an appropriate way to organize one's idea and ensure consistency in the text.
Choose a vocabulary that is precise and adapted to the chosen topics, respecting the linguistic register.
Identify common mistakes in written text (spelling, grammar, syntax) and offer improvements.
Check their own production and those of his peers, adopting a constructive posture in a collaborative learning logic.
Argue their point of view in writing in a clear and nuanced way through guided writing practice.

PREREQUISITE:

Master basic Spanish grammatical structures (present, past participle, preterit, simple future, temporal and logic connectors).
Know the common vocabulary necessary to write simple sentence around general topics (everyday life, hobbies, opinions...)
Know how to use fundamental elements of text consistency: punctuation, paragraphs, introduction, and conclusion.
Be able to write short texts (100-150 words) with some autonomy.
Demonstrate active behaviour in checking and correcting, whether individually or collectively.

COURSE PROGRAM:

Revision of acquired knowledge, and linguistic refresher in a professional, Hispanic context.
Writing a cover letter and a resume considering the norms and expectations of the Hispanic professional world.

Professional interactions: practicing formal and informal writing in authentic situations (emails, administrative letters, internal messages...)

Preparation to work interviews: understanding the cultural expectations, oral and written practice, creation of structured answers.

Introduction to negotiation techniques: specific vocabulary, discursive strategies, intercultural differences in the Hispanic world.

Business conflict management: identify conflictual situations, mediation language, professional posture to adopt.

International mobility: vocabulary for foreign professional transfers, cultural adaptation, communication in a pluricultural context.

ASSESSMENT:

20% Participation
30% Midterm: 1h30 written exam
50% Final: 1h30 written exam

BIBLIOGRAPHY:

60 étapes pour réussir en espagnol (Odile Deschamps, 2022) :
Manual que aborda la ortografía, la puntuación, el léxico y las técnicas de redacción. Diseñado para que los estudiantes organicen las ideas de manera clara y progresen sistemáticamente en la escritura
Maîtriser la grammaire espagnole à l'écrit et à l'oral (Thierry Carrasco, Bagier/Hatier, B1-B2, 2025) :
Guía clara de gramática con numerosos ejercicios, enfocada en la corrección y fluidez en la escritura, especialmente útil para niveles intermedios
Cahier d'exercices espagnol intermédiaire (Juan Córdoba, Assimil, 2015) :
Cuaderno muy práctico : incluye juegos, actividades guiadas, autoevaluaciones y más de 180 ejercicios para afianzar gramática, sintaxis, ortografía y vocabulario

INTERNET RESOURCES:

Écrire en espagnol (Lengalia, online) :
Estudio didáctico muy completo que destaca la importancia de trabajar la escritura para mejorar la fluidez, ampliar vocabulario y desarrollar conciencia gramatical

LEA3/17j et 21j: ORAL EXPRESSION IN SPANISH **Fall and Spring Semesters**

Classes: 12 hours **ECTS credits:** 1 per semester

OBJECTIVE:

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

COURSE PROGRAM:

Listening to soundtracks; presentations, role plays, debates. Exercises for pronunciation, accent and intonation.

ASSESSMENT:

The final grade will be the average of two or three tests.

LEA3/20a & 24a: INTERMEDIATE SPANISH **3 & 4**

Fall and Spring Semesters

STUDENTS MUST HAVE STUDIED AT LEAST TWO YEARS OF SPANISH.

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

LEA3RI/12f: BUSINESS TRANSLATION FROM FRENCH INTO SPANISH

Spring Semester

THIS COURSE IS TAUGHT IN SPANISH

Classes: 12 hours **ECTS credits:** 1

OBJECTIVE:

At the end of the course, students should be able to pertinently translate specialized texts from the field of international relations. They must demonstrate an in-depth knowledge of linguistic structures specific to formal Spanish, while respecting the discursive norms specific to diplomatic, institutional, and geopolitical contexts. Students will also be able to identify and use a specialized vocabulary, covering the main terminological fields linked to diplomacy, international organisations, public international law, bilateral and multilateral relations, as well as the big contemporary stakes of the international scene.

Furthermore, students will have to demonstrate a capacity to analyse the source text, evaluating its communicational stakes, register, tone, and its finality. This analysis will guide their translation choice to ensure an equivalence not only linguistic, but also functional and pragmatic.

Students will also be encouraged to develop a reflexive posture on their own translation practice. They will have to be able to justify their choices, identify the difficulties met, whether they are lexical, syntactic, cultural, or ideological, and offer appropriate translation solutions.

PREREQUISITE:

To follow this class, students must already be able to use an array of linguistic, methodological, and cultural competences acquired during their prior formation. It is expected of them to master the fundamentals of grammar and syntax of written Spanish, notably complex structures such as subordinates, verbal modes, composed tenses, as well as use of passive and indirect style. These abilities constitute an essential base to produce quality translations with a formal and specialized register.

Students should also know vocabulary linked with political, economic, diplomatic, and social themes of the Hispanic world. This lexical ability will allow them to approach the texts to translate with a terminological

ease, while widening their repertory with more technical fields, more adapted to international relations.

COURSE PROGRAM:

This course offers a progressive approach of translation from French to Spanish with texts representing authentic professional and diplomatic settings. The documents used notably include business correspondence, institutional texts, diplomatic speeches, and economic and geopolitical materials.

The main objective is to allow students to develop their knowledge of complex morphosyntactic Spanish structures, such as the use of past tenses, verbal modes, completive and conditional subordinates, or the process of nominalization. Through a selection of suitable texts, students are encouraged to identify and correct frequent mistakes in written translation, notably lexical clagues, syntactic interference between French and Spanish, as well as the inappropriate use of some semi-auxiliaries such as *quedar*, *resultar* or *andar*.

The class also aims to reinforce the knowledge of idioms and of formulations specific to professional interactions, specifically in the context of international negotiations. We will pay particular attention to modisms, to familiar and formal registers, and to fixed structure which are often used in institutional and diplomatic discussions.

- The bilingual commercial exchanges and its vocabulary
- Conditional structures
- The oraciones subordinadas completivas
- The use of deictics and enunciation markers
- Semi-auxiliary verbs (*quedar*, *resultar*, *andar*)
- Transformation verbs (*volverse*, *hacerse*, *convertirse en*)
- Some complex prepositions (*a*, *de...*) and their specific employs
- Verbs and structures which are absent or non-existent in French

ASSESSMENT:

Midterm and final exam: 1h30 translation

BIBLIOGRAPHY:

Bouscaren, J., & Redondo, M. (2001). Exercices de thème grammatical espagnol. Paris : Ophrys.
Fernández Cuesta, C. (2012). Le thème espagnol : Méthode et exercices. Paris : Ellipses.
Lamotte, C. (2006). Préparer le CAPES d'espagnol – thème et version. Paris : Ellipses.
Martínez Alcalde, D. (2019). Thème et version espagnols. Préparation aux concours. Paris : Ellipses.
González, A., & Blanco, J. (2020). Préparer le CAPES d'espagnol : Méthodologie des épreuves écrites et orales. Paris : Ellipses.
Redondo, M. (2004). Thème espagnol : Méthodologie et entraînement. Paris : Ophrys.
Mayoral Asensio, R. (1999). La traducción de textos especializados. Madrid: Alianza Editorial.

INTERNET RESOURCES:

WordReference
Linguee

**LEA3/21g: BUSINESS TRANSLATION FROM
SPANISH INTO FRENCH****Spring Semester****Classes:** 12 hours**ECTS credits:** 1**OBJECTIVE:**

Faithfully and smoothly translate texts specialized in economy, society, environment from Spanish to French.

Understand the vocabulary and the structure of specialized documents.

Identify grammatical and syntactical particularities specific to the source language (Spanish)

Justify translation choices using linguistic and semantic criteria.

Find solutions when faced with translation problems.

Implement reformulation and transposition strategies.

Adopt the correct style adapted to technical or institutional texts.

Use professional resources (databases, glossaries, specialized press)

PREREQUISITE:

Master grammatical and lexical fundamentals of French and Spanish.

Master complex Spanish writing structures.

Know the fundamentals of specialized translation

Be rigorous with the syntactical and terminological analysis

COURSE PROGRAM:

Version methods: analytical reading, spotting difficulties, steps of translation (translation, correction) Syntactical and lexical overlook.

Analysis of problematic segments.

Typical syntactic structure of specialized texts

False friends, calque, lexical interferences

Reformulation and transposition techniques

Correction of frequent mistakes.

Terminology of economy and social politics.

Terminological research and use of databases.

ASSESSMENT:

A mid-semester and a final translation.

Participation grade.

BIBLIOGRAPHY :

Calvente, Inma et Tumba, Carine. *Espagnol, 100 % version : 80 textes d'entraînement à la traduction*.

Paris : Ellipses, 2016.

Charaudeau, Patrick, Darbord, Jean-Paul et Pottier, Bernard. *Grammaire explicative de l'espagnol*. Paris : Armand Colin, 2005.

Guidère, Mathieu. *Introduction à la traductologie : Penser la traduction : hier, aujourd'hui, demain*.

Bruxelles : De Boeck Supérieur, 2016.

Eco, Umberto. *Dire presque la même chose*. Paris : Grasset, 2007.

INTERNET RESOURCES:

Press extracts with proposed translation: Courrier International

Hispanic press

**LEA3/21h: SPANISH CONSECUTIVE
INTERPRETATION****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:** 20 hours**ECTS credits:** 2**COURSE PROGRAM:**

Understand, study and translate into Spanish authentic business documents on several topics:

-Legal documents

-Technical documents

-Economic and financial documents

**AIT4/1e: SPANISH WRITTEN
COMMUNICATION****Fall Semester****Classes:** 10 hours**ECTS credits:** 1**OBJECTIVE:**

- To be able to make critical summaries of a Spanish academic book on one of the topics taught to students in Modern Languages with Business or another subject in connection with company management in general.

- To be capable of making presentations (with PowerPoint slide sequences) of the handbook in order to make other students want to read it

COURSE PROGRAM:

Vocabulary relating to commerce, foreign trade, international business law, European economic exchanges.

PERSONAL WORK (in pairs):

- Making a computerized 10-page critical summary of a book

- Making a presentation, illustrated with PowerPoint

BIBLIOGRAPHY:

J. ECHEVERRIA – *Internet como herramienta de marketing y comercio exterior*

E. de la RICA PEREZ – *Marketing en Internet y ebusiness*

G. BAELL DIEGO – *La exportación está en sus manos*

E. PAZ LLCE2/RAS – *Como exportar, importar y hacer negocios a través de Internet*

C. ESPLUGUES MOTA – *Legislación básica del comercio internacional*

C. DIAZ PARDO, M. SEGARRA MATEU – *Las agrupaciones de interés económico – Guía para las empresas*
R. Muños de BUSTILLO, R. BONETE – *Introducción a la 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: 16 hours

ECTS credits: 2

OBJECTIVE:

For students to understand documents from the world of business in Spanish
For students to be able to summarise documents in Spanish using formal language.
For students to be able to translate business correspondence into Spanish.
For students to be able to express themselves spontaneously and fluently in modern idiomatic Spanish on professional issues.

COURSE PROGRAM:

- * Studying written and oral documents from the business world in Spanish.
- * Oral presentations in class on business issues.

* Translating business correspondence.

AIT4/5e: SPANISH ORAL COMMUNICATION
Spring semester

Classes: 12 hours

ECTS credits: 1

OBJECTIVE:

To improve students' oral expression skills (vocabulary, phonetics and grammatical constructions)

COURSE PROGRAM:

- Advertising: strategies to attract the customer, analysing and creating adverts
- The business world: How to create a company in a Spanish-speaking country, professional interviews
- Contemporary world: the latest conflicts in politics and economics

PERSONAL WORK:

Reading Spanish newspapers and magazines regularly, creating an advert.

ASSESSMENT:

Making a 20-minute oral presentation of an analysis of an advert of your choice.

AIT4/5f: SPANISH ECONOMIC CULTURE
Spring Semester

THIS COURSE IS TAUGHT IN SPANISH

Lectures: 12 hours

ECTS credits: 1

COURSE PROGRAM:

Continuation of AIT4/1f.

AIT5/2c: BUSINESS SPANISH
Fall Semester

Classes: 35 hours

ECTS credits: 3

OBJECTIVE:

To communicate, negotiate, translate and debate in clear, grammatically accurate Spanish.

COURSE PROGRAM:

Spanish for use in the fields of Marketing, Business negotiations and lobbying.
Presenting products, companies or brands orally.

Tourism

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

LEA2MTAI/7h: TOURISM AND NEGOTIATION

Spring Semester

Lectures: 18 hours

ECTS credits: 2

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

LEA3MTAI/17c: INTERNATIONAL TOURISM

Spring Semester

Lectures: 18 hours

ECTS credits: 2

OBJECTIVE:

At the end of the course the student should have a good general knowledge of international tourism (actors, practices, clients, impacts...). He/she should be able to analyse and comment on documents about world tourism (know the authors and what they represent).

COURSE PROGRAM:

The main aspects of international tourism:
- a definition of the main concepts;
- a history of world tourism and the diffusion of tourist practices;
- the tourists
- the actors of tourism;
- the economic, sociologic and environmental impacts of tourism;
- the world tourist flows: origins and destinations;
- the new trends in the sector: sustainable tourism, and socially responsible tourism;
- some regional aspects: tourism in Europe, Asia and America.

ASSESSMENT:

One written exam and one final written exam.

BIBLIOGRAPHY :

Vellas François, *Le tourisme mondial*, Economica
Philippe Duhamel, Isabelle Sacareau, *Le tourisme dans le Monde*, Colin
Boyer Marc, *Le tourisme de l'an 2000*, Presse universitaire de Lyon

INTERNET WEBSITES:

Tourism department website: www.tourisme.gouv.fr
World Tourism Organization website:
www.worldtourism.org

MCA3/18d: MUSEOLOGY AND MUSEOGRAPHY IN QUESTION

Spring Semester

Classes: 24 hours

ECTS credits: 3

OBJECTIVE:

Apprehend the history of museification of cultural items in France and abroad.
Discover the legal and ethical frame about French heritage and museums.
Define key concepts of museology and museography
Differentiate museography program from scenography path.
Sharpen one's critical gaze over subjectivity of a cultural object as an exhibition.

PROGRAM

- 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.

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 HOTELS

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: HABITS AND BEHAVIOURS OF TOURISTS – REDACTION OF GUIDEBOOKS

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: INTERNATIONAL TOURISM GEOGRAPHY

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: 2

Prerequisite:

A reasonable knowledge of world geography helps!

OBJECTIVE:

Understand how a travel agency works from a economic and financial perspective. The personnel and their specialities. Acquiring technical knowledge of the products advertised and sold in a travel agency.

COURSE PROGRAM:

How travel agencies work.

Creating attractive products for tourists.

Marketing for travel agencies.

Comparative study of the main travel agency chains

Tour operators and their strategies.

Specialist agencies.

AIT4T/4a: SUSTAINABLE DEVELOPMENT IN TOURISM

Fall Semester

Lectures: 18 hours

ECTS credits: 2

COURSE PROGRAM:

Study of French labels in the field of eco-tourism Main actors History of eco-tourism and behavior of European tourists.

AIT4T/6a: TRANSPORT & LOGISTICS FOR TOURISM

Spring Semester

Lectures: 20 hours

ECTS credits: 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

H2/6b 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: TOURISTIC DESTINATIONS FOR BUSINESS AND LUXURY TRAVEL**Fall Semester****Lectures:** 12 hours**ECTS credits:** 1**COURSE PROGRAM:**

DISCOVERING LUXURY TOURISM

The Market

Who does what?

Connections with other luxury products

Examples of new niche markets

Know how to suggest a destination, identify customer demand and draw up an appropriate plan

DISCOVERING BUSINESS TOURISM

The Market

Different kinds of business tourism

The difficulties

A few statistics

Emerging markets

How to recognise what is required and make an appropriate suggestion

How to deal with groups of between 2 and 10000 customers at a time !

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***AIT4T/4b: TOURISM PROJECTS– CASE STUDY****Fall Semester****This course only accepts students staying for the whole year****Lectures:** 24 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

AIT4T/8b: TOURISM PROJECTS– CASE STUDY**Spring Semester****This course only accepts students staying for the whole year****Lectures:** 16 hours**ECTS credits:** 1**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:** 2**AIT5T/1d: SUSTAINABLE TOURISM****Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

Lectures: 15 hours**ECTS credits:** 1**COURSE PROGRAM:**

Understanding the economic and human issues at stake for sustainable development in international tourism.

Identifying the priority zones in the world wherein sustainable tourism is essential.

General info about agenda 21.

Sustainable tourism labels in France and in Europe.

Sustainable tourism policies implemented by tourism companies and authorities.

Marketing applied to sustainable tourism.

Ethics in the tourism industry.

Agenda 21 in practice in the tourism industry.

Airlines and the carbon footprint.

AIT5T/3a: YIELD MANAGEMENT (FOR TOURISM)**Fall Semester**

THIS COURSE IS FOR GRADUATE STUDENTS ONLY

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

- Understanding hotel management, especially the work of the receptionist and reservations
- Understanding the concepts of minimum occupation rate and pricing policy
- Using common sense and logic
- Working accurately and meticulously

COURSE PROGRAM:

- History of Yield Management

- The 9 pillars of Yield Management

- Key concepts for Yield Management

- Analysing the competition

- Obtaining reliable data

- Analysing the time frame
- Pricing for hotels
- Forecasting for hotels
- Travel costs
- Retailing for hotels

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