

# IHECS

## PROGRAMS FOR INTERNATIONAL STUDENTS

### DESCRIPTION OF COURSES

2022-2023

## FALL SEMESTER

WELC0011

**WELCOME SESSION AND INTEGRATION WEEK: COURSES, SEMINARS AND VISITS RELATING TO EUROPE, BELGIUM, IHECS AND BELGIAN MEDIAS.**

English  
3 ETCS

### LECTURERS

Several invited experts

### PROGRAM (subject to changes)

Monday	Tuesday	Wednesday	Thursday	Friday
Welcome session	Introduction to Belgium	Introduction to cultural specificities	Introduction to Europe	Introduction to Belgian Medias
Typical Belgian fries lunch				
Guided Tour in Brussels	Visit of the Belgian Parliament	Visit of the Magritte Museum	Visit of the European Institutions	Visit of RTBF

### ASSESSMENT

None

IMFR0012

**FRENCH IMMERSION WEEK: LANGUAGE COURSE**

French  
2 ETCS

### PROFESSOR

V. WILLEMS

### SUMMARY

To have a basic knowledge of the French language and use simple phrases and expression needed in everyday life. Students are assessed before arrival in order to divide them into groups depending on their level of knowledge.

### ASSESSMENT

None

**PROFESSOR**

N. BAYGERT

**SUMMARY**

The course focuses on the world of lobbyists within the 'European bubble' (Klüver, 2013). In their interactions with European decision-makers, these actors defend the interests of industry and commerce, the associative world (NGOs), trade unions, territorial actors (regions or municipalities, or even Member States). Their exact number is not known. According to the joint transparency register of the European Parliament and the European Commission, on 4 January 2021, 12190 organisations were registered with the Parliament. The main objective of these actors is to maintain or develop a favourable regulatory framework for their organisation, members or clients. At the same time, their expertise represents an essential resource for the legislative work of the EU institutions. The course thus proposes to apprehend, at the same time, the institutional context of European lobbying as well as the stakes around the various strategies (of communication or influence) used by these actors within the «Brussels Bubble».

**LEARNING OUTCOMES**

At the end of this teaching unit students will:

1. Identify the diversity of influential actors in the "Brussels' bubble";
2. Explain the main stages of the European Union's decision-making process and its key moments of intervention for interest group representatives (lobbies);
3. Analyse the constitutive role of lobbyists (interest groups) in the functioning of the European Union (culminating in the interdependence between interest groups and MEPs);
4. Demonstrate a critical eye (towards the communication strategies of lobbyists targeting European decision-makers);
5. Take on the role of an actor involved in the decision-making process - lobbyist or MEP - in a simulation

**TEACHING UNIT'S LAYOUT**

This 60-hour course, taught entirely in English, is structured around three learning activities (LA) :

1. Theoretical section (lectures) (20H)
  2. Immersive section (adapted to the availability of speakers and visits) (15H)
  3. RPG section (Interactive presentations) (10H)
- + Personal work, i.e. preparation of the RPG (15H)

This teaching unit requires the regular and pro-active attendance of students.

**TEACHING UNIT'S ORGANISATION**

The first LA goes back to the basics of the European decision-making process; the interdependent relationship between EU decision-makers and lobbyists; ethical issues as well as the new digital challenges faced by interest groups. During this LA, the group will also be presented with a proposal for a European directive (from the Commission and to be voted on by the European Parliament), which will serve as the basis for the third LA.

The second – immersive – LA of 15 hours foresees (except covid-related sanitary measures) at least

two visits (to the European Parliament (EP) and the European Economic and Social Committee (EESC)), including a presentation and a discovery of the main Brussels meeting places of MEPs and EESC members, in partnership with the communication services of these two institutions. This second AA also foresees a number of testimonies of various actors from the "Brussels' bubble" (lobbies, EP assistants, etc.).

The third LA consists of about 15 hours of preparation (personal work), two hours of coaching, culminating in a double role-playing session (2x 4 hours of guided exercises) i.e., students endorsing different roles (MEPs, lobbyists, NGO activists) with antagonistic interests, thereby trying to influence each other at various stages of the policy-making process. This interactive role-playing game (RPG) divided in two sessions will be based on prior knowledge gained in the first two sections of the course and on students' individual research/field work.

### TEACHING UNIT'S EVALUATION

The assessment procedures are communicated at the first session of the course.

- The first LA is subject to a mid-term EU knowledge test (25% of the overall assessment), to ensure that the course objectives (see above) are achieved.
- The evaluation of the third LA (75% of the global mark) combines a peer assessment (50%) with the teacher's evaluation (50%). The evaluation focuses on the student's performance during the RPG (role-playing game) sessions.

### RESOURCES

Course presentations (PowerPoints) will be uploaded and rendered accessible after each class.

### STATUS

No prerequisite.

### BIBLIOGRAPHY

- Akse, E. (2020). *How the EU Institutions Work: Your handbook and guide to EU decision-making*. London: John Harper Publishing.
- De Bruycker, I., & Beyers, J. (2019). Lobbying strategies and success: Inside and outside lobbying in European Union legislative politics. *European Political Science Review*, 11(1), pp. 57-74.
- Hardacre, A. (2021). *How to Work with the EU Institutions: A Practical Guide to Successful Public Affairs in the EU*. London: John Harper Publishing.
- Klüver, H. (2013). *Lobbying in the European Union: Interest Groups, Lobbying Coalitions, and Policy Change*, Oxford: Oxford University Press.
- van der Graaf, A., Otjes, S., & Rasmussen, A. (2016). Weapon of the weak? The social media landscape of interest groups. *European Journal of Communication*, 31(2), pp. 120-135.
- Van Schendelen, R. (2013). *The Art of Lobbying the EU: More Machiavelli in Brussels* (revised edition). Amsterdam: Amsterdam University Press.

### PROFESSORS

M. DE WASSEIGE

### SUMMARY

This course aims at providing students with how culture has been theorized and how mass and/or popular culture has been analyzed in the field of Cultural Studies. It provides students with tools to understand and analyze the function of culture in our contemporary world through the products of the cultural industries. In addition, it offers students an interdisciplinary approach as to how culture influences individuals in a society and how culture engenders resistance and/or consensus.

### LEARNING OUTCOMES

The goal of this course is twofold. On the one hand, it confronts the students with an academic course on Cultural Studies in English and demands oral and writing skills for the seminars (, paper) and written exam. On the other hand, it provides an academic and seminar setting for an interdisciplinary survey of major approaches to the study of popular culture.

### CONTENT

First 8 classes approx., seminars with the history of the field, the main concepts and theories with contemporary examples. Seminars on Television Studies (television series) and on Music Videos. Last 4 classes approx., students' presentations of their analysis of a cultural product (of popular culture) of their choosing and subsequent debate with the group.

### ASSESSMENT

1. Exercise of applied theory.

Find a contemporary product of popular culture, and do a cultural-studies analysis of it, i.e., understand the market in which it takes place and analyze the product in order to be able to answer the following questions: Whose interests does it serve? Which main issues does it tackle? Which social representation of the world does it offer? And which potentially empowering elements can you find in this product (if necessary by doing an oppositional reading of the product)?

Scientific sources must be the basis of your analysis, which must also partly be personal. The subjects must have been approved by Barbara Dupont (Teaching Assistant and doctoral researcher).

The result of your research and analysis will be presented in an individual 1500-word paper. The best papers could be published, with the students' agreement, in the (IHECS) Bruxelles Bondy Blog.

This work is worth 1/3 of the final grade and is compulsory; the written exam is worth 2/3 of the final grade.

2. Written exam the student must know all the concepts and theories seen in the course and required readings. The student must be able to apply the concepts and theories to particular domains or issues (seen in class or similar to these), contextualize and analyze the latter.

### STATUS

No prerequisite.

### BIBLIOGRAPHY

- Barker, C. and Jane, E.A. (2016). Cultural Studies. Theory and Practice. Los Angeles and London: Sage, 5th edition.
- During, Simon (Ed.). (1999). The Cultural Studies Reader (2nd ed.). London and New York: Routledge.
- Fiske, John. (1987). (1989a). Understanding Popular Culture. London and New York: Routledge.

- Fiske, John. (1989b). Reading the Popular. London and New York: Routledge.
- Jenkins, Henry. (2006). Fans, Bloggers and Gamers. Exploring Participatory Culture. New York and London: New York University Press.
- Maguire, J.S. and Matthews, J. (2014). The Cultural Intermediaries Reader. Los Angeles and London: Sage.
- Storey, John. (2003). Cultural Studies and the Study of Popular Culture. Edinburgh: Edinburgh University Press.
- Storey, John. (2006). Cultural Theory and Popular Culture. Athens: University of Georgia Press.
- Vernallis, Carol. (2004). Experiencing Music Video : Aesthetics and Cultural Context. New York : Columbia University Press.
- Wasseige, Mathieu de. (2014). Séries télé US: l'idéologie prime time. Louvain-La- Neuve: Académia (L'Harmattan).

### PROFESSORS

B. DUPONT (ref.), M. de WASSEIGE

### SUMMARY

This course explores our understanding of sexual difference and the social construction of gender, by examining assumptions about gender roles and relations in contemporary society, how gender participates in modelling identities, social institutions and culture. This will be done in an intersectional perspective, i.e., by examining gender in its interaction with class, sexuality, race/ethnicity and other social markers.

Eventually, the aim of this course is to provide students with key concepts and authors, as well as real-world examples, in order to be able to explore how gender works as a power relation, and how it is intertwined with other power relations.

Topics will include age/ageing, citizenship, race, class, private/public spaces, consciousness raising, division of labor, activism, family, gender mainstreaming, identity, power, representations, sexuality, violence, etc.

### RESSOURCES

Course notes, course reader, Powerpoint presentations.

### STATUS

No prerequisite.

### BIBLIOGRAPHY

- Adams, R. and Savran, D. (2002). The Masculinity Studies Reader. Malden: Blackwell Publishing.
- Bereni, L., Chauvin, S., Jaunait, A. & Revillard, A. (2012). Introduction aux études de genre. Louvain-la-Neuve : De Boeck Supérieur.
- Connell, R.W. (2005). Masculinities. 2nd edition. Cambridge: Polity Press.
- Dorlin, E. (2008) Sexe, genre et sexualités. Paris : PUF.
- Gillis, M.J, Jacobs, A. (2016). Introduction to Women's and Gender Studies. Oxford: Oxford UP
- Hesse-Biber, S. and Yaider, M. (2004) Feminist Perspectives on Social Research. Oxford : Oxford UP
- Hill Collins, P. (2000) Black Feminist Thought. New York and London : Routledge
- Smith, B. G. (2013) Women's Studies: the Basics. New York: Routledge
- Trier-Bieniek, A. and Leavy, P. (2014) Gender and Pop Culture. Rotterdam : Sense Publishers

**PROFESSOR**

L. HENNEMONT

**SUMMARY**

Civic engagement is an integrated learning activity whereby students, through concrete and direct actions, develop an ethical behaviour and work towards common good. Students become aware of current social issues and which actions can be undertaken individually and in the community. Students use their previous skills and understand how to utilize them in a new environment.

**LEARNING OUTCOMES**

Students will:

- realize interculturalism and possible dialogues between cultures;
- learn how to integrate the associative sector and how to develop a relevant and efficient action;
- show openness towards listening, dialogue and adaptability;
- manage his/her time and resources;
- be an actor of change, capable of mobilizing and intervene practically on issues ;
- use his/her knowledge and skills learnt previously towards the associative project s.he is involved in;
- contextualize in an associative framework the knowledge and skills acquired, it also takes the measure of those which are still missing
- develop capacity to a critical feedback on the organization.

**TEACHING UNIT SCHEME**

This teaching unit is divided into preparation sessions and a learning activity within a civic organization. The student plays an active role in the life of the organization by working 30h.

**ASSESSMENT**

Evaluation is based on a critical report submitted by the student.

**STATUS**

No prerequisite

**PROFESSOR**

B. GRIGNET

**LEARNING OUTCOMES**

1. Understand the basics of photography (aperture, speed, depth of field...)
2. Be able to use the different functions of a camera
3. Be able to tell a story with photographs
4. Be able to edit and sequence pictures in order to create meaning
5. Develop a personal point of view
6. Produce a small book on a topic chosen by the student

## TEACHING UNIT SCHEME

Weekly theoretical presentations related to a topic (framing, light..) and introduction to the work of different photographers to illustrate it. Weekly shooting assignments that are reviewed collectively the following week.

## CONTENT

This class is an introduction to the language of photography and to the development of a personal point of view.

Photography is everywhere but how do you tell a story with pictures? How can we make a photograph stronger? How to balance content and form?

In this course, students will first be introduced to the different functions of a camera and to the technical basics that will enable them to translate their point of view into images.

Through weekly assignments they will experiment with portraits, light, framing, movement, and street photography. They will learn how to edit and sequence images in order to give meaning and rhythm to a project. In the second part of the course, students will develop a personal project that they will present as a book at the end of the class.

## ASSESSMENT

Continuous evaluation based on weekly assignments and final project, with the following criteria:

- Development of a personal point of view
- Knowledge of camera
- Creativity in student's approach
- Personal investment and motivation
- Relevance
- Sensitivity
- Project coherence
- Respect of instructions and deadlines
- Attendance to class and active involvement in class

There is also an individual meeting with the student at the end of the course, where the student's pictures and book will be reviewed.

## STATUS

No prerequisite.

PCTV0017

## PRACTICE COURSE: VIDEO

English  
5 ETCS

## PROFESSOR

L. VINCENT

## LEARNING OUTCOMES

At the end of the term, they will have the basics in writing, shooting, editing and realising a subject in video.

## TEACHING UNIT SCHEME

Students will first attend at a theoretical course (4h) and a demonstration of the material use (2h). After that, coaching sessions will be organized with the student to write, shoot and edit their production.

## CONTENT

1. Lectures about the theory of filming (the scale of shots, 180° rule, 2/3 rule, how to frame, etc.)

2. First exercise : Remake of one Pulp Fiction scene. Analysis of the scene, shooting and editing. The exercise aims to focus on technical issues (framing, editing, use of Canon XF100,...)

3. Second exercise : Portrait documentary style or promotional or journalism or whatever. Autonomous process of writing, shooting and editing. Weekly coaching.

### ASSESSMENT

Participation during the workshops and final group work.

### RESOURCES

Powerpoint presentations available on Learn.

### STATUS

No prerequisite.

IWMM0015

## PRACTICE COURSE: MULTIMEDIA

English  
5 ETCS

### PROFESSOR

D. LEYNEN

### SUMMARY

The workshops in Web UI (Users Interface) Design will consist in creating step by step a UI with Photoshop. Web design isn't just about colors and shape, but also about presenting to the users the right tools to accomplish their goals.

UI are much more than menu, buttons and pretty colors. Their final goal is the usability. Great web UI design must strike a perfect balance between captivating aesthetics and efficient interactivity.

In this class, you'll learn the best practices in UI; the do's and don'ts do including advices to optimize UI. How to apply the best practices and real-life examples to create an efficient web interfaces? Most of the time there is a gap between concept and practices. With the workshop students will be able to understand the opportunity.

### LEARNING OUTCOMES

Student will :

- Learn the design process to create the most efficient web UI ;
- Know the best practices about the usability of a web site ;
- Know and respect the standards about a web site ;
- Take a critical look about the site map, the structure and the design of a webpage ;
- Optimize the structure of a webpage with a wireframe ;
- Create and design a webpage with Adobe Photoshop practice basic knowledge about programming.

### TEACHING UNIT SCHEME

Brief presentation of the teaching unit's layout (self-study, e-learning, seminars, exercises, etc.)

### CONTENT

This teaching unit combines concept and best practices about the creation of a web page. With different kind of workshops the student will be available to create a web design with the tools Adobe Photoshop. The student will also learn specification to do the best structure with a grid. Step by step, workshop after workshop the student will create a UI with Adobe Photoshop.



## ASSESSMENT

Day-to-day evaluation between the workshop and the final presentation and research

English  
5 ETCS

## RESOURCES

Course presentations (PowerPoints) available on Learn.

## STATUS

The basic knowledge about Adobe Photoshop is a plus.

FREN0018

## FRENCH LANGUAGE COURSE

French  
5 ETCS

## PROFESSOR

V. WILLEMS

## LEARNING OUTCOMES

1. To be able to express yourself in a general context in a specific language (oral expression) ;
2. To be able to understand clear messages and direct questions (oral understanding) ;
3. Improvement of your general language vocabulary list, expressions and general sayings ;
4. Better understanding of French grammar ;
5. Written understanding ;
6. Written expression.

## TEACHING UNIT SCHEME

1. Grammar exercises and written expression under the format of weekly homework;
2. Oral exercises and debates ;
3. Grammar application's exercises under the format of Q&A by groups of two ;
4. Emphasizing of new vocabulary ;
5. Test at the end of each chapters.

## CONTENT

1. Oral expression: tell about your week, a trip, an article you have read, etc. The goal is to work on your fluency, your vocabulary and to correct your grammatical mistakes.
2. Grammar: emphasize a grammar rule, written exercises and application of these rules in oral exercises by groups of two.
3. Debate themes: article on current news, emphasizing of hard-to-remember vocabulary and debates by groups.

## ASSESSMENT

Weekly evaluation, student participation during the classes, weekly homeworks and final written exam for advanced level and oral exam for beginners.

## RESOURCES

Hand-outs, presentations and articles from newspapers and magazines.

## BIBLIOGRAPHY

- Références Grammaire Progressive du Français Niveau Intermédiaire (CLE international).
- Dites-moi un peu (Vocabulaire et Expression) B1-B2 (PUG).

**LECTURERS**

FRANÇOIS GEMENNE, PIERRE OZER, CAROLINE ZICKGRAF

**LEARNING OUTCOMES**

Upon completion of this teaching unit, students will be able to

1. master the main theoretical concepts of environmental geopolitics and migration.
2. analyse, synthesise and debate major international issues such as climate policies, North/South relations, migration and the refugee reception crisis.

**CONTENTS**

Teaching will be conducted through thematic seminars. 24 hours of courses will be given, including 8 hours in French (Gemenne and Ozer ) and 16 hours in English (Zickgraf).

The teaching unit will be divided into the following sections: introduction to theories and concepts of environmental geopolitics and migration; thematic seminars.

**TEACHING UNIT'S EVALUATION**

Students will be evaluated by a final exam. No prerequisites or co-requisites

**PHOTOGRAPHY WORKSHOP : BEING 20****PROFESSOR**

DAL MAS AURORE

**LEARNING OUTCOME**

- Learn and practice the technical basics of photography, using the manual mode of a camera
- Learn the basics of Photoshop to develop the pictures
- Learn how to work with additional flash light
- Be able to analyse a picture to understand and use its specific language (composition, frame, light, colors, context...)
- 5. Be able to write and mix texts and pictures in a personal and documentary way
- 6. Learn to build a documentary photo series (method, selection, point of view)
- 7. Layout a body of work on an online platform (digital storytelling)
- 8. Adapt the work for social media (Instagram)

**TEACHING UNIT SCHEME**

X illustrated theoretical topics put into practice during the class + project follow up through individual or groupe viewing and critical commenting.

**CONTENT**

Investigate, document, express and share their own generation's concerns, issues, interests and values in a journalistic approach. Therefore, the class will start with explaining the basics of photography, Photoshop and flash light, and developing a working method. The class will emphasize on the language, the narrative and the use of additional text, to finally layout and share the series on a website that the students will present and comment at the end of the class. The project will also be re-edited and shared on the

Being 20 in dedicated Instagram account. The students will practice these photo- graphic and communication skills through their personal project related to Being 20 in and a few homeworks. Regular lectures of the projects will help the students refine their personal topic and project.

### **ASSESSMENT**

The evaluation is based on homeworks and the final photo project.

Evaluation criteria: Technical aspects (quality of the images, light, composition, frame) - Respect of the theme and the documentary approach - Content (info, quantity, variety) - Retouching (if present) - Research on the layout, narrative and communication aspects - Personal text production (captions, titles, credits, intro) - Instagram post (storytelling).

## WELCOME SESSION AND INTEGRATION WEEK: COURSES, SEMINARS AND VISITS RELATING TO EUROPE, BELGIUM, IHECS AND BELGIAN MEDIAS.

English  
3 ETCS

### LECTURERS

Several invited experts

### PROGRAM

Monday	Tuesday	Wednesday	Thursday	Friday
Welcome session	Introduction to Europe	Introduction to Cultural specificities	Introduction on Belgium	Visit of the Belgian Parliament
Typical Belgian fries lunch				
Guided Tour in Brussels	Visit of the Belgian Medias Institutions	Visit to the museum	Chocolate Tour	Class schedule

## EU PUBLIC COMMUNICATION STRATEGIES

English  
5 ETCS

### PROFESSOR

N. BAYGERT

### SUMMARY

Understanding the complexity of EU institutional communication and branding strategies. A key objective is to understand the way in which the EU seeks to create a supportive environment for its actions by communicating with different target groups. A particular emphasis shall be put on the use of social media for internal and external communication purposes.

### LEARNING OUTCOMES

Students will be able to:

1. Understand the main actors, targets and message of EU institutional communication ;
2. Apprehend EU storytelling and branding strategies ;
3. Critically analyse EU public awareness campaigns targeting the general public ;
4. Have a critical understanding of the benefits and main reproaches as regards the EU's presence on social media ;
5. Differentiate between institutional (public) and political communication.

### TEACHING UNIT SCHEME

This teaching unit is divided into three learning phases:

- 20 hours of lecture ;
- 6 hours of on site visits (European Parliament, European Commission, etc.) ;
- 4 hours of group presentations (collective evaluation).

## CONTENT

The course critically analyses the institutional internal and external communication practices of the European Union. Focusing on the European institutions' communication strategies and policies, we will look at the work of communication & information services of different institutional bodies (Parliament, Council, Commission). The course moreover offers an overview of varied actors involved in the design of institutional communication campaigns (external service providers, EU agencies, etc.). The course will thereby assess current communication strategies used by EU institutions and EU officials to convey information as regards the policy-making process. Considering the last (2014) European Parliament elections, the course shall put a particular focus on the potential and shortcomings of pan-European political communication. Hence, the course explores different communication tools (e.g. Social Media in EU communication) and messages sent to target audiences, pointing out a number of best practices - including testimonies of communication professionals. Finally, the course strives to stimulate critical knowledge and debate about current EU communication schemes.

## ASSESSMENT

Small workgroups will work on designing or/and evaluating current EU communication campaigns (different themes: EU Branding, EU-US cooperation, European citizenship, environmental issues, euroscepticism, European federalism etc.). The evaluation is based on a presentation of the results of this work.

## RESOURCES

Lecture notes available on Learn.

## STATUS

No prerequisite.

## BIBLIOGRAPHY

- Altides, C. (2009). Making EU politics public: How the EU institutions develop public communication. Baden-Baden: Nomos Verlag.
- Anholt, S. (2007). Brand Europe-Where next? *Journal of Place Branding and Public Diplomacy*, 3 (2), pp. 115-119.
- Baygert, N. (2015). L'Union européenne, vers un récit de marque refondé? *Communication & langages*, 183, 133-151.
- Dalakiouridou, E., Smith, S., Tambouris, E., & Tarabanis, K. (2012). Electronic Participation Policies and Initiatives in the European Union Institutions. *Social Science Computer Review*, 30 (3), 297-323.
- De Ruyt, J. (2015). *Le leadership dans l'Union européenne*. Louvain-la-Neuve: Presses universitaires de Louvain.
- Ferrero-Waldner, B. (2007). *The European Union and the world: a hard look at soft power*. New York : Columbia University.
- Koskinen, K. (2013). Social media and the institutional illusions of EU communication. *International Journal of Applied Linguistics*, 23 (1), 80-92.
- Van Ham, P. (2005). Opinion Piece: Branding European Power. *Place Branding Journal*, Vol.1, 2, pp.122-126.

EUCU0022

## EUROPE'S CULTURE AND ITS SPECIFICITIES

English  
5 ETCS

## PROFESSOR

M. FAHSI

## SUMMARY

The aim of this course is to give students a better insight into Europeans' thinking and vision of the world; and the influence this can have on the way Europe and Europeans relate to the world and to people from other countries and cultures.

## CONTENT

This course is a mixture of lectures given by the teacher; presentations made by the students; and general discussions. The idea is to create a think-thank spirit where students actively contribute to the content of the course with their own personal input on a variety of topics, including :

1. What made and shaped Europe? From the Greek philosophers to the French Revolution
2. Did Europeans 'europeanize' the world? From the human rights concept to the 'civilizing mission' of colonialism
3. Is the European Union trying to export its norms and values to the rest of the world? How?
4. Intellectual Property Rights (IPR) and the origin of Europe's cultural exception: examples of WTO and UNESCO and consequences at the international level.
5. Any other subject that students may find of interest.

## RESOURCES

Lectures by teacher; research done by the students.

## ASSESSMENT

Evaluation is done throughout the process and is based on the presentations by the students as well as their active involvement in the group's discussions.

## STATUS

No prerequisite.

## PROFESSOR

J.-P. RANSCHAERT

## SUMMARY

The course is entitled 'LIVertising' and shows how marketing communication models have become more participative. Formerly designed to be 'top-down', unidirectional and interruptive, advertising evolved into a 'bottom-up' and bidirectional interaction based on permission. Today it is deployed as a network and on networks.

## LEARNING OUTCOMES

This course encourages students to be aware of the technology, communication and societal challenges stemming from this paradigm shift.

## CONTENT

The course is based on

1. a weekly classroom activity, to get students participating and contributing, plus three sessions led by outside guests who practise participative communication ;

2. content offered on a variety of course media: the blog, Twitter feed, Youtube channel. It also includes the possibility to attend an online Inbound marketing certificate from Hubspot or a digital marketing course from Google.

### ASSESSMENT

1. Follow-up and content uploading to the course's various media platforms (blog – Twitter feed – Youtube channel) ;
2. Optional Hubspot or Google certification
3. Oral exam.

### RESOURCES

Blog and Forum: <http://LIVErtising.net> Twitter feed: <http://http://twitter.com/#!/LIVErtising>

### STATUS

This class requires prerequisites in Marketing communication and advertising.

### BIBLIOGRAPHY

Online bibliography: <http://www.librarything.com/catalog/jpranschaert>.

CULG2122

## GLOBALIZATION

English  
5 ETCS

### PROFESSORS

M. DE WASSEIGE & B. DUPONT

### SUMMARY

This course tries to put in perspective the concept of globalization by confronting it with the concept of Americanization. Students will therefore be introduced to the development of the U.S. as a hyperpower and its relationship to global developments, from its origins to the present day. Influential definitions of globalization will then be presented and analyzed and the students will be introduced to some of the major topics in the literature on globalization. This course will subsequently provide a seminar setting for the discussion of various key issues of the globalization debate: culture, media, cultural identity, citizenship, governance, global economy, health, environment or development.

### LEARNING OUTCOMES

1. The student understands how globalization has taken shape and is able to define today's globalization and underlying concepts
2. The student understands the implications of globalization on a few key issues or domains linked to their specialization (culture, media, cultural identity, citizenship, governance, global economy, health, environment, development...)
3. The student knows where to find and how to use reliable sources to achieve the two aforementioned goals.

### TEACHING UNIT SCHEME

The students attend weekly seminars. A PowerPoint presentation is often used and available after the classes on the intranet (Learn). The students have to read articles before some classes.

### CONTENT

1. First 8 classes approx., seminars, including a seminar on gender and globalization.
2. A midterm paper is due for March 29, 2016. It includes an 800-word personal

summary and a 600-word personal review of a recent scientific article (5,000/10,000 words, publication: 2011-2016 for journals, 2013-2016 for books) that deals with a specific development within the field of globalization studies. The article choice must have been accepted beforehand and the paper and article must be handed in electronically on [barbara.dupont@galilee.be](mailto:barbara.dupont@galilee.be) AND printed, during class, on March 29, 2016).

3. Last 5 classes approx., seminars with the paper presentations by students, followed by group debates

## ASSESSMENT

At the oral exam the student must know all the concepts and theories seen in the course and required readings. The student must be able to apply the concepts and theories to particular domains or issues (seen in class or similar to these), contextualize and analyze the latter.

Ascep students: Paper 20 pts, paper presentation 10 pts, oral exam 30 pts / Other students: Paper 20 pts, oral exam 30 pts.

## RESOURCES

Powerpoint presentations of the teacher and the students - Articles.

## BIBLIOGRAPHY

- Appadurai, Arjun (ed.) (2001). Globalization. Durham & London: Duke University Press.
- Axford, Barrie. (2013). Theories of Globalization. Cambridge & Malden : Polity Press.
- Boli, J. & Lechner, F. J. (2004). The Globalization Reader. 2nd edition. Malden and Oxford: Blackwell Publishing.
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## PROFESSOR

L. HENNEMONT

## SUMMARY

Civic engagement is an integrated learning activity whereby students, through concrete and direct



actions, develop an ethical behaviour and work towards common good. Students become aware of current social issues and which actions can be undertaken individually and in the community. Students use their previous skills and understand how to utilize them in a new environment.

### LEARNING OUTCOMES

Students will:

- realize interculturalism and possible dialogues between cultures;
- learn how to integrate the associative sector and how to develop a relevant and efficient action;
- show openness towards listening, dialogue and adaptability;
- manage his/her time and resources;
- be an actor of change, capable of mobilizing and intervene practically on issues ;
- use his/her knowledge and skills learnt previously towards the associative projects he is involved in;
- contextualize in an associative framework the knowledge and skills acquired, it also takes the measure of those which are still missing
- develop capacity to a critical feedback on the organization.

### TEACHING UNIT SCHEME

This teaching unit is divided into preparation sessions and a learning activity within a civic organization. The student plays an active role in the life of the organization by working 30h.

### ASSESSMENT

Evaluation is based on a critical report submitted by the student.

### STATUS

No prerequisite

DIJ0027

## DIVING INTO INVESTIGATIVE JOURNALISM

English  
5 ETCS

### PROFESSOR

ERIC WALRAVENS

### SUMMARY

Investigating political corruption, tax fraud, corporate wrongdoing or plain crime, and making it known to the public. The focus of investigative journalism has hardly changed since the early days of the « muckrackers » in the late 19th century. Yet the techniques have profoundly evolved over the last decade, with journalists over the world pooling their resources to search through vast quantities of data, as seen for instance with the Panama Papers.

This class will be a mix of lectures and discussions about what today's investigative journalism is about and what the future might hold.

### LEARNING OUTCOME

At the end of this class, students will :

- Have a better knowledge of the history and economics of investigative journalism
- Understand how investigative journalism can lead to social or institutional change
- Understand the background of the major leaks that have taken place over the last decade
- Use basic investigative techniques such as online background searches and document requests
- Apply those techniques to different contexts and approaches
- Apply an investigative angle to stories

## TEACHING UNIT SCHEME

30 hours in total: 20 hours of lectures, and 10 hours of workshops divided between presentations and discussions.

### CONTENT

1. Definition : what investigative journalism is about, in different countries and different contexts
2. History of investigative journalism around the world
3. Case studies of recent investigations, local and global ones, with a focus on cross-border collaborations and major leaks
4. Presentations by students in class and discussions: investigations in different countries
5. Investigative techniques: online searches, document requests, security for journalists, etc.
6. Business models that promise to support the future of investigative journalism
7. Meeting with an investigative journalist

### ASSESSMENT

The evaluation will be drawn from the presentation made by students in class, and their participation in the group's discussions.

### RESOURCES

Handouts, copies of articles (online and on paper), power point presentations

### STATUS

No prerequisite is necessary but a good grasp of journalism is key to apply investigative methods.

PCPH0023

## PRACTICE COURSE: PHOTOGRAPHY

English  
5 ETCS

### PROFESSOR

B. GRIGNET

### LEARNING OUTCOMES

1. Understand the basics of photography (aperture, speed, depth of field...)
2. Be able to use the different functions of a camera
3. Be able to tell a story with photographs
4. Be able to edit and sequence pictures in order to create meaning
5. Develop a personal point of view
6. Produce a small book on a topic chosen by the student

## TEACHING UNIT SCHEME

Weekly theoretical presentations related to a topic (framing, light..) and introduction to the work of different photographers to illustrate it. Weekly shooting assignments that are reviewed collectively the following week.

### CONTENT

This class is an introduction to the language of photography and to the development of a personal point of view.

Photography is everywhere but how do you tell a story with pictures? How can we make a photograph stronger? How to balance content and form?

In this course, students will first be introduced to the different functions of a camera and to the technical basics that will enable them to translate their point of view into images.

Through weekly assignments they will experiment with portraits, light, framing, movement, and street photography. They will learn how to edit and sequence images in order to give meaning and rhythm to a project. In the second part of the course, students will develop a personal project that they will present as a book at the end of the class.

## ASSESSMENT

Continuous evaluation based on weekly assignments and final project, with the following criteria:

- Development of a personal point of view
- Knowledge of camera
- Creativity in student's approach
- Personal investment and motivation
- Relevance
- Sensitivity
- Project coherence
- Respect of instructions and deadlines
- Attendance to class and active involvement in class

There is also an individual meeting with the student at the end of the course, where the student's pictures and book will be reviewed.

## STATUS

No prerequisite.

PCTV0024

## PRACTICE COURSE: VIDEO

English  
5 ETCS

## PROFESSOR

L. VINCENT

## LEARNING OUTCOMES

At the end of the term, they will have the basics in writing, shooting, editing and realising a subject in video.

## TEACHING UNIT SCHEME

Students will first attend at a theoretical course (4h), then a little demonstration of the material will be organized (2h). After that, we will organized meeting points with the student to write, shoot and edit their production.

## CONTENT

1. Lectures about the theory of filming (the scale of shots, 180° rule, 2/3 rule, how to frame ?, etc.)
2. Students have to practice by making a remake of the Pulp Fiction scene in the apartment of Bret. I analys that scene during a lecture, shot by shot. Then they come back on next class with the shooting is done and they edit during the class. That little practice has the objective to compose good frames and to work with camera canon XF100 for the first time and to edit. They don't have to worry about writing, only technical issues.
3. After, we have 9 weeks to realise a little portrait. They have to find someone and they have to make a portrait. It can be in e documentary style or promotional or journalism or whatever. But I want them to use differents type of shots, « découpage ». They have to write, shoot and edit by themselves. I see them every week to « coach » them for every steps of realisation.

## ASSESSMENT

Participation during the lectures and final group work (video clip to produce and present in front of the class)

## RESOURCES

Powerpoint presentations available on Learn.

## STATUS

No prerequisite.

PCMM0025

## PRACTICE COURSE: MULTIMEDIA

English  
5 ETCS

## PROFESSOR

D. LEYNEN

## SUMMARY

The workshops in Web UI (Users Interface) Design will consist in creating step by step a UI with Photoshop. Web design isn't just about colors and shape, but also about presenting to the users the right tools to accomplish their goals.

UI are much more than, menu, buttons and pretty colors. Their final goal is the usability. Great web UI design must strike a perfect balance between captivating aesthetics and efficient interactivity.

In this class you'll learn the best practices in UI the do's and don'ts do including advices to optimize UI. How to apply the best practices and real-life examples to create an efficient web interfaces? Most of the time there is a gap between concept and practices. With the workshop the student will be able to understand the opportunity.

## LEARNING OUTCOMES

Student will :

- Learn the design process to create the most efficient web UI ;
- Know the best practices about the usability of a web site ;
- Know and respect the standards about a web site ;
- Take a critical look about the site map, the structure and the design of a webpage ;
- Optimize the structure of a webpage with a wireframe ;
- Create and design a webpage with Adobe Photoshop practice basic knowledge about programming.

## TEACHING UNIT SCHEME

Brief presentation of the teaching unit's layout (self-study, e-learning, seminars, exercises, etc.)

## CONTENT

This teaching unit combines concept and best practices about the creation of a web page. With different kind of workshops the student will be available to create a web design with the tools Adobe Photoshop. The student will also learn specification to do the best structure with a grid. Step by step, workshop after workshop the student will create a UI with Adobe Photoshop.

## ASSESSMENT

Day-to-day evaluation between the workshop and the final presentation and research

## RESOURCES

Course presentations available on Learn.

## STATUS

The basic knowledge about Adobe Photoshop is a plus.

FREN0026

## FRENCH LANGUAGE COURSE

French  
5 ETCS

## PROFESSOR

V. WILLEMS

## LEARNING OUTCOMES

1. To be able to express yourself in a general context in a specific language (oral expression) ;
2. To be able to understand clear messages and direct questions (oral understanding) ;
3. Improvement of your general language vocabulary list, expressions and general sayings ;
4. Better understanding of French grammar ;
5. Written understanding ;
6. Written expression.

## TEACHING UNIT SCHEME

1. Grammar exercises and written expression under the format of weekly homework ;
2. Oral exercises and debates ;
3. Grammar application's exercises under the format of Q&A by groups of two ;
4. Emphasizing of new vocabulary ;
5. Test at the end of each chapters.

## CONTENT

1. Oral expression: tell about your week, a trip, an article you have read, etc. The goal is to work on your fluency, your vocabulary and to correct your grammatical mistakes.
2. Grammar: emphasize a grammar rule, written exercises and application of these rules in oral exercises by groups of two.
3. Debate themes: article on current news, emphasizing of hard-to-remember vocabulary and debates by groups.

## ASSESSMENT

Weekly evaluation, student participation during the classes, weekly homeworks and final written exam for advanced level and oral exam for beginners.

## RESOURCES

Hand-outs, presentations by Mrs. Willems and articles from newspapers and magazines.

## BIBLIOGRAPHY

- Références Grammaire Progressive du Français Niveau Intermédiaire (CLE international).
- Dites-moi un peu (Vocabulaire et Expression) B1-B2 (PUG).

**PROFESSOR**

DAL MAS AURORE

**LEARNING OUTCOME**

- Learn and practice the technical basics of photography, using the manual mode of a camera
- Learn the basics of Photoshop to develop the pictures
- Learn how to work with additional flash light
- Be able to analyse a picture to understand and use its specific language (composition, frame, light, colors, context...)
- 5. Be able to write and mix texts and pictures in a personal and documentary way
- 6. Learn to build a documentary photo series (method, selection, point of view)
- 7. Layout a body of work on an online platform (digital storytelling)
- 8. Adapt the work for social media (Instagram)

**TEACHING UNIT SCHEME**

X illustrated theoretical topics put into practice during the class + project follow up through individual or groupe viewing and critical commenting.

**CONTENT**

Investigate, document, express and share their own generation's concerns, issues, interests and values in a journalistic approach. Therefore, the class will start with explaining the basics of photography, Photoshop and flash light, and developing a working method. The class will emphasize on the language, the narrative and the use of additional text, to finally layout and share the series on a website that the students will present and comment at the end of the class. The project will also be re-edited and shared on the Being 20 in dedicated Instagram account. The students will practice these photographic and communication skills through their personal project related to Being 20 in and a few homeworks. Regular lectures of the projects will help the students refine their personal topic and project.

**ASSESSMENT**

The evaluation is based on homeworks and the final photo project.

Evaluation criteria: Technical aspects (quality of the images, light, composition, frame) - Respect of the theme and the documentary approach - Content (info, quantity, variety) - Retouching (if present) - Research on the layout, narrative and communication aspects - Personal text production (captions, titles, credits, intro) - Instagram post (storytelling).

**PROFESSOR**

JAHIER ADRIEN

## LEARNING OUTCOME

- Understanding communication as a process
- Linking culture and communication
- Differentiating between non-verbal and verbal interaction
- Understanding a wide range of different cultures through core dimensions
- Identifying and adapting to a culture shock
- Identifying other obstacles in intercultural communication
- Acquiring cross-cultural communication ethics

## TEACHING UNIT SCHEME

- The fundamentals of cross-cultural communication (I)
- The fundamentals of cross-cultural communication (II)
- Case study: How to communicate with Germans
- The differences between Western and Eastern cultures through the religious factor
- Case study: How to communicate with Russians
- Case study : How to communicate with Indians
- Case study : How to communicate with Asians (with a focus on Chinese)

## CONTENT

Globalisation brings together an increasing number of people from different cultures. The use of new technologies, as well as the development of means of transport, has greatly facilitated this phenomenon. However, if individual students are not properly prepared, these intercultural relationships can cause difficulties in their future professional lives.

In this perspective, the aim of the course is to develop an increased intercultural awareness for them. More specifically, he/she will :

1. Understand the power of culture: one's own culture and «other» cultures
2. Develop the ability to identify cultural differences
3. Try to understand what are the barriers to effective intercultural communication
4. Develop tools to achieve better communication in an intercultural setting
5. Achieve these intermediate objectives by applying them to specific case studies related to the social, cultural and political environment of selected foreign European and non-European countries.

## ASSESSMENT

1. A short essay describing the student's culture (40%)
2. Research work : an essay and an oral presentation about meeting another culture (60%)

## TEACHING UNIT'S ORGANISATION

The unit is organised around 30 hours of lecturing that includes some exercises, as well as some student's presentations. The teaching and working language is English.

## RESOURCES

Course presentations (Power Points) will be uploaded and rendered accessible after each class.

## BIBLIOGRAPHY

- SAMOVAR, L.A., PORTER, R.E., MCDANIEL, E. R., & ROY, C. S. (2014). Intercultural communication : A reader. Cengage Learning.