



# **Course catalogue**

**ESC2 - First semester**

**2008/2009**

# The Programme and Mission at Amiens Graduate Business School (ESC)

## Teaching Mission

The school's teaching mission can be summed up in three phrases: business orientated, generalist and development of potential.

## Business Orientated

Our courses are designed to train people for a wide range of jobs in business organisations, particularly in areas involving people relations and management. This principle provides the guidelines for the choice of disciplines taught in the school.

## Generalists

The school does not train students for a specific profession or a specific type of business organisation. The courses aim to prepare the students for careers in all commercial and management sectors and facilitate a change of career at a later date. This principle determines the basis for the core courses and the balance between the different disciplines included in the programme.

## Development of Potential

The programme aims to reveal the personal talents of each student and to fulfil their potential both at school and in their later career. This principle determines the teaching style and methods used.

The specific nature of Amiens Graduate Business School is largely due to its teaching faculty, the ongoing search for the best balance between the acquisition of technical skills and the development of interpersonal skills, and teaching innovation that is carefully designed to meet its objectives.

## The Teaching Faculty

Knowledge and skills are not only learnt in the classroom or the lecture theatre. The creation of a learning community is a conscious process achieved through uniting students, teachers, administrative staff, and representatives from the business world around collective teaching projects. This is possible thanks to the human scale of the school and a strong cultural identity.

## Balanced Programme of Study

Knowledge is obviously essential in skills development within a business organisation, as is behaviour and social skills. The interweaving between these elements is complex and gives rise to a number of lessons. Practical projects developed by the school provide additional sources of motivation and understanding in these areas.

## Teaching Innovation

The school has a long history and culture of teaching innovation and both the teaching faculty and the administrative staff continually strive to find new ways to reach the school's teaching objectives.

## Aims

After the first year, students will have acquired the necessary foundations in three areas:

- Technological and management tools (e.g. languages and IT fundamentals)
- Management techniques (e.g. Environment, finance, leadership and human resources and marketing)
- Professional behaviour and soft skills

On successful completion of their second year, the students will understand the links between the various management disciplines (cross-discipline approach) and the importance of the international context. They will begin to integrate the concepts of uncertainty and questioning linked to management and strategy, and will know how to analyse the firm where their work placement takes place.

After the third year, the students will have acquired in-depth insight of their chosen specialisation. They will be able to work alone with rigour and a critical mindset, and be able to use their analysis, research and

summarising skills to benefit a business organisation.

The students will continue to improve their knowledge and skills as well as their autonomy and their capacity to learn and reflect. At the end of their course, they will have considerable international and professional experience and will have developed a tailored career plan.

### First year

#### Foundation

Acquire or consolidate the basic know-how

SEMESTERS 1 TO 4	2-year foundation course
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SEMESTER 5	<b>Integration week</b> Management techniques (foundation courses) 16 ECTS Technological and management tools 9 ECTS Professional behaviour * 6 ECTS
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SEMESTER 6	Management techniques (foundation courses) 15 ECTS Technological and management tools 9 ECTS Professional behaviour * 6 ECTS Application work placement 1 month
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**TOEIC - E-learning (computing courses)- TOEFL**

### Second year

#### Cross-discipline and International

Introduction to strategy and management

SEMESTER 7	<b>Integration week</b> Management techniques 9 ECTS Cultural openings 4 ECTS Business start-up project 12 ECTS Professional behaviour * 5 ECTS
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SEMESTER 8	Management Programme Electives Amiens or Shanghai 16 ECTS Research Module 2 ECTS Foreign university 18 ECTS
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Foreign university 30 ECTS or Foreign university 18 ECTS General work placement 13 weeks minimum 12 ECTS
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### Third year

#### Specialisation

To kickstart your professional career

SEMESTER 9	Specialisation Electives 30 ECTS 8 specialisation options possible
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SEMESTER 10	Research modules 9 ECTS Foreign university 30 ECTS Specialisation work placement 16 weeks minimum 12 ECTS
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Apprenticeship + Specialisation Electives + Methodology Research Modules 48 ECTS Foreign university 30 ECTS or Apprenticeship from the second year (2 years) + second and third year courses + research dissertation 108 ECTS
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**Political Science double degree (in 2 years)**

Foreign University and double diploma + Specialisation work placement: 16 weeks minimum 48 ECTS Applied Research dissertation 12 ECTS
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TOEIC : Test of English of International Communication - score of 750 points required for entry to the second year

TOEFL : Test of English as a Foreign Language - test recommended for travel outside Europe in the second year

\*Activities linked to professional behaviour include

- in the first and second year: AER (in-company professional mission) OP (Professional opportunities) DAC (Dynamic Assessment Center)
- in the first year only: Sales and group negotiations
- in the second year only: Debates - PCE (Create a Company Project)

# Professional Behaviour

# ACTIVITIES TO DEVELOP PROFESSIONAL BEHAVIOUR

## What is Professional Behaviour?

Corporate life often entails individuals working together. This means that companies have some of the same characteristics as societies in that they are social entities. All social entities are governed by a set of values and rules to which all the members share. Together these factors create a culture which is often specific. The culture differs from the culture of society in general and also from that of other companies.

- For an individual to be accepted in a new culture, he must know the standard values and rules which apply and, to some extent, conform to them.
- For an individual to be able to accomplish things in such a culture, he must adopt a behaviour which is effective so that his interactions with the others brings about progress rather than hold-ups.
- For an individual to be able to contribute to the development of the company he joins, he will need to really understand others (empathy) and to master certain managerial techniques of communication.

However, the training in professional behaviour doesn't restrict itself to a session on communication techniques. On the contrary, the sales function and the managerial function are essentially human. The objective is therefore for the student to develop a real ability to communicate based on a vision of business and management where good sense and values have their place. This can't really be taught in the traditional way in a classroom, but the School has nevertheless an important and often decisive role in helping the student develop his own conception of business and management, to get to know himself and to know others better.

The training in Professional Behaviour is founded on the idea that this process of adaptation and progressive control of one's behaviour is part of the educational process and can usefully be learnt at school. The main principles on which the training is based are:

- understanding and respect for others
- the ability to adapt (to know oneself and to know one's project)
- the will to achieve and act correctly in a context where one is not alone (For the student this means being able to behave in a way that is adapted to his professional environment in order to give the best of himself and to achieve his own objectives)
- the reputation of the school

## Objectives

The main objective is the integration and success of the student in the business world. To do this:

- the student must better understand the expectations and the culture of the world of work in all its diversity.
- the student must get to know himself better, know his strengths and weaknesses but also his desires and personal values
- the student should be able to identify and control the effect provoked by his own behaviour. He must control and perfect the image that he gives of himself (as and when he wants) in a variety of situations such as during negotiation or group work.
- The student must learn to improve his behaviour in the following situations:
  - negotiations
  - job interviews
  - relations with a customer
  - relations with a superior
  - group work
  - when it is necessary to explain
  - when it is necessary to convince
  - when it is necessary to manage a team

- when it is necessary to represent an institution
- relations with people from different cultures
- when it is necessary to show innovation or make a proposal

## Method of study

For the students, the transition from the educational system to company life represents a break, sometimes difficult to cope with and always carrying with it risks and opportunities, for example :

As a normal citizen the student is used to being, treated as a consumer, the customer who is always right. On leaving the school, he will be providing the services.

The world of education exists to help students make progress. Companies have other priorities than the individual who works there.

The school system puts emphasis on individual performance. The professional world often requires team work.

Too often the student must show his skills to memorize, analyse or conform. Too infrequently he is asked to show his creativity and awareness.

ESC Amiens has chosen to make the period of schooling a period of transition. The student is supported and encouraged to experiment so that they can use this time as an opportunity to make progress without having to suffer completely the risks and the consequences.

The teaching method is therefore pro-active, inductive and transparent. It follows the following steps:

- Students are put in numerous situations in which they have to liaise with many different people
  - Students learn professional behaviour essentially through actively responding to a given situation
  - The multiplicity of situations and interlocutors is important
    - To increase their ability to adapt
    - To diminish any subjective effect (if one person finds you irritable they may be too sensitive, but if seven people say the same thing, there may be some truth in it)
- Using a subjective assessment grid which is common to many different activities

- The MACCCI grid

**M** orale – your ability to inspire confidence

**A** ffectivity – your ability to please

**C** haracter – your will and determination

**C** reativity – your ability to see things differently

**C** uriosity – your ability to interest yourself in things and to question

**I** ntelligence – your ability to understand (people, situations...)

is used to assess each activity, in parallel with the assessment grid linked to specific objectives.

Subjectivity is important. In the business world, decisions such as whether to buy, to sell, to get involved, to communicate are often influenced by subjective reactions. Nevertheless, one person's subjective view alone is not very useful. However it does make sense when several opinions are in agreement. This allows the student to see what effect his behaviour has produced, whether voluntarily or involuntarily.

## **Feedback** - transparent and rapid

Each activity receives immediate feedback from the interlocutor. It's a moment for a frank and open discussion about how the activity went.

## **The support**

Each student has one or more contacts who accompany them during the activities to develop professional behaviour and, in a more general context, to support them throughout their studies. These are people who follow the student, steer their progress or act as tutors. They are available if the student needs to discuss something or to give him advice.

### **A minimum requirement imposed.**

This is of course normative but the purpose of this minimum requirement is to clearly indicate the rare cases where, according to the teaching staff, a student shows a repeated inability to adapt himself to the professional world. Over and above this minimum, normalization is purely conditional on the wishes of the student. A minimum grade in all the professional behaviour activities is needed to obtain the qualification. Above the minimum mark, the grade reflects the balance between the expectations and hopes of the student and his ability to adapt. There is no normative mould but a wide diversity of behaviours which are more or less efficient in reaching diverse aims and objectives.

# 10DCP2001

## **Create A Company Project**

<u>DEPARTMENT :</u> <b>Professional Behaviour</b>		
<u>Department coordinator :</u> <b>Roger DAVIS</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>12 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>231 hours</b>	
<u>Key words :</u> <b>Company creation, Cross-discipline seminar, Conviction</b>		

### *Teachers*

1. **Roger DAVIS**
2. **Dorin MILITARU**
3. **Jean-Luc PAGNON**
4. **Jérôme PUJOL**
5. **Béatrice ROMÉY**

### **Context / Overview**

The company creation project is an integral part of the students' second-year studies for three main reasons :

- Application and cross-disciplinary nature of management techniques acquired in the first year
- Developing entrepreneurial qualities
- Opportunities and openings : Students who wish to really achieve their project will be supported and encouraged by the School during their second and third years.

### **Pedagogical Objectives**

- At the end of this exercise the students should be able to:
- Identify and explain the integration and interdependency of the different subjects taught
  - Draw up a business plan
  - Acquire the maximum amount of information from workshops
  - Adopt appropriate professional behaviour suitable to an entrepreneur
  - .Decide and decide quickly
  - .Assume responsibility for decisions and the associated risks
  - .See their ideas through to the end
  - .Show creativity/imagination/will
  - Know how to convince/sell their project to potential investors
  - Work in a group

### **Teaching Methods / Learning Experiences**

Workshops  
Project Work  
Each group has a Project tutor who is their point of reference

### **Content**

Marketing and commercial development workshop: Dorin MILITARU  
Law and company environment workshop: Jérôme PUJOL  
Finance and management workshop: Philippe DEMILLY / Wael LOUHICHI  
Management and Strategy workshop: Sana HENDA

## **Assessment**

The assessment is based on several aspects:

· The workshops

The individual mark given by the teacher who is holding the workshop in which the student participated is evaluated at 1/3 of the final mark.

· The project

The groups send their final project to their respective guides who will mark it for 1/3 of the final mark on the content and quality of the contact and discussions he had with the group.

· The oral examination

The mark given to the group by the examiners is set according to the technical objectives and aims. It corresponds to 1/3 of the final mark.

## **Short Presentation of Teachers**

Dorin MILITARU is a full time lecturer and researcher at the Amiens Management School. He has a PhD in Management Science. Dorin Militaru is a former student of the Ecole Normale Supérieure, where he obtained his DEA in decision theory. His research work is centred on consumer behaviour and perceived risk and especially e-commerce. He is particularly interested in recommender systems, cooperative filtering, and intelligent agents.

Jérôme PUJOL is a lawyer specialising in business law and a member of the Paris and Brussels Bar. He is a consultant for SME-SMIs and international business organisations, specialised in project development and risk management.

Sana HENDA is a full time researcher and lecturer at the the Amiens School of Management. She is an active member of the ECCHAT research laboratory contacts team at the Jules Verne University of Picardie. She has a PhD in Management Science.

Philippe DEMILLY : 18-year banking career in a market bank. 10 years of practical teaching experience at the Centre de Formation de la Profession Bancaire (Banking profession training centre), at l'Ecole de la Bourse (Stock exchange school), in University and in Business schools Graduated from l'Institut des Techniques de Marché (level 1) (Institute for market techniques).  
Graduated from Gestion de Patrimoine du Centre d'Etudes Supérieures de Banque (Investment management at an institute for banking studies).

Wael LOUHICHI is a full time researcher and lecturer at the Amiens School of Management. He has a PhD in Management Science and is a member of the GEREM (Groupe d'Etudes et de recherche en Economie Mathématique) research lab at Perpignan University.

Roger DAVIS has an M.A. in Social Anthropology from Cambridge University. He is a Chartered Accountant with 13 years professional experience and has been involved in management teaching and training for over 15 years.

# 10DCP2002

## *Debates*

<i>DEPARTMENT :</i> <b>Professional Behaviour</b>		
<i>Department coordinator :</i> <b>Roger DAVIS</b>		
<i>LEVEL :</i> <b>ESC 2</b>	<i>PERIOD :</i> <b>1st Semester</b>	<i>CREDITS :</i> <b>1 ECTS</b>
<i>Language :</i> <b>French</b>	<i>Nb of hours :</i> <b>15 hours</b>	
<i>Key words :</i> <b>Debates, conviction, communication.</b>		

### **Context / Overview**

A future manager is often called on to talk, sometimes without preparation and to communicate with different audiences. The debates allow the students to develop their speaking abilities and to develop an open-minded approach to current affairs or social issues. This exercise also helps the students to measure the impact of their behaviour on an audience.

### **Pedagogical Objectives**

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

- Convince (the audience rather than the opponent).
- Defend a point of view which he holds or an opinion which they don't necessarily support
- Listen to an opponent
- Understand an audience and master the techniques required to appeal to them.

### **Teaching Methods / Learning Experiences**

Students draw lots for a subject of debate and have to debate for up to 30 minutes with an opponent. The debates are filmed so that the students are aware of the impact of their performance on the audience and can analyse their reactions. This is allow them to:

- Listen what they said
- Watch their performance
- Judge themselves
- Analyse both the content and form

42 students will go through to participate in a debating contest which goes from a 16th final to the final in which the winner debates with a well-known personality from the media.

### **Assessment**

Using the MACCCI criteria. A mark is given to each student. The weaker students can do the exercise again after a debriefing.

### **Bibliography**

**Short Presentation of Teachers**

This exercise is evaluated by a panel of judges including a teacher from the school.

# 10DCP2003

## **Practical project**

<u>DEPARTMENT :</u> <b>Professional Behaviour</b>		
<u>Department coordinator :</u> <b>Roger DAVIS</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>3 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>105 hours</b>	
<u>Key words :</u> <b>Goup work, prospection, Professional behaviour, Professional Skills, customer satisfaction.</b>		

### **Context / Overview**

An individual can only, fully integrate and help develop a company, which, as a social entity, has its own standards and specific rules, if he manages to identify the factors which make up the corporate culture and adapt his behaviour accordingly.

They have to put to use different skills and social dimensions which are diversified or complementary. In the following case the student is in direct contact with a customer. Students are given the opportunity to work in different situations, in different contexts and with different people. This allow them to measure the impact of their behaviour and also to improve on it.

### **Pedagogical Objectives**

At the end of this exercise the student should be able to :

- Satisfy the customer's needs
- Work effectively in a group
- Put into practice the concepts and use the tools studied
- Adapt their behaviour to the professional environment and show motivation, dynamism and curiosity
- Give a written and oral presentation of the work accomplished.

### **Teaching Methods / Learning Experiences**

- Preparatory work

Up-to-date CV

Progress contract with objectives

Lessons on project management

- Personal and group work:

Research on technical aspects for the mission

Use of 'advice cheques' (research, questioning, valorization')

- Method:

Students work in real-life situations in groups of 5 or 6 students

They receive support from their tutor in the form of tutorial meetings (minimum 3 per semester) and individual meetings if required.

Work with client company supervisor (regularity of meetings defined in the agreement drawn up between the company, the school and the students).

## **Content**

The practical experience in a real-life situation (Action en Environnement Réel - AER) mainly targets the fields of marketing, communication or event organisation

The following factors make up the main part of the practical experience:

- Meeting with the tutor to define the objectives and the plan of action
- Preparation and prospecting
- Preparation of interviews with prospective clients
- Negotiating elements to be included in the agreement to be drawn up with the company and the school
- Formalizing, signing and follow up of the agreement
- Carrying out work in accordance with the expectations of the client
- Attending meetings validate the technical aspects using the advice cheques
- writing the report
- Preparation of the oral exam
- Participation in de-briefing with tutor.

## **Assessment**

Method of assessment :

- Written report and oral exam

Assessment :

- Of the group on each teaching objective specific to the practical experience
- Of each student's professional behaviour based on the MACCCI criteria (common to all the practical exercises relating to professional behaviour )

This assessment is carried out by the tutor and the company monitor, during the oral exercise

## **Bibliography**

# 10DCP2042

## *Professional Opportunities*

<u>DEPARTMENT :</u> <b>Professional Behaviour</b>		
<u>Department coordinator :</u> <b>Roger DAVIS</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>0 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>8 hours</b>	
<u>Key words :</u> <b>Prospecting, professional skills, adapting behaviour.</b>		

### **Context / Overview**

Recruiters are looking for managers with multiple skills that can adapt easily to different situations. Not long after starting at the school, students must start working how to improve their skills, and how to make progress on a permanent basis.

### **Pedagogical Objectives**

- At the end of this exercise students should be able to :
- Talk about and prove the different skills that they have developed
  - Adapt their behaviour to the professional context
  - Show that they are motivated, dynamic and curious.

### **Teaching Methods / Learning Experiences**

- Preparatory work or prerequisites :  
Up to date CV  
Progress contract with objectives  
Personal or group work  
Research, questioning, professional work, knowing how to sell themselves  
Work in a real life context  
A minimum of 3 tutor meetings throughout the semester and individual meetings if required.

### **Content**

- Meeting with the tutor to define the objectives  
Preparation and prospecting  
Preparing interviews  
Completion of the authorisation form (with details of the skills and qualities to develop, the mission ads the objectives)

### **Assessment**

- The student will be evaluated on the following points
- Motivation
  - Progress

- Analysis of the exercise

N.B. This exercise is an obligatory part of the Dynamic Assessment Centre (DAC). Students must complete this activity in order to be awarded a mark for the DAC.

**10DCP2043**  
**Dynamic Assessment Centre**

<u>DEPARTMENT :</u> <b>Professional Behaviour</b>		
<u>Department coordinator :</u> <b>Roger DAVIS</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>15 hours</b>	
<u>Key words :</u> <b>Professional behaviour, Skills, professional project.</b>		

**Context / Overview**

Companies are looking for executives who can be operational immediately, who are able to adapt themselves to different changes in the company. Therefore, over and above the basic skills in management and administration, we give great importance to professional behaviour, with an overall view to understanding organisations. Moreover, professional behaviour is an important differentiating factor.

At the very start, and throughout his studies, the student will carry out activities which will allow him to identify the skills and diverse and complementary qualities to be developed. Equally, he will learn to analyse and measure to what level they have been acquired. The student invests himself in a pro-active approach to progress and will be able to apply the same methods whether within a business or personal context throughout his life.

**Pedagogical Objectives**

The Dynamic Assessment centre includes individual interviews and group role plays

After an individual interview, the student should be able to:

Progress of their studies

- Present their progress with conviction
- Demonstrate or detail the skills and qualities which they have developed (particularly their diversity and their complementary nature) during the activities carried out during the past semester
- Prove that they have adopted a pro-active approach to self-progress

Professional and personal plans

- Present a realistic and relevant project
- Convince the panel of examiners of their involvement in carrying out their own personal and professional project

Progress Contract

- Analyse their progress during the past semester
- Fix realistic and relevant objectives for the following semester

After the role play exercise, the student is able to analyse and adapt his behaviour within a given context.

**Teaching Methods / Learning Experiences**

Preparatory work and prerequisites:

- For the individual interview

Up-to-date CV

A validated a progress Contract

Regular work on experience files as the experience is gained

Regular work on their Professional and Personal Project

Personal work :

- For the individual interview

Complete a logbook of experience, in particular the Progress Contract

Method :

- For the interview

Individual interview in front of a panel of examiners made up of a teacher or a tutor and several professionals

- For the role play

Role-play in a group on a practical case

Panel of examiners made up of 2 people including a teacher or tutor from the school.

## **Content**

The following factors make up an important part of the activity:

For the individual interview

- Preparation

- Understanding of what the objectives are

- Identification of skills and qualities to be developed

- Preparation of a logbook of experience

- Preparation of the oral presentation

- Self-assessment and adaptation

- Interview

- Self-assessment

- Questioning

- Being able to stand back from a given situation

- Analysis of behaviour

- Debriefing with panel of examiners and tutor

- For the situation scenario

- Preparation

- Understanding what the objectives are

- Identification of skills and qualities to be developed

- Development of the situation scenario

- Self-assessment at the end of the situation scenario

- Questioning

- Analysis of behaviour

- Debriefing in the group with the panel of examiners and with the tutor.

## **Assessment**

Individual interview

- Based on the quality of the students answers and presentations on the professional and personal project and the progress contract.

- Based on the student's professional behaviour using the MACCCI criteria (common to all the professional behaviour activities).

Role play

Skills and qualities implemented. This assessment is scored by adding or subtraction points to the individual interview grade (limited to three points).

# 10DCP2086

<u>DEPARTMENT:</u> <b>Professional Behaviour</b>		
<u>Department coordinator:</u> <b>Roger DAVIS</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>2 ECTS</b>
<u>Language:</u> <b>French</b>	<u>Nb of hours:</u> <b>18 hours</b>	

Teacher:    **Samuel NYOCK ILOUGA**

# 10DCP2094

<u>DEPARTMENT:</u> <b>Professional Behaviour</b>		
<u>Department coordinator:</u> <b>Roger DAVIS</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>2 ECTS</b>
<u>Language:</u> <b>French</b>	<u>Nb of hours:</u> <b>18 hours</b>	

Teacher:    **Jean Marc ALBERT DE LA ROQUE**

# Environment

## ECONOMIC, LEGAL AND TAX ENVIRONMENTS

The aim of the course is to improve students' general culture to a level which befits a future executive and to make them aware of the necessity of solid reasoning processes. The students should be able to:

- interpret information about the economy which is widely available and forecast its effect on corporate life,
- identify, understand and interpret legal clauses which apply directly to their environment in order to communicate effectively with legal experts.

As the students come from a variety of backgrounds the level in classes are often quite mixed. Nevertheless this diversity tends to concern only superficial knowledge gained from rote learning at school. Therefore, the teacher's key role is to help students understand the importance of the subjects and to give them a taste for reading and finding things out for themselves. It also aims to improve their level of understanding of the mechanics and processes of reasoning.

Students are assessed less on the knowledge acquired than on the understanding and awareness of the methods required.

# 10ENV2001 **European Environment**

<u>DEPARTMENT :</u> <b>Environment</b>		
<u>Department coordinator :</u> <b>Roger NLEND</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>21 hours</b>	
<u>Key words :</u> <b>Europe, European Law, French Law</b>		

Teacher :    **Thierry ZOBEL**

## **Context / Overview**

Understanding the legal and institutional context of Europe is essential basic knowledge for anyone who wishes to hold a position of responsibility in management or commerce.

## **Pedagogical Objectives**

- At the end of this course the student should be able to:
- ' Explain the functioning and activities of the European Union
  - ' Incorporate the European dimension into everyday life
  - ' Explain the how EU laws are drawn up
  - ' Fully understand the juridical impact on French law

## **Teaching Methods / Learning Experiences**

The module is essentially practical and alternates between explanations of theoretical points, exercises and discussions between course participants.

## **Content**

- Institutional key players
- Community decision-making and the interplay of institutions
- Essential aspects of the Treaty of Nice
- Community finances
- The domestic market
- Common policies
- Foreign policy and common security policy
- The application of community law in the French legal system
- Table of external economic relations
- How will Europe of the future be structured?
  - . what is the future for the EU?
  - . where will the EU borders be?
  - . how will the European Union be structured?
  - . what form will foreign policy take?

. what institutions for the European Union ?

### **Assessment**

Continuous assessment : work on group project (40 %) and Institutional assessment (60 %).

### **Bibliography**

Collection « Réflexe Europe » dans la documentation française :

- Les institutions européennes
- L'application du droit de l'Union Européenne en France
- Le marché intérieur de l'Union Européenne

### **Short Presentation of Teacher**

Thierry Zobel has a DESS (master II) in European law, he is a consultant and teaches in different universities.

# 10ENV2002 **International Economics**

<u>DEPARTMENT :</u> <b>Environment</b>		
<u>Department coordinator :</u> <b>Roger NLEND</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>21 hours</b>	
<u>Key words :</u> <b>Economy, Globalisation</b>		

Teacher :    **Christophe CHAUVET**

## **Context / Overview**

The fundamental lessons in Economics taught during the first year showed that it is possible to understand economic mechanisms only when viewed within an international context. This course concentrates on how the global economy functions and develops.

## **Pedagogical Objectives**

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

- ' Explain the functioning of the economy within the context of globalisation
- ' Make the link between the development objectives being targeted and the means of implementation, in particular through economic policy

## **Teaching Methods / Learning Experiences**

Lectures and documents to be read by students.

## **Content**

- Theoretical basis of international relations (basic theory and new approaches)
- The international monetary economy
  - Monetary analysis of international trade (foreign exchange, balance of payments)
  - The new monetary order
- Globalisation and national economies
  - Globalisation : relations between firms and nations
  - Commercial strategies and rules of the international game
  - Economic areas and globalisation

## **Assessment**

Continuous assessment ' project on an issue concerning the international economy  
Institutional assessment ' summary on up-to-date information about international trade

## ***Bibliography***

« Economie internationale » de P. Lindeer et C. Kindleberger

Magazines : « problèmes économiques », « le Moci », « Courrier international »

Cavapamis, Turbulences et spéculation, Economica (1996)

« Concurrence internationale et valeurs en emploi » de C. Vimont et F. Farmi, Ed. Economica (1997)

## ***Short Presentation of Teacher***

Denis Prudhomme is a university lecturer at the Catholic University of Lille. His specialist subjects are Management and Strategy.

# Finance

## LEARNING ABOUT FINANCE

Students learn the fundamentals of Finance throughout the first three semesters (in the first and second years).

Some of our students will perhaps manage profit centres, many will have to manage budgets and all will, at some time during their professional careers, work with companies' administration management services. That is why it is essential that they all know how to use accounting information systems, learn to read financial statements and are aware of the company's major financial obligations. This is essential to good decision-making.

Accuracy and method are two of the main qualities required of a financier, but today, that is no longer enough. One must show curiosity, open-mindedness, creativity and above all, good communication and inter-personal skills.

In the near future, all financiers must be fluent in English. All specialists in a particular field must master the IT tools specific to that field: software for computer aided audit techniques (CAAT) for chartered accountants or auditors, software packages for management (such as advanced manufacturing systems (AMS or Oracle) for management controllers and even for the auditor, software for traders, etc.

### The changes

Since the 80s many factors have contributed to the development of financial activities and management. Offhand, one can quote the intensification of competitiveness, the internationalisation of business, the multiplication of mergers or transfers, the diversification of financial instruments, the expansion of "popular" shareholding and venture capitalism, without forgetting the spectacular development of integrated management software packages and NICTs.

All these factors have broken up the traditional finance sectors, which have diversified widely and have created or developed new professions: controllers, financial communications managers, financial engineers, financial analysts, asset managers, portfolio managers, traders and so on.

Our method of study and lesson contents are inspired by these factors.

# 10FIN2001

## *Financial Management*

<u>DEPARTMENT :</u> <b>Finance</b>		
<u>Department coordinator :</u> <b>Jean-Luc PAGNON</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>21 hours</b>	
<u>Key words :</u> <b>Financial Assets, risk management, quantifying risk.</b>		

Teacher :    **Frédéric DEBUIRE**

### **Context / Overview**

What's the price? What's the risk? These are two basic questions when speaking of financial assets. This course will answer these questions.

### **Pedagogical Objectives**

At the end of this course the student should be able to :

- Explain the methods of assesment,
- Explain how to quantify and manage risk,
- Explain the main financial securities, how markets and their institutions function.

### **Teaching Methods / Learning Experiences**

- In-class work : exercises done individually or in a group.
- Personal work during the course : exercises done individually or in a group.
- Teaching method : the course is organised around lectures interspersed with numerous practical exercises.

### **Content**

- The main classes of financial assets : shares, bonds, derivative contracts,
- Value of a financial security,
- Forecasting financial flows
- Choosing the discount rate
- The CPAM,
- Risk management,
- The optimum portfolio.

### **Assessment**

Continuous assessment : case study carried out in group.  
Institutional assessment : case study.

### ***Bibliography***

« Principes de gestion financière » par R.Brealey et S.Myers, (2006) Pearson Education

### ***Short Presentation of Teacher***

Bruno-Laurent MOSCHETTO teaches at the Amiens School of Management. He has a PhD in Management Science from Paris-IX-Dauphine and is a lecturer at Valenciennes University.

Jean-Claude LOYER is a graduate of the Institut d'Etudes Politiques of Paris ' Ecofi, former student of the Institut de Droit des Affaires of Paris II, Public Accountant and Auditor.

# **Computer Science and Information Systems**

# COMPUTER SCIENCE AND INFORMATION SYSTEMS

The role of the department of Computer Science and Information Systems is to give students an overview, an introduction to **state-of-the-art** technology, in the field of information systems and their applications: decision-making, operations management, interactive marketing, financial systems, etc. The aim is not to train IT or Information Systems specialists as it requires years of training and practice to have a specialised understanding of the world of computer technologies, but to give students the possibility to learn the basics (terminology, how to use the systems and services expected) by giving a precise presentation of the key concepts which combine theory and practice so that they will be able to:

- Understand Computer Science and Information Systems
  - Master the scientific terminology of the field and to understand the basic principles of processing information
  - Talk to experts in the field and understand the way an information system functions
  - Use development tools (CASE – DBMS – etc.) and know how to synthesize and spread information
  - Know which professions work with info technologies
- Be able to implement a methodology
  - Apply the concepts and tools studied – write specifications – implement a quality control policy
- Run/develop a professional application.

**10ISI2001**  
***Introduction to IT Systems***

<u>DEPARTMENT:</u> <b>Computer Science and Information Systems</b>		
<u>Department coordinator:</u> <b>Nathalie BERTIN BOUSSU</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1,5 ECTS</b>
<u>Language:</u> <b>French</b>	<u>Nb of hours:</u> <b>0 hours</b>	

# 10ISI2004

## **Modelling And Organisation**

<u>DEPARTMENT :</u> <b>Computer Science and Information Systems</b>		
<u>Department coordinator :</u> <b>Nathalie BERTIN BOUSSU</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>21 hours</b>	
<u>Key words :</u> <b>Database, Entity-relationship model, Data integrity, Client-server architecture</b>		

### *Teachers*

1. **Sabine BRUAUX**
2. **Sébastien HAUDOIRE**
3. **Inès SAAD**

### **Context / Overview**

Since the beginning of the 90s the information systems technology has seen the emergence and development of new technology. Nowadays, databases have become central to company information systems, especially at the level of management information systems. Databases have a solid theoretical footing and offer many practical uses.

The main objective of the 'modelling and organisation » module is to help all the students understand the importance of computer modelling within a company. The course introduces the students to the fundamental concepts which are necessary to the design, implementation and use of database systems and applications. The practical work aims to place students in real situations and show them how to put into place a database which is adapted to a given problem.

### **Pedagogical Objectives**

At the end of this course the student will be able to :

- Explain design methodology
- Explain the principle of modelling (the rules)
- Conception of the schema of a company application
- Master the terminology: database, relational schema, MER...

### **Teaching Methods / Learning Experiences**

Lessons on theory  
Case study : group work

### **Content**

- Design of database schema
- Creation and search of database
- Conception of an entity-relationship model

## **Assessment**

- Continuous assessment : case studies (50%)
- Institutional assessment on set of themes covered in class (50%)

## **Bibliography**

### Recommended reading

- Ramez Elmasri et Shamkant Navathe, Conception et architecture des bases de données Pearson Education, 2004.
- Georges Gardarin, Bases de données Eyrolles, 2003
- D. Nanci et B. Espinasse, Ingénierie des systèmes d'information Sybex 1998
- N. Larousse, Création d'une base de données, Pearson Education, 2006
- Ramon A. Mata Toledo et Pauline Cushman, Introduction aux bases de données relationnelles, Ediscience, 2002

## **Short Presentation of Teachers**

# Foreign languages and cultures

## FOREIGN LANGUAGES AND CULTURE

Students have to prepare themselves to be able to work and communicate effectively in the global marketplace, in multinational companies, on cross-cultural projects and as part of multicultural teams. They need to develop certain characteristics such as being receptive to new arguments and ideas, being inquisitive, having a facility for dealing with cultural diversity and they must possess effective communication skills. If they also know about the general culture and specificities of the countries of trading partners it is not only a sign of respect but is also beneficial to building up contacts. It is much more agreeable to work with someone who, as well as having a good technical level, is also able to express strong interests and creative ideas! It is with this in mind that the modules offered in the second year open the door to learning about different aspects of life and culture.

The students build their own language programme for the 1st semester (48hrs) by choosing from a list of modules offered by teachers who are native speakers. The wide range of contents on offer, languages, origins and accents corresponds to global cultural diversity.

Language learning is taken out of its scholastic context and becomes a tool for discovering new ideas, deepening knowledge, exchanging opinions and discussion.

The main objective of the cultural modules is for students to take a real pleasure in communicating about a variety of subjects with lots of different people.

**10LCE2004**  
**AMERICAN CIVILIZATION AND CULTURE**

<i>DEPARTMENT :</i> <b>Foreign languages and cultures</b>		
<i>Department coordinator :</i> <b>Brigitte BAUMGARTEN</b>		
<i>LEVEL :</i> <b>ESC 2</b>	<i>PERIOD :</i> <b>1st Semester</b>	<i>CREDITS :</i> <b>1,5 ECTS</b>
<i>Language :</i> <b>English</b>	<i>Nb of hours :</i> <b>16 hours</b>	

*Teacher :*    **Craig MACDONALD**

***Pedagogical Objectives***

In order to understand contemporary American life and Culture, one must grasp the outline of American history and civilization. This course proposes a broad chronological overview of American history leading to an examination of contemporary America in its daily expression.

***Teaching Methods / Learning Experiences***

- Interactive discussion : you will be given reading material prior to each session. It is imperative to read and study the contents before the course in order to participate actively in the discussion.
- Personal and group research and oral presentation
- Journal of critical commentary

***Content***

Religion, Individualism, Capitalism, Democracy, Education, Conflict, Race and Ethnicity, Cities and Technology, Arts and popular Culture, America in the World.

***Assessment***

- Oral Presentation (40%)
- Regular attendance and participation (15%)
- Final written exam (30%)
- Journal (15%)

***Short Presentation of Teacher***

Craig MacDonald

# 10LCE2013 **LOUISIANA**

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>English</b>	<u>Nb of hours :</u> <b>16 hours</b>	

Teacher :    **Elizabeth BERGEZ**

## ***Pedagogical Objectives***

This course proposes a look at different aspects of life in Louisiana in order to explore the idea of regional culture in the United States.

## ***Teaching Methods / Learning Experiences***

This course will require personal and group research as well as inter-active discussion based on slides, video and written documents.

## ***Content***

- history/ geography
- customs, traditions
- language
- art and music
- gastronomy
- religion, superstitions, folklore

## ***Assessment***

- Research and oral presentation
- Final written
- Class Participation

## ***Short Presentation of Teacher***



# 10LCE2015 **BERLIN**

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>German</b>	<u>Nb of hours :</u> <b>16 hours</b>	
<u>Key words :</u> <b>Berlin, German literature, Civilisation</b>		

Teacher : **Christine BOSSART**

## **Context / Overview**

Berlin was reinstated as capital city in 1991 and is among one of the biggest cities in Europe. It is not only an interesting, young and dynamic city, but also a town where different nationalities meet, a cultural hub for artists of all types and where all the large German and international companies are to be found. Students may find it useful to be able to speak about Berlin when meeting German contacts

## **Pedagogical Objectives**

At the end of this module the student should be able to :

- ' Give a broad outline of the history of Berlin
- ' Give a simple presentation of a subject within the context of the module
- ' Understand the texts written in everyday German and which relate to the subject and to be able to explain the content
- ' Name the main players on the political and artistic scenes
- ' Understand the main points of films, television programmes about historical facts, the economy, art in order to be able to participate actively in debates and discussions
- ' Describe the specificities of the town and its future
- ' Explain why the wall was built and the historical background to its destruction

## **Teaching Methods / Learning Experiences**

- ' Preparatory work or prerequisites: The student is encouraged to use the documents provided and to do research on Internet.
- ' In-class work: Theme-based work.
- ' Personal work: Students must revise the work covered in lessons and give presentations
- ' Teaching method: Theme-based documents, television documentaries, films, songs, books on specific subjects, presentations, discussions.

## **Content**

- ' The History of Berlin
- ' Chronological study of the towns development, the wall, its building and demolition
- ' Berlin's tourist attractions
- ' Literature

- ' Music
- ' Paintings
- ' Films
- ' Architecture
- ' Current affairs / Economy
- ' Particular characteristics of Berliners (their attitude, food,..)

### **Assessment**

Regular attendance and active participation.  
 Test on 30 questions  
 Presentations

### **Bibliography**

Geschichte&Technik 'Flucht aus Berlin' Ausgabe 6, 2006  
 Berlin im Überblick  
 Hauptstadt im Werden Presse- und Informationsamt de Landes Berlin, 1999  
 Berliner Illustrierte, Sonderausgabe, Dezember 1989  
 L'express, Numéro Spécial Berlin  
 Chronik'89 Vollständiger Jahresrückblick in Wort und Bild  
 Muséart N°29 , avril 1993  
 Partance N°2, Janvier 1991  
 Geosaison, Juli/August 2005  
 Le Guide Vert Berlin, Michelin, 2004  
 Livre sur Max Beckmann  
 Eva Karcher »Otto Dix « Taschen, 2002  
 Les films: « Das Testament de Dr. Mabuse», « Warum die DDR die Mauer baute », 'Der Tunnel'; reportages:  
 'Germania', 'Mauergraffiti', émmisions de télé  
 Le CD de Rosenstolz ou Reinhard Mey

### **Short Presentation of Teacher**

Christine Bossart is German and has a Master's in Applied Foreign Languages (Lille III, Sorbonne IV) She worked as a commercial assistant and German teacher at the Chamber of Commerce and Industry before being appointed customer relations manager. Since 1999 she has taught extensively in both French and German.

# 10LCE2017

## *Literatura Hispanoamericana*

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>Spanish</b>	<u>Nb of hours :</u> <b>16 hours</b>	
<u>Key words :</u> <b>Latin America, literature civilisation.</b>		

Teacher :       **Estela Maris MAQUENHEM**

### **Context / Overview**

This course gives students an introduction to Latin American literature and civilisation, and helps them identify and avoid the clichés. It will give them an opportunity to discover or rediscover well-known authors that they haven't already had the pleasure of reading.

### **Pedagogical Objectives**

At the end of this course the student will be able to :

- Differentiate between literature fantastique (fantasy and horror) and other literary genres
- Differentiate between different types of literature fantastique and recognise the how the genre developed.
- Read and analyse extracts trying to get the feeling for the author's thought processes and the historical background/setting
- Use literary terms

### **Teaching Methods / Learning Experiences**

- Reading texts at home
- Preparatory work : biographical research
- In-class work : presentation of the author, give an outline of his work, find recurrent themes in the texts.
- Personal work:
  - Analyse the texts presented in class.
  - After watching a film, speak about the writer taking into account biographical research came out- After analysing two poems, discover the world of the writer through the words of a song, his vocabulary and his imagination
- Group work: research into various subject matters, presentations of biographical research
- Individual work: presentation of a text

### **Content**

- 20th century Latin American literature. Chronological presentation of the different periods and their greatest writers (1900-40 ; fantastique literature; 1950 : Neruda and post-war literature, 1960 : the boom, 1970 : exile, 1980 : women in literature, 1990 : the post boom)
- Definition of fantastique literature. The development of the genre and the main writers: Horacio Quiroga and traditional fantastique, Borges : parallel worlds and books, Bioy casares : feminine beauty and eternity.
- Alfonsina Storni and avant-garde literature « Tu me quieres blanca » « voy a dormir ». Song.
- Manuel Puig « Le baiser de la femme araignée » film
- Sepúlveda : the dictators, exil, travel stories: another vision of America, in all its splendor. « Prisioneros de guerra » « « Fernando » « Historias marginales »
- Galeano : « los nadies » extract from « Las venas abiertas de América Latina » a poem which retraces social differences and contempt for the indigenous population.

### **Assessment**

Team work : Summary of biographical research, reading and analysis of texts in class.

Individual work: presentation of a text, analysis of a film and a song.

### **Bibliography**

Bioy casares y la literatura fantástica : dissertation written in 1995 by Mme Maquenhén  
 Introduction à la littérature fantastique de Tzvetan Todorov .Points, Essais Editions du Seuil  
 Horacio Quiroga : « Cuentos de amor , locura y muerte »  
 Sepúlveda : Prisioneros de guerra , extract from Patagonia Express, 1995.  
 « Fernando » extract from « historias marginales » Seix Barral Biblioteca Breve 2000 .

### **Short Presentation of Teacher**

Estela MAQUENHEM is Argentinian. She was a French teacher in Argentina for 10 years in a graduate school and in different high schools. She has a Masters in Spanish, has 10 years experience teaching in various schools such as the Jules Verne University of Picardie, the IUT, the IUTA and the ESIEE. She has also worked in companies teaching executives.

# 10LCE2022 **JAPANESE CULTURE**

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>English</b>	<u>Nb of hours :</u> <b>16 hours</b>	
<u>Key words :</u> <b>Japanese Culture, Modern Day, Lifestyle/ Habits</b>		

Teacher :    **Denis WATSON**

## **Context / Overview**

Japanese culture is quite different to that of the Europeans ' it is therefore useful to know more about the differences in order to save embarrassment on both sides during business negotiations, meetings, and social contacts. This course will help students learn the essentials about Japan and Japanese society. Students will also study some basic language skills for introducing themselves.

## **Pedagogical Objectives**

At the end of this module the students should be capable of:

- Introducing themselves and using some basic conversational expressions in Japanese
- Comprehending and analysing Japanese society
- Noting the differences between Japanese and European society.

## **Teaching Methods / Learning Experiences**

- Work in class: presentations, discussions and debates
- Personal Work preparation of presentations, personal research
- Teaching Methods in class: group work, lectures, individual work

## **Content**

Subjects, themes, questions raised

- Educational system in Japan
- Industrial structure
- Links between the educational system and the Industrial structure
- The indispensable sense of duty
- The Japanese way of dealing with stress generated by their highly structured society

## **Assessment**

Written summary on the elements covered in class  
Presentation on aspects of Japanese society

***Short Presentation of Teacher***

Denis Watson has an MA in Japanese studies and a degree in politics. He also has a post graduate diploma in Japanese language.

# 10LCE2025 ***El Cinema Espanol***

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>Spanish</b>	<u>Nb of hours :</u> <b>16 hours</b>	
<u>Key words :</u> <b>Culture, Cinema, Spain</b>		

Teacher :     **Ruben HENAO**

## ***Context / Overview***

Recently Spanish cinema has undergone a real boom and Directors such as Almodovar have gained world recognition. An understanding of its recent development is vital to understanding Spanish society today.

## ***Pedagogical Objectives***

At the end of this course the student should be able to :

- put the development of Spanish cinema into perspective.
- watch and comment on films shown during the lessons.
- show that they have improved their Spanish language skills

## ***Teaching Methods / Learning Experiences***

- In-class work : Group presentation
- Personal work : Preparing presentations and written report on coursework
- Teaching method: Group presentations, lectures, presentation and analysis of films

## ***Content***

The development of Spanish film from the end of the Civil war to today

- cinema under Francoism.
- The transition towards democracy
- Cinema today.

## ***Assessment***

Presentation and active participation in class: 50%

Written report which allows course participants to go deeper into a subject of their choice: 50%

## ***Bibliography***

« Histoire du cinéma espagnol », Jean Claude Seguin. Arman Colin Cinéma ; « Diccionario del cine español » Borau, JL Alianza Academia ; « Mon dernier soupir » de Luis Buñuel. Edit Robert Laffont ; « Historia crítica del cine español » de Caparrós Lera J.M. Editorial Ariel

## ***Short Presentation of Teacher***

**Ruben HENAO** is a Spanish teacher at Amiens School of Management. He holds a Research Master degree from Paris III University with a focus on exchanges between Brazil and Africa.

# 10LCE2035 **MULTICULTURAL BRITAIN**

<u>DEPARTMENT:</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator:</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1,5 ECTS</b>
<u>Language:</u> <b>English</b>	<u>Nb of hours:</u> <b>16 hours</b>	
<u>Key words:</u> <b>Melting Pot, Diversity, Multicultural</b>		

Teacher:     **Mary JONES**

## **Context / Overview**

All future managers must be aware of issues of diversity in the workplace and wider community. This calls for a global vision and an active interest in other cultures.

## **Pedagogical Objectives**

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

- carry out research from a variety of sources to build up a profile of different communities living in Britain
- present their findings to the group and explain their different historical, social and cultural backgrounds and show how they have integrated British society (or not)
- participate in class discussions about issues such as racism, integration 'v' assimilation, media treatment of immigration, stereotypes'
- present their research and opinions in written form in a structured and logical manner.

## **Teaching Methods / Learning Experiences**

Preliminary research about the cultural diversity of Britain (who, from where, why...)

In-class work: group work, discussions, audio-visual documents (films, TV series,...)

Personal work: personal research into a particular ethnic community then presentation to class (groups of 2 or 3) - culture, social aspects, music, historical background...

Teaching method: group work, debates and discussions, food tasting, films..

## **Content**

This module looks at Britain's multicultural identity. Is it a haven where different cultures mix happily or is it essentially a xenophobic society where racist attitudes becoming more mainstream (politics, media..). In class we will look at the different cultures which make up Britain today, we'll explore their history, music, food and films.

Students will research and present a particular community to the group and write up their findings in a clear and structured way.

## **Assessment**

Oral presentation 50%  
Written work 30%  
Attendance and participation 20%

## **Bibliography**

Examples of Internet sites:

[www.movinghere.org.uk](http://www.movinghere.org.uk)

[www.britkid.org](http://www.britkid.org)

[http://news.bbc.co.uk/1/hi/english/static/in\\_depth/uk/2002/race/map1.stm](http://news.bbc.co.uk/1/hi/english/static/in_depth/uk/2002/race/map1.stm)

[www.bbc.co.uk/race](http://www.bbc.co.uk/race)

Newsweek, Times and articles from British press

Films:

East is East - Directed by Linda Basset

Bhaji on the Beach Directed by Gurinda Chanda

Television series:

Love thy Neighbour

Goodness Gracious Me

Ali G

## **Short Presentation of Teacher**

Mary Jones is English. She teaches at the Amiens School of management. She also works as a professional translator.

**10LCE2036**  
**ÖSTERREICH**

<u>DEPARTMENT:</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator:</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1,5 ECTS</b>
<u>Language:</u> <b>German</b>	<u>Nb of hours:</u> <b>16 hours</b>	

Teacher:    **Brigitte BAUMGARTEN**

# 10LCE2037 **PHILIPPINE CULTURE**

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>English</b>	<u>Nb of hours :</u> <b>16 hours</b>	
<u>Key words :</u> <b>The Philippines, Occidental Influence, Culture</b>		

Teacher :    **Sheila LABORIE**

## **Context / Overview**

Students and managers have to communicate more and more with people from other cultures and in other languages. This module helps students to have an insight into Philippine society ' that has an Asian culture, highly influenced by occidental cultures.

## **Pedagogical Objectives**

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

- Describe Philippine society (tribes, geography, customs practices')
- Analyse the influence of occidental culture on an Asian culture

## **Teaching Methods / Learning Experiences**

- Personal Work
- Teaching Methods in class: Tutorial, group work, individual work
- Lectures
- Video
- Presentations
- Discussion on topics chosen by the teacher
- Comparative exercise

## **Content**

Subjects, themes, questions raised

- General overview of the Philippine culture
- Tribal groups
- Geography of the Philippines
- Customs and habits of the different Islands
- Philippine gastronomy

## **Assessment**

Elements to be evaluated ' linked to the objectives  
Methods of Assessment

- Written exam on the content of the module
- Oral presentation based on a video about Philippine culture

## **Bibliography**

« Le Grande Guide des Philippines », Garbutt, (1993), Editions Gallimard  
« Philippine archipel du sourire », E. Pasquier, (1998° Le Cherche Midi Editeur

## **Short Presentation of Teacher**

Shiela Laborie is of Philippine origin; she has close connections with the Philippine Embassy.  
She also teaches at the IUT Amiens.

**10LCE2041**  
**BRITISH ROCK AND POP MUSIC**

<i>DEPARTMENT:</i> Foreign languages and cultures		
<i>Department coordinator:</i> Brigitte BAUMGARTEN		
<i>LEVEL:</i> ESC 2	<i>PERIOD:</i> 1st Semester	<i>CREDITS:</i> 1,5 ECTS
<i>Language:</i> English	<i>Nb of hours:</i> 16 hours	

*Teacher:* Olivia SAUNDERS

***Pedagogical Objectives***

This course aims at acquiring an insight into the evolution of rock/pop music within the British social, political and cultural context of the period.

Different styles of music and their origins.

\*Song lyrics as poetry, narratives and social/political statements

\*Pop/rock culture

\*the London scene

***Teaching Methods / Learning Experiences***

Based on listening, reading and some visualisation of film extracts. Contribution to inter-active discussion and personal research will be required.

***Assessment***

\* Attendance and participation

\* Oral presentation

\* Written commentary

***Short Presentation of Teacher***

Olivia Saunders

# 10LCE2042 **Arte Y Sociedad**

<u>DEPARTMENT:</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator:</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1,5 ECTS</b>
<u>Language:</u> <b>Spanish</b>	<u>Nb of hours:</u> <b>16 hours</b>	
<u>Key words:</u> <b>Arts, Culture, Latin America</b>		

Teacher:    **Ruben HENAO**

## **Context / Overview**

Latin American art and culture are vital to being able to understand the socio-economic factors concerning this region of the world.

## **Pedagogical Objectives**

At the end of this course the student should be able to :

- Understand and talk about different works from Latin America's artistic heritage.
- Know about and be able to comment on cultural and historic events.
- Show that they have improved their Spanish language skills

## **Teaching Methods / Learning Experiences**

- Preparatory work or prerequisites : Good level of Spanish, previous Spanish lessons
- In-class work : Group presentation
- Personal work : Preparing presentations and written report on coursework
- Teaching method: Group presentations, lectures, Presentation and commentary on audio-visual documents.

## **Content**

20th century Latin American art.

- Guadalupe Posada
- The Mexican revolution and its art.
- The work of Oswaldo Guayasamin.
- Peruvian art.
- The surrealists and modern art.
- Brazilian art.
- Indian art and culture

## **Assessment**

Presentation and active participation in class: 50%

Written report which allows course participants carry out further research into a subject of their choice: 50%

## **Bibliography**

'Frida Khalo' by Jamis Rauda. Livre de Poche-« Posada , viva la muerte » Pierre Horay. Editions Pierre Horay ; « Mexique, art moderne et contemporain » Guide culturel. Paris, éditions Gallimard.

## **Short Presentation of Teacher**

**Rubèn HENAO** is a Spanish teacher at Amiens School of Management. He holds a Research Master degree from Paris III University with a focus on exchanges between Brazil and Africa.

**10LCE2043**  
***Deutschland Im Film***

<u>DEPARTMENT:</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator:</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1,5 ECTS</b>
<u>Language:</u> <b>German</b>	<u>Nb of hours:</u> <b>16 hours</b>	

Teacher:    **Brigitte BAUMGARTEN**

**10LCE2044**  
**Chinese**

<u>DEPARTMENT:</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator:</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1,5 ECTS</b>
<u>Language:</u> <b>French</b>	<u>Nb of hours:</u> <b>16 hours</b>	

Teacher:   **Hong LIU CHEN**

# 10LCE2051 **SOUTH AFRICA**

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>English</b>	<u>Nb of hours :</u> <b>16 hours</b>	
<u>Key words :</u> <b>Economy, South Africa, Apartheid</b>		

Teacher :    **Sarene BAILEY**

## **Context / Overview**

With the ending of Apartheid, South Africa is becoming a fast growing economy. It has a leading role on the African continent in various economic fields such as energy, raw material, exportation, high technology development.....

A manager expecting to trade with Africa needs to know the highs and lows of this very influential country.

## **Pedagogical Objectives**

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

- Explain the impact that Apartheid had on South Africa
- Present aspects of South African history
- Defend their personal convictions on topics related to South Africa
- Describe the infrastructure of South Africa
- Describe present day South Africa and its culture.

## **Teaching Methods / Learning Experiences**

Interactive discussion based on specific topics, documentaries, '  
Research, oral presentation and written work

## **Content**

This course takes a look at the rich history, culture and economy of South Africa which was destroyed by Apartheid and the rebirth of a democratic country.  
Will they succeed?

Topics covered :

- ' Geography
- ' History
- ' Economy
- ' Infrastructure
- ' Apartheid

- ' Language
- ' Music
- ' Gastronomy
- ' Religion
- ' Tourism

### **Assessment**

Participation 20%  
Oral presentation 50%  
Written assignment 30%

### **Bibliography**

"Disgrâce", par J.M Coetzee

"The long walk to freedom" by Nelson Mandela.

### **Short Presentation of Teacher**

Sarene André, is an Anglo South-African. She has a degree in Foreign languages and cultures 'option English, French and Dutch. She also speaks Afrikaans. She has 8 years experience teaching English to business executives.

# 10LCE2052 **IT'S A CONSPIRACY**

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>English</b>	<u>Nb of hours :</u> <b>16 hours</b>	
<u>Key words :</u> <b>Investigate, Question, Justify</b>		

Teacher :    **Mary JONES**

## **Context / Overview**

In the world of work it is essential for managers to be able to analyse and question in order to be able to make up their own mind. They must justify their opinions, be able to provoke debate and come to an agreement. They need to be curious...

## **Pedagogical Objectives**

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

- carry out research on conspiracy theories
- analyse the accepted historical facts, question the official version
- present their findings in class
- provoke debate and justify their viewpoint
- present their research in a structured way

## **Teaching Methods / Learning Experiences**

- Preparatory work or prerequisites : Find examples of conspiracy theories
- In-class work: debates, discussions, audio-visual documents
- Personal work: research for oral presentation and written summary
- Teaching method: Group work, pair work and personal research

## **Content**

During the module we will look at recent historical events from a different viewpoint and question the official version. Was Princess Diana the unlucky victim of a traffic accident or was she killed by British Secret Services? What is the truth behind the events of 9/11? These are just two of the many topics discussed by conspiracy theorists. The aim of the module is for students to investigate the political, social and cultural background to such events, study the various theories, come to a conclusion about the truth and then convince the group. We will look at one conspiracy theory as a group, then students working in pairs or small groups will chose another theory to investigate. They must give an oral presentation, encourage debate and

discussion from the group and hand in a well-structured written summary of their research.

### **Assessment**

Oral Presentation on conspiracy theory (details given in class)  
Written summary of research  
Regular attendance and participation in debates and discussions

### **Bibliography**

Collins & Brown « Conspiracy Encyclopedia » 2006  
James Mcconnachie And Robin Tudge « The Rough Guide To Conspiracy Theories » Published By Rough Guides 2005  
Charlotte Greig « Conspiracy History's Greatest Plots, Collusions And Cover-Ups » Published By Arcturus 2006

#### Films:

JFK - Directed by Oliver Stone  
Pi - by Darren Aronfsky  
Conspiracy Theory ' with Mel Gibson and Julia Roberts

#### Sites Internet (exemples)

<http://conspiracy.top-site-list.com/>  
[http://en.wikipedia.org/wiki/Conspiracy\\_Theories](http://en.wikipedia.org/wiki/Conspiracy_Theories)  
<http://www.guardian.co.uk/netnotes/article/0,,1067809,00.html>

### **Short Presentation of Teacher**

Mary Jones is English. She teaches at the ESC and ISAM. She also works as a professional translator

# 10LCE2055 **MIDDLE EASTERN CULTURE**

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>English</b>	<u>Nb of hours :</u> <b>16 hours</b>	
<u>Key words :</u> <b>Middle Eastern, Culture</b>		

Teacher :    **Karuna ROSSET-NAYAR**

## **Context / Overview**

Travelling and business relations with other countries are becoming more and more common it is therefore useful to have a good knowledge of cultures other than one's own. This module helps students to gain an insight into the Middle East and to learn about the cultural diversity, traditions-customs & religion of the Middle East

## **Pedagogical Objectives**

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

- ' Have positive & productive interaction with Middle Eastern people (professionally/personally)
- ' Demonstrate awareness of different traditions & customs
- ' Explain diverse beliefs & religion
- ' Identify how to reduce barriers & communicate effectively with people of different cultural backgrounds
- ' Analyse and explain the unique perception, ways & mentality of Middle Eastern people
- ' Demonstrate a basic knowledge of Islam

## **Teaching Methods / Learning Experiences**

- ' Lecture
- ' Inter-active discussion
- ' Debates
- ' Documentary / presentations

## **Content**

- ' General knowledge (population, area, language, etc')
- ' Myth & facts of Arabic customs & traditions
- ' Arranged marriages
- ' Joint family system
- ' Religions
- ' Tribal system
- ' Dowry system

### **Assessment**

' Attendance / Participation: 20%

' Homework / Research , general discussion: 30%

' Exam ' Your observation & personal experience about the myth & facts of Arab culture: 50%

### **Bibliography**

- [www.encounterpoint.com](http://www.encounterpoint.com)
- [www.aljazeera.com](http://www.aljazeera.com)
- [www.albatacamp.com](http://www.albatacamp.com)
- Dr Muhammad Almasari websites
- Jihad ' jihadi's websites
- Introductory booklet John Pilger by Mark Curtis
- Reports of Peter Taylor (reporter)
- Reports of Faredd Zakaria (reporter)

### **Short Presentation of Teacher**

Karuna ROSSET NAYAR is a citizen of India. She worked in the Hospitality Industry in India for four years and the Aviation Industry in Jordan for 16 years. She is now a language and culture teacher at various schools in Amiens including the Wall Street Institute, the ESIEE and the Amiens School of Management.

# 10LCE2058 **EXPRESS YOURSELF**

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>English</b>	<u>Nb of hours :</u> <b>16 hours</b>	
<u>Key words :</u> <b>Expression, Communication, English</b>		

Teacher :    **Rebecca CHARBONNIER**

## **Context / Overview**

It is useful for future managers to be able to communicate opinions and feelings evoked by images and music.

## **Pedagogical Objectives**

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

- ' Express opinions and feelings about a work of art using specific vocabulary
- ' Analyze and discuss the personality or image of an artist using specific vocabulary

## **Teaching Methods / Learning Experiences**

Preparatory Work or Prerequisite(s): Intermediate level, reading of texts

Work in class: Informative lectures on naïve art, narrative art, right-brain and left-brain

Personal Work: Presentation of an artist, possibility to create either a scrapbook or participate in a class blog: <http://beccainfrance.wordpress.com>

Teaching Methods in class: group work during discussions, individual work for the presentations.

Visualization of images and films, listening to music followed by guided discussion. Practical exercise: right-brain stimulation

## **Content**

- ' Examination of Outsider Art, Naïve Art, and Narrative Art.
- ' Lists of vocabulary to express feelings, opinions and talk about images and personality.
- ' The concept of 'self-culture' with the demonstration of scrapbooks, journals and drawings.
- ' Theoretical lecture on the right-brain and left-brain with a practical exercise.
- ' Informative lecture on images and symbols: the work of Carl Jung.

## **Assessment**

(25%) Written exam (20 points) on the content of the lectures or a written commentary (800 words) handed in after the class.

(50%) Presentation of an artist or an artistic movement.

(25%) Assessment of the pertinence of the analysis made by the student during class discussions and the student's ability to use the vocabulary adapted to the image.

### ***Bibliography***

Edwards, Betty, Dessiner grâce aux cerveau droit. Mardaga. 2002.

Jung, Carl Gustave, L'homme et ses symboles. Robert Laffont. 1998

Rhodes, Colin, L'art outsider : art brut et création hors normes aux XXème  
Siècle. Thames et Hudson. 2001.

### ***Short Presentation of Teacher***

Rebecca McIlvaine-Charbonnier is American and has a Masters degree (M.A.) in teaching English as a second and foreign language from the Pennsylvania State University. She has 12 years of experience teaching continuing education for companies such as Matra, R.A.T.P., Bourgois-Chanel and St. Gobain.

# 10LCE2060 **INDIAN CULTURE**

<u>DEPARTMENT :</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator :</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>English</b>	<u>Nb of hours :</u> <b>16 hours</b>	
<u>Key words :</u> <b>Indian Culture, India, Education, Cultural diversity, traditions.</b>		

Teacher :        **Karuna ROSSET-NAYAR**

## **Context / Overview**

Travelling and business relations with other countries are becoming more and more common it is therefore useful to have a good knowledge of cultures other than one's own. This module will help students learn about the cultural diversity, educational system, traditions-customs & religion of India.

## **Pedagogical Objectives**

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

- Have productive interaction with Indians (professionally/personally)
- Express their awareness of different tradition & customs
- Explain the diverse beliefs & religion
- Identify how to reduce barriers & communicate effectively with people of different cultural backgrounds
- Explain the Indian art of living
- Analyse and explain the unique perception, ways & mentality of Indians.

## **Teaching Methods / Learning Experiences**

- Lecture
- Interactive discussion
- Discussion and debate
- Film / presentations

## **Content**

- General knowledge (population, area, language, etc')
- Myth & facts of Indian customs & traditions
- Top production ( milk, eggs, spices, etc')
- Joint family system
- Arranged marriages
- Religions
- Dowry system, sati system

- Educational system
- Caste system

### **Assessment**

Attendance / Participation : 20%

Homework / Research, general discussion : 30%

Exam ' Your observation & personal experience about the myth & facts of Indian culture - : 50%

### **Bibliography**

- A. Beteille ' Caste, Class And Power, (1972), Univ. California Press
- R Thapar 'Cultural Pasts: Essays In Early Indian History, (2003), Oxford University Press
- D. D. Kosambi Et Brajadulal Chattopadhyaya Combined Methods In Indology And Other Writings (2005), Broché
- D Jha Ancient India In Historical Outline (2006), Broché

### **Short Presentation of Teacher**

Karuna ROSSET NAYAR is a citizen of India. She worked in the Hospitality Industry in India for four years and the Aviation Industry in Jordan for 16 years. She is now a language and culture teacher at various schools in Amiens including the Wall Street Institute, the ESIEE and the Amiens School of Management.

**10LCE2062**  
**BRITISH CINEMA**

<i>DEPARTMENT:</i> <b>Foreign languages and cultures</b>		
<i>Department coordinator:</i> <b>Brigitte BAUMGARTEN</b>		
<i>LEVEL:</i> <b>ESC 2</b>	<i>PERIOD:</i> <b>1st Semester</b>	<i>CREDITS:</i> <b>1,5 ECTS</b>
<i>Language:</i> <b>English</b>	<i>Nb of hours:</i> <b>16 hours</b>	

*Teacher:*    **Mary JONES**

**10LCE2074**  
***Italian***

<u>DEPARTMENT:</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator:</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1,5 ECTS</b>
<u>Language:</u> <b>Italian</b>	<u>Nb of hours:</u> <b>16 hours</b>	

Teacher:    **Alain LECLERC**

**10LCE2078**  
**DESCUBRIR Y ENTENDER EL MUNDO CUBANO**

<i>DEPARTMENT:</i> <b>Foreign languages and cultures</b>		
<i>Department coordinator:</i> <b>Brigitte BAUMGARTEN</b>		
<i>LEVEL:</i> <b>ESC 2</b>	<i>PERIOD:</i> <b>1st Semester</b>	<i>CREDITS:</i> <b>1,5 ECTS</b>
<i>Language:</i> <b>Spanish</b>	<i>Nb of hours:</i> <b>16 hours</b>	

*Teacher:*   **Pascale LANDRY**

**10LCE2079**  
**APPROXIMACION A LA PINTURA ESPANOLA**

<u>DEPARTMENT:</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator:</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1,5 ECTS</b>
<u>Language:</u> <b>Spanish</b>	<u>Nb of hours:</u> <b>16 hours</b>	

Teacher:    **Marie-Thérèse SEMANAT LARDUET**

# 10LCE2080 **MOVERS AND SHAKERS**

<i>DEPARTMENT :</i> <b>Foreign languages and cultures</b>		
<i>Department coordinator :</i> <b>Brigitte BAUMGARTEN</b>		
<i>LEVEL :</i> <b>ESC 2</b>	<i>PERIOD :</i> <b>1st Semester</b>	<i>CREDITS :</i> <b>1,5 ECTS</b>
<i>Language :</i> <b>English</b>	<i>Nb of hours :</i> <b>16 hours</b>	

*Teacher :*    **Rebecca CHARBONNIER**

## **Context / Overview**

It is useful for managers to know more about their clients and their backgrounds. Being able to recognize the movers and shakers of the United States is as important as being able to distinguish the different socio-economic and cultural groups. By examining cultural values, the future executive will be able to negotiate better with American counterparts.

## **Pedagogical Objectives**

By the end of the course the student should be able to:  
Recognize and understand the functions of US leaders  
Analyze during a discussion the values and norms for a given group

## **Teaching Methods / Learning Experiences**

Preparatory Work or Prerequisite(s): Intermediate level, reading of texts  
Work in class: lectures on American leaders and cultural values  
Personal Work: reading of personal research, speech, written commentary on the discussion  
Teaching Methods in class: Lecture and class discussion followed by personal research leading to a speech.  
After each speech, class feedback and discussion. Test in the last class or written commentary for homework

## **Content**

- Examination of leaders, stereotypes and American values
- 'Who's Who in America' Lecture on American leaders
- Guided Discussion of American stereotypes and values after the lecture
- The Kluckhohn model to analyze socio-economic groups

## **Assessment**

Methods of Assessment

1. (25%) Test on the leaders, American stereotypes and socio-economic groups or a written commentary (800 words) handed in after the class.
2. (50%) Speech on a leader or a socio-economic group.
3. (25%) Evaluation of the pertinence of the student's oral analysis.

## ***Bibliography***

Baudry, Pascal, Français et Américains: L'autre rive, 2003. Pearson Education.  
Fath, Sébastien, Que Dieu bénisse l'Amérique : la religion de la Maison Blanche. 2004, Seuil.  
Stanger, Ted, Sacrés Américains. 2004 Editions Michalon.  
The Big One. Film de Michael Moore. 2001. TF1 for the subtitled version.

## ***Short Presentation of Teacher***

Rebecca McIlvaine-Charbonnier Masters degree (M.A.) in teaching English as a second and foreign language from the Pennsylvania State University. American nationality. 12 years of experience teaching continuing education for companies such as Matra, R.A.T.P., Bourgois-Chanel and St. Gobain.

# 10LCE2081 **EXPRESS YOURSELF**

<i>DEPARTMENT :</i> <b>Foreign languages and cultures</b>		
<i>Department coordinator :</i> <b>Brigitte BAUMGARTEN</b>		
<i>LEVEL :</i> <b>ESC 2</b>	<i>PERIOD :</i> <b>1st Semester</b>	<i>CREDITS :</i> <b>1,5 ECTS</b>
<i>Language :</i> <b>English</b>	<i>Nb of hours :</i> <b>16 hours</b>	

*Teacher :*    **Rebecca CHARBONNIER**

## **Context / Overview**

It is useful for future managers to be able to communicate opinions and feelings evoked by images and music.

## **Pedagogical Objectives**

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

Express opinions and feelings about a work of art using specific vocabulary

Analyze during a discussion the personality or image of an artist using specific vocabulary

## **Teaching Methods / Learning Experiences**

Preparatory Work or Prerequisite(s): Intermediate level, reading of texts

Work in class: Informative lectures on naïve art, narrative art, right-brain and left-brain

Personal Work: Presentation of an artist, possibility to create either a scrapbook or participate in a class blog:

<http://beccainfrance.wordpress.com>

Teaching Methods in class: group work during discussions, individual work for the presentations.

Visualization of images and films, listening to music followed by guided discussion. Practical exercise: right-brain stimulation.

## **Content**

1. Examination of Outsider Art, Naïve Art, and Narrative Art.
2. Lists of vocabulary to express feelings, opinions and talk about images and personality.
3. The concept of 'self-culture' with the demonstration of scrapbooks, journals and drawings.
4. Theoretical lecture on the right-brain and left-brain with a practical exercise.
5. Informative lecture on images and symbols: the work of Carl Jung.

## **Assessment**

1. (25%) Written exam (20 points) on the content of the lectures or a written commentary (800 words) handed in after the class.
2. (50%) Presentation of an artist or an artistic movement.

3. (25%) Evaluation of the pertinence of the analysis made by the student during class discussions and the student's ability to use the vocabulary adapted to the image.

### ***Bibliography***

Edwards, Betty, Dessiner grâce aux cerveau droit. Mardaga. 2002.  
Jung, Carl Gustave, L'homme et ses symboles. Robert Laffont. 1998  
Rhodes, Colin, L'art outsider : art brut et création hors normes aux XXème  
Siècle. Thames et Hudson. 2001.

### ***Short Presentation of Teacher***

Rebecca McIlvaine-Charbonnier Masters degree (M.A.) in teaching English as a second and foreign language from the Pennsylvania State University. American nationality. 12 years of experience teaching continuing education for companies such as Matra, R.A.T.P., Bourgois-Chanel and St. Gobain.

# **10LCE2084** **ROUTE 66**

<i>DEPARTMENT :</i> <b>Foreign languages and cultures</b>		
<i>Department coordinator :</i> <b>Brigitte BAUMGARTEN</b>		
<i>LEVEL :</i> <b>ESC 2</b>	<i>PERIOD :</i> <b>1st Semester</b>	<i>CREDITS :</i> <b>1,5 ECTS</b>
<i>Language :</i> <b>English</b>	<i>Nb of hours :</i> <b>16 hours</b>	

*Teacher :* **Reginald HYATTE**

## ***Context / Overview***

The course examines the culture of one of the main US highways. Route 66, affectionally called Mother Road, stretches from Chicago to L.A. This extended site of American dreams, my .... and migration is represented in songs, cinema, novels, and cooking, too. The unique and diverse character of the Mother Road dating from the 1920's reflects in part twentieth- century American's longing 'to hit the road', to discover their country, to make a new life. Today renewed interest in Route 66 is tinged with nostalgia.

## ***Teaching Methods / Learning Experiences***

Selected readings, music, film, Internet exploration of sites along Route 66, recipes and classroom discussion. Small group projects: oral presentation and preparation of a dish from The Route 66 Cookbook. Final written report on the dynamics of your small group, individual strengths, organization of work

## ***Content***

## ***Assessment***

- 1) Individual in-class oral presentations on assigned topics (your notes cannot exceed one 3-by-5-inch note card!) 25%
- 2) Small group oral presentation (last class period ' same one-note-card limitation per individual) 25%
- 3) Small group regional cooking product (last class period ' evaluated by outside judges) 25%
- 4) Written report in English on small-group dynamics ( due 3 days after the last class) 25%

## ***Short Presentation of Teacher***

Reginald Hyatte

**10LCE2087**  
**ACTUALIDADES DEL MUNDO HISPANICO**

<u>DEPARTMENT:</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator:</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1,5 ECTS</b>
<u>Language:</u> <b>Spanish</b>	<u>Nb of hours:</u> <b>16 hours</b>	

Teacher:    **Marie Josée MARTIAL**

# 10LCE2103 **GLOBALIZATION - WINNERS AND LOSERS**

<u>DEPARTMENT:</u> <b>Foreign languages and cultures</b>		
<u>Department coordinator:</u> <b>Brigitte BAUMGARTEN</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>1,5 ECTS</b>
<u>Language:</u> <b>English</b>	<u>Nb of hours:</u> <b>16 hours</b>	
<u>Key words:</u> <b>globalization, world politics, socio-cultural</b>		

Teacher:        **Mary JONES**

## **Context / Overview**

Globalization is here to stay. It is essential to understand the consequences of the new global economy on the countries and people of the world. It is not just an economic question, it has social and cultural implications. There are unquestionably advantages and drawbacks - winners and losers.

## **Pedagogical Objectives**

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

- carry out research from a variety of sources and present it in a logical and interesting way
- present their findings to the group
- look at a problem from different perspectives (compare and analyse)
- participate in class discussions (give opinion, justify, argue, agree,...)
- present their research in written form in a structured and logical manner

## **Teaching Methods / Learning Experiences**

- Extensive reading and research
- In-class work: group work, oral presentations, audio-visual documents
- Personal work:: personal research and preparation (students must accept to invest time and effort)
- Teaching method: group work, debates and discussions

## **Content**

Students will work in small groups to discover what globalization means to different actors. There will be no formal lectures - the students are expected to do the research themselves (with guidelines from teacher) and help the other students to understand the issues involved for their particular field of reseach. This should lead

to lively debate. At the end of the module we should all understand globalization from many points of view.

### **Assessment**

Oral presentation - 50%

Written work - 30%

Attendance and participation - 20%

### **Bibliography**

A bibliography will be posted on the platform before the beginning of the module

# Leadership and Human Resources

## LEADERSHIP & HUMAN RESOURCES

One of the aims of Management Training is make the students understand that people are central to any company, and that financial and technical know-how is never enough to ensure the success of a company if the human factor is mismanaged. On the contrary, people are an essential resource and it is the management's obligation to fulfil this potential.

In answer to this, the course is organized in such a way that students discover that if management is built on a search for excellence when dealing with others, this does not exempt them from having exemplary personal behaviour.

In the second year, the courses on Management become more specialised, concentrating on deepening the students' knowledge of specific managerial functions and situations.

Their fields of investigation are both theoretical and experimental and the lessons are often taught by professionals who deal directly with the issues covered. However, it is important to stress the link between these modules on management and those aimed at developing professional behaviour given within the school. Interpersonal skills make up an acknowledged and productive part of the course.

# 10LRH2001 **General Approach To Strategy**

<u>DEPARTMENT :</u> <b>Leadership and Human Resources</b>		
<u>Department coordinator :</u> <b>Sana HENDA</b>		
<u>LEVEL :</u> <b>ESC 2</b>	<u>PERIOD :</u> <b>1st Semester</b>	<u>CREDITS :</u> <b>1,5 ECTS</b>
<u>Language :</u> <b>French</b>	<u>Nb of hours :</u> <b>21 hours</b>	
<u>Key words :</u> <b>Management, Strategy, Decision</b>		

## *Teachers*

1. **Hervé CHAVAS**
2. **Nassef HMIMDA**

## **Context / Overview**

Any company which wishes to be successful and to prosper in the long-term, must base its activity and development on a pertinent strategic approach. This approach takes into account the fields of analysis and investigations which encompass a wealth of ideas such as strategic diagnosis, choice of strategic directions, implementation' It is essential for students to understand these elements early on as it enables them to acquire a certain professionalism and means they can join a company armed with a real ability to carry out strategic analysis.

## **Pedagogical Objectives**

At the end of this course the student will be able to :

- ' Master the concepts and language of reference of strategy;
- ' See the methods and approach to strategy from an enlightened viewpoint;
- ' Grasp the situation of a company in the light of a strategic analysis;
- ' Resort, with discernment, to the main tools and methods used for a strategic approach.

## **Teaching Methods / Learning Experiences**

- ' Theoretical, technical and methodological input
- ' Illustrated with examples of practical experience and case studies
- ' Discussions and debates

## **Content**

- ' Strategic diagnosis
  - The company environment
  - Strategic capacity, Expectations and intentions, Strategic choices
  - Directions and methods of development

- Strategy on a company level
- Strategy for fields of activity
- ' Strategic deployment
- Strategic leverage
- Organisation models
- Management of change

### **Assessment**

Continuous assessment : project (50%) and Institutional assessment (50%).

### **Bibliography**

- Michel GHERTMAN, Le management stratégique de l'entreprise, coll. Que sais-je?, PUF, 2004
- Jacques BOJIN, Jean-Marc SCHOETTL, Les outils de la stratégie, Ed. d'Organisation, 2005 (incluant un CDROM)
- José ALLOUCHE, Géraldine SCHMIDT, Les outils de la décision stratégique, Tome 1 - avant 1980 ; tome 2 : depuis 1980, coll. Repères, Ed. La Découverte, 1995
- Gerry JOHNSON, Kevan SCHOLLES, Richard WHITTINGTON, Frédéric FRÉRY, Stratégique, Pearson, 2005
- Le Figaro Entreprises, 60 cas d'école en stratégie et marketing, Dunod, 2004
- STRATEGOR (collectif), Politique générale de l'entreprise, Dunod, 2005

### **Short Presentation of Teachers**

Hervé CHAVAS is a permanent teacher at Amiens Management School, he holds a PhD in Management Science (Paris 2 Panthéon Sorbonne). He began his career in the human resource sector before specialising in consulting and management training. He lived in Asia (South Korea and Hong Kong) between 1995 and 2003, where he worked for a few years recruiting high potential executives for the Asian markets.

# 10LRH2135

<u>DEPARTMENT:</u> <b>Leadership and Human Resources (Management)</b>		
<u>Department coordinator:</u> <b>Sana HENDA</b>		
<u>LEVEL:</u> <b>ESC 2</b>	<u>PERIOD:</u> <b>1st Semester</b>	<u>CREDITS:</u> <b>2 ECTS</b>
<u>Language:</u> <b>French</b>	<u>Nb of hours:</u> <b>18 hours</b>	

Teacher:    **Claude-Pierre VINCENT**

# Marketing

## MARKETING

In the second year students can put into practice some of the ideas discussed and knowledge they acquired during the first year. They apply what they have learnt by putting together and carrying out market research for a Company Creation Project (PCE). This form of study also allows students to deal with issues specific to product innovation, as well as positioning the product or service. The course framework, which takes the form of workshops, is the following:

- conceptualising the idea of a company creation project,
- market research and defining the target market,
- choice of positioning working out the company's marketing strategy,
- working out the operational marketing.

It should be noted that the different marketing stages which the students work on during the Company Creation Project workshops may vary depending on the difficulties that the students come up against.

An international perspective is an added plus to this second year course.

# 10MKG2001

## *International Marketing*

<i>DEPARTMENT :</i> <b>Marketing</b>		
<i>Department coordinator :</i> <b>Bernd PHILIPP</b>		
<i>LEVEL :</i> <b>ESC 2</b>	<i>PERIOD :</i> <b>1st Semester</b>	<i>CREDITS :</i> <b>1,5 ECTS</b>
<i>Language :</i> <b>French</b>	<i>Nb of hours :</i> <b>21 hours</b>	
<i>Key words :</i> <b>International Marketing, marketing tools, strategy.</b>		

*Teacher :*        **Bernd PHILIPP**

### **Context / Overview**

The implementation of an international marketing policy calls for the manager to make different decisions. In this case it assumes he chooses his markets as much according to traditional marketing criteria as geographical or cultural criteria. The manager must then chose the way of breaking into this market (export, manufacture under licence, investment, etc.). These different choices require the manager to take into account the cultures and foreign operating methods when making decisions.

### **Pedagogical Objectives**

At the end of this course the student will be able to :

- ' Know how to apply (expand, adapt) traditional marketing tools to an international context.
- ' Know how to distinguish the different levels of analysis (chronological order, hierarchical order) in international marketing.
- ' Recognise the priorities in complex environments and adapt his decision-making accordingly.
- ' Understand the effects of international marketing on traditional marketing (ability to stand back, a critical look).

### **Teaching Methods / Learning Experiences**

Lectures and in-class work (case studies, exercises).

### **Content**

- The primary role of marketing when making decisions about setting up abroad and when selecting the target country(ies) ' identifying the international segments
- Strategies of internationalisation
- Strategies for breaking into the market and timing strategies
- International marketing mix instruments
- Culture, consumer behaviour and international marketing

### **Assessment**

- ' Continuous assessment : one or more assessments (in-class written test; group work; PowerPoint presentation; multiple choice tests etc.); during scheduled lessons (50% of the final grade in the subject).
- ' Institutional assessment during the week of exams, set aside at the end of the semester (also 50%).

### ***Bibliography***

- ' Nathalie Prime, Jean-Claude Usunier, « Marketing international » (2004), Vuibert.
- ' Charles Croué, « Marketing international : Un consommateur local dans un monde global » (2006), De Boeck (5e édition).

### ***Short Presentation of Teacher***

Bernd PHILIPP has a PhD in Management Sciences and is a teacher-researcher at the Sup de Co Amiens Picardie where he is also head of the department of Marketing. His research work concentrates on the interface between sustainable development and issues surrounding channels of distribution (logistics, supply chain management, marketing-distribution).