

Année universitaire 2024/2025

exchange students: International Affairs course.

PROGRAMME DE LA FORMATION

- Semester 1
 - Business
 - Management Information System
 - Corporate Social Responsibility
 - International Marketing
 - Marketing of the Luxury Sector
 - Management Control
 - Principles Of Marketing
 - Human Resources Management
 - Strategic Management
 - Corporate Strategy
 - Financial Markets
 - Marketing and Corporate Social Responsibility
 - Social Innovation and CSR
 - Data science for marketing analytics
 - Digital Marketing
 - Innovation Management
 - Communication Marketing
 - Economics
 - Europe : Today's challenges
 - Energy and climate change economics
 - History of economic thought
 - Game Theory
 - Globalization
 - Data Analysis
 - Economics of Pandemics and Extreme Events
 - Econometrics
 - Social Sciences & Political Science
 - Lebanon: Consociational Politics, Civil War and Resistance
 - Islam and the state. Paradigms, practice and socio-political changes
 - Studying the American city : Urban Ethnography, Race and Marginality
 - Sociopolitical History of the Contemporary Middle East
 - Law
 - European Economic Law
 - Introduction to French Law
 - Common law v civil law dispute resolution – differences and convergences
 - Médiation / Négociation
 - Commercial contract Law
 - Electives

- Pop Art
- International Business Ethics
- Culture and Practice of Entrepreneurship in the English-speaking World
- Global Media
- Opportunities and challenges for journalism
- Cross-cultural Communication and Management
- Sports
- Multicultural France
- Company Culture
- Management Technologies
- Spanish
- German
- Global Climate Politics : Comparative EU-US Perspectives
- French as a Foreign Language
 - Séminaire Intensif de Français Septembre
 - FLE Elementaire
 - FLE A1: Cours Général
 - FLE A2: Cours Général
 - FLE B1: La Mondialisation par le FLE
 - FLE B1: Cinéma et société
 - FLE B1: Paris Cité des arts
 - FLE B2: Les Enjeux de l'actualité
 - FLE B2: Sémiotique du marketing
 - FLE B2: Sociologie de la France et des français
 - FLE B2 : Lexique Thématique et Production Orale
 - FLE C1: Le Français des Affaires
- Semester 2
 - Business
 - Management Information System
 - Corporate Social Responsibility
 - International Marketing
 - Marketing of the Luxury Sector
 - Management Control
 - Principle of Marketing
 - Strategic Customer Management
 - Strategic Management
 - Operations Management
 - International Consumer Behaviour
 - Financial Marketing
 - International Marketing
 - Social Innovation and CSR
 - Art of negotiation
 - Corporate Strategy
 - Economics
 - The Globalization of Firms
 - Energy and climate change economics
 - Industrial Organisation
 - Regional and Urban Economics
 - Data Analysis
 - History of economic thought
 - Economics of Pandemics and Extreme Events
 - Globalization
 - Country Risk Analysis
 - An understanding of financial markets : from tulip bulbs to crypto-assets trading
 - Applied Public Policy and Development Economics
 - Industrial Organisation (M1)
 - Social Sciences & Political Science
 - Hezbollah. Reinventing the Relationship between Islam, Armed Struggle, and Politics

- Les sciences sociales à la française de Montesquieu à Piketty
- Studying the American City : Urban Ethnography, Race and Marginality
- Islam and the State
- Law
 - European Economic Law
 - Law and Society
 - Introduction to European Law
- Electives
 - Pop Art
 - International Business Ethics
 - The Environmental Imagination: Representing nature in visual arts (fine art, film, documentaries) and literature
 - Material Culture
 - opportunities and challenges for journalism
 - Cross-cultural Communication and Management
 - Sport
 - Company Culture
 - Management Technologies
 - China-US Rivalry
 - Migrations in globalization
 - Culture and Practice of Entrepreneurship
 - Gender and identity in the media, the arts and politics
 - Global Media: Fabrication, Circulations, Identities
- French as a Foreign Language
 - FLE Cours Elementaire
 - FLE A1: Cours Général
 - FLE A2: Cours Général
 - FLE B1: Atelier d'écriture
 - FLE B1: Cinéma et société
 - FL1 B1: Paris Cité des arts
 - FLE B2: Les Enjeux de l'actualité
 - FLE B2: Sémiotique du marketing
 - FLE B2: French Touch - Langue et Culture
 - FLE C1: Le Français des Affaires
 - Séminaire Intensif de Français Janvier

DESCRIPTION DE CHAQUE ENSEIGNEMENT

Les sciences sociales à la française de Montesquieu à Piketty

Description du contenu de l'enseignement :

Descriptif et objectifs du cours

Ce cours a pour but de présenter le contenu, les enjeux et les lignes de force des sciences sociales telles qu'elles sont pratiquées en France. Par sciences sociales, on entend les sciences qui traitent des phénomènes sociaux, par opposition aux sciences de la nature. C'est le sens notamment de la formulation "agrégation de sciences sociales". Ces sciences incluent notamment les disciplines suivantes : économie, sociologie, anthropologie, science politique, histoire, démographie, ethnographie. La psychanalyse se positionne surtout au niveau de l'individu et son cas sera simplement brièvement abordé dans l'introduction générale. Ces disciplines ne se pratiquent pas dans un huis clos national et des incursions seront faites à l'étranger en tant que de besoin ; la France est ici conçue comme un carrefour d'influences, développant au passage des caractéristiques spécifiques. L'ensemble est présenté de manière chronologique et thématique, en s'appuyant principalement sur les grands auteurs.

Plan du cours

SéanceSujet

1. Introduction ; les précurseurs (Montesquieu, Tocqueville, Pareto...)

2. Marx en France, de 1848 à nos jours
3. Max Weber et la sociologie compréhensive; les wébériens français
4. Emile Durkheim, les durkheimiens et la sociologie quantitative
5. Claude Lévi-Strauss et l'anthropologie; universalistes et particularistes; Latour, Héritier, Descola
6. Pierre Bourdieu et ses ramifications
7. L'histoire: les Annales, la socio-histoire, Foucault, Duby, Noiriel...
8. L'ethnographie et la démographie. La famille comme unité d'analyse.
9. L'économie et les mathématiques, des physiocrates à nos jours
10. La science politique: une définition par son objet, une réinvention des méthodes
11. Thomas Piketty, une nouvelle ambition de synthèse
12. **Examen final**

MyCourse

Ce cours est sur MyCourse : **Non**

Compétence à acquérir :

Compétences à acquérir

Connaissance générale des grands auteurs et des disciplines académiques étudié

Mode de contrôle des connaissances :

Mode d'évaluation et notation

L'évaluation sera réalisée sur la participation en cours, un exposé en cours d'année et un examen final.

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

An understanding of financial markets : from tulip bulbs to crypto-assets trading

ECTS : 6

Description du contenu de l'enseignement :

The financial world has never been so close to us. Trading Japanese stocks, American bonds, or crypto assets is now at one's fingertips, using the mobile phone in our pocket. It has never been so easy to invest money in any type of asset.

When looking at social medias, one can see a myriad of entrepreneurs making millions of dollars investing on many assets like real estate, stocks or cryptos. It looks so easy and appealing. But before following this advice one may need to have a basic understanding of how financial markets work.

From trading share of companies hundreds of years ago to NFTs today, this course will go through the good side and the dark side of the financial world.

Students who complete this course successfully will be able to:

- Understand why financial markets exist
- Understand the basic functioning of financial markets
- Understand basic products exchanged on financial markets
- Understand the impact of financial markets in our daily lives

Course structure

SessionTopic

1A brief history of financial markets

- a. What is it?
- b. How has it been created?
- c. From trading shares over the counter to high frequency trading

2Finance in everyday life

- a. Present value
- b. Create a business plan for a start-up
- c. Internal rate of return
- d. Asset with negative return: gold
- e. Comparing investment projects

3Basic product: bonds

- a. What is a bond?
- b. Bond pricing
- c. The yield curve
- d. Corporate bonds, default risk and ratings
- e. Perpetual bond
- f. Holding period return

4Basic product: equities

- a. Equity vs. debt
- b. Measures of return and risk
- c. Company valuation and IPOs
- d. Application of present value calculations to equity valuation

5Diversification: the danger to put all eggs in one basket

- a. Diversification opportunities
- b. Reduction in total risk
- c. Time-varying correlations and diversification opportunities

6Are we living in a bubble?

- a. The tulip crisis
- b. The Internet bubble
- c. The subprime crisis
- d. And today?

7The good, the bad and the ugly of financial markets

- a. Raising capital and economic efficiency
- b. Crowdfunding, crowdlending & microcredit
- c. Nick Lesson (Barings)
- d. Jérôme Kerviel case (Société Générale)
- e. Carbon market

8The not so regulated crypto and NFT market

- a. Blockchain
- b. Bitcoin
- c. Ethereum
- d. Ripple
- e. NFTs
- f. ICOs

9 Financial planning using social medias

- a. Business case on TikTok

10 Knowledge economy versus traditional economy

- a. Zero-sum trade off vs positive
- b. Instantaneous vs time
- c. Linear vs nonlinear combinations
- d. Purchasing power

11 Skills to master in your career

- a. Prepare your interview

Compétence à acquérir :

Students who complete this course successfully will:

- Have a fair view on how financial markets are built and used nowadays
- Understand why it is important to be knowledgeable on financial markets
- Understand the trap of misinformation and question every financial situation
- Identify and master the basic skills to succeed in the finance industry (or any industry by extension)
- Have enough knowledge on the financial markets to enter more specialized financial courses

Mode de contrôle des connaissances :

- Many sessions will include non-graded assignments
- One mid-term graded assignment will happen after session 5
- A final assignment will happen at session 12

This course has been designed to use real situations to illustrate all the concepts students need to understand. They may work on their own or in small group, may be evaluated by the teacher or by their peers.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Many books cover this subject.

This course can be followed as it is, without any additional book.

Applied Public Policy and Development Economics

ECTS : 6

Description du contenu de l'enseignement :

This course introduces real-world applications of economic analysis in the field of economic policy from a development perspective. It offers students the opportunity to apply central economic concepts and gain hands-on experience with real-world data in areas of pressing importance to contemporary societies, including inequality, wellbeing, and climate change. The course offers both core analytical economic tools and data handling skills, through a series of class projects and applications.

Course structure

WeekTopic

1 Public policy and economic development: An introduction

Applied tools for empirical research

2 The measurement of economic development and wellbeing I

Empirical project: GDP as a measure of material wellbeing

3The measurement of economic development and wellbeing II

Empirical project: Global indices of wellbeing

4Economic inequality

Recent research on inequality of opportunity

5Measuring and alleviating poverty

Empirical project: Inequality measures

6Social interactions and public goods

Empirical project: Experimental data from a public goods game

7Group presentations and discussion

8Group presentations and discussion

9Public policy and climate change I

Empirical project: Measuring climate change

10Public policy and climate change II

Empirical project: Willingness to pay for climate change mitigation

11Review sessions

12Final Exam

Compétence à acquérir :

- Learn how to evaluate the evolution of economic and human development of societies and countries in a comparative perspective.
- Understand different methods to measure development, inequality and poverty, and their advantages and disadvantages.
- Gain an understanding of evidence-based policymaking, with a focus on the economics of development.
- Analyze the economic and policy challenges related to the climate crisis.
- Develop data-handling, software and statistical skills to tackle real world public policy and economic development problems.

Mode de contrôle des connaissances :

Homework (4 sets, 20%) + Group project presentations (30%) + final exam (50%)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Students need to bring a laptop with MS Office installed to class. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Reading list and documents will be posted online on Moodle, as well as course presentations. No specific textbook is required.

Art of negotiation

China-US Rivalry

Description du contenu de l'enseignement :

Course structure : 12x2 hours

Session 1: Introduction

China's foreign policy under Xi Jinping: achieving the "Chinese dream" and the United-States' foreign policy under the Trump administration: "America first"

Session 2: The negative perceptions of the other partner and the plot theories since 2001

- The Chinese public perception of the United States
- The American perspectives on China

Session 3 : Long term subjects of disagreements between China and the United States since 2001 : The question of Taiwan since 2001

Session 4: The issue of proliferation and non-proliferation since 2001

Session 5: The issue of North-Korea and the Korean Peninsula since 2001

Session 6: Human rights: a marginalized question up since 2001 to the Hong Kong crisis in 2019-2020

Session 7: The power rivalry and rising tensions at the international level: the economic and trade disagreements

Session 8: From economic interdependence to trade war

Session 9: A recent technological front of tension

Session 10: Asia as the main battlefield of the Sino-American rivalry in the military and strategic areas: the new strategic balance of power in Asia

Session 11: The maritime conflicts in the South China Sea

Session 12: The covid-19 pandemic and its consequences on the US-China relations

Compétence à acquérir :

Learning outcomes:

The students will be able to a full understanding of the current dynamic on the Sino-US relationship, of the aims of both countries in their bilateral relation and the strategy they are using to try to achieve them. To achieve these outcomes, the students will be asked to do some press review on US-China rivalry and the different themes in the press, to read some academic articles chosen by the professor in relation with the course.

Mode de contrôle des connaissances :

Assignments and grading:

The grading will be based on oral presentations made by the students on press review or readings of academic articles and their active oral participation during the class. They can be asked to do short presentation on a specific point of the course (economic data, negotiations between China and the US if ever). A final exam, a writing test of two hours could complete the grading. This writing test could take place at the end of the course.

Bibliographie, lectures recommandées :

Bibliographie- Bibliography :

CHRISTENSEN Thomas, J. *The China Challenge: Shaping the Choices of a Rising Power*, New York, W. W. Norton, 2015

KISSINGER Henry, *On China*, Penguin Press, New York, 2011

SHAMBAUGH David, *China Goes Global: the Partial Power*, New York, Oxford University Press, 2013

WANG Jisi, *200 years of Sino-US relations*, Chung Hwa Book Co. (HK), 2016

Articles :

- Cronin, P. « Maritime order and America's Indo-Pacific Strategy », July 1, 2019

Center for International Maritime Security

<http://cimsec.org/maritime-order-and-americas-indo-pacific-strategy/40678> Center for International Maritime Security Center for International Maritime Security

-Shambaugh D. « The New American Bipartisan Consensus on China Policy », 21 September 2018, China-US Focus website

<https://www.chinausfocus.com/foreign-policy/the-new-american-bipartisan-consensus-on-china-policy>

-Shambaugh D. « The New American Bipartisan Consensus on China Policy », 21 September 2018, China-US Focus

website : <https://www.chinausfocus.com/foreign-policy/the-new-american-bipartisan-consensus-on-china-policy>

- Sutter R. « Pushback: America's New China Strategy, A situation report from Washington assessing the U.S. whole of government opposition to China's challenges », November 02, 2018, The diplomat, <https://thediplomat.com/2018/11/pushback-americas-new-china-strategy/>

- Woo W.T. "[Understanding the US-China Trade War](#)," China Economic Journal, Vol. 11 Issue 3, 2018, pp. 319-340.

<http://faculty.econ.ucdavis.edu/faculty/woo/Woo-Articles%20from%202012/2018.Liu-Woo.Understanding%20the%20U%20S%20China%20Trade%20War.pdf>

- Woo W.T. "[Defusing the US-China Trade Conflict](#)" 3 July 2018, Project Syndicate

<http://faculty.econ.ucdavis.edu/faculty/woo/Woo-Articles%20from%202012/2018-7-3.Woo-Defusing%20US-China%20Trade%20War.A.Project%20Syndicate.pdf>

Other documents:

-The US-China Dialogue Podcast, an oral-history project at Georgetown University:

<https://uschinadialogue.georgetown.edu/series/u-s-china-dialogue-podcast>

-Cronin P., "China's Total Competition Strategy », an interview on the Defense and Aerospace Podcast, Hudson Institute website

<https://www.hudson.org/research/15664-china-s-total-competition-strategy>

Bibliography in French :

CABESTAN Jean-Pierre Cabestan, *La politique internationale de la Chine*, SciencesPo Les Pres

Commercial contract Law

ECTS : 3

Common law v civil law dispute resolution – differences and convergences

ECTS : 3

Description du contenu de l'enseignement :

?Any future practitioner intending to become a lawyer, whether as counsel/*Avocat*/Solicitor in a law firm or as in-house counsel, will be facing, during his/her career, disputes involving proceedings initiated – sometimes simultaneously – across several jurisdictions.

Those proceedings are likely to be governed by very different - and at times inconsistent - sets of rules. To take but a few examples:

- Cross-examination of witnesses is standard before common law courts; it is rather unusual before civil law courts;
- To a large extent, a party is at liberty to disclose only the documents in his/favour before civil law courts; by contrast, he/she will be usually expected to disclose any relevant document, whether beneficial or detrimental to his/her case, before a common law tribunal;
- As counsel, the relevant ethical rules may be very different: the Solicitors' and Barristers' duty not to mislead the court has no real equivalent in a majority of civil jurisdictions;
- The past few years have seen the rise of somehow "hybrid" courts, offering a blend of common law and civil law features: the Dubai International Financial Centre (DIFC) Courts, the Dubai World Tribunal, the Qatar International Court and Dispute Resolution Center (QICDRC), the Courts of Abu Dhabi Global Market, the International Chamber of the Paris Court of Appeal, the Netherlands Commercial Court, etc.;
- International arbitration proceedings also see the implementation of rules and procedures combining common law and civil law principles.

As such, it is important for future lawyers intending to practise in an international environment to be able to anticipate, and adapt to, the differences between civil law and common law dispute resolution.

Contents

The Module will be built around a Case Study (i.e., a factual scenario described in a booklet containing several appendices, including the contract at the origin of the dispute, the correspondence exchanged between the parties, etc.). The case will be studied at different key stages, to understand how it may develop differently depending on whether it is brought before a common law or a civil law tribunal.

The key stages which the Module will focus on are as follows:

- The pre-litigation phase (detailed obligations contained in Pre-Action Protocols in common law jurisdictions vs vague - and often theoretical - obligation to seek an amicable resolution of the case in certain civil law jurisdictions);
- Initiating the proceedings (Claim Form & Particulars of Claim vs "*Assignment*");

- Conducting the proceedings: *to disclose or not to disclose?* – the rules on evidence;
- Conducting the hearing: *words fly away?* – cross-examination;
- Appealing the judgment;
- Ethical rules applicable to solicitors / barristers and *Avocats* (professional secrecy / privilege / obligations towards the court);
- Hybrid courts: Dubai International Financial Centre (DIFC) Courts, Dubai World Tribunal, Qatar International Court & Dispute Resolution Center (QICDRC); Abu Dhabi Global Market Courts; International Chamber of the Paris Court of Appeal, Netherlands Commercial Court, etc.;
- International arbitration: a dispute resolution mechanism at the juncture of civil law and common law?

Bibliographie, lectures recommandées :

Profile of the lecturer

Jean-François Le Gal is qualified both as a Barrister (England & Wales) and an *Avocat au Barreau de Paris*. He specialises in international arbitration and multi-jurisdictional proceedings.

He acts as counsel/advocate in English and/or French in international arbitration proceedings, and also sits as an arbitrator: he has acted as Chairman of an Arbitral Tribunal, Sole Arbitrator and Co-Arbitrator.

He has acted both before common law and civil law courts and tribunals. He has experience in handling cases before the High Court (England & Wales) and the Dubai International Financial Centre Courts (DIFC Courts), and has appeared before the Dubai World Tribunal. He has also appeared on numerous occasions as advocate in France in the scope of cross-border civil and commercial disputes.

He lectures in Arbitration at the Paris Bar School, and English & Comparative Contract Law at Paris-Dauphine International University (London campus). He has also lectured in Comparative & International Dispute Resolution at Paris II Panthéon-Assas University, and in French Contract Law at Paris I-Sorbonne University.

Communication Marketing

ECTS : 6

Description du contenu de l'enseignement :

This course will offer you a general overview of marketing communications, its historical roots, and all the different elements of marketing communications (branding, strategy, traditional, digital and social media, ...). At the end of the course, students will have a better understanding on how to build accurate and more responsible communication strategies. The course will try to offer a balance between theory and practice (through various activities such as business games, learning expeditions and much more)

SessionTopic

- 1History of advertising
- 2Learning expedition
- 3Communication strategy & branding
- 4Communication strategy & branding
- 5Paid Media (Business Game Digital MediaPRO)
- 6Paid Media (Business Game Digital MediaPRO)
- 7Public Relations and Social Media
- 8Public Relations and Social Media
- 9Ethics & Advertising
- 10Learning expedition
- 11Ethics & Advertising
- 12Final Exam

Compétence à acquérir :

Discovering the historical roots of advertising

Building strong and meaningful brands

Identifying communications objectives

Capturing consumer insights

Selecting the right media (traditional or digital advertising, social media, public relations)

Reflecting on the responsibility of marketing and advertising regarding sustainability and ethical issues

Mode de contrôle des connaissances :

- Logbook (30%)

We will invite the students to play an active part in their own learnings and decide which skills and knowledge they want to develop according to their career plans. Students will be asked to select 4 activities among a list of approximately 15 activities (e.g. podcasts, readings, artistic work, online certificates, Ted Talks etc.). The chosen activities will be summarized and analyzed in a personal logbook which format is left free. In addition to the description of the activities, students will have to write an essay of 1500-2500 words indicating what they learnt from this work.

- Final exam (30%)

The final exam will combine multiple choice questions and short open-ended questions on the lectures, conferences, and mandatory readings.

- Business game (20%)

Digital MediaPRO Simulation by StratX is a marketing simulation software that exposes course participants to the elaboration of a media strategy (consumer targeting, purchase funnel, media selection, media-planning, return on media investment).

- Class participation (20%)

Active class participation is required - this is what makes classes lively and instructive. Come on time and prepared.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

- Marketing Communications: touchpoints, sharing and disruption (Eighth Edition), Chris Fill and Sarah Turnbull, Pearson, 2019.
- More references will be provided

Company Culture

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

This course was designed for students destined for a career in international management and seeking to gain a personal understanding of the logics behind the cultural aspects of business practices. The teaching aims to broaden students' perspectives, and enhance their ability to harness abstract cultural concepts and apply them to practical business contexts. This will deepen their understanding of the cultural dimension of business organizations in the light of related managerial considerations. Theoretical analysis and practical applications will prepare students to marketing management issues and organizational development choices. From the structuring of corporate identity to the design of brand image, students will learn about the cultural components of business activities. Teaching is done through thematic lectures, focused class discussions and simulated case study debates.

Students will gain practical insight into what constitutes culture and will correlate this with the relevant managerial imperatives of business development. They will work on defining the parameters of their own management philosophy, expressing a unique cultural vision. They will also develop a professional skillset with cultural value orientations and the ability to focus business activity around cultural prerogatives. This aims to enhance their propensity to manage and develop company culture through selected key values.

Course Structure

1. Presentation of course objectives and outline of learning requirements. Introduction to the presence of culture within business organizations and in products and services. Questions and answers session and correlation of student motivations to relevant course content.
2. Development of student understanding of the nature of culture and its modes of retention, orientation and propagation. Overview of culture within society and the arts, and which aspects also pertain to the problem sets of economic process and business organizations.
3. Analysis of cultural components entering into individual identification and social group processes. Culture will be examined as the bonding agent for multiple social actors. It will also be studied as creating and maintaining the reality construct used for their interactions.
4. Review of the place of culture in philosophy, ethnology, social science and psychology. Outlook onto the historical evolution of culture within business and management science.
5. 1st case study focused on cultural perceptions and mandates as they correlate to socioeconomic contexts and value orientations. Discussion of situational assessments and the consequent implications for company interactions involving cultural considerations.
6. Panorama of company cultures with analysis of their respective goals and orientations. Comparison of various cultural models and the evolution of company culture in contemporary businesses. Exploration of competing trends and future developments.
7. Class analysis of a 2nd case with cultural engineering within a company. Discussion of the role of culture in management and limits of social engineering for business performance.
8. Review of culture in relation to intellectual development and human or artificial intelligence. Culture in cognitive processes, civilizational structuring through culture, historical extension of cultural traditions and practices, in which today companies partake.
9. The design of company culture from business models to policy-making. Study of the potential of culture to create company dynamics and alternative methods for value creation and performance achievement, correlation of company goals with cultural options.
10. Student presentations of independent research on company culture topics.
11. Student presentations of independent research on company culture topic

Compétence à acquérir :

Learning outcomes

Students will have the opportunity to structure their understanding of culture, and its increasing impact on organizational development with potential extension to mainstream society. They will acquire the ability to assess the incidence of cultural values on business orientations and analyze their correlation to management styles. Students will explore how culture is redefining today's business horizon as well as societal lifestyles. They will also learn how they can contribute to company objectives through cultural values with a distinctive managerial outlook.

Mode de contrôle des connaissances :

Assignments and grading

Required case study preparation, class discussion participation and independent research.
Graded 50% for collaborative group presentations and 50% for the individual final exam.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on personal investment and quality of comments.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

- **Organizational Culture and Leadership.** Edgard H. Schein - 1985 - Jossey-Bass.

- **Living with Multiple Paradigms: The Case of Paradigm Interplay in Organizational Culture Studies.** Schultz, Majken, and Mary Jo Hatch - 1996 - *Academy of Management Review* 21.2 (1996): 529–557.
- **Impact of Organizational Culture on Organizational Performance: An Overview.** F. Shahzad, A. Luqman, R. Khan & L. Shabbir - 2012 – *Interdisciplinary Journal of Contemporary Research in Business* 3 (9), 975 - 985
- **Organizational Culture and its Impact on Employee Performance.** R. Durgadevi & V. Shanmugan - 2017 - *Journal of Public Health Research and Development*, 8 (2), 315
- **Connection Culture: The Competitive Advantage of Shared Identity, Empathy, and Understanding at Work.** Michael Lee Stallard, Jason Pankau. Katharine P. Stallard - 2015 - Association for Talent Development.
- **What Silicon Valley Gets Wrong (and Right) About Culture.** Jay Rao - 2018 - Quartz at Work.
- **Culture That Rocks: How to Revolutionize Your Company's Culture.** Jim Knight - 2014 - Knight Speaker LLC.

MyCourse

This course is on MyCourse: **No**

Lecturer's Biography

Richard OREN - American & French nationalities Teacher at Paris-Dauphine PSL, University of Paris VIII, ENSTA Paris-Tech

Academic background in Business Administration, Political Economics, Applied Economics, Management Controls & Finance, Business Systems and Organizational AI Architecture. Extensive Teaching Experience in various fields.

Professional Background in Field Management, Project Engineering, Management Methods, Corporate Restructuring, Business Systems, Software Design, Executive Information Systems, Group Information Systems, Bilingual Journalism, Social Service Advocacy and Labor Relations.

Company Culture

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

This course was designed for students destined for a career in international management and seeking to gain a personal understanding of the logics behind the cultural aspects of business practices. The teaching aims to broaden students' perspectives, and enhance their ability to harness abstract cultural concepts and apply them to practical business contexts. This will deepen their understanding of the cultural dimension of business organizations in the light of related managerial considerations. Theoretical analysis and practical applications will prepare students to marketing management issues and organizational development choices. From the structuring of corporate identity to the design of brand image, students will learn about the cultural components of business activities. Teaching is done through thematic lectures, focused class discussions and simulated case study debates.

Students will gain practical insight into what constitutes culture and will correlate this with the relevant managerial imperatives of business development. They will work on defining the parameters of their own management philosophy, expressing a unique cultural vision. They will also develop a professional skillset with cultural value orientations and the ability to focus business activity around cultural prerogatives. This aims to enhance their propensity to manage and develop company culture through selected key values.

Course structure

Presentation of course objectives and outline of learning requirements. Introduction to the presence of culture within business organizations and in products and services. Questions and answers session and correlation of student motivations to relevant course content.

Development of student understanding of the nature of culture and its modes of retention, orientation and propagation. Overview of culture within society and the arts, and which aspects also pertain to the problem sets of economic process and business organizations.

Analysis of cultural components entering into individual identification and social group processes. Culture will be examined as the bonding agent for multiple social actors. It will also be studied as creating and maintaining the reality construct used for their interactions.

Review of the place of culture in philosophy, ethnology, social science and psychology. Outlook onto the historical evolution of culture within business and management science.

1st case study focused on cultural perceptions and mandates as they correlate to socioeconomic contexts and value orientations. Discussion of situational assessments and the consequent implications for company interactions involving cultural considerations.

Panorama of company cultures with analysis of their respective goals and orientations. Comparison of various cultural models and the evolution of company culture in contemporary businesses. Exploration of competing trends and future developments.

Class analysis of a 2nd case with cultural engineering within a company. Discussion of the role of culture in management and limits of social engineering for business performance.

Review of culture in relation to intellectual development and human or artificial intelligence. Culture in cognitive processes, civilizational structuring through culture, historical extension of cultural traditions and practices, in which today companies partake.

The design of company culture from business models to policy-making. Study of the potential of culture to create company dynamics and alternative methods for value creation and performance achievement, correlation of company goals with cultural options.

Student presentations of independent research on company culture topics.

Student presentations of independent

Compétence à acquérir :

Learning outcomes

Students will have the opportunity to structure their understanding of culture, and its increasing impact on organizational development with potential extension to mainstream society. They will acquire the ability to assess the incidence of cultural values on business orientations and analyze their correlation to management styles. Students will explore how culture is redefining today's business horizon as well as societal lifestyles. They will also learn how they can contribute to company objectives through cultural values with a distinctive managerial outlook.

Mode de contrôle des connaissances :

Assignments and grading

Required case study preparation, class discussion participation and independent research.
Graded 50% for collaborative group presentations and 50% for the individual final exam.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on personal investment and quality of comments.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- **Organizational Culture and Leadership.** Edgard H. Schein - 1985 - Jossey-Bass.
- **Living with Multiple Paradigms: The Case of Paradigm Interplay in Organizational Culture Studies.** Schultz, Majken, and Mary Jo Hatch - 1996 - *Academy of Management Review* 21.2 (1996): 529–557.
- **Impact of Organizational Culture on Organizational Performance: An Overview.** F. Shahzad, A. Luqman, R. Khan & L. Shabbir - 2012 – *Interdisciplinary Journal of Contemporary Research in Business* 3 (9), 975 - 985
- **Organizational Culture and its Impact on Employee Performance.** R. Durgadevi & V. Shanmugan - 2017 - *Journal of Public Health Research and Development*, 8 (2), 315
- **Connection Culture: The Competitive Advantage of Shared Identity, Empathy, and Understanding at Work.** Michael Lee Stallard, Jason Pankau. Katharine P. Stallard - 2015 - Association for Talent Development.
- **What Silicon Valley Gets Wrong (and Right) About Culture.** Jay Rao - 2018 - Quartz at Work.
- **Culture That Rocks: How to Revolutionize Your Company's Culture.** Jim Knight - 2014 - Knight Speaker LLC.

MyCourse

This course is on MyCourse: **No**

Lecturer's Biography

Richard OREN - American & French nationalities Teacher at Paris-Dauphine PSL, University of Paris VIII, ENSTA Paris-Tech

Academic background in Business Administration, Political Economics, Applied Economics, Management Controls & Finance, Business Systems and Organizational AI Architecture. Extensive Teaching Experience in various fields.

?Professional Background in Field Management, Project Engineering, Management Methods, Corporate Restructuring, Business Systems, Software Design, Executive Information Systems, Group Information Systems, Bilingual Journalism, Social Service Advocacy and Labor Relations.

Corporate Social Responsibility

ECTS : 6

Description du contenu de l'enseignement :

For the past 25 years, notably since the 1992 UN Conference on Sustainable Development in Rio, companies have increasingly invested resources to appear committed to Sustainable Development.

But where are we now? Is it more than mere window-dressing? What kind of value do sustainable practices create? This course combines a descriptive and a practical approach to the implementation of sustainable practices into an international and multi-dimensional/sectorial business environment, including description of multiple cases and concrete example from professional speakers. The first half of each class will take the form of a lecture, while the second half will consist of practical cases, group works, role playing games etc.

Objectives:

Provide students with a comprehensive understanding of Sustainable Development and sustainability challenges (social, economic and regulatory) companies now face (from SMEs to large international corporates). Demonstrate students that Sustainable Development, from a business perspective, is viable when integrated into a business strategy.

1. Introduction – A History of Sustainable Development, from environmental awareness to corporate social responsibility
2. The Challenges of Sustainable Development
3. The Principles of Sustainable Development
4. Corporate Social Responsibility (CSR): Integrating Sustainable Development in companies
5. CSR and Financial Markets
6. CSR and Customers
7. CSR and the Supply Chain
8. Enhancing its CSR approach
9. Measuring CSR performance
10. Creating value with Partnerships
11. Creating a CSR Strategy
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

At the end of the Corporate Social Responsibility class offered by Paris Dauphine University students will be able to understand and critically discuss the concepts and topics of corporate social responsibility as well as business' responsibility. They will have a comprehensive understanding of sustainability challenges (social, environmental and economic development) that companies face and how transform these challenges into business opportunities.

Mode de contrôle des connaissances :

Assignments and grading

Examination modalities:

- Oral participation / Attendance 20%
- Group Presentation 40%

(from course 3 to course 11)

- Final Exam 40% (course 13)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

- The United Nations. Millennium Development Goals Report 2015
- UNEP-FI. The Positive Impact Manifesto. 2017
- EU High-Level Expert Group on Sustainable Finance – Financing a sustainable European economy – 2018
- Handbook of Research on Marketing and Corporate Social Responsibility - Edited by Ronald Paul Hill, Villanova University, US and Ryan Langan, Assistant Professor of Marketing, University of San Francisco, US
- CSR AS A Management Idea, Ethics in Action. Edited by Mats Jutterström and Peter Norberg, Stockholm School of Economics, Sweden
- IFC Performance Standards on Environmental and Social Sustainability – IFC, January 2012.
- The A to Z of Corporate Social Responsibility: A Complete Reference Guide to Concepts, Codes and Organizations. Wayne Visser, Dirk Matten, Manfred Pohl, Nick Tolhurst, Katja Böhmer, Aron Ghebremariam, Judith Hennigfeld, Sandra S. Huble, 2007.
- The Oxford Handbook of Corporate Social Responsibility. Crane, 2008.
- https://www.iisd.org/sites/default/files/publications/csr_guide.pdf

MyCourse

This course is on MyCourse: **No**

Corporate Social Responsibility

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

For the past 25 years, notably since the 1992 UN Conference on Sustainable Development in Rio, companies have increasingly invested resources to appear committed to Sustainable Development.

But where are we now? Is it more than mere window-dressing? What kind of value do sustainable practices create? This course combines a descriptive and a practical approach to the implementation of sustainable practices into an international and multi-dimensional/sectorial business environment, including description of multiple cases and concrete example from professional speakers. The first half of each class will take the form of a lecture, while the second half will consist of practical cases, group works, role playing games etc.

Objectives:

Provide students with a comprehensive understanding of Sustainable Development and sustainability challenges (social, economic and regulatory) companies now face (from SMEs to large international corporates). Demonstrate students that Sustainable Development, from a business perspective, is viable when integrated into a business strategy.

Course structure

1. Introduction – A History of Sustainable Development, from environmental awareness to corporate social responsibility
2. The Challenges of Sustainable Development
3. The Principles of Sustainable Development
4. Corporate Social Responsibility (CSR): Integrating Sustainable Development in companies
5. CSR and Financial Markets
6. CSR and Customers
7. CSR and the Supply Chain

8. Enhancing its CSR approach
9. Measuring CSR performance
10. Creating value with Partnerships
11. Creating a CSR Strategy
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

At the end of the Corporate Social Responsibility class offered by Paris Dauphine University students will be able to understand and critically discuss the concepts and topics of corporate social responsibility as well as business' responsibility. They will have a comprehensive understanding of sustainability challenges (social, environmental and economic development) that companies face and how transform these challenges into business opportunities.

Mode de contrôle des connaissances :

Assignments and grading

Examination modalities:

- Oral participation / Attendance 20%
- Group Presentation 40%

(from course 3 to course 11)

- Final Exam 40% (course 13)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- The United Nations. Millennium Development Goals Report 2015
- UNEP-FI. The Positive Impact Manifesto. 2017
- EU High-Level Expert Group on Sustainable Finance – Financing a sustainable European economy – 2018
- Handbook of Research on Marketing and Corporate Social Responsibility - Edited by Ronald Paul Hill, Villanova University, US and Ryan Langan, Assistant Professor of Marketing, University of San Francisco, US
- CSR AS A Management Idea, Ethics in Action. Edited by Mats Jutterström and Peter Norberg, Stockholm School of Economics, Sweden
- IFC Performance Standards on Environmental and Social Sustainability – IFC, January 2012.
- The A to Z of Corporate Social Responsibility: A Complete Reference Guide to Concepts, Codes and Organizations. Wayne Visser, Dirk Matten, Manfred Pohl, Nick Tolhurst, Katja Böhmer, Aron Ghebremariam, Judith Hennigfeld, Sandra S. Huble, 2007.
- The Oxford Handbook of Corporate Social Responsibility. Crane, 2008.
- https://www.iisd.org/sites/default/files/publications/csr_guide.pdf

MyCourse

This course is on MyCourse: **No**

Corporate Strategy

Corporate Strategy

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

The purpose of the course is to introduce students to Corporate Strategy in its main domains as business strategy, analysis of business environment, financials, business transformation, leadership and people management.

Key questions of strategy development and implementation at the corporate level of a company would be covered: where should long term growth come from? How strategy is made within organizations and the role played by strategic planning systems. Understanding of competitive environment and forces. Linkage between strategy and financial analysis. Analysis of resources and capabilities of a firm. The analysis of competitive advantage. Defining corporate mission and vision.

Compétence à acquérir :

Learning outcomes

Strategy analysis
Business plans formulation
Competitive environment assessment
Firms' resources and capabilities assessment
Firms' organization and value creation

Country Risk Analysis

ECTS : 6

Description du contenu de l'enseignement :

What is Country Risk? And what is not country risk? What is Sovereign risk? Why and how to differentiate it from country risk? What is the nexus of country risk? Is a banking crisis a country risk? Is the focus short-term or longer term? What are the drivers and the indicators that are most relevant in defining it? What is the impact of sovereign & country risks on other counterparty risks? What are non-sovereign country risks? What is Sovereign ESG risk?

Originally assessed as a part of general risks of cross-border lending and investments in the early 1980's, country risk analysis has become much wider and now includes all types of risks, for investors, travellers, or anyone trying to compare countries to each other on a macro-level. This course, rather than analysing specifics of any one method, one institution or one school of theory, provides students with an overview of best practices. The course is taught in 3-hour discussions for a total of 36 hours over one semester. **Country Risk Analysis** is aimed at intermediate students in Economics/Finance/Political Science, and will provide an understanding of what drives country risk in a non-technical way, and how it is assessed in practice within rating agencies, international organisations, and financial institutions. A shorter version of the course, is also available in four sessions of 3 hours each (Taxonomy of country risks, core Sovereign risk drivers, default scenarios (fiscal, external, political), other country risks and Stress Testing).

General Course Outline (some minor changes may occur):

1. **Taxonomy of Country risks:** (6 hours)

- a. Country Risk definition, concepts and nexus of risk
- b. Sovereign Ratings Main Sources of Information for monitoring
- c. Current Sovereign Ratings and History of Defaults/recovery
- d. Country Risk Methodologies (scorecards, quantitative models, credit ratings)
- e. Country Risk Early Warning Indicators
- f. **Examples Sovereign defaults and non-sovereign CR, and their impact**

1. **Core Country Risk Drivers** (12 hours):

- a. Political, Legal and Governance Risk.
- b. Economic Growth and Structure, Recession Risk
- c. Fiscal Flexibility Risks: GG Balance, financing & Fiscal Debt Structure
- d. External imbalance risk: Flows - BoP risks; exchange rate risks; capital & financial account, liquidity & refinance risks; Stocks: External Debt structure.
- e. Monetary Risk and banking sector Risks, Independence and efficiency of monetary policies.
- f. **Examples of Sovereign (non-default) Event Risks and their impact**

1. **Longer term, Scenarios and downside risks considerations** (9 Hours):

- a. What could go wrong? Introduction on Macro Scenarios, Taxonomy
- b. Sovereign Debt Sustainability
- c. Fiscal and External Debt Sustainability Assessments: the IMF tools
- d. Prudent policies, IMF programs, Post default management, Debt restructuring
- e. Default Scenarios: Theory and practice;
- f. Sovereign stress testing: the case of BoE Stress tests

g. Examples of Sovereign Downside Risks: comparing the rating's negative outlooks

1. **Non sovereign Country Risks** (9 hours):
 - a. Impact of sovereign risk on non-sovereign counterparties
 - b. Sovereign Ceilings Methodology and Rating Government Supported Entities
 - c. Banking Sector Risk: Banking sector stability and crisis & Bubbl

Compétence à acquérir :

The main objective of the course is to help students understand by identifying, classifying, and assessing economic, financial and political factors, the impact of country risk. On a more practical basis, students will be able to present data in a summarised way, study the main country risks, baseline view, and latest developments of country risk; identify and present the main downside risks.

First, we begin with a **meta method on classifying country risk**. In particular, we use risk taxonomy as a tool to classify country risk. The first objective is to make students quickly understand **country risks in the context of their audience i.e. what risks** are they most concerned with, and then to classify these risks. The classification will be done by impact, final risks and by drivers. They will learn how to avoid common pitfalls especially when reading the news when a country event arises. Then, with the information available, how to **classify the most important risks currently in a specific country**.

Second, we want to help understand the core drivers of country risk, and in particular the drivers of sovereign risk, and other country risks. They are the classic factors of economic growth and structural indicators (and recession risk), fiscal risks, external imbalance risks (BOP, FX, external financing), and political and institutional risks. All these risks are both analysed in the short and medium term. The same risks can be tailored to a specific sectoral risk: banking sector risks, corporate sector risks, household debt risks, shadow banking risks. Finally, we will analyse the other country risks (generally more for the FDI risks) such as country legal risk, country reputational risk, sustainability risks, and in particular the Environmental, Social and Governance (ESG) integration to sovereign risk, as well as other country operational risks (security, expropriation, corruption).

Third, the objective is to give students basic techniques of assessing country risk: Rather than teaching one unique way of assessing country risk, the course will provide students with a general set of skills and techniques, focusing on those techniques which are the most useful and practical, adapting method with the risks, using available data, and types of audiences. Three types of methodologies for country risk analyses will be analysed along with their strengths and weaknesses, as well as the main types of country reports: (i) the data/quantitative models and their assumptions, early warning indicators (ii) scoreboards and the example of the "Macroeconomic imbalance procedure scoreboard" of the EU; (iii) the mix methods: sovereign rating methodology used by the credit rating agencies and their evolution; and (iv) the typical text/ country risk reports, with the adaptation to the types to audiences.

Fourth, the course will help students understand the links between country risks. How a sudden stop can be the result of external shocks, fiscal risks, political crisis. How a BOP crisis leads to a FX crisis, Sovereign default. How economic performance can affect the financial sector and how a weak financial sector can negatively affect sovereign creditworthiness. How policies can improve/aggravate situations.

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

1. **Identify and classify the main country risks** in any developed or emerging market, with normal (internet) access to information.
2. **Easily assess and calculate the main country risks** using simple score board models and key country risk indicators. How to present data in a summarised way.
3. **Clearly present the different main country risks**, baseline view, and latest developments of country risk;
4. Clea

Mode de contrôle des connaissances :

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Suggested Readings:

Basic materials will be electronically available sources for which the links will be provided at the time the course begins. Please find under a selection of books and articles that can be used for the course will include:

- **International and official organisations:**
 - IMF: summary of sovereign credit rating methodologies: <https://www.imf.org/external/pubs/ft/wp/2002/wp02170.pdf>
 - IMF Art 4 publications (read at least 2 DM, 2 EM): <https://www.imf.org/en/Countries>
 - External Sector Report – IMF : <https://www.imf.org/en/Publications/ESR/Issues/2021/08/02/2021-external-sector-report>
 - **Anticipating Balance of Payments Crises--The Role of Early Warning Systems:** Article in IMF Occasional Papers 186- February 2000; Link (*Abstract): <https://www.imf.org/external/pubs/ft/op/186/>
 - **Fiscal and external debt sustainability:**
 - Debt Sustainability Framework for Low Income Countries (Video): <https://www.youtube.com/watch?v=EapHDzqNGzM>
 - IMF Debt Sustainability Assessment example: <https://www.imf.org/-/media/Files/DSA/external/pubs/ft/dsa/pdf/2021/dsacr2172.ashx>
 - **Sovereign Defaults and Restructuring:**
 - BoC–BoE Sovereign Default Database (article and link to database, technical notes): <https://www.bankofcanada.ca/2021/07/staff-analytical-note-2021-15/>
 - Sovereign Defaults and recovery rates (Moody's (1983-1990): https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBC_1267383
- **Private institutions:**
 - S&P: <https://disclosure.spglobal.com/ratings/en/regulatory/article/-/view/sourceId/10221157>
 - Fitch: <https://www.fitchratings.com/research/sovereigns/sovereign-rating-criteria-26-04-2021>
 - Moody's: https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBC_1158631
 - Economist Intelligence Unit: read at least 2 DM, 2 EM : <https://country.eiu.com/AllCountries.aspx>
 - COFACE: <https://www.coface.com/Economic-Studies-and-Country-Risks>
 - Credendo: <https://credendo.com/en/country-risk>
 - Countryrisk.io: <https://www.countryrisk.io/platform>
- **To read further:**
 - **Guide to Country Risk: How to Identify, Manage and Mitigate the Risks of Doing Business Across Borders** (Economist Books) Paperback – Illustrated, 9 Dec. 2014, by Mina Toksoz (Author)
 - **Country Risk Assessment: A Guide to Global Inve**

Cross-cultural Communication and Management

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

The increasing significance of the multinational enterprise (MNE) in the world economy has resulted in the importance of understanding not only MNEs as such, but also the actions of people working within these and similar multi-cultural organisations. This reality places demands on managers' soft skills based on cultural knowledge and awareness. A key challenge will be to make the utmost of the cultural diversity of your staff, by fostering creativity instead of suppressing or ignoring differences.

Cross-Cultural Management (CCM) draws on research from several different disciplines such as international management, organisational behaviour, sociology, anthropology, ethnology and psychology. The CCM course will build on these various disciplines both in the content of the lectures and workshops but also in a group assignment.

The intention of the CCM course is to introduce you to some of this research in the context of working as a manager within a MNE, a multi-cultural organisation or as part of an international alliance or joint - venture. Cross-cultural management has developed under the influence of distinct paradigms.

We will focus on two main perspectives with their own assumptions, methodologies and implications for practice:

- A first group of studies adopting a cross-national comparison perspective tend to investigate the variation across nations of managerial behaviour.

- A second group of studies tends to focus on intercultural interactions to investigate processes and practices linked to culture.

Course structure

1. Introduction: How culture has been debated in management literature.
2. Cross national comparison perspective: (Geert Hofstede, Edward T.Hall).
3. Interpretive studies initiated by the work of d'Iribarne (1989) in the stream of cross-national comparison (France/ US).
4. Cross cultural studies with an intercultural interaction focus: Film: A French- Japanese cooperation
5. Organizational culture and national culture: The case of Lafarge
6. Intercultural Communication
7. Intercultural Conflict
8. IHRM: Multicultural teams and diversity in the workplace
9. IHRM: Expatriation
10. Culture and Strategy
11. Ethics and Corporate Social Responsibility
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

Our cross-cultural management course is designed to:

1. Offer an insight and understanding of how cross cultural and intercultural issues manifest in the workplace,
2. Develop skills and approaches to deal with cross cultural and intercultural issues such as communication, conflict resolution and decision making.
3. Provide guidance on how to leverage cultural differences and maximize the potential of a multicultural team.
4. Offer an insight of how to adapt “universal” management tools to local cultural contexts.

Mode de contrôle des connaissances :

Grading

The numerical grade distribution will dictate the final grade.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

Prescribed text book: Iribarne, Philippe (d') and Alain Henry (2007), Successful Companies in the Developing World: Managing the Synergy with Culture, Notes et documents AFD.

Other references:

Schneider, Susan, Barsoux, Jean Louis (1997), Managing across Cultures, Prentice Hall Europe.

Usinier, Jean Claude (2002), International and Cross-Cultural Management Research, SAGE Series in Management Research.

Hofstede, Geert (1984). Culture's Consequences: International Differences in Work-Related Values (abr. edition). Beverly Hills: Sage Publications

Primecz, Henriett, Romani, Laurence and Sackmann, Sonja (2009), “Multiple perspectives in Cross-Cultural Management”, International Journal of Cross-Cultural Management, 9, 3, 267-274.

Additional resources may include a variety of print & visual resources, handouts along with class PPTs .

MyCourse

This course is on MyCourse: **No**

Cross-cultural Communication and Management

ECTS : 6

Description du contenu de l'enseignement :

Overview

This is not a course about “dos” and “don’ts”. It is first and foremost about finding out about our own behaviours and about how other cultures see us. It involves stepping back from our own vision of things and trying to look at the world through a multitude of other lenses.

Cultures and cultural change do not just “pop” out of thin air. This course seeks to delve deep into the origins of variations in intercultural behaviour in a wide range of contexts (e.g. related to business, management, finance, psychology, sociology, geo-political, economic and legal issues etc.).

We will be covering behaviours from cultures (and sub-cultures) around the globe from the Americas to Europe to Asia. In one module we will explore how the beginnings of Arab culture could help explain problems today. The course will also be largely focussed on Asian cultures (China, India, Japan and Singapore especially).

Additionally, there is a tailor-made side to this course, which will encourage students to choose subjects for their written assignments that they have either always wished to explore or that will help them in their future projects.

Students will be provided with both hard and soft copies of a variety of subjects to read for homework.

Course Schedule (12 weeks)

1. Classwork: 1) Course Logistics explained 2). ‘Getting to know you.’ 3) What is Culture? *HW for next class: Read pack on Categorising Cultures*
2. Student presentation. Classwork: **Categorising Cultures** – Hall, Hofstede, Trompenaars and Philippe d'Iribarne *HW for next class: read pack on Individualism and Collectivism.*
3. Student presentation. Classwork: **Individualism and Collectivism; Education and Upbringing** seen cross-culturally *HW for next class: prepare for Quality of Life class test.*
4. Class test/discussion on **Quality of Life**-How leisure, work, food, alcohol, medication, corruption, seduction are perceived within different cultures- Group work on articles *HW for next class: begin to prepare for your Written Assignment.*
5. Student presentation. Classwork: **Islam** Classwork: Begin **Time** seen cross-culturally *No HW for next class: read Space Pack for class discussion and group activities*
6. Student presentation. Classwork: Finish **Time** seen cross-culturally and start **Space** *HW for next class: prepare for Ethics of Eating seen cross-culturally*
7. Student presentation and Guest speaker presentation Classwork: **Ethics of Eating** *HW for next class: prepare for India and China.*
8. Special Presentation by students Classwork: **India and China** *HW for next class: read Origins of Culture pack.*
9. Special Presentation by students Classwork: **Origins of Culture** – Part 1 *HW for next class: read Verbal and Non-Verbal Communication pack.*
10. Special Presentation by students. Classwork: **Origins of Culture** – Part 2. Classwork: **Verbal and Non-Verbal Communication** Part 1
11. No student presentation **Verbal and Non-Verbal Communication** Part 2
12. EXAMEN

Compétence à acquérir :

Course Objectives

We are aiming at a better understanding and awareness of what makes cultures (national and sub-cultures).

This is a course that prepares our students for their future in any multi-cultural environment. Students who have either taken up positions in new cultures or who have pursued their studies abroad have shown their appreciation of how this course has provided them with cross-cultural insights, analytical tools and above all with confidence in their own ability to survive in a world of strange “otherness”.

To help the student develop a new way of approaching other national and sub-cultures, so that they can manage multi-cultural teams effectively.

To help students develop captors that will allow them to predict and iron out cross-cultural misunderstandings.

Learning Outcomes

By stepping back and looking at their own culture through the prisms of other cultures, students will learn how to adjust their levels of communication to others.

This course will moreover, provide students with knowledge and understanding of other cultures that will enable them not only to survive in a large variety of multi-cultural environments, but also to manage teams made up of either a culture that is foreign to them or of mixed-cultures.

Students will develop tools, which will help them understand what motivates group behaviour. They will also be more comfortable when presenting their work projects to a foreign audience and for instance, when negotiating in foreign countries / a multi-cultural environment.

Mode de contrôle des connaissances :**Mode of Assessment**

Continuous Assessment will make up 50% of the total marks and the final exam the other 50%.

Continuous Assessment comprises participation in class, a group presentation, and a written assignment.

Grading

The numerical grade distribution will dictate the final grade.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and be prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :**Bibliography**

No prescribed book. Soft /hard copies will be distributed. You will be able to borrow books from your course teacher from a vast collection of works on all the subjects dealt with in class.

- “When Cultures Collide” by Richard Lewis (Nicholas Brealey International, 2006)
- “Cultures Consequences” and other books by Geert Hofstede (Sage Publication 1984).
- “Riding the Waves of Culture” and other books by Trompenaars (Mc Graw Hill, 2012)

MyCourse

This course is on MyCourse : **No**

Culture and Practice of Entrepreneurship

Culture and Practice of Entrepreneurship in the English-speaking World

ECTS : 6

Description du contenu de l'enseignement :**Overview**

This is a general English language class with a stress on the theme of entrepreneurship and creative business ideas. The course is designed to encourage the productive and creative input of students, who will be guided through the steps of simulating the creation of their own company, from coming up with a feasible idea to designing a business plan and pitching it to potential investors. As the course title suggests, this course also involves studying the culture and practice of entrepreneurship in English-speaking countries, but also in “emerging” countries, such as India.

Course Schedule (12 weeks)

1- Introduction to course

- Pros and cons of entrepreneurship as a graduate career option
- Ice-breaking activity: create a questionnaire to evaluate peers' suitability for a career as a self-employed person, and then interview classmates and report back to the class on your findings

2- Myths and media stereotypes of the entrepreneur

- Classic theories of the entrepreneurial act: Schumpeter, Kirzner and Knight compared and contrasted. Entrepreneurship, an essentially contested concept?

3- Current trends in start-ups: a study of 30 recent US start-ups. Class research and writing activity.

4- Feedback on previous week's writing activity.

- Comparing current trends in European and US start-ups
- Beginning the process of coming up with your own ideas and finding collaborators with complementary skills: class activity.

5- The search for new and innovative business models in the era of Web 2.0 and beyond. Testing and applying Kevin Kelly's theory of the eight "generative values" for business activity in the Internet age.

6- History of and recent developments in social entrepreneurship.

- Some recent theories and business developments in the United States: Michael Porter's concept of "shared economic value" and his critique of CSR. The emergence of the "Benefit Corporation" as a new corporate class in the United States.

7- Basic marketing concepts. Identifying market segments and niche markets, and developing appropriate communication strategies.

- Web marketing and the attention economy

- Branding: some tools to help you create a brand.

- Class activity: re-brand an existing company, product, or service.

8- Marketing and PR: entrepreneurs and storytelling. Self-branding.

- Financing options.

- Fund-raising challenge activity.

- The pros and cons of crowd funding. Strategies for conducting an effective crowd-funding campaign.

9- Making a business plan.

- Pitching your idea to investors and negotiating a deal with them.

- Pitching to incubators

10-End-of-term students presentations and peer feedback

11-End-of-term students presentations and peer feedback

12-Final exam : 2 hours / Feedback from class on course.

Compétence à acquérir :

Course Objectives

The objectives are three-fold :

1/ to enhance students' language and communication skills

2/ to stimulate their entrepreneurial creativity (to help them find their "inner entrepreneur")

3/ to generate knowledge and expand awareness of innovative business practices today

Learning Outcomes

1/ Greater confidence and fluency in public speaking,

2/ Enhanced written communication skills,

3/ Perfect the art of live and video business pitches,

4/ How to devise and write an appropriate business plan,

5/ Develop business communication strategies and skills.

Mode de contrôle des connaissances :

Mode of Assessment

- Continuous assessment takes up 50% of the final grade: writing assignments and participation in class activities = 20%; small group presentation of start-up at the end of the semester= 20%; individual mini-presentation with minimal notes and visuals =10%.
- Final exam: 50%.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused

absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

Course documents and bibliography will be supplied at the beginning of the course.

MyCourse

This course is on MyCourse : **No**

Data Analysis

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

The aim of this course is to introduce the basic methods in Data analysis and to help students in using these tools with different software. The course focuses on simple predictive analysis (linear regression or multidimensional analysis, factor approach, principal components approach). The courses take place in the computer lab in order to emphasize on practical aspects of data analysis.

Course Structure

1. Data visualization with a statistic software
2. Descriptive statistics
3. Sampling and statistical inference
4. Analyzing relationships among variables
5. Comparison of samples
6. Regression and prediction
7. Time series
8. Principal components analysis
9. Correspondence analysis
10. Clustering
11. Application
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

At the end of the course, students are able to describe and present data, to summarize different types of variables, to analyze the relation between these variables, to practice regression and prediction, to cluster and compare different groups of observations.

Mode de contrôle des connaissances :

Assignments and grading

- Active class participation is a main feature of the course's organization. Students work independently on real datasets with data analysis software. A final exam evaluates the students. The final exam is also on computer. The final exam counts for 50% of the note. Participation counts for another 50% of the note.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant

and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

- Heumann (2016), Introduction to Statistics and Data Analysis, Springer, 455 pages
- J.L. Devore (2011), Introduction to Statistics and Data Analysis, 4th Edition, 944 pages
- C. Judd (2017), Data Analysis, New Edition, 366 pages
- D.S Moore (2009), Introduction to the Practice of Statistics, Freeman, 690 pages

MyCourse

This course is on MyCourse: **No**

Data Analysis

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

The aim of this course is to introduce the students to the fundamental methods in Data analysis. This course aims to teach students how to present, analyze and interpret data by using the statistical analysis software package R. Following the course will help students to get familiar to the R ecosystem and learn how to use R for the most common data analysis's projects. Topics include numerical and graphical summaries of data, qualitative and quantitative univariate analysis, bivariate analysis with the study of the links between two variables, analysis of variance, regression, principal components, factor analysis and cluster analysis.

The course focuses on simple predictive analysis (linear regression or multidimensional analysis, factor approach, principal components approach). The courses take place in the computer lab in order to emphasize on practical aspects of data analysis. However, with the Covid 19 crisis, a distance course has been built allowing interactions with the students.

Course structure

1. Data visualization with a statistic software
2. Descriptive statistics
3. Sampling and statistical inference
4. Analyzing relationships among two qualitative variables
5. ANOVA
6. Regression and prediction
7. Time series
8. Principal components analysis
9. Correspondence analysis
10. Clustering
11. Application
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

At the end of the course, students are able to describe and present data, to summarize different types of variables, to analyze the relation between these variable, to practice regression and prediction, to cluster and compare different groups of observations. At the end of the course all students are quite familiar with the R environment.

Mode de contrôle des connaissances :

Assignments and grading

- Active class participation is a main feature of the course's organization. Students work independently on real datasets with data analysis software. A final exam evaluates the students. The final exam is also on computer. The final exam counts for 50% of the note. Participation counts for another 50% of the note.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- Heumann (2016), *Introduction to Statistics and Data Analysis*, Springer, 455 pages
- J.L. Devore (2011), *Introduction to Statistics and Data Analysis*, 4th Edition, 944 pages
- C. Judd (2017), *Data Analysis*, New Edition, 366 pages
- D.S Moore (2009), *Introduction to the Practice of Statistics*, Freeman, 690 pages
- Daniel J. Denis (2020), *Univariate, Bivariate, and Multivariate Statistics Using R*, Wiley, 384 pages
- Mustapha Abiodun Akinkunmi (2019), *Business Statistics with Solutions in R*, De Gruyter, 276 pages
- Christian Heumann, Michael Schomaker, et al. (2017), *Introduction to Statistics and Data Analysis: With Exercises, Solutions and Applications in R*, Springer

MyCourse

This course is on MyCourse: **No**

Data science for marketing analytics

ECTS : 6

Description du contenu de l'enseignement :

“Data-driven marketing is the next normal” McKinsey claimed in 2021. From customer segmentation to the analysis of the effects of a marketing campaign, all the way to sentiment analysis on consumer reviews, data can be leveraged in every step of a marketing strategy. But while the use cases for data in marketing are numerous, and the potential for increased value exponential, the challenges faced by the data-driven marketer are also plenty: collecting quality data, cleaning, analyzing and processing those data sources, identifying a machine learning strategy to solve a specific issue, productionizing a data-driven marketing product, etc. This course will provide future young professionals with the tools and mindset to approach any data science problem, and autonomously design and implement an end-to-end project based on marketing data.

SessionTopic

- 1Introduction to data science in marketing
- 2Data preparation and visualization
- 3Exploratory data analysis
- 4Fundamentals of Machine Learning (1) - train, test, metrics
- 5Fundamentals of Machine Learning (2) - model explainability
- 6Regression algorithms - Predict customer satisfaction score
- 7Classification algorithms - Customer churn detection
- 8Clustering algorithms - Customer segmentation
- 9Project : Customer lifetime value
- 10Natural language processing - Sentiment analysis on customer reviews
- 11Productionizing a data science project
- 12Final Exam

Compétence à acquérir :

At the end of this course, students are able to :

- Explain the use & value of data science in a marketing context.

- Given a specific data source and a general objective, implement a data processing and analysis strategy.
- Use insights extracted from raw data to formulate a marketing strategy.
- Identify and defend the selection of machine learning algorithm(s) to address a specific problem.
- Design and implement an end-to-end project based on marketing data.

Mode de contrôle des connaissances :

- In-class assignments 50%
- Final exam 50%

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

- “The Data Science Handbook: Advice and Insights from 25 Amazing Data Scientists” by Carl Shan, William Chen, Henry Wang, and Max Song, 2015
- “The Ultimate Guide to Marketing AI”, Dataiku White Papers, 2021

Digital Marketing

Econometrics

ECTS : 6

Description du contenu de l'enseignement :

The aim of this course is to provide the basic knowledge of econometrics, both theoretically and practicality. At the end of the semester, the student should be able to handle a basic database and generate first estimates using linear models, as well as providing accurate interpretations and basic theoretical calculus.

The following structure is indicative and not exhaustive and may evolve throughout the semester:

- Introduction and fundamentals review (Probability, Statistics...).
- Econometrics basic knowledge and fundamentals of regression analysis:
 - Linear Regression, using one and several regressors.
 - Hypothesis tests and threats to the model's validity.
- Further topics:
 - Regression with Binary dependent variable
 - Instrumental variable regression
 - Experiments and Quasi-Experiments methods
 - Predictions in a rich-data environment

Compétence à acquérir :

The objective of the course is also to provide an overview of different areas of econometrics in order to prepare students for further specialized courses in the postgraduate level.

Mode de contrôle des connaissances :

The final grade is determined by two scores. A first one consisting of homeworks and quizzes, and a second one based on a final exam.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are

collected at the end of examination periods.

Bibliographie, lectures recommandées :

- Introduction to Econometrics, Stock and Watson, Pearson.

Economics of Pandemics and Extreme Events

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

Policymakers, economists and individuals too often rely on simple analytical frameworks to analyze and forecast key dimensions of human life, where averages and likely outcomes prevail. Yet the world is increasingly characterized by extreme events that require a better understanding of their occurrence and of their economic and social implications.

From the financial crisis of 2008 that destroyed assets and jobs for millions of people across the globe; to climate-change related extreme events such as heatwaves, mega-storms and rising sea levels; and most recently to the COVID-19 pandemic which has dramatically changed our everyday life, economic policies need to incorporate and plan ahead for these extreme events using appropriate tools and responses.

This course focuses on the COVID-19 pandemic to explore how an unprecedented crisis of this magnitude has impacted the global economy. The course highlights the major macro-economic implications of this global health crisis using common economic modeling frameworks, and analyzes the fiscal, monetary and global aid responses to the pandemic. The course also explores how the pandemic has exacerbated poverty and widened inequalities, especially income and gender inequality, and examines the impacts of COVID-19 on the labor market and the future of jobs. A special focus is given to the health economics of the pandemics and the economics of vaccines production and distribution. The course concludes with potential economic lessons to be learned from the pandemic to tackle the forthcoming risks, namely increased global conflicts and the climate crisis.

Course Structure

1. Understanding the risks of pandemics and extreme events
2. Macro-economics of the COVID-19 pandemic – Part I
3. Macro-economics of the COVID-19 pandemic – Part II
4. Economic policy responses to the pandemic
5. Impact of the pandemic on poverty, informality and inequality
6. COVID-19 and the future of work
7. Group presentations and discussion
8. Group presentations and discussion
9. Health economics of the pandemic
10. The economics of vaccines development and vaccination programs
11. Mitigating the next major risks: From pandemics to the climate crisis
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

- Understand the common properties of extreme events and tail risks and their implications on economic outcomes.
- Use economic frameworks to explain the consequences of the global health crisis on major economic outcomes.
- Identify the main economic policy tools implemented facing the pandemic.
- Understand the common measurements of poverty and inequality and their evolution.
- Analyze the economics of health policies designed to expand health coverage and access to healthcare during pandemics.
- Understand the tradeoffs involved in manufacturing and distributing vaccines from an economic perspective.

Mode de contrôle des connaissances :

Assignments and grading

Group presentations (50%) + final exam (50%)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused

absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

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Bibliographie, lectures recommandées :

Bibliography

Reading list and documents will be posted online on My Course, as well as course presentations. No specific textbook is required.

Lecturer's biography

Jad Chaaban holds a PhD in Economics from the Toulouse School of Economics, in addition to a Master's in Environmental and Natural Resources Economics from the same university, and an MBA from ESCP Business School. He previously held research and visiting positions at the Toulouse School of Economics, the London School of Economics and the World Bank. His primary research interests are in development economics and industrial organization, and his extended interests include public economics of health, education and labour policies. His work focuses mostly on using tools in micro and applied economics to tackle public policy issues that affect the lives of the most vulnerable groups in society. His interdisciplinary work has been published in several academic journals in disciplines including Economics, Area Studies, Demography, Agricultural Policy and Public Health. Dr. Chaaban regularly contributes to economic policy analysis on Middle Eastern and global development issues to various international institutions and UN agencies, and his research and advocacy work has often been featured in international media. In 2014-2015 he served as the Lead Author of the United Nations Development Programme (UNDP) Arab Human Development Report 2016, and in 2018 as a member of the Advisory Board of UNDP's Global Human Development Report (HDR).

MyCourse

This course is on MyCourse: **Yes**

Economics of Pandemics and Extreme Events

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

Policymakers, economists and individuals too often rely on simple analytical frameworks to analyze and forecast key dimensions of human life, where averages and likely outcomes prevail. Yet the world is increasingly characterized by extreme events that require a better understanding of their occurrence and of their economic and social implications.

From the financial crisis of 2008 that destroyed assets and jobs for millions of people across the globe; to climate-change related extreme events such as heatwaves, mega-storms and rising sea levels; and most recently to the COVID-19 pandemic which has dramatically changed our everyday life, economic policies need to incorporate and plan ahead for these extreme events using appropriate tools and responses.

This course focuses on the COVID-19 pandemic to explore how an unprecedented crisis of this magnitude has impacted the global economy. The course highlights the major macro-economic implications of this global health crisis using common economic modeling frameworks, and analyzes the fiscal, monetary and global aid responses to the pandemic. The course also explores how the pandemic has exacerbated poverty and widened inequalities, especially income and gender inequality, and examines the impacts of COVID-19 on the labor market and the future of jobs. A special focus is given to the health economics of the pandemics and the economics of vaccines production and distribution. The course concludes with potential economic lessons to be learned from the pandemic to tackle the forthcoming risks, namely increased global conflicts and the climate crisis.

Course Structure

1. Understanding the risks of pandemics and extreme events
2. Macro-economics of the COVID-19 pandemic – Part I
3. Macro-economics of the COVID-19 pandemic – Part II
4. Economic policy responses to the pandemic
5. Impact of the pandemic on poverty, informality and inequality
6. COVID-19 and the future of work

7. Group presentations and discussion
8. Group presentations and discussion
9. Health economics of the pandemic
10. The economics of vaccines development and vaccination programs
11. Mitigating the next major risks: From pandemics to the climate crisis
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

- Understand the common properties of extreme events and tail risks and their implications on economic outcomes.
- Use economic frameworks to explain the consequences of the global health crisis on major economic outcomes.
- Identify the main economic policy tools implemented facing the pandemic.
- Understand the common measurements of poverty and inequality and their evolution.
- Analyze the economics of health policies designed to expand health coverage and access to healthcare during pandemics.
- Understand the tradeoffs involved in manufacturing and distributing vaccines from an economic perspective.

Mode de contrôle des connaissances :

Assignments and grading

Group presentations (50%) + final exam (50%)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

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Bibliographie, lectures recommandées :

Bibliography

Reading list and documents will be posted online on My Course, as well as course presentations. No specific textbook is required.

Lecturer's biography

Jad Chaaban holds a PhD in Economics from the Toulouse School of Economics, in addition to a Master's in Environmental and Natural Resources Economics from the same university, and an MBA from ESCP Business School. He previously held research and visiting positions at the Toulouse School of Economics, the London School of Economics and the World Bank. His primary research interests are in development economics and industrial organization, and his extended interests include public economics of health, education and labour policies. His work focuses mostly on using tools in micro and applied economics to tackle public policy issues that affect the lives of the most vulnerable groups in society. His interdisciplinary work has been published in several academic journals in disciplines including Economics, Area Studies, Demography, Agricultural Policy and Public Health. Dr. Chaaban regularly contributes to economic policy analysis on Middle Eastern and global development issues to various international institutions and UN agencies, and his research and advocacy work has often been featured in international media. In 2014-2015 he served as the Lead Author of the United Nations Development Programme (UNDP) Arab Human Development Report 2016, and in 2018 as a member of the Advisory Board of UNDP's Global Human Development Report (HDR).

MyCourse

This course is on MyCourse: **Yes**

Energy and climate change economics

Energy and climate change economics

ECTS : 6

Description du contenu de l'enseignement :

Overview :

Climate change is mainly linked to an energy model historically based on fossil fuels (coal, oil and natural gas) since the first industrial revolution. Limiting the main effects of climate change (extreme weather events, air pollution, sea level growth, ...) and their economic costs imply to deploy low carbon energy means (wind power, solar power, ...), to improve energy efficient and, more widely, to transform the organisation of our societies. The course addresses the main economic challenges related these transformations.

Course Structure:

1. Introduction : what do we mean by « energy transition » (1/2)
2. Introduction : what do we mean by « energy transition » (2/2)
3. Climate change economics : topics and tools (1/3)
4. Climate change economics : topics and tools (2/3)
5. Climate change economics : topics and tools (3/3)
6. Implementing the Paris-Agreement : principles and challenges (1/3)
7. Implementing the Paris-Agreement : principles and challenges (2/3)
8. Implementing the Paris-Agreement : principles and challenges (3/3)
9. World Energy Outlook 2019 : analyses and long term scenarios (1/3)
10. World Energy Outlook 2019 : analyses and long term scenarios (2/3)
11. World Energy Outlook 2019 : analyses and long term scenarios (3/3)
12. Final exam

Compétence à acquérir :

Course Objectives

The objectives of the course is to understand the economic issues related to energy and climate change and the main principles of the economics tools and regulations for the management.

Learning outcomes

Climate change issues have received increasing attention over the last years, with a huge impact on the energy systems. In this context, the course examines:

- Economic theory, empirical perspectives, and political economy of energy supply and demand, both for fossil fuel and renewable sources of energy.
- Public policies affecting energy markets including taxation, price regulation and deregulation, energy efficiency, and control of emissions.
- A specific attention will be given to economic policies such as carbon taxes and tradable emission permits and to the problems of displacing fossil fuels with new energy technologies.

Mode de contrôle des connaissances :

Mode of Assessment

Group presentations (50%) + final exam (50%)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

Reading list and documents will be given in class and proposed online, on My Course, as well as course presentations. No specific textbook is required.

MyCourse

This course is on MyCourse: **Yes**

Lecturer's biography

Patrice Geoffron holds a PhD in industrial organisation and is professor of economics at Paris-Dauphine University since 2002. After being interim President and international Vice-President of Paris-Dauphine and now heads the research centre in Energy and Climate Change Economics. His research deals with the convergence between electricity and telecommunications in the transition to low-carbon energy, with a special focus on the development of smart cities, smart electricity grids, and the emergence of new organisations and new business models, with a focus on blockchain. He is a co-editor of the journal Economics and Policy of Energy and the Environment and a member of the editorial board of the International Journal of Management and Network Economics. Patrice was a visiting professor at various foreign institutions including Bocconi University (Milan), Fudan University (Shanghai), University of Tokyo (Todai), Saint Joseph University (Beirut), University of Pittsburg, KAPSARC (Riyad).

Europe : Today's challenges

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

The first decades of the XX^lst century have been decisive for the future of Europe. Several Central and Eastern European countries as well as some Southern European countries, have integrated the European Union. Today, the EU is facing several challenges.

The Economic and Monetary Union, the creation of the Euro zone with the settlement of the single currency within a limited but growing number of member countries have thoroughly modified the relations between the European Union and the rest of the world economy.

The governance of the European Union is questioned with more than 25 members states. With the Brexit, a member state has for the first time decided to leave the European Union. The immigration crisis raised the debate on Schengen and the fundamental freedoms.

The European Union has long been committed to international efforts to tackle climate change and felt the duty to set an example through robust policy-making at home. The EU is actively promoting Europe's transition to a low-carbon society, and is updating its rules in order to facilitate the necessary private and public investment in the clean energy transition. This should not only be good for the planet, but also good for the economy and good for consumers.

During the seminar, different themes and policies will be explored among them:

- The European construction
- The European institutions
- The Economic and Monetary Union
- The European budget policy
- The European energy policy
- The European competition policy
- The external trade policy of the European Union
- The European social policy

The main aims of the seminar are to understand the **basic notions** about Europe and to acquire a good knowledge of the European economy. The object of the seminar is to gain **a broad understanding** of the European Union, its history and prospects in particular with the integration of new Member States and the different internal policies.

Course structure (to be confirmed)

1. Introduction

2. The European construction
3. The European Institutions
4. The Economic and Monetary Union (1)
5. The Economic and Monetary Union (2)
6. The European budget policy
7. Midterm
8. The European competition policy
9. The European energy policy
10. The external trade policy of the European Union
11. The European social policy
12. Final exam

Compétence à acquérir :

Learning outcomes

Students will know

- the main steps in the Eu construction
- how the EU is organized
- how to analyze the main EU integration policies
- how to compare the EU situation with other economic areas

Mode de contrôle des connaissances :

Assignments and grading

- 1 Midterm exam – computer based exam- 2 hours **30% AND** 1 Final exam – 2 hours **40%**
- 2 pages synthesis (writing document - max of 2 pages): **30%**
- Participation in class and attendance

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

All the lectures slides, the readings, additional information, bibliography per section... will be posted on MyCourse

- European Union: http://europa.eu/index_en.htm
- European Commission: <http://ec.europa.eu/>
- European Parliament: <http://www.europarl.europa.eu/>
- European council: <http://www.european-council.europa.eu/the-institution.aspx?lang=en>
- Council of the EU: <http://www.consilium.europa.eu/homepage.aspx?lang=en>
- Fondation Schuman : <http://www.robert-schuman.eu/>
- Eurostat : <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>
- Toute l'Europe (in French): www.touteleurope.fr/

Lecturers' biographies

Sophie Meritet is Associate Professor in Economics, specifically in industrial organization IO. After her Ph D, she worked for two years in Houston TX USA as energy economist. Her teaching experience is varied, both in initial and executive education in different institutions and countries: College of Europe (Bruges, BL), University of Houston (TX, USA), University of Chicago (IL, USA), University of Michigan (MI, USA), CIDE (Mexico, MX) ESG UQAM (QC, Canada)... She also teaches at Sciences Po

Paris, ENA and ESSEC, different courses industrial organization, European economics and energy economics. She is co-director of the Master 2 Energy Finance Carbon. Invited to seminars, and author of numerous articles, her research areas are related to the reorganization of energy industries and the behavior of firms.

Aude Sztulman holds a PhD in Economics and is a graduate of ESSEC. She is Associate Professor at the Université Paris Dauphine – PSL and a researcher at the Dauphine Economics Laboratory (LEDa), a joint research unit with the French National Centre for Scientific Research (CNRS) and the French Institute of Research for Development (IRD). She is co-director of the Master 2 International Economic Expertise and Research Associate at CEPii. Her research focuses on trade globalisation and its effects. She has worked on the links between trade openness, income inequality and poverty in advanced economies as well as in emerging and developing countries. She has recently written on free trade zones and the international fragmentation of production.

MyCourse

This course is on MyCourse: **Yes**

European Economic Law

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

European economic law focusses on the EU rules regulating the states and private firms operating in the single market. The European Economic Law course covers the central aspects of European Market Law : the four fundamental freedoms contained in the Treaty of Rome but also more recent areas of European economic integration : European tax policy, monetary and capital union. The course is interactive and encourages students to actively participate in their own and others' learning experience, to undertake collaborative group work and personal research.

Objectives:

The aim of this course is to provide an in-depth understanding of European economic integration and its current challenges, through an overview of the fundamental rules constructing and regulating the European internal market.

Course structure

1. From the European Economic Community to the European Union
2. Brainstorming and group formation
- 3.
4. The main institutions economic regulation
- 5.
6. Free movement of goods and tariff barriers
- 7.
8. Free movement of goods and the regulation of NTBS
- 9.
10. Competition Law 1 / 101 TFEU and the regulation of cartels and vertical agreements
- 11.
12. Competition Law 2/ Article 102 TFEU and the regulation of dominant positions
- 13.
14. Competition Law 3/ The regulation of European mergers and acquisitions
- 15.
16. Free movement of persons and services
- 17.
18. Freedom of establishment and company law harmonisation
- 19.
20. Lecture: Towards a European Capital Union
- 21.
22. Lecture: EU Tax Policy
- 23.
24. **Final Exam**

Compétence à acquérir :

Learning outcomes

Knowledge of the main Treaty provisions and case law concerning the four market freedoms

Understanding of the legal specificities of European market integration

Understanding of the challenges for European and national legal orders raised by the European market integration processes

Mode de contrôle des connaissances :

Assignments and grading

- 50% group presentation, written test and participation
- 50% final written exam

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- http://europa.eu/european-union/index_en
- and the institutions' own websites
- <https://www.euractiv.com/>
- <https://www.touteleurope.eu/>
- John Fairhurst, **Law of the European Union**, 11/E, ISBN-10: 1292090332 • ISBN-13: 9781292090337©2016 • Pearson • Paper, 872 pp Published 05 Apr 2016
- Penelope Kent, **Blueprints: EU Law**, SBN-10: 1408279029 • ISBN-13: 9781408279021©2014 • Pearson • Paper, 432 p, Published 03 Jul 2014 <https://www.vitalsource.com/en-uk/referral?term=9781408279045>
- Iyiola Solanke, **EU Law**, ISBN-10: 1408228335 • Pearson • Paper, 584 pp, Published 21 May 2015, <https://www.vitalsource.com/en>
- **Studies in European Economic Law and Regulation**, Series Editors: Purnhagen, Kai, van Zeben, Josephine, Springer

MyCourse

This course is on MyCourse: **Yes**

European Economic Law

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

European economic law focusses on the EU rules regulating the states and private firms operating in the single market. The European Economic Law course covers the central aspects of European Market Law : the four fundamental freedoms contained in the Treaty of Rome but also more recent areas of European economic integration : European tax policy, monetary and capital union. The course is interactive and encourages students to actively participate in their own and others' learning experience, to undertake collaborative group work and personal research.

Objectives:

The aim of this course is to provide an in-depth understanding of European economic integration and its current challenges, through an overview of the fundamental rules constructing and regulating the European internal market.

Course Structure:

1. Lecture : From the European Economic Community to the European Union / Brainstorming and group formation
2. Lecture : The main institutions economic regulation :The Commission, the CJEU, The ECB / Class Presentation : The effect of Brexit on European integration
3. Lecture : Free movement of workers and services /Class presentation : the case of detached workers
4. Lecture: Free movement of goods and tariff barriers / Class presentation: The WTO and the common market
5. Lecture: Free movement of goods and the regulation of NTBS / Class Presentation: Is free trade in the EU compatible with environmental protection?

6. Lecture: Competition Law 1 / 101 TFEU and the regulation of cartels and vertical agreements / Class Presentation: Cartels in the EU
7. Lecture: Competition Law 2/ Article 102 TFEU and the regulation of dominant positions / Class Presentation: The Microsoft case (art 102 TFEU) and its implications
8. Lecture: Competition Law 3/ The regulation of European mergers and acquisitions / Class Presentation: The Facebook WhatsApp European merger
9. Lecture: Freedom of establishment and company law harmonisation / Class Presentation: The European corporation (SE)
10. Lecture: Towards a European Capital Union / Class Presentation: Free movement of capital and the Volkswagen case (2007)
11. Lecture: EU Tax Policy / Class Presentation: The Apple case on tax rulings
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

Knowledge of the main Treaty provisions and case law concerning the four market freedoms

Understanding of the legal specificities of European market integration

Understanding of the challenges for European and national legal orders raised by the European market integration processes

Mode de contrôle des connaissances :

Assignments and grading

- 50% group presentation and individual class participation
- 50% final written exam

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

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Bibliographie, lectures recommandées :

Bibliography

- http://europa.eu/european-union/index_en
- and the institutions' own websites
- <https://www.euractiv.com/>
- <https://www.touteleurope.eu/>
- John Fairhurst, Law of the European Union, 11/E, ISBN-10: 1292090332 • ISBN-13: 9781292090337©2016 • Pearson • Paper, 872 pp Published 05 Apr 2016
- Penelope Kent, Blueprints: EU Law, SBN-10: 1408279029 • ISBN-13: 9781408279021©2014 • Pearson • Paper, 432 p, Published 03 Jul 2014 <https://www.vitalsource.com/en-uk/referral?term=9781408279045>
- Iyiola Solanke, EU Law, ISBN-10: 1408228335 • Pearson • Paper, 584 pp, Published 21 May 2015, <https://www.vitalsource.com/en>
- Studies in European Economic Law and Regulation, Series Editors: Purnhagen, Kai, van Zeben, Josephine, Springer

MyCourse

This course is on MyCourse: **Yes**

FL1 B1: Paris Cité des arts

ECTS : 6

Description du contenu de l'enseignement :

Descriptif et objectifs du cours

Nous étudions dans ce cours la place de Paris dans l'histoire de l'art, et plus précisément nous enquêtons sur l'existence de trois grands musées, dans l'ordre chronologique : le musée du Louvre, le musée d'Orsay et le Centre Pompidou.

Pour les étudiants étrangers à Dauphine, ces musées sont connus et réputés, mais ce qui les sépare n'est pas très clair : est-ce une raison historique ? Chronologique ? Des mouvements artistiques différents ? Une volonté politique ?

Objectifs:

Les objectifs de cette classe sont de développer les capacités à interpréter l'art aujourd'hui, en comprenant les changements majeurs qui ont eu lieu au XIX^{ème} siècle, particulièrement lorsque Paris était la ville des profondes et radicales évolutions artistiques.

Les activités dans la classe permettront aux étudiants de construire une méthode et de l'utiliser, pour observer, analyser et interpréter des œuvres comme des peintures, sculptures et bâtiments.

La différence entre les 3 musées d'art principaux à Paris est une référence constante pour devenir capable de comprendre les connexions d'une œuvre d'art avec la société, les mouvements passés ou futurs, and la situation de l'art aujourd'hui.

Les étudiants seront amenés à maîtriser le français oral de niveau B1 pour progresser au long du semestre au niveau B2 (comprendre et utiliser les registres de langues, les expressions, les phrases complexes). Ils utiliseront chaque semaine le français pour converser avec le professeur et débattre entre étudiants, par groupe ou en classe complète. Le français écrit sera utilisé à chaque séance pour des prises de notes, questionnaires, et lors de la rédaction des 2 essais et de l'examen final. A la fin du semestre, les compétences écrites sont celles de la description, de l'argumentation, de l'analyse et de l'élaboration d'idées personnelles.

Compétence à acquérir :

Compétences à acquérir

La méthode pour analyser l'art représente la capacité d'observer, de poser des questions et de justifier une interprétation de n'importe quelle œuvre d'art. Après le semestre, les étudiants seront capables de commencer une interprétation (le message, l'idée, l'intention d'une œuvre), basée sur une observation générale et détaillée. Ils seront capables de la faire en français, en utilisant un vocabulaire spécifique et des références à l'histoire de l'art, ainsi qu'une large base de connaissances sur la ville de Paris.

Mode de contrôle des connaissances :

Mode d'évaluation et notation

- Essai n°1 20%
- Essai n°2 20%
- Présentation en groupe 20%
- Examen Final 40%

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Bibliographie, lectures recommandées :

Bibliographie

- GOMBRICH, E.H., Histoire de l'Art, Phaidon, 2001.
- ARASSE, D., On n'y voit rien : Descriptions, Gallimard, 2006.
- ARASSE, D. Histoires de Peintures, Gallimard, 2006.
- ANTOINE-ANDERSEN, Véronique, L'Art pour comprendre le Monde, Actes Sud, 2011.

MyCourse

Ce cours est sur MyCourse : **Oui**

FLE A1: Cours Général

ECTS : 6

Description du contenu de l'enseignement :

Ce cours amènera l'apprenant à interagir à l'oral et à l'écrit dans des contextes de la vie quotidienne afin de se familiariser aux

expressions courantes liées à son environnement concret et immédiat.

La première partie de chaque session sera consacrée à l'étude des outils linguistiques et grammaticaux utiles pour l'objectif visé, la seconde, à leur application pratique.

Plan du cours:

1. Faire connaissance / S'exprimer en classe / Demander des informations
2. Se situer dans l'espace / Donner un itinéraire
3. Exprimer ses goûts / Donner une quantité / Commander au restaurant
4. Parler de sa journée et ses habitudes quotidiennes
5. Prendre et fixer rendez-vous/ Proposer, refuser, accepter une invitation
6. Parler du temps qu'il fait / Parler de l'avenir
7. S'exprimer poliment
8. Comprendre et donner des conseils ou ordres / Effectuer des achats
9. Raconter une situation passée
10. Se situer dans le temps
11. Découvrir Paris
12. Examen final

Compétence à acquérir :

Compréhension orale, production orale, compréhension écrite, production écrite : en interaction.

Mode de contrôle des connaissances :

Participation en classe /20 + contrôle continu /20 + contrôle final /20 = note finale /20

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Bibliographie, lectures recommandées :

À propos A1, PUG, 2009.

Réussir le DELF : niveau A1 du Cadre européen commun de référence, Didier Hatier, 2005.

Vocabulaire en dialogues, niveau débutant, CLE international, 2007.

Grammaire en dialogues, CLE International, 2005.

Alter ego A1 et A1+, Hachette, 2006.

FLE A1: Cours Général

ECTS : 6

Description du contenu de l'enseignement :

Ce cours amènera l'apprenant à interagir à l'oral et à l'écrit dans des contextes de la vie quotidienne afin de se familiariser aux expressions courantes liées à son environnement concret et immédiat.

La première partie de chaque session sera consacrée à l'étude des outils linguistiques et grammaticaux utiles pour l'objectif

visé, la seconde, à leur application pratique.

Plan du cours:

1. Faire connaissance / S'exprimer en classe / Demander des informations
2. Se situer dans l'espace / Donner un itinéraire
3. Exprimer ses goûts / Donner une quantité / Commander au restaurant
4. Parler de sa journée et ses habitudes quotidiennes
5. Prendre et fixer rendez-vous/ Proposer, refuser, accepter une invitation
6. Parler du temps qu'il fait / Parler de l'avenir
7. S'exprimer poliment
8. Comprendre et donner des conseils ou ordres / Effectuer des achats
9. Raconter une situation passée
10. Se situer dans le temps
11. Découvrir Paris
12. **Examen final**

Compétence à acquérir :

Compréhension orale, production orale, compréhension écrite, production écrite : **en interaction**.

Mode de contrôle des connaissances :

- Participation en classe /20 + contrôle continu /20 + contrôle final /20 = note finale /20

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Bibliographie, lectures recommandées :

- À propos A1, PUG, 2009.
- Réussir le DELF : niveau A1 du Cadre européen commun de référence, Didier Hatier, 2005.
- Vocabulaire en dialogues, niveau débutant, CLE international, 2007.
- Grammaire en dialogues, CLE International, 2005.
- Alter ego A1 et A1+, Hachette, 2006.

MyCourse

Ce cours est sur MyCourse : **Oui**

FLE A2: Cours Général

ECTS : 6

Description du contenu de l'enseignement :

Dans ce cours, les étudiants comprennent des phrases simples traitant de sujets de leur vie active et quotidienne. Il s'agit de leur apprendre à participer à une conversation facile. Ils travaillent sur des documents écrits ayant trait à la vie de tous les jours.

L'apprenant fait un exposé, répond à des questions et réagit à des déclarations. Il anime un débat.

A chaque cours, nous faisons des jeux de rôles, de la phonétique, des exercices pour reprendre le contenu grammatical et lexical. Nous comparons et commentons les différences culturelles, les modes de vie en France et dans les pays représentés par les étudiants.

L'objectif communicatif de ce cours est de pouvoir se présenter, parler de son habitation et de son environnement, des traditions dans son pays, de sa personnalité, de ses goûts et de ses rêves. Evoquer aussi ses souvenirs, ses volontés. Donner son opinion sur un spectacle, argumenter. Savoir commander un menu dans un restaurant. Echanger à propos de son travail. Parler au téléphone pour prendre rendez-vous avec un médecin.

Il s'agit aussi d'encourager l'étudiant à présenter un exposé sur un sujet de société ou sur une personnalité, seul ou à deux, devant le groupe. Et animer un débat en sachant donner la parole à chacun.

A l'écrit, l'étudiant apprend à rédiger une lettre pour faire une contestation. Et envoyer un mail pour proposer une sortie avec ses amis ou sa famille.

Plan du cours:

1. L'argent, la banque
2. La maison, le logement
3. Le temps qui passe
4. Votre personnalité
5. Les souvenirs
6. Ses volontés et ses souhaits
7. La santé
8. L'obligation
9. La ville
10. Les sorties
11. Au restaurant
12. **Examen final**

Compétence à acquérir :

A la fin du semestre, l'étudiant sera à l'aise pour comprendre des phrases simples de la vie de tous les jours sur des sujets familiers. Il sera aisé pour lui de se faire comprendre et de défendre son point de vue lors d'une brève intervention. Il pourra décrire sa vie à Paris, son travail, ses activités actuelles et passées. Il parlera de ses souhaits, de ses obligations, donner ses impressions. Il sera aussi capable de se débrouiller dans une banque et chez le médecin.

Il saura présenter un exposé devant le groupe et il sera à l'aise pour animer un débat.

L'apprenant saura utiliser des expressions toutes faites et utiliser des connecteurs simples.

Mode de contrôle des connaissances :

Contrôle continu :

- Compréhension orale : 20%
- Compréhension écrite : 20%
- Exposé : 10%
- Participation orale : 20%

Examen final :

- Production écrite : 30%

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Bibliographie, lectures recommandées :

- Grammaire progressive du français, CLE International

- A Propos A2, PUG
- Totem A2, Hachette
- Jouer, communiquer, apprendre, Hachette

MyCourse

Le cours est sur MyCourse : **Oui**

FLE A2: Cours Général

ECTS : 6

Compétence à acquérir :

Compétences à acquérir

A la fin du semestre, l'étudiant sera à l'aise pour comprendre des phrases simples de la vie de tous les jours sur des sujets familiers. Il sera aisé pour lui de se faire comprendre et de défendre son point de vue lors d'une brève intervention. Il pourra décrire sa vie à Paris, son travail, ses activités actuelles et passées. Il parlera de ses souhaits, de ses obligations, donner ses impressions. Il sera aussi capable de se débrouiller dans une banque et chez le médecin.

Il saura présenter un exposé devant le groupe et il sera à l'aise pour animer un débat.

L'apprenant saura utiliser des expressions toutes faites et utiliser des connecteurs simples.

Mode de contrôle des connaissances :

Mode d'évaluation et notation

Contrôle continu :

- Compréhension orale : 20%
- Compréhension écrite : 20%
- Exposé : 10%
- Participation orale : 20%

Examen final :

- Production écrite : 30%

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

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Bibliographie, lectures recommandées :

Bibliographie

- Grammaire progressive du français, CLE International
- A Propos A2, PUG
- Totem A2, Hachette
- Jouer, communiquer, apprendre, Hachette.

MyCourse

Ce cours est sur MyCourse : **Oui**

FLE B1: Atelier d'écriture

ECTS : 6

Description du contenu de l'enseignement :

Descriptif et objectifs du cours

Paris est-il une fête ?

C'est à cette question, écho direct au titre français de l'œuvre autobiographique d'Hemingway, que l'on tentera de répondre ici, car il s'agit bien d'interroger l'expérience parisienne que vous allez vivre pendant ce semestre.

Et puisque l'on écrit comme on lit, nous étudierons une sélection de textes littéraires d'époques, de formes, de styles variés qui constitueront ensuite, le cadre d'exercices d'écriture.

Cet atelier est conçu comme :

- une invitation à découvrir la beauté de la langue française par l'objet qu'est la littérature
 - une initiation au plaisir de la lecture pour soi en langue étrangère au travers d'une sélection de travaux, adaptés au niveau, d'écrivains reconnus pour la qualité de leur style
 - une analyse des outils linguistiques utilisés et leur mise en pratique (grammaire, conjugaison, vocabulaire, argumentation)
 - un travail de lecture à voix haute et de diction
 - une opportunité de construire le récit de sa propre expérience parisienne
- Tous ces points seront soigneusement adaptés aux descripteurs B1 du CECRL.

Plan du cours

Séance Sujet

1	Raconter un événement au passé 1
2	Raconter un événement au passé 2
3	Décrire un lieu
4	Décrire une action
5	Caractériser une personne
6	Exprimer ses sentiments
7	Écrire une lettre personnelle
8	Parler de ses projets
9	Parler de ses rêves
10	Dire son accord/désaccord
11	Convaincre
12	Séance récapitulative d'écriture collective

Compétence à acquérir :

Compétences à acquérir

Tous ces points seront soigneusement adaptés aux descripteurs B1 du CECRL

Mode de contrôle des connaissances :

Mode d'évaluation et notation

- Il vous sera demandé de produire un texte chaque semaine.
- L'assiduité et la participation sont essentielles.
- Le contrôle sera uniquement continu.

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Bibliographie, lectures recommandées :

MyCourse

Ce cours est sur MyCourse : **Oui**

FLE B1: Cinéma et société

ECTS : 6

Description du contenu de l'enseignement :

FLE-B1 Cinéma et Société est un cours de cinéma de français intermédiaire / indépendant sur le thème du cinéma qui a permis aux étudiants de maintenir et consolider leur niveau B1 en français tout en étudiant la culture française à travers le prisme du cinéma. Des visionnages individuels, des discussions et des recherches collectives alimentent la réflexion en classe tandis que des leçons sur l'histoire du cinéma et le langage cinématographique donnent une idée de la place du "7e art" dans l'histoire moderne et la culture contemporaine, dont il est un élément incontournable.

En fin de semestre, les étudiants devront être capable d'écrire un essai sur le film analysé en classe, et de se référer aux notions d'histoire du cinéma et de langage cinématographique étudiées.

Le niveau B1 en grammaire et conjugaison doit être maîtrisé.

Les étudiants doivent également se montrer capable de collaborer et s'investir dans un projet de groupe autour d'un film, sa réception, son sens et son époque.

Plan du cours

1. Présentation du cours. Vocabulaire du cinéma
2. Histoire du cinéma : Le "Pré-cinéma". Les cinémas parisiens.
3. Histoire du cinéma : Les frères Lumière et la première séance de cinéma
4. Histoire du cinéma : George Méliès, le magicien. Grammaire/conjugaison de niveau B1 : le présent des verbes à 2 bases / Les pronoms compléments / les expressions suivies de l'infinitif
5. Le langage cinématographique : les valeurs de cadre. Grammaire/conjugaison de niveau B1 : le présent des verbes à 2 bases / Les pronoms compléments / les expressions suivies de l'infinitif
6. Histoire du cinéma : Max Linder, la première vedette du cinéma **Contrôle en classe**
7. « Dossier film », création des groupes et lancement du projet. Le langage cinématographique : les raccords
8. Projection de « Les Yeux sans visage » George Franju, France-Italie, 1960 ou «Fanny », Marcel Pagnol, France, 1932
9. Analyse du film étudié. Langage cinématographique : les mouvements de caméra
10. L'économie du cinéma en France
11. Grammaire : révision
12. **Examen final**

Compétence à acquérir :

A la fin du cours, les étudiants peuvent s'attendre à maîtriser le vocabulaire du cinéma, des éléments essentiels du langage cinématographique et de l'histoire du cinéma, ainsi que des notions sur l'économie du cinéma aujourd'hui.

La capacité d'analyser et interpréter un film ainsi que d'établir des comparaisons entre le cinéma en France et dans le pays des étudiants sera aussi partie prenante du cours, focaliser sur le développement des quatre compétences : compréhension orale et écrite, production orale et écrite de niveau B1.

Mode de contrôle des connaissances :

Les deux devoirs en classe consistent en des questions sur les dates et notions importantes vues en classe, le vocabulaire, la grammaire et les conjugaisons, ainsi qu'en une production écrite sur le thème du cinéma.

- Participation, devoirs (résumé de films français) : 20%
- Contrôle en classe : 20%
- Examen final de 2h : 30%
- "Dossier film" : 30%

Le Dossier film est un travail réalisé en groupe de 3 ou 4 étudiants autour d'un film en langue française choisi par le groupe.

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Bibliographie, lectures recommandées :

- « Histoire du cinéma français » Jean-Pierre Jeancolas, Armand Colin, 2011. MyCourse

Ce cours est sur MyCourse : **Oui**

Biographie? :

Florent RICHARD est professeur de Français Langue Etrangère dans différentes universités et grandes écoles

parisiennes. Titulaire d'une maîtrise de Lettres Modernes -littérature et langue française- à l'Université Bordeaux 3, il a travaillé dans le secteur de l'exploitation cinématographique avant d'obtenir un Master de Didactique du Français à la Sorbonne.

FLE B1: Cinéma et société

ECTS : 6

Description du contenu de l'enseignement :

Descriptif et objectifs du cours

FLE-B1 Cinéma et Société est un cours de cinéma de français intermédiaire / indépendant sur le thème du cinéma qui a permis aux étudiants de maintenir et consolider leur niveau B1 en français tout en étudiant la culture française à travers le prisme du cinéma. Des visionnages individuels, des discussions et des recherches collectives alimentent la réflexion en classe tandis que des leçons sur l'histoire du cinéma et le langage cinématographique donnent une idée de la place du "7e art" dans l'histoire moderne et la culture contemporaine, dont il est un élément incontournable.

En fin de semestre, les étudiants devront être capables d'écrire un essai sur le film analysé en classe, et de se référer aux notions d'histoire du cinéma et de langage cinématographique étudiées.

Le niveau B1 en grammaire et conjugaison doit être maîtrisé.

Les étudiants doivent également se montrer capables de collaborer et s'investir dans un projet de groupe autour d'un film, sa réception, son sens et son époque.

Plan du cours

1. Présentation du cours
2. Vocabulaire du cinéma
3. Histoire du cinéma : Le "Pré-cinéma"
4. Les cinémas parisiens
5. Histoire du cinéma : Les frères Lumière et la première séance de cinéma
6. Histoire du cinéma : George Méliès, le magicien
7. Grammaire/conjugaison de niveau B1 : le présent des verbes à 2 bases / Les pronoms compléments / les expressions suivies de l'infinitif
8. Le langage cinématographique : les valeurs de cadre
9. Grammaire/conjugaison de niveau B1 : le présent des verbes à 2 bases / Les pronoms compléments / les expressions suivies de l'infinitif
10. Histoire du cinéma : Max Linder, la première vedette du cinéma
11. **Contrôle en classe**
12. « Dossier film », création des groupes et lancement du projet
13. Le langage cinématographique : les raccords
14. Projection de « Les Yeux sans visage » George Franju, France-Italie, 1960
15. ou «Fanny », Marcel Pagnol, France, 1932
16. Analyse du film étudié
17. Langage cinématographique : les mouvements de caméra
18. L'économie du cinéma en France
19. Grammaire : révision
20. **Examen final**

Compétence à acquérir :

Compétences à acquérir

À la fin du cours, les étudiants peuvent s'attendre à maîtriser le vocabulaire du cinéma, des éléments essentiels du langage cinématographique et de l'histoire du cinéma, ainsi que des notions sur l'économie du cinéma aujourd'hui.

La capacité d'analyser et d'interpréter un film ainsi que d'établir des comparaisons entre le cinéma en France et dans le pays des étudiants sera aussi partie prenante du cours, focaliser sur le développement des quatre compétences : compréhension orale et écrite, production orale et écrite de niveau B1.

Mode de contrôle des connaissances :

Mode d'évaluation et notation

Les deux devoirs en classe consistent en des questions sur les dates et notions importantes vues en classe, le vocabulaire, la grammaire et les conjugaisons, ainsi qu'en une production écrite sur le thème du cinéma.

- Participation, devoirs (résumé de films français) : 20%

- Contrôle en classe : 20%
- Examen final de 2h : 30%
- "Dossier film" : 30%

Le Dossier film est un travail réalisé en groupe de 3 ou 4 étudiants autour d'un film en langue française choisi par le groupe.

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Bibliographie, lectures recommandées :

Bibliographie

- « Histoire du cinéma français » Jean-Pierre Jeancolas, Armand Colin, 2011.

MyCourse

Ce cours est sur MyCourse : **Oui**

FLE B1: La Mondialisation par le FLE

ECTS : 6

Compétence à acquérir :

La démarche pédagogique se situera dans une logique actionnelle : l'apprenant est mis en situation. L'accent sera mis sur la prise de parole et les échanges au sein du groupe. Les activités sont adaptées aux profils des apprenants et prennent appui dans des situations de la vie quotidienne et professionnelle.

Afin d'améliorer leurs compétences en rédaction, les étudiants recevront des devoirs et des essais divers en relation avec les sujets du cours. Ils seront également invités à préparer des présentations orales et des débats.

Mode de contrôle des connaissances :

L'évaluation tiendra compte de plusieurs aspects :

- Participation active en classe
- Remise des activités à faire en dehors de la classe
- Exposé oral à faire en binôme
- Examen final de 2h

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Bibliographie, lectures recommandées :

- En savoir plus sur la culture française et renforcer vos compétences d'écoute à travers des nouvelles, des films et des exercices : <http://apprendre.tv5monde.com/> , <http://savoirs.rfi.fr/fr/apprendre-enseigner> et <http://www.francaisfacile.com>
- Delatour, Y. et al, Nouvelle grammaire du français, Cours de civilisation française de la Sorbonne, Paris, Hachette, 2004.
- Préparation au DELF B1 : BRETON Gilles, LEPAGE Sylvie, ROUSSE Marie, Réussir le DELF B1, Paris, Didier, 2010 or DURAND Caroline, DELF en piste?! B1, Paris, Ellipses, 2013.

MyCourse

FLE B1: Paris Cité des arts

ECTS : 6

Description du contenu de l'enseignement :

Nous étudions dans ce cours la place de Paris dans l'histoire de l'art, et plus précisément nous enquêtons sur l'existence de trois grands musées, dans l'ordre chronologique : le musée du Louvre, le musée d'Orsay et le Centre Pompidou.

Pour les étudiants étrangers à Dauphine, ces musées sont connus et réputés, mais ce qui les sépare n'est pas très clair : est-ce une raison historique ? Chronologique ? Des mouvements artistiques différents ? Une volonté politique ?

Les objectifs de cette classe sont de développer les capacités à interpréter l'art aujourd'hui, en comprenant les changements majeurs qui ont eu lieu au XIXème siècle, particulièrement lorsque Paris était la ville des profondes et radicales évolutions artistiques.

Les activités dans la classe permettront aux étudiants de construire une méthode et de l'utiliser, pour observer, analyser et interpréter des œuvres comme des peintures, sculptures et bâtiments.

La différence entre les 3 musées d'art principaux à Paris est une référence constante pour devenir capable de comprendre les connexions d'une œuvre d'art avec la société, les mouvements passés ou futurs, and la situation de l'art aujourd'hui.

Les étudiants seront amenés à maîtriser le français oral de niveau B1 pour progresser au long du semestre au niveau B2 (comprendre et utiliser les registres de langues, les expressions, les phrases complexes). Ils utiliseront chaque semaine le français pour converser avec le professeur et débattre entre étudiants, par groupe ou en classe complète. Le français écrit sera utilisé à chaque séance pour des prises de notes, questionnaires, et lors de la rédaction des 2 essais et de l'examen final. A la fin du semestre, les compétences écrites sont celles de la description, de l'argumentation, de l'analyse et de l'élaboration d'idées personnelles.

Plan du cours:

1. Introduction – méthode d'analyse d'une œuvre d'art – le regard. Les Coquelicots de Monet, Le Bal du moulin de la Galette de Renoir, Composition de Mondrian, les Nymphéas de Monet.
2. Introduction 2 - Utilisation de la méthode – justifier une interprétation. Autoportrait de Van Gogh, La Joconde de Léonard de Vinci, le Penseur de Rodin, Equilibrium de Jeff Koons, la Fondation Louis Vuitton de Frank Gehry.
3. L'architecture et l'Histoire . Les arènes de Lutèce, le musée Cluny, Notre-Dame de Paris, le Louvre, l'Arc de Triomphe, la Commune
4. Hausmann et Napoléon III. La Révolution Industrielle, la bourgeoisie, la transformation de Paris, les collections d'art – essai n°1 200 mots sur la Révolution Industrielle dans l'art
5. La sculpture. Les sculptures antiques, la Vénus de Milo, les Esclaves de Michel-Ange, les canons de l'art
6. La sculpture. La sculpture après la photographie : Rodin, Claudel, Brancusi
7. Visite. Essai n°2 – musée Rodin à Paris
8. La peinture classique, David, Ingres, les Impressionnistes, Monet, Renoir, Pissarro, Caillebotte, Degas
9. La peinture moderne et l'art moderne. Van Gogh, Toulouse-Lautrec, Gauguin, Picasso, Dali, Braque, Matisse, Duchamp, Delaunay, Kandinsky, Malévitch, Magritte, Mondrian, + Exposés
10. l'art moderne dans la ville. Arman, Tinguely, de St Phalle, Oldenburg, Buren + Exposés
11. L'art contemporain. L'art après la Seconde guerre mondiale, Pollock, Warhol, Basquiat, le Nouveau Réalisme, Klein, Raysse, de St Phalle + Exposés
12. **Examen final : 4 œuvres à analyser en 2 heures**

Compétence à acquérir :

La méthode pour analyser l'art correspond aux capacités d'observer, de poser des questions et de justifier une interprétation de n'importe quelle œuvre d'art. Après le semestre, les étudiants seront capables de commencer une interprétation (le message, l'idée, l'intention d'une œuvre), basée sur une observation générale et détaillée. Ils seront capables de le faire en français, en utilisant un vocabulaire spécifique et des références à l'histoire de l'art, ainsi qu'une large base de connaissances sur la ville de Paris.

Mode de contrôle des connaissances :

- Essai n°1 15%
- Essai n°2 15%
- Présentation en groupe 20%
- Examen Final 50%

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Bibliographie, lectures recommandées :

- GOMBRICH, E.H., Histoire de l'Art, Phaidon, 2001.
- ARASSE, D., On n'y voit rien : Descriptions, Gallimard, 2006.
- ARASSE, D. Histoires de Peintures, Gallimard, 2006.
- ANTOINE-ANDERSEN, Véronique, L'Art pour comprendre le Monde, Actes Sud, 2011.

MyCourse

Ce cours est sur MyCourse : **Oui**

FLE B2 : Lexique Thématique et Production Orale

ECTS : 6

Description du contenu de l'enseignement :

Description globale du niveau de l'étudiant en début de formation :

"L'apprenant peut comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de choses familières dans le travail, à l'école, dans les loisirs, etc. Il peut se débrouiller dans la plupart des situations rencontrées en voyage dans une région où la langue cible est parlée. Il peut produire un discours simple et cohérent sur des sujets familiers et dans ses domaines d'intérêt. Il peut raconter un événement, une expérience ou un rêve, décrire un espoir ou un but et exposer brièvement des raisons ou des explications pour un projet ou une idée." (CECRL, niveau B1)

SessionTopic

- 1La gastronomie / Plaisirs de la table
- 2L'apparence physique
- 3La santé – la consultation médicale
- 4Le caractère et la personnalité
- 5La vie affective / les réactions émotionnelles
- 6L'enseignement supérieur
- 7Le monde de l'entreprise / le monde du travail
- 8Les médias – la presse
- 9L'environnement
- 10La politique et la société / enjeux de société
- 11Théâtre – musique – cinéma
- 12Final Exam

Compétence à acquérir :

Objectif global à viser en fin de formation :

"L'apprenant peut comprendre le contenu essentiel de sujets concrets ou abstraits dans un texte complexe, y compris une discussion technique dans sa spécialité. Il peut communiquer avec un degré de spontanéité et d'aisance tel qu'une conversation avec un locuteur natif ne comporte de tension ni pour l'un ni pour l'autre. Il peut s'exprimer de façon claire et détaillée sur une grande gamme de sujets, émettre un avis sur un sujet d'actualité et exposer les avantages et les inconvénients de différentes possibilités." (CECRL, niveau B2)

Mode de contrôle des connaissances :

contrôle continu. Un travail régulier est nécessaire pour progresser. Les devoirs doivent être faits pour le jour demandé. contrôle final pendant le dernier cours.

Bibliographie, lectures recommandées :

FLE B2: French Touch - Langue et Culture

ECTS : 6

FLE B2: Les Enjeux de l'actualité

ECTS : 6

Description du contenu de l'enseignement :

Descriptif et objectifs du cours

Dans ce cours intitulé « Les enjeux de l'actualité française », les étudiants liront très régulièrement la presse et analyseront d'un point de vue interculturel les thèmes qui font l'actualité en France. L'enseignant leur fournira les outils linguistiques et culturels qui leur permettront de commenter l'actualité française. Le cours abordera à travers l'actualité, les grands thèmes de civilisation française. L'actualité française comprend non seulement ce qui se passe en France mais aussi ce que les médias français choisissent de mettre dans l'actualité.

L'objectif de ce cours est de donner aux étudiants, à travers l'analyse et le commentaire de l'actualité française, les outils linguistiques et culturels leur permettant de développer leur expression orale (lors des débats en classe) et écrite (dans des commentaires d'article).

Compétence à acquérir :

Compétences à acquérir

A l'issue de ce cours, l'étudiant aura acquis tant sur le plan argumentatif que culturel les outils lui permettant de participer pleinement à des conversations sur des thèmes de société avec des locuteurs natifs. Il sera capable d'exprimer et de défendre des points de vue.

Mode de contrôle des connaissances :

Mode d'évaluation et notation

L'étudiant sera évalué par des tests de connaissance de l'actualité (en classe), des commentaires ou dossiers (en classe et à la maison) et sa participation à chaque séance. Une participation active de chaque étudiant est absolument nécessaire au bon déroulement de ce cours.

- Tests en classe 20%
- Travaux à la maison 25%
- Participation 25%
- Examen final 30%

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Bibliographie, lectures recommandées :

Bibliographie

- Lecture régulière de la presse française.

MyCourse

Ce cours est sur MyCourse : **Oui**

FLE B2: Les Enjeux de l'actualité

ECTS : 6

Description du contenu de l'enseignement :

Dans ce cours intitulé « Les enjeux de l'actualité française », les étudiants liront très régulièrement la presse et analyseront d'un point de vue interculturel les thèmes qui font l'actualité en France. L'enseignant leur fournira les outils linguistiques et culturels qui leur permettront de commenter l'actualité française. Le cours abordera à travers l'actualité, les grands thèmes de civilisation française. L'actualité française comprend non seulement ce qui se passe en France mais aussi ce que les médias français choisissent de mettre dans l'actualité.

L'objectif de ce cours est de donner aux étudiants, à travers l'analyse et le commentaire de l'actualité française, les outils linguistiques et culturels leur permettant de développer leur expression orale (lors des débats en classe) et écrite (dans des commentaires d'article).

Plan du cours

Ce cours étant basé sur l'actualité, il est impossible de fournir un programme par semaine. Le cours hebdomadaire est divisé en deux parties. Dans la première partie, à partir des lectures de la presse, les étudiants sous la direction de l'enseignant, établissent une revue de presse générale de la semaine qui s'est écoulée depuis le cours précédent. Dans la deuxième partie, un thème de l'actualité est approfondi par la lecture d'articles. Le professeur sélectionne ce thème en fonction de sa pertinence culturelle.

Compétence à acquérir :

A l'issue de ce cours, l'étudiant aura acquis tant sur le plan argumentatif que culturel les outils lui permettant de participer pleinement à des conversations sur des thèmes de société avec des locuteurs natifs. Il sera capable d'exprimer et de défendre des points de vue.

Mode de contrôle des connaissances :

L'étudiant sera évalué par des tests de connaissance de l'actualité (en classe), des commentaires ou dossiers (en classe et à la maison) et sa participation à chaque séance. Une participation active de chaque étudiant est absolument nécessaire au bon déroulement de ce cours.

- Tests en classe 15%
- Travaux à la maison 20%
- Participation 15%
- Examen final 50%

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Bibliographie, lectures recommandées :

Lecture régulière de la presse française.

MyCourse

Ce cours est sur MyCourse : **Oui**

FLE B2: Sociologie de la France et des français

ECTS : 6

Description du contenu de l'enseignement :

Nous proposons pour ce cours une introduction aux concepts de base de la sociologie, dans leur application directe à des fins

d'analyse de la société française. Les étudiants étrangers peuvent ainsi approfondir leur connaissance de la France, en observant les comportements des individus et des groupes sociaux et en discutant leurs observations grâce à la perspective sociologique (les fondateurs de la sociologie : Durkheim, Marx, Weber. Les sociologues d'aujourd'hui : Bourdieu, Boudon, Delphy, Illouz). L'analyse de documents, de statistiques et l'observation directe permettent de prendre une position active face aux phénomènes sociaux, tout en utilisant intensivement la langue française, à un niveau B2.

Compétence à acquérir :

Ce cours permet aux étudiants d'utiliser des concepts sociologiques pertinents pour analyser leur propre situation. Le semestre à Dauphine est une expérience sociologique en soi, et les outils d'observation et la méthodologie sont particulièrement utiles pour décrire et décoder l'environnement social. Les étudiants ont besoin d'une utilisation intense de la langue française, à l'écrit comme à l'oral, pour l'expression et la compréhension. Ils seront donc capables d'exprimer en français précis les résultats de leurs recherches, basés sur leurs expériences.

Mode de contrôle des connaissances :

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

- Essai n°1 15%
- Essai n°2 15%
- Présentation en groupe 20%
- Examen Final 50%

Bibliographie, lectures recommandées :

- MOLENAT, Xavier, La Sociologie : Histoire, Idées, Courants, Éditions Sciences Humaines, 2009.
- DURKHEIM, Émile, Les règles de la méthode sociologique, 1895, Flammarion (2010).
- WEBER Max, Économie et société, tome 1 : Les Catégories de la sociologie, 1921, Pocket (2003).
- BOURDIEU, Pierre, La Distinction, Éditions de Minuit, 1979.
- AUGÉ, Marc, Un Ethnologue dans le métro, Pluriel, 2013.
- LE BRETON, David, Sociologie du corps, « Que Sais-Je ? » PUF, 2016.

MyCourse

Ce cours est sur MyCourse : **Oui**

FLE B2: Sémiotique du marketing

ECTS : 6

Compétence à acquérir :

Comme décrit dans l'aperçu, les étudiants seront capables d'utiliser les outils sémiotiques pour aiguïser leurs compétences de réception comme de production à propos de documents marketing, devenant ainsi de plus en plus conscients de ce qui est sous-jacent dans les signes marketing tels que publicités TV ou affiches, mais également emails promotionnels ou tout type de documents qu'ils seront eux-mêmes susceptibles de produire.

Mode de contrôle des connaissances :

- Test de mi- semestre 20%
- Exposés en groupe 15%
- Participation 15%
- Test final 50%

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Bibliographie, lectures recommandées :

Bibliographie

- BARTHES, Roland. Mythologies. Paris : Éditions du Seuil, 1957. Collection Points. ISBN 2-02-000585-9
- ECO, Umberto, Le Signe. (Segno : Milan : Arnoldo Mondadori Editore, 1980) Bruxelles : Editions Labor, 1988, Livre de Poche, Collection « Biblio Essais ». ISBN 978-2-253-06094-9
- FLOCH, Jean-Marie, Sémiotique, Marketing et Communication », Paris, PUF, 1990. Collection « Formes sémiotiques ». ISBN 22407230-12-01
- FRAENKEL, Béatrice, LEGRIS-DESSPORTES, Christiane, Entreprise et sémiologie- analyser le sens pour maîtriser l'action. Paris, Dunod, 1999, Collection Marketing-Communication, ISBN 9782100037247
- KLINKENBERG, Jean-Marie, Précis de sémiotique générale, De Boeck S.A. Larcier, 1996. Point Seuil-Collection Essais. ISBN 2-02036703-3.

MyCourse

Ce cours est sur MyCourse : **Non**

FLE B2: Sémiotique du marketing

ECTS : 6

Description du contenu de l'enseignement :

Descriptif et objectifs du cours

Contenu thématique

- Extraits d'interviews radio et vidéo de spécialistes de la sémiotique, de la publicité et du marketing.
- Publicités TV et web, extraits d'émissions consacrées à la publicité.
- Extraits d'articles de presse spécialisée, de textes théoriques de références, analyse de textes publicitaires et de supports communicationnels
- Débats autour des documents analysés
- Exposés : présentation des résultats de recherche utilisant les outils sémiotiques
- Rédaction d'essais

Contenu linguistique

(Selon besoins)

- Sociolinguistique : repérer et utiliser les différents niveaux de langue
- Vocabulaire et actes de parole de la description d'image
- Donner des conseils, suggérer ou donner des consignes : le conditionnel et le subjonctif
- Proposer une approche interculturelle avec le comparatif et le superlatif
- Reformuler : les connecteurs logiques, les pronoms personnels, la concordance des temps au discours indirect

Objectifs

- Développer la pratique orale et écrite du français autour des questions posées par la sémiotique : aborder autrement le marketing, la publicité et la communication

- Sensibiliser les étudiants aux outils d'analyse et de stratégie issus de la sémiotique, en contexte francophone, dans une perspective interculturelle.
- Décoder les systèmes de valeurs cachés derrière les signes, ainsi que le nouvel environnement que représentent Paris et la France pour des étudiants étrangers.
- Les étudiants feront le lien concrètement entre les aspects théoriques, leur parcours et leurs projets professionnels.

Plan du cours

Prise de conscience de l'omniprésence des signes : le tee shirt de Jean-Marie Klinkenberg, l'histoire de Monsieur Sigma (Umberto Eco).

Analyse de logos célèbres et de l'étude fondatrice de Roland Barthes de la publicité Panzani.

Extrait vidéo promotionnelle de l'agence Sémiopolis: quelle peut être la place de la sémiotique dans l'entreprise?

10 définitions du « signe » par Umberto Eco

Les théoriciens du signe, les grandes figures de la sémiotique (et les notions qu'ils ont développées) et ses différents champs d'application.

Exemples d'applications : l'Histoire de « Je suis Charlie », extrait d'entretien vidéo de Barthes présentant « Mythologies », affiche de campagne présidentielle de François Hollande en 2012: présentation des outils d'analyse sémiotique.

Exemple d'offre d'analyse sémiotique « appliquée » : brochure de l'agence « Capcom »

Exemple du changement de logo « Care » :

Sens dénoté et sens connoté en typographie.

De l'interaction entre le texte et l'image : l'effet de double ancrage

Exemples de situations d'incongruence et de congruence typographique

Exemples où la typographie détermine le sens dénoté du mot

Résultats de l'analyse de contenu lexical

Présentation du reste du semestre, des tests et exposés.

TEST 1 (Contrôle de connaissances)

Exploitation pédagogique de la vidéo : « Comprendre les bases du marketing » (Agence Global-brandings.com)

Quels sont les « points de contact » avec la sémiotique ? Où est-elle pertinente ?

Correction du test 1

Etude de la notion de « code couleurs »

Focus sur les banques françaises :

Etude de cas : l'évolution du logo du Crédit du Nord en 1986

Introduction du carré sémiotique autour de l'évolution des publicités Citroën

Elargissement à la publicité en général et aux comportements consommateurs.

Application du carré sémiotique à la communication de la grande distr

Compétence à acquérir :

Compétences à acquérir

Comme décrit dans l'aperçu, les étudiants seront capables d'utiliser les outils sémiotiques pour aiguïser leurs compétences de réception comme de production à propos de documents marketing, devenant ainsi de plus en plus conscients de ce qui est sous-jacent dans les signes marketing tels que publicités TV ou affiches, mais également emails promotionnels ou tout type de documents qu'ils seront eux-mêmes susceptibles de produire.

Mode de contrôle des connaissances :

Mode d'évaluation et notation

- Test de mi-semestre 20%
- Exposés en groupe 20%
- Participation 20%
- Test final 40%

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure

et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Bibliographie, lectures recommandées :

Bibliographie

- BARTHES, Roland. Mythologies. Paris : Éditions du Seuil, 1957. Collection Points. ISBN 2-02-000585-9
- ECO, Umberto, Le Signe. (Segno : Milan : Arnoldo Mondadori Editore, 1980) Bruxelles : Editions Labor, 1988, Livre de Poche, Collection « Biblio Essais ». ISBN 978-2-253-06094-9
- FLOCH, Jean-Marie, Sémiotique, Marketing et Communication », Paris, PUF, 1990. Collection « Formes sémiotiques ». ISBN 22407230-12-01
- FRAENKEL, Béatrice, LEGRIS-DESSPORTES, Christiane, Entreprise et sémiologie- analyser le sens pour maîtriser l'action. Paris, Dunod, 1999, Collection Marketing-Communication, ISBN 9782100037247
- KLINKENBERG, Jean-Marie, Précis de sémiotique générale, De Boeck S.A. Larcier, 1996. Point Seuil-Collection Essais. ISBN 2-02036703-3

MyCourse

Ce cours est sur MyCourse : **Non**

FLE C1: Le Français des Affaires

ECTS : 6

Description du contenu de l'enseignement :

Ce cours a pour objectif d'atteindre une maîtrise du français à l'oral et l'écrit dans les principales situations de communication professionnelle. Il permettra aux étudiants de développer leurs compétences en français dans le cadre de relations et d'échanges professionnels et de mieux connaître le fonctionnement du monde professionnel en France.

Compétence à acquérir :

La démarche pédagogique se situera dans une logique actionnelle : l'apprenant est mis en situation. L'accent sera mis sur la prise de parole, les échanges au sein du groupe, mais aussi sur la production écrite. Les activités sont adaptées aux profils des apprenants et prennent appui dans des situations de la vie quotidienne et professionnelle.

Afin d'améliorer leurs compétences en rédaction, les étudiants recevront des devoirs et des essais divers en relation avec les sujets du cours. Ils seront également invités à préparer des présentations orales et des débats.

Séances:

1. Rédaction d'un curriculum et d'une lettre de motivation
2. Le marketing de soi
3. Découverte d'un métier : la pâtisserie française
4. Comprendre le fonctionnement d'une entreprise
5. Apprendre à négocier à l'oral et à l'écrit
6. Examen blanc du DALF C1
7. Découverte d'un métier : Influenceur, influenceuse
8. Prendre la parole en public
9. Découvrir le service après-vente et la relation client
10. Faire un compte-rendu
11. Gérer un problème au travail
12. **Examen final**

Mode de contrôle des connaissances :

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

MyCourse

Ce cours est sur MyCourse : **Oui**

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Bibliographie, lectures recommandées :

- En savoir plus sur la culture française et renforcer vos compétences d'écoute à travers des nouvelles, des films et des exercices : <http://apprendre.tv5monde.com/>, <http://savoirs.rfi.fr/fr/apprendre-enseigner> and <http://www.francaisfacile.com>
- Delatour, Y. et al, Nouvelle grammaire du français, Cours de civilisation française de la Sorbonne, Paris, Hachette, 2004.

FLE C1: Le Français des Affaires

ECTS : 6

Description du contenu de l'enseignement :

Ce cours a pour objectif d'atteindre une maîtrise du français à l'oral et l'écrit dans les principales situations de communication professionnelle. Il permettra aux étudiants de développer leurs compétences en français dans le cadre de relations et d'échanges professionnels et de mieux connaître le fonctionnement du monde professionnel en France.

1. Rédaction d'un curriculum et d'une lettre de motivation
2. Le marketing de soi
3. Découverte d'un métier : la pâtisserie française
4. Comprendre le fonctionnement d'une entreprise
5. Apprendre à négocier à l'oral et à l'écrit
6. Examen blanc du DALF C1
7. Découverte d'un métier : Influenceur, influenceuse
8. Prendre la parole en public
9. Découvrir le service après-vente et la relation client
10. Faire un compte-rendu
11. Gérer un problème au travail
12. Examen final

Compétence à acquérir :

La démarche pédagogique se situera dans une logique actionnelle : l'apprenant est mis en situation. L'accent sera mis sur la prise de parole, les échanges au sein du groupe, mais aussi sur la production écrite. Les activités sont adaptées aux profils des apprenants et prennent appui dans des situations de la vie quotidienne et professionnelle.

Afin d'améliorer leurs compétences en rédaction, les étudiants recevront des devoirs et des essais divers en relation avec les sujets du cours. Ils seront également invités à préparer des présentations orales et des débats.

Mode de contrôle des connaissances :

- Exposé oral : 20 %
- Test de compréhension écrite : 20 %
- Test de compréhension orale : 20 %
- Participation en classe : 10 %
- Examen final : 30 %

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Ce cours est sur MyCourse : **Oui**

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Bibliographie, lectures recommandées :

En savoir plus sur la culture française et renforcer vos compétences d'écoute à travers des nouvelles, des films et des exercices :

<http://apprendre.tv5monde.com/http://apprendre.tv5monde.com/>,

<http://savoirs.rfi.fr/fr/apprendre-enseignerhttp://savoirs.rfi.fr/fr/apprendre-enseigner> and

<http://www.francaisfacile.com/http://www.francaisfacile.com>

Delatour, Y. et al, Nouvelle grammaire du français, Cours de civilisation française de la Sorbonne, Paris, Hachette, 2004.

Biographie de l'enseignant

Expert dans le domaine de l'évaluation et des technologies de l'information et de la communication pour l'enseignement, Jugurta Bentifraouine est chargé de cours à Dauphine-PSL depuis plus de 3 ans. Il est ingénieur pédagogique et chef de projets FOAD pour France Éducation international où il travaille notamment sur les certifications DELF-DALF, forme des formateurs en France et à l'étranger et coordonne les projets numériques du département évaluation et certifications. Il est également auteur pour la maison d'édition CLE international. Jugurta Bentifraouine intervient aussi dans plusieurs établissements de l'enseignement supérieur (SciencePo, université Sorbonne-Nouvelle, INALCO).

FLE Cours Elementaire

ECTS : 6

Description du contenu de l'enseignement :

Descriptif et objectifs du cours

Ce cours aidera les étudiants à comprendre les codes de la société française et leur donnera les outils linguistiques pour participer à la vie étudiante et quotidienne en France. Cela nécessite une participation très active de leur part.

L'objectif est de maîtriser les structures de base du français, favoriser l'autonomie dans les situations quotidiennes, acquérir des comportements et des savoir-faire, et adopter des réflexes interculturels.

Les étudiants travailleront sur toutes les compétences requises (travail oral et écrit, compréhension orale et écrite, interaction) à l'aide de documents authentiques de différents types (documents audio, vidéos, articles, dialogues ...).

La classe sera basée sur des travaux de communication et des simulations pour développer l'interaction orale. Ce travail sera soutenu par des exercices de grammaire et de phonétique en contexte.

Plan du cours

L'alphabet, épeler son nom.

Prononciation et orthographe des sons. Les syllabes.

Présenter un homme, une femme, sa famille.

Se présenter : donner et demander des informations personnelles ou professionnelles simples.

Donner et demander son adresse, son courriel, son numéro de téléphone.

Etablir les contacts sociaux, présentation et usages.

Rencontrer, saluer, remercier, s'excuser, dire au revoir.

Le « tu » et le « vous »

Faire connaissance à l'université, en stage d'entreprise.

Assister à un événement et échanger avec les participants.

Parler de ses goûts, de ses préférences.

Faire un commentaire positif, négatif.

Les moyens de paiement.

Payer et retirer de l'argent.

Faire des achats, parler des quantités exprimées et non exprimées.

Demander le prix.

Aller au restaurant : réserver une table, commander un repas, poser des questions sur la carte, demander et vérifier l'addition.

Décrire les activités de la vie quotidienne.

Se situer dans l'espace et le temps.

Parler de son emploi du temps.

Organiser une journée de travail, donner des instructions et organiser un programme.

Demander et donner des indications horaires.

Réserver et acheter un billet de train, d'avion, une chambre d'hôtel.

Prendre les transports en commun. Demander des renseignements à la station de métro, à la gare.

S'orienter et orienter dans l'espace. Dire où l'on est, dire où l'on va.

Parler des lieux, localiser, choisir et expliquer un itinéraire.

Demander son chemin.

Décrire un lieu.

Proposer une activité, inviter, répondre à une invitation, exprimer l'incertitude.

Examen final

Compétence à acquérir :

Compétences à acquérir

A l'issue de ce cours, les élèves peuvent comprendre et utiliser une série de phrases ou d'expressions simples pour se décrire ou parler d'autres personnes, de leur vie, de leurs cours, ou de leur stage en termes très simples.

Ils peuvent également participer à une conversation sur des sujets très familiers qui concernent les situations quotidiennes et des étudiants.

Mode de contrôle des connaissances :

Mode d'évaluation et notation

- 2 tests en classe ;
- Participation en classe ;
- Devoirs personnels ;
- Examen final de 2h

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Bibliographie, lectures recommandées :

Bibliographie

- Documents fournis par le professeur.
- Objectif express 1, Hachette fle.
- Totem 1, Hachette
- Vocabulaire progressif du français, débutant complet, débutant. Cle.
- Communication progressive du français, débutant complet, débutant. Cle.
- DVD Totem, Alter Ego 1.
- Français des relations professionnelles.
- Grammaire progressive du français débutant. Cle.

FLE Elementaire

ECTS : 6

Description du contenu de l'enseignement :

Ce cours aidera les étudiants à comprendre les codes de la société française et leur donnera les outils linguistiques pour

participer à la vie étudiante et quotidienne en France. Cela nécessite une participation très active de leur part.

L'objectif est de maîtriser les structures de base du français, favoriser l'autonomie dans les situations quotidiennes, acquérir des comportements et des savoir-faire, et adopter des réflexes interculturels.

Les étudiants travailleront sur toutes les compétences requises (travail oral et écrit, compréhension orale et écrite, interaction) à l'aide de documents authentiques de différents types (documents audio, vidéos, articles, dialogues ...).

La classe sera basée sur des travaux de communication et des simulations pour développer l'interaction orale. Ce travail sera soutenu par des exercices de grammaire et de phonétique en contexte.

1. L'alphabet, épeler son nom / Prononciation et orthographe des sons. Les syllabes / Présenter un homme, une femme, sa famille.
2. Se présenter : donner et demander des informations personnelles ou professionnelles simples / Donner et demander son adresse, son courriel, son numéro de téléphone.
3. Etablir les contacts sociaux, présentation et usages / Rencontrer, saluer, remercier, s'excuser, dire au revoir / Le « tu » et le « vous »
4. Faire connaissance à l'université, en stage d'entreprise / Assister à un événement et échanger avec les participants / Parler de ses goûts, de ses préférences / Faire un commentaire positif, négatif.
5. Les moyens de paiement / Payer et retirer de l'argent / Faire des achats, parler des quantités exprimées et non exprimées / Demander le prix.
6. Aller au restaurant : réserver une table, commander un repas, poser des questions sur la carte, demander et vérifier l'addition.
7. Décrire les activités de la vie quotidienne / Se situer dans l'espace et le temps / Parler de son emploi du temps / Organiser une journée de travail, donner des instructions et organiser un programme.
8. Demander et donner des indications horaires / Réserver et acheter un billet de train, d'avion, une chambre d'hôtel.
9. Prendre les transports en commun. Demander des renseignements à la station de métro, à la gare / S'orienter et orienter dans l'espace. Dire où l'on est, dire où l'on va.
10. Parler des lieux, localiser, choisir et expliquer un itinéraire / Demander son chemin / Décrire un lieu.
11. Proposer une activité, inviter, répondre à une invitation, exprimer l'incertitude.
12. **Examen final**

Compétence à acquérir :

A l'issue de ce cours, les élèves peuvent comprendre et utiliser une série de phrases ou d'expressions simples pour se décrire ou parler d'autres personnes, de leur vie, de leurs cours, ou de leur stage en termes très simples. Ils peuvent également participer à une conversation sur des sujets très familiers qui concernent les situations quotidiennes et des étudiants.

Mode de contrôle des connaissances :

- 2 tests en classe ;
- Participation en classe ;
- Devoirs personnels ;
- Examen final de 2h

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Bibliographie, lectures recommandées :

- Documents fournis par le professeurs.
- Objectif express 1, Hachette fle.
- Totem 1, Hachette
- Vocabulaire progressif du français, débutant complet, débutant. Cle.

- Communication progressive du français, débutant complet, débutant. Cle.
- DVD Totem, Alter Ego 1.
- Français des relations professionnelles.
- Grammaire progressive du français débutant. Cle.

Bibliography

- Documents provided by the professor.
- Objectif Express 1, Hachette FLE.
- Totem 1, Hachette.
- Vocabulaire progressif du français, débutant complet, débutant. Cle.
- Communication progressive du français, débutant complet, débutant. Cle.
- DVD Totem, Alter Ego 1.
- Français des relations professionnelles.
- Grammaire progressive du français débutant. Cle.

MyCourse

This course is on MyCourse: Yes

Financial Marketing

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

This class focuses on the structural aspects (financial products, actors...) of the financial markets (bonds market, monetary market, stocks market...). This course is designed for students who wish to extend further their economic and financial knowledge.

The form adopted for this teaching is “course – seminar” featuring one part with course on the basic principles and theories and some practical exercises (Most topics are introduced via the lecture method that will then covered in more detail through exercises done in class)

Objectives: The purpose of this course is to introduce students to financial markets in its main domains as strategy, the impact of the economic environment... but also well understand the basic principles such as interest rate, loans and their amortization, investment choice, the decision to invest...

The use of a computer and an Excel spreadsheet will be developed in the tutorials

Course structure

1. Mutual acquaintance. Constitution of the different groups of students and distribution of the various presentations and press reviews
2. Presentation of the financial markets
3. The interest rates and their different methods of calculation
4. The bonds markets (risks, yield rate curve...)
5. The different types of bonds and their amortization
6. The invest choice and the decision of invest
7. **MID TERM EXAM**
8. The stocks market
9. The monetary market and monetary policy
10. The FOREX
11. The derivative products markets (I)
12. The derivative products markets (II)
13. **Final Exam**

Compétence à acquérir :

Learning outcomes

By the end of this unit, students will be able to describe the characteristics of the different financial markets and to know to manipulate the main tools and notions of these capital markets.

Mode de contrôle des connaissances :

Assignments and grading

- Class works (continuous assessment): 50% of the final score

- The mid-term exam counts for 25% of the final grade.
- Individual Assignment count for 15% of the final grade. Individual work consists in a group work presentation about an economic or financial question that students work out and hand to the other students. Press reviews also will be asked.
- Class participation: 10% of the final grade.
- Final exam: 50% of the final score.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

MyCourse

This course is on MyCourse: **No**

Financial Markets

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

This class focuses on the structural aspects (financial products, actors...) of the financial markets (bonds market, monetary market, stocks market...). This course is designed for students who wish to extend further their economic and financial knowledge.

The form adopted for this teaching is "course – seminar" featuring one part with course on the basic principles and theories and some practical exercises (Most topics are introduced via the lecture method that will then be covered in more detail through exercises done in class)

Objectives: The purpose of this course is to introduce students to financial markets in its main domains as strategy, the impact of the economic environment... but also well understand the basic principles such as interest rate, loans and their amortization, investment choice, the decision to invest...

The use of a computer and an Excel spreadsheet will be developed in the tutorials

Course structure

Mutual acquaintance. Constitution of the different groups of students and distribution of the various presentations and press reviews

1. Presentation of the financial markets
2. The interest rates and their different methods of calculation
3. The bonds markets (risks, yield rate curve...)
4. The different types of bonds and their amortization
5. The investment choice and the decision of investment
6. MID TERM EXAM
7. The stocks market
8. The monetary market and monetary policy
9. The FOREX
10. The derivative products markets (I)
11. The derivative products markets (II)
12. Final Exam

Compétence à acquérir :

Learning outcomes

By the end of this unit, students will be able to describe the characteristics of the different financial markets and to know how to manipulate the main tools and notions of these capital markets.

Mode de contrôle des connaissances :

Assignments and grading

Class works (continuous assessment): 50% of the final score

The mid-term exam counts for 25% of the final grade.

Individual Assignment count for 15% of the final grade. Individual work consists in a group work presentation about an economic or financial question that students work out and hand to the other students. Press reviews also will be asked.

Class participation: 10% of the final grade.

Final exam: 50% of the final score.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

MyCourse

This course is on MyCourse:

No

Game Theory

ECTS : 6

Description du contenu de l'enseignement :

Overview

We will cover the fundamental concepts of strategic games, extensive games with perfect information, Bayesian games and extensive games with imperfect information. We will provide illustrations from the social and behavioral sciences and examples that demonstrate how the theory may be used.

Main Topics:

- Building a model of interactions
- Dominant/dominated strategies and iterated elimination of dominated strategies
- Nash equilibrium in discrete games
- Mixed strategies
- Subgame perfect equilibrium
- Imperfect information
- Private information
- Signaling

Course Structure

1. Introduction to strategic reasoning
2. Building a model of strategic interaction
3. Solving a game when rationality is common knowledge
4. Nash equilibria in discrete game with 2 or 3 players
5. Nash equilibria with n players
6. Nash equilibria with n players
7. **Midterm Exam**
8. Randomized strategies
9. Sequential games with perfect information
10. Sequential games with imperfect information
11. Games with private information
12. **Final Exam**

Compétence à acquérir :

Course Objectives

We intend to present the main principles of game theory and show how they can be used to understand economic, social and political phenomena. We will introduce the main ideas behind the theory in an accessible manner rather than their mathematical expression.

Learning Outcomes

Game theory is a mode of reasoning that applies to all encounters between humans and deserves a place in a general liberal arts education. We provide a general presentation of the main concepts of game theoretical concepts and many applications of these concepts (with a slight bias towards economic applications).

Mode de contrôle des connaissances :

Mode of Assessment

50% Midterm + 50% final exam

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

- *An Introduction to Game Theory*, Joseph Harrington
- *An Introduction to Game Theory*, Martin Osborne

MyCourse

This course is on MyCourse : **No**

Gender and identity in the media, the arts and politics

ECTS : 6

Description du contenu de l'enseignement :

With the emergence of #MeToo and #BlackLivesMatter, gender and 'racial' questions often take centre stage in the media, politics and the arts today. They have also become crucial to the communication strategies of many businesses and corporations. In this course we will examine contemporary representations of gender and gender relations and their intersections with other important aspects of identity and social relations in multicultural societies, particularly 'race' and ethnicity. Students will have the opportunity to explore a wide range of media and cultural content — advertising, business and corporate communications, the music industry, the film industry, TV series, the visual arts, and literature. The objective of the course is two-fold: on the one hand, to sharpen students' powers of analysis and of observation in relation to media outlets they may already be familiar with by studying them through the prisms of gender and 'race', and, on the other, to enhance their cultural knowledge and 'cultural capital' by discovering new or less familiar media and cultural content.

SessionTopic

1 Introduction to the course.

- Defining key terms: sex and gender, "intersectionality", 'race' and ethnicity.
- Feminism, women's studies and masculinity in question.
- Media studies: overview and background debates; introduction to some key concepts.
- Topics and calendar of student presentations

2 Approaching media texts through semiotics and content analysis.

- Gender and gender relations in advertising media.

- Gender and ethnicity in corporate communications and storytelling.

Field-work assignment.

3 Student presentations of field work.

The Music Industry: display of gender in music videos; misogyny in videos and lyrics; challenging gender norms in music videos and lyrics.

- Student presentations.

4 The film industry - Gender and 'race' representations in contemporary films; gender representations in Disney and Pixar productions.

- Student presentations

5 Gender, 'race' and ethnicity in cultural contexts. The politics of recognition in multicultural societies in the "West".

1/ The "culture wars" in the news media and in TV series in the United States from the 1970s to today.

- Student presentations

6 1b/ The "culture wars" in the United States continued.

- Student presentations

- Mid-term class test.

7 2/ France

a/ Plural identities in France's "universalist" social model: debates, tensions and challenges as played out in news and entertainment media.

b/ #MeToo in France; inter-generational conflicts in the women's movement; high-profile cases in the cultural sphere: the Gabriel Matzneff affair; the controversy of the "Césars" film awards in 2020 and Roman Polanski's film, *J'accuse!*

Student presentations

8 3/ The United Kingdom. The resonance of #BlackLivesMatter in the UK.

- Representing 'black' Britain in film and literature; focus on the work of film director Steve McQueen, especially his *Small Axe* mini-film series (2020) and the work of writer Bernardine Evaristo, particularly her award-winning novel, *Girl, Woman, Other* (2019).

Student presentations

9 *Small Axe* and *Girl, Woman, Other*.

Student presentations.

10 *Small Axe*, and *Girl, Woman, Other*.

Student presentations

11 Minority cultures and societies in a globalised media context: threats and opportunities.

12 Final Exam

Compétence à acquérir :

- acquire fundamental knowledge of key concepts in gender studies
- acquire conceptual keys and analytical tools to analyse the media
- acquire the fundamentals of film, TV-series and literary analyses
- create and perform effective individual and small group presentations
- devise research questions, conduct small research projects
- work in teams successfully
- lead and conduct larger group discussions in class
- develop public speaking skills
- enhance vocabulary, reading and writing skills in English (for non-native English speakers in particular)

Mode de contrôle des connaissances :

- Research assignments, student presentations, mid-term test, and participation: 60%
- Final exam: 40%.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

- Students must each have their own print copy of Bernardine Evaristo's novel *Girl, Woman, Other*, Penguin, 2019, and are expected to have read it before the course begins. A full bibliography will be distributed at the beginning of term, together with a list of required reading and/or viewing for each class.

German

ECTS : 6

Description du contenu de l'enseignement :

Taught over one semester, this German intermediate course will cover a wide variety of topics to improve your reading, writing, speaking, and listening skills. You will work in pairs or small groups to describe your daily routine, talk about your life in Paris and plans for the holidays, etc. You will make standard exercises as well as vocabulary and grammar games.

SessionTopic

1Über sich und die anderen sprechen können – Grammatik : Fragen

2Zahlen, Uhrzeit, Befinden - Grammatik : Konjugation im Präsens

3Fähigkeiten - Grammatik : Modalverben

4den Weg sagen - Grammatik : Imperativ

5eine Wohnung suchen - Grammatik : Perfekt

6meine Wohnung

7Essen und Trinken - Grammatik : Akkusativ

8verrückte Restaurants

9Freizeit und Hobby - Grammatik : Präteritum

10Sport

11Ferienpläne

12Final Exam

Compétence à acquérir :

You will work towards B1 level of the Common European Framework Reference of language learning.

Mode de contrôle des connaissances :

- 2 tests
- 1 oral presentation
- 1 final exam

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Everything will be on Moodle

Global Climate Politics : Comparative EU-US Perspectives

ECTS : 6

Description du contenu de l'enseignement :

The Paris Agreement, reached on 12 December 2015, represents the first comprehensive global climate agreement. The treaty contains many positive provisions that aim to build a new architecture for the global climate regime under the aegis of the UNFCCC. This course will offer students an in-depth analysis of the main provisions contained in the Paris Agreement and the new climate regime it ushers in.

The EU has always been a leader on environmental issues, both from a domestic and a foreign policy perspective, enacting some of the most far-reaching climate and renewable energy policies in the world. EU climate and energy legislation is also supplemented by extensive policies at the national level. The course will examine both internal EU policies and external relations in the field of climate change. This will include a particular focus on the new European Green Deal, other internal EU climate and energy policies, as well as how the EU negotiates within the UNFCCC. By contrast, climate politics in United States have been more volatile. While President Obama sought to launch a number of federal climate initiatives, the Republican Party has consistently demonstrated scepticism towards climate science, with President Trump taking the decision to withdraw the US from the Paris Agreement. While Joe Biden's election as President has opened the door to America's return

within the Paris Accord, his administration still faces a number of obstacles and domestic opposition for an ambitious federal climate agenda.

As a result, non-state and sub-national actors around the world including cities, states, the private sector and civil society, have a key role to play in compensating for inadequacies at the national level. For instance, parts of the US such as California and New York, as well as cities such as Paris, have become world leaders in enacting climate policies at the local level. Hence, this course will examine the emerging framework of multi-level and polycentric governance, including the role of non-state and sub-national actors as building blocks within the climate regime. Energy and climate policies in the EU will be compared with those in the US and in other countries such as China in order to highlight differences in approach, as well as contrasting perspectives on the future of the global climate regime.

SessionTopic

1 Introduction to the course and history of the international environmental regime, with the main institutions, actors and concepts

2 The Paris Agreement and the architecture of the new global climate regime under the aegis of the UNFCCC

3 History of environmental policies in Europe, with the main institutions, actors and processes involved

4 Internal EU climate and energy policies, including interaction with national member state policies

5 EU diplomacy and leadership in the global climate regime, with a network of international partnerships

6 History of environmental policies in the US, with the main institutions, actors and processes involved

7 Contrasting perspectives between Obama and Trump on climate and energy issues, including domestic and foreign policy

8 Multi-level governance and the role of sub-national actors in US climate politics, including under Trump and beyond

9 Polycentric governance and the role of non-state actors as building blocks within the global climate regime

Compétence à acquérir :

1. Students will acquire a detailed understanding of the history and processes involved in UN climate negotiations, including the Paris Agreement and the architecture of the new global climate regime.
2. Students will learn about the main institutions, actors and processes relating to climate and energy politics in Europe, both at the EU and the national level.
3. Students will develop their knowledge about the equivalent situation in the United States, at the national level under Obama and Biden, as well as at the sub-national level under Trump (through a multi-level framework). This will include a nuanced understanding of polycentric governance and the role of non-state actors as building blocks within the global climate regime.
4. Students will acquire valuable comparative insights through contrasting transatlantic EU/US perspectives, as well as comparisons with other major GHG emitters such as China.
5. Students will have the opportunity to demonstrate and apply this knowledge during a live simulation of the COP 26 during the final class of the semester. Each student will be able to choose their role in advance.
6. Beyond factual knowledge, this class will help students acquire valuable comparative analytical skills, as well as oral debating skills through their own presentations and participation in organized in-class discussions/simulations.

Mode de contrôle des connaissances :

One or two required readings for most sessions, which will be uploaded on Moodle. Optional readings will also be suggested. Students will need to submit a final term paper (2000 words, 50% of the final grade) where they will choose their topic from a proposed list of 12 subjects, based on the material covered in class. Students will have the option of also preparing an oral presentation in a group on a subject of their choosing (15-20 minutes, 40% of the final grade), in relation to the material covered in class. Oral presentations will take place at the beginning of every class. Students who are unable or choose not to prepare an oral presentation will also have the option of writing a second term paper instead (in that case, each term paper will count for 45% of the final grade). The remaining 10% is a participation grade, which takes into account not only participation in class, but also attendance and punctuality.

The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Bibliographie, lectures recommandées :

Week 1:

Suggested reading:

Gupta J. (2014), *The History of Global Climate Governance*, Cambridge University Press.

Luterbacher U. et al. (2018), *Global Climate Policy: Actors, Concepts, and Enduring Challenges*, MIT Press.

Week 2:

Required reading:

Savaresi A. (2016), *The Paris Agreement: a new beginning?*, *Journal of Energy & Natural Resources Law*, 34:1,16-26.

Suggested reading:

Klein D. et al. (2017), *The Paris Agreement on Climate Change: Analysis and Commentary*, Oxford University Press.

Popovski V. (2018), *The Implementation of the Paris Agreement on Climate Change (Law, Ethics and Governance)*, Routledge.

Salawitch R. J., Canty T. P. and Hope A. P. (2017), *Paris Climate Agreement: Beacon of Hope*, Springer.

Week 3:

Required reading:

Barichella A. (2017), *How Europe can and should become the guardian of the Paris Agreement on climate change*, *European issues* n°450 – Robert Schuman Foundation.

Suggested reading:

Delbeke J. and Vis P. (2015), *EU Climate Policy Explained*, Routledge.

Delreux T. and Happaerts S. (2016), *Environmental Policy and Politics in the European Union* (The European Union Series), Palgrave.

Week 4:

Required reading:

Wurzel R. K. W. et al. (2019), *The European Council, the Council and the Member States: changing environmental leadership dynamics in the European Union*, *Environmental Politics*, 28:2, 248-270.

Suggested reading:

Jänicke M. and Wurzel R. K. W. (2019), *Leadership and lesson-drawing in the European Union's multilevel climate governance system*, *Environmental Politics*, 28:1, 22-42.

Langlet D. and Mahmoudi S. (2016), *EU Environmental Law and Policy*, Oxford University Press.

Skjærseth J. B. et al. (2016), *Linking EU Climate and Energy Policies: Decision-Making, Implementation and Reform* (New Horizons in Environmental Politics Series), Edward Elgar Publishing.

Week 5:

Required reading:

Parker C. F. et al. (2017), *Assessing the European Union's global climate change leadership: from Copenhagen to the Paris Agreement*, *Journal of European Integration*, 39:2, 239-252.

Suggested reading:

Afionis S. (2018), *The European Union in International Climate Change Negotiations* (Routledge Studies in Environmental Policy), Routledge.

Minas S. and Ntousas V. (2019), *EU Climate Diplomacy: Politics, Law and Negotiations* (Routledge Advances in Climate Change Research), Routledge.

Week 6:

Required reading:

Kraft M. E. (2000), *U.S. Environmental Policy and Politics: From the 1960s to the 1990s*, *Journal of Political History*, Vol. 12, No. 1.

Lisowski M. (2002), *Playing the Two-level Game: US President Bush's Decision to Repudiate the Kyoto Protocol*, *Environmental Politics*, 11:4, 101-119.

Suggested reading:

Burch J. R. (2016), *Climate Change and American Policy: Key Documents, 1979-2015*, McFarland & Co Inc.

Hays S. P. (2008), *Beauty, Health and Permanence: Environmental Politics in the United States, 1955–1985*

Global Media

ECTS : 6

Description du contenu de l'enseignement :

Overview

The class will seek to interrogate today's global fabrication, circulations and consumption of media, and its impact on the creation of identities. We will explore concerns about the globalised homogenisation of media cultures, the survival of indigenous cultures, the activities and processes of cultural *bricolage* and creolisation (Hannerz). We will analyse issues related to industrial concentration of media power, but also processes of decentralisation, (g)localisation, and media protectionism. With examples and case-studies of media fabrication and media consumption drawn from various cultures around the world, the class will seek to understand the links between the circulation of global images together with the circulation of goods, capital, people (diaspora) — and its roles in the fabrication of both global and local identities. The issues discussed behind the circulation of images will touch on economics, politics, cultural studies, anthropology, and development studies, to explore the power configurations at work behind the global circulation of media. Is there a nascent global imaginary, is the world fragmenting at dizzying speed in multiple and constantly re-negotiated *mediascapes* (Appadurai) — or is global media continuously being repurposed in endless localized processes of identity production?

Course Schedule (12 weeks)

- 1 The global media village? Media, culture, societies
- 2 Global culture industries: concentration, market power, free trade
- 3 The global culture industries and the developing world: Bollywood, Nollywood, empowerment
- 4 Consuming the global: homogeneity vs. creolisation
- 5 Consuming global media: social media in localized contexts
- 6 Global Media Events
- 7 Decolonizing global media: markets, diversity, media narratives
- 8 Mediascapes: media in global circulation (Media in diaspora)
- 9 Global Media, local identities
- 10 The politics of global media representations
- 11 Global Imaginaries

Compétence à acquérir :

Course Objectives

- To interrogate and explore the notions of cultural globalisation
- To develop students' skills in cultural studies
- To interrogate media modernity
- To analyse how media functions in society

Learning Outcomes

At the end of the class students will have a finer understanding of cultural circulations in our globalised world. They will be able to reflect critically on issues ranging from media influence to media reception, and will have a good grasp of the relations between media and migrations, global trade, consumption, cultural processes and identity production.

Mode de contrôle des connaissances :

Assignments and grading

Students will receive two grades:

- reaction paper (50% of the final grade)
- final exam (50% of the final grade)

Reaction Paper:

Every three weeks, students will be given a choice of questions to discuss in a reaction paper. Students can choose to write more than one reaction paper throughout the semester – only the best grade of all reaction papers will be kept. Reaction papers will be 500 words maximum, and should be emailed before the class for which they are due.

The papers should show engagement with class material and class discussion.

Due dates will be week 4, week 7, and week 10.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

Ulf Hannerz. *Cultural Complexity: Studies in the Social Organization of Meaning*. Columbia University Press, 1992.

Arjun Appadurai, *Modernity at large: the cultural dimensions of globalisation*, University of Minnesota Press, 1996.

Hall, Stuart (1997). *Representation: cultural representations and signifying practices*. Sage, 1997

Homi Bhabha, *The location of culture*, Psychology Press, 1992.

A list of readings will be provided for each seminar session.

MyCourse

This course is on MyCourse : **Yes**

Global Media: Fabrication, Circulations, Identities

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

The class will seek to interrogate today's global fabrication, circulations and consumption of media, and its impact on the creation of identities. We will explore concerns about the globalised homogenisation of media cultures, the survival of indigenous cultures, the activities and processes of cultural bricolage and creolisation (Hannerz). We will analyze issues related to industrial concentration of media power, but also processes of decentralisation, (g)localisation, and media protectionism. With examples and case-studies of media fabrication and media consumption drawn from various cultures around the world, the class will seek to understand the links between the circulation of global images together with the circulation of goods, capital, people (diaspora) — and its roles in the fabrication of both global and local identities. The issues discussed behind the circulation of images will touch on economics, politics, cultural studies, anthropology, and development studies, to explore the power configurations at work behind the global circulation of media. Is there a nascent global imaginary, is the world fragmenting at dizzying speed in multiple and constantly re-negotiated mediascapes (Appadurai) — or is global media continuously being repurposed in endless localized processes of identity production?

Objectives:

- To interrogate and explore the notions of cultural globalization
- To develop students' skills in cultural studies
- To interrogate media modernity
- To analyze how media functions in society

Structure

1. The global media village? Media, culture, societies
2. Global culture industries: concentration, market power, free trade
3. The global culture industries and the developing world: Bollywood, Nollywood, empowerment
4. Consuming the global: homogeneity vs. creolisation
5. Consuming global media: social media in localized contexts
6. Global Media Events
7. Decolonizing global media: markets, diversity, media narratives
8. Mediascapes: media in global circulation (Media in diaspora)
9. Global Media, local identities
10. The politics of global media representations
11. Global Imaginaries
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

At the end of the class students will have a finer understanding of cultural circulations in our globalised world. They will be able to reflect critically on issues ranging from media influence to media reception, and will have a good grasp of the relations between media and migrations, global trade, consumption, cultural processes and identity production.

Mode de contrôle des connaissances :

Assignments and grading

Students will receive two grades:

- reaction paper (50% of the final grade)
- final exam (50% of the final grade)

Reaction Paper:

Every three weeks, students will be given a choice of questions to discuss in a reaction paper. Students can choose to write more than one reaction paper throughout the semester — only the best grade of all reaction papers will be kept. Reaction papers will be 500 words maximum, and should be emailed before the class for which they are due.

The papers should show engagement with class material and class discussion.

Due dates will be week 4, week 7, and week 10.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation — this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

- Ulf Hannerz. *Cultural Complexity: Studies in the Social Organization of Meaning*, Columbia University Press, 1992.
- Arjun Appadurai, *Modernity at large: the cultural dimensions of globalisation*, University of Minnesota Press, 1996.
- Hall Stuart, *Representation: cultural representations and signifying practices*, Sage, 1997
- Homi Bhabha, *The location of culture*, Psychology Press, 1992.

A list of readings will be provided for each seminar session.

MyCourse

This course is on MyCourse: **Yes**

Globalization

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

The aim of this course is to help students understand the economic globalization process and its consequences, both from an economic and political point of view. The course focuses on the determinants and the consequences of economic globalization, but also on the new growth and sustainable development challenges. It also examines the rising of anti-globalization movements and theories.

Course Structure

1. Globalization: a definition from an economic, sociological and cultural point of view / The anti-globalization movement: from Trump to Brexit and the rebirth of nationalism
2. The globalization: origins and main actors / The after WW2 period. The changing 1990s. Multinational firms structure the world.
3. Economic globalization and the role of the developing countries / The development of the East-West relations and the South south relations. / The 2008 Crisis
4. Economic globalization and growth / Theoretical issues / The role of Foreign Direct Investment
5. Poverty and world inequalities / Measuring poverty and economic development / Understanding the new world disparities
6. China: the Rostow paradigm / The determinants of the Chinese growth / The importance of world economic openness
7. When old growth models become history / The end of productivity gains / The end of mass consumption / The end of investment and public spending multiplier effect
8. Monetary and banking globalization / The new banking empires / The monetary agreements / The global debt problem
9. Migration / A new migration era / The migrants crisis
10. From globalization to sustainable development / Poverty issues / Environment and the solutions for a sustainable development
11. The return of the anti-globalization defenders / Perspectives and threats
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

At the end of the course, students are able to analyze the main features of the economic globalization process but also the way such a process affects modern economic business life. The students develop also a keen analysis on anti-globalization movements and policies in order to understand the contradictory social and political movements in most OECD economies.

Mode de contrôle des connaissances :

Assignments and grading

Active class participation is a main feature of the course's organization. Students have to make short presentations on different issues concerning economic globalization. A final exam evaluates the students. The final exam counts for 50% of the note. Short presentations count for another 50% of the note.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

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Bibliographie, lectures recommandées :

Bibliography

- A. Scott (2013). The limits of globalization, Routledge, 345 pages.
- D. Guthrie (2012). China and globalization, Taylor & Francis, 360 pages.
- P. Stearns (2016). Globalization in world history second edition, Routledge, 202 pages.

MyCourse

This course is on MyCourse: **No**

Globalization

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

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9. Migration / A new migration era / The migrants crisis
10. From globalization to sustainable development / Poverty issues / Environment and the solutions for a sustainable development
11. The return of the anti-globalization defenders / Perspectives and threats
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

At the end of the course, students are able to analyze the main features of the economic globalization process but also the way such a process affects modern economic business life. The students develop also a keen analysis on anti-globalization movements and policies in order to understand the contradictory social and political movements in most OECD economies.

Mode de contrôle des connaissances :

Assignments and grading

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Bibliographie, lectures recommandées :

Bibliography

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- D. Guthrie (2012). China and globalization, Taylor & Francis, 360 pages.
- P. Stearns (2016). Globalization in world history second edition, Routledge, 202 pages.

MyCourse

This course is on MyCourse: **No**

Hezbollah. Reinventing the Relationship between Islam, Armed Struggle, and Politics

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

More than thirty years after its foundation, Lebanese Hezbollah remains an organization difficult to understand. An Islamist terrorist group dedicated to destroying Israel or the first Arab national Resistance to have ever defeated Tel-Aviv's troops, a patriotic and respectable party or a fascist network having managed to control all levers of Lebanese political life... what exactly is Hezbollah? How did it acquire such an important role in Lebanese politics? How are the latest socio-political transformations of the Middle East affecting it, and how does it impact the Middle East in return?

This class has three purposes.

- (1) It first gives an articulated definition of Hezbollah, presenting a thorough history of the party, describing its well-built internal structure, and the large scope of its social and political action;
- (2) It then explains the evolution of the party's mobilization;
- (3) Finally, it illustrates another path, political but mainly identity-related, that of the Shiite community, today the main constituent of Lebanese society.

Compétence à acquérir :

Learning outcomes

At the end of the course, the students enrolled will have an advanced understanding of

- (1) Hezbollah's nature, goals, practices and history,
- (2) the notion of militancy in contexts of violence,
- (3) the main differences between major Islamic and jihadist movements,
- (4) a critical notion of foreign intervention, peacemaking, peacebuilding, state building, reconciliation, and transitional justice.

Mode de contrôle des connaissances :

Assignments and grading

Grading is as follows: participation (10%) – book reports (2*30% = 60%) – final exam (40%).

Each student is expected to submit **two book reports**. Each paper, of 2 000 words, should not only summarize the content of the assigned text, but also—and more importantly—assess the author's arguments critically, draw out the reading's relevance to the themes of the course.

The **final exam** – writing a paper on a subject chosen among two possible choices submitted by the instructor (3h exam) will take place at the end of the semester. The grading will be based on the quality of the analysis, and the relevance of the examples used to illustrate the argument.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

For an introduction to the Lebanese historical and political universe, see:

- SALIBI, Kamal, *A House of Many Mansions*, University of California Press, 1990, 247 p.;
- TRABOULSI, Fawwaz, *A History of Modern Lebanon*, Pluto Press, 2012.

They should be complemented with:

- HANF, Theodor, *Coexistence in Wartime Lebanon*, London, Tauris, 2013, 712 p.
- FISK, Robert, *Pity the Nation*, New York, Thunder's Mouth Press, 2002, 752 p.
- HAUGBOLLE, Sune, *War and Memory in Lebanon*, Cambridge University Press, 2012, 280 p.
- SCHIFF, Ze'ev, YA'ARI, Ehoud, *Israel's Lebanon War*, Simon and Schuster, 1985, 320 p.

For the events of 2005 and onwards:

- YOUNG, Michael, *The Ghosts of Martyrs Square*, Simon & Schuster, 2010, 336 p.
- BLANDFORD, Nicholas, *Killing Mr. Lebanon*, IB Tauris, 2006, 544 p.

On Hezbollah:

- DAHER Aurélie, *Hezbollah. Mobilization and Power*, Hurst/Oxford University Press, 2019
- HAMZEH, Nizar, *In the Path of Hizbullah*, Syracuse University Press, 2004, 242 p.
- NORTON, Augustus Richard, *Hezbollah. A Short Story*, Princeton University Press, 2007, 216 p.
- PALMER HARIK, Judith, *Hezbollah. The Changing Face of Terrorism*, I.B. Tauris, 2004, 256 p.

And for an internal presentation by the party's vice-secretary general:

- QASSEM, Naim, *Hizbullah. The Story from Within*, Saqi Books, 2010, 464 p.

Lebanese news can be followed by reading the dailies (English versions):

- *Al-Nahar* (nahamet): pro-March 14 - *The Daily Star*: pro-March 14 - *al-Akhbar*: pro-March 8
- *as-Safir*: Leftist.

History of economic thought

ECTS : 6

Description du contenu de l'enseignement :

Overview

Following an introductory class on the methodology of economics and the conditions under which it might be considered a scientific endeavour akin to the natural sciences rather than a descriptive and hermeneutic endeavour akin to history or political science, the basic structure of the course is chronological (see plan below). Different theoretical approaches are presented in the context of their times and illustrated with simple numerical examples or diagrams that could also figure in introductory textbooks of micro- and macroeconomics. Wherever possible and pertinent, historical questions are linked to contemporary

economic questions, e.g., Aristotle's chrematistics and what constitutes a "good life", Mandeville and the question of ethics in economics, mercantilism and modern trade disputes, the physiocrats and the question of natural resources, Ricardo and modern sources of rent, Marxism and the theory of crises, Veblen and the conspicuous consumption of leisure in the time of Facebook. Adam Smith, as the proponent of decentralised auto-organisation, the marginalists and Keynes remain, of course, directly relevant to modern economic issues in an all-pervasive and very direct manner.

There are three further issues that might distinguish this class from other introductory classes to the history of economic thought. First, a particular emphasis is put on what we call the "economic subject", i.e., the individual, entity, group or class, which defines the major economic issues and questions of the day and acts on them. In neoclassical economics, the economic subject is, of course, largely identical with the homo oeconomicus maximising individual utility. However, Aristotle, scholastic economic thought, mercantilism, the physiocrats, Marxism, institutionalism or even Keynes would have very different ideas about who constitutes the economic subject.

Second, two classes are dedicated to Adam Smith as the founder of economics as an autonomous discipline independent of the other social sciences and a potentially scientific endeavour of research. We thus give space to the development in the Theory of Moral Sentiments of the anthropological foundations of the Smithian economic man, whose implications are then explored both at the micro and the macro level in the Wealth of Nations. This allows, in particular, a better understanding of the underlying assumptions behind the working of the invisible hand.

Third, the class puts strong emphasis on the original writings (either in English or in English translation) of the key representatives of each current in the history of economic thought. While there are many competent historians of economic thought, nobody surpasses the writers who became "classics" in their ability to succinctly formulate ways forward out of the dilemmas posed by fundamental economic questions. Students will thus receive for each class by Email key chapters of the great economic texts as reading assignments. The decisive paragraphs will be read in class.

Course structure

Object and method of economic science

Ethics, religion and economy in antiquity and the middle ages

Moral, politics and Economics in the renaissance and mercantilism

The political economy of the enlightened absolutism: the physiocrats

Sympathy and wealth: Adam Smith and the homo oeconomicus

Division of labour, value, and trade: Adam Smith Economist

The classics: rent, distribution and growth in Say, Ricardo and Malthus

Happiness or utility? The critique of liberal economy from Plato to Marx

Individual optimization and general equilibrium: Walras and Jevons, Edgeworth and Pareto

Increasing returns and competition in Alfred Marshall;

Heterodox economic thinkers (Veblen, Schumpeter, Hayek)

Keynes and the making of macroeconomics

Final exam

Compétence à acquérir :

Objective

The class aims to familiarise students with the main currents in the history of economic thought embodied by their most important theorists from Aristotle to Keynes. Students having taken the class should retain, in particular, the key features of the main economic bodies of thought and their actual or potential relevance to major historical or current economic questions.

Learning Outcomes

Knowledge of the great currents in the history of economic thought and their principal representatives and major texts; at least cursory understanding of several basic building blocks of economic theory; some intuition for the assumptions and methodological choices that establish economics as an autonomous endeavour of research in the social sciences

Mode de contrôle des connaissances :

Assignments and grading

Final Exam (control of acquired notions, some multiple choice) 50 %

Written Assignment 50% (the assigned papers can be prepared individually or in groups of two or three; the list of possible topics is attached below). The grade for the paper includes class attendance. Except for students with special exemptions,

more than two unmotivated absences can lead to deductions.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

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Bibliographie, lectures recommandées :

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Ethics, religion and economy in antiquity and the middle ages: Plato, The Laws, Chapters 5 and 9. Aristotle, Nicomachean Ethics, Book V. Aristotle, Politics, Book 1, Chapters 8-12. Thomas Aquinas, Summa theologica, Questions 77 – 78.

Moral, politics and Economics in the renaissance and mercantilism Thomas Hobbes (1660), The Leviathan, "Of the Nutrition and Procreation of A Commonwealth". John Locke (1690), The Second Treatise of Civil Government, Ch. 5 "Of Property" Bernard Mandeville (1714), The Fable of the Bees: Or Private Vices, Public Benefits, "The Grumbling Hive: Or Knaves Turned Honest".

The political economy of the enlightened absolutism: the physiocrats: François Quesnay (1759), Economic Table.

Sympathy and wealth: Adam Smith and the homo oeconomicus: Adam Smith (1759), The Theory of Moral Sentiments, Selected passages.

Division of labour, value, and trade: Adam Smith Economist. Adam Smith (1776), An Inquiry into the Nature and Causes of the Wealth of Nations, Book I "Of the Causes of Improvement in the Productive Power of Labour".

The classics: rent, distribution and growth in Say, Ricardo and Malthus David Ricardo (1817), Of the Principles of Political Economy and Trade, Chapters 1, 2 and 7 "On Value", "On Rent" and "On Foreign Trade".

Happiness or utility? The critique of the liberal economy from Plato to Marx. Karl Marx (1867), Capital: A Critique of Political Economy, Vol. I, Book I, Part 1 "Commodities and Money"

Individual optimization and general equilibrium: Walras and Jevons, Edgeworth and Pareto. William Stanley Jevons (1871), Theory of Political Economy, Ch 4 "Theory of Exchange".

Increasing returns and competition in Alfred Marshall; Heterodox economic thinkers (Veblen, Schumpeter, Hayek): Alfred Marshall (1890), Principles of Economics, Book V, Ch. 12, "Equilibrium of Normal Demand and Supply, Continued, with Reference to the Law of Increasing Return". Thorstein Veblen (1899),

Theory of the Leisure Class, Chapters 2-4 “Pecuniary Emulation”, “Conspicuous Leisure”, “Conspicuous Consumption”.

Keynes and the making of macroeconomics: John Maynard Keynes (1936),
The General Theory of Employment, Interest, and Money, Chapter 3 “The Principle of Effective Demand”.

The class does not use a single textbook. Students, who wish to do so, can receive the teaching notes (in French) upon request. As a first point of entry, other than the original texts, are recommended the individual entries on authors, movements or concepts in

The New Palgrave: Dictionary of Economics (1987), Edited by Peter Newman, John Eatwell and Murray Milgate, London, Macmillan. Please also use The History of economic thought Website, <http://www.hetwebsite.net/het/>; McMaster University Archive for the History of Economic Thought, <https://socserv2.socsci.mcmaster.ca/econ/ugcm/3113/>; Online Library of Liberty: A collection of scholarly works about individual liberty and free markets, <http://oll.libertyfund.org/>.

MyCourse

This course is on MyCourse:

No

History of economic thought

ECTS : 6

Description du contenu de l'enseignement :

Overview

Following an introductory class on the methodology of economics and the conditions under which it might be considered a scientific endeavour akin to the natural sciences rather than a descriptive and hermeneutic endeavour akin to history or political science, the basic structure of the course is chronological (see plan below). Different theoretical approaches are presented in the context of their times and illustrated with simple numerical examples or diagrams that could also figure in introductory textbooks of micro- and macroeconomics. Wherever possible and pertinent, historical questions are linked to contemporary economic questions, e.g., Aristotle's chrematistics and what constitutes a “good life”, Mandeville and the question of ethics in economics, mercantilism and modern trade disputes, the physiocrats and the question of natural resources, Ricardo and modern sources of rent, Marxism and the theory of crises, Veblen and the conspicuous consumption of leisure in the time of Facebook. Adam Smith, as the proponent of decentralised auto-organisation, the marginalists and Keynes remain, of course, directly relevant to modern economic issues in an all-pervasive and very direct manner.

There are three further issues that might distinguish this class from other introductory classes to the history of economic thought. First, a particular emphasis is put on what we call the “economic subject”, i.e., the individual, entity, group or class, which defines the major economic issues and questions of the day and acts on them. In neoclassical economics, the economic subject is, of course, largely identical with the *homo oeconomicus* maximising individual utility. However, Aristotle, scholastic economic thought, mercantilism, the physiocrats, Marxism, institutionalism or even Keynes would have very different ideas about who constitutes the economic subject.

Second, two classes are dedicated to Adam Smith as the founder of economics as an autonomous discipline independent of the other social sciences and a potentially scientific endeavour of research. We thus give space to the development in the *Theory of Moral Sentiments* of the anthropological foundations of the Smithian economic man, whose implications are then explored both at the micro and the macro level in the *Wealth of Nations*. This allows, in particular, a better understanding of the underlying assumptions behind the working of the invisible hand.

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Course structure

1. Object and method of economic science
2. Ethics, religion and economy in antiquity and the middle ages
3. Moral, politics and Economics in the renaissance and mercantilism
4. The political economy of the enlightened absolutism: the physiocrats
5. Sympathy and wealth: Adam Smith and the *homo oeconomicus*
6. Division of labour, value, and trade: Adam Smith Economist

7. The classics: rent, distribution and growth in Say, Ricardo and Malthus
8. Happiness or utility? The critique of liberal economy from Plato to Marx
9. Individual optimization and general equilibrium: Walras and Jevons, Edgeworth and Pareto
10. Increasing returns and competition in Alfred Marshall;
11. Heterodox economic thinkers (Veblen, Schumpeter, Hayek)

Compétence à acquérir :

Objective

The class aims to familiarise students with the main currents in the history of economic thought embodied by their most important theorists from Aristotle to Keynes. Students having taken the class should retain, in particular, the key features of the main economic bodies of thought and their actual or potential relevance to major historical or current economic questions.

Learning Outcomes

Knowledge of the great currents in the history of economic thought and their principal representatives and major texts; at least cursory understanding of several basic building blocks of economic theory; some intuition for the assumptions and methodological choices that establish economics as an autonomous endeavour of research in the social sciences

Mode de contrôle des connaissances :

Assignments and grading

Final Exam (control of acquired notions, some multiple choice) 50 %

Written Assignment 50% (the assigned papers can be prepared individually or in groups of two or three; the list of possible topics is attached below). The grade for the paper includes class attendance. Except for students with special exemptions, more than two unmotivated absences can lead to deductions.

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7. **The classics: rent, distribution and growth in Say, Ricardo and Malthus** David Ricardo (1817), *Of the Principles of Political Economy and Trade*, Chapters 1, 2 and 7 "On Value", "On Rent" and "On Foreign Trade".
8. **Happiness or utility? The critique of the liberal economy from Plato to Marx.** Karl Marx (1867), *Capital: A Critique of Political Economy*, Vol. I, Book I, Part 1 "Commodities and Money"

9. **Individual optimization and general equilibrium: Walras and Jevons, Edgeworth and Pareto.** William Stanley Jevons (1871), *Theory of Political Economy*, Ch 4 "Theory of Exchange".
10. **Increasing returns and competition in Alfred Marshall; Heterodox economic thinkers (Veblen, Schumpeter, Hayek):** Alfred Marshall (1890), *Principles of Economics*, Book V, Ch. 12, "Equilibrium of Normal Demand and Supply, Continued, with Reference to the Law of Increasing Return". Thorstein Veblen (1899), *Theory of the Leisure Class*, Chapters 2-4 "Pecuniary Emulation", "Conspicuous Leisure", "Conspicuous Consumption".
11. **Keynes and the making of macroeconomics:** John Maynard Keynes (1936), *The General Theory of Employment, Interest, and Money*, Chapter 3 "The Principle of Effective Demand".

The class does not use a single textbook. Students, who wish to do so, can receive the teaching notes (in French) upon request. As a first point of entry, other than the original texts, are recommended the individual entries on authors, movements or concepts in *The New Palgrave: Dictionary of Economics* (1987), Edited by Peter Newman, John Eatwell and Murray Milgate, London, Macmillan. Please also use The History of economic thought Website, <http://www.hetwebsite.net/het/>; McMaster University Archive for the History of Economic Thought, <https://socserv2.socsci.mcmaster.ca/econ/ugcm/3ll3/>; Online Library of Liberty: A collection of scholarly works about individual liberty and free markets, <http://oll.libertyfund.org/>.

MyCourse

This course is on MyCourse: **No**

Lecturer's biography

Human Resources Management

ECTS : 6

Industrial Organisation

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

Industrial organization is the study of industry and firm behavior. Using the basic tools of microeconomic theory and game theory, this course will focus on the analysis of imperfectly competitive markets (monopoly and oligopoly). We shall first explore the relationships among firms in an industry by examining the nature of strategic interaction among them. We shall then analyze the strategies and methods that the firms use to preserve their monopolistic positions (deterring entry into an industry or driving rivals out of an industry), and examine the outcomes they produce. The last part of the course will deal with dynamic aspects of competition that represent critical issues in high technology and information technology industries: innovation and persistence of market dominance, network externalities and strategies in standardization.

During the lectures the students will discuss some examples/mini case studies, to learn how economic concepts have been used in real world business and legal settings.

Objectives: Students will be guided to understand both the theoretical and the empirical aspects of modern Industrial Organization. Their active participation through the mini-case studies discussion will help achieving these objectives.

Course structure

1. Perfect Competition, Welfare
2. Technologies and Costs
3. Monopoly
4. Regulated Monopolies
5. Oligopoly: Cournot Competition
6. Oligopoly: Bertrand Competition
7. Practice Session: Case Studies
8. Collusion
9. Research and Development
10. Advertising
11. Practice Session: Case Studies
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

Basic methods of quantitative Industrial organization and game theory

Description of a market

Strategic interaction of market players

Basic notions of dynamic competition

Discussion of case studies

Mode de contrôle des connaissances :

Assignments and grading

- Oral presentation (50%)
- written exam (50%)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- L. Cabral (2017), *Introduction to Industrial Organization*, MIT Press.
- Peppall L., D. Richards and G. Norman (2008), *Industrial Organization, Contemporary Theory and Empirical Applications*, Fourth Edition, Blackwell Publishing
- Selected readings from Tirole J., *The theory of industrial organization* (1988), MIT Press

MyCourse

This course is on MyCourse: **Yes**

Industrial Organisation (M1)

Innovation Management

ECTS : 3

Description du contenu de l'enseignement :

The course addresses the main challenges of innovation management through simulations of several sessions of creation, ideation and innovative design workshops.

SessionTopic

1Innovation management: a very short introduction

2Innovation management within organizations

3Workshop #1: the role of knowledge in design processes

4Workshop #2: concepts gaps

5Workshop #3: building propositions and innovation stories

6Final restitution

Compétence à acquérir :

- Being able to identify the nature and intensity of the ruptures contained in a product innovation, service, business model, process, organization or management,
- Being able to implement an innovative design approach (DKCP-type approach in particular),
- Being able to mobilize different types of elementary ideation reasoning,
- Knowing how to intervene in an innovation process in an organization.

Mode de contrôle des connaissances :

Students will be asked to work by group on an innovation project. The final evaluation is composed of three parts:

- The oral presentation (based on a short 10-minute presentation + 20 minutes of live discussion) in session 6, (mark counting for 50% of the final mark),
- The logbook, (mark counting for 10% of the final mark),

- A 4-page summary document presenting the concepts and final innovative proposals (mark counting for 40% of the final mark).

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Bibliographie, lectures recommandées :

Hatchuel A., Weil B., 2009, C-K design theory: an advanced formulation, *Research in Engineering Design*, 19: 4, 181–192.

International Business Ethics

ECTS : 6

Description du contenu de l'enseignement :

Overview

This course was created to grant international students' insight into the responsibilities incumbent to high level decision making. With theoretical learning and practical applications, it is designed to prepare business students to the ethical dimensions of careers in middle or upper management.

Students are called upon to set their own learning objectives, as well as skill development goals. They will be expected to harness abstract concepts and apply them to practical business contexts. Teaching is through thematic lectures, focused class discussions and simulated case study debate.

Course Structure

1. Presentation of course objectives and outline of learning requirements. Introduction to value empowerment in business decision making and its relevance to management style and the development of leadership skills.
2. Overview of embedded issues in international business ethics and their pertinence to business orientations and management prerogatives. Ethics in relation to law, to broader social imperatives and forms of regulation.
3. Ethics quiz and discussions of ethical analysis and behavioral modeling. Theoretical overview of values, attitudes and behavioral characterization. Utility and limitations of social psychology in ethical behavioral analysis.
4. Review of the larger schools of thought in ethical theory and discussion of the pros and cons of each type of logical structuring of ethical philosophy.
5. The historical evolution of business ethics within corporate organizations.
6. 1st case study focused on ethical perceptions as characterized by prior value orientations. Discussion of situational assessments and consequent implications for ethical decision-making. Value defined image analysis.
7. History of Ethics, Archaic Greek competition theory and emergence of autonomous moral philosophy. Correlation of Sophist relativism with modern competitive theory and early sources of cooperative behavior.
8. Class analysis of a 2nd case with ethical reengineering within a company pursuant to class action lawsuits and loss of reputation. Discussion of the issues of ethics versus compliance in the legal context of business ethics.
9. History of Ethics, investigation into the fundamental insight contributed by Socrates, Plato and Aristotle. How to determine the source of values, understand what role for virtues, and define human social organizations.
10. Theoretical interpretation of Hellenic period ethics in a modern context. 3rd case study examining complex international business ethics criteria.
11. Comparison of Buddhist ethics, Islamic Business Ethics, worldview definition from philosophy to ethical choice of roles and action modes. Student presentations of independent research on chosen ethical topics.
12. Kantian principles of Universalizability, Duty and Respect as correlated to modern Corporate Social Responsibility and awareness of Stakeholders. Student presentations of research on chosen ethical topics.
13. **Final Exam**

Compétence à acquérir :

Course Objectives

This course was especially designed as an accelerated learning platform for students destining themselves for a career in upper management or higher responsibilities in other fields, seeking to gain a personal understanding of the concepts and logics underpinning ethical business practices. Students will gain theoretical insight into ethical philosophies and correlate these with relevant managerial imperatives in business decisions. They will also develop a professional skill-set with ethical value orientations and a prioritization of decision parameters. This will help them better define their own ethical management style, expressing vision and a unique leadership philosophy.

Learning Outcomes

Students will have the opportunity to deepen their intellectual understanding of ethics, and its growing role in business organizations. They will acquire the ability to assess ethical values at work within management decisions and analyze their empowerment in business methodologies. The more advanced achievers will structure key values into the business process, and creatively combine vital organizational goals with clear ethical orientations. Most students will gain a broad understanding of the stakes of ethics in international business, and be better able to contribute responsibly to achieving future employers' objectives in a distinctly ethical managerial capacity.

Mode de contrôle des connaissances :

Mode of Assessment

Required case study preparation, class discussion participation and independent research.
Graded 50% for collaborative group presentations and 50% for the individual final exam.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

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Bibliography

Handbook of the Philosophical Foundations of Business Ethics. Christoph Lütge (ed.) - 2013 - Heidelberg: Springer.

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Real Corporate Responsibility.

Eric Palmer - 2004 - In John Hooker & Peter Madsen (eds.), *International Corporate Responsibility Series*. Carnegie Mellon University Press. pp. 69-84

Value Maximization, Stakeholder Theory, and the Corporate Objective Function. Michael C. Jensen - 2002 - *Business Ethics Quarterly* 12 (2):235-256

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A Right to Work and Fair Conditions of Employment. Kory Schaff - 2017 - In *Fair Work: Ethics, Social Policy, Globalization*. London: Rowman and Littlefield, Intl. pp. 41-55

Comparing Ethical Ideologies Across Cultures. Catherine N. Axinn, M. Elizabeth Blair, Alla Heorhiadi & Sharon V. Thach - 2004 - *Journal of Business Ethics* 54 (2):103-119

MyCourse

This course is on MyCourse: **No**

Lecturer's Biography

Richard OREN - American & French nationalities Teacher at Paris-Dauphine PSL, University of Paris VIII, ENSTA Paris-Tech

Academic background in Business Administration, Political Economics, Applied Economics, Management Controls & Finance, Business Systems and Organizational AI Architecture. Extensive Teaching Experience in various fields.

?Professional Background in Field Management, Project Engineering, Management Methods, Corporate Restructuring, Business Systems, Software Design, Executive Information Systems, Group Information Systems, Bilingual Journalism, Social Service Advocacy and Labor Relations.

International Business Ethics

ECTS : 6

Description du contenu de l'enseignement :

Overview

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13. **Final Exam**

Mode de contrôle des connaissances :

Mode of Assessment

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Real Corporate Responsibility.

Eric Palmer - 2004 - In John Hooker & Peter Madsen (eds.), *International Corporate Responsibility Series*. Carnegie Mellon University Press. pp. 69-84

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Comparing Ethical Ideologies Across Cultures. Catherine N. Axinn, M. Elizabeth Blair, Alla Heorhiadi & Sharon V. Thach - 2004 - *Journal of Business Ethics* 54 (2):103-119

MyCourse

This course is on MyCourse: **No**

International Consumer Behaviour

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

Consumer behavior is a discipline that looks at why people buy the things they do. This marketing discipline applies knowledge from areas such as psychology, sociology, anthropology, and economics to describe and understand how consumers are likely to behave. Consumer behavior attempts to understand the consumption activities of individuals as opposed to markets.

Knowledge of consumer behavior principles allows marketers and other managers to become more effective at making good decisions. They can better predict consumer actions, determine the needs of target markets, and understand how consumers perceive and understand marketing information. An understanding of consumer behavior may also assist individuals in understanding their own buying decisions.

Courses Objectives:

We attempt to understand:

- The impact of purchase involvement on consumer decision making.
- The various of kinds of decision models used by consumers
- How research and consumer behavior is used in market analysis.
- The influence of culture on consumer behavior.
- The assumptions about the nature of society that play a role in marketing decisions.
- The role of demographics in influencing consumer behavior.
- How consumption decisions are made with the household unit.
- The importance of perception in the development of retail strategy, brand names, logos, media strategy, advertising and package design.
- How to use learning and memory theories to develop product positioning strategies.
- Understand the nature of personality, motivation and emotion and the role they play in the consumption process.
- How attitudes are used to segment markets.

Course structure

1. Introduction
2. Consumers as Decision Makers
3. Perception
4. Learning and Memory
5. Motivation
6. The Self
7. Research Project: Achieving Slimness
8. Personality and Lifestyle
9. Research Project: Softening & Polishing the Male Market.
10. Attitude Change and Interactive Communication
11. Consumers and Subcultures
12. Cultural Influence on Consumer Behavior
13. Introduction
14. Final Project Presentation
15. **Final Exam**

Compétence à acquérir :

Learning outcomes

- Upon successful completion of this course, students should:
- Be familiar with key theories, concepts and issues in consumer behavior
- Understand the important role of psychology, sociology and anthropology in the study of marketing.
- Understand the influence of culture on perception and the consequences on consumer behavior.
- Understand why and how marketing should adapt to its environment.
- Acquire effective critical thinking skills and be able to apply them to complex international issues.
- Be able to dissect, analyze and apply theories and concepts to various issues in Consumer Behavior.
- Develop culturally sensitive awareness of marketing issues.
- Be able to facilitate meaningful group discussions on marketing and other related topics.

Mode de contrôle des connaissances :

Assignments and grading

- Participation: 10%

- Homework &/ Class work: 20%
- Final Project 30%
- Final exam 40%

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- Michael R. Solomon, *Consumer Behavior: Buying, Having & Being* (Global Edition), - 12th edition.
- Hoyer and McInnis, *Consumer Behavior*, Harvard Business Publishing Articles and Case Studies (HBP).

They are available for direct purchase online at Harvard Business Publishing.

<http://cb.hbsp.harvard.edu/cbmp/access/74046517>

MyCourse

This course is on MyCourse: **Yes**

International Marketing

ECTS : 6

Description du contenu de l'enseignement :

Course description

Globalization has developed from a trend into a fact. SMEs, which traditionally have been the backbone of the German economy, need to actively address the issue of business that crosses borders. To perform in an increasingly competitive international environment, companies need to understand the challenges and opportunities of globalization and act appropriately. Consequently, this module provides to managers a profound skill- and knowledge base needed for international marketing success.

The key topics to be covered are as follows:

- Facts and figures on globalized markets.
- Cultural diversity and its impact on buying and marketing
- Coordination of marketing activities across country markets
- Product standardization vs. price discrimination
- Best practice insights from a global marketing champion

Course structure

1. The framework for international marketing decisions Culture and consumer behavior 1/4
2. The framework for international marketing decisions Culture and consumer behavior 2/4
3. The framework for international marketing decisions Culture and consumer behavior 3/4
4. The framework for international marketing decisions Culture and consumer behavior 4/4
5. International market segmentation and selection International marketing mix decisions (1/3)
6. International market segmentation and selection International marketing mix decisions (2/3)
7. International market segmentation and selection International marketing mix decisions (3/3)
8. Case study 1
9. Understanding competitive intelligence under the framework of international marketing
10. Impact of digital revolution in international marketing (1/2)
11. Impact of digital revolution in international marketing (2/2)
12. **Final Exam**

Compétence à acquérir :

Objectives:

The key topics to be covered are as follows:

- Facts and figures on globalized markets.
- Cultural diversity and its impact on buying and marketing
- Coordination of marketing activities across country markets
- Product standardization vs. price discrimination
- Best practice insights from a global marketing champion

Learning outcomes

Based on this course, participants will:

- Get an overview of extent of and implications from globalized markets
- Appreciate opportunities and understanding pitfalls of international marketing.
- Be able to frame and structure the challenges of and approaches to international marketing.
- Be able to define marketing strategies for a global arena
- Know how to use tools to prepare and implement marketing action across country markets

Mode de contrôle des connaissances :

Assignments and grading

Grading Criteria

- Case studies and participation 30%
- Final Exam 70%

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

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Bibliographie, lectures recommandées :

Bibliography

International Marketing de Pervez Ghauri (Auteur),? Philip R. Cateora (Auteur)

MyCourse

This course is on MyCourse: **Yes**

International Marketing

Description du contenu de l'enseignement :

Course description and objectives

For most companies, marketing activities include a significant international component (buying and selling abroad, handling complex transnational organizations or networks...). The international dimension does not fundamentally change marketing, but it drastically complexifies consumer understanding, therefore augments the complexity of the decisions and necessitates some additional tools.

Course structure

Session Topic

- 1 Introduction - Global marketing, Market entry strategy, Global vs local brands
- 2 Understanding Driving Forces: International environment, Emerging markets, Market research
- 3 Understanding Driving Forces: Consumer Behavior, Behavioral economics

- 4 - Global Marketing Strategy: Segmentation, Targeting, brand positioning - Global impact on marketing levers: dynamic pricing, BMI, fair trade, complex distribution channels
- 5 Global impact on marketing levers: Communication
- 6 Global impact on marketing levers: Communication (cont), Product life cycle, innovation
- 7 Final Exam

Compétence à acquérir :

Learning outcomes

Upon successful completion of the course, the student will be able to:

- Tackle strategic marketing problems in a global environment
- Use marketing tools and techniques in an international context
- Monitor international relationships and understand how cultural differences shape companies' strategic decisions and organizational structures.

Mode de contrôle des connaissances :

Assignments and grading

Group Marketing Project (40%)

To apply marketing concepts and enhance problem-solving and team-building skills, you will be assigned teams of 3-4 class members. The objective of the group project is to develop a marketing plan for an existing product or service to adapt and launch in a new market. There will be one in-class presentation, and all groups are required to submit a detailed write-up at the end of the course.

Participation & Case studies (20%)

Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity. In-class workshops will also be organized, where students will work with their usual team, with active support from the professor. One or two groups will be randomly chosen to present their work in front of the class at the end of the session. Each oral presentation will be evaluated by the professor and included in the participation assessment.

Final Exam (40%)

There will be a final exam at the end of the semester. This exam will cover all material that had been discussed and/or assigned since the beginning of the course. It will involve multiple choice questions, case studies and theoretical questions. In the exam, students will not be allowed to bring any document. Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods. The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Bibliographie, lectures recommandées :

Bibliography

Ariely, Dan. Predictably irrational. New York: HarperCollins, 2009.

Burt, R. S., Hogarth, R. M., & Michaud, C. 2000. The social capital of French and American managers. *Organization Science*, 11, 123–47.

Cavusgil, S. T., & Knight, G. 2015. The born global firm: An entrepreneurial and capabilities perspective on early and rapid internationalization. *Journal of International Business Studies*, 46(1), 3-16.

Doz, Y. 2011. Qualitative research for international business. *Journal of International Business Studies*, 42(5), 582-590.

Harzing, A. W. 2000. Cross-national industrial mail surveys: why do response rates differ between countries? *Industrial Marketing Management*, 29(3), 243-254.

Hofstede, G. 1983. The cultural relativity of organizational practices and theories. *Journal of international business studies*, 14(2), 75-89.

Johansen, J. & Vahlne, J-E. 1977. The internationalization process of the firm- a model of knowledge development and increasing market commitment. *Journal of International Business Studies*, 8(1): 23-32.

Kahneman, Daniel. Thinking, fast and slow. Macmillan, 2011.

Kotler, P. (2012). Principles of marketing: an Asian perspective. Pearson/Prentice-Hall.

Mathews, J. A. 2006. Dragon multinationals: New players in 21st century globalization. *Asia Pacific Journal of Management*, 23(1): 5-27.

Prahalad, C. K., & Hammond, A. (2002). Serving the world's poor, profitably. *Harvard business review*, 80(9), 48-59.

International Marketing

ECTS : 6

Description du contenu de l'enseignement :

THIS COURSE IS NOT AVAILABLE IN 2020-2021

Course description and objectives

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12. **Final Exam**

Compétence à acquérir :

THIS COURSE IS NOT AVAILABLE IN 2020-2021

Learning outcomes

Based on this course, participants will:

- Get an overview of extent of and implications from globalized markets
- Appreciate opportunities and understanding pitfalls of international marketing.
- Be able to frame and structure the challenges of and approaches to international marketing.
- Be able to define marketing strategies for a global arena
- Know how to use tools to prepare and implement marketing action across country markets

Mode de contrôle des connaissances :

Assignments and grading

Grading Criteria

- Case studies and participation 30%
- Final Exam 70%

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

International Marketing de Pervez Ghauri (Auteur),? Philip R. Cateora (Auteur)

MyCourse

This course is on MyCourse: **Yes**

Introduction to French Law

ECTS : 3

Description du contenu de l'enseignement :

Course description and objectives

Introduction to French Law introduces students to the fundamentals of the French Legal system. We will first focus on the history of French law and its modern political and judicial institutions. We will then turn to an overview of French private and public law, with a focus on their major features, principles and classifications. Finally, we will explore how French lawyers and law students research, analyse and frame legal issues.

Objectives:

The aim of this course is to provide an overview of French Law and Institutions, with a focus on their history, role and characteristic features. The course will also teach practical aspects needed in a French legal environment, to help prepare students study at Paris-Dauphine. Subjects will include an overview of French legal history, the Fifth republic political institutions, the structures and functions of the courts, basic principles of public and private law and civil law methodology.

Compétence à acquérir :

Learning outcomes

Knowledge of the historical evolution and role of French courts and political institutions.

Understanding of the characteristic features of the French Legal System

Understanding of the fundamentals of legal Writing, Research and Analysis in a civil law system

Mode de contrôle des connaissances :

Assignments and grading

- 50% Individual class participation
- 50% Final written exam

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- John Bell, Sophie Boyron and Simon Whittaker, *Principles of French Law*, 2nd edition, Oxford University Press, 2008
- Raymond Young, *English, French and German comparative law*, 3rd edition, Routledge, 2014

Islam and the State

Islam and the state. Paradigms, practice and socio-political changes

ECTS : 6

Description du contenu de l'enseignement :

The emergence of the Association of the Muslim Brotherhood in Egypt at the end of the 1920s, the Iranian Revolution of 1979, the attacks of September 11, 2001 on the USA, the attacks on the Bataclan and the Stade de France in 2015, the expansion of the Islamic State in Iraq and Syria, the reforms in Saudi Arabia by the Crown Prince Muhammad ibn Salman in the early 2010s, the Iranian-Saudi rivalry in the Middle-East ... The relationship between Islam and politics has been written about extensively over the last few decades. Observers – academics, experts, journalists, military and intelligence analysts – but also actors themselves – preachers, state officials, community leaders and militiamen, mere believers – all have a particular understanding and their own assessment of this link.

But interpretations, theoretical modelling and personal experiences compete with each other, producing a cacophony that is more often sterile than heuristic. Islam and Islamism on the one hand; Wahhabism, Salafism, jihadism, radicalism, fundamentalism on the other, are all concepts that generate amalgamations that have real and sometimes unfortunate impacts

on the living together, public policies, the delimitation of public freedoms, as well as international relations and global security. This course aims at providing an overview of empirical as well as analytical and theoretical knowledge on the subject of the interaction between Islam and the notions of state and power. The course will combine historical, sociological and anthropological approaches in order to provide students with a concrete knowledge of Islam as a religion and as a matrix of a series of political thoughts that are both sophisticated and different from Western European and North American models. But it will be just as much a question, through practical and empirical case studies, of engaging an advanced reflection on the theoretical models and systematic political rationalities carried by ideologies driven by values and history of Islam. In doing so, this course is fully in line with a classical political science training, by encouraging students, in a comparative approach, to question and explore the limits of the elementary notions of the discipline, starting with that of the State, domination and government, deliberative decision-making processes, recourse to collective violence, mobilization, civil war, secularism, and regalian functions.

Course Schedule (12 weeks)

- 1 Introduction: What is Islam? Welcome Quizz
- 2 Islam and the State in Caliphate Times
- 3 Traditional Sunnism: Four Main Schools
- 4 Shiism: The 'Āshūrā' Matrix
- 5 The Muslim Brothers: Roots of Modern Islamism
- 6 Salafism, Wahhabism, Jihadism
- 7 The Afghan Factor
- 8 09/11 and the Two Sources of Jihadism
- 9 Lebanese Hezbollah: "Not Your Average Islamists"
- 10 Iraq and Syria: Jabhat al-Nusrah and the Islamic State
- 11 Is There a State that is Islamic? The Iran vs. Saudi Arabia Rivalry
- 12 Political Islam in Europe

Compétence à acquérir :

Course Objectives

This course has three main objectives.

1. At an empirical level, it aims at giving students a solid knowledge in the political history of Islam and the various forms of State and political power it has given birth to over more than ten centuries.
2. The point is also to present a specific understanding of a practice of power far removed from what can be observed in Western democracies, and to help students being proactive actors at reinventing a possible relationship between a State and its citizens.
3. By doing so, this course will also aim at triggering a shared reflection on theoretical concepts of political science, and a questioning of the universality of some of what western political science sees as basic elementary truths and laws in politics-in-practice.

At the end of the course, the students enrolled will have an advanced understanding of

1. Islam as a series of beliefs, ideas, paradigms, values;
2. Islam as a matrix for different approaches of the notions of State and power;
3. The main differences between major Islamic and jihadist movements;
4. The role and weight of Islam within the institutional, political contemporary stakes in Middle-Eastern countries.

Mode de contrôle des connaissances :

Mode of Assessment

The teacher will check the presence of the students enrolled in the course at every session. As for the nature of the assignments, see infra.

MyCourse

This course is on MyCourse : No

Grading

The assignments for this class are the following:

1. A short report on a three-part documentary on the life of Prophet Muhammad (15%)
2. Two book reports (references given by instructor on first session) (25 each%) *
3. A MCQ test at the end of the semester (35%).

* Each paper, of roughly 2 500 words, should not only summarize the content of the assigned text, but also—and more

importantly—assess the author’s arguments critically, draw out the reading’s relevance to the themes of the course.

Academic Integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

- ADRAOUI Muhamed Ali, *Salafism Goes Global: From the Gulf to the French Banlieues*, Oxford University Press, 2020.
- BUCHTA Wilfried, *Who Rules Iran? The Structure of Power in the Islamic Republic*, WINEP, 2002.
- COLE Juan, *Muhammad: Prophet of Peace Amid the Clash of Empires*, Bold Type Books, 2018.
- DAHER Aurélie, *Hezbollah. Mobilization and Power*, Hurst/Oxford University Press, 2019.
- SAAD Amal, « Challenging the Sponsor-Proxy Model: the Iran-Hizbullah Relationship », *Global Discourse*, vol. 9, n°4, pp. 627-650.
- ESPOSITO John, *What Everyone Needs to Know about Islam*, Oxford University Press, 2011.
- KEPEL Gilles, *Away from Chaos. The Middle East and the Challenge to the West*, Columbia University Press, 2020.
- KURZMAN Charles, *Iran. The Unthinkable Revolution*, Harvard University Press, 2005.
- LACROIX Stéphane, *Awakening Islam: The Politics of Religious Dissent in Contemporary Saudi Arabia*, Harvard University Press, 2011.
- MITCHELL Richard, *The Society of the Muslim Brothers*, Oxford University Press, 1993.
- PISCATORI James, SAIKAL Amin, *Islam Beyond Borders: The Umma in World Politics*, Cambridge University Press, 2019.
- ROY Olivier, *Globalized Islam. The Search for a New Ummah*, Columbia University Press, 2006.
- ROY Olivier, *Secularism Confronts Islam*, Columbia University Press, 2007.

Law and Society

ECTS : 6

Description du contenu de l'enseignement :

Far from being an autonomous and neutral sphere, law is a social activity connected with many different actors and institutions. Based on insights from the sociology of law and the law and society traditions, our course examines the interplay between the formal legal sphere and society at large. We will show that legal outcomes are shaped by political struggles, professions, or the interests of large organizations. Conversely, legal phenomena are crucial in explaining various social dynamics such as gender relations, globalization, or social movements. While some sessions will cover broad theoretical or methodological issues, most of them will explore the relation between law and one specific social field. To foster a critical examination of legal action and legal institutions, we combine discussions of major scholarly contributions and the examination of rich empirical material such as visual artifacts, archives, or ethnographic data drawn from our own research.

Compétence à acquérir :

Far from being an autonomous and neutral sphere, law is a social activity connected with many different actors and institutions. Based on insights from the sociology of law and the law and society traditions, our course examines the interplay between the formal legal sphere and society at large. We will show that legal outcomes are shaped by political struggles, professions, or the interests of large organizations. Conversely, legal phenomena are crucial in explaining various social dynamics such as gender relations, globalization, or social movements. While some sessions will cover broad theoretical or methodological issues, most of them will explore the relation between law and one specific social field. To foster a critical examination of legal action and legal institutions, we combine discussions of major scholarly contributions and the examination of rich empirical material such as visual artifacts, archives, or ethnographic data drawn from our own research.

Mode de contrôle des connaissances :

Assignments

Multiple-Choice Questionnaires 10-15 questions on the readings and the core concepts covered in the course. Three MCQs are scheduled during the semester. They will take place during the following sessions: 4, 8, and 11. Typically, each MCQ will ask questions about the three previous sessions. Book Report You should write a report on one of the books listed below. A book memo is a review, i.e. a critical evaluation of the book. Above all, a review makes an argument: it is a commentary, not merely a summary. Thus do not write a summary-style “book report” just to show you read and understood the book! Take a systematic, analytical approach to the text. The required length is 1500 words (+/-10%). The deadline for turning in the book report is session 6 (10 February).

Group Essay on a Hot Topic

Teams of 3 or 4 students write an essay on a current sociolegal issue. The students should address the topic using concepts introduced in the course. We recommend grounding the essay on material found in the press, social media, documentaries etc.

The essay should be 2000 words long (+/- 10%). The deadline for these essays is the last session (31 March).

Grading weights

- Multiple-Choice Questionnaires: 30%
- Book Report: 35%
- Group Essay: 35%

Bibliographie, lectures recommandées :

1/ Introduction (6 January) [TA]

Mandatory reading Friedman L. M., 2005, "Coming of Age: Law and Society Enters an Exclusive Club", *Annual Review of Law and Social Science*, 1, n°1, p. 1-16.

Further reading

Friedman L. M., 1986, "The Law & Society Movement", *Stanford Law Review*, 38, n° 3, p. 763-780. Garth B., Sterling J., 1998, "From Legal Realism to Law and Society: Reshaping Law for the Last Stages of the Activist State", *Law & Society Review*, 32, n° 2, p. 409-472.

2/ Law and the Rise of Industrial Society (13 January) [SB]

Mandatory reading

Durkheim, Emile (1997), *The Division of Labour in Society*, The Free Press, 50-52, 68-70 Weber, Max (1978), *Economy and society*, University of California at Berkeley Press, 882-886

Further reading

Marx, Karl (1842), "Debates on the Law on Thefts of Wood" Erikson, Kai. 1966, "The Witches of Salem Village," in *Wayward Puritans*, New York, John Wiley and Sons, pp. 137–159. 3/ Social norms/Legal norms (20 January) [GM] Mandatory reading Becker Howard Saul, Chapter « Rules and their enforcement » in *Outsiders. Studies in Sociology of Deviance*, The free Press of Glencoe, 1963, p.121-146. Further reading Malinowski, Bronislaw, 1947 [1926]. *Crime and Custom in Savage Society*. London: Kegan Paul, Trench, Trubner & Co. 4/ Legal Consciousness (27 January) [TA] / \ MCQ n°1 Mandatory reading Ewick P., Silbey S., 1998, *The Common Place of Law: Stories From Everyday Life*, Chicago, University of Chicago Press. Excerpts p. 15-23 and 33-49. Further reading Cornut St-Pierre P., 2019, "Investigating Legal Consciousness through the Technical Work of Elite Lawyers: A Case Study on Tax Avoidance", *Law & Society Review*, 53, n° 2, p. 323-352. Felstiner W. L. F., Abel R. L., Sarat A., 1980-1981, "The Emergence and Transformation of Disputes: Naming, Blaming, Claiming", *Law & Society Review*, 15, n° 3-4, p. 631-654.

Lebanon: Consociational Politics, Civil War and Resistance

ECTS : 6

Description du contenu de l'enseignement :

In the study of state and politics in the Middle East, Lebanon is a puzzling case. The consociational distribution of power between no less than eighteen official religious sects has turned Lebanon's politics into a zero-sum-game. As a consequence, it has prevented the emergence of a supra-sectarian authority that could be called a "state" in the Western sense of the concept.

This institutional weakness generates a paradox. It threatens the country's sovereignty by making it more vulnerable to regional and global powers. From a civil war (1975-1990) and the Israeli occupation of its south (1978-2000), to the relative calm of Syrian tutelage (1990-2005), regular turbulence periods since and another war with Israel (2006), the war in neighboring Syria, Lebanon gives the impression of great instability and unpredictability. The positions of its main actors often seem to answer to different, contradictory rationalities.

But despite appearances, Lebanon remains a real subject of its own history. Its "lack of State" gives it a flexibility that can sometimes turn out to be useful to overcome political blockages. In other words, the political game in Lebanon is the product of calibrated doses of local, national, regional and international imperatives addressed through more or less rigid frames of meaning-making.

This course aims to shed light on the submerged part of the iceberg of Lebanese politics, and to assess its significance for the country's social and political future. As such, our aim here is to build Lebanese politics as a model and determine what it can teach us for other countries of the region (Iraq, Syria), which already present – or will soon present – some of the same social and political features as Lebanon.

Course structure:

1. Introduction: Chronological Overview/What is a Consociational Democracy?
2. The Competition between Different Understandings of the "Lebanon" Concept – Groups and Actors
3. The Civil War (1975-1990)
4. The Pax Syriana Years (1990-2005)
5. Hezbollah and the Liberation from Israeli Occupation (1978-2000)
6. The 9/11 and "New Middle East" Effects

7. Rafic Hariri's Assassination and the End of Syrian Tutelage (2005-2006)
8. The Israeli War of Summer 2006
9. The 2006-2008 Escalade and the Rise of Sunni Jihadism
10. The Events of May 2008 and their Political Consequences
11. The Special Tribunal for Lebanon and Hezbollah's Intervention in the Syrian War
12. **Final Exam**

Compétence à acquérir :

This course has three main objectives.

- (1) At an empirical level, it aims at giving students a solid knowledge in Lebanese history, mainly in the major violent episodes of its trajectory: the civil war (1975-1990), Israeli occupation (1982-2000), and Hezbollah's intervention in Syria (since 2013).
- (2) The point is also to present a specific understanding of a practice of power far removed from what can be observed in Western democracies. Without being an authoritarian regime, the Lebanese political staff has always had a particular definition of ruling, a special understanding of democracy, that go beyond the usual features shared by consociational systems everywhere else in the world. This course will hence illustrate through thorough examples what the Lebanese mean by a "*démocratie à la libanaise*".
- (3) By doing so, this course will also aim at triggering a shared reflection on theoretical concepts of political science, and a questioning of the universality of some of what western political science sees as basic elementary truths and laws in politics-in-practice.

Learning Outcomes

At the end of the course, the students enrolled will have an advanced understanding of

- (1) Lebanese history,
- (2) the notion of militancy in contexts of violence,
- (3) the main differences between major Islamic and jihadist movements,
- (4) a critical notion of foreign intervention, peacemaking, peacebuilding, state building, reconciliation, and transitional justice,
- (5) a good command of a particular case of consociational politics.

Mode de contrôle des connaissances :

Assignments and grading

The teacher will check the presence of the students enrolled in the course at every session. Grading is as follows: participation (10%) – book reports (2*30% = 60%) – final exam (40%).

Participation covers the students' performance in discussion during the meetings. They are expected to participate effectively, showing evidence that they have prepared carefully by doing the reading and thinking about it.

Each student is expected to submit two **book reports**. Each paper, of 2 000 words, should not only summarize the content of the assigned text, but also—and more importantly—assess the author's arguments critically, draw out the reading's relevance to the themes of the course.

The **final exam** – writing a paper on a subject chosen among two possible choices submitted by the instructor (3h exam) will take place at the end of the semester. The grading will be based on the quality of the quality of the analysis, and the relevance of the examples used to illustrate the argument.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

For an introduction to the Lebanese historical and political universe, see:

- SALIBI, Kamal, *A House of Many Mansions*, University of California Press, 1990, 247 p.;

- TRABOULSI, Fawwaz, *A History of Modern Lebanon*, Pluto Press, 2012.

They should be complemented with:

- HANF, Theodor, *Coexistence in Wartime Lebanon*, London, Tauris, 2013, 712 p.

- FISK, Robert, *Pity the Nation*, New York, Thunder's Mouth Press, 2002, 752 p.

- HAUGBOLLE, Sune, *War and Memory in Lebanon*, Cambridge University Press, 2012, 280 p.

- SCHIFF, Ze'ev, YA'ARI, Ehoud, *Israel's Lebanon War*, Simon and Schuster, 1985, 320 p.

For the events of 2005 and onwards:

- YOUNG, Michael, *The Ghosts of Martyrs Square*, Simon & Schuster, 2010, 336 p.

- BLANDFORD, Nicholas, *Killing Mr. Lebanon*, IB Tauris, 2006, 544 p.

On Hezbollah:

- DAHER Aurélie, *Hezbollah. Mobilization and Power*, Hurst/Oxford University Press, 2019

- HAMZEH, Nizar, *In the Path of Hizbullah*, Syracuse University Press, 2004, 242 p.

- NORTON, Augustus Richard, *Hezbollah. A Short Story*, Princeton University Press, 2007, 216 p.

- PALMER HARIK, Judith, *Hezbollah. The Changing Face of Terrorism*, I.B. Tauris, 2004, 256 p.

And for an internal presentation by the party's vice-secretary general:

- QASSEM, Naim, *Hizbullah. The Story from Within*, Saqi Books, 2010, 464 p.

Lebanese news can be followed by reading the dailies (English versions):

- *Al-Nahar* (nahamet): pro-March 14

- *The Daily Star*: pro-March 14

- *al-Akhbar*: pro-March 8

- *as-Safir*: Leftist.

MyCourse

This course is on MyCourse: **No**

Management Control

ECTS : 6

Description du contenu de l'enseignement :

Course Structure

- Introduction to management control
- Variable costing and break-even analysis (part 1)
- Variable costing and break-even analysis (part 2)
- Full costing (part 1)
- Full costing (part 2)
- Full costing (part 3)
- Financial performance measurement
- Building budgets (part 1): operational budgets
- Building budgets (part 2): financial budgets
- Non financial indicators and balanced scorecard
- **Final Exam**

Compétence à acquérir :

Course objectives

Information is a crucial resource for organizations. It enables managers to make decisions, evaluate options, formulate plans and monitor their implementation. The tools that enable this monitoring are therefore omnipresent in the work of managers, from the most strategic to the most operational levels of organizations. It is important to master them, to know how to use them, but also to identify their limits and potential dysfunctional effects.

The course therefore presents the different tools of management control and performance management. It presents the principles and methods of cost calculation, how these calculations can be used to inform operational and strategic decisions. It also presents the tools used to guide and control financial (budgets) and operational (dashboards) performance.

It aims to train skilful users who are not only capable of mastering the fundamental techniques and tools, but who are also able to interpret the results obtained, question the adequacy of the methods used, and assess the coherence between control and monitoring systems in one hand, and organizational objectives in the other.

Because management control is a core function of management, all students interested in business or management can benefit from this course. However, this course should be particularly useful for those who are, or aspire to be, managers, management

consultants, financial specialists (for example, controller, financial analyst, auditor), or human resource specialists (for example, personnel director, compensation consultant).

Learning outcomes

Sessions are divided in :

- Lectures : presentation of the concepts and examples
- Class discussion about case studies that have been prepared by students

Mode de contrôle des connaissances :

Course assessment

- Continuous assessment (mid-term test): 50%
- final exam: 50%

Assignments and grading: The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity: Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

French language

- Nicolas Berland, Yves De Rongé, Contrôle de gestion - Perspectives managériales et stratégiques, Pearson

English language

- Srikant M. Datar, Madhav V. Rajan, Horngren's Cost Accounting - A Managerial Emphasis, Pearson
- Kenneth A. Merchant, Wim A. Van der Stede, Management Control Systems, Prentice Hall
- Peter Atrill, Eddie McLaney, Accounting and finance for non-specialists, Pearson

This course is on Moodle.

Management Control

ECTS : 6

Description du contenu de l'enseignement :

Information is a crucial resource for organizations. It enables managers to make decisions, evaluate options, formulate plans and monitor their implementation. The tools that enable this monitoring are therefore omnipresent in the work of managers, from the most strategic to the most operational levels of organizations. It is important to master them, to know how to use them, but also to identify their limits and potential dysfunctional effects.

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Because management control is a core function of management, all students interested in business or management can benefit from this course. However, this course should be particularly useful for those who are, or aspire to be, managers, management consultants, financial specialists (for example, controller, financial analyst, auditor), or human resource specialists (for example, personnel director, compensation consultant).

Course structure

SessionTopic

1 Introduction to management control

- 2 Variable costing and break-even analysis (part 1)
- 3 Variable costing and break-even analysis (part 2)
- 4 Full costing (part 1)
- 5 Full costing (part 2)
- 6 Full costing (part 3)
- 7 Financial performance measurement
- 8 Building a budget (part 1): operational budgets
- 9 Building a budget (part 2): financial budgets
- 10 Flexible budgets and variance analysis
- 11 Non financial indicators and Balanced Scorecard
- 12 **Final Exam**

Compétence à acquérir :

Sessions are divided in:

- Lectures: presentation of the concepts and examples
- Class discussions about case studies that have been prepared by students

Mode de contrôle des connaissances :

- Continuous assessment (mid-term test): 50%.
- Final exam: 50%

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation is what makes classes lively and instructive. Class participation is based on quality of comments, not quantity. Come on time and prepared. Unexcused absences, unprepared exercises, lack of attention or refusal to answer questions may trigger penalties.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

French language

- Nicolas Berland, Yves De Rongé, Contrôle de gestion - Perspectives managériales et stratégiques, Pearson

English language

- Srikant M. Datar, Madhav V. Rajan, Horngren's Cost Accounting - A Managerial Emphasis, Pearson
- Kenneth A. Merchant, Wim A. Van der Stede, Management Control Systems, Prentice Hall
- Peter Atrill, Eddie McLaney, Accounting and finance for non-specialists, Pearson

Lecturer's biography

Anne Bizière graduated from the school of management HEC Paris and has a master's degree in accounting. After working for an audit firm and for an international bank as specialist in accounting schemes, she started a teaching career. She has been teaching financial and management accounting at Paris Dauphine since 2018.

Moodle

This course is on Moodle: **Yes**

Management Information System

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

This course will provide a general and practical overview of the issue of managing information systems in contemporary organizations. The course helps students analyze information systems problematics by using a multi-focal perspective on IS issues, focusing on information, technological and organizational dimensions of all IT projects. In order to do so, students will have to deal with a detailed case study, which they will have to solve in group and in 12 weeks, thanks to a sequence of activities. These activities are mostly carried out on line, the in-class hours being dedicated to answering students' questions and framing their work.

Course Structure

1. Introduction to Management of Information Systems
2. Business Process Modeling Methods
3. Business Process Reengineering
4. Problem-solving Methods in Digital Transformation
5. Business proposal drafting
6. Data modeling Methods
7. Writing User Stories
8. Change Management Issues
9. Technological Challenges of Digital transformations
10. Drafting functional specifications
11. **Defence.**

Compétence à acquérir :

Learning outcomes

At the end of the course, students will be able to

- Identify, model and improve business processes
- Analyze the informational dimensions of an organizations (information flux, information quality, information processing)
- Analyze the technological dimensions of an organization (technological constraints related to software, hardware, network and database issues)
- Analyze the organizational dimensions of the IT project (identify key stakeholders, describe organizational culture, find key leverages for change management)
- Formulate a plan of action for the project scope (features, business process changes, use cases)
- Formulate a plan of action for project management (communication plan, implementation plan)

The course will also provide students with elements of IT culture relevant for future managers involved in IT Projects.

Mode de contrôle des connaissances :

Assignments and grading

- Weekly activities are required from each student, conducted in group. These assignments are graded by peers. Consequently, one of the weekly assignments is the grading of another groups' assignment.
- At Week 6, students deliver a first version of the need's analysis. This first deliverable is defended in front of a teacher, acting as senior consultant (20 %)
- At week 12, students deliver the final version of the functional specifications (40 %). This deliverable is defended in front of a panel of teachers, acting as the client company. The defense is attributed a grade (40 %).

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

MyCourse

This course is on Moodle : **Yes.**

Management Information System

ECTS : 6

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Course description and objectives

This course will provide a general and practical overview of the issue of managing information systems in contemporary

organizations. The course helps students analyze information systems problematics by using a multi-focal perspective on IS issues, focusing on information, technological and organizational dimensions of all IT projects. In order to do so, students will have to deal with a detailed case study, which they will have to solve in group and in 12 weeks, thanks to a sequence of activities. These activities are mostly carried out on line, the in-class hours being dedicated to answering students' questions and framing their work.

Course structure

1. Introduction to Management of Information Systems
2. Business Process Modeling
3. Business Process Reengineering
4. Informational analysis
5. Technological Analysis
6. Organizational Analysis
7. Needs Analysis
8. Change Management in IT Projects
9. Risk Management in IT Projects
10. Privacy related issues in IT Projects
11. Drafting functional specifications
12. **Defense.**

Compétence à acquérir :

Learning outcomes

At the end of the course, students will be able to

- Identify, model and improve business processes
- Analyze the informational dimensions of an organizations (information flux, information quality, information processing)
- Analyze the technological dimensions of an organization (technological constraints related to software, hardware, network and database issues)
- Analyze the organizational dimensions of the IT project (identify key stakeholders, describe organizational culture, find key leverages for change management)
- Formulate a plan of action for the project scope (features, business process changes, use cases)
- Formulate a plan of action for project management (communication plan, implementation plan)

The course will also provide students with elements of IT culture relevant for future managers involved in IT Projects.

Mode de contrôle des connaissances :

Assignments and grading

- Weekly activities are required from each student, conducted in group. These assignments are graded by peers. Consequently, one of the weekly assignments is the grading of another groups' assignment.
- At Week 6, students deliver a first version of the need's analysis. This first deliverable is defended in front of a teacher, acting as senior consultant (20 %)
- At week 12, students deliver the final version of the functional specifications (40 %). This deliverable is defended in front of a panel of teachers, acting as the client company. The defense is attributed a grade (40 %).

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

MyCourse

This course is on MyCourse: **No**

Management Technologies

Management Technologies

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

This course was designed for students seeking to develop their understanding of how technology impacts business practices. It addresses the theoretical underpinnings and the technological constructs of traditional, contemporary, and future-oriented management processes. The relationship between the business process and its technical extensions will be explored in its various facets. Class sessions will address from a technological perspective the following aspects of company creation: the conception of business models, organizational design, management methodologies, and the structuring of business systems. Examined in historical perspective, management process will be correlated to various contextual economic, social, philosophical and technological environments. The redefined balance between humans and technology will also be studied. This course will finally investigate emerging management approaches, integrating recent advances in artificial intelligence and their potential contributions to company design and business performance.

The teaching aims to extend student insight, and enhance their ability to correlate compartments of intelligence encapsulated in technology with broader concepts applied to practical business contexts. Deepening their understanding of the technological dimension of business organizations, the course will explore how software, hardware and broader systems can leverage performance and lead to entirely new competitive considerations. Business development potential and future-oriented prospective will conclude the study. Teaching is through thematic lectures, focused class discussions and simulated case study debates.

Course Structure

1. Presentation of course objectives and outline of learning requirements. Overview of the gradual emergence of intellectual property and patented technology in business activity. Exploration of concepts about technology, the integration of processes, and leveraging.
2. Pre-industrial technologies will be studied with their relevance to the history of technology and a renewed interest in their benefits within luxury segments and traditional productions. Evaluation of the cost-benefit relationship of technological advances and their alternatives.
3. Study of the relation between management processes and technologies. Examination of the progressive integration of artisanal business operations into business systems and management science. Prospective on the role of technology in business organizations.
4. Review of business systems as used in contemporary companies. Analysis of their conceptual orientations and the cost-benefit ratios of various degrees of technological intensification. Referencing of systems design and IT support for managerial processes.
5. 1st case study focused on business applications of new technologies. Discussion of situational assessments and consequent implications for technological implementation and business orientations. Debate on alternative options and technological empowerment.
6. Study of business methods and management practices respective to the presence of key technologies. Analysis of performance orientations and chosen means to achieve them. Evaluation of management prerogatives and respective roles of managers and systems.
7. Class analysis of a 2nd case with technological change within a company pursuant to substantial modification of the competitive context. Discussion of the issues of redefining the business process in light of new tech and using change to develop new opportunities.
8. Examination of the role of computers and robotics in various fields of management and business operations. Study of technologies used to integrate companies to their markets. Evaluation of technologies in redefining functional management organization and controls.
9. Review of techn

Compétence à acquérir :

Learning outcomes

Students will take the opportunity to explore how technologies and emerging artificial intelligence can bring significant change to company design and the organization of business processes. They will gain perspective on the incidence of technological change on business challenges and opportunities and will analyze their correlation to management practices. Students will

also explore how technology has been modifying the business landscape and promotes innovative business-to-business and consumer models.

Mode de contrôle des connaissances :

Assignments and grading

Required case study preparation, class discussion participation and independent research.
Graded 50% for collaborative group presentations and 50% for the individual final exam.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on personal investment and quality of comments.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

- **Process Innovation: Reengineering Work Through Information Technology.** Thomas H. Davenport - 1993 - Harvard Business School Press, p. 326.
- **Business Process Change: A Manager's Guide to Improving, Redesigning, and Automating Processes.** Paul Harmon - 2003 - Morgan Kaufmann
- **Process Mapping, Process Improvement and Process Management.** Dan Madison - 2005 - Paton Professional.
- **Digital to the Core: Remastering Leadership for Your Industry, Your Enterprise, and Yourself.** Mark Raskino, Graham Waller - 2015 - Bibliomotion, Incorporated.
- **Frontiers in Artificial Intelligence: Artificial Intelligence in Finance.** Open Research Platform www.frontiersin.org
- **The Black Box Society: The Hidden Algorithms that Control Money and Information.** Frank Pasquale - 2015 – Harvard University Press.
- **The Industries of the Future.** Alec Ross - 2017 - Simon & Schuster.

MyCourse

This course is on MyCourse: **No**

Lecturer's Biography

Richard OREN - American & French nationalities Teacher at Paris-Dauphine PSL, University of Paris VIII, ENSTA Paris-Tech

Academic background in Business Administration, Political Economics, Applied Economics, Management Controls & Finance, Business Systems and Organizational AI Architecture. Extensive Teaching Experience in various fields.

?Professional Background in Field Management, Project Engineering, Management Methods, Corporate Restructuring, Business Systems, Software Design, Executive Information Systems, Group Information Systems, Bilingual Journalism, Social Service Advocacy and Labor Relations.

Marketing and Corporate Social Responsibility

ECTS : 3

Description du contenu de l'enseignement :

Course description and objectives

This course aims at giving a general overview of CSR, developing its main dimensions.

The course offers to students a space for expression. Indeed, it is based on an active pedagogy. The content will be co-constructed between the professor and the students. They will be invited to brainstorm, to share their ideas, to share the examples of their own countries...

For each theme, students will be invited to answer to questions, to find examples, to debate and to resolve a case. A summary with key elements will close each theme.

Course structure

1. Introduction to the module and CSR : workshop (part 1)
2. Introduction to CSR : workshop (part 2)
3. Body positivity & Marketing practices : workshop
4. Body positivity & Marketing practices : debate
5. Body positivity in fashion and cosmetics: case study
6. Project Coaching
7. Sustainable development & Marketing practices : workshop
8. Sustainable development & Marketing practices : debate
9. Sustainable development in fashion: case study
10. Marketing and Gender stereotypes: workshop
11. Marketing and Gender stereotypes: debate
12. **Project Presentations**

Compétence à acquérir :

Learning outcomes

Understand the role of a company in society.

Embrace all the dimensions of CSR.

Analyze a marketing practice and criticize it regarding CSR.

Define a marketing strategy including CSR objectives.

Soft skills : oral presentation, pitch, debate...

Mode de contrôle des connaissances :

Assignments and grading

- A Team Project (50%): a presentation of a company which faced a bad buzz regarding a CSR issue (ex: a women objectified in advertising) + analyze the company's apologies and the public reception + propose a strategy to address this CSR area (here gender stereotypes) in the future to be more responsible. The grade will be individual regarding the oral presentation and a bonus/malus could be apply regarding oral participation during all the sessions.
- A Final Essay (50%)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Marketing of the Luxury Sector

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

The goal of this class is to familiarize the students with luxury codes (specificities) and communication, and to emphasize that luxury marketing is different from the "classic" marketing used for the mass market. After a brief review of fundamental marketing concepts, such as brand, identity and image, we will study the specificities of luxury (the do's and don'ts, the different perceptions, the influence of cultures, the different types of clients) and we will analyze how brands should communicate using various tools (celebrities, products placement, events, digital) in order to share their values and educate their clients on their brands codes.

Course Objectives

To learn, understand and be able to apply the necessary theory and tools to support strategic decision-making and the strategic management process within organizations.

This course gives you a perspective on the financial and organizational techniques required for the effective execution of strategic decisions, and the critical role that managerial leadership plays in the viability and growth of a business.

The course covers management control and systems used in management control. The starting point for the use of management control systems are that organizations need to plan, implement, monitor, evaluate and adapt organizations with

the aim to achieve specified goals. Within the context of the course there will be insights into control methods and control philosophies, responsibilities, production financial and logistical concepts, production processes, forecasts, and the elaboration of balanced scorecards.

Course structure

SessionTopic

1. Introduction and icebreaker
2. Presentation of assessments
3. Some definitions: brand, identity, image
4. Group workshop on identity and image
5. Characteristics of luxury
6. Differences between luxury and fashion, luxury and prestige
7. The anti-laws of marketing: specifics marketing and sales rules to be applied to luxury brands and services
8. Group workshop: from shoes to beauty (brand extension in luxury)
9. Influence of culture on luxury (based on Morand and Dubois)
10. Some theories applied to luxury: Veblen (price, status), Bourdieu (distinction), Karpik (desingularization)
11. The clients of luxury: who, where and why. Focus on HNWI and UHNWI
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

After completion of the course the student should be able to:

- Understand the main challenges of luxury retail: boutiques, travel retail and e-commerce
- Describe luxury clients and identify their needs
- Be aware of the main evolutions in luxury
- Identify main luxury players, strategies and issues: towards a “retailization” of luxury

Mode de contrôle des connaissances :

Assignments and grading

Grading Criteria

- Case studies 30%
- Participation 20%
- Final Exam 50%

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- The Luxury Strategy: Breaking The Rules of Marketing to Build Luxury Brands (dissecting the luxury concept and defining the counter-intuitive rules for luxury marketing), Jean-Noel Kapferer and Vincent Bastien, Sept. 2012 (second edition), ISBN-13: 978-0749454777
- Managing fashion and luxury companies, Erica Corbellini & Stefania Saviolo, Feb. 2009 (second edition), ISBN-13: 978-0470830260
- Eckhardt, G. M., Belk, R. W., et Wilson, J. A. J., The rise of inconspicuous consumption. *Journal of Marketing Management*, 31(7–8), 807–826, 2014
- Kapferer, J.-N., The artification of luxury: From artisans to artists. *Business Horizons*, Vol. 57(3), 371–380, 2014
- Luxury Brand Management (A world of Privilege), Michel Chevalier & Gérald Mazzalovo, May 2012 (second edition), ISBN-13: 978-1118171769
- The Theory of the Leisure Class, Thorstein Veblen, CreateSpace Independent Publishing Platform (2017), ISBN-13: 978-

1979980623

- Berger, J., et Ward, M., Subtle Signals of Inconspicuous Consumption. Journal of Consumer Research, 37(4), 555–569, 2010
- Holt D., Does Cultural Capital Structure American Consumption, Journal of Consumer Research, Vol. 25, June 1998
- Kastanakis, M. N., et Balabanis, G., Explaining variation in conspicuous luxury consumption: An individual differences' perspective. Journal of Business Research, 67(10), 2147–2154, 2014

Marketing of the Luxury Sector

ECTS : 6

Description du contenu de l'enseignement :

1-Context

Over the last thirty years, there has been dramatic growth within the luxury sector. Countries of high economic growth have seen corresponding booms in domestic luxury sales. This has been fed by the emergence of a new group of very rich people (high net worth individuals (HNWI) from the worlds of business, sport, art, entertainment, culture, internet ...), as well as a group of upper middle-class consumers seeking to emulate them. Today luxury no longer seems to be an exception, or a privilege, but a right for all.

Asia in general, and China in particular, are now recognized as the biggest potential markets for luxury goods. Even when luxury sales drop in China, the fast recovery clearly demonstrates that Asian consumers love luxury items. Luxury brands are now targeting the BRICS countries (Brazil, Russia, India, China, and South Africa) and leveraging travel retail to increase their growth rates. This is a clear indicator of bright prospects for the luxury business. Luxury has aroused the interest of many corporations who see "premiumization" as a profitable strategy and of governments who recognize the exportability of the luxury sector and its role in developing soft power. However, luxury brand management is not at all the same as conventional brand management.

Course Schedule

1. Introduction and icebreaker / Presentation of assessments / • Some key facts about luxury / Group workshop on SWAROVSKI Case
2. Characteristics of luxury today / Main players in Luxury Industry / Case Study : introduce a startup brand with a luxury strategy
3. Small Knowledge test / Short History of Luxury / Case Study : Nespresso Case
4. Premium vs Luxury / Case Study : Premium brand?
5. Premium vs Luxury (end) / Case study : Car industry step in or out of luxury
6. Luxury? A very specific marketing (24 antilaws)
7. Case Study : Digital watches in Luxury (Heritage and Innovation)
8. Small Knowledge test / Luxury Today
9. The customer in Luxury / Distribution and Communication in Luxury Segment
10. The Brand Equity / Case Study : Ralph Lauren Identity Prism & the Right Formula
11. Final Case Presentation in Group (Graded)
12. Final Exam

Compétence à acquérir :

2. Objectives

This class in luxury marketing aims to provide students with the main concepts, skills, know-how and benchmarks they need to enter luxury company and help develop and manage luxury brands and companies both today and in the future, in fast changing world. It is a program that will enable participants to delve deeply into the culture of luxury in order to grasp the essence of its so specific management. The goal of this nevertheless business-oriented class is to enable participants to think the right and relevant way concerning the marketing of luxury brands worldwide in a rapidly changing luxury environment.

Mode de contrôle des connaissances :

Assignments and grading

Grading Criteria

Case studies	30%
Participation	20%
Final Exam	50%

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared.

Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

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Bibliographie, lectures recommandées :

Bibliography

The bibliography will be provided at the beginning of the course.

MyCourse

This course is on MyCourse: **No**

Material Culture

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

The study of material culture centers upon objects, the materials that they are made of, and the ways in which they provide an understanding of cultural and social relations. Over the last 20 years, the human and social sciences have taken a "material turn" with a new focus on the study of objects in their physical reality as a way of giving meaning to and explaining the economic, social and symbolic world. This study will explore the intertwined, and often dialectic, relationships between people and things.

Material culture, which Michel de Certeau once praised as "the history of everyday life", has taken a newfound interest in the expression of the human subject through his/her objects, stimulating thoughts on the uses of such objects, as well as the affects and values they form (Baudrillard, *Système des objets*).

The ever-changing world of material culture has recently taken an interest in interactions between the object and its user or consumer. In this aspect, the recent American initiative BND (Buy Nothing Day) was born out of society's questioning of the power of goods and, more generally, the new relationship emerging between being and having in this era of globalized consumption.

This course will examine concrete cases, enriched through an interdisciplinary approach.

A new consideration will be given to the vast corpus of different object worlds that we constantly experience. From food to fashion, to toys and smart phones, the aim is to make objects talk and also understand what they are telling (of) us.

Objectives:

Material culture examines the relationships between people and things.

The aim of this class is to introduce some accessible approaches to this exciting and new field of academic enquiry, which crosses disciplinary boundaries.

Students will become acquainted with the kinds of objects that are considered in the study of material culture. The course will also provide an opportunity to practice communication skills and develop confidence in delivering presentations in English on material culture topics, maximizing the effective use of visual aids.

Some questions we will explore include: how is the value or significance of objects created in different social contexts? Should we understand items of material culture as ways of fulfilling human needs? Or rather as symbols that "say" something about their users, and if so, what?

Course structure

Introduction to Material Culture
(Methodology & Class assessments)

Of People and Smartphones: A Culture of (Dis)connection

The 3 R's: "Reduce, Reuse, Recycle"

Waste Management and Recycled Materials

Minimalism: A Documentary about the Important Things, by Joshua Fields Milburn & Ryan Nicodemus

Political & Propaganda Artifacts

Promoting Ideas Through Things

The Use of Pictures

Photography as Objects in the Digital Age

Patchwork as an Art Form: Why Quilts Matter

Fashion as Dress, Image and Practice

The Cult(ure) of Food

From Still Life to Food Porn

Dolls

Playthings, Transitional Objects, Social Agents

Why Collecting?

Jewelry

Displays of Personal Adornment and Body Art

Final Exam

Compétence à acquérir :

Learning outcomes

By looking at the diversity of material forms, students will gain an appreciation for the ways that "things" help us to connect to the world and see it in a new way, and the ways "things" give meaning to our lives and the lives of those around us.

Mode de contrôle des connaissances :

Assignments and grading

- One oral presentation (on one of the 10 topics listed below)
- One mid-term quiz
- One final exam

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

·Jean Baudrillard, *Système des objets*, 1968.

·Victor Buchli, *The Material Culture Reader*, 2013.

- Michel de Certeau, *L'invention du quotidien*, 1980.
- Marie-Pierre Julien et Céline Rosselin, *La culture matérielle*, 2005.
- Daniel Miller, *Stuff*, 2009 et *Consumption and Its Consequences*, 2013.

·Paul R. Mullins, *The Archaeology of Consumer Culture*, 2012.

- Christopher Tilley, *The Handbook of Material Culture*, 2013.
- Ian Woodward, *Understanding Material Culture*, 2007.

MyCourse

This course is on MyCourse: **Yes**

Migrations in globalization

Multicultural France

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

After France won the FIFA World Cup in 1998, the slogan “Black, Blanc, Beur” emerged as a sign of the country’s alleged “harmonious multiculturalism”. About 20 years later, and despite France winning the World Cup again in 2018, things have considerably soured with intense debates going on in France about French secularism, amalgamation between Islam and terrorism, anti-Semitic acts, etc. The riots in French banlieues in 2005 and the emergence of the “Indigènes de la République” have come to symbolise, among others, the failure of a certain idea of French multiculturalism and were interpreted as a sign of French “colonial aphasia” (Ann Stoler). What does France look like in 2019? Such questions and themes will be tackled through the analysis of contemporary French cultural productions.

Course structure

1. Introduction to “Multicultural France”
2. “Black, Blanc, Beur”: French Colonial History and Postcolonial identities in/of France
3. “Barbès, Marseilles, and the French overseas territories”: France and its multicultural territories
4. “Sports, Food, Music”: Various Aspects of Multicultural France
5. Multiculturalism and Secularism: the French Idea of “laïcité”
6. The French “banlieue film” 1: “La Haine” (1995)
7. The French “banlieue film” 2: “Divines” (2016) / Multiculturalism and Feminism
8. French: one language or several languages?
9. Francophonie, Francophone Literature, Beur Literature, Urban literature: Problematic Categories?
10. The recent “migration crisis” in France: Building a New French Multiculturalism?
11. Towards a Global History of France
12. **Final Exam**

The object of this class is to delve into contemporary, multicultural France, observe aspects of it through the lens of cultural productions, such as literature, cinema, documentaries, etc., and analyse them in the light of scientific articles by historians such as Nicolas Bancel or Pap Ndiaye.

Compétence à acquérir :

Learning outcomes

Students will get an opportunity to have a deeper understanding of multiculturalism in the French context and to compare it with other multicultural contexts.

By attending this course, students will widen their cultural horizon and knowledge of France. By analysing French cultural productions (literary extracts, visual arts, music), they will also sharpen their critical eye while the various exercises done in class – oral presentations, essay writing with peer-review workshop, debates – will help them improve their public speaking skills and formal writing skills.

Mode de contrôle des connaissances :

Assignments and grading

- Final exam: 50%
- An oral presentation: 25%
- Essay: 25%
- Participation in class will also be taken into account for final grading.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused

absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

Literature :

Cf. Alain Mabanckou, Leonora Miano, Assia Djebbar, Leïla Sebbar, etc.

- Maryse Condé, *Crossing the Mangrove (Traversée de la mangrove)*, 1989.

- Faiza Guène, *Just Like Tomorrow (Kiffe Kiffe demain)*, 2004.

Extracts may be studied in class.

Non fiction:

-Aïssa Maïga, Sonia Rolland (and 14 other Black actresses), *Noire n'est pas mon métier*, Paris: Seuil, 2018.

- Music :

IAM, *L'école du micro d'argent*, 1997.

Casey, *Tragédie d'une trajectoire*, 2006.

La Rumeur, etc.

History/Theory:

- Nicolas Bancel, Pascal Blanchard, Françoise Vergès, *La Colonisation française*, Milan "Les Essentiels", 2007.

- Patrick Boucheron (dir.), *Histoire mondiale de la France*, Paris : Seuil, 2017.

- Hafid Gafaiti, "Nationalism, colonialism, and ethnic discourse in the construction of French Identity", in Tylor Stovall and Georges van den Abbeele (eds), *French Civilization and its Discontents. Nationalism, colonialism, race*. Lanham etc., Lexington books, 2003, pp. 189-212.

- Moller S. Okin (editors: J. Cohen, M. Howard and M.C. Nussbaum). 1999a. "Is Multiculturalism Bad for Women?" Princeton: Princeton University Press, pp 7-27.

- Mireille Rosello, "Tactical universalism and new multiculturalist claims in postcolonial France", in Charles Forsdick and David Murphy (eds), *Francophone Postcolonial Studies. A Critical Introduction*, London, Arnold, 2003. pp. 135-144.

- Kathryn Kleppinger and Laura Reeck (eds.), *Post-Migratory Cultures in Postcolonial France*, Liverpool: Liverpool UP, 2018.

Movies :

- Mathieu Kassovitz, *La Haine*, 1995

- Jean-François Richet, *Ma 6-T va crack-er*, 1996

- Laurent Cantet, *The Class (Entre les murs)*, 2008

- Céline Sciamma, *Girlhood (Bande de filles)*, 2014

- Houda Benyamina, *Divines*, 2016

Documentaries :

- Karim Miské, Mohamed Joseph, Pascal Blanchard, *Musulmans de France*, 2009.

- Hélène Milano, *Les roses noires*, 2011 (on being a teenage girl in a French "banlieue").

- Juan Géla, Pascal Blanchard, *Noirs de France*, 2012.

- Fatima Sissani, *Les Gracieuses*, 2014.

- Olivier Babinet, *Swagger*, 2016.

- Amandine Gay, *Ouvrir la voix*, 2017.

- Daniel Cattier, Juan Gela, Fanny Glissant, *Les Routes de l'esclavage*, 2018.

The DVDs of the movies and documentaries which will be studied in class will be circulated from the beginning of the semester.

MyCourse

This course is on MyCourse: **Yes**

ECTS : 3

Operations Management

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

One of the key challenges in business (manufacturing and/or service) is how to manage operations effectively and efficiently. Thus, this course examines theories, concepts and strategies used in Operations Management. It is designed to introduce students to the strategic importance of various operations decisions (process and plant layout, quality, inventory and supply chain management...). We take both a theoretical and practical approach, beginning with a brief review of the fundamental purpose of management.

We'll explore the strategic role of operations, study some of the problems and challenges that managers face and examine the theories and strategic tools available to tackle these issues. We take this a little further by analyzing how managerial philosophy, attitudes toward work, technology and culture can affect successful implementation of an operations strategy.

I believe business is best understood by doing, thus this course is highly participative (interactive). Roughly half of class time focuses on traditional lectures with the balance of class time devoted to discussions and group presentations. You will learn from your fellow students as much as from lectures and outside readings.

Assigned readings and materials are vital. Preparing the assigned material before class, allows the student to gain a better understanding of the issue to be discussed in class. Students are also able to actively participate and provide valuable insights on the issues at hand.

The objective of the assigned articles is to help students think critically about the points of view of thought leaders in operations management. This will enhance our examination of how operations management models and principles can be applied to real world organizational challenges, and assist the student in developing leadership and managerial capabilities.

The course material is thus intended to help develop awareness and knowledge of multiple issues associated with operating a business. The cases and class activities are designed to help students in applying theory to practical situations.

The course objective is to develop an appreciation of how the study of Operations Management can help an organization to successfully compete in the marketplace.

Compétence à acquérir :

Learning outcomes

Upon successful completion of this course, students should be able to:

1. Be familiar with core operations management concepts and processes, and their relationships with other business functions.
2. Understand how Operations Management is fundamental to the value-creation processes of an organization and how it can be a source of competitive advantage.
3. Understand the importance of operations to all organizations that produce goods and/or provide services.
4. Understand various systems for managing operations such as Material Requirements Planning (MRP), Enterprise Resource Planning (ERP) and Just-in-Time Production (JIT).
5. Analyze situations and identify appropriate techniques for planning and scheduling.
6. Understand quality theories such as TQM, Six Sigma, Lean and TOC.
7. Define, analyze and solve operations problems from a strategic perspective.
8. Analyze situations and offer solutions to business problems in the operations area.
9. Understand the place of human factors that may influence job design and work measurement.
10. Demonstrate critical thinking and the application of core competencies in business decision making.
11. Understand the global environment.
12. Communicate well and work collaboratively.

Mode de contrôle des connaissances :

Assignments and grading

- Class Attendance and Participation 10%
- 2 Presentations (each worth 15%) 30%
- 2 exams each worth 20% 40%
- Final Project 20%

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- Goldratt and Cox, The Goal
- Heizer and Render, Operations Management – Sustainability and Supply Chain Management, 12th ed., 2016.

MyCourse

This course is on MyCourse: **Yes**

Opportunities and challenges for journalism

ECTS : 6

Description du contenu de l'enseignement :

Overview

Theoretical and practical approach to the profession of journalism. History and present challenges of press with special focus on France and Europe. Exercises to acquire knowledge about journalistic work in different media (TV, web, print, radio). Development of abilities in writing, reading, and expression referred to journalism: practical exercises, discussions, vocabulary lists, interviews, development of a carrier in press.

Course Schedule (12 weeks)

1. Introduction to journalism in general (specificities of french media, history of french press and journalism school system). What is a media - and are "the media" something different?
2. Different genres and important players in the international and European media world. Discover, identify and differentiate current genres and styles in the media (print, web, radio and audiovisual) through examples from international news.
3. Crisis and chances. Are print media and radio declining? What social media changed in daily work for journalists. What are the chances of changing conditions for journalists?
4. Requirements for successful research and the basics for daily journalistic work. How to prepare an interview and structure informations. Make mind maps for several subjects; find the required information; Broad or precise questions - the best approach to the interviewee. Working on an interview about a concrete subject and exhaust it according to your needs.
5. Print press and its specifics: writing articles: Faults to avoid; practical advice along different style exercises. shorten and expand a text. Use imagination: quotes, word games, humor etc.
6. Focus on audiovisual media. Which competences to acquire, which differences, how to prepare a successful carrier in audiovisual media, technical requirements.
7. Focus on web journalism. How to work in an online redaction/ How to design the cooperation with print, how do they work together, what can they learn from each other?
8. How to become a correspondent abroad (part I)? The challenges of daily work on the spot, the research of the subjects and the presentation for the public in his country of origin (between clichés and unknown facts.)
9. How to become a correspondent abroad (part II)? How to create a useful network abroad. How to stay in touch with origin country. Specificities of work as f. ex. war reporter, photojournalist.
10. How to apply for an internship, a job offer and how to propose a contribution to a media. Developing a well working curriculum vitae for journalists.
11. Freelance journalism versus traditional redactions. Advantages and inconveniences. Self marketing in social networks and conditions to create a cooperate identity as freelancer. Create a network, stay in touch develop an address book.
12. Evaluation of results - open session to deepen favorite session.

Compétence à acquérir :

Course Objectives

Give an overview about differences in media culture of different European countries, special focus on French and European media. Preparing students to understand differences and similarities of today's media. Provide skills that serve producing own contributions or apply for an internship.

Learning Outcomes

General knowledge about journalism and media.
Enrichment of vocabulary linked to press/media.
Working on subjects in a group/redaction.
Preparation for internship or own journalistic contributions.

Mode de contrôle des connaissances :

Assignments and grading

Different oral and writing exercises during the semester (70%) and final written exam of 2h. (30%)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

- <http://www.storybasedinquiry.com> (Free Download)
(Story-Based Inquiry: A Manual for Investigative Journalists and Global Investigative Journalism Casebook)
- Articles, emissions and radio features belonging to actual subjects up to actuality handed out in the beginning of each class.

MyCourse

This course is on MyCourse : **No**

Pop Art

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

The course focuses on the emergence and development of the Pop Art movement (1950s to 1970s) in the United Kingdom and the United States, giving background on the historical and aesthetic contexts such as the dominant art movements or social changes of the times. It will explore a selection of Pop artworks that focused on the new consumer society and its media, and used them as their subject. The materials, techniques and formal styles of their creations will be analyzed. Whether the artists chose to celebrate or criticize their newfound muse will be discussed. The course will also look at the art production associated to the Pop Art movement in other countries than the United Kingdom and the United States, as recent exhibitions (*The World Goes Pop* at The Tate Modern, or *International Pop* at the Walker Art Center) have shown a less canonized approach to Pop Art. Finally, "Pop Art" understood in its larger meaning of "Pop Culture" will allow for a brief introduction to "Pop architecture" (Archigram, for instance), or cult movies drawing on pop imagery (*Barbarella* for instance).

The course aims at giving keys to understanding the emergence of the Pop Art movement and its interaction with culture and society, providing students with knowledge about artists and art history in general. The course aims at enriching students' writing and speaking skills by focusing on the expression of argumentation and value judgment in an informed and critical way. The course also aims at developing students' creative skills through a visual project at the end of the semester.

Compétence à acquérir :

Learning outcomes

By the end of the course, students should have acquired in-depth knowledge about the Pop Art movement and many of its leading artists. They should be able to set its emergence in the context of other art movements or trends. Improving students' ability to describe and comment on artworks in an informed, critical way is promoted throughout the course, whether orally or in writing through class presentations and essays. A group visit to a museum and / or art gallery will enhance students' understanding of the role of these institutions.

Mode de contrôle des connaissances :

Assignments and grading

- Class mark 50%: Oral presentations, a written class test on specific artworks, and active class participation. (More details given in class on the relative share in the marking of these various activities).
- Final exam: 50%

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

Texts by art critics and interviews of artists will be given in class or through MyCourse.

A bibliography on Andy Warhol and on the Pop Art movement will be given through MyCourse, along with the address of the public libraries in Paris that hold the books

MyCourse

This course is on MyCourse: **Yes**

Pop Art

ECTS : 6

Description du contenu de l'enseignement :

Overview

The course focuses on the emergence and development of the Pop Art movement (1950s to 1970s) in the United Kingdom and the United States, giving background on the historical and aesthetic contexts such as the dominant art movements or social changes of the times. It will explore a selection of Pop artworks that focused on the new consumer society and its media, and used them as their subject. The materials, techniques and formal styles of their creations will be analyzed. Whether the artists chose to celebrate or criticize their newfound muse will be discussed. The course will also look at the art production associated to the Pop Art movement in other countries than the United Kingdom and the United States, as recent exhibitions (*The World Goes Pop* at The Tate Modern, or *International Pop* at the Walker Art Center) have shown a less canonized approach to Pop Art as well as a focus on female artists.

Course Structure

1. The origins of Pop Art - The Independent Group (Richard Hamilton - Eduardo Paolozzi) - British Pop
2. Background on Abstract Expressionism in the US - Transition to Pop Art: Jasper Johns and Robert Rauschenberg (Combinés). Background on Dada and Marcel Duchamp
3. Happenings - Claes Oldenburg - Jim Dine
4. Tom Wesselmann (Still Lifes - Nudes) - James Rosenquist
5. Andy Warhol
6. Andy Warhol - Rauschenberg's silkscreens. Robert Indiana
7. Museum Visit (the content order of classes 5, 6, 7, 8 may vary depending on the setting of the date of the museum visit: more information will be given at the beginning of the semester)
8. George Segal - Written class test (more information given in class)

9. Roy Lichtenstein - Pop Art in California: Wayne Thiebaud - Ed Ruscha - Allan D'Arcangelo

10. Nouveau Réalisme in France - Global and Female Pop

11. **Final Exam**

Compétence à acquérir :

Course Objectives

The course aims at giving keys to understanding the emergence of the Pop Art movement and its interaction with culture and society, providing students with knowledge about artists and art history in general. The course aims at enriching students' writing and speaking skills by focusing on the expression of argumentation and value judgment in an informed and critical way. The course also aims at developing students' creative skills through a visual project at the end of the semester.

Learning Outcomes

By the end of the course, students should have acquired in-depth knowledge about the Pop Art movement and many of its leading artists. They should be able to set its emergence in the context of other art movements or trends. Improving students' ability to describe and comment on artworks in an informed, critical way is promoted throughout the course, whether orally or in writing through class presentations and essays. A group visit to a museum and / or art gallery will enhance students' understanding of the role of these institutions.

Mode de contrôle des connaissances :

Mode of Assessment

Class mark 60%: Oral presentations, a written class test on specific artworks, and active class participation. (More details given in class on the relative share in the marking of these various activities).

Final exam: 40%

Grading

The numerical grade distribution will dictate the final grade.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

Texts by art critics and interviews of artists will be given in class or through MyCourse.

A bibliography on Andy Warhol and on the Pop Art movement will be given through MyCourse, along with the address of the public libraries in Paris that hold the books.

MyCourse

This course is on MyCourse : **Yes**

Lecturer's biography

Béatrice Trotignon is Associate Professor at Université Paris-Dauphine. She is an associate researcher of the interdisciplinary research unit LARCA-UMR 8225 (Université de Paris and CNRS). Her research has focused on contemporary American literature (e.g., Cormac McCarthy, Peter Markus) and poetry (e.g., Eleni Sikelianos, Tina Darragh) as well as on visual studies (e.g., selfies). She has also worked as a translator: art history (e.g., Pop Art, Robert Smithson, Gordon Matta-Clark), literature and poetry (e.g., Eleni Sikelianos, Jim Dine).

Principle of Marketing

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

This course aims at giving a general overview of Marketing, developing its main concepts, methodologies and practices. This

introductory course will provide a good basis for students who wish to pursue with a master's in marketing, as well as those who are curious to know more about the fundamentals of this subject.

The course will consist of theoretical lectures (class topics detailed below), enriched with in-class discussions based on exercises and analysis of appropriate case studies / examples. These concepts will be applied to an end-of-term group project as well as through a virtual simulation game.

Course structure

1. Introduction to marketing and to the module
2. Understanding consumers
3. Understanding the market environment + Market research
4. Marketing strategy + branding
5. Marketing mix - Product and services
6. Marketing mix - Communication
7. Marketing mix - Distribution
8. Marketing mix - Price
9. Contemporary issues in marketing
10. Simbrand Business Game
11. Simbrand Business Game
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

The specific objectives of this course are the following:

- Discover and understand the key notions and tools of marketing
- Understand the importance of consumer insights
- Discover the components of a marketing strategy as well as those of the marketing mix
- Evaluate and critically analyse a marketing strategy
- Develop a consistent marketing strategy
- Understand current developments in the marketing discipline

Mode de contrôle des connaissances :

Assignments and grading

The course evaluation will be based on:

- An individual exam (50%)
- A Marketing Team Project (35%): a presentation of a company's marketing strategy + the critical analysis of the marketing mix elements + valuable recommendations for improvement + marketing metrics/indicators allowing to evaluate the performance
- A marketing simulation game (15%)
- Class preparation and active participation (bonus points: 5%)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- Kotler P. & Armstrong G., *Principles of Marketing*. Pearson Education.

Available in 658.8 PRI

MyCourse

This course is on MyCourse: **Yes**

Principles Of Marketing

ECTS : 6

Description du contenu de l'enseignement :

Overview

This course aims at giving a general overview of Marketing, developing its main concepts, methodologies and practices. This introductory course will provide a good basis for students who wish to pursue with a master's in marketing, as well as those who are curious to know more about the fundamentals of this subject.

The course will consist of theoretical lectures (class topics detailed below), enriched with in-class discussions based on exercises and analysis of appropriate case studies / examples. These concepts will be applied to an end-of-term group project as well as through a virtual simulation game.

Course Structure

1. Introduction to marketing and to the module
2. Understanding consumers
3. Understanding the market environment + Market research
4. Marketing strategy + branding
5. Marketing mix - Product and services
6. Marketing mix - Communication
7. Marketing mix - Distribution
8. Marketing mix - Price
9. Contemporary issues in marketing
10. Simbrand Business Game
11. Simbrand Business Game
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

The specific objectives of this course are the following:

- Discover and understand the key notions and tools of marketing
- Understand the importance of consumer insights
- Discover the components of a marketing strategy as well as those of the marketing mix
- Evaluate and critically analyse a marketing strategy
- Develop a consistent marketing strategy
- Understand current developments in the marketing discipline

Mode de contrôle des connaissances :

Assignments and grading

The course evaluation will be based on:

- An individual exam (50%)
- A Marketing Team Project (35%): a presentation of a company's marketing strategy + the critical analysis of the marketing mix elements + valuable recommendations for improvement + marketing metrics/indicators allowing to evaluate the performance
- A marketing simulation game (15%)
- Class preparation and active participation (bonus points: 5%)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

- Kotler P. & Armstrong G., *Principles of Marketing*. Pearson Education.

Available in 658.8 PRI

MyCourse

This course is on MyCourse: **Yes**

Lecturer's biography

Dina joined Université Paris-Dauphine as a Maitre de Conférences in Marketing in September 2018. She holds an MSc in Management from ESSEC Business School and a Phd in Marketing from HEC Paris.

Dina's main research interests lie in the areas of visual communication, advertising and media reception, cultural practices, and consumer research. She teaches Principles of Marketing, Consumer Behaviour, Media and Marketing Communications, and Research Methods at undergraduate and graduate levels.

Regional and Urban Economics

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

The aim of this course is to introduce students to the main theories of urban and regional economics. The course mainly focuses on the firms' and households' location theories, on the functioning of real estate and housing markets, but also on the new global challenges for cities and metropolitan areas. The course provides a theoretical framework in regional and urban economics but also addresses a series of empirical facts.

Course structure

1. Regions and cities in the history of economic thought.
2. Cities in traditional economic theory, mercantilist and classical economic theory.
3. The Marshallian paradigm
4. History of cities
5. From ancient settlements to global cities:
6. How did cities evolve through the centuries?
7. Location theories – the monocentric city
8. The theory of Von Thunen. A microeconomic approach of location.
9. Location theories – Location and firm competition
10. The analysis of Weber and Hotelling.
11. How firm competition deals with spatial analysis?
12. Location theories – the central business district
13. The analysis of Christaller and Losch
14. The new urban theory paradigm.
15. Suburbanization – measuring urban sprawl
16. Definition, measure and analysis of urban sprawl
17. Real-Estate markets: the land and housing competition
18. Real estate markets – the new global patrimonial strategy
19. Empirical facts: from location preferences to RB&B
20. The global metropolis: the cities dominating the modern world
21. The production of services
22. Agglomeration economies and decision centers
23. Regional migration and residential mobility
24. The determinants of residential mobility
25. Creative and cultural economies
26. Local governments and regional policies
27. The Tiebout paradigm.
28. How policies affect city-size and city growth
29. An urban future: the role of regional and urban planning
30. Third world cities – the new frontiers
31. **Final Exam**

Compétence à acquérir :

Learning outcomes

At the end of the course, students can understand how cities and regions change, how prices evolve in real-estate markets and how residential mobility and regional migration affects modern economies. They're also able to evaluate local and regional public policies.

Mode de contrôle des connaissances :

Assignments and grading

Active class participation is a main feature of the course's organization. Students are also invited to make short presentations on different topics concerning regional and urban economics. A final exam evaluates the students. The final exam counts for 50% of the note. Short presentations count for another 50% of the note.

Grading

The numerical grade distribution will dictate the final grade.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- O'Sullivan (2014). *Urban Economics*, McGraw Hill, 9th Edition, 544 pages
- E. Glaeser (2011). *Triumph of the city*, Penguin Books, 2nd edition, 325 pages.
- S. Sassen (2001). *The global city*, New York, London, Tokyo, Princeton University Press, 2nd edition, 480 pages.
- R. Florida (2014), *Atlas of cities*, Princeton University Press, 256 pages.
- P. McCann (2013), *Modern urban and regional economics*, Oxford University Press, 432 pages.

MyCourse

This course is on MyCourse: **No**

Social Innovation and CSR

ECTS : 6

Social Innovation and CSR

Sociopolitical History of the Contemporary Middle East

Spanish

ECTS : 6

Description du contenu de l'enseignement :

This course offers an overview on the most important aspects of Spanish grammar and vocabulary used in context. We will practice real communicational situations (spoken and written) and we will also study some relevant cultural, political, historical and sociological aspects of the Spanish-speaking countries. The main goals are to be able to communicate fluently in daily-life communicational situations, to be able to master the main points of Spanish vocabulary and grammar and to awake the student's curiosity on the main cultural aspects of the Spanish-speaking countries.

SessionTopic

1El español en el mundo

2La rutina

3¿Qué has hecho este fin de semana?

4Recuerdos de infancia

5Enganchados a las series

612 de octubre: ¿un día para celebrar?

7¡Bailemos!

8Costumbres con acento español

9Obras con historia

10Día de muertos en México

11¿Vamos al cine?

12Final Exam

Compétence à acquérir :

Students will consolidate their communicational skills in Spanish, being able to interact fluently in daily-life situations.

Students will have an overview on the main linguistic tools of Spanish language (grammar and vocabulary), according to their level.

Students will come into contact with some relevant cultural, political, historical and sociological aspects of the Spanish-speaking countries, developing a critical point of view of the main challenges of contemporary societies.

Mode de contrôle des connaissances :

Different assessments will be proposed, related to the main communicational skills (speaking, reading, listening, writing). One final test will be proposed.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

- AGUIRRE, Carmen (et al.) (2012): El mundo en español (A): lecturas de cultura y civilización, Madrid, Habla con eñe
- CASTRO, Francisca (2014): Uso de la gramática española (nivel intermedio), Madrid, Edelsa
- COTO BAUTISTA, Vanessa y TURZA FERRE, Anna (2011): Tema a Tema B1, Madrid, Edelsa
- DE PRADA, Marisa (2012): Uso interactivo del vocabulario (nivel B1-C2), Madrid, Edelsa
- IZQUIERDO, M^a Carmen (2007): Español para hablantes de francés, Madrid, SGEL
- VV.AA.(2012): Gramática básica del estudiante de español (A1-B1), Barcelona, Difusión

Sport

ECTS : 3

Description du contenu de l'enseignement :

Course description and objectives

Students can attend sport practice and get credits for this class. Students will need to have their home institution's authorization to transfer credits and register for these classes.

Students can register for one of the following sports:

- Badminton (mixed)
- Basketball (mixed)
- French boxing (mixed)
- Coaching form (mixed)
- Dance (mixed)
- Climbing (mixed)
- Football (women)
- Football (men)
- Golf (mixed)
- Handball (mixed)
- Bodybuilding (mixed)
- Rugby (women)
- Rugby (men)
- Step (mixed)
- Tennis (mixed) – minimum level required
- Table tennis (mixed)
- Volleyball (mixed)

- Mountain bike (mixed)

Students will have to contact the Athletics & Recreation Department (UAPS) to register for a specific sport at the beginning of the semester:

- Go to the secretary of the U.A.P.S to choose a physical activity and sport, with a schedule that suits you (limited places, no registration by email or phone).
- Return to the International Affairs office to validate your registration definitively.

Courses take place 1h30 per week, attendance is mandatory (each absence is considered in the evaluation).

Objectives:

Allow students to integrate sport into their university curriculum at Dauphine, regardless of their department. Teachers in each activity will provide you with:

- Theoretical content;
- Physical content through the practice of a physical activity.

Mode de contrôle des connaissances :

Assignments and grading

You will be evaluated, in each activity, through the following areas:

- Your physical performance (continuous or final exam depending on the activity);
- The knowledge provided by the teacher during the course (evaluation in the form of a file and knowledge testing at the end of the semester);
- Your progress and your commitment.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Sports

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

Students can attend sport practice and get credits for this class. Students will need to have their home institution's authorization to transfer credits and register for these classes.

Students can register for one of the following sports:

- Badminton (mixed)
- Basketball (mixed)
- French boxing (mixed)
- Coaching form (mixed)
- Dance (mixed)
- Climbing (mixed)
- Football (women)
- Football (men)
- Golf (mixed)
- Handball (mixed)
- Bodybuilding (mixed)
- Rugby (women)
- Rugby (men)
- Step (mixed)
- Tennis (mixed) – minimum level required

- Table tennis (mixed)
- Volleyball (mixed)
- Mountain bike (mixed)

Students will have to contact the Athletics & Recreation Department (UAPS) to register for a specific sport at the beginning of the semester:

- Go to the secretary of the U.A.P.S to choose a physical activity and sport, with a schedule that suits you (limited places, no registration by email or phone).
- Return to the International Affairs office to validate your registration definitively.

Courses take place 1h30 per week, attendance is mandatory (each absence is considered in the evaluation).

Compétence à acquérir :

Objectives

Allow students to integrate sport into their university curriculum at Dauphine, regardless of their department. Teachers in each activity will provide you with:

- Theoretical content;
- Physical content through the practice of a physical activity.

Mode de contrôle des connaissances :

Assignments and grading

You will be evaluated, in each activity, through the following areas:

- Your physical performance (continuous or final exam depending on the activity);
- The knowledge provided by the teacher during the course (evaluation in the form of a file and knowledge testing at the end of the semester);
- Your progress and your commitment.

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

MyCourse

This course is on MyCourse: **No**

Strategic Customer Management

ECTS : 6

Description du contenu de l'enseignement :

THIS COURSE IS NOT AVAILABLE IN 2020-2021

Course description and objectives

According to Payne and Frow (2013), "relationship marketing and customer relationship management (CRM) can be jointly utilized to provide a clear roadmap to excellence in customer management". Based on this conviction, the Strategic Customer Management course shows how a holistic approach to managing relationships with customers and other key stakeholders leads to increased shareholder value. Taking a practical, step-by-step approach, the students will learn the principles of relationship marketing, apply them to the development of a CRM strategy and discuss key implementation issues.

Courses Objectives:

The objective of this course is to equip the students with a sound foundation of strategic customer management concepts and best practices to implement SCM successfully for long-term profitability.

Course structure

1. 23/01 Market-driven organizations and customer-centricity
2. Strategic customer management (SCM)
3. 30/01 Relationship marketing principles
4. Customer Relationship Management (CRM)
5. 06/02 Customer strategy development
6. Value co-creation from the company side (Maximizing lifetime value)
7. 13/02 Value co-creation from the customer side
8. Multi-channel integration
9. 27/02 Customer Experience Management (CEM)
10. 19/03 Information systems and technologies for customer management
11. 26/03 Performance assessment of CRM / CEM initiatives
12. Organizing for CRM / CEM implementation
13. **02/04 Final Exam**

Compétence à acquérir :

THIS COURSE IS NOT AVAILABLE IN 2020-2021

Learning outcomes

Students will be able to develop a consistent and relevant customer strategy, to elaborate value propositions, to understand the principles of customer lifetime value maximization, to identify the main challenges companies face to integrate channels / touchpoints and deliver great customer experiences, to apprehend how companies choose an information system and the right technologies for managing customers, to assess the performance of customer-centric initiatives (both CRM and CEM), and to assist companies in implementing a customer strategy.

Mode de contrôle des connaissances :

Assignments and grading

- Class participation: 50% (case studies)
- Final exam: 50%

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- Payne A. and Frow P. (2013), Strategic Customer Management: Integrating Relationship Marketing and CRM, Cambridge University Press, 547 pages.
- Publications, white papers and case studies from Destination CRM, Salesforce, IBM, SAS, Cap Gemini Consulting, Accenture, Deloitte, BCG and McKinsey.

MyCourse

This course is on MyCourse: **Yes**

Strategic Management

ECTS : 6

Description du contenu de l'enseignement :

Course description and objectives

Strategic Management. This course presents the key ideas, principles and instruments, of strategy and competitive analysis. The course focus on the concept of strategy, the data, analysis, procedures, and skills used by managers to position their

organizations and set up strategy in order to influence their performance and success.

Strategic Management focuses on organizations as a whole and its interactions and exchanges with its global environment.

The overall goals are:

- To build a framework of analysis which will allow students to analyze central issues and problem in complex cases.
- To be able to develop alternative course of action, and present well supported suggestions for future actions.
- To build up a superior understanding of the present and future conditions in which organization must function.
- To develop analytical and decision-making skills for dealing with complex issues in an ethical manner.

Course structure

1. Introduction to Strategy and elements of reflexivity
2. The performance of organizations
3. Levels and formulation of strategies: changing world, changing strategies
4. Schools of strategy
5. Strategy as a process
6. Stakeholder theory
7. External analysis
8. Internal analysis
9. Generic strategy
10. Focus on sustainable development and risks: implications for strategic thinking
11. Strategic implementation
12. **Final Exam**

Compétence à acquérir :

Learning outcomes

- Understand the notion of strategic management
- Ability to analyze, synthesize and anticipate the effects of strategic choices
- Ability to integrate knowledge from strategic management in problem solving in a bigger multidisciplinary setting.
- Understand the steps of an organization's situational analysis
- Ability to think strategically about an organization, its goal, its environment, how it can increase sustainable competitive advantage and develop plans to ensure long term viability.
- Ability to select, structure and present operational data and strategic information.
- Ability to point out how doing strategy has changed because of advancing technology and globalization
- Be able to clearly explain their own perspectives and choices, and consider feedback and remarks of associates.

Mode de contrôle des connaissances :

Assignments and grading

- Class participation: 50% (Case Studies)
- Final exam: 50%

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Bibliography

Title: Strategic management concepts and cases a competitive advantage approach

Author: David, Fred R ; David R., Forest ;

Publisher: Boston etc. : Pearson , copyright 2017

Title: Foundations of strategy
Author: Grant, Robert M ; Jordan, Judith ;
Publisher : Hoboken, N.J. : Wiley and Sons , 2012

MyCourse

This course is on MyCourse: No

Strategic Management

Description du contenu de l'enseignement :

THIS COURSE IS NOT AVAILABLE IN 2020-2021

Studying the American City : Urban Ethnography, Race and Marginality

ECTS : 6

Description du contenu de l'enseignement :

The course aims to introduce the Chicago school of sociology and qualitative field studies to students. More specifically, the course focuses on the emergence of sociology in the United States at the turn of the twentieth century and explores its legacies. Furthermore, the course shows the way urban ethnographers conceived the city of Chicago as of utmost value as a laboratory for exploring social interactions. The first weeks of the course will be devoted to a survey of the conceptual and methodological contributions of urban sociologists in Chicago from the 1920s and 1930s such as Ernest Burgess, Robert Ezra Park, Louis Wirth, and Paul Cressey. Secondly, the course will deal with the development of sociology as a scientific field and the evolution of key concepts that are still used in the social sciences today such as the notions of ethnicity, race, assimilation and segregation. The course will also aim to introduce to students current debates in the social sciences regarding the use of these terms in other national contexts, in France for example, notably the term 'ghetto' to depict stigmatised territories in the post-keynesian State. The last part of the course will explore the many legacies of the Chicago school of sociology throughout the twentieth and 21st centuries with the works of sociologists such as Erving Goffman and Howard Becker. Thus, students will get the opportunity to familiarize themselves with symbolic interactionism and the sociology of deviance, in the light of the traditions established by the Chicago school of sociology. Students will also immerse themselves in contemporary ethnographies to explore the issues of urban marginality, race, gender and public space in the US today. Finally, students will also be presented with recent debates relating to the methods of ethnography and ethics. Overall, the course aims to present the methodologies and qualitative field study techniques that were pioneered by urban ethnographers in Chicago in the early 20th century, while providing students with a better historical and sociological understanding of key notions that are still in use today in the social sciences.

Course structure

Session Topic

- 1AN INTRODUCTION TO THE CHICAGO SCHOOL OF SOCIOLOGY
- 2URBAN ECOLOGY IN CHICAGO: CONCENTRIC ZONES IN THE CITY
- 3THEORIZING ASSIMILATION, RACE RELATIONS AND THE MARGINAL MAN
- 4CITY LIFE AND IMMIGRANTS' NEIGHBORHOODS
- 5THE GHETTO AND ITS LEGACIES
- 6SYMBOLIC INTERACTIONISM AND ETHNOMETHODOLOGY
- 7AN INTRODUCTION TO THE SOCIOLOGY OF DEVIANCE: SEX, GENDER AND SOCIAL NORMS IN NEIGHBORHOODS
- 8THE AMERICAN CITY TODAY: MAKING A PLACE FOR ONESELF
- 9ETHNOGRAPHIES OF GENTRIFICATION AND SOCIAL CLASS IN THE CITY
- 10SOCIOLOGY OF POLICE WORK: GOVERNING RACE AND PUBLIC SPACE
- 11METHODOLOGICAL COUNTERPOINTS: THE LIMITS OF ETHNOGRAPHY
- 12Final Exam

Compétence à acquérir :

The course is structured as an advanced reading seminar in English: students will be able to improve their oral and writing skills in English and acquire specialised vocabulary in English pertaining to the social sciences. Students will also learn about the methods of qualitative field study, their history as developed by researchers in the Chicago school of sociology.

Mode de contrôle des connaissances :

- Posting comments (20%). Students will post a short position paper about the assigned readings each week on the online

forum on MyCourse dedicated to the course. Each week, students will be responsible for reading and taking notes on the assigned readings before coming to class. Students are asked to post their comments on the readings (3-4 lines) no later than 24 hours before the start of the course session. The comments are designed to provide students with the opportunity to raise any questions they might have on the readings before class. Students may criticize the texts, answer their fellow students (and thus bounce back on previous comments) or draw parallels with personal readings in the social sciences. The comments may also provide a short, detailed analysis of any section of the assigned readings.

- Curating the seminar (30%). A group of students will be required to present the assigned readings and to introduce the discussion. Students will be required to: 1. Present the document to the whole class 2. Analyze it carefully and provide some historical context and/or discuss the arguments 3. Wrap up their thoughts and ideas in a conclusion 4. Lead the discussion. The presentation should last around 20 minutes. It is recommended that presenters consult the online forum postings and engage with them as a way to start the discussion.
- Final exam (during week 12). Students will sit a written exam based on the readings and notions acquired during the class. (50%)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

- Achilles, Nancy, "The Development of the Homosexual Bar as an Institution," in Gagnon John H. and Simon William (dir.), *Sexual Deviance*, Harper & Row, 1967, p. 228-244.
- Anderson, Elijah. *A Place on the Corner*, University of Chicago Press, Second Edition, 2003.
- Becker, Howard. "Becoming a Marihuana User and Marihuana Use and Social Control, Chapters 3 and 4," in *Outsiders, The Sociology of Deviance*, The Free Press, 1963, p.41-79.
- Bonilla, Yarimar and Jonathan Rosa. "#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States," *American Ethnologist*, vol. 42, n° 1, 2017, p. 4-17.
- Bourgois, Philippe. *In Search of Respect: Selling Crack in El Barrio*, Cambridge University Press, 2003.
- Burgess, Ernest. "Th Growth of the City: an Introduction to a Research Project," in Robert Ezra Park, Ernest Burgess and Roderick McKenzie, *the City*, University of Chicago Press, 1925.
- Cressey, Paul. *The Taxi-Dance Hall, A Sociological Study in Commercialized Recreation and City Life*, University of Chicago Press, Second Edition, 2008.
- Deener, Andrew. "Neighborhood Symbiosis," in Mitchell Duneier, Philip Kasinitz and Alexandra K. Murphy (dir.), *The Urban Ethnography Reader*, Oxford University Press, 2014, p. 135-149.
- Duneier, Mitchell. "Introduction," in *Sidewalk*, New York: Farrar, Straus and Giroux, 1999.
- Duneier, Mitchell. *Slim's Table: Race, Respectability and Masculinity*, University of Chicago Press, 1994.
- Duneier, Mitchell. "How Not to Lie with Ethnography," *Methodological Sociology*, vol. 41, n°1, 2011, p. 1-11.
- Garfinkel, Harold. *Studies of the routine grounds of everyday activities*, Prentice Hall, 1967.
- Foote Whyte, William. *Street Corner Society: The Social Structure of an Italian Slum*, University of Chicago Press, 1943.
- Goffman, Alice, *On the Run: Fugitive Life in an American City*, University of Chicago Press, 2014.
- Goffman Erving, *Stigma: Notes on the Management of Spoiled Identity*, Prentice-Hall, 1963.
- Grazian, David. *On the Make: The Hustle of Urban Nightlife*. The University of Chicago Press, 2008.
- Hooker Evelyn, "The Homosexual Community," in Gagnon John H. and Simon, William (dir.), *Sexual Deviance*, Harper & Row, 1967, p. 167-184.
- Joseph, Isaac. « Drames et Rituels », in *Erving Goffman et la microsociologie*, PUF, p. 51-69.
- Lewis-Kraus, Gideon. "The Trials of Alice Goffman," *The New York Times*, Jan. 12, 2016, p. 23-31.
- Liebow, Elliot, *Tally's Corner*, Rowman & Littlefield Publishers, 1967.
- Manalansan, Martin. "The Empire of Food: Place, Memory, and Asian 'Ethnic' Cuisines," in *Gastropolis: Food and New York City*, Columbia University Press, 2008, p. 93-107.
- Park, Robert Ezra. "The City as a Social Laboratory," in Smith and White, *An Experiment in Social Science Research*, University of Chicago Press, 1929.
- Patillo, Mary. *Black on the Block: The Politics of Race and Class in the City*, The University of Chicago Press, 2007.
- Simmel, Georg. "The Metropolis and Mental Life," in Richard Sennett (dir.), *Classic Essays on the Culture of Cities*, Prentice-Hall, pp. 47-60.
- Small, Mario. *Villa Victoria: The Transformation of Social Capital in a Boston Barrio and Unanticipated Gains: Origins of Network Inequality in Everyday Life*, University of Chicago Press, 2004.
- Stuart, Forrest. *Ballad of the Bullet: Gangs, Drill Music, and the Power of Online Infamy*. Princeton: Princeton University

Press, 2020.

- Venkatesh, Sudhir. "Doin' the Hustle': Constructi

Studying the American city : Urban Ethnography, Race and Marginality

ECTS : 6

Description du contenu de l'enseignement :

The course aims to introduce qualitative field studies and sociological works pertaining to the concepts of race, ethnicity, gender and social inequalities to students. More specifically, the course shows the way urban ethnographers conceived urban neighborhoods as of utmost value as a laboratory for exploring social interactions. The course will also focus on the emergence of sociology in the United States at the turn of the twentieth century and explore its legacies. The first weeks of the course will be devoted to a survey of the contributions of urban sociologists from the 1920s and 1930s such as Robert Ezra Park and Louis Wirth who proposed novel theories on the notions of ethnicity, race, assimilation and segregation. The course will also aim to introduce to students current debates in the social sciences regarding the use of these terms in other national contexts, in France for example, notably the term 'ghetto' to depict stigmatized territories in the post-keynesian State. The last part of the course will allow students to immerse themselves in contemporary ethnographies to explore the issues of urban marginality, race, gender and public space in the US. Case studies from various cities such as New York, San Francisco, Chicago and Paris will be studied. Overall, the course aims to present the methodologies and qualitative field study techniques that were pioneered by urban ethnographers in the early 20th century, while providing students with a better historical and sociological understanding of key notions (race, class, gender, marginality) that are still in use today. The last course will also deal with the limits of ethnography.

SessionTopic

1AN INTRODUCTION TO SOCIOLOGY IN THE US

2CHICAGO AS A SOCIAL LABORATORY IN THE EARLY 20TH CENTURY

3THEORIZING ASSIMILATION, RACE RELATIONS AND THE 'MARGINAL MAN'

4CITY LIFE AND IMMIGRANTS' NEIGHBORHOODS

5THE GHETTO AND ITS LEGACIES: RACE, CLASS AND MARGINALITY

6MICRO-SOCIOLOGY: HOW TO STUDY INTERACTIONS IN PUBLIC AND PRIVATE SPACES

7AN INTRODUCTION TO THE SOCIOLOGY OF DEVIANCE: SEX, GENDER AND SOCIAL NORMS IN NEIGHBORHOODS

8THE AMERICAN CITY TODAY: MAKING A PLACE FOR ONESELF

9GENTRIFICATION AND SOCIAL CLASS IN THE CITY: SOME CASE STUDIES

10SOCIOLOGY OF POLICE WORK: GOVERNING RACE AND PUBLIC SPACE

11METHODOLOGICAL COUNTERPOINTS: THE LIMITS OF ETHNOGRAPHY

12Final Exam

Compétence à acquérir :

The course is structured as an advanced reading seminar in English: students will be able to improve their oral and writing skills in English and acquire specialised vocabulary in English pertaining to the social sciences. Students will also learn about the methods of qualitative field study.

Mode de contrôle des connaissances :

- Posting comments (20%). Students will post a short position paper about the assigned readings each week on the online forum dedicated to the course. Each week, students will be responsible for reading and taking notes on the assigned readings before coming to class. Students are asked to post their comments on the readings (3-4 lines) no later than 24 hours before the start of the course session. The comments are designed to provide students with the opportunity to raise any questions they might have on the readings before class. Students may criticize the texts, answer their fellow students (and thus bounce back on previous comments) or draw parallels with personal readings in the social sciences. The comments may also provide a short, detailed analysis of any section of the assigned readings.
- Curating the seminar (30%). A group of students will be required to present the assigned readings and to introduce the discussion. Students will be required to: 1. Present the document to the whole class 2. Analyze it carefully and provide some historical context and/or discuss the arguments 3. Wrap up their thoughts and ideas in a conclusion 4. Lead the discussion. The presentation should last around 20 minutes. It is recommended that presenters consult the online forum postings and engage with them as a way to start the discussion.
- Final exam (during week 12). Students will sit a written exam based on the readings and notions acquired during the class. (50%)

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

- Achilles, Nancy, "The Development of the Homosexual Bar as an Institution," in Gagnon John H. and Simon William (dir.), *Sexual Deviance*, Harper & Row, 1967, p. 228-244.
- Anderson, Elijah. *A Place on the Corner*, University of Chicago Press, Second Edition, 2003.
- Becker, Howard. "Becoming a Marihuana User and Marihuana Use and Social Control, Chapters 3 and 4," in *Outsiders, The Sociology of Deviance*, The Free Press, 1963, p.41-79.
- Bonilla, Yarimar and Jonathan Rosa. "#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States," *American Ethnologist*, vol. 42, n° 1, 2017, p. 4-17.
- Bourgois, Philippe. *In Search of Respect: Selling Crack in El Barrio*, Cambridge University Press, 2003.
- Burgess, Ernest. "Th Growth of the City: an Introduction to a Research Project," in Robert Ezra Park, Ernest Burgess and Roderick McKenzie, *the City*, University of Chicago Press, 1925.
- Cressey, Paul. *The Taxi-Dance Hall, A Sociological Study in Commercialized Recreation and City Life*, University of Chicago Press, Second Edition, 2008.
- Deener, Andrew. "Neighborhood Symbiosis," in Mitchell Duneier, Philip Kasinitz and Alexandra K. Murphy (dir.), *The Urban Ethnography Reader*, Oxford University Press, 2014, p. 135-149.
- Duneier, Mitchell. "Introduction," in *Sidewalk*, New York: Farrar, Straus and Giroux, 1999.
- Duneier, Mitchell. *Slim's Table: Race, Respectability and Masculinity*, University of Chicago Press, 1994.
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- Garfinkel, Harold. *Studies of the routine grounds of everyday activities*, Prentice Hall, 1967.
- Foote Whyte, William. *Street Corner Society: The Social Structure of an Italian Slum*, University of Chicago Press, 1943.
- Goffman, Alice, *On the Run: Fugitive Life in an American City*, University of Chicago Press, 2014.
- Goffman Erving, *Stigma: Notes on the Management of Spoiled Identity*, Prentice-Hall, 1963.
- Grazian, David. *On the Make: The Hustle of Urban Nightlife*. The University of Chicago Press, 2008.
- Hooker Evelyn, "The Homosexual Community," in Gagnon John H. and Simon, William (dir.), *Sexual Deviance*, Harper & Row, 1967, p. 167-184.
- Joseph, Isaac. « Drame et Rituels », in *Erving Goffman et la microsociologie*, PUF, p. 51-69.
- Lewis-Kraus, Gideon. "The Trials of Alice Goffman," *The New York Times*, Jan. 12, 2016, p. 23-31.
- Liebow, Elliot, *Tally's Corner*, Rowman & Littlefield Publishers, 1967.
- Manalansan, Martin. "The Empire of Food: Place, Memory, and Asian 'Ethnic' Cuisines," in *Gastropolis: Food and New York City*, Columbia University Press, 2008, p. 93-107.
- Park, Robert Ezra. "The City as a Social Laboratory," in Smith and White, *An Experiment in Social Science Research*, University of Chicago Press, 1929.
- Pattillo, Mary. *Black on the Block: The Politics of Race and Class in the City*, The University of Chicago Press, 2007.
- Simmel, Georg. "The Metropolis and Mental Life," in Richard Sennett (dir.), *Classic Essays on the Culture of Cities*, Prentice-Hall, pp. 47-60.
- Small, Mario. *Villa Victoria: The Transformation of Social Capital in a Boston Barrio and Unanticipated Gains: Origins of Network Inequality in Everyday Life*, University of Chicago Press, 2004.
- Stuart, Forrest. *Ballad of the Bullet: Gangs, Drill Music, and the Power of Online Infamy*. Princeton: Princeton University Press, 2020.
- Venkatesh, Sudhir. "Doin' the Hustle': Constructing the Et

Séminaire Intensif de Français Janvier

ECTS : 3

Description du contenu de l'enseignement :

Descriptif et objectifs du cours

Les étudiants travailleront toutes les compétences (production orale, production écrite, compréhension orale, compréhension écrite, interaction) à l'aide de documents authentiques de différentes natures (documents sonores, vidéos, articles...).

Le séminaire se déroule sur 5 demi-journées, à raison de 4 heures par jour. Des exercices sont également à faire entre les cours à raison de 4h en ligne via la plateforme MyCourse. Un examen final permet de valider le niveau de l'étudiant.

Le séminaire se déroule en groupe de 15 étudiants maximum, par niveau allant de débutant jusqu'à C1.

Ce séminaire intensif a pour objectif de préparer les étudiants à leur semestre à Paris, par un apprentissage du français adapté

à leur niveau. Débutants ou avancés, ils apprendront à communiquer, à l'écrit comme à l'oral, dans des situations du quotidien, en allant de la présentation au débat d'idées.

Ce cours leur permettra de comprendre les codes de la société française et leur donnera les moyens linguistiques de prendre part à la vie quotidienne en France.

Compétence à acquérir :

Compétences à acquérir

A la fin du séminaire, les étudiants ont découvert ou consolidé leurs bases en langue française. Ces bases leur permettent de mieux appréhender leur semestre ou année en France.

Mode de contrôle des connaissances :

Mode d'évaluation et notation

- Les enseignants évaluent le niveau oral des étudiants tout au long de la semaine
- Examen final de 2h lors de la dernière séance

La distribution numérique des notes dictera la note finale. Le cours est validé à partir de 10/20.

Participation en classe : Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen : Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Bibliographie, lectures recommandées :

Bibliographie

- Les documents seront fournis par les enseignants

MyCourse

Ce cours est sur MyCourse : **Yes**

Séminaire Intensif de Français Septembre

ECTS : 3

Description du contenu de l'enseignement :

Les étudiants travailleront toutes les compétences (production orale, production écrite, compréhension orale, compréhension écrite, interaction) à l'aide de documents authentiques de différentes natures (documents sonores, vidéos, articles...).

Le séminaire se déroule sur 5 demi-journées, à raison de 4 heures par jour. Des exercices sont également à faire entre les cours. Un examen final permet de valider le niveau de l'étudiant.

Le séminaire se déroule en groupe de 15 étudiants maximum, par niveau allant de débutant jusqu'à C1.

Objectifs du cours

Ce séminaire intensif a pour objectif de préparer les étudiants à leur semestre à Paris, par un apprentissage du français adapté à leur niveau. Débutants ou avancés, ils apprendront à communiquer, à l'écrit comme à l'oral, dans des situations du quotidien, en allant de la présentation au débat d'idées.

Ce cours leur permettra de comprendre les codes de la société française et leur donnera les moyens linguistiques de prendre part à la vie quotidienne en France.

Overview

The students will work all the skills - oral production, written production, listening comprehension, written comprehension, interaction - using authentic documents of different natures (sound documents, videos, articles ...).

The seminar takes place over 5 half-days, for 4 hours a day. Exercises are also to be done between classes. A final exam validates the level of the student at the end of the seminar.

The seminar is organized in groups of up to 15 students per level from beginner to C1.

Course Objectives

This intensive seminar aims at preparing students for their semester in Paris, by learning French adapted to their level.

Beginners or advanced, they will learn to communicate, in written as well as oral, in everyday situations, from presentation to debate ideas.

This course will allow them to understand the codes of French society and give them the linguistic means to take part in daily

life in France.

Compétence à acquérir :

A la fin du séminaire, les étudiants ont découvert ou consolidé leurs bases en langue française. Ces bases leur permettent de mieux appréhender leur semestre ou année en France.

Learning Outcomes

At the end of the seminar, students have discovered or consolidated their basis in French. These basis allow them to be better prepared for their semester or year in France.

Mode de contrôle des connaissances :

Les enseignants évaluent le niveau et la participation des étudiants tout au long de la semaine puis grâce à un test final le dernier jour.

Notation

La distribution numérique des notes dictera la note finale.

Participation en classe: Participation active en classe - c'est ce qui rend les classes vivantes et instructives. Venez à l'heure et préparé. La participation en classe est basée sur la qualité des commentaires, pas sur la quantité.

Politique d'examen: Lors de l'examen, les étudiants ne seront autorisés à apporter aucun document (sauf si autorisé par le professeur). Les absences non justifiées aux examens ou le défaut de fournir un justificatif entraîneront des notes nulles dans le calcul des moyennes numériques. Les examens sont recueillis à la fin des périodes d'examen.

Intégrité académique

Soyez conscient des règles de l'Université Paris Dauphine sur le plagiat et la tricherie lors des examens. Tout le travail effectué pour ce cours doit être votre propre travail, ou celui de votre propre groupe. Travailler en tant que membre d'un groupe implique que vous êtes un participant actif et que vous contribuez pleinement à la production produite par ce groupe.

Mode of Assessment

Teachers evaluate the level and participation of students throughout the week and through a final test on the last day.

Grading

The numerical grade distribution will dictate the final grade.

Class participation: *Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.*

Exam policy: *In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.*

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Les documents seront fournis par les enseignants.

MyCourse

Ce cours est sur MyCourse : **Oui**

Bibliography

The documents will be provided by the professors.

MyCourse

*This course is on MyCourse : **Yes***

The Environmental Imagination: Representing nature in visual arts (fine art, film, documentaries) and literature

ECTS : 6

Description du contenu de l'enseignement :

THIS COURSE IS NOT AVAILABLE IN 2020-2021

Course description and objectives

The aim of the course is to introduce students to the various artistic, filmic and literary means used in the representation of nature and the environment in art, literature, fiction film and documentaries. The course will introduce students to different periods, media and genres, ranging from early cave painting to the cinema of eco-disaster or apocalyptic futurism, exploring various genres (Pastoralism, Romanticism and the Sublime, Ecopoetics...), themes or motifs (Animals in fiction, Landscapes, Skies, ...), artistic movements (Impressionism, Land Art...) or material and techniques. The different modes of relationship or interaction between humans and/in nature, and the aims and use of those representations of nature will often be at the center of discussions: how do those representations create meaning, values and emotional responses, especially in the understanding of the "human" and the "natural".

Courses Objectives:

At a time of Earth's sixth mass extinction, in a period of climate change, humans' relationship to their environment and other living beings is at the center of many debates in all fields. The course aims at bringing students to some of the many artistic and literary traditions in the representation of the "natural" world, their shifts in discourses and techniques, and the wide range of value and meaning they create about the understanding of the relationship between the "human" and the "natural", as well as the various level of importance, types of visibility and voice these visual artworks give to the "natural" world and environment.

Course structure

1. Introduction to the class - Cave painting & its impact on artists from XIXth to XXIst centuries – Representations of the creation of Cosmos
2. Nature as garden: Pastoralism - Arcadia - Some symbols of Nature in Classical paintings
3. Mapping the world: Naturalist representations / Still Lifes / The invention of landscape
4. Nature as wilderness –The Romantic Gaze and the Sublime
5. The quest for wilderness (ex: Grizzli Man (Herzog) / Into the Wild (Sean Penn))
6. Conquering the West - The Western genre and its evolution (film and literature)
7. Impressionism: leaving the studio – the study of light. Pointillism
8. Land Art
9. Nature as raw material in Art [ex: Fire (Yves Klein) - Chemical reactions (Hicham Berrada), etc.] - Recycling nature, using waste - Gleaning
10. Giving voice to nature: Writing for an endangered world / Eco-poetics / Eco-art
11. Artificial nature - Tech-dreams of nature and the environment: (ex: Avatar / Matrix...)
12. The cinema and literature of Eco disaster / Moving out from Earth
13. **Final Exam**

Compétence à acquérir :

THIS COURSE IS NOT AVAILABLE IN 2020-2021

Learning outcomes

The students will learn about many different artistic, filmic and literary genres and their evolution over time, as well as focus on specific artists and movements that are landmarks in the study of the representation of nature. Improving students' ability to describe and comment on artworks in an informed, critical way is promoted throughout the course, whether orally or in writing through class presentations and response essays.

Mode de contrôle des connaissances :

Assignments and grading

- Group presentations, Response essays, Final exam
- Class participation will be taken into account

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Bibliographie, lectures recommandées :

Bibliography

- Excerpts from various relevant texts will be provided.

MyCourse

This course is on MyCourse: **Yes**

Lecturer's biography

Béatrice Trotignon is Associate Professor at Université Paris-Dauphine. She is an associate researcher of the interdisciplinary research unit LARCA-UMR 8225 (Université de Paris and CNRS). Her research has focused on contemporary American literature (e.g., Cormac McCarthy, Peter Markus) and poetry (e.g., Eleni Sikelianos, Tina Darragh), as well as on visual studies (e.g., selfies). She has also worked as a translator: art history (e.g., Pop Art, Robert Smithson, Gordon Matta-Clark), literature and poetry (e.g., Eleni Sikelianos, Jim Dine).

The Globalization of Firms

ECTS : 3

Description du contenu de l'enseignement :

Course description and objectives

This course will provide students with the analytical tools that are essential to understand the process of globalization through the lens of firms. Lectures will focus on the key topics that are at the core of the optimal firm's international strategy: when is it optimal to offshore production abroad? In which countries and how? When exporting is more efficient than offshoring? Which are the main trade obstacles for firm? At the end of the course, students are expected to have a good knowledge of the mechanisms underlying the determinants and the consequences of the optimal international strategy of firms. Students will also be able to read simple research articles that can be used for the writing of research or policy notes.

Course Structure:

1. A historical perspective of globalization and the role of firms
2. Micro-foundation of Multinational Enterprises (MNEs) and the optimal entry mode
3. The proximity-concentration trade-off
4. Export, FDI and Immigrants: the optimal strategy of heterogeneous firms
5. Gravity model for trade: from macro to firm perspective
6. Obstacles to trade: tariff and non-tariff barriers to firm's exports
7. **Final Exam**

Compétence à acquérir :

Learning outcomes

The students will have a deep knowledge of the main drivers of the globalization process of firms and its consequences for the welfare of countries.

Mode de contrôle des connaissances :

Assignments and grading

The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Class participation: Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

Exam policy: In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

Moodle

This course is on Moodle: **Yes**

Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

- The final evaluation is based on a participation (25%) and a final exam (75%)

Bibliographie, lectures recommandées :

Bibliography

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- Mitaritonna, C., Orefice G. and G. Peri (2017) "[Immigrants and firms' outcomes: Evidence from France](#)," [European Economic Review](#), vol. 96(C), pages 62-82.
- Anderson J. and E. van Wincoop (2003) "Gravity with gravitas : A solution to the border puzzle", The American Economic Review 93(1), pages170-192
- Chaney T. (2008) "Distorted Gravity : the intensive and extensive margins of international trade," American Economic Review, 98(4), pages 1707-21
- Head, K. and T. Mayer (2014) "Gravity Equations : Workhouse, Toolkit, and Cookbook", in Handbook of International Economics, Chapter 3.
- Baldwin, Richard (2013), "Multilateralising 21st century regionalism", Paper written for OECD, available here: <https://repository.graduateinstitute.ch/record/286980>
- Fontagné, L. and G. Orefice (2017) "Let's Try Next Door: Technical Barriers to Trade and Multi-destination Firms", European Economic Review, 2018, vol. 101, pages 643-663
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opportunities and challenges for journalism

ECTS : 6

Description du contenu de l'enseignement :

Overview

Theoretical and practical approach to the profession of journalism. History and present challenges of press with special focus on France and Europe. Exercises to acquire knowledge about journalistic work in different media (TV, web, print, radio). Development of abilities in writing, reading, and expression referred to journalism: practical exercises, discussions, vocabulary lists, interviews, development of a carrier in press.

Course Schedule (12 weeks)

1. Introduction to journalism in general (specificities of french media, history of french press and journalism school system). What is a media - and are "the media" something different?
2. Different genres and important players in the international and European media world. Discover, identify and differentiate current genres and styles in the media (print, web, radio and audiovisual) through examples from international news.
3. Crisis and chances. Are print media and radio declining? What social media changed in daily work for journalists. What are the chances of changing conditions for journalists?
4. Requirements for successful research and the basics for daily journalistic work. How to prepare an interview and structure informations. Make mind maps for several subjects; find the required information; Broad or precise questions - the best approach to the interviewee. Working on an interview about a concrete subject and exhaust it according to your needs.
5. Print press and its specifics: writing articles: Faults to avoid; practical advice along different stlye exercises. shorten and expand a text.Use imagination: quotes, word games, humor etc.
6. Focus on audiovisual media. Which competences to acquire, which differences, how to prepare a successful carrier in audiovisual media, technical requirements.
7. Focus on web journalism. How to work in an online redaction/ How to design the cooperation with print, how do they work together, what can they learn from each other?

8. How to become a correspondent abroad (part I)? The challenges of daily work on the spot, the research of the subjects and the presentation for the public in his country of origin (between clichés and unknown facts.)
 9. How to become a correspondent abroad (part II)? How to create a useful network abroad. How to stay in touch with origin country. Specifies of work as f. ex. war reporter, photojournalist.
 10. How to apply for an internship, a job offer and how to propose a contribution to a media. Developing a well working curriculum vitae for journalists.
 11. Freelance journalism versus traditional redactions. Advantages and inconveniences. Self marketing in social networks and conditions to create a cooperate identity as freelancer. Create a network, stay in touch develop an address book.
 12. Evaluation of results - open session to deepen favorite session.
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