

COURSE CATALOGUE CATALOGUE DES COURS

2014-2015

Undergraduate Studies
3rd Year



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Update/Mise à jour : juin 2014

3rd year / 3^{ème} année

Please note:

- 1) As of September 2012, 3rd-year courses at ESSCA School of Management are offered in English (except for foreign language classes and electives course on contemporary French society);*
- 2) Please verify in the 'Overview' table on the following page in which semester and on what location the different courses are offered.*

OVERVIEW 3rd-year courses at ANGERS and PARIS:

Code	Title	Type	Semester	Angers	Paris
FIN310	FINANCIAL MANAGEMENT	Core course	5 and 6	A	P
MGT310	INTERNATIONAL HRM ET DROIT DU TRAVAIL FRANÇAIS ET COMMUNAUTAIRE <i>(in French)</i>	Core course	5 and 6	A	P
MGT310	INTERNATIONAL HRM & CORPORATE SOCIAL RESPONSIBILITY <i>(exchange students only in Angers)</i>	Core course	5 and 6	A	P
INT310	INTERNATIONAL TRADE AND EXPORT PROJECT	Core course	5 and 6	A	P
MKG310	MARKETING STRATEGY	Core course	5 and 6	A	P
LAN321	DEUTSCH DRITTES JAHR <i>(in German)</i>	Core course	5 and 6	A	P
LAN322	ESPAÑOL TERCER CURSO <i>(in Spanish)</i>	Core course	5 and 6	A	P
INT353	INTERCULTURAL DYNAMICS	Elective	5 and 6	A	
MKG351	DIGITAL SOCIETY	Elective	5 and 6		P
INT354	ECONOMIC THEORY AND GLOBALISATION (1)	Elective	5 and 6		P
INT360	VARIETIES OF CAPITALISM	Elective	5 and 6		P
LAN314	FRENCH LANGUAGE	Elective	5 and 6	A	P
MGT351	OPERATIONS MANAGEMENT 1	Elective	5 and 6	A (5-6)	P (5)
FIN351	INTERNATIONAL CORPORATE FINANCE	Elective	5 and 6	A	P
INT351	CONTEMPORARY EUROPEAN POLITICS	Elective	5	A	
INT357	EUROPEAN HISTORY AND POLITICS	Elective	6	A	
INT363	EUROPEAN SUSTAINABILITY POLICIES	Elective	5	A	
ENV351	BUSINESS MODELS FOR SUSTAINABLE ECONOMY	Elective	5	A	
MKG353	DESIGN MARKETING <i>(not open to exchange students)</i>	Elective	5	A	
MGT352	BUSINESS DESIGN & VALUE CREATION	Elective	5	A	
INT321	MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 1 – IDENTITÉS <i>(in French)</i>	Elective	5	A	
INT322	MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 2 – PATRIMOINE <i>(in French)</i>	Elective	5	A	
INT355	ECONOMIC THEORY AND GLOBALISATION (2)	Elective	6	A	
INT356	EUROPEAN ECONOMICS	Elective	6	A	
INT359	BUSINESS SIMULATION	Elective	6	A	
MKG352	WINE MARKETING	Elective	6	A	
INT361	MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 3 – POUVOIRS <i>(in French)</i>	Elective	6	A	
INT362	MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 4 – CULTURES <i>(in French)</i>	Elective	6	A	

Please note :

- In addition, French language classes are offered to foreign students in each semester.
- Both core courses and electives are open to foreign students.
- Elective courses may overlap in the time-table.

FIN310 - FINANCIAL MANAGEMENT

IDENTIFICATION :

Course title : **FINANCIAL MANAGEMENT**
 Supervisor : **HARB Etienne**
 Based in : **Paris** - Office : **301**
 E-mail : **etienne.harb@essca.fr**
 Teaching language : **English**

Semester : **05/06**
 Department : **Finance**
 Code : **FIN310**
 Campus : **Angers/Paris**
 Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

This is an introductory course of finance for undergraduate students. General principles of a large number of subfields (financial markets and institutions, corporate finance, investment criteria) are covered. It includes an introduction to several financial products and questionings: bonds, stocks, derivative products, portfolio management, dividend and investment policy, capital structure. A course reader prepared by instructor is handed out at the beginning of the semester.

LEARNING GOALS/LEARNING OBJECTIVES :

- 1.1 Demonstrate solid knowledge in the fundamentals of accounting, finance, economics, business law, marketing, management, and information technology.
- 2.3 Choose appropriate methods of calculation and tools of problem-solving.

ORGANISATION :

	Lecture	Seminar	Other
Introduction to finance: firms, markets and institutions ----- - What is Finance? <i>Corporate Finance and Market Finance</i>	3,00	3,00	<i>Fabozzi, Finance: Capital Markets, Financial Management, and Investment Management. Chapter 1: What is Finance? Chapter 4: The Financial System.</i>
Mathematics of finance ----- - Time value of money, interest rates <i>Basics about the valuation process, the definition of rates, discounting and capitalisation</i>	3,00	3,00	<i>Fabozzi, Finance: Capital Markets, Financial Management, and Investment Management. Chapter 2: Mathematics of Finance</i>
Investment Decision Making Techniques ----- - Capital Budgeting Techniques <i>Net Present Value, Internal Rate of Return, Payback Period. Risk of project</i>	3,00	3,00	<i>Fabozzi, Finance: Capital Markets, Financial Management, and Investment Management. Chapter 14: Capital Budgeting Techniques</i>
Financial Instruments ----- - Bonds <i>Description, valuation, primary market, secondary market</i> - Stocks <i>Assets pricing</i>	6,00	6,00	<i>Fabozzi, Finance: Capital Markets, Financial Management, and Investment Management. Chapter 7: Asset Valuation: Basic Bond and Stock Valuation Models</i> <i>Fabozzi, Finance: Capital Markets, Financial Management, and Investment Management. Chapter 7: Asset Valuation: Basic Bond and Stock Valuation Models</i>
Investment and risk management ----- - Portfolio management <i>Specific and systematic risks, diversification, efficient frontier, CAPM</i>	3,00	3,00	<i>Fabozzi, Finance: Capital Markets, Financial Management, and Investment Management. Chapter 8: Asset Valuation: The Theory of Assets Pricing</i>
Revision session -----	3,00	3,00	
	21,00	21,00	

ASSESSMENT :

	% of final grade	Assessment type	%	Duration (hours)
Final exam (FE)	60	Written exam Individual	100	2,00

Midterm exam (ME)	25	Written exam	Individual	100
				1,00
Continuous assessment (CA)	15	Written exam	Individual	50
		Project	Group	50

SUGGESTED FURTHER READINGS :

- 2 ebooks available via dawsonera
- Fabozzi and Peterson Drake, Finance: capital markets, financial management, and investment management , 2009
- Vernimmen et al, Corporate Finance, 2009

MGT310 - INTERNATIONAL HRM & CORPORATE SOCIAL RESPONSIBILITY

IDENTIFICATION :

Course title : **INTERNATIONAL HRM & CORPORATE SOCIAL RESPONSIBILITY**
Supervisor : **FAUVY Stéphane**
Based in : **Angers** - Office : **H1713**
E-mail : **stephane.fauvy@essca.fr**
Teaching language : **English**

Semester : **05/06**
Department : **Management**
Code : **MGT310**
Campus : **Angers/Paris**
Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

The first part of the module – International Human Resource Management – is an introduction to the challenges of HR management in an international setting. It will lay special emphasis on the staffing of international companies and dealing with the difficulties inherent in expatriation periods and multinational careers. (This part is for all students, both French and international.)

The second part of the course – Corporate Social Responsibility – will reflect on reforms against the background of general circumstances in economics and developments of international law and its institutions. (This part is reserved to foreign students only. French students are expected to register for MGT310 'International HRM & Droit du travail français et communautaire').

LEARNING GOALS/LEARNING OBJECTIVES :

- 2.1 Demonstrate the capacity of analysing a situation, a process, an environment, and of identifying and integrating relevant information.
- 3.2 Show proficiency in the effective organisation and convincing presentation of information for effective written and oral business communication.

ORGANISATION :

	Lecture	Seminar	Other
International Human Resource Management -----	21,00		
- Defining the nature and challenges of IHRM <ul style="list-style-type: none">- <i>Defining International Human Resource Management</i>- <i>Differences between domestic and IHRM</i>- <i>IHRM in the host contry context</i>			<i>Brewster C., Sparrow P., Harris H. (2005), Towards a new model of globalizing HRM, The International Journal of Human Resource Management, 16(6), p.949-970</i>
- Understanding national and organizational culture <ul style="list-style-type: none">- <i>The stages of internationalization and HRM roles</i>- <i>The role of MNE culture of origin</i>			<i>Alf W. (2010), Indigenous People and Human Resource Management, International Journal of Business Anthropology, 1(1), p.95-114</i>
- Staffing the international organization <ul style="list-style-type: none">- <i>The various approaches to staffing foreign operations</i>- <i>The various types of international assignments</i>- <i>The role of expatriates and non expatriates</i>- <i>Outline the possibilities on a return on investment of international assignments</i>			<i>Harris H., Brewster C. (1999), The coffee-machine system: how international selection really works, The International Journal of Human Resource Management, 10(3), p.488-500</i>
- Mastering expatriation <ul style="list-style-type: none">- <i>Explain the myth of the global manager</i>- <i>Discuss the debate surrounding expatriate failure</i>- <i>Outline the factors moderating intent to stay or leave the international assignment</i>			<i>Bonache J., Brewster, C., Suutari V. (2001), Expatriation: A Developing Research Agenda, Thunderbird International Business Review, 43(1), p. 3–20.</i>
- Managing international careers <ul style="list-style-type: none">- <i>Selection criteria</i>- <i>The repatriation process</i>- <i>Dual career couples</i>			<i>Forster N. (1997), The persistent myth of high expatriate failure rates: a reappraisal, The International Journal of Human Resource Management, 8(4), p.414-433</i>
- International compensation management <ul style="list-style-type: none">- <i>Detail the key components of an international compensation program</i>- <i>Outline the two main approaches to international compensation</i>			<i>Lowe K., Milliman J., De Cieri H., Dowling P. (2002), International Compensation Practices: a ten country comparative analysis, Human Resource Management, Spring 2002, 41(1), p.45–66</i>
- International training management <ul style="list-style-type: none">- <i>Discuss the importance of the role of training in supporting expatriate adjustment</i>- <i>Identify the components of effective pre-departure training programs</i>			<i>Earley C., Peterson R. (2004), The Elusive Cultural Chameleon: Cultural Intelligence as a New Approach to Intercultural Training for the Global Manager, Academy of Management Learning and Education, 3(1), p.100–115.</i>

Corporate Social Responsibility (reserved for foreign students only) ----- 21,00

- Globalisation, International economics and the International legal system.
 - *The unavoidable interdependency of the world*
 - *Capitalism and Free market system as an economical tool, not as an ideology*
 - *Reshaping the world after World War II*
 - *Cooperation of States in the International Institutions*
- Developments of International Law.
 - *A basic state-oriented character*
 - *Expansion to new areas*
 - *The European Union*
- International law deals with actual problems
 - *Crises and challenges: Social justice in general and Millennium goals*
 - *the Financial Crisis*
 - *Human rights*
 - *Poverty & Hunger*
 - *Corruption*
 - *Environment & climate change.*
- Students work session
Individual or group presentations on international principles and guidelines regarding Corporate Social Responsibility.
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Individual or group presentations on international principles and guidelines regarding Corporate Social Responsibility.
- Students work session
Presentation of the individual research essay of particular business corporations in the field of Corporate Social Responsibility.
Discussion and arrangement of the individual essays into a compilation.

Students will receive relevant readings and study materials

Students will receive relevant readings and study materials

Students will write an essay on a personal research on the Internet examining the content of what particular business corporations actually say regarding their corporate social responsibility. Finally, the results of these individual essays will be discussed and combined into one essay.

42,00

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	50	Written exam	Individual	100	2,30
Midterm exam (ME)	25	Written exam	Individual	100	0,30
Continuous assessment (CA)	25	Project	Group	100	

SUGGESTED FURTHER READINGS :

- DOWLING P. FESTING M., ENGLE A. (2008), International Human Resource Management, London, Thomson Learning
- EDWARDS T., REES C. (2011), IHRM. Globalization, national systems and multinational companies, London, Pearson Education

MGT310 - INTERNATIONAL HRM & DROIT DU TRAVAIL FRANCAIS ET DE L'UNION EUROPEENNE

IDENTIFICATION :

Intitulé : **INTERNATIONAL HRM & DROIT DU TRAVAIL FRANCAIS ET DE L'UNION EUROPEENNE**
Responsable : **FAUVY Stéphane**
Site : **Angers - Bureau : H1713**
Mél : **stephane.fauvy@essca.fr**
Langue d'enseignement : **Français/Anglais**

Semestre : **05/06**
Département : **Management**
Code : **MGT310**
Site : **Angers/Paris**
Heures totales : **45,00 / crédits ECTS : 6,00**

PRÉSENTATION GÉNÉRALE :

The first part of the module – International Human Resource Management – is taught in English. It is an introduction to the challenges of HR management in an international setting. It will lay special emphasis on the staffing of international companies and dealing with the difficulties inherent in expatriation periods and multinational careers. (This part is for all students, both French and international.)

La deuxième partie du cours – Droit du travail – est enseigné en français. Il appréhende l'ensemble des règles juridiques qui gouvernent les rapports de travail entre employeurs et salariés, qu'il s'agisse des rapports individuels comme des rapports collectifs. Il met en évidence l'impact du droit du travail communautaire sur le droit français.

COMPÉTENCES VISÉES :

- 1.1 Démontrer une solide connaissance des fondamentaux de la comptabilité, de la finance, de l'économie, du contexte juridique de l'entreprise, du marketing, du management et des technologies d'information.
- 2.1 Analyser une situation, un processus, un environnement, identifier et intégrer des informations pertinentes.
- 2.4 Raisonner et argumenter de manière critique tant sur un concept que sur un projet.
- 3.2 Savoir s'exprimer, débattre, convaincre, présenter des résultats (écrit/oral).

ORGANISATION :

	CM	TD	TP
International Human Resource Management -----	21,00		
- Defining the nature and challenges of IHRM - <i>Defining International Human Resource Management</i> - <i>Differences between domestic and IHRM</i> - <i>IHRM in the host contry context</i>			<i>Brewster C., Sparrow P., Harris H. (2005), Towards a new model of globalizing HRM, The International Journal of Human Resource Management, 16(6), p.949-970</i>
- Understanding national and organizational culture <i>The stages of internationalization and HRM roles</i> <i>The role of MNE culture of origin</i>			<i>Alf W. (2010), Indigenous People and Human Resource Management, International Journal of Business Anthropology, 1(1), p.95-114</i>
- Staffing the international organization - <i>The various approaches to staffing foreign operations</i> - <i>The various types of international assignments</i> - <i>The role of expatriates and non expatriates</i> - <i>Outline the possibilities on a return on investment of international assignments</i>			<i>Harris H., Brewster C. (1999), The coffee-machine system: how international selection really works, The International Journal of Human Resource Management, 10(3), p.488-500</i>
- Mastering expatriation - <i>Explain the myth of the global manager</i> - <i>Discuss the debate surrounding expatriate failure</i> - <i>Outline the factors moderating intent to stay or leave the international assignment</i> - <i>Selection criteria</i>			<i>Case study: Brunt Hotel (part 1 & 2)</i> <i>Forster N. (1997), The persistent myth of high expatriate failure rates: a reappraisal, The International Journal of Human Resource Management, 8(4), p.414-433</i>
- International training management - <i>Discuss the importance of the role of training in supporting expatriate adjustment</i> - <i>Identify the components of effective pre-departure training programs</i>			<i>Case study: Brunt Hotel (part 4 & 6)</i> <i>Earley C., Peterson R. (2004), The Elusive Cultural Chameleon: Cultural Intelligence as a New Approach to Intercultural Training for the Global Manager, Academy of Management Learning and Education, 3(1), p.100-115.</i>
- International compensation management - <i>Detail the key components of an international compensation program</i> - <i>Outline the two main approaches to international compensation</i>			<i>Case study: Brunt Hotel (part 5)</i> <i>Lowe K., Milliman J., De Cieri H., Dowling P. (2002), International Compensation Practices: a ten</i>

- Group project presentation
Brunt Hotel case study (part 1 to part 6)

Droit du travail français et communautaire -----	15,00	6,00
- CM 1 - Le contrat de travail: conclusion et diversité		<i>Cours et documents donnés en cours</i>
- <i>Le recrutement</i>		
- <i>La diversité de contrats de travail</i>		
- CM 2 - Le contrat de travail: la protection		<i>Cours et documents donnés en cours</i>
- <i>La suspension et les changements affectant le contrat de travail</i>		
- <i>Les motifs et modalités de rupture du contrat de travail</i>		
- CM 3 - Les conditions de travail et la rémunération		<i>Cours et documents donnés en cours</i>
- <i>La durée du travail, les repos et congés</i>		
- <i>La discipline</i>		
- <i>Le salaire et l'association du salarié aux résultats</i>		
- TD 1 - Le contrôle de la réglementation du travail		<i>Quizz de contrôle de connaissance, résolution de cas pratiques, analyse de documents juridiques et doctrinaux donnés préalablement à la séance</i>
- <i>L'inspection du travail</i>		
- <i>Le conseil de prud'hommes</i>		
- TD 2 - Les clauses particulières du contrat de travail		<i>Quizz de contrôle de connaissance, résolution de cas pratiques, analyse de documents juridiques et doctrinaux donnés préalablement à la séance</i>
- <i>Les clauses de non-concurrence</i>		
- <i>La clause de mobilité</i>		
- <i>La clause d'objectif</i>		
- TD 3 - La rupture du contrat de travail		<i>Quizz de contrôle de connaissance, résolution de cas pratiques, analyse de documents juridiques et doctrinaux donnés préalablement à la séance</i>
- <i>Le licenciement pour motif personnel</i>		
- <i>La rupture conventionnelle</i>		
- TD 4 - Le temps de travail et son aménagement		<i>Quizz de contrôle de connaissance, résolution de cas pratiques, analyse de documents juridiques et doctrinaux donnés préalablement à la séance</i>
- <i>Les heures supplémentaires</i>		
- <i>L'individualisation du temps de travail</i>		
- CM 4 - La représentation des salariés		<i>Cours et documents donnés en cours</i>
- <i>La représentation désignée et la représentation élue</i>		
- <i>La protection des représentants du personnel</i>		
- CM 5 - La négociation collective et les conflits		<i>Cours et documents donnés en cours</i>
- <i>La négociation collective</i>		
- <i>Les conflits collectifs</i>		
	36,00	6,00

ÉVALUATION :

	% de l'évaluation globale	Mode d'évaluation	%	Durée (heures)
Examen Final (EF)	50	Ecrit Individuel	100	2,30
Examen Intermédiaire (EI)	25	Ecrit Individuel	100	0,30
Contrôle Continu (CC)	25	Projet Collectif	100	

LECTURE RECOMMANDÉE :

- RAY J.-E. (2012), Droit du travail droit vivant, Paris, Liaisons.
- DOWLING P. FESTING M., ENGLE A. (2008), International Human Resource Management, London, Thomson Learning
- EDWARDS T., REES C. (2011), IHRM. Globalization, national systems and multinational companies, London, Pearson Education
- BAYO E. (août 2013), Droit de l'entreprise (introduction au droit, droit des obligations, droit des affaires, droit du travail) : Cours, exercices corrigés, éléments de méthodologie, Larcier, 350 pages.

INT310 - INTERNATIONAL TRADE AND EXPORT DIAGNOSIS

IDENTIFICATION :

Course title : **INTERNATIONAL TRADE AND EXPORT DIAGNOSIS**
Supervisor : **SLIM Assen**
Based in : **Paris** - Office : **405**
E-mail : **assen.slim@essca.fr**
Teaching language : **English**

Semester : **05/06**
Department : **Affaires Internationales**
Code : **INT310**
Campus : **Angers/Paris**
Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

This course aims to provide a general understanding of international trade and, more specifically, knowledge of techniques used in export practice. It is composed of two parts. The first one, sessions 1 to 13 below, deals with customs procedures, the overall international carriage of goods and also the techniques and tools of international payment. The second part, entitled 'Export Diagnosis' is a project, conducted by the students and based on a real case. It makes the students more familiar with the conditions that SMEs have to meet in order to implement a successful export strategy. Working in small groups, students assess the feasibility and chance of success of several export projects submitted by existing SMEs. They build a business plan and develop recommendations based upon their own analysis of data collected from foreign markets, academic and professional sources. The presentation of their Action Plan is included below as session 14.

LEARNING GOALS/LEARNING OBJECTIVES :

- 1.2 Design and carry out a marketing plan in coherence with a company's business strategy.
- 2.3 Choose appropriate methods of calculation and tools of problem-solving.
- 3.1 Demonstrate effective team interaction skills.
- 4.1 Demonstrate the capacity to analyse the economic, social cultural and political environment of a country or region.

ORGANISATION :

	Lecture	Seminar	Other
International Trade and Export Diagnosis -----	42,00		
- Patterns of International Trade & Presentation of Export Diagnosis Group Project <i>Introduction: Learning objectives & assessment criteria</i> <i>Overall presentation of the Export Diagnosis project</i> <i>International trade in the 20th & 21st century</i> <i>International trade indicators</i> <i>Multilateral institutions & their impact on int. trade</i>			<i>Reading: selected texts from the Handbook</i> <i>Homework: questions to be answered + presentations to be prepared (selected jobs linked to International trade practices)</i>
- Working in International trade <i>Introduction: Learning objectives & assessment criteria</i> <i>Motivations to export</i> <i>Identification of the jobs</i> <i>Presentation led by the students</i>			<i>Reading: selected texts from the Handbook</i> <i>Homework: questions to be answered + research of Customs codes for specific products</i>
- International strategies of the SMEs and cultural analyses models <i>Introduction: Learning objectives & assessment criteria</i> <i>International strategies: Uppsala vs Start-up</i> <i>International entrepreneurship: motivations</i> <i>Consumer behaviour beyond the borders: cultural analyses</i> <i>Geert HOFSTEDE & Edward HALL analyses</i>			<i>Reading: selected texts from the Handbook</i> <i>Homework: questions to be answered + Group presentation</i>
- Country Risk <i>Introduction: Learning objectives & assessment criteria</i> <i>Country Risk analysis methodology</i> <i>COFACE country risk Conference (video)</i>			<i>Reading: selected texts from the Handbook</i> <i>Homework: questions to be answered</i>
- Entering foreign Markets <i>Introduction: Learning objectives & assessment criteria</i> <i>Comparative analysis and key drivers: control vs costs</i> <i>The Piggy Back case study</i>			<i>Reading: selected texts from the Handbook</i> <i>Homework: questions to be answered</i>
- Action Plan <i>Introduction: Learning objectives & assessment criteria</i> <i>Action Plan methodology</i> <i>Analysis of Longchamp communication campaign (video)</i>			<i>Reading: selected texts from the Handbook</i> <i>Homework: questions to be answered + Group presentation</i>
- Clearing goods through the Customs <i>Introduction: Learning objectives & assessment criteria</i> <i>The main functions of the customs</i> <i>The European Customs procedures and the customs regimes</i> <i>The European Customs Websites</i> <i>Tax calculations</i>			<i>Reading: selected texts from the Handbook</i> <i>Homework: questions to be answered + Customs calculations on given products</i>
- The Slash Customs case study <i>Introduction: Learning objectives & assessment criteria</i> <i>Research of customs codes</i> <i>Tax calculations</i> <i>Conclusion</i>			<i>Reading: selected texts from the Handbook</i> <i>Homework: questions to be answered + Shanghai Customs case study to be prepared</i>
- Organising the Logistics			

*Introduction: Learning objectives & assessment criteria
Incoterms Convention and the contract of sales
Using the main Incoterms*

*Reading: selected texts from the Handbook
Homework: questions to be answered + Incoterms calculations to be prepared*

- Tutevukantabu Incoterms case study
*Introduction: Learning objectives & assessment criteria
Comparative analysis between two commercial offers
Incoterms calculations
Production of a Pro-forma Invoice*
- Export Action Plan
Presentations of the Export Action Plans elaborated by the students in small groups during the semester

*Reading: selected texts from the Handbook
Homework: questions to be answered*

All over the second half of the semester: Export Diagnosis Group project (stage 2) to be conducted in autonomous work by the students (50 hours of autonomous work required)

- Methods of payment
*Introduction: Learning objectives & assessment criteria
Means of payment
Techniques of payment*
- Tutevukantabu Payment case study
*Introduction: Learning objectives & criteria assessments
Comparison between a Pro-forma Invoice and an Issued Documentary credit*

*Reading: selected texts from the Handbook
Homework: questions to be answered*

*Reading: selected texts from the Handbook
Homework: questions to be answered*

- Mock Exam
*2 hours: Mock Exam
1 hour: Correction and Feedback*

Homework: All lectures to be studied before the Final Exam

42,00

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	50	Written exam	Individual	100	3,00
Midterm exam (ME)					
Continuous assessment (CA)	50	Project	Group	100	

SUGGESTED FURTHER READINGS :

- INCOTERMS 2010 (2011), ICC Publication Paris.
- J. REUVID & J. SHERLOCK (2011), International trade, ICC United Kingdom.
- DEPT. OF INTERNATIONAL STUDIES, ESSCA (2013), Export Diagnosis Guidelines.
- DEPT. OF INTERNATIONAL STUDIES, ESSCA (2013), Handbook of International trade and global markets.
- J. J. CAPELA (2008), Import/Export for Dummies, Wiley, Indianapolis, Indiana.
- T. E. JOHNSON & D. L. BADE (2010), Export Import Procedures and Documentaiton, Amarican Management Association, New York.

MKG310 - MARKETING STRATEGY

IDENTIFICATION :

Course title : **MARKETING STRATEGY**
Supervisor : **ROUIS Sana**
Based in : **Paris** - Office : **501**
E-mail : **sana.rouis@essca.fr**
Teaching language : **English**

Semester : **05/06**
Department : **Marketing**
Code : **MKG310**
Campus : **Angers/Paris**
Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

The Marketing Strategy course aims to develop students' competences at writing a Strategic Marketing Plan for a company. Students will be able to build up a consistent document that will assist the company with efficient strategic decisions in marketing. First, they need to understand the key new concepts in strategic marketing and to build up their learning in completion to earlier classes with Principles in Marketing (1st year) and Advanced Marketing (2nd year). Yet, these two courses are not a prerequisite to attend the Marketing Strategy course. Students will develop their synthesizing and analyzing skills through individual work and group assignments. The Marketing Strategy course will provide students with appropriate tools to develop an efficient strategic plan including the action plan. The course will assist students to develop their work in a team, presentation skills and ability to produce professional support documents.

LEARNING GOALS/LEARNING OBJECTIVES :

- 1.2 Design and carry out a marketing plan in coherence with a company's business strategy.
- 2.1 Demonstrate the capacity of analysing a situation, a process, an environment, and of identifying and integrating relevant information.

ORGANISATION :

	Lecture	Seminar	Other
Intoduction to Strategic Marketing Planning and Market Analysis -----	12,00		
- Introduction to course and strategic marketing planning			
- Corporate Social Responsibility			<i>Project homework</i>
- Market Analysis 1 (Internal and Externl Environments)			<i>In class Case Study/Exercise</i>
- Market Analysis 2 (Buyer Behavior)			<i>Project homework</i>
			<i>In class Case Study/Exercise</i>
Developing Domestic Marketing Strategy -----	15,00		
- Strategy Development			<i>Project homework</i>
			<i>In class case study/exercise</i>
- Segmentation, Targeting and Positionning			<i>Project homework</i>
			<i>In class case study/exercise</i>
- Marketing Mix (Product and Price Policy)			<i>Project homework</i>
			<i>In class case study/exercise</i>
- Marketing Mix (Distribution and Communication Policy)			<i>Project homework</i>
			<i>In class case study/exercise</i>
- Strudents Presentations (Project-Stage 1)			
Part 2- Putting Strategy into Action -----	15,00		
- Developing and Maintaining Customer Relationship			<i>Project homework</i>
			<i>In class case study/exercise</i>
- Marketing Implementation			<i>Project homework</i>
			<i>In class case study/exercise</i>
- Marketing Control			<i>Project homework</i>
			<i>In class case study/exercise</i>
- Group Projects stage 2 - Presentations-1			
- Group Projects stage 2 - Presentations-2			
	42,00		

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	60	Written exam	Individual	100	3,00
Midterm exam (ME)					
Continuous assessment (CA)	40	Project	Group	100	

SUGGESTED FURTHER READINGS :

- FERREL, O.C., HARTLINE, M.D., Marketing Management Strategies, 5th Edition, South-Western Cengage Learning, 2011, 746p.

LAN321 - DEUTSCH DRITTES JAHR

IDENTIFIKATION :

Bezeichnung : **DEUTSCH DRITTES JAHR**
Kursleiter : **RABY Bernard**
Campus : **Angers** - Büro : **A3307**
E-Mail : **bernard.raby@essca.fr**
Unterrichtssprache : **Deutsch**

Semester : **05/06**
Abteilung : **Langues**
Kursnummer : **LAN321**
Campus : **Angers/Paris**
Gesamtstundenzahl : **15,00** / ECTS : **2,00**

KURSÜBERSICHT :

Europa ist für Bürgerinnen und Bürger in zunehmendem Masse erfahrbare Wirklichkeit im täglichen Leben geworden, wenn auch für viele die europäische Einigungspolitik immer noch zu theoretisch, zu abstrakt bleibt. Unseren Studierenden möchten wir den Umgang mit Situationen, die sie in dieser Hinsicht befremden könnten, erleichtern.

UNTERRICHTSZIELE :

- 2.4 Raisonner et argumenter de manière critique tant sur un concept que sur un projet.
- 3.2 Savoir s'exprimer, débattre, convaincre, présenter des résultats (écrit/oral).
- 4.1 Démontrer une capacité d'analyser un environnement économique, social, culturel et politique d'un pays ou d'une région.
- 4.2 Savoir appliquer des compétences linguistiques dans des situations professionnelles.

ORGANISATION :

	Vorlesung	Seminar	Proseminar
Deutsche Aktualität -----		15,00	
- Referate über den Auslandsaufenthalt <i>Jeder Student referiert auf Deutsch über seinen Aufenthalt im Ausland Austausch mit der ganzen Gruppe + Bilanz</i>			<i>Aneignung des nötigen Wortschatzes, der am Anfang jedes Kurses geprüft wird</i>
- Projektarbeit <i>Der Lehrer wird zusammen mit seinen Studenten die aktuellen Themen der deutschen Gesellschaft auflisten. Dreier-Gruppen werden gebildet werden und Referate vorbereiten, die Anlass zu einer Diskussion im Kurs geben werden.</i>			<i>die üblichen Informationsquellen</i>
		15,00	

BEWERTUNG :

	Bewertung	Bewertungsmodus		%	Dauer
Endprüfung (E)					
Zwischenprüfung (Z)					
Kontinuierliche Leistungskontrolle (KL)	100	Schriftliche Prüfung	Individuell	30	
		Mündliche Prüfung	Gruppe	40	
		Projekt	Individuell	30	

LECTURE RECOMMANDÉE :

- Vom Lehrer angegebene Quellen

LAN322 - ESPAÑOL TERCER CURSO

IDENTIFICACIÓN :

Título : **ESPAÑOL TERCER CURSO**
Responsable : **DE FRIAS Conchita**
Campus : **Angers** - Despacho : **A3306**
Correo electrónico : **conchita.defrias@essca.fr**
El curso será impartido en : **Español**

Semestre : **05/06**
Departamento : **Langues**
Código : **LAN322**
Campus : **Angers/Paris**
Horas : **15,00** / Créditos ECTS : **2,00**

PRESENTACIÓN GENERAL :

España ha conocido, desde finales de los años 70, un extraordinario desarrollo económico. Además, el español es lengua oficial de 19 países de América Latina. Algunos de ellos (Chile, México, Argentina...) se desarrollan con rapidez y se convierten en importantes socios económicos. En tercer curso, los estudiantes deben ser capaces de actuar en una situación profesional con hispanohablantes. Dado que en el marco general de la relación interpersonal es importante saber expresar su opinión y sus conocimientos personales, los estudiantes deberán presentar y moderar debates sobre diferentes temas, elegidos por ellos mismos. Puede tratarse de fenómenos sociales o de temas de actualidad que les interesen por alguna razón particular. Los temas servirán como práctica para adquirir soltura, intercambiar opiniones y adquirir vocabulario específico.

COMPETENCIAS QUE SE PERSIGUEN :

- 2.4 Raisonner et argumenter de manière critique tant sur un concept que sur un projet.
- 3.2 Savoir s'exprimer, débattre, convaincre, présenter des résultats (écrit/oral).
- 4.1 Démontrer une capacité d'analyser un environnement économique, social, culturel et politique d'un pays ou d'une région.
- 4.2 Savoir appliquer des compétences linguistiques dans des situations professionnelles.

ORGANIZACIÓN :

	CM	TD	TP
Introducción, presentación del semestre y de las evaluaciones -----		1,50	
Actividades -----		1,50	
Moderación por grupos de un debate sobre un tema de actualidad (semanas 3-7) -----		7,50	
- Debates 1, 2, 3, 4 y 5 <i>Moderación de un debate organizado pour un grupo de estudiantes.</i> <i>Revisión gramatical.</i> <i>Comentario de documentos sobre temas de actualidad.</i>			<i>Preparación de los debates.</i> <i>Lectura de documentos.</i> <i>Ejercicios.</i>
Trabajo de redacción sobre los temas estudiados en las clases anteriores -----		1,50	
Análisis y comentario de un documento audiovisual -----		3,00	
		15,00	

EVALUACIÓN :

	% de la evaluación global	Evaluación	%	Duración (horas)
Examen Final (EF)				
Examen Intermedio (EI)				
Control Continuo (CC)	100	Evaluaciones escritas Individual	30	
		Evaluaciones orales En grupo	40	
		Evaluaciones orales Individual	30	

LECTURE RECOMMANDÉE :

- Sitios internet de los diferentes periódicos españoles: El País, el Mundo, ABC, Vanguardia
- Sitio internet de RTVE (radio televisión española)

INT353 - INTERCULTURAL DYNAMICS

IDENTIFICATION :

Course title : **INTERCULTURAL DYNAMICS**
Supervisor : **SONNTAG Albrecht**
Based in : **Angers** - Office : **J1922**
E-mail : **albrecht.sonntag@essca.fr**
Teaching language : **English**

Semester : **05/06**
Department : **Affaires Internationales**
Code : **INT353**
Campus : **Angers**
Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

In a globalised economy each actor is increasingly likely to work with colleagues and partners from the most different cultural environments. Cross-cultural awareness and communication skills are therefore essential assets. The course aims at introducing students to the main issues of intercultural dynamics within groups of various cultural origins. It introduces concepts from communication sciences and draws on a range of theories from the social sciences that help make sense of the specific challenges of intercultural encounters. The course also draws on students' personal experience within the ongoing semester and provides them with tools for reflected continuous personal development.

LEARNING GOALS/LEARNING OBJECTIVES :

- 2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.
- 4.3 Develop and apply cross-cultural skills for international and multicultural contexts.

ORGANISATION :

	Lecture	Seminar	Other
Introductory Seminar to Intercultural Communication -----		12,00	
- Cultural simulation game - <i>Simulation game: culturally dependent memorising techniques and expressions of non-verbal communication.</i> - <i>Debriefing: collective analysis.</i> - <i>Defining the concept of communication</i> - <i>Analyzing the theoretical models of communication</i>			<i>Written self-reflection paper: What use do you make of communication in your daily life?</i>
- Consuming communication - <i>How we consume communication (survey and debriefing)</i> - <i>Digital communication: digital first does not mean digital only</i> - <i>Formal and informal communication</i>			<i>Reader on communication practices (selection of articles).</i>
- Intercultural communication competence (ICC) - <i>Definition of the concept of 'ICC'</i> - <i>How to be an effective communicator?</i> - <i>Case studies</i>			<i>Read the case studies seen in class, understand the principles of ICC and prepare short test to be taken in the first session following the introductory seminar.</i>
- Barriers to intercultural communication - <i>Anxiety</i> - <i>Non verbal communication</i> - <i>Language</i> - <i>Ethnocentrism</i> - <i>Assuming similarity and differences</i> - <i>Short test in class</i>			
Intercultural dynamics in a global society -----		27,00	
- STEEP analysis of the past 60 years: How did we get where we are today? - <i>Review in small groups the social, technological, economical, ecological, and political developments by decade</i> - <i>Draw images of the developments on 1m x 0.5m posters</i> - <i>Present posters in chronological order</i>			
- What is culture? - <i>Definition of Context: History, Geography, Climate & External Influences</i> - <i>Definition of reference points based on a shared context</i> - <i>Shared reference points allows to generate expectations about other's behaviour</i>			<i>Read different definitions of cultures (handout).</i>
- Visible and invisible dimensions of culture - <i>Visible behavior differences</i> - <i>Decision making, Conversation style, Time management, Reasoning, Implicit vs Explicit</i> <i>Invisible Dimensions</i> - <i>Approaches and insights from Trompenaars, Hampden-Turner and Hofstede</i>			
- What is a nation? What is (national) identity? - <i>History of the evolution of the concept of "Nation"</i> - <i>What is included in a nation and excluded?</i> - <i>What are the building blocks of a nation?</i> - <i>How does identity and belonging fit into the Nation?</i> - <i>Nationalism as a religion</i> - <i>Nationalism today</i>			<i>Course handout, particularly: RENAN E. (1999), "What is a Nation?" (reprint of speech at the Sorbonne, 1882) anon. (1996), "The man in the Bagdad café", The Economist.</i>
- National culture values (1) - <i>Identify the 3 defining core values of your nation</i> - <i>Why are they so important?</i> - <i>How are these values transmitted, communicated from generation to generation?</i>			<i>Prepare a Power point group presentation of the 3 main values represented and communicated in</i>

- How are they communicated today?

your nation. Give examples of images, heroes, stories, rituals, songs.

- National culture values (2)

Student group presentations of national values and how they are transmitted in their culture.

- Culture and thinking

Context determines culture regarding behavior but does it also influence how are brains process information?

Course handout with excerpts from NISBETT, R. (2000), *The Geography of Thought*, Free Press.

- Multi-Cultural teamwork

- How to make diversity a source of wealth for the team and company
- Tools to use to identify differences
- Leverage the differences
- Application of theory and concepts on mini case studies.

Final debriefing -----

4,00

- Collective debriefing session

- Debate about cultural semester experience
- Forum theatre exercise
- Return on initial self-assessments

43,00

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	50	Written exam	Individual	100	2,00
Midterm exam (ME)					
Continuous assessment (CA)	50	Written exam	Individual	50	
		Project	Group	50	

SUGGESTED FURTHER READINGS :

- AXTELL, R.E (1991). *Gestures: The do's and taboos of body language around the world*. New York : John Miley.
- BERLO, D.K. (1960) *The process of communication*. New York: Holt, Rinehart and Winston.
- CHEN, G.-M. & Starosta, W.J. (1996) *Intercultural communication competence: A synthesis*. In B. R. Burleson (Ed.), *Communication yearbook 19* (pp.353-383). Thousand Oaks, CA:Sage.
- GUDYKUNST, William B. (2003) *Cross-cultural and intercultural communication*, Sage Publications.
- HALL, E.T., & Hall, M. (1990) *Understanding cultural differences*. Yarmouth, ME: Intercultural press.
- KALE, D.W. (1997) *Peace as an ethic for intercultural communication*. In L. A. Samovar & R. E. Porter (Eds), *Intercultural communication: a reader* (8th edition, pp. 448-452). Belmont, CA : Wadsworth.
- JANDT, Fred E. (2010) *An introduction to intercultural communication, Identities in a Global community*, 6th Edition, Sage Publications.
- MILTON J.BENNETT (1998) *Basic concepts of Intercultural communication, Selected Readings*, by Intercultural press.

MKG351 - DIGITAL SOCIETY

IDENTIFICATION :

Course title : **DIGITAL SOCIETY**
 Supervisor : **ROUIS Sana**
 Based in : **Paris** - Office : **501**
 E-mail : **sana.rouis@essca.fr**
 Teaching language : **English**

Semester : **05/06**
 Department : **Marketing**
 Code : **MKG351**
 Campus : **Paris**

Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

In the past few years, a new generation of technologies has come along to disrupt the way marketers, advertisers, consumers, citizens and law makers operate. The objective of this course is to present the digital revolution and get students to grasp the sociological, legal and marketing implications of this revolution. In order to do so, students must apprehend the digital landscape through legal issues, key digital tools and respective use of the new platforms by both companies and consumers, but also the position of the supplier of these new technologies based platforms. Students should also participate actively in the digital society. The format of the course is a mix of lectures, group work and self-learning experience via conferences, webinars and trade show attendance.

LEARNING GOALS/LEARNING OBJECTIVES :

2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.

ORGANISATION :

	Lecture	Seminar	Other
Digital Society Landscape -----	6,00		
- Introduction: The Digital Society Landscape <i>This session presents the current state of the media and technological landscape and its evolutions over the last decade. It reveals the depth of the digital revolution and some of its sociological and business implications.</i>			
- Conclusion: Managing consumers in a digital world			
Digital Technologies, social platforms and online behavior -----	12,00		
Digital Life through mobile devices -----	18,00		
Experiencing the Digital World -----	9,00		
- Self Learning Experience 1			
- Self Learning Experience 2			
- Self Learning Experience 3			
	45,00		

ASSESSMENT :

	% of final grade	Assessment type	%	Duration (hours)
Final exam (FE)				
Midterm exam (ME)				
Continuous assessment (CA)	100	Written exam Individual	70	
		Project Group	30	

SUGGESTED FURTHER READINGS :

- <http://www.hubspot.com/blog/>
- <http://www.webmarketingassociation.org/>
- <http://techspectations.org>
- <http://www.socialmedia-forum.com>
- <http://mobithinking.com/mobile-events-discounts>
- <http://leweb.net>
- <http://www.beuc.eu>

INT354 - ECONOMIC THEORY AND GLOBALISATION (1)

IDENTIFICATION :

Course title : **ECONOMIC THEORY AND GLOBALISATION (1)**
Supervisor : **SLIM Assen**
Based in : **Paris** - Office : **405**
E-mail : **assen.slim@essca.fr**
Teaching language : **English**

Semester : **05/06**
Department : **Affaires Internationales**
Code : **INT354**
Campus : **Paris**
Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

The course will address contemporary economic and social issues through the lens of major thinkers in the intellectual tradition of political economy such as Adam Smith (A. Anquetil), J.S. Mill (A. Anquetil), John Maynard Keynes (B. Chavance) and Joseph Schumpeter (A. Slim). Its aim is to understand the problems that arise from the growth of international markets and globalization in connection with post-industrial societies. Through going back to the roots of economic thought, it will be shown that old concepts give a fresh look to current globalization analyses.

LEARNING GOALS/LEARNING OBJECTIVES :

- 2.1 Demonstrate the capacity of analysing a situation, a process, an environment, and of identifying and integrating relevant information.
- 2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.
- 4.1 Demonstrate the capacity to analyse the economic, social cultural and political environment of a country or region.
- 4.4 Perceive ethical issues relative to business situations and understand the mechanisms of ethical deliberation and action.

ORGANISATION :

	Lecture	Seminar	Other
Adam Smith ----- - Introduction	6,00	6,00	<i>Reference to</i> <i>WN: Adam Smith, An Inquiry into the Nature and Causes of the Wealth of Nations [1776], ed. R. H. Campbell, A. S. Skinner and W. B. Todd, 2 vols. (The Glasgow Edition of the Works and Correspondence of Adam Smith, Oxford: Clarendon Press, 1976)</i> <i>TMS: Adam Smith, The Theory of Moral Sentiments [1759], ed. R. H. Campbell, A. S. Skinner (The Glasgow Edition of the Works and Correspondence of Adam Smith, Oxford: Clarendon Press, 1976)</i>
- Sustainable Growth: Adam Smith and the Banking Crisis » <i>Limits to Growth</i> » <i>American Revolution</i> » <i>Banking</i>			<i>TMS, pp. 149-50 (why strive?), 181-4 (why be rich?)</i> <i>WN, pp. 108-13 (limits to growth), 145, 309-329 (banking), 933-947 (American revolution)</i> <i>Jerry Evensky, 'Chicago Smith versus Kirkcaldy Smith' and 'On the Human Prospect', in Evensky, Adam Smith's Moral Philosophy, pp. 245-64, 308-312.</i>
- Adam Smith and Social Passion and Private Interests » <i>The Wealth of Nations</i> » <i>The economic man</i> » <i>Solidarity vs. greed</i>			<i>Amartya Sen, 'Capitalism beyond the Crisis', New York Review of Books, 56.5 (26 March 2009).</i> <i>TMS pp. 9-43, 74-78 (including footnotes), 128-132</i> <i>WN pp. 342-6</i> <i>Alexander Broadie, 'Sympathy and the Impartial Spectator', in Haakonssen, ed., The Cambridge Companion to Adam Smith, pp. 158-188</i>
- Adam Smith and the Invisible Hand » <i>Enlightenment</i> » <i>Liberalisation</i>			<i>TMS, pp. 183-7 (invisible hand)</i>

» <i>Emancipation</i>	WN, pp. 13-30 (<i>pin factory</i>), 429-451 (<i>mercantilism</i>), 453 (<i>invisible hand</i>), 678 (<i>love of system</i>)
<i>Emma Rothschild, 'The bloody and invisible hand' in Rothschild, Economic Sentiments: Adam Smith, Condorcet and the Enlightenment (Cambridge, MA: Harvard University Press, 2001), pp. 116-156.</i>	
J.S. Mill -----	9,00
<ul style="list-style-type: none"> - Liberalism: Scope of the freedom of expression <ul style="list-style-type: none"> » <i>Students' presentation and discussion of On liberty, Chapter 2: "Liberty of thought and discussion"</i> » <i>Mill's perfectionism</i> » <i>The problem of limits on freedom of expression</i> - Liberalism: In search of the liberal freedom <ul style="list-style-type: none"> » <i>Students' presentation and discussion of On liberty, Chapter 3: "Individuality, as one of the elements of well-being"</i> » <i>Three definitions of liberty: negative, positive, republican</i> » <i>The problem of individualism and social conformity</i> - Liberalism: The individual and the society <ul style="list-style-type: none"> » <i>Students' presentation and discussion of On liberty, Chapter 4: "The limits to the authority of society over the individual"</i> » <i>Social duties and virtues</i> » <i>The problems of duties to oneself, harms to oneself, and the moral police</i> 	<p>1) Mill J. S. (1859), <i>On Liberty, The Collected Works of John Stuart Mill, Volume XVIII - Essays on Politics and Society.</i></p> <p>1) Mill J. S. (1859), <i>On Liberty, The Collected Works of John Stuart Mill, Volume XVIII - Essays on Politics and Society.</i></p> <p>2) Constant, B. (1816), <i>The Liberty of Ancients Compared with that of Moderns.</i></p> <p>1) Mill J. S. (1859), <i>On Liberty, The Collected Works of John Stuart Mill, Volume XVIII - Essays on Politics and Society.</i></p> <p>2) Zakaras, A.M. (2010), <i>Individuality and Mass Democracy: Mill, Emerson, and the Burdens of Citizenship, Oxford University Press.</i></p>
Joseph Alois Schumpeter -----	12,00
<ul style="list-style-type: none"> - Joseph Alois Schumpeter and the entrepreneur <ul style="list-style-type: none"> » <i>Who is the Schumpeterian "entrepreneur"?</i> - Joseph Alois Schumpeter and capitalism <ul style="list-style-type: none"> » <i>The collapse of capitalism</i> - Joseph Alois Schumpeter and the notion of economic cycle <ul style="list-style-type: none"> » <i>From economic fluctuations to social changes</i> - Joseph Alois Schumpeter and innovation <ul style="list-style-type: none"> » <i>Creative destruction</i> » <i>The legacy of Schumpeter in international economics</i> » <i>Globalisation seen through Schumpeter's eyes</i> 	<p><i>J. A. Schumpeter & R. V. Clemence, Essays: On Entrepreneurs, Innovations, Business Cycles and the Evolution of Capitalism, Paperback, 1989.</i></p> <p><i>J. A. Schumpeter & J. Stiglitz, Capitalism, Socialism and Democracy, Paperback, 2010.</i></p> <p><i>To be prepared for session 2: read text 1 titled "The analysis of Economic Change" and prepare answers to a given list of questions</i></p> <p><i>To be prepared for session 3: read text 2 titled "Capitalism" and prepare answers to a given list of questions</i></p> <p><i>To be prepared for session 4: read text 3 titled "Creative response" and prepare answers to a given list of questions</i></p>
John Maynard Keynes -----	12,00
<ul style="list-style-type: none"> - John Maynard Keynes and the challenges of his time <ul style="list-style-type: none"> » <i>Keynes' background</i> » <i>International affairs: the economic consequences of peace</i> 	<p><i>R. Skidelsky, Keynes: The Return of the Master, Allen Lane, 2009.</i></p> <p><i>J.M. Keynes, "The End of Laissez-faire", in Essays in Persuasion, 1926.</i></p> <p><i>J.M. Keynes, "Economic Possibilities for our Grandchildren", in Essays in Persuasion, 1930.</i></p> <p><i>J.M. Keynes, "The State of Long-Term Expectation" (chap. 12) in The General Theory of</i></p>

Employment, Interest and Money, 1932.

To be prepared for session 2: read text 1 of J. M. Keynes titled "Essays in persuasion", WW Norton & Co, 2009

To be prepared for session 3: read text 2 of J. M. Keynes titled "The General Theory of Employment, Interest and Money" (1936), CreateSpace, 2011

To be prepared for session 4: read text 3 of J.M. Keynes, H. Minsky, McGraw-Hill titled "Professional", 2008

- John Maynard Keynes
 - » *A criticism of laissez-faire*
 - » *The Great Depression and unemployment*

- John Maynard Keynes, a new approach
 - » *Money, time and uncertainty*
 - » *Restraining financial markets*

- John Maynard Keynes in Reality
 - » *Agenda of the State in an unstable capitalist economy*
 - » *Neoclassical Keynesian synthesis after the war*
 - » *A controversial heritage: the post-Keynesian school and the neoliberal counter-revolution*

6,00 39,00

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)					
Midterm exam (ME)					
Continuous assessment (CA)	100	Oral exam	Individual	40	
		Project	Individual	40	
		Project	Individual	20	

INT360 - VARIETIES OF CAPITALISM IN A GLOBALISED WORLD

IDENTIFICATION :

Course title : **VARIETIES OF CAPITALISM IN A GLOBALISED WORLD**
Supervisor : **KERNEVEZ Lydia**
Based in : **Paris** - Office : **401**
E-mail : **lydia.kernevez@essca.fr**
Teaching language : **English**

Semester : **05/06**
Department : **Affaires Internationales**
Code : **INT360**
Campus : **Paris**
Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

This module will provide insights on the different varieties of capitalism that can be found in the European continent and Asia. The political economy structures of countries such as France, Germany, the United Kingdom, China, Japan and India will be analysed and compared in historical perspective and against the backdrop of the Global and European financial crises of the past years. At the end of the course students will have a general knowledge of how these economies work and what are their main strengths and shortcomings, and what are the main challenges that they face in their capitalist development.

LEARNING GOALS/LEARNING OBJECTIVES :

- 2.1 Demonstrate the capacity of analysing a situation, a process, an environment, and of identifying and integrating relevant information.
- 2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.
- 3.1 Demonstrate effective team interaction skills.
- 3.3 Develop and apply skills of personal organisation, anticipation, planning (time management) and methodological rigour.

ORGANISATION :

	Lecture	Seminar	Other
Varieties of Capitalism in a Globalised World -----		43,00	
- Introduction <i>Outline of the Course</i> <i>Overview of varieties of capitalism in Europe</i> <i>Discussion: Is the European Welfare System Sustainable?</i>			<i>Hall and Soskice (2001), Varieties of Capitalism, Oxford University Press</i> <i>Hancke, Rhodes and Thatcher (2007), Beyond Varieties of Capitalism, Oxford University Press</i>
- The UK: The Liberal Model <i>Labour Flexibility, Privatisation and Deregulation</i> <i>Financial-Led Growth</i> <i>Consumption-Credit</i> <i>The Power of the City of London</i>			<i>McCann (2010) The Political Economy of the European Union, Policy, Chapters: 2 and 3</i> <i>Kynaston (2011) The City of London: The History</i> <i>Macartney (2011) Variegated Neoliberalism, Routledge, Chapters: 3 and 5</i>
- Germany: The Rheinisch Model <i>Keeping manufacturing at home</i> <i>Corporative-Coordinated Capitalism</i> <i>The Miracle of the German Mittelstand</i> <i>Exporting Ordoliberalism</i>			<i>Hall and Soskice (2001) Varieties of Capitalism, Chapter: 10.</i> <i>Borsch (2007) Institutional Variation and Coordination Patterns in CMEs: Swiss and German Corporate Governance in Comparison</i> <i>Young and Semmler (2011) The European Sovereign Debt Crisis: Is Germany to Blame?</i>
- Spain: The Mediterranean Model <i>From cheap labour to real estate bubble</i> <i>The state as the main provider of employment</i> <i>The informal economy</i> <i>Insiders and outsiders and income inequality</i>			<i>Molina and Rhodes (2007), The Political Economy of Adjustment in Mixed Market Economies: A Study of Spain and Italy</i> <i>Royo (2008) Varieties of Capitalism in Spain</i> <i>Garicano (2011), The Naked Swimmer: Can Spain Overcome This Crisis?</i> <i>Ramirez Perez (2011) Are Industrial Policies Possible within the EU? The Case of Spain</i>
- France: The Dirigiste Model <i>State Dirigisme</i> <i>National Champions</i> <i>Regulated labour markets</i> <i>The French (European) Model after the Crisis?</i>			<i>Goyer (2007) Capital Mobility, Varieties of Institutional Investors, and the Transforming Stability of Corporate Governance in France and Germany</i> <i>Clift (2012) Comparative Capitalisms, Ideational Political Economy and French Post-Dirigiste Responses to the Global Financial</i>

Crisis
Jabko (2011) Which Economic Governance for the European Union?

- Japan: From Meiji Restoration to the J-model

The classical Japanese model (A NEW PARADIGM OF WORK ORGANIZATION AND CO-ORDINATION : LESSONS FROM JAPANESE EXPERIENCE - Masahiko AOKI 1988)

Masahiko AOKI : « A new paradigm of work organization and coordination : lessons from Japanese experience », in Stephen MARGLIN and Juliet SCHOR (editors), *The Golden age of Capitalism, Reinterpreting the Postwar Experience* (Oxford 1990)
Jean-François SABOURET : *Japon : La fabrique des futurs* (CNRS 2011)

- Japan's Bubbles and Crises

*How deregulation and global finance brought Japan to the lost decade. Coordinated capitalism vs Silicon Valley
How crisis changed the Japanese model : market vs solidarity
A new in-egalitarian Japan*

Barry EICHENGREEN : *Global Imbalances and the Lessons of Bretton Woods*, Cambridge, 2006
Sébastien LECHEVALIER : *La grande transformation du capitalisme japonais (1980-2010)*, Presses de Sciences Po. 2011

- China: The Model of the Dragon

*From the Opium wars to the great famine (very short)
From Deng Xiaoping to the WTO
Could it have been possible without the globalization ?
A decentralized predatory state*

Loren BRANDT and Thomas RAWSKI (editors) : *China's Great Economic Transformation* (Cambridge, 2008)
Chao-chuan CHEN and Yueh-Ting LEE : *Leadership and Management in China Philosophies, Theories, and Practices* - (Cambridge University Press 2008)
Yasheng HUANG : *Capitalism with Chinese Characteristics: Entrepreneurship and the State* (Cambridge University Press, 2008)
PEI Minxin : *China's Trapped Transition: The Limits of Developmental Autocracy* (Harvard University Press, 2006)

- Western Controversies about China

*Global imbalances vs Goldman Sachs conspiracy (Name of a best seller in China. The author thinks that Wall Street is trying to do to China what it did to Japan...)
The XIIth plan and a new development model*

Yvon JACOB et Serge GUILLON : *En finir avec la mondialisation déloyale (rapport du Ministère des Affaires Étrangères et Européennes et Ministère de l'Économie, des Finances et de l'Industrie, 2012)*
Arvind SUBRAMANIAM : *Eclipse: Living in the Shadow of China's Economic Dominance* (Peterson Institute of International Economics 2011)
Shaun REIN : *The End of Cheap China: Economic and Cultural Trends that Will Disrupt the World* (Wiley 2012)

- China's international strategy

*Chinamerica vs a multi-polar world (or chess vs go)
The long march to internationalize the RMB*

Zachary KARABELL : *Superfusion - How China and America became one economy*, (Simon & Schuster 2009)
Harry G. BROADMAN (edited) : *Africa's silk road - China and India's New Economic Frontier* (The World Bank 2007)
Serge MICHEL, Michel BEURET et Paolo WOODS (photos) : *La Chinafrique* (Grasset, 2008)

- India

*Indian reforms
Indian entrepreneurs*

Vikas Pota : *India Inc: How India's Top Ten Entrepreneurs are Winning Globally*, Nicholas Brealey Publishing, 2010. See also <http://www.indiainthebook.com/>
Pavan K. VARMA : *Le défi indien. Pourquoi le XXI^e siècle sera le siècle de l'Inde*, Actes sud. (Original title : *Being Indian, why the 21st century will be India's ?*)

Mira KAMDAR : *Planet India*,
(Simon & Schuster 2007)
[http://swaminomics.](http://swaminomics/) / (everything
but especially research papers)

Raghav B AHL : *Super Power ? The
amazing race between China's hare
and India's tortoise*, (Penguin –
Allen Lane 2010)

Robyn Meredith : *The Elephant and
the Dragon: The Rise of India and
China and What It Means for All of
Us*, (W. W. Norton & Company,
2008)

Mumbai Consensus refers to a
speech by Lawrence SUMMER :
[http://www.whitehouse.gov/admini-
stration/eop/nec/speeches/india-
global-economy](http://www.whitehouse.gov/admini-
stration/eop/nec/speeches/india-
global-economy)

Jean-Luc BUCHALET, Pierre
SABATIER : *La Chine, une bombe à
retardement - Bulle économique,
déséquilibres sociaux, menace
environnementale : la fin d'un
système ?* (Eyrolles 2012)

S. BERGER : *How We Compete*
(New York: Doubleday, 2005)
Léo-Paul DANA : *Asian Models of
Entrepreneurship* (University of
Canterbury, New Zealand, 2007)
FENG Bang-yan (Ed.) : *100 YEARS
OF LI & FUNG - Rise from Family
Business to Multinational*, 2006
Victor FUNG, W. FUNG and Yoram
WIND: *Competing in a Flat World:
Building Enterprises for a
Borderless World*, (Pearson Prentice
Hall 2007)
Jeffrey K LIKER : *The Toyota Way*
(New York 2004)

43,00

- Mumbai consensus vs Beijing consensus
Who will win the race ?
Is democracy important for capitalism ?

- Asian Economies in the Crisis
Bubble economies
Jim Chanos and the China bears
Paul Krugman and the neo-protectionism
Can India become a second China?

- New Organization of the Production in Asia
From off-shoring to global approach of the markets
The Toyota way, Taiwanese OEM manufacturers, Li & Fung...

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	40	Written exam	Individual	100	2,00
Midterm exam (ME)					
Continuous assessment (CA)	60	Project	Individual	67	
		Oral exam	Individual	33	

SUGGESTED FURTHER READINGS :

LAN314 - FRENCH LANGUAGE BEGINNERS

IDENTIFICATION :

Course title : **FRENCH LANGUAGE BEGINNERS**
 Supervisor : **DE FRIAS Conchita**
 Based in : **Angers - Office : 306**
 E-mail : **conchita.defrias@essca.fr**
 Teaching language : **French**

Semester : **05/06**
 Department : **Langues**
 Code : **LAN314**
 Campus : **Angers/Paris**
 Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

Comprehensive courses in which participants assimilate and practice the French language through the practice of the four fundamental skills: listening, speaking, reading, writing. In this level, students will learn basic structures and necessary vocabulary for daily life and will develop oral capacity to understand and be understood.

LEARNING GOALS/LEARNING OBJECTIVES :

4.2 Show proficiency in foreign languages in professional situations.

ORGANISATION :

	Lecture	Seminar	Other
Skills and confidence to cope with everyday situations -----			5,00
Focus on oral communication esp. the ability to live and -----			5,00
Practical topics such as taking about oneself, family, work, ... -----			5,00
Grammar : theory and practice in class -----			10,00
Cultural information about French life (public holidays, eating habits, social relationships) ---			5,00
Pronunciation, intonation -----			3,00
Regional accents -----			2,00
Oral activities in groups -----			10,00
			45,00

ASSESSMENT :

	% of final grade	Assessment type	%	Duration (hours)
Final exam (FE)				
Midterm exam (ME)				
Continuous assessment (CA)	100	Written exams Individual	50	
		Oral exams Individual	50	

LAN314 - FRENCH LANGUAGE INTERMEDIATE

IDENTIFICATION :

Course title : **FRENCH LANGUAGE INTERMEDIATE**
 Supervisor : **DE FRIAS Conchita**
 Based in : **Angers - Office : 306**
 E-mail : **conchita.defrias@essca.fr**
 Teaching language : **French**

Semester : **05/06**
 Department : **Langues**
 Code : **LAN314**
 Campus : **Angers/Paris**
 Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

Comprehensive courses in which participants assimilate and practice the French language through the practice of the four fundamental skills: listening, speaking, reading, writing. Students will reinforce their knowledge and will improve oral and writing abilities. Also, they will study and analyse current affairs through different documents in French (newspaper, video and audio supports, ...)

LEARNING GOALS/LEARNING OBJECTIVES :

4.2 Show proficiency in foreign languages in professional situations.

ORGANISATION :

	Lecture	Seminar	Other
Skills and confidence to cope with everyday situations -----			6,00
Focus on oral communication esp. the ability to live and -----			6,00
Practical topics such as taking about oneself, family, work, ... -----			6,00
Presentations on French subjects: a famous French person, a French product, a distinctive regional ----- 6,00			6,00
Preparation for DELF (Diplôme d'études en langue française) -----			6,00
Ability to improve and refine vocabulary and style -----			6,00
Know how and ability to adapt French language to different interlocutors -----			6,00
Study of French films and songs -----			3,00
			45,00

ASSESSMENT :

	% of final grade	Assessment type	%	Duration (hours)
Final exam (FE)				
Midterm exam (ME)				
Continuous assessment (CA)	100	Written exams Individual	50	
		Oral exams Individual	50	

MGT351 - OPERATIONS MANAGEMENT I

IDENTIFICATION :

Course title : **OPERATIONS MANAGEMENT I**
 Supervisor : **BRUSSET Xavier**
 Based in : **Paris** - Office : **8**
 E-mail : **xavier.brusset@essca.fr**
 Teaching language : **English**

Semester : **05/06**
 Department : **Management**
 Code : **MGT351**
 Campus : **Angers/Paris**
 Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

Operations management is the planification and management of all processes in a firm which enable it to produce and sell products and services to its customers. It is vital to understand how wealth is created by firms. The scope of operations management ranges across an organization: product and service design, process design and improvement, quality management, supply and distribution management etc. This is an introductory course to enable a student to grasp the necessary concepts involved and to understand the implications of their interactions. Easy, applied examples and cases are presented and solved throughout.

LEARNING GOALS/LEARNING OBJECTIVES :

- 2.1 Demonstrate the capacity of analysing a situation, a process, an environment, and of identifying and integrating relevant information.
- 2.3 Choose appropriate methods of calculation and tools of problem-solving.
- 3.1 Demonstrate effective team interaction skills.

ORGANISATION :

	Lecture	Seminar	Other
Competition through operations -----		12,00	
- Scope of operations management <i>What is operations management</i> <i>Responsibilities in operations management</i> <i>Decision making</i>		<i>Case study</i>	
- History of operations management and trends for the future <i>Why study OM?</i> <i>Jobs and careers</i> <i>Interactions with other departments</i> <i>History of OM</i>			
- Operations strategy <i>Definition</i> <i>Vision</i> <i>Reconciling capabilities and market opportunities</i>			<i>Case : Or Noir at Barry Callebaut</i>
- Understanding processes <i>What is operations and process management</i> <i>Does the business take a process perspective?</i> <i>Do operations and process management have a strategic impact?</i> <i>Should all processes be managed the same way?</i>			<i>EleXon Computers Case Study</i>
Designing and managing processes -----		15,00	
- Lean Management and Just In Time (JIT) <i>Definition of lean systems</i> <i>Types of waste</i> <i>Toyota Production System</i> <i>Kaizen</i> <i>Barriers, difficulties and sustainability</i>			<i>Case Copper Kettle Catering</i>
- Managing capacity and requirements <i>Definition of capacity</i> <i>Capacity management Long term: economies of scale, capacity sizing</i> <i>Capacity management Short term: definitions of constraints and bottlenecks</i> <i>Theory of Constraints</i>			<i>Case study : Grand Mother Chicken Restaurant</i>
- Waiting line models -- Demand models <i>Structure of a waiting list</i> <i>Single server model and application</i> <i>Decision areas for management</i> <i>Various uses of demand forecasts in business</i> <i>Type of demand patterns</i> <i>Methods to generate a forecast</i>			<i>Case study : Compagnie Mécanique de l'Ouest</i>
- Managing inventory (sessions 1 & 2) <i>Operations strategy and impact on inventories</i> <i>Inventory holding cost</i> <i>Stock management</i> <i>When to order? Inventory policies</i>			
- Managing quality <i>What is quality</i> <i>The first step in quality: issue identification correction</i> <i>Total Quality Management (TQM)</i> <i>Impact for a firm</i>			
From logistics to supply chain -----		12,00	3,00

- Sales & Operations Plan
 - Why plan?*
 - Stages in operations planning and scheduling*
 - Data required*
 - Sales & Operations Plan*
- What is supply chain management, need and benefits
 - Outsourcing and offshoring*
 - What is supply network design?*
 - Configuring a network*
- Case study
 - Presentation in groups of the Semester Case Study: report handed in for evaluation*

Case study

Case study

39,00 3,00

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	50	Written exam	Individual	100	3,00
Midterm exam (ME)					
Continuous assessment (CA)	50	Project	Group	60	
		Oral exam	Group	40	

SUGGESTED FURTHER READINGS :

- Operations Management, Processes and supply chains, Lee Krajewski, Larry Ritzman and Manoj Malhotra, Pearson Education, 9th edition, 2010
- Operations and process Management, principles and practice for strategic impact, Nigel Slack, Stuart Chambers, Robert Johnson and Alan Betts, Pearson Education, 2006

FIN351 - INTERNATIONAL CORPORATE FINANCE

IDENTIFICATION :

Course title : **INTERNATIONAL CORPORATE FINANCE**
 Supervisor : **PHILIPPAS Dionisis**
 Based in : **Paris** - Office : **H0604**
 E-mail : **dionisis.philippas@essca.fr**
 Teaching language : **English**

Semester : **05/06**
 Department : **Finance**
 Code : **FIN351**
 Campus : **Angers/Paris**
 Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

The course will focus on "International Corporate Finance". It will explain the establishment of financial statements and the functioning of financial markets and financial reporting strategy of listed companies, in general. More particularly, the most important issues of international corporate finance, related to investment policy, Capital Budgeting and corporate valuation of the firm.

LEARNING GOALS/LEARNING OBJECTIVES :

- 1.1 Demonstrate solid knowledge in the fundamentals of accounting, finance, economics, business law, marketing, management, and information technology.
- 2.1 Demonstrate the capacity of analysing a situation, a process, an environment, and of identifying and integrating relevant information.
- 4.1 Demonstrate the capacity to analyse the economic, social cultural and political environment of a country or region.

ORGANISATION :

	Lecture	Seminar	Other
International financial reporting -----		15,00	
- Financial reporting practices			
» <i>Legal framework</i>			
» <i>Information disclosure: financial information and non-financial information</i>			
» <i>Actors of the financial reporting activity</i>			
» <i>Different way of reporting: classic means, new means</i>			
» <i>Accounting manipulation and fraud</i>			
- Presentation of Financial Statements: Balance Sheet & Income statement			
» <i>Financial Condition</i>			
» <i>Stockholders' equity</i>			
» <i>Earnings calculations</i>			
» <i>Statement of stockholders' equity</i>			
» <i>Study questions, Problems and Cases</i>			
- International finance and accounting harmonisation			
» <i>European accounting regulations</i>			
» <i>International accounting regulations</i>			
» <i>ISA/IFRS</i>			
- French GAAP vs IAS/IFRS			
» <i>Technical differences</i>			
» <i>Cultural differences</i>			
» <i>Special standards</i>			
» <i>Study questions, Problems and Cases</i>			
- General case study			
			<i>Group presentation to prepare for the next session about the structure of a corporate web site of a listed company</i>
			<i>Case study to prepare for the next session</i>
			<i>Group presentation on IFRS application around the world</i>
			<i>Case study: transforming financial statements from French GAAP to IFRS</i>
Capital budgeting -----		15,00	
- How to finance a Corporation			
- <i>From a start up to a large cap (P.E.)</i>			
- <i>Some types of stocks</i>			
- <i>Different types of loans</i>			
- <i>Cash versus profit :</i>			
- <i>build a cash flow statement</i>			
- <i>Cash cycle management</i>			
- <i>Cost of debt</i>			
- <i>Role of the financial manager</i>			
- Understand how to approach a relevant discount rate			
- <i>Some elements on risk</i>			
- <i>Risk measurement</i>			
- <i>Portfolio theory</i>			
- <i>Estimate the cost of capital (CAPM)</i>			
- Project analysis			
- <i>DCOC and WACC</i>			
- <i>Decision tree</i>			
- <i>Sensitivity Analysis</i>			
- <i>Scenario Analysis</i>			
- Raising Cash			
- <i>Welcome new private shareholders</i>			
- <i>IPO</i>			
- <i>Dividend Payments and Stock Repurchases</i>			
- <i>Information in Dividends and Stock Repurchases</i>			
			<i>Study questions to prepare for the next session</i>
			<i>case studies to prepare for the next session</i>
			<i>case studies to prepare for the next session</i>
			<i>case studies to prepare for the next session</i>

- Mergers
 - *Sensible Motives for Mergers*
 - *Some Dubious Reasons for Mergers*
 - *Estimating Merger Gains and Costs*
 - *The Mechanics of a Merger*
 - *Takeover Battles and Tactics*

case studies to prepare for the next session

Corporate valuation -----

12,00

- Fundamentals of valuation
 - » *Purpose of valuation*
 - » *Valuation multiples*
 - » *Decomposition of multiples*
 - » *Adjustments*
- Discounted cash flow model I
 - » *Value drivers*
 - » *Forecasting the cash flow*
 - » *Free cash flow measures*
- Group presentation

Study questions to prepare

- Discounted cash flow model II (4 hours)
 - » *Terminal value*
 - » *Discount rate*
 - » *Adjustments*
- General case study

Study questions, Problems and Cases

Study questions, Problems and Cases

42,00

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	70	Written exam	Individual	100	3,00
Midterm exam (ME)					
Continuous assessment (CA)	30	Written exam	Individual	50	
		Oral exam	Group	50	

SUGGESTED FURTHER READINGS :

- J. Berk, P. DeMarzo (2007), *Corporate Finance*, Pearson International Edition.
- R. Brealey and S. Myers (2003), *Principles of Corporate Finance*, International edition, McGraw-Hill.
- A. Melville (2009), *International financial reporting : a practice guide*, second edition, Prentice Hall.
- C.Roberts, P. Weetman, P.Gordon (2008), *International Corporate Reporting*, fourth edition, Prentice Hall.

INT351 - CONTEMPORARY EUROPEAN POLITICS

IDENTIFICATION :

Course title : **CONTEMPORARY EUROPEAN POLITICS**
Supervisor : **SONNTAG Albrecht**
Based in : **Angers** - Office : **J1922**
E-mail : **albrecht.sonntag@essca.fr**
Teaching language : **English**

Semester : **05**
Department : **Affaires Internationales**
Code : **INT351**
Campus : **Angers**

Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

The objective of the course is to provide a good understanding of the numerous political and economic challenges the European Union faces today. Based on a good fundamental knowledge of geographic, economic and demographic realities of Europe, the course will be strongly focused on the current state of the Union, between attempts at institutional reform, the sovereign debt crisis and the issues surrounding monetary union and the stability pact. It will also revise some major policies and have a critical assessment of current attitudes and strategies towards European integration. At the end of this course students will be in a position to critically assess forthcoming events and developments that concern the Union.

LEARNING GOALS/LEARNING OBJECTIVES :

- 2.1 Demonstrate the capacity of analysing a situation, a process, an environment, and of identifying and integrating relevant information.
- 2.2 Coordinate and integrate knowledge from different fields and show proficiency in synthesizing complex data.
- 2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.
- 4.1 Demonstrate the capacity to analyse the economic, social cultural and political environment of a country or region.

ORGANISATION :

	Lecture	Seminar	Other
A critical assessment of EU governance -----		9,00	
- Current affairs and debates			
- <i>Hot topics and fundamental problems in the European Union</i>			<i>Reader of visionary texts 1943-1950: A new design for Europe.</i>
- <i>Definition and purpose of the EU</i>			
- <i>Assessment: Taking stock in 2012.</i>			
- An institutional revolution			
- <i>Emergence and design on a new post-war Europe</i>			<i>Reader : Historical overview 1950-2013</i>
- <i>Supranationalism vs. Intergovernmentalism</i>			
- <i>The Monnet method and its heritage</i>			
- The decision-making process in the EU			
- <i>The development of the EU institution since its inception</i>			<i>Reader on the decision-making process of the European Union.</i>
- <i>The role of main institutions</i>			
- <i>The making of European law</i>			
- A critical analysis of the current institutional framework			
- <i>SWOT analysis of the major EU institutions. Technocratic tendencies. Is there a democratic definit in the European Union?</i>			<i>Preparation of personal Excel datasheet with geographical, demographical, economic data.</i>
Markets, budgets, policies and lobbying -----		18,00	
- Enlargement of the European Union			
- <i>Phases of enlargement</i>			<i>Completion of personal datasheet</i>
- <i>Criteria for membership</i>			<i>The situation of Ukraine</i>
- <i>Review of geopgraphical, economic and social issues related to EU membership</i>			
- <i>Levels of membership: Eurozone, Schengen, EU, EEA, Neighbourhood Programme.</i>			
- <i>Case study: Turkey</i>			
- The Single Market and Schengen			
- <i>Discussion: Geopolitics: the Neighbourhood Agreement with Ukraine</i>			
- <i>The Single Market: from the ECSC to the 2011 Single Market Act</i>			
- <i>Intra-EU competition: an unfair playing field?</i>			
- <i>Case study: the abattoir industry: Germany vs Europe</i>			
- EU External Trade			
- <i>EU competition with the world: tariffs and regulations</i>			
- <i>Import and export barriers</i>			
- <i>The WTO and Trade Wars</i>			
- <i>Bilateral trade agreements: Canada, MERCOSUR, China and TTIP</i>			
- <i>Case study: EU meat production and TTIP negotiations with the USA</i>			
- Lobbying in the European Union (Part 1)			
- <i>Lobbying and lobbyists</i>			
- <i>Techniques and practices</i>			
- <i>Exercise: preparation of lobbying exercise for EU animal transport regulations</i>			
- Lobbying in the European Union (Part 2) and Euroscepticism			
- <i>Presentation of lobbying exercise in groups (EU animal transport regulations) (assessed)</i>			
- <i>Variations of popular support (Eurobarometer surveys).</i>			
- <i>Causes, origins, tendencies of Euroscepticism</i>			
- <i>Case study: UKIP</i>			
- The Budget of the European Union			
- <i>The budget of the European Union</i>			
- <i>Structure of revenues and expenditures</i>			

- *The EU budget's multiplier effect in business*
- *Possible avenues for budget reforms*
- Major policies (1): the Common Agricultural Policy and its critics
 - *Origin and development of the CAP*
 - *Intended and unintended effects*
 - *Criticisms and attempts at reform*
 - *Case study: Cameroon and chicken*
- Major policies (2): EU energy and environment policy (Part 1)
 - *Sustainability: discourse and action in the European Union*
 - *Environment policy: between good intentions and economic compromise*
 - *A critical assessment of the 2020 strategy*
 - *Case study: geopolitics and EU gas supplies. Russia and Nabucco.*
- EU energy and environment policy (Part 2) / The EU debt crisis (Part 1)
 - *Group presentation energy data and policy*
 - *The US sub-primes crash*
 - *Breaking the Stability Pact and the new Six-Pack*
 - *The impact of the sovereign debt crisis*
 - *Actors and policy in the crisis: the Troika and IMF restructuring*
- The EU debt crisis (Part 2) / Discussion 'The EU in 2050'
 - *Solutions: the existing EU austerity programme and possible alternatives*
 - *Case study: Greece*
 - *Discussion. The future of the euro and the European Union.*

- *Preparation of energy / environment research in groups.*

27,00

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	60	Written exam	Individual	100	2,00
Midterm exam (ME)	20	Written exam	Individual	100	1,00
Continuous assessment (CA)	20	Project	Group	50	
		Project	Group	50	

INT357 - EUROPEAN HISTORY AND POLITICS

IDENTIFICATION :

Course title : **EUROPEAN HISTORY AND POLITICS**
Supervisor : **HOERBER Thomas**
Based in : **Angers** - Office : **J1923**
E-mail : **thomas.hoerber@essca.fr**
Teaching language : **English**

Semester : **06**
Department : **Affaires Internationales**
Code : **INT357**
Campus : **Angers**
Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

This course will provide students with an historical understanding of European Integration and it will give insights into the political development of key member-states of the European Union. The course deals with the two existing and interlinked realities of national and non-national government and politics in important European states such as France, Germany and Britain. We will cover the political history of these states, their institutional arrangements and some important social dynamics within the states. The course will compare and contrast the relationship between the EU and the different nation-states and, in historical terms, the development of a national position on the European Community.

LEARNING GOALS/LEARNING OBJECTIVES :

- 2.1 Demonstrate the capacity of analysing a situation, a process, an environment, and of identifying and integrating relevant information.
- 2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.
- 3.2 Show proficiency in the effective organisation and convincing presentation of information for effective written and oral business communication.
- 3.3 Develop and apply skills of personal organisation, anticipation, planning (time management) and methodological rigour.

ORGANISATION :

	Lecture	Seminar	Other
European History and Politics -----	15,00	27,00	3,00
- Introduction <i>Introduction on the foundations of European Integration</i>			<i>'The Schuman Declaration', in: A. G. Harryvan, J. van der Harst (eds.) Documents on the European Union, Macmillan Press, London, 1997, pp. 61-3</i>
- France/War Experience » <i>War Experience</i> » <i>War consequences</i>			<i>Charles de Gaulle, Mémoires d'espoir, Plon, Paris, 1970 pp. 137-141, 153, 158</i> <i>Roy Jenkins, Churchill, Macmillan, London, 2001 pp. 780, 834</i> <i>Jean Monnet, Mémoires, Fayard, Paris, 1976, pp. 526, 530</i>
- Germany/War Experience » <i>War Experience</i> » <i>War consequences</i> » <i>Western commitment</i>			<i>P. Ahonen, After the Expulsion. West Germany and Eastern Europe 1945-1990, pp. 83</i> <i>R. O. Paxton, Europe in the 20th Century, 5th ed., pp. 478, pp. 489</i> <i>Charles Williams, Adenauer, John Wiley & Sons, New York, 2000, pp. 294, 354, 392</i>
- Britain/War Experience » <i>War consequences</i> » <i>The Status Quo</i> » <i>The hope for a peaceful future</i>			<i>L.J. Butler, Britain and Empire, pp. 81-2</i> <i>O. J. Daddow, Britain and Europe, since 1945, p. 126, see also, pp. 127-30</i> <i>David Gowland, Arthur Turner, Reluctant Europeans, Longman, London, 2000, pp. 28</i> <i>Richard Lamb, The Macmillan Years, pp. 103-5</i>
- Summary and Conclusion of War Experience			
- Excursion to the landing beaches of Normandy			
- France/ Military Security » <i>East-West Antagonism</i> » <i>Integrated Defences</i>			<i>W. E. Beckett, The North Atlantic Treaty, The Brussels Treaty and the Charter of the United Nations, pp. 18-20</i> <i>E. Fursdon, The European Defence Community, Ch. 4, 5, 8</i> <i>B. Heuser, NATO, Britain, France and the FRG, pp. 16, 31, 93-4, 148</i>

- Germany/Military Security
 - » *East-West Antagonism*
 - » *Integrated Defences*

- Britain/Military Security
 - » *East-West Antagonism*
 - » *The national Armies of Europe*
 - » *Integrated Defences*
 - » *Crisis*

- Summary and Conclusion of Military Security

- France/Economic Security
 - » *The Nation*
 - » *Half-way Europe*
 - » *European Integration*

- Germany/Economic Security
 - » *The Nation*
 - » *Half-way Europe*
 - » *European Integration*

- Britain/Economic Security
 - » *The Nation*
 - » *Imperial Preference*
 - » *Britain and the European organisations*
 - » *Britain in Europe*

- Summary and Conclusion of Economic Security

- Conclusion

- Guest Lecture at some point during the Semester
The Introduction and Conclusion will usually only take 1.5 hours. Depending on whether a suitable guest lecture can be found, it will be added during the semester.

Paul A. Chilton, Security Metaphors, pp. 123-245
S. Dockrill, Britain's Policy for West German Rearmament 1950-1955, pp. 22, 24-8, 32, 34, 39
Beatrice Heuser, NATO, Britain, France and the FRG, p. 28
Jean Monnet, Mémoires, p. 396

L.J. Butler, Britain and Empire, pp. 66, 70, 112, 141
Cornelli Barnett, Britain and Her Army, pp. 481-5
Michael Burgess, Federalism and European Union, p. 67
J.W. Young, Britain, France and the Unity of Europe 1945-1951, pp. 120, 123, 128, 141-2

Jean Monnet, Mémoires, Ch. 10, p. 314-5, 322, 333, 401, 413, 468, 526
Alan S. Milward, The European Rescue of the Nation-State, Ch. 2
J-J Servan-Schreiber, The American Challenge, pp. 128-131
Charles Williams, The Last Great Frenchman, p. 420

Oliver J. Daddow, Britain and Europe since 1945, p.72
A. S. Milward, The European Rescue of the Nation-State, Ch. 6, p. 3, 116-8134, 142, 208, 223, 321
R. O. Paxton, Europe in the 20th Century, 5th ed., p. 507

Stuart Croft, British policy towards western Europe: 1945-51, p. 88
Stephen George, An Awkward Partner, pp. 9, 17-20, 23, 26
Richard Lamb, The Macmillan Years, pp. 102, 104, 106-7, 110-1, 117, 120, 128, 156

15,00 27,00 3,00

ASSESSMENT :

	% of final grade	Assessment type	%	Duration (hours)
Final exam (FE)				
Midterm exam (ME)				
Continuous assessment (CA)	100	Project Individual	50	
		Oral exam Individual	25	
		Project Individual	25	

INT363 - EUROPEAN SUSTAINABILITY POLICIES

IDENTIFICATION :

Course title : **EUROPEAN SUSTAINABILITY POLICIES**
Supervisor : **HOERBER Thomas**
Based in : **Angers - Office : J1923**
E-mail : **thomas.hoerber@essca.fr**
Teaching language : **English**

Semester : **05**
Department : **Affaires Internationales**
Code : **INT363**
Campus : **Angers**
Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

The course will cover the history, the political economy and the economics of European sustainability policies from the 1970s to the present. The introduction will define the key concepts of Sustainability and the European Business environment. The second part will make the link between energy policies, energy saving and eventually environmental protection at the beginning of the development of an environmental conscience. It will consider the major elements of environmental policies and the key documents in the respective sectors. In the third part, the political economy of implementing environmental policies will be analysed, in the present European political and business environment. This will touch on different sustainability policies, such as Corporate Social Responsibility, ecological modernisation or the green movement. The course will finish with an outlook on where European sustainability policies are going.

LEARNING GOALS/LEARNING OBJECTIVES :

- 2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.
- 3.2 Show proficiency in the effective organisation and convincing presentation of information for effective written and oral business communication.

ORGANISATION :

	Lecture	Seminar	Other
The History of Energy and Environmental Policies -----	12,00	12,00	
- Energy and Environment			
- <i>Repercussions of the oil crisis 1973</i>			<i>F. McGowan, 'Can the European Union's Market Liberalism ensure Energy Security in a time of Economic Nationalism?' in Journal of Contemporary European Research, Vol. 4, Issue 2, June 2008</i>
- <i>Energy Mix</i>			<i>European Commission, "An European Energy Policy", COM (2007) 1</i>
- <i>Energy saving (from 1973 onwards)</i>			<i>M. Mazzawi, Palestine and the Law: Guidelines for the Resolution of the Arab-Israeli Conflict, Ithaca Press, NY, 1997, p. 209</i>
- <i>Energy efficiency (mainly from 1973)</i>			<i>L. Turner, 'The European Community: Factors of Disintegration', in: International Affairs, 3, 1974, pp. 404-15</i>
- <i>A European energy policy</i>			<i>Prepare documents handed out in the previous sessions for discussion in class.</i>
- Environment Introduction			
- <i>Discussion of Documents handed out in the Energy and Environment session</i>			
- <i>Governmental Structures for environmental policies</i>			
- <i>Definition of the Environment</i>			
- <i>Importance of environmental Issues</i>			
- Pollution			
- <i>Air Pollution</i>			<i>Revue Générale Nucléaire, 2010, No. 4 July/August</i>
- <i>Water Pollution</i>			<i>Marie-Hélène Labbé, Le nucléaire à la croisée des chemins, IFRI, Paris, 1999, pp. 36, 55, 69-71, 82</i>
- <i>Noise</i>			<i>Pamela Barnes, 'Security of energy supply in the new Europe', in: J CER, Vol. 4, Issue 2, June 2008, pp. 113</i>
- <i>Global Warming</i>			<i>Thomas Hoerber, 'The Role of Euratom in a sustainable energy future', in: P. Barnes, T. Hoerber (eds.), Sustainable Development and Governance in Europe, Routledge, London, 2013, pp. 121</i>
- <i>Discussion on Pollution and respective literature</i>			
- Environmental Protection			
- <i>Public Health</i>			<i>R. Wurzel, J. Connelly (eds.), The European Union as a Leader in International Climate Change Politics, Routledge, London, 2011</i>
- <i>European environmental policy</i>			<i>J. Nye, The Power to Lead, OUP, Oxford, 2008</i>
- <i>Waste</i>			<i>Le Monde, 26 May, 2008, 'Europe', p. 5</i>
- <i>Recycling</i>			
- <i>Sustainable Growth</i>			
- <i>Discussion on Environmental Protection and respective literature</i>			

<ul style="list-style-type: none"> - Renewables <ul style="list-style-type: none"> - Water - Solar - Wind and other - Discussion on Renewables and respective literature 	<p>F. McGowan, 'Can the European Union's Market Liberalism Ensure Energy Security in a time of Economic Nationalism?', in JCER, Vol. 4, Issue 2, June 2008, p. 94-5, 99</p> <p>C. van der Linde, 'External Energy Policy: Old Fears and New Dilemmas in a larger Union', in: A. Sapir (ed.), <i>Framgmented Power</i>, Bruegel, Brussels, 2007</p> <p>European Commission, 'A European Strategy for Sustainable, Competitive and Secure Energy, COM (2006) 105, 8 March</p>
<ul style="list-style-type: none"> - Conclusion Environment <ul style="list-style-type: none"> - Conclusion - Discussion of Documents on the Environment, i.e. sessions entitled "Introduction", "Pollution", "Environmental Protection", and "Renewables" - Conclusion of the History of Energy and Environmental Policies <ul style="list-style-type: none"> - The 1973 oil crisis and European integration - Britain and Europe - The Commission as the "brains" of the Community - The European environmental conscience 	<p>Prepare documents handed out in the previous sessions for discussion in class.</p> <p>O. J . Daddow, <i>Britain and Europe since 1945</i>, MUP, Manchester, 2004, p. 24</p> <p>A. S. Milward, <i>The European Rescue of the Nation State</i>, Routledge, London, 1992, pp. 346, 422-3, 436</p> <p>T. Hoerber, <i>The Foundations of Europe</i>, VS-Verlg, 2006, pp. 68, 316</p> <p>Jean Monnet, <i>Mémoires</i>, Fayard, Paris, 1976, pp. 46, 109, 417</p> <p>F. McGowan, 'EU Energy Policy', in: A. M. Al-Agraa (ed.), <i>The European Union - History, Institutions, Economics and Policies</i>, Prentice Hall Europe, Hemel Hempstead, 1998, p.267</p>
<ul style="list-style-type: none"> - Concluding Plenary Session <ul style="list-style-type: none"> - Discussion of Documents handed out in the previous session session - Discussion of the 5th EU Environmental Action Programme (5. EAP) - Discussion of the Brundtland Report 	<p>Prepare documents handed out in the previous session for discussion in class, i.e. quotations from parliamentary debates, The Brundtland Report and the 5. EAP</p>
<p>Applications and Criticism -----</p>	<p>3,00 6,00</p>
<ul style="list-style-type: none"> - The Discourse of Degrowth <ul style="list-style-type: none"> - Sustainability - Sustainable Development - Degrowth 	<p>Pamela Barnes, Thomas Hoerber, <i>Conclusions - not one discourse, but many?</i>, pp. 220, in: P. Barnes, T. Hoerber (eds.), <i>Sustainable Development and Governance in Europe</i>, Routledge, London, 2013</p> <p>Assen Slim, 'The impact of de growth (la décroissance) on the discourse of sustanability', pp. 48, in: P. Barnes, T. Hoerber (eds.), <i>Sustainable Development and Governance in Europe</i>, Routledge, London, 2013</p>
<ul style="list-style-type: none"> - Global Environmental Portection? <ul style="list-style-type: none"> - Market failure - Global Warming 	<p>Richard Bull, 'Governance, sustainability and deliberation', pp. 205, in: P. Barnes, T. Hoerber (eds.), <i>Sustainable Development and Governance in Europe</i>, Routledge, London, 2013</p>
<ul style="list-style-type: none"> - The Emissions Trading System (EMS) <ul style="list-style-type: none"> - Emissions Trading System 	<p>Lydia Kernevez, 'The EU's emissions trading scheme', pp. 149 in: P. Barnes, T. Hoerber (eds.), <i>Sustainable Development and Governance in Europe</i>, Routledge, London, 2013</p>
<p>Sustainability in Business -----</p>	<p>6,00 6,00</p>
<ul style="list-style-type: none"> - Managing Sustainability in Business <ul style="list-style-type: none"> - Sustainability and CSR on the Business Level – Evolution and Meaning of Two Concepts 	<p>Text: Carroll, A.B. 1991: <i>The Pyramid of Corporate Social</i></p>

Responsibility: Toward the Moral Management of Organizational Stakeholders

Case: Brent Spar Revisited

Text: Martens, P. and Raza, M. 2010: Is Globalization Sustainable?

Case: Interface – More Than Just A Carpet Company

Text: Porter, M.E. and Kramer, M.R. 2006: The Link Between CSR and Competitive Advantage

Case: Walmart’s Sustainability Strategy

Text: Bhattacharya, C.B., Sen, S. and Korschun, D. 2008: Using Corporate Social Responsibility to Win the War for Talent

Case: How BMW Successfully Practices Sustainable Leadership Principles

Text: Karnani, A. 2007.: The Mirage of Marketing to the Bottom of the Pyramid

Case: ABN Amro Bank: Banking on Brazil

21,00 24,00

ASSESSMENT :

	% of final grade	Assessment type	%	Duration (hours)
Final exam (FE)				
Midterm exam (ME)				
Continuous assessment (CA)	100	Oral exam Individual	20	
		Project Individual	50	
		Oral exam Individual	30	

ENV351 - BUSINESS MODELS FOR A SUSTAINABLE ECONOMY

IDENTIFICATION :

Course title : **BUSINESS MODELS FOR A SUSTAINABLE ECONOMY**
Supervisor : **AGAFONOW Alejandro**
Based in : **Angers - Office : H1708**
E-mail : **alejandro.agafonow@essca.fr**
Teaching language : **English**

Semester : **05**
Department : **Environnement de l'entreprise**
Code : **ENV351**
Campus : **Angers**
Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

A "business model" concerns the way a firm turns a profit, describing specific steps toward the creation of value. In its basic form a business model can be boiled down to a building block, that is, firms tend to stretch their operations until the difference between total revenue and total cost is roughly maximized. The problem is that in the presence of market failures that put obstacles in the way of would-be competitors trying to break into the market, profit maximization is likely to trigger some of the most pressing issues that concern us today, like environmental degradation, contrived scarcities, and exploitation of consumers and stakeholders among others. Being it money-making or a social mission, this course explores different ways of value creation by means of for-profit, non-profit, and hybrid forms of business that are deemed essential to fuel a sustainable market economy. A constructivist view of learning is adopted to build a learner-centered classroom.

LEARNING GOALS/LEARNING OBJECTIVES :

- 1.1 Demonstrate solid knowledge in the fundamentals of accounting, finance, economics, business law, marketing, management, and information technology.
- 2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.
- 3.2 Show proficiency in the effective organisation and convincing presentation of information for effective written and oral business communication.

ORGANISATION :

	Lecture	Seminar	Other
INTRODUCTION -----		3,00	
- Introduction * <i>Self-presentation of students and exploratory dialog about sustainability and the problem of global commons.</i>			<i>News and media: * The tragedy of the commons. http://youtu.be/MLirNeu-A8I</i>
FUNDAMENTALS OF BUSINESS MODELS -----		9,00	
- Pricing and Profitability * <i>Profitability. What it takes to achieve it.</i>			<i>Books: * "The Market" in Human Action. A Treatise on Economics. By Ludwig von Mises (Fox & Wilkes, San Francisco, 1963). * "Product Pricing and Profitability," by John Tennent in Guide to Financial Management (The Economist, 2008). News and media: * What is value? http://youtu.be/gYDbLCTHFxM</i>
- Value Capture: Understanding Profit-Making * <i>Defining and understanding value capture.</i>			<i>Books: * "Pricing. Understanding and Capturing Customer Value," in Marketing. An Introduction. By Gary Armstrong and Philip Kotler (Pearson, 2012). News and media: * TED: The source of Economic Value. http://youtu.be/-A1wib_GI4s</i>
- Market Equilibrium and the Institution-Less Economy * <i>Understanding economic efficiency from the point of view of society, not individual firms.</i>			<i>Books: * "Monopoly and Competition Compared," in Principles of Economics. By Roy Ruffin and Paul Gregory Thomas (Scott, Foresman and Company, 1988). * "Public Goods and Common Resources," in Principles of Microeconomics. By Gregori Mankiw (Thomson, 2007). Practical activities: * Experiment to illustrate market failures: adverse selection and moral hazard.</i>

- Social Responsibility. A Marketer's Perspective
 - * *Arguments for and against the use of marketing in a sustainable economy.*

Papers:

* "Sustainable Marketing. Social Responsibility and Ethics," in *Principles of Marketing*. By Philip Kotler and Gary Armstrong (Pearson, 2012).

News and media:

* *Business Ethics: CSR*
<http://youtu.be/Z6LoMtwYHCA>

- The (A)morality of Shareholder Wealth Maximization
 - * *On the fiduciary duty to shareholders and deviations from the profit rule.*

Papers:

* "Business Ethics in A Competitive Market" by Julianne Nelson in *Journal of Business Ethics*, Vol. 13, No 9, 1994.

* "Profit Maximization: The Ethical Mandate of Business," by Patrick Primeaux and John Stieber in *Journal of Business Ethics*, Vol. 13, No 4, 1994.

* "The Social Responsibility of Business Is to Increase Its Profits," by Milton Friedman in *Ethical Issues in Business. A Philosophical Approach*. By Thomas Donaldson (comp), (Prentice Hall, 2002).

- The Stakeholder Theory of Capitalism
 - * *An emerging new form of capitalism, more responsive to stakeholders.*

Papers:

* "What Stakeholder Theory Is Not," by R. Phillips, R. E. Freedman and A. Wicks in *Business Ethics Quarterly*, Vol. 13, No.4, 2003.

News and media:

* *Stakeholder Theory* (with R. Edward Freeman)
<http://youtu.be/1h5IBe1cnQw>

- Hybrid Business Models: B-Corporations and L3Cs
 - * *Experimenting with organizational design for the common good.*

Papers:

* "Make It Good Officially," by Michelle Goodman in *Entrepreneur*, July 2013.

* "The For-Benefit Enterprise," by Heerad Sabeti in *Harvard Business Review*, November 2011.

* "The Need for Hybrid Businesses," by Valeriya Avdeev and Elizabeth Ekmekjian in *The CPA Journal*, August 2012.

- Commercial Entrepreneurship
 - * *The basics of entrepreneurship and creative destruction.*

Books:

* "Entrepreneurial Profit," in *The Theory of Economic Development*. By Joseph A. Schumpeter (Transaction Publishers, 2012).

* "The Mystery of Capital," in *The Mystery of Capital. Why Capitalism Triumphs in the West and Fails Everywhere Else*. By Hernando de Soto (Black Swan, 2000).

- Entrepreneurship Policy
 - * *Policymaking for entrepreneurial growth.*

Books:

* "Entrepreneurship and Growth: A Missing Piece of the Puzzle," in *Good Capitalism, Bad Capitalism, and the Economics of Growth and Prosperity*. By William Baumol et al. (Yale University Press, 2007).

* "The Big-Firm Wealthy Economies: Preventing Retreat or Stagnation," in *Good Capitalism, Bad Capitalism, and the Economics of Growth and Prosperity*. By William Baumol et al. (Yale University Press, 2007).

- Venturing in the Third Sector
 - * *On the logic of venturing when there is no profit.*

Papers:

* "Economic Theories of Nonprofit Organization," by Henry Hansmann in *The Economics of Nonprofit Enterprises*. By R. Steinberg (comp), (Edward Elgar Publishing, 2004).

* "The Pitfalls of Profits" by B. Weisbrod in *Stanford Social Innovation Review*, Vol. 2, no. 3, 2004.

Papers:

* "Value Creation, Value Appropriation, and Value Devolution. Where Do Social Enterprises Stand?" by Alejandro Agafonow in *ESSCA Working Papers*, 2013.

* "A Positive Theory of Social Entrepreneurship" by Felipe M. Santos in *Journal of Business Ethics*, Vol. 111, no. 3, 2012.

6,00

None

None

42,00

- Social Entrepreneurship

* *The basics of social entrepreneurship.*

DEVELOPING PROTOTYPES FOR A SUSTAINABLE PRODUCT (Posters) -----

- Posters Preparation

* *Posters preparation.*

- Posters Presentation

* *Posters presentation.*

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	60	Written exam	Individual	100	3,00
Midterm exam (ME)					
Continuous assessment (CA)	40	Project	Individual	50	
		Oral exams	Individual	50	

MKG353 - DESIGN MARKETING

IDENTIFICATION :

Course title : **DESIGN MARKETING**
Supervisor : **SADIK-ROZSNYAI Orsolya**
Based in : **Paris** - Office : **B301**
E-mail : **orsolya.sadik-rozsnyai@essca.fr**
Teaching language : **English**

Semester : **05**
Department : **Marketing**
Code : **MKG353**
Campus : **Angers**

Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

This course focuses on how to create value and innovation for consumers by associating design, marketing and creativity methods. Students will learn and apply creativity techniques and the design thinking approach across the entire innovation creating continuum including trend analysis, targeting, idea generation, concept development, positioning, and the 4P's. The course will be taught using interactive workshop methods and creativity techniques throughout. Students will experience these techniques so that they can apply them routinely throughout their graduate experience and beyond.

LEARNING GOALS/LEARNING OBJECTIVES :

- 1.2 Design and carry out a marketing plan in coherence with a company's business strategy.
- 5.1 Demonstrate a good command of quantitative and/or qualitative methods and techniques of information processing that are appropriate for business situations (problem-solving, statistical analysis, modelisation...).

ORGANISATION :

	Lecture	Seminar	Other
Marketing Innovation & Design Thinking -----	42,00		
- Innovation & Design Thinking Process <i>Definition of innovation</i> <i>The concept of design thinking</i> <i>Steps in a design thinking process</i>		Workshop Project : Choice of the sector, Benchmark of existing innovations	
- Trend analysis <i>Definition and meaning of trends</i> <i>Major current sociocultural trends</i>		Workshop Project : Creation of a trend board illustrating the relevant major trends for the sector	
- Persona & Creativity techniques <i>Creativity techniques and tools</i> <i>Rules for creative behaviour and attitudes</i> <i>The concept of Persona</i> <i>How to create and use a Persona?</i>		Creativity Workshop Project: Creation of the Persona	
- Insight Generation <i>Definition of Insight</i> <i>Creation and use of Insight</i>		Creativity Workshop Project: Generation of Insights	
- Creativity session <i>Concept generation</i>		Creativity Workshop Project: Generation, regrouping and prioritization of ideas, Creation of the concept board	
- Creativity session <i>Concept optimization</i>		Creativity Workshop Project: World Café	
- Use Scenario <i>The concept of use scenario</i> <i>How to create and use the use scenario?</i>		Creativity Workshop Project: Creation of the use scenario	
- Innovation <i>Innovation categories and sources</i> <i>Innovation process</i> <i>Success stories and failures</i> <i>Innovation testing</i>		Workshop Project: Preparation of innovation test	
- Innovation <i>Innovation adoption process</i> <i>Adopter categories</i> <i>Open Innovation</i>		Workshop Project: Presentation of the Innovation test results, Modification of the concept	
- Innovation development <i>The core principles of successful innovations</i> <i>Build innovations around experiences</i> <i>Think of innovations as systems</i>		Workshop Project: Creation of a prototype, Preparation of the prototype's test	
- Marketing mix of innovations <i>Approaches to realize packaging</i> <i>Value and pricing of innovations</i> <i>Innovative distribution channels</i>		Workshop Project: Definition of the adequate marketing mix	
- Innovative Digital Launch campaigns <i>Tools of innovative Digital Launch campaigns</i> <i>Success Stories</i>		Workshop Project: Creation of the innovation's launch campaign	

- Workshop
Innovation's launch campaign

*Workshop
Project: Creation of the
innovation's launch campaign
Preparation of the oral presentation
: Structure, content*

- Project presentation

Oral presentation of the projects

42,00

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	100	Written exams	Individual	60	3,00
		Project	Group	40	
Midterm exam (ME)					
Continuous assessment (CA)					

SUGGESTED FURTHER READINGS :

- Tom Kelley. The Art of Innovation: Lessons in Creativity from IDEO, America's Leading Design Firm Ed. Crown Business (2001)
- Walter Isaacson. Steve Jobs Ed. Simon & Schuster (2011)
- Geoffrey A. Moore and Regis McKenna. Crossing the Chasm: Marketing and Selling High-Tech Products to Mainstream Customers Ed. HarperBusiness (2006)

MGT352 - BUSINESS DESIGN AND VALUE CREATION

IDENTIFICATION :

Course title : **BUSINESS DESIGN AND VALUE CREATION**
Supervisor : **RONTEAU Sébastien**
Based in : **Angers** - Office : **H1714**
E-mail : **sebastien.ronteau@essca.fr**
Teaching language : **English**

Semester : **05**
Department : **Management**
Code : **MGT352**
Campus : **Angers**

Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

A comparative study of business models and planning processes, this course provides students with an understanding of the basic components of all businesses, and the ability to ask the questions and conduct the research that will enable them to understand how any business is constructed. Topics include internal components (mission and objectives, organizational facilitators and leadership, financial structure, etc.) and external components (external environment and competitive positioning, pricing mechanisms, cultural and geographic landscape, etc.).

A learner-centered approach is used in class. Therefore, class attendance and participation is critical. First, the instructor introduces a subject and set the instructional goals. The students work individually or in groups depending on the needs of the classroom and the subject. The contents presented by the students are discussed. Finally, students' work is presented and assessed.

LEARNING GOALS/LEARNING OBJECTIVES :

- 1.3 Understand the processes of negotiation, decision-making and strategy elaboration in an organisation.

ORGANISATION :

	Lecture	Seminar	Other
Business Model: Definition and Dimensions -----		9,00	
- Business Model: A Definition <i>Introduction</i> <i>Syllabus Handed Out</i> <i>Selection of firms.</i>			<i>Discussion:</i> <i>IIRC. 2013. Business Model.</i> <i>Background paper for IR.</i>
- The Business Model Canvas <i>1. Introduction: The building blocks of canvas</i> <i>2. Students assessment of the building blocks</i> <i>3. Discussion</i>			<i>The building blocks of canvas</i> <i>(Osterwalder and Pigneur pp.14-51):</i> <ul style="list-style-type: none">• <i>Customer segments</i>• <i>Value propositions</i>• <i>Channels</i>• <i>Customer relationships</i>• <i>Revenue stream</i>• <i>Key resources</i>• <i>Key activities</i>• <i>Key partnerships</i>• <i>Cost structure</i>
- Business Model Patterns <i>1. Introduction: Unbundled corporation</i> <i>2. Students assessment of the unbundled corporation</i> <i>3. Discussion</i>			<i>Unbundled corporation</i> <i>(Osterwalder and Pigneur pp.57-65)</i>
A Taxinomy of Business Models -----		12,00	
- The Long-Tail Business Model <i>1. Introduction: Long-tail business model</i> <i>2. Students assessment of the Long-tail business model</i> <i>3. Discussion</i>			<i>Long-tail business model</i> <i>(Osterwalder and Pigneur pp.66-75)</i>
- Multi-sided Platforms <i>1. Introduction: Multi-sided platforms</i> <i>2. Students assessment of Multi-sided platforms</i> <i>3. Discussion</i>			<i>Multi-sided platforms (Osterwalder and Pigneur pp.76-87)</i>
- Free Business Model <i>1. Introduction: Free business model</i> <i>2. Students assessment of the Free business model</i> <i>3. Discussion</i>			<i>Free business model (Osterwalder and Pigneur pp.88-107)</i>
- Open Business Model <i>1. Introduction: Open business model</i> <i>2. Students assessment of the Open business model</i> <i>3. Discussion</i>			<i>Open business model (Osterwalder and Pigneur pp.108-119)</i>
Business Model Design and Innovation -----		12,00	
- Business Model Design <i>1. Introduction: Design techniques</i> <i>2. Students assessment of the first three design techniques</i> <i>3. Discussion</i>			<i>Design techniques (Osterwalder and Pigneur pp.125-195)</i> <ul style="list-style-type: none">• <i>Customer insights</i>• <i>Ideation</i>• <i>Value creation</i>• <i>Prototyping</i>• <i>Storytelling</i>• <i>Scenarios</i>

- Business Innovation
 1. Introduction: business innovation
 2. Students assessment of the 15 business innovation principles
 3. Discussion
- Business Model Strategies
 1. Introduction: Two restructuring strategies
 2. Students assessment of two restructuring strategies
 3. Discussion
- Business Model Restructuring
 1. Introduction: Two restructuring strategies
 2. Students assessment of two restructuring strategies
 3. Discussion

Business Model Innovation Factory (Kaplan, S):

- 15 business innovation principles
- Creating a business model innovation factory

Restructuring strategies (Osterwalder and Pigneur pp.200-225):

- Business model environment
- Evaluating business models

Restructuring strategies (Osterwalder and Pigneur pp.226-239):

- Business model generation on Blue Ocean strategy
- Managing multiple business models

New Trends and Insights on Business Models ----- 6,00

- Family Business Models
 3. Introduction: Family Business Models
 4. Students assessment of Family Business Management
 3. Discussion
- Social and Environmental Business Models
 3. Introduction: new business model
 4. Students assessment of environmental and social business models
 3. Discussion

Family Business Models (Gimeno, A.): Family business models of management

Building Social Business Models (Yunus, M., B. Moingeon and L. Lehmann-Ortega.)

Business model innovation for sustainable energy (Richter, M.)

Mid-Term Exams ----- 3,00

Final Exam ----- 3,00

45,00

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	50	Project	Group	100	
Midterm exam (ME)	30	Project	Group	100	
Continuous assessment (CA)	20	Written exams	Individual	50	
		Oral exam	Group	50	

SUGGESTED FURTHER READINGS :

- Gimeno, A., 2010, Family Business Models: Practical Solutions for the Family Business, Basingstoke: Palgrave Macmillan. Week 13.
- IIRC (International Integrated Reporting Council). 2013. Business model. Background Paper for IR.
- Kaplan, S. 2012, Business Model Innovation Factory: How to Stay Relevant When the World Is Changing, Hoboken: Wiley. Week 10.
- Osterwalder, A. and Y. Pigneur. 2013. Business Model Generation. A handbook for Visionaries, Game Changers and Challengers. Hoboken: Wiley.
- Richter, M. 2013, Business model innovation for sustainable energy: German utilities and renewable energy, Energy Policy 62, pp. 1226-1237. Week 14.
- Yunus, M., B. Moingeon and L. Lehmann-Ortega. 2010, Building Social Business Models: Lessons from the Grameen Experience, Long Range Planning, 43, pp. 308-325. Week 14.
- Jean Michel Sahut, Lubica Hikkerova, and Moez Khalfallah (2012) Business Model and Performance of Firms, International Business Research, 6(2), 64-76.
- DaSilva, C.M., Trkman, P.(2013) Business Model: What It Is and What It Is Not, Long Range Planning.
- David J. Teece Business Models, Business Strategy and Innovation
- Mark de Reuver & Harry Bouwman & Timber Haaker Mobile business models: organizational and financial design issues that matter.
- Weitzenboeck, E.M., 2012, Legal Framework for Emerging Business Models, Cheltenham: Edward Elgar Publishing

INT321 - MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 1 - IDENTITÉS

IDENTIFICATION :

Intitulé : **MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 1 - IDENTITÉS**
Responsable : **SONNTAG Albrecht**
Site : **Angers** - Bureau : **J1922**
Mél : **albrecht.sonntag@essca.fr**
Langue d'enseignement : **Français**

Semestre : **05**
Département : **Affaires Internationales**
Code : **INT321**
Site : **Angers**
Heures totales : **24,00** / crédits ECTS : **3,00**

PRÉSENTATION GÉNÉRALE :

Ce cours est l'un de quatre cours (deux par semestre) réservés aux étudiants d'échange qui proposent une approche interdisciplinaire (utilisant des apports et des sources provenant des sciences-politiques, de l'ethnologie, de la sociologie, de l'histoire...) permettant aux étudiants de mieux comprendre les fondements de la société française contemporaine et d'appréhender ses problèmes socio-culturels actuels de manière pertinente.

Ce cours No. 1 tente de décrypter les formes de construction et les dynamiques identitaires qui sont à l'oeuvre dans la France d'aujourd'hui. Dans cette perspective, il traite de quatre grands thèmes susceptible de contribuer à une meilleure compréhension de ce que 'être français' veut dire aujourd'hui.

COMPÉTENCES VISÉES :

- 4.1 Démontrer une capacité d'analyser un environnement économique, social, culturel et politique d'un pays ou d'une région.
- 4.2 Savoir appliquer des compétences linguistiques dans des situations professionnelles.
- 4.3 Développer et appliquer des compétences culturelles qui permettent d'évoluer dans un contexte international et multiculturel.

ORGANISATION :

	CM	TD	TP
Perception et auto-perception de la France et des Français. -----		6,00	
- De l'origine du stéréotype à la prise de conscience culturelle. - <i>Naissance et enracinement des stéréotypes</i> - <i>Analyse des images et des auto-images véhiculées</i> - <i>Rôle et limites des stéréotypes.</i>			<i>Dossier de lecture 1 "Stéréotypes et perception", avec extraits de: AMOSSY, R., HERSCHBERG PIERROT, A. (2007), Stéréotypes et clichés. DELOUVEE, S., LEGAL, J.B (2008), Stéréotypes, préjugés et discrimination, Paris, Dunod JEANNENEY J.-N. (2000), Une idée fautive est un fait vrai, Odile Jacob, Paris.</i>
- L'auto-perception française - <i>Ecart et interaction entre auto-perception et hétéro-perception</i> - <i>Caricatures et chansons comme support d'auto-perception</i>			<i>Suite du dossier de lecture.</i>
- Etude de cas: Plantu - <i>L'actualité revue et corrigée par Plantu</i> - <i>Le stéréotypes dans la caricature et la satire</i>			<i>Premier sujet d'essai écrit individuel.</i>
Immigration et banlieues -----		8,00	
- Histoire de l'immigration et du principe républicain de l'assimilation - <i>Flux migratoires depuis le XIXe siècle, démographie de la France</i> - <i>Evolution du débat public sur l'immigration</i>			<i>Dossier de lecture 2 "L'immigration", avec extraits de: NOIRIEL G. (2011), Atlas de l'immigration en France, Paris: Fayard ROJZMAN C. (2001), Les banlieues, Paris, Le Cavalier Bleu, Paris. WEIL, P. (2005), La République et sa diversité. WEIL, P. (2011), Etre Français, les 4 piliers de la nationalité.</i>
- Racisme et xénophobie - <i>Racisme, préjugés et xénophonie</i> - <i>Le rôle du Le Front National</i>			
- La société de banlieue : Analyse de film - <i>Introduction : Passé et présent des banlieues</i> - <i>Matthieu Kassovitz: "La Haine" (1995)</i>			<i>Sutie du dossier de lecture</i>
- La crise de la banlieue - <i>Les crises des banlieues en France</i> - <i>Révolte identitaire ou protestation socio-économique?</i>			<i>Deuxième sujet d'essai écrit individuel.</i>
- La culture de banlieue - <i>La culture de banlieue (rap, hip-hop, slam)</i>			
La laïcité -----		4,00	
- Le concept républicain de laïcité <i>Questions autour du principe de laïcité</i>			<i>Dossier de lecture 3 "La laïcité",</i>

La séparation de l'Etat et de l'Eglise en 1905
 Les affaires du foulard et la montée de la contestation

avec extraits de :
 BAUBEROT, J. (2000), Histoire de la laïcité française, PUF, Paris
 BORNE, D. (2005), La Laïcité, La documentation française.
 STASI B. (2003), Rapport de la Commission Stasi soumis au Président de la République.

Troisième sujet d'essai écrit individuel.

- La laïcité au XXIème siècle
 Le rapport Stasi et la loi de 2004
 La laïcité comme problématique féministe
 Le regard extérieur sur la laïcité

Femmes et féminisme -----

6,00

- La place des femmes dans la société française
 - La « parité »,
 - Les inégalités persistantes au travail
 - Les droits des femmes.

- Le féminisme: histoire et héritage
 - Personnalités marquantes du féminisme dans le XXème siècle
 - Le féminisme aujourd'hui
 - Conclusion: débat et échange

Dossier de lecture 4 "Femmes et féminisme", avec extraits de :
 AMARA F. (2003), Ni putes ni soumises, Paris, La découverte
 BADINTER E. (2003), Fausse route, Paris, Odile Jacob
 MARUANI, M. (2005), Femmes, genre et sociétés, La découverte

Quatrième sujet d'essai écrit individuel.

24,00

ÉVALUATION :

	% de l'évaluation globale	Mode d'évaluation		%	Durée (heures)
Examen Final (EF)					
Examen Intermédiaire (EI)					
Contrôle Continu (CC)	100	Ecrit	Individuel	50	
		Ecrit	Individuel	50	

INT322 - MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 2 - PATRIMOINE

IDENTIFICATION :

Intitulé : MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 2 - PATRIMOINE	Semestre : 05
Responsable : SONNTAG Albrecht	Département : Affaires Internationales
Site : Angers - Bureau : J1922	Code : INT322
Mél : albrecht.sonntag@essca.fr	Site : Angers
Langue d'enseignement : Français	Heures totales : 24,00 / crédits ECTS : 3,00

PRÉSENTATION GÉNÉRALE :

Ce cours est l'un de quatre cours (deux par semestre) réservés aux étudiants d'échange qui proposent une approche interdisciplinaire (utilisant des apports et des sources provenant des sciences-politiques, de l'ethnologie, de la sociologie, de l'histoire...) permettant aux étudiants de mieux comprendre les fondements de la société française contemporaine et d'appréhender ses problèmes socio-culturels actuels de manière pertinente.

Ce cours No. 2 tente d'analyser la notion de 'patrimoine', concept essentiel de l'enracinement de la France dans une longue histoire et de la préservation de ses héritages multiples. Le 'patrimoine' s'exprime dans de multiples formes, dont une sélection est discutée de manière approfondie dans les douze séances de ce cours.

COMPÉTENCES VISÉES :

- 4.1 Démontrer une capacité d'analyser un environnement économique, social, culturel et politique d'un pays ou d'une région.
- 4.2 Savoir appliquer des compétences linguistiques dans des situations professionnelles.
- 4.3 Développer et appliquer des compétences culturelles qui permettent d'évoluer dans un contexte international et multiculturel.

ORGANISATION :

	CM	TD	TP
Le patrimoine -----		8,00	
- Les Français et leur patrimoine			
- <i>Le patrimoine symbolique de la France</i>			<i>Dossier de lecture "Le Patrimoine"</i>
- <i>Les symboles français comme marqueurs de l'identité</i>			
- Qu'est-ce que le Patrimoine ?			
- <i>Définition</i>			<i>Suite dossier de lecture "Le patrimoine"</i>
- <i>Les grands noms du patrimoine</i>			
- La sauvegarde du Patrimoine			
- <i>Enjeux identitaires, touristiques, économiques et environnementaux.</i>			<i>Premier sujet d'essai écrit individuel.</i>
- Rencontre avec le conservateur d'un monument classé			
Patrimoine naturel -----		4,00	
- La patrimoine naturel : le jardin à la française			
- <i>Les jardins comme reflets d'une pensée</i>			
- <i>Les jardins à travers l'histoire</i>			
- <i>Des jardins d'exception</i>			
- Etude de cas: Le Val de Loire			
- <i>L'interaction homme-nature comme patrimoine</i>			<i>Deuxième sujet d'essai écrit individuel.</i>
- <i>Le Val-de-Loire : histoire d'un paysage</i>			
- <i>La promotion et la sauvegarde du paysage</i>			
Ville, industries et patrimoine -----		6,00	
- Le patrimoine industriel			
- <i>Définition</i>			
- <i>Exemples de lieux industriels et liens avec l'identité française</i>			
- Etude de cas local: Angers et la tapisserie			
- <i>La tapisserie entre art et industrie</i>			
- <i>Les grands noms de la tapisserie française</i>			
- <i>Les courants de pensée qui ont influencé l'art de la tapisserie</i>			
- <i>Visite: Le Chant du Monde au musée Jean Lurçat</i>			
- Le patrimoine angevin			
- <i>Le patrimoine angevin</i>			<i>Troisième sujet d'essai écrit individuel.</i>
- <i>Les lieux reconnus par les Angevins comme faisant partie de leur patrimoine</i>			
La gastronomie française -----		4,00	
- Qu'est-ce que la gastronomie ?... saisir le libellé de la séance 1			
- <i>Définition</i>			
- <i>Histoire de la gastronomie</i>			
- <i>Le terroir et les spécialités</i>			
- <i>Les habitudes gastronomiques des Français</i>			
- La sauvegarde et transmission d'un patrimoine immatériel			
- <i>Le classement au patrimoine mondial de l'UNESCO</i>			<i>Quatrième sujet d'essai écrit individuel.</i>
- <i>Les labellisations</i>			
- <i>La gastronomie comme patrimoine vivant (réalisation des plats)</i>			

ÉVALUATION :

	% de l'évaluation globale	Mode d'évaluation	%	Durée (heures)
Examen Final (EF)				
Examen Intermédiaire (EI)				
Contrôle Continu (CC)	100	Ecrit Individuel	33	
		Ecrit Individuel	33	
		Ecrit Individuel	34	

INT355 - ECONOMIC THEORY AND GLOBALISATION (2)

IDENTIFICATION :

Course title : **ECONOMIC THEORY AND GLOBALISATION (2)**
 Supervisor : **HOERBER Thomas**
 Based in : **Angers** - Office : **J1923**
 E-mail : **thomas.hoerber@essca.fr**
 Teaching language : **English**

Semester : **06**
 Department : **Affaires Internationales**
 Code : **INT355**
 Campus : **Angers**
 Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

The course will address contemporary economic and social issues through the lens of major thinkers in the intellectual tradition of political economy such as Karl Marx, Adam Smith and John Rawls. Its aim is to understand the problems that arise from the growth of international markets and globalization in connection with post-industrial societies. Through going back to the roots of economic thought, it will be shown that economic theory was once an equivalent to social theory, with room for ethical concerns that make possible to deal with what the economy ought to be like or what goals of economic policy ought to be. In this regard, this course will address the normative implications of economic issues relevant for contemporary European post-industrial societies.

LEARNING GOALS/LEARNING OBJECTIVES :

- 2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.
- 4.1 Demonstrate the capacity to analyse the economic, social cultural and political environment of a country or region.
- 4.4 Perceive ethical issues relative to business situations and understand the mechanisms of ethical deliberation and action.

ORGANISATION :

	Lecture	Seminar	Other
Introduction to Economic Theory and Globalisation -----	2,00	1,00	
Introduction - Karl Marx -----		12,00	
- Theory, ideology, practice and attitude			<i>Prepare for the following session: Theodore Cohn. Global Political Economy, Theory and Practice. 2003. Ch. 5. The Historical Structuralist Perspective. David N. Bolaam and Michael Veseth. Introduction to International Political Economy. 2005. Ch 4. Marx, Lenin and the Structuralist Perspective.</i>
<ul style="list-style-type: none"> » Ideologies and economics » The case of ENRON » Globalisation » Theoretical perspectives » Group exercise: Neo-liberalism to communism 			
- Structuralist Theory			<i>Prepare for the following session: Karl Marx. Das Kapital. (2009, Regnery Publishing). Ch XIX- XXII The transformation of the value of labourpower into wages, Time-wages, Piece-wages, National differences of wages. Karl Marx. 'Estranged Labour' from Economic and Philosophical Manuscripts (1844), Marx and Engels Collected works, vol. 3, pp322-326</i>
<ul style="list-style-type: none"> » Application of theory: Greece - causes and solutions » Exercise: public or private? 			
- Marx and Labour Theory			<i>Prepare for the following session: Ernest Mandel. An Introduction to Marxist Economic Theory. 1969. Ch. 3. Neo-capitalism Kieran Allen. Marx and the Alternative to Capitalism. 2011. Ch. 11. The Economics of Socialism.</i>
<ul style="list-style-type: none"> » Democracy or revolt? The case of Spain: Os Indignados » Exercise: wealth distribution - morals and attitudes » Application of theory: the South-American experience 			
- The death of neo-liberalism			
<ul style="list-style-type: none"> » Current trends of economic theory (European Union, USA, Argentina) » The role of neo-structuralism in a globalised world. » Democracy or revolt? Does Marx have answers for 2013? 			
Adam Smith -----		12,00	
- Introduction			<i>Reference to WN: Adam Smith, An Inquiry into the Nature and Causes of the Wealth of Nations [1776], ed. R. H. Campbell, A. S. Skinner and W. B. Todd, 2 vols. (The Glasgow Edition of the Works and Correspondence of Adam Smith, Oxford: Clarendon Press, 1976)</i>

			<i>TMS: Adam Smith, The Theory of Moral Sentiments [1759], ed. R. H. Campbell, A. S. Skinner (The Glasgow Edition of the Works and Correspondence of Adam Smith, Oxford: Clarendon Press, 1976)</i>
- Sustainable Growth: Adam Smith and the Banking Crisis			
» <i>Limits to Growth</i>			<i>TMS, pp. 149-50 (why strive?), 181-4 (why be rich?)</i>
» <i>American Revolution</i>			
» <i>Banking</i>			<i>WN, pp. 108-13 (limits to growth), 145, 309-329 (banking), 933-947 (American revolution)</i>
			<i>Jerry Evensky, 'Chicago Smith versus Kirkcaldy Smith' and 'On the Human Prospect', in Evensky, Adam Smith's Moral Philosophy, pp. 245-64, 308-312.</i>
			<i>Amartya Sen, 'Capitalism beyond the Crisis', New York Review of Books, 56.5 (26 March 2009).</i>
- Adam Smith and Social Passion and Private Interests			
» <i>The Wealth of Nations</i>			<i>TMS pp. 9-43, 74-78 (including footnotes), 128-132</i>
» <i>The economic man</i>			
» <i>Solidarity vs. greed</i>			<i>WN pp. 342-6</i>
			<i>Alexander Broadie, 'Sympathy and the Impartial Spectator', in Haakonssen, ed., The Cambridge Companion to Adam Smith, pp. 158-188</i>
- Adam Smith and the Invisible Hand			
» <i>Enlightenment</i>			<i>TMS, pp. 183-7 (invisible hand)</i>
» <i>Liberalisation</i>			
» <i>Emancipation</i>			<i>WN, pp. 13-30 (pin factory), 429-451 (mercantilism), 453 (invisible hand), 678 (love of system)</i>
			<i>Emma Rothschild, 'The bloody and invisible hand' in Rothschild, Economic Sentiments: Adam Smith, Condorcet and the Enlightenment (Cambridge, MA: Harvard University Press, 2001), pp. 116-156.</i>
John Rawls -----		15,00	
- John Rawls			
» <i>Introduction</i>			
- John Rawls			
» <i>The Principles of Justice</i>			<i>Mandatory reading: Chapter II: "The Principles of Justice," in A Theory of Justice. Revised Edition. By John Rawls (Cambridge, Harvard University Press, 1999)</i>
» <i>Utilitarianism vs Contractualism</i>			
- John Rawls			
» <i>Justice as Fairness</i>			<i>Mandatory reading: Chapter IV: "The Basic Idea: Justice as Fairness," in John Rawls. His Life and Theory of Justice. By Thomas Pogge (Oxford, Oxford University Press, 2007)</i>
» <i>Original Position and Veil of Ignorance</i>			
- John Rawls			
» <i>The Idea of An Overlapping Consensus</i>			<i>Mandatory reading: Chapter IV: "The Idea of an Overlapping Consensus," in Political Liberalism. By John Rawls (New York, Columbia University Press, 1996)</i>
» <i>Democracy and Stability</i>			
- John Rawls			
» <i>Rawls and Feminism</i>			<i>Mandatory reading: Chapter XIV: "Rawls and Feminism," in The Cambridge Companion to Rawls. By Samuel Freeman (New York, Cambridge University Press, 2003)</i>
» <i>Gender Equality and Gender Friendly Public Policies</i>			
Conclusion -----		1,00	2,00

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)					
Midterm exam (ME)	10	Project	Individual	100	
Continuous assessment (CA)	90	Oral exam	Individual	40	
		Project	Individual	50	
		Project	Individual	10	

INT356 - EUROPEAN ECONOMICS

IDENTIFICATION :

Course title : **EUROPEAN ECONOMICS**
Supervisor : **SONNTAG Albrecht**
Based in : **Angers** - Office : **J1923**
E-mail : **albrecht.sonntag@essca.fr**
Teaching language : **English**

Semester : **06**
Department : **Affaires Internationales**
Code : **INT356**
Campus : **Angers**
Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

The course focuses on different parts of European economics. It also features a module on Lobbying in the EU. Through those aspects of European economics the students will gain an understanding of the workings of the Common Internal Market, its impact on the Member States and its positioning in our globalized world. Importantly, it will show the link between economics and politics, i.e. beyond the normal expertise of a business student in management, marketing or finances, it is also important to understand the political environment in which all of this takes place in order to be able to utilise business opportunities fully.

LEARNING GOALS/LEARNING OBJECTIVES :

- 2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.
- 3.1 Demonstrate effective team interaction skills.
- 3.2 Show proficiency in the effective organisation and convincing presentation of information for effective written and oral business communication.
- 4.1 Demonstrate the capacity to analyse the economic, social cultural and political environment of a country or region.

ORGANISATION :

	Lecture	Seminar	Other
European Economics -----	11,00	22,00	
- Introduction			
» <i>European opinionnaire and discussion of results</i>			<i>National Macroeconomic Data</i>
» <i>Allocation of subjects for presentation</i>			<i>Prepare Student presentation 1:</i>
» <i>Team quiz to test current knowledge of the EU</i>			<i>Unemployment in Europe</i>
- Revision of macroeconomic principles			
» <i>Macroeconomics: national budgets, EU deficit, debt limits</i>			<i>National Trade Data</i>
» <i>Monetary & fiscal policy to control inflation & growth</i>			<i>Prepare Student presentation 2:</i>
» <i>Monetary policy side-effects, currency value, exchange rates, balance of payments</i>			<i>Education in Europe</i>
» <i>Macroeconomic externalities</i>			
- Wealth distribution			
» <i>A history of wealth</i>			<i>National aviation system</i>
» <i>Wealth distribution exercise</i>			<i>Prepare Student presentation 3:</i>
» <i>EU wealth distribution variations</i>			<i>Airbus</i>
» <i>The Gini code</i>			
» <i>Measuring wealth: alternatives to GDP</i>			
- Economies of scale			
» <i>Galileo and EU space policy</i>			<i>National agricultural production</i>
» <i>Macroeconomic externalities: Export – Import risk: company role-play in groups</i>			<i>Prepare Student presentation 4:</i>
			<i>Ireland, before and after</i>
- The EU enlargement			
» <i>History of world empires</i>			<i>National Agriculture Data</i>
» <i>History of the Ottoman Empire</i>			<i>Prepare Student presentation 5:</i>
» <i>The creation of Turkey</i>			<i>CAP subsidies: economic and social</i>
» <i>EU aid for CCs (candidate countries)</i>			<i>consequences</i>
- Common Agricultural Policy			
» <i>CAP's impact on world agriculture</i>			<i>Prepare Student presentation 6:</i>
» <i>World food security</i>			<i>The banana and beef trade wars</i>
» <i>Future of EU food production</i>			
- The EU and world institutions			
» <i>The WTO</i>			<i>National tax rates</i>
» <i>The IMF and the World Bank</i>			<i>Prepare Student presentation 7: EU</i>
» <i>From the gold standard to Bretton Woods - economic history</i>			<i>defense policy.</i>
- Fiscal policy and its implementation			
» <i>Indirect taxes: VAT, excise duties...</i>			<i>National government expenditure</i>
» <i>Direct taxes: income tax, corporation tax...</i>			<i>Prepare Student presentation 8:</i>
» <i>Harmonisation of indirect tax rates</i>			<i>The Scandinavian model</i>
» <i>Preparation of taxation in Esscaland role play</i>			
- Government policy			
» <i>Presentation of group government policy results</i>			<i>IFOREX or Cereals futures trading</i>
» <i>Private or public?: group discussion</i>			<i>Prepare Student presentation 9:</i>
» <i>EU variation in government policy</i>			<i>The PIIGS debt crisis</i>
- Economic and Monetary Union			
» <i>History of the Euro</i>			<i>Prepare Student presentation 10:</i>
» <i>Maastricht criteria</i>			<i>The 2008 subprimes crash</i>
» <i>Stability + Growth Pact</i>			
- Investment and speculation			
» <i>From stable shares to computer nano-trading</i>			
» <i>Crashes and crises - regulation and deregulation.</i>			
» <i>Financial transfer tax.</i>			

- The EU in Review
 - » *Opinionnaire and discussion*
 - » *Exam preparation*

Lobbying the EU ----- 3,00 6,50

- » NGOs and Industry

David Coen and Jeremy Richardson (eds.), Lobbying the European Union: Institutions, Actors and Issues, Oxford: Oxford University Press 2009

- » National, regional and local representation

Rinus van Schendelen, Machiavelli in Brussels – The Art of Lobbying the EU, Amsterdam: Amsterdam University Press, 2005

- » Influence on the legislative process

Andreas Geiger (ed.), EU Lobbying Handbook – A Guide to Modern Participation in Brussels, Berlin: Helios 2006

14,00 28,50

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)	50	Written exam	Individual	100	2,50
Midterm exam (ME)					
Continuous assessment (CA)	50	Project	Group	50	
		Project	Group	50	

INT359 - BUSINESS SIMULATION

IDENTIFICATION :

Course title : **BUSINESS SIMULATION**
Supervisor : **LORTSCH Vincent**
Based in : **Angers** - Office : **A3309**
E-mail : **vincent.lortsch@essca.fr**
Teaching language : **English**

Semester : **06**
Department : **Affaires Internationales**

Code : **INT359**

Campus : **Angers**

Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

This course aims to refresh and update the student's understanding of management principles. It will serve to help students develop their own skills as future managers and identify features of excellent companies in which they would wish to work. The first part of the course (Thomas) is a review of fundamental concepts of management and management processes. It is centered on the main functions of management such as planning, organisation, leadership and controlling. The second and main part of the course (Lortsch) will be a business strategy game which allows applying the theoretical knowledge acquired in the first part of the course

LEARNING GOALS/LEARNING OBJECTIVES :

- 2.1 Demonstrate the capacity of analysing a situation, a process, an environment, and of identifying and integrating relevant information.
- 2.4 Show the capacity of critical thinking in elaborating an argumentation on concepts and projects.
- 3.2 Show proficiency in the effective organisation and convincing presentation of information for effective written and oral business communication.
- 3.3 Develop and apply skills of personal organisation, anticipation, planning (time management) and methodological rigour.

ORGANISATION :

	Lecture	Seminar	Other
Introduction courses -----		12,00	
- Organisations and management <i>The nature of Organisations & the function of managers</i>			<i>Chapter 1: Thompson AA, Strickland AJ, Gamble JC – Crafting and executing strategy, 14th edition (MacGraw Hill)</i>
- Key theories of management <i>Development, Change and Innovation</i>			<i>Chapter 4: Thompson AA, Strickland AJ, Gamble JC – Crafting and executing strategy, 14th edition (MacGraw Hill)</i>
- Strategic Management <i>Internal, external and competition diagnostics</i>			<i>Chapter 5: Thompson AA, Strickland AJ, Gamble JC – Crafting and executing strategy, 14th edition (MacGraw Hill)</i>
- Essentials of Planning & Performance <i>Generic strategy</i> <i>Modalities of development</i>			<i>Chapter 2: Philip Kotler –Principles of Marketing, 13th Edition (Pearson)</i> <i>Chapter 6: Thompson AA, Strickland AJ, Gamble JC – Crafting and executing strategy, 14th edition (MacGraw Hill)</i>
Notepad Business Simulation -----		31,00	
- Session 5 : Presentation and introduction to the Notepad Business Simulation			<i>Before : Reading and understanding the user's manual of the Business Simulation</i> <i>After : 5 different documents must be delivered:</i> <i>SWOT analysis</i> <i>Strategy for the first year</i> <i>Ranking of objectives</i> <i>Opening balance sheet</i> <i>Decision for period 1</i>
- Session 6 to 13 : Notepad Business Simulation <i>a competitive business simulation in groups developing skills in strategic management</i>			
- Session 14 Debriefing Business Simulation <i>Oral presentations and comments about the processes within the simulation</i>			<i>Homework for this session : Oral presentations</i> <i>Homework after this session : written report of the Business Simulation</i>

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)					
Midterm exam (ME)	40	Written exam	Individual	100	2,00
Continuous assessment (CA)	60	Project	Group	66	
		Oral exam	Individual	34	

SUGGESTED FURTHER READINGS :

- Session 1: Chapter 1: Thompson AA, Strickland AJ, Gamble JC – Crafting and executing strategy, 14th edition (MacGraw Hill)
- Session 2: Chapter 4: Thompson AA, Strickland AJ, Gamble JC – Crafting and executing strategy, 14th edition (MacGraw Hill)
- Session 3: Chapter 5: Thompson AA, Strickland AJ, Gamble JC – Crafting and executing strategy, 14th edition (MacGraw Hill)
- Session 4: Chapter 2: Philip Kotler –Principles of Marketing, 13th Edition (Pearson) & op cit above Chapter 6

MKG352 - WINE MARKETING

IDENTIFICATION :

Course title : **WINE MARKETING**
Supervisor : **TADDEI Jean-Claude**
Based in : **Angers** - Office : **J1942**
E-mail : **jean-claude.taddei@essca.fr**
Teaching language : **English**

Semester : **06**
Department : **Marketing**
Code : **MKG352**
Campus : **Angers**

Total number of hours : **45,00** / ECTS credits : **6,00**

OVERALL DESCRIPTION :

The objective of the course is twofold. First, it aims at giving students a broad overview of the world wine market and of its economic, social and regulatory patterns. Based on a description of the functions performed by the various members of the wine supply-chain – illuminating what makes it specific compared to FMCGs – it then explains the need for an adapted marketing mix. Case-studies and real-life examples serve as guidelines to explore wine consumer's behavior and to study the relevance of the marketing strategies and techniques wine producers and retailers use to brand, advertise and sell wine.

LEARNING GOALS/LEARNING OBJECTIVES :

4.1 Demonstrate the capacity to analyse the economic, social cultural and political environment of a country or region.

ORGANISATION :

	Lecture	Seminar	Other
PRODUCT, MARKET & CONSUMERS -----	22,00		
- Types of wines and production processes 1		<i>Read syllabus</i>	
- <i>Life of a vine</i>			
- <i>Importance of terroir</i>			
- <i>Art of wine making</i>			
- <i>Regulatory framework</i>			
- Types of wine and production processes 2			
- <i>Session will take place at Chateau la Soucherie</i>			
			<i>- Before the visit, browse Chateau la Soucherie website</i>
			<i>- During the visit, take notes on the production processes and the way Chateau la Soucherie market its wines</i>
- Global wine market: supply-side and demand side			
- <i>Surface area of production</i>			
- <i>Wine production</i>			
- <i>Wine consumption</i>			
- <i>World trade</i>			
			<i>Following Chateau la Soucherie visit, write and individual 6 page report (due at the beginning of the session) on:</i>
			<i>- the production processes</i>
			<i>- the way(s) Chateau la Soucherie market its wine</i>
			<i>- what surprised you the most</i>
- Consumer behavior: an international perspective			
- <i>The occasional wine drinker</i>			
- <i>Wine consumer patterns in Europe</i>			
- <i>China: new consumers, new opportunities</i>			
- The wine supply-chain: channel members and the role of intermediaries			
- <i>Channel characteristics</i>			
- <i>The distribution of wine</i>			
- <i>Consequences on the marketing mix</i>			
- Historical framework			
			<i>Read texts on ecampus (wine retail in the USA, Inside the tough canadian monopoly, etc.)</i>
			<i>Prepare case study</i>
- Socio-cultural and political framework			
			<i>Prepare case study</i>
MARKETING WINE -----	23,00		
- Product			
- <i>Types of wines</i>			
- <i>How to adapt a taste/regulatory framework (new and old markets)</i>			
- Retailing wine			
- <i>Influence of a market survey</i>			
- <i>Type of retailing/distribution</i>			
- <i>Retail in free markets (NL and Germany) and monopoly's markets (Scandinavian countries)</i>			
- <i>How to choose your way of distributing</i>			
- Pricing wine			
- <i>Taxes and duties</i>			
- <i>Margins</i>			
- <i>How incoterms influence the final price</i>			
- <i>Marketing budget</i>			
- Branding and advertising			
- <i>Labels vs consumers</i>			

- Type of brands in the wine world
- Presentation of a communication agency (NL)
- Selling wine
 - Export department: human export organization by wine producers
 - Presentation of a wine producer in his export business
- Case study

Prepare case study

- Case study

Prepare case study

45,00

ASSESSMENT :

	% of final grade	Assessment type		%	Duration (hours)
Final exam (FE)					
Midterm exam (ME)					
Continuous assessment (CA)	100	Project	Individual	10	
		Project	Group	90	

SUGGESTED FURTHER READINGS :

- CHARTERS S. (2006), Wine and society: the cultural and social context of a drink, A Butterworth-Heinemann Title.
- CLARKE O. (2007), Wine atlas: wines and wine regions of the world, Pavilion Books, 3rd revised edition.
- HALL C.M. and R.M. (2007), Wine marketing: a practical guide, A Butterworth-Heinemann Title.
- JENSTER P.V., SMITH D.E., MITRY D.J. and JENSTER L. (2008), The business of wine: a global perspective, Copenhagen Business School Press.
- PEYNAUD E. and SCHUSTER M. (1997), The Taste of Wine: Art and Science of Wine Appreciation, Wine appreciation Guild.
- RESNICK E. (2008), Wine brands: success strategies for new markets and new trends, Palgrave MacMillan.
- WAGNER P., THACH L. and OLSEN J. (2010), Wine marketing and sales, 2nd edition, Wine appreciation Guild.

INT361 - MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 3 - POUVOIRS

IDENTIFICATION :

Intitulé : MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 3 - POUVOIRS	Semestre : 06
Responsable : SONNTAG Albrecht	Département : Affaires Internationales
Site : Angers - Bureau : J1922	Code : INT361
Mél : albrecht.sonntag@essca.fr	Site : Angers
Langue d'enseignement : Français	Heures totales : 24,00 / crédits ECTS : 3,00

PRÉSENTATION GÉNÉRALE :

Ce cours est l'un de quatre cours (deux par semestre) réservés aux étudiants d'échange qui proposent une approche interdisciplinaire (utilisant des apports et des sources provenant des sciences-politiques, de l'ethnologie, de la sociologie, de l'histoire...) permettant aux étudiants de mieux comprendre les fondements de la société française contemporaine et d'appréhender ses problèmes socio-culturels actuels de manière pertinente.

Ce cours No. 3 est axé sur les problèmes de l'exercice du pouvoir politique qui sont spécifiques à la France d'aujourd'hui. Il analyse les déficiences constitutionnelles de la Vème République, la reproduction des élites politiques et économiques, et le poids des structures historiques sur la société contemporaine.

COMPÉTENCES VISÉES :

- 4.1 Démontrer une capacité d'analyser un environnement économique, social, culturel et politique d'un pays ou d'une région.
- 4.2 Savoir appliquer des compétences linguistiques dans des situations professionnelles.
- 4.3 Développer et appliquer des compétences culturelles qui permettent d'évoluer dans un contexte international et multiculturel.

ORGANISATION :

	CM	TD	TP
La Vème République ----- - L'histoire de la Vème République - <i>De Gaulle et la genèse de la Vème République</i> - <i>Histoire de la Vème République</i>		8,00	
- Les élections présidentielles - <i>De Gaulle et le principe plébiscitaire</i> - <i>Mai 1981 : l'alternance</i> - <i>Le choc d'avril 2002</i> - <i>La présidence de Nicolas Sarkozy</i>			<i>Dossier de lecture 1 : "La Vème République", avec extraits de BAVEREZ N. (2003), La France qui tombe, Perrin, Paris</i> <i>DUHAMEL A. (2003), Le désarroi français, Plon, Paris</i> <i>JULLIARD J. (2005), Le malheur français, Flammarion, Paris</i>
- Le Président et la constitution - <i>Les ambiguïtés du rôle du Président</i> - <i>Problèmes constitutionnels</i> - <i>Le phénomène de la cohabitation</i>			<i>Suite du dossier de lecture 1.</i>
- La campagne présidentielle 2012 - <i>Analyse de la campagne présidentielle 2012</i> - <i>Candidats, thèmes principaux, argumentations</i>			<i>Suite du dossier de lecture 1.</i> <i>Travail de documentation sur la campagne présidentielle de 2012.</i> <i>Premier sujet d'essai écrit individuel.</i>
Le système éducatif ----- - Structures du système éducatif - <i>Fonctions de l'école dans une société démocratique et égalitaire</i> - <i>Les problèmes "génétiques" du système éducatif français</i>		6,00	
- La formation des élites - <i>Histoire des grandes écoles</i> - <i>Le principe du concours et de la sélection</i>			<i>Dossier de lecture 2 : "La formation des élites et les grandes écoles", avec extraits de BAUER M. (1997), "La triple exception française", in : Esprit No. 236, p. 47-54</i> <i>BOURDIEU P. (1989), La noblesse d'Etat, Editions de Minuit</i>
- Les grandes écoles de management - <i>Paysage des grandes écoles de management</i> - <i>Prestige, classements, fonctionnement</i> - <i>Défis de la globalisation de l'enseignement supérieur</i>			<i>Suite du dossier de lecture 2.</i> <i>Deuxième sujet d'essai écrit individuel.</i>
Le poids du centralisme ----- - Centralisme, Décentralisation et Aménagement du Territoire - <i>Histoire du centralisme</i> - <i>Tentatives de décentralisation</i> - <i>Le concept d'aménagement du territoire</i>		8,00	
			<i>Dossier de lecture 3 : "Centralisme et Décentralisation", avec extraits de FREMONT A. (1997), France - géographie d'une société, Paris,</i>

Flammarion
GRAVIER J.-F. (1947), *Paris et le désert français*, Paris, Fayard

Dossier de lecture 4 : "Le paysage médiatique français", avec extraits de
BOURDIEU P. (1997), *Sur la télévision, Raisons d'agir*
HALIMI S. (1997), *Les nouveaux chiens de garde, Raisons d'agir*
POULET B. (2003), *Le pouvoir du Monde, La Découverte*

Dossier de lecture 5 : "La société de cour".
Troisième sujet d'essai écrit individuel.

- Le pouvoir médiatique
 - *Le paysage médiatique français*
 - *Nombrilisme et auto-référence*
 - *La presse et le pouvoir*

- La société de cour
 - *Analyse du film "Ridicule" (Patrice Leconte, 1996).*
 - *Vestiges de la société de cour dans la France contemporaine.*

Conclusion -----
- Bilan: particularités des structures du pouvoir en France

2,00

24,00

ÉVALUATION :

	% de l'évaluation globale	Mode d'évaluation	%	Durée (heures)
Examen Final (EF)				
Examen Intermédiaire (EI)				
Contrôle Continu (CC)	100	Ecrit Individuel	50	
		Ecrit Individuel	50	

INT362 - MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 4 - CULTURES

IDENTIFICATION :

Intitulé : **MYTHES ET FONDEMENTS DE LA SOCIÉTÉ FRANÇAISE 4 - CULTURES**
Responsable : **SONNTAG Albrecht**
Site : **Angers** - Bureau : **J1922**
Mél : **albrecht.sonntag@essca.fr**
Langue d'enseignement : **Français**

Semestre : **06**
Département : **Affaires Internationales**
Code : **INT362**
Site : **Angers**
Heures totales : **24,00** / crédits ECTS : **3,00**

PRÉSENTATION GÉNÉRALE :

Ce cours est l'un de quatre cours (deux par semestre) réservés aux étudiants d'échange qui proposent une approche interdisciplinaire (utilisant des apports et des sources provenant des sciences-politiques, de l'ethnologie, de la sociologie, de l'histoire...) permettant aux étudiants de mieux comprendre les fondements de la société française contemporaine et d'appréhender ses problèmes socio-culturels actuels de manière pertinente.

Ce cours No. 4 traite plus particulièrement de la vie culturelle en France, avec un regard sur le cinéma (comprenant une visite au festival 'Premiers Plans'), sur la chanson française, mais aussi sur l'organisation de la vie culturelle publique et le fonctionnement de la médiation culturelle.

COMPÉTENCES VISÉES :

- 4.1 Démontrer une capacité d'analyser un environnement économique, social, culturel et politique d'un pays ou d'une région.
- 4.2 Savoir appliquer des compétences linguistiques dans des situations professionnelles.
- 4.3 Développer et appliquer des compétences culturelles qui permettent d'évoluer dans un contexte international et multiculturel.

ORGANISATION :

	CM	TD	TP
Mythes du cinéma -----		10,00	
- Introduction: qu'est-ce qu'un mythe? - Présentation de la partie "Cinéma" - Discussion "Qu'est-ce qu'un mythe?" - Préparation de la visite du Festival Premiers Plans.			Dossier de lecture 1 : "Qu'est-ce qu'un mythe?", comprenant définitions du Grand Robert (1992), de l'Encyclopedia Universalis (1985). PINEL, V. (2005), Vocabulaire technique du cinéma, Paris, Armand Colin. Programme du Festival Premiers Plans.
- Visite du Festival Premiers Plans - Visite d'une séance de ce festival international qui se tient à Angers chaque année à la fin du mois de janvier. Focus thématique selon la programmation actuelle.			Premier sujet d'essai écrit individuel.
- Jean-Luc Godard: A bout de souffle (1959) - Projection du film. - Discussion: quand le cinéma s'empare de la mythologie. - Analyse du film et lien avec le thème général.			AZIZA C. (1989), "Récits miteux, mythes mités", Le Monde.
- Henri-Georges Clouzot: La vérité (1960) - Projection du film. - Discussion.			"Mythologies 2007 - cinquante ans après le livre culte de Roland Barthes", dossier paru dans le Nouvel Observateur, mars 2007. Deuxième sujet d'essai écrit individuel.
- Conclusion - Séance de conclusion			
La chanson française -----		4,00	
- Evolution de la chanson française de l'avant-guerre à nos jours - Evolution de la chanson française de l'avant-guerre à nos jours - Les genres musicaux par décennies / Le thème « la France » dans les chansons - Les « langues de France » en chansons - Mythes des chanteurs français à l'étranger : Piaf, Brel...			Dossier de lecture 2 "La chanson française", avec extraits de CALVET, L-J. (2008) Cent ans de chanson française, Ed. L'Archipel.
- La politique culturelle de la chanson française - Politique culturelle de la chanson française - La loi sur les quotas - La loi sur les téléchargements			
Le théâtre en France -----		4,00	
- Histoire du théâtre en France à travers les siècles - Les origines du théâtre en France - De la Renaissance à nos jours - Molière, un mythe du théâtre français			Dossier de lecture 3 : "Le théâtre en France", avec extraits de NOIRIEL, G. (2009), Histoire, Théâtre et politique, Agone. Troisième sujet d'essai écrit individuel.

- Enjeux sociaux du théâtre
 - *Le métier d'acteur*
 - *Le statut particulier d'intermittent du spectacle*

La partie sur le théâtre peut être complétée, selon la programmation actuelle des salles à Angers, par une sortie collective extra-curriculaire.

La photographie en France -----

6,00

- Histoire de la photographie en France
 - *Rappels sur l'histoire de la photographie et son développement en France*
 - *De Nicéphore Niépce à nos jours, évolution des techniques et de l'esthétique*

Dossier de lecture 4 : Extraits de FRIZOT, M. (2001) Nouvelle histoire de la photographie, Larousse.

- - La photographie humaniste
 - *Qu'est-ce que la photographie humaniste ?*
 - *Des images mythiques de la France et des Français*
 - *Deux photographes humanistes : Henri Cartier Bresson et Robert Doisneau*

*« La Photographie humaniste, 1945-1968 »
classes.bnf.fr/rendezvous/pdf/humaniste.pdf
Extraits de CHÉROUX, C. (2008) Henri Cartier Bresson : le tir photographique, Découvertes Gallimard.
Extraits vidéo JEUDY, P. (2000) Robert Doisneau « Tout simplement », DVD Editions Montparnasse*

- Photographie et écologie : Yann Arthus-Bertrand
 - *Les photographies aériennes de Yann Arthus Bertrand*
 - *Son engagement avec la Fondation GoodPlanet*

ARTHUS-BERTRAND, Y. (2010) La Terre vue du ciel : un portrait aérien de la planète, Éditions de la Martinière.

Quatrième sujet d'essai écrit individuel.

24,00

ÉVALUATION :

	% de l'évaluation globale	Mode d'évaluation	%	Durée (heures)
Examen Final (EF)				
Examen Intermédiaire (EI)				
Contrôle Continu (CC)	100	Écrit Individuel	33	
		Écrit Individuel	33	
		Écrit Individuel	34	

