

ENGLISH
PROGRAMME

SPRING 2026



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GENERAL RULES

Academic calendar

- Fall semester: August 25th to December 19th 2025
- Spring semester: January 5th to April 30th 2026

International students will make a pre-selection of courses before the semester begins on our platform called "Aurion".

Then, the International Relations Office will be in charge of making individual timetable. The contact person for incoming students and courses is **Ms. Mélina GRUJON** (melina.grujon@istc.fr)

Upon arrival, students will have **two weeks** to change their course selection.

We ask students who selected ISTC as their **secondary university**, and are taking courses at another school during their exchange (such as FLSH, IESEG,...etc), to still **take a minimum of three courses at ISTC**.

In the European Credit Transfer System (ECTS), the normal workload for a full-time student is 30 credits per semester.

- ➔ The home university is responsible for deciding and informing the student of the number of courses they must take, as well as the number of credits required to validate their semester.

Some courses might have a limited number of seats. In that case, places will be assigned according to the "first-arrived first-served" basis.

Cultural Studies courses are limited to 15 students per class.

All other courses are limited to 30 students per class.

Certain courses in the catalogue are offered exclusively to international students, while others are conducted jointly with French students.
Regardless of the format, English shall remain the sole language of instruction.



INTRODUCTION TO FRENCH CULTURE AND SOCIETY

COURSE LEVEL COURSE FORMAT	All levels Hybrid
AUDIENCE	International students
NUMBER OF ECTS CREDITS	4
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Raphaël VILLATTE
COURSE DESCRIPTION	
<p>Learning outcomes:</p> <p>Being able to understand the French mindset, the way the French think about themselves and the world.</p> <p>Expand the field to imagology and notions of alterity, make connections with the intercultural communication courses so the student will take distance and perspective on their own experience and way of seeing the other cultures.</p> <p>Develop empathy and question the notion of exoticism.</p> <p>Know where to find the information and how to process it to prepare better for any international encounter.</p>	
<p>Prerequisites:</p> <ul style="list-style-type: none">- Curiosity and open-mindedness, a taste for fun facts of history.- B2 level in English	

Content

1. The French language: a tool of power or resistance?

- Explanations: The role of French in history (diplomacy, colonization, Francophonie), its status compared to English, and the debates surrounding the defense of the language (Toubon laws, Anglicisms).
- Debate: Is French an elitist language? Can it remain a universal language?

2. Secularism: an exportable French model?

- Explanations: Historical origins, legal principles, and concrete examples (veil affair, 1905 law).
- Debate: Is secularism a tool for integration or exclusion? How is it perceived abroad?

3. The History of France: the French and their relationship with themselves

- Explanations: How notions of national narrative have infused the collective mentality since the 19th century
- Debate: Do the French perceive themselves as they are in their evolution? How important is this today?

4. French gastronomy: heritage or cliché?

- Explanations: UNESCO and gastronomic meals, regional diversity, and the evolution of eating habits (fast food, veganism).
- Debate: Is French gastronomy accessible to everyone? How can we avoid falling into the "cheese-baguette-wine" cliché?

5. French cinema: between art and industry

- Explanations: The New Wave, the role of the CNC, festivals (Cannes), and competition from Hollywood.
- Debate: Is French cinema over-subsidized? Can it compete with American blockbusters?

6. French suburbs: between stereotypes and realities

- Explanations: History of the suburbs, urban policies, and media representations (films, series, rap).
- Debate: How to break down prejudices about the suburbs? What solutions can be used to improve their image?

7. French fashion: between heritage and innovation

- Explanations: The influence of Paris, the great couturiers (Chanel, Dior), and the challenges of fast fashion.
- Debate: Is French fashion still a symbol of luxury and excellence? How can we reconcile tradition and sustainability?

8. Franco-European relations: leader or obstacle?

- Explanations: The role of France in the EU (agricultural policy, defense, euro), and tensions with other countries.
- Debate: Is France a driving force or an obstacle for Europe? How is it perceived by its partners?

9. Social movements in France: a culture of protest?

- Explanations: History of demonstrations (May 68, Yellow Vests), role of unions, and international comparisons.
- Debate: Is protest a right or a privilege in France? Why do the French demonstrate so much?

10. French culture in the digital age: between tradition and modernity

- Explanations: Digitization of museums, influence of influencers, and challenges of intellectual property.
- Debate: How to preserve French culture while adapting to digital technology? Are social networks killing traditional culture?

WORKLOAD

Type	Number of hours	Remarks
Introductory session (8 hours – presential)	8	Attendance is mandatory
Follow-up sessions (12 hours – on line)	12	Regular attendance is highly recommended, e-mail and Teams connection are encouraged outside the 12 hours.
Homework	25	
Total student workload	45	

TEACHING METHODS

Analysis of documents, Interactive classes, lectures, debates.

ASSESSMENT

The final dossier will be assessed and graded according to the richness and depth of the proposed analysis.
The level of commitment of the student will be taken in account (i.e., it is strongly recommended to keep in regular touch with the teacher after the initial seminar).
The methodology will be part of the criteria for the assessment.

READING LIST

Optional :

- French Society: 15 Core Ideas for Understanding French Society and Identity (France Series), Thalby Guides
- French Culture and Heritage: Travel Deeper with This Concise Guide. Understand French Art, Food, Architecture & More. Includes Interviews with Locals in Paris (France Series), Thalby Guides

WORKING IN MULTICULTURAL TEAMS: MANAGING & COMMUNICATING

COURSE LEVEL COURSE FORMAT	All levels In-person
AUDIENCE	International students
NUMBER OF ECTS CREDITS	3
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Arnaud VAN DAELE
COURSE DESCRIPTION	
<p>Learning outcomes :</p> <p>This course looks at the many challenges of managing human resources in an international setting, focusing on how to successfully integrate employees. Cover important topics like gender diversity, cultural backgrounds, ethnic differences, and religious beliefs.</p> <p>Objective is to understand :</p> <ul style="list-style-type: none"> - how to create a workplace where everyone feels included and valued. - the importance of inclusion programs to reduce employee turnover. By developing strong inclusion initiatives, companies can create supportive environments that meet the diverse needs of their workforce. This helps to improve overall performance and keep employees satisfied. 	



Prerequisites:

You must have a good understanding of English, and interest in international working environments

Content

Introduction to International Human Resource Management (IHRM)
 Cross-Cultural Management and Communication
 Global Talent Acquisition, Integration, and Management
 International Compensation, Benefits, and Inclusion Programs
 International Labor Relations, Legal Frameworks, and Diversity
 Managing Global Performance, Development, and Inclusion

WORKLOAD

Type	Number of hours	Remarks
Lectures	20	
Homework	10	
Total student workload	30	

TEACHING METHODS

- Lectures
- Case studies (group activities)
- Videos

ASSESSMENT

Class participation, case activities : written control, practical exercises and presentations
 - Final project/exam

READING LIST

Dowling, P. J., Festing, M., & Engle, A. D. (2013). International Human Resource Management. Cengage Learning.

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). Cultures and Organizations: Software of the Mind. McGraw-Hill.

Adler, N. J., & Gundersen, A. (2007). International Dimensions of Organizational Behavior. Cengage Learning.

Thomas, D. C., & Peterson, M. F. (2014). Cross-Cultural Management: Essential Concepts. SAGE Publications. .

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MEDIA IN A GLOBAL CONTEXT

COURSE LEVEL COURSE FORMAT	All levels In-person
AUDIENCE	International students
NUMBER OF ECTS CREDITS	4
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Veronica RAMOS
COURSE DESCRIPTION	
<p>Learning outcomes</p> <p>What cultural values does media communicate? What do the colors, images, words that make up a media message symbolize to different audiences? In what ways do these media message communicate the important narratives of a culture? These are the questions we will explore in this class. Using Stuart Hall's writings on representation and reception of media message we will delve into the ways in which media can be used explore cultural differences in values and practices.</p>	
<p>Prerequisites</p> <p>Some knowledge of sociology and an intermediate (B2 level of English)</p>	
<p>Content</p> <p>Week 1 Welcome and intro to class Week 2 Sociological Imagination: social construction of reality Week 3 Audience Effects Theories Week 4 Social Theory—Stuart Hall Week 5 Social Theory—content and consumption</p>	



Week 6 Content analysis practicum
Week 7 Social Theory—cultural differences

Face to face classes + group works	18 + 8	Lectures Individual assignments; group project work ; peer to peer evaluations
Estimated homework (preparation)	24	
Total student workload	50	

TEACHING METHODS

The course will be a combination of lecture, in-class ad analysis, take home case studies and group activities that apply theoretical learning.

ASSESSMENT

Individual assignment—content analysis + group project and presentation—comparative ad campaign

READING LIST

C. Wright Mills. 1959. The Sociological Imagination. Oxford University Press
Understanding Media and Culture: An Introduction to Mass Communication. University of Minnesota. Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License
Media Education Foundation. 1997. Stuart Hall : Representation and the Media lecture transcript.

CULTURAL STUDIES

CULTURE OF INFLUENCES

COURSE LEVEL COURSE FORMAT	Bachelor 2 In-person
AUDIENCE	Mixed (International + French students)
NUMBER OF ECTS CREDITS	1
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Marijke DE VEIRMAN

COURSE DESCRIPTION

Learning outcomes

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

- Define and distinguish core terms and concepts in the influencer/creator ecosystem.
- Explain and apply theoretical foundations behind influence (psychology, persuasion, social network theory, attention economy, trust) and analyze how influencers mirror or influence sociocultural trends.
- Understand how the influencer and creator ecosystem is structured, who the key players are, and how they work together.
- Understand how issues of diversity, inclusion, and power shape influencer culture, and why these raise important ethical questions.
- Interpret and apply the legal, regulatory, and normative constraints on influencer practices.

•Explain influencer monetization strategies. Critically reflect on the broader societal impact of influencers.

Prerequisites

B1+ in English.

Content

In today's rapidly changing media landscape, influencers and creators play a central role in shaping how we communicate, consume, and connect.

This course invites students to critically engage with the influencer and creator economy by combining insights from marketing, communication, cultural studies, sociology, and psychology. Together we ask: What makes influencers effective? How do they build trust, visibility, and authority? And what does their growing prominence mean for culture, business, and society?

Building on these questions, the course provides a critical introduction to the influencer and creator economy. Students engage with core concepts and theories of influence, and examine the structure of the ecosystem, including its key actors and the monetization strategies that sustain it. The course also considers ethical and regulatory issues, and encourages reflection on the broader societal and cultural impact of influencers in today's media landscape.

Type	Number of hours	Remarks
Lectures	15	
Homework	15	
Total student workload	30	

TEACHING METHODS

This course combines lectures with interactive group discussions to foster both theoretical understanding and critical debate. Case studies will be used to connect core concepts to real-world practice, while readings from Influencers and Creators (Kozinets



et al.) provide the theoretical grounding. Applied perspectives will be offered by guest speakers.

ASSESSMENT

Written Exam (100%)

The final exam consists of two parts:

40% Multiple-choice questions that assess comprehension of key concepts, theories, and terminology covered throughout the course.

60% Open-ended essay questions that require you to critically analyze, explain, and apply course concepts to real-world cases.

READING LIST

Kozinets, R. V., Gretzel, U., & Gambetti, R. (2023). *Influencers & creators: Business, culture and practice*. SAGE.



CULTURAL STUDIES

UNDERSTANDING POPULAR CULTURE

COURSE LEVEL COURSE FORMAT	Bachelor 1 In-person
AUDIENCE	Mixed (International + French students)
NUMBER OF ECTS CREDITS	1
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Giuseppe MONTALI
COURSE DESCRIPTION	
Learning outcomes A greater understanding of pop culture, movies and video games.	
Prerequisites B1+ in English. You must have a good command of English to engage in discussions around films, pop culture and video games.	
Content This course considers how popular movies became part of the Pop Culture and their influence on Video Games. It examines films that are commonly considered as	

monuments of the Pop Culture (not necessarily award-winning films), video games inspired by them and the classics of literature that inspired those films.

Type	Number of hours	Remarks
Seminar	15	
Homework	15	
Total student workload	30 per semester	

TEACHING METHODS

- Lectures supported by video extracts
- Gameplay footages
- Interactive games (Kahoot!)

ASSESSMENT

Written test and presentation

READING LIST

Bibliography

Sol Yurik, *The Warriors*, 1965, any edition

Eran Almagor, "Going Home: Xenophon's Anabasis in Sol Yurick's *The Warriors* (1965) ", Brill editions

J. W. Campbell, *Who Goes There?*, 1938, any edition

H. P. Lovecraft, *The Call of Cthulhu*, 1928, any edition

H. P. Lovecraft, *The Rats in the Walls*, 1923, any edition

Andrew J. Reid, *Video Games as Popular Culture*, in
<https://medium.com/@ajreid93/49d22adbd091>

M. Picard, *Video Games and Their Relationship with Other Media, Video Game History*,
(chap. 41). From *Bouncing Blocks to a Global Industry*, Greenwood Press, Westport, Conn.

Michael L. Stephens, *"Gangster Films: A Comprehensive, Illustrated Reference to People, Films and Terms"*, 2008, McFarland, Incorporated, Publishers

Journal article: Tzvi Abusch, *The Development and Meaning of the Epic of Gilgamesh: An Interpretive Essay*, 2001, American Oriental Society

The Myth of Gilgamesh, any edition

The Myth of Oysseus, any edition

W. Shakespeare, *Macbeth*, any edition

Filmography

Walter Hill's *"The Warriors"* 1979

John Carpenters' *"The Thing"* – 1982

Christian Nyby's *"The Thing from Another World"* – 1951

Howard Hawk's *"Scarface"* – 1932

Brian De Palma's – *"Scarface"* – 1983

Steven Spielberg's – *"The Raiders of the lost Ark"* – 1981

The class will be implemented with videos. A thorough webography will be given to students at the beginning of the course.

CULTURAL STUDIES

FASHION & COMMUNICATION

COURSE LEVEL COURSE FORMAT	Bachelor 1 In-person
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AUDIENCE	Mixed (International + French students)
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NUMBER OF ECTS CREDITS	1
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	Giuseppe MONTALI
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COURSE DESCRIPTION
<p>Learning outcomes</p> <p>Identify and recognize the essential elements of clothing in ancient Rome, as well as in the Middle Ages and the Italian Renaissance, the Baroque period in Spain, and the 18th century in France, along with American fashion in the early 20th century.</p> <p>The historical and economic challenges of the early days of haute couture in Italy.</p> <p>Identify and recognize classical and modern fashion designers.</p> <p>How fashion contributes to a country's influence - Communicating a country's image through fashion.</p>
<p>Prerequisites</p> <p>B2 in english. You must have a good understanding and command of English to engage in discussions.</p>

Content

Ancient history: Rome, the Middle Ages, the Renaissance, the Baroque period in Spain, 18th-century France, and early 20th-century American fashion.

20th-century designers – how to identify them.

The golden years of Italian fashion (1960s–1990s).

Countries that communicate through fashion.

Type	Number of hours	Remarks
Seminar	15	
Homework	15	
Total student workload	30	

TEACHING METHODS

The course will be a combination of lecture, in-class ad analysis and group activities

ASSESSMENT

Quizzes and presentations

READING LIST

The reading list will be given to students at the beginning of the course.



ENGLISH TALK

COURSE LEVEL COURSE FORMAT	Bachelor 2 or Bachelor 3 In-person
AUDIENCE	Mixed (International + French students)
NUMBER OF ECTS CREDITS	1
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Bachelor 2 : Stephen Hindmarsh Bachelor 3 : Elisabeth Lloyd-Burkhalter
COURSE DESCRIPTION	
Learning outcomes <p>The key objectives of this course is to improve your confidence and speaking skills. To learn how to use your opinion and personal experiences to discuss a variety of subjects which be discussed in this course.</p>	
Prerequisites <p>You will need a strong desire to improve your speaking, participation with an open mind, and a positive attitude. You will need an intermediate level of English to fully benefit from the course content.</p>	
Content <p>We will discuss a variety of social issues and cultural issues from across the world.</p>	

WORKLOAD

Type	Number of hours	Remarks
Practicals	15	
Estimated homework	15	
Total student workload	30	

TEACHING METHODS

A lecture followed by student discussion.

ASSESSMENT

One short writing on the topic each week based on the topic discussed in this talk.

READING LIST

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PRESS REVIEW

COURSE LEVEL COURSE FORMAT	Bachelor 2 In-person
AUDIENCE	Mixed (International + French students)
NUMBER OF ECTS CREDITS	2
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Elisabeth Lloyd-Burkhalter

COURSE DESCRIPTION

Learning outcomes

Why follow the news? How do current events affect the way we receive messages?

This course is designed to help you become more effective communicators by understanding what's going on in the world. You will gain confidence and ease discussing the news in English.

Each class, you will submit a Weekly News Roundup with a summary of important news stories. These topics will be further explored through a variety of group projects. The first session of each module, groups will have in-class time to research and work. In the second, groups will present their projects.

We will use a collaborative feedback model to comment on the presentations, ask questions, offer suggestions, and learn from each other's work.

Prerequisites

B1-B2 level in English

Content

	Module	Learning objective
Week 1	<i>Introductions, symbols activity</i>	-Understand how current events shape visual culture
Week 2: group work Week 3: presentations	<i>Media source scavenger hunt</i>	-Analyze framing, bias, tone, and depth of coverage -Develop awareness of different media landscapes
Week 4: group work Week 5: presentations	<i>Local / global</i>	-Compare local coverage and global coverage -Consider international perspectives
Week 6: group work Week 7: presentations	<i>Industry Press Review</i>	-Synthesize major events in a specific industry -Make a press review
Weeks 8, 9: group work Week 10: presentations	<i>Ads in context</i>	-Create an advertisement for a product or service in conversation with current events

WORKLOAD

Type	Number of hours	Remarks
Seminar	15	
Homework	10	
Total student workload	30	

TEACHING METHODS

Individual Weekly News Roundups are the basis of this course. Before each class (from weeks 2–9), students are responsible for submitting a short summary of the major news events of the week (~100 words). This accounts for 40% of your final grade (CC).

Posts must include links to 3 news stories on the following topics:

–National

–International

–Industry-specific (tech, culture, agribusiness, finance, luxury brands, real estate, cosmetics, etc...)

At least two of the news stories should be in the English language. Posts should include stories from both traditional news sources (newspapers, TV) and New Media (podcasts, social media, etc.).

We will begin each class with 3–4 presentations of the Weekly News Roundups. You must come to class prepared to talk about your post. Why did you choose these stories? What impact might they have?

What did you notice about the way the stories are presented in different media sources?

ASSESSMENT

Individual Weekly News Roundups

READING LIST

Students have access to a variety of media sources through the EUROPRESSE database ([https:// nouveau-europresse-com.ezproxy.univ-catholille.fr/Search/Reading](https://nouveau-europresse-com.ezproxy.univ-catholille.fr/Search/Reading)) using their BU login credentials (<https://bibliotheque.univ-catholille.fr/>).

A user's guide to EUROPRESSE will be available on TEAMS.



ENGLISH WRITING & SPEAKING SKILLS

COURSE LEVEL COURSE FORMAT	Bachelor 2 In-person
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AUDIENCE	Mixed (International + French students)
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NUMBER OF ECTS CREDITS	2
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	Anita AUDUREAU
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COURSE DESCRIPTION
Learning outcomes Better oral speaking skills and writing in English
Prerequisites B2 level in english

Content Speaking: Imagine an episode of a series that takes place at ISTC, film it (end of semester pass). Work on rebranding. How to pitch a company. Be able to talk about all types of humour. Creating an advertisement using humour.

Writing: How to write a script.

A company needs to change its brand image or create a brand identity.

WORKLOAD

Type	Number of hours	Remarks
Lectures	30	
Homework	20	
Total student workload	50	

TEACHING METHODS

Videos, role play, oral presentation, listening comprehension, reading comprehension, debate, writing exercises.

ASSESSMENT

40% : Continuous assessment – 60% : Final individual exam



COMMUNICATION AND PLANS

COURSE LEVEL COURSE FORMAT	All levels In-person
AUDIENCE	International students
NUMBER OF ECTS CREDITS	2
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Celine MELCHIOR

COURSE DESCRIPTION
<p>Learning outcomes</p> <p>Understand the integration of the communication strategy into the marketing strategy.</p> <p>Be able to analyse marketing and communication context, to identify problematics and set up clear objectives.</p> <p>Understand steps and get tools to design, with an iterative approach, a targeted and contextualized communication strategy and be able to implement a suitable action plan.</p> <p>Develop critical thinking evaluating communication campaigns in an international context.</p>
<p>Prerequisites</p> <p>B2 in English. Marketing fundamentals</p>
<p>Content</p> <ul style="list-style-type: none"> 1- Analysis of corporate, marketing and communication context. 2- Communication process 3- Communication strategy : (focus on marketing communication)

3-1 : Steps : target audience, objectives, creative strategy, budget, retro planning
3-2: Communication mix : channel, media, tools and supports

4- Communication audits and recommendation

WORKLOAD

Type	Number of hours	Remarks
Practicals	15	
Estimated homework	15	
Total student workload	30	

TEACHING METHODS

Interactive class (Q&A, discussions, groupworks)
Case studies
Project-based learning

ASSESSMENT

50% : Continuous assessment : In class participation, reports and presentations
50% : Final individual exam : open questions

READING LIST

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CULTURES OF PREDICTION: SURVEILLANCE, AUTOMATION AND THE REWIRING OF SOCIETY

COURSE LEVEL COURSE FORMAT	Bachelor 3 In-person
AUDIENCE	Mixed (International + French students)
NUMBER OF ECTS CREDITS	1
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Madeleine DONNELLY
COURSE DESCRIPTION	
<p>Learning outcomes:</p> <p>This course explores the complex relationships between digital technologies and cultural, social, and legal practices. Students will evaluate the societal impact of digitalization, with a focus on privacy and surveillance. They will define and compare different models of surveillance, such as Big Brother, Panopticon, Synopticon, Sousveillance, and Assemblages –and apply these concepts to concrete digital practices and technologies. The course emphasizes the conceptualization of prediction and automation, examining how these processes reshape human activity, subjectivity, and everyday experience.</p>	

Through theoretical frameworks from sociology, philosophy, and media studies, students will critically interpret contemporary digital phenomena, develop analytical skills, and apply theoretical insights to real-world examples. Students will also learn to communicate research findings and analyses effectively in both written and oral formats, reflecting on the biases, predictive capacities, and broader societal implications of automated systems

Prerequisites:

English (B2) – Read and understand academic texts Foundational knowledge in social sciences and/or media studies

Digital literacy: familiarity with social media platforms, digital communication tools, and online research methods.

Basic understanding of ethical issues related to privacy, intellectual property, and online behavior.

Week 1 – Introduction to Digital Cultures and Surveillance

- Lecture: What do we mean by digital and culture? Overview of frameworks: Information Society, Network Society, Platform Society, Surveillance Society.
- Core Reading: Castells, The Network Society (excerpt).
- Activities: Mapping students' daily digital practices + discussion of where surveillance appears.
- Output: Short in-class reflection (5–10 minutes).

Week 2 – Conceptual foundations of surveillance

Lecture: Exploring surveillance models

- Core Reading: Miller, Understanding Digital Culture (ch. on surveillance models).
- Activities: Comparative mapping of models in today's platforms.
- Assignment 1

Week 3 – Privacy, law, and everyday surveillance

Lecture: Snowden and the Surveillance State: Privacy Between U.S. and Europe

- Themes: Privacy as solitude, secrecy, anonymity; Snowden revelations; legal frameworks (PATRIOT Act, GDPR).
- Core Reading: Greenwald, No Place to Hide (excerpts).
- Activities: Contrast U.S. vs. EU/regional approaches to privacy and surveillance.
- Assignment 2

Week 4 – Critiques of digital optimism

Lecture: From techno-utopianism to critical digital studies

- Core Reading: Morozov, To Save Everything, Click Here.
- Activities: Debate: "Do digital technologies inherently lead to progress, or do they reinforce control?"
- Output: Group presentations linking Morozov's critique to current cases (AI, smart cities, social media).
- Assignment 3

Week 5 – Surveillance in culture and media

Lecture: Surveillance on screen and in everyday culture

- Themes: Media representations of surveillance and their cultural impact.
- Core Reading: D.Lyon, The Culture of Surveillance
- Activities: Close reading + analysis of media portrayals of surveillance.
- Output: Group presentations connecting surveillance theories to cultural/media cases.
- Assignment 4

Week 6 – Surveillance Capitalism

Lecture: Zuboff's Surveillance Capitalism: A New Logic of Power?

- Core Reading: Zuboff, The Age of Surveillance Capitalism
- Themes: Surveillance capitalism vs. digital technology; the "unprecedented."
- Activities: Group work on Zuboff concepts, applied to platforms.
- Output: 1-page synthesis note linking theory to a case (e.g., targeted ads, predictive analytics).
- Assignment 5

Week 7 – Automation

Lecture: Automating subjectivity, automating society

- Core Reading: B.Stiegler, Automatic Society
- Themes: Automation of labor and subjectivity; biases of automation; social de-skilling.
- Assignment 6: 300-word mini-essay linking automation to a case (e.g., predictive policing, workplace automation).

Week 8 – Automation II

Lecture: Automation, Desire, and the Big Other

- Themes: From physical to mental labor; automation, desire, and the "death drive."
- Activities: Seminar + presentations of mini-essays.
- Core Reading: B.Latour, Pandora's Hope (excerpt, on science/technology and agency).
- Output: Collective synthesis of automation theories.
- Assignment 7: Final Paper advancement

Week 9 – Student Paper Workshop

How to Write on Surveillance: Theory, Case, and Argument

- Assignment Due: Students bring outline + first-page draft.
- Activity: Peer review + instructor feedback.
- Goal: Concrete revisions for final submission.

Week 10 – Wrap-up: Futures and predictive surveillance(s)

Lecture: The future of watching and being watched

- Themes: Integrating surveillance capitalism, privacy, automation, and digital cultures.
- Activities: Student-led discussions on “the future of surveillance.”
- Output: Final reflections + synthesis.
- Assignment: Final paper due

WORKLOAD

Type	Number of hours	Remarks
Lectures	15	
Homework	15	Assignment preparation for class discussions
Total student workload	30	

TEACHING METHODS

Lectures (interactive & thematic) / Seminar based

ASSESSMENT

- o Participation & weekly assignments (10%)
- o Final Paper Draft (Assignment 5) – mandatory for feedback (10%)
- o Final Paper (80%)

READING LIST

- Vincent Miller, Understanding digital culture, SAGE Publications Ltd, 2011
- Castells, The network society, from Knowledge to Policy, Washington, DC: Johns Hopkins Center for Transatlantic Relations, 2005
- David Lyon, The culture of surveillance: Watching as a way of life. Polity, 2018
- Shoshana Zuboff, The age of surveillance capitalism, the fight for a human future at the new frontier of power, 2019
- Bruno Latour, Pandora's hope, Cambridge, Harvard University Press, 1999
- Evgeny Morozov, To save everything click here, Public Affairs, New York, 2013
- Glenn Greenwald, No place to hide, Edward Snowden, the NSA and the US Surveillance State, Penguin, 2014



INTERNATIONAL COMMUNICATION CHALLENGE

COURSE LEVEL COURSE FORMAT	Bachelor 3 In-person
AUDIENCE	Mixed (International + French students)
NUMBER OF ECTS CREDITS	2
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Iwona MACHUT

COURSE DESCRIPTION

Learning outcomes:

The main objectives are:

- The acquisition and development of the skills necessary to comprehend the importance of the intercultural communication in a constantly developing international context.
- To familiarize students with the specific theories, language and terms used in English when dealing with the topic during the given lecture.

To create the space of intercultural exchange between French and international students where each one can build their own experience of intercultural communication during the challenge group work

Prerequisites:

Students should be of upper-intermediate English level and be relatively proficient in the speaking, reading and writing of Business English.

International communication is a course in which students will be introduced to the process of communication between and among individuals from different cultures or subcultures. Following aspects of international communication will be dealt with:

Semester 1:

Introduction, the concept and definitions of Communication
 Communication and Words
 Language and verbal communication
 Non-verbal communication
 Written communication
 Active listening

Semester 2:

Intercultural communication- overview
 Theories of intercultural communication
 Intercultural communication competences and skills
 CQ
 AI in intercultural context
 The dynamics of international negotiations - introduction

WORKLOAD

Type	Number of hours	Remarks
Seminar	30	
Homework	10	Group work and individual learning
Total student workload	40	

Intercultural communication: Lectures based on interactive PP presentations about the presented topics, analysis of documents, in class discussions, debates and practical exercises.

Lectures on the topic of intercultural communication from the guest lecturers (one per semester)

International Challenge: group work (if possible composed of international and French students in order to create the intercultural context for the group exchanges) on a given communication project (one per semester).

ASSESSMENT

In class work (written control, practical exercises and presentations) : 40%

End of the term project/exam : 60%

Recommended reading:

- Fred E. Jandt: An Introduction to Cross Cultural Communication (Sage, 2011)
- Richard Hill: We, Europeans

Recommended website:

- www.cyborlink.com
- <https://www.cia.gov/library/publications/the-world-factbook/>



ENTREPRENEURIAL PROJECT

COURSE LEVEL COURSE FORMAT	All levels Group projects, meetings, activities
AUDIENCE	Mixed (International + French students)
NUMBER OF ECTS CREDITS	4
LANGUAGE OF INSTRUCTION	French & English
TEACHER IN CHARGE	No teacher in charge

COURSE DESCRIPTION

Learning outcomes

Associations are at the heart of ISTC and are held by 3rd-year students. The ISTC has an average of 19 associations such as BDE (Students' Union), BDS (Sports Association), BDA (Arts Association), BDI (International Students' Association), DFEA (Fashion Association), Synopsis (Cinema Association)... etc

The associations offer activities around specific topics and aim to unite all students.

An association is run by a group of 3 to 15 students, depending on the importance of the projects.

Prerequisites

None except the envy to be involved in the association life. Some associations might require a good command of French language.

Content

Students will join the association of their choice and then implement the strategy of the chosen association, run projects throughout the semester.

WORKLOAD

Type	Number of hours	Remarks
Group project	100	
Total student workload	100	

TEACHING METHODS

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ASSESSMENT

Based on active participation and undertaken actions within the association.

READING LIST

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GRAPHIC DESIGN FOR SOCIAL MEDIA

COURSE LEVEL COURSE FORMAT	All levels In-person
AUDIENCE	International students
NUMBER OF ECTS CREDITS	4
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Marc-Antoine D'HULST
COURSE DESCRIPTION	
Learning outcomes <ul style="list-style-type: none"> - Being able to create a page setup for social Medias or other supports (web and print) - Gain knowledges on technical tools to work with professional partners (agency, community manager, graphic designer, webmaster...) 	
Prerequisites <ul style="list-style-type: none"> - Being proficient in English - Computer and <i>Windows operating system</i> skills. 	
Content <p><u>Theoretical knowledges</u></p> <ul style="list-style-type: none"> - Iconographic rules - Printed and digital norms (resolution, size and color) <p><u>Practical skills (Adobe Photoshop and Illustrator)</u></p>	

- Create and custom photographic layouts (selection, color, transformation and adjustment)
- Design vectorial drawings (pictogram, logotype and illustration)
- Text tools
- Export and adapt a file depending on the supports (Website, magazine cover...)
- Page setup options for the main social Medias (Facebook, twitter, Linkedin, Pinterest, Instagram...)

WORKLOAD

Type	Number of hours	Remarks
Lectures	24	
Estimated homework	51	
Total student workload	75	

TEACHING METHODS

- For Photoshop and Illustrator:
 - Explanation and demonstration of the tools
 - Practical works (imposed and free subjects)

ASSESSMENT

- Design an advanced graphical layout with Photoshop and Illustrator

READING LIST

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INTERCULTURAL COMMUNICATION

COURSE LEVEL COURSE FORMAT	All levels In-person
AUDIENCE	International students
NUMBER OF ECTS CREDITS	3
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Kate PRICE
COURSE DESCRIPTION	
<p>Learning outcomes:</p> <p>Intercultural communication will provide you with an essential set of skills to better understand people from different backgrounds, as well as face the modern workplace. In developing your intercultural awareness and competence, you will acquire a deeper understanding of the theory and practice of intercultural communication. Emphasis will be placed on the influence of culture on the interpretation of the communication act and on the skills that enhance intercultural communication.</p>	
<p>Prerequisites:</p> <p>An open and curious mind, willingness to engage and preferably a B2 English level</p>	

Content

1. Interpersonal Communication: The Components and Characteristics of Communication
2. Fundamentals of Intercultural Communication: Forms of Intercultural Communication and Models of Intercultural Communication
3. Culture and Perception: Beliefs, Values, and Attitudes; Western (French) Cultural Patterns; Diverse Cultural Patterns; Approaches to cultural difference; Bennett's DMIS, Hofstede's Value Dimensions, Kluckhohn and Strodtbeck's Value Orientation, Hall's High and Low-context Languages, Trompenaars 7 dimensions, Laray M Barna's Stumbling blocks and Sauquet and Vielajus's Culturoscope
4. Cultural Perspectives: Diverse World View and History
5. Language and Culture: Importance and Nature of Language, Language and Meaning, Language and Co-cultures
6. Nonverbal Communication and Culture: Importance and Functions of Nonverbal Communication; Time, Kinesics, Haptic, Proxemics, and Paralanguage
7. Intercultural Issues: Domestic and International Problems, Prejudice, Racism, and Discrimination
8. Intercultural Communication Settings: Business and Education
9. The practice of Intercultural competence

Type	Number of hours	Remarks
Seminar	20	Student-centred learning.
Homework	30	Reading, videos, reflective writing tasks and projects.
Total student workload	50	

TEACHING METHODS

Active learning | experiential learning, lectures, case studies, class discussions/debates, small group activities, class activities, student presentations as well as role playing and simulations.

Class participation (work in class, homework, willingness to engage)
Reflective writing tasks
Projects (presentation/case study)

READING LIST

Sauquet, M and Vielajus, M. (2017) Culturoscope: 70 questions to approach cross-cultural issues.

Other reading materials will be provided throughout the course.



NEGOTIATION

COURSE LEVEL COURSE FORMAT	All levels In-person
AUDIENCE	International students
NUMBER OF ECTS CREDITS	3
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Iwona MACHUT

COURSE DESCRIPTION

Learning outcomes

The acquisition and development of the skills necessary to negotiate in English in an international context.

To familiarise students with the current business language of Negotiations in English.

Prerequisites

Students should be of upper-intermediate English level and be relatively proficient in the speaking, reading and writing of Business English.

Current English usage of diplomatic and polite terminology will be necessary.

Content

Using various texts, the students will be introduced to negotiating in English. The cases for the course are drawn from the book: English for International Negotiation: A Cross-Cultural Case Study Method Cambridge Editions. The practice cases used are from this text, as well as from various other sources.

Main Themes:

- The development of "Principled Bargaining" through the Focusing on Interests not Positional Negotiation;
- the importance of Communication, Observation and Understanding of others perceptions, positions and interests, and the development of the idea of separating people from the problem; Active listening, relationship building; Encouragement of the Invention of options for mutual gain;
- Use of Objective criteria with fair procedures, integrity, with the eventual goal of fair and wise agreements.
- The development of a sensitive approach to Cultural Differences in International negotiations: the use of Diplomatic Language;
- an understanding of the notions of Monochronic versus Polychronic time;
- Protocol;
- Legal issues during decision making; and different ways of dealing with Conflict.

Students will be invited to present individual and group research projects and simulations for evaluation, which will be both oral and written, using the language and communication skills acquired during the duration of the course work.

WORKLOAD

Type	Number of hours	Remarks
Practicals	15	30 students maximum. Registration on first-arrived first-served basis
Estimated homework	20	
Total student workload	35	

TEACHING METHODS

Simulations of actual negotiation cases, role play with active participation of the students, using case studies, and documents.

Some grammar review, idiomatic use of current business English and general vocabulary.

Each case is discussed, and unfamiliar vocabulary and concepts introduced and clarified.

Discussion questions will be examined in detail.

Cultural aspects of each case is outlined and researched by small groups of students.

Roles are assigned, and students work in small groups on their assigned tasks.

Presentations of Cultural research for individual and group/class appreciation and further discussion.

Practice negotiations, providing students with opportunities to develop their negotiating skills with peers in class simulations.

ASSESSMENT

CC An evaluation of each student per month: in the form of 15–30 minutes presentation on Cultural research or Negotiation techniques

one evaluation on the use of appropriate vocabulary (written test)

one written assignment per term.

EXAM in the form of a 20-minute Negotiation between two students (with a jury of 1 professor) after a 20 minute preparation.

READING LIST

Suggested Reading:

- Fisher, Roger and William Ury. Getting to Yes: Negotiating Agreement Without Giving In.

2nd ed. New York: Penguin Books, 1991

- Harvard Business Essentials. Negotiation. Boston: Harvard Business School Publishing, 2003

- Gelfand, Michele, and Jeanne M. Brett. The Handbook of Negotiation and Culture. Palo Alto:

Stanford University Press, 2004.

VISUAL COMMUNICATION

COURSE LEVEL COURSE FORMAT	All levels In-person
AUDIENCE	International students
NUMBER OF ECTS CREDITS	3
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Thierry RAGOT

COURSE DESCRIPTION

Learning outcomes

- Being able to analyse and work on a Brief in order to create a visual communication campaign.

Prerequisites

- Being proficient in English

Content

- How to develop a strong creativity
- How to transform ideas in powerful lever
- Analysis of communication (media, advertising...)

WORKLOAD

Type	Number of hours	Remarks
Practicals	20	
Estimated homework	30	
Total student workload	50	

TEACHING METHODS

- Lectures
- Debates
- Group work

ASSESSMENT

Oral presentation

READING LIST

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INTRODUCTION TO INTERNATIONAL TRADE

COURSE LEVEL COURSE FORMAT	All levels In-person
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AUDIENCE	International students
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NUMBER OF ECTS CREDITS	3
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LANGUAGE OF INSTRUCTION	English
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TEACHER IN CHARGE	Anita Audureau
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COURSE DESCRIPTION

Learning outcomes:

- Analyze a company's current environment and target market in order to evaluate opportunities and challenges of international expansion.
- Identify and assess the key strategic questions a company must address before entering a foreign market.
- Apply fundamental concepts of international trade to design a company's deployment strategy abroad.

Prerequisites:

C1 level in English or English as mother tongue

Conducting an export diagnosis

Market analysis and evaluation

Introduction to international business strategy

Exchange rates and international invoicing terms

Adapting products and services to foreign markets

WORKLOAD

Type	Number of hours	Remarks
Seminar	20	
Homework	25	
Total student workload	45	

TEACHING METHODS

40% theoretical and 60% of case studies and presentation.

ASSESSMENT

Oral presentation + written exam

READING LIST

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FRENCH AS A FOREIGN LANGUAGE

- BEGINNERS -

COURSE LEVEL COURSE FORMAT	Beginners In-person
AUDIENCE	International Students
NUMBER OF ECTS CREDITS	4
LANGUAGE OF INSTRUCTION	French
TEACHER IN CHARGE	Carine MASSE
COURSE DESCRIPTION	
Learning outcomes Use the fundamental structures of standard French in both oral and written communication. Apply essential vocabulary to interact effectively in everyday situations (introductions, shopping, directions, etc.). Demonstrate basic cultural awareness of French customs and practices to support social and academic integration.	
Prerequisites None	
Content	

- Developing communication skills
- Using grammatical structures in context
- Apprehending the French-speaking world

WORKLOAD

Type	Number of hours	Remarks
Classes	24	
Homework	56	
Total student workload	80	

TEACHING METHODS

- Lectures
- Interactive classes

ASSESSMENT

- Written exam

READING LIST

-



FRENCH AS A FOREIGN LANGUAGE

- INTERMEDIATE/ADVANCED -

COURSE LEVEL COURSE FORMAT	Intermediate/Advanced In-person
AUDIENCE	International students
NUMBER OF ECTS CREDITS	4
LANGUAGE OF INSTRUCTION	French
TEACHER IN CHARGE	Carine MASSE

COURSE DESCRIPTION

Learning outcomes

Consolidate and expand their knowledge of French grammar to produce clear, connected text and speech with increased accuracy.

Communicate with more fluency and spontaneity in everyday, academic, and professional contexts, adapting language to the situation.

Develop and apply specialized vocabulary, particularly in business-related areas, to support academic and workplace interactions.

Understand the main ideas of complex texts on both concrete and abstract topics, including discussions in their field of interest.

Demonstrate improved listening and reading comprehension skills through engagement with authentic French materials (e.g. news articles, videos, dialogues).

Prerequisites

- B1 level in French

Content

- Grammar

- Revision of the past tenses (passé composé/imparfait)
- Learning of future, conditional, subjunctive tenses
- Relative pronouns
- Pronouns y/en as well as definite and indefinite articles

- Oral and written comprehension and expression

- Reading and listening of B1 – B2-level texts.
- Learn how to read a French press article, extract the main ideas and present them.
- Know how to express your opinion in a varied and toned manner on a topic.
- Know how to talk about yourself, your studies, your home country...
- Know how to make a 20-minute presentation on a chosen topic (ex: presentation of your home country with the exciting stereotypes...).
- Understand a narrative text.

WORKLOAD

Type	Number of hours	Remarks
Seminar	24	
Estimated homework	56	
Total student workload	100	

TEACHING METHODS

- Lectures
- Discussions
- Group works

ASSESSMENT

100% continuous assessment



COMMUNICATION AND MEDIA THEORY

COURSE LEVEL COURSE FORMAT	Bachelor 2 In-person
AUDIENCE	Mixed (French + International students)
NUMBER OF ECTS CREDITS	1.5
LANGUAGE OF INSTRUCTION	English
TEACHER IN CHARGE	Camila CABRAL-SALLES

COURSE DESCRIPTION
<p>Learning outcomes</p> <ol style="list-style-type: none"> 1. introduce students to the reading and analysis of scholarly sources; 2. familiarize students with some of the fundamental parts of media and communication theory studies; 3. familiarize students with key theorists in media studies and key terms: mass media, new media, digital media, networked society, social networks, convergence, media policy, surveillance; 4. provide a deeper understanding of the contemporary media landscape.
<p>Prerequisites</p> <ul style="list-style-type: none"> - B1 level in English

Content

- 1) The changing media landscape (Mass communication and its digital transformation; media literacy in the digital age).
- 2) Mass-communication formats (print media, visual media, interactive media).
- 3) Media perspectives (The impact of Social media, the changes in journalism).
- 4) Media and society (Media ethics, Mass communication and politics in the digital age, Fake News, Artificial Intelligence).nt

WORKLOAD

Type	Number of hours	Remarks
Seminar	15	
Estimated homework	15	
Total student workload	30	

TEACHING METHODS

Includes the analysis of documents, videos, and podcasts, as well as interactive classes, lectures, and debates.

ASSESSMENT

Group work and individual exam.

READING LIST

(Not exhaustive)

Jenkins, H (2008). Convergence Culture: Where Old and New Media Collide

Bougnoux, D. (2006). Introduction aux sciences de la communication (nouv. éd). Éd. La Découverte.

Cardon, D. (2015). A quoi rêvent les algorithmes : Nos vies à l'heure des big data. La République des idées : Seuil.

Cardon, D. (2018). Le pouvoir des algorithmes. Pouvoirs, 164(1), 63.

Barthes, R. (1964). "Rhétorique de l'image", Communications, 4, 40-51

Hartley, J. Communication, Cultural and Media Studies – The Key Concepts

Rayner, P; Wall, P.; Kruger, S. (2004). Media Studies: The essential resource, Routledge, London and New York.

John V. Pavlik & Shawn McIntosh. Converging Media: A New Introduction to Mass Communication

Gimenez, E. & Voirol, O. (2017). Les agitateurs de la toile: L'Internet des droites extrêmes. Présentation du numéro. Réseaux, 202-203, 9-37. <https://doi.org/10.3917/res.202.0009>

Voirol, O. (2017). Pathologies de l'espace public et agitation fasciste: Leçons de la Théorie critique. Réseaux, 202-203, 123-159. <https://doi.org/10.3917/res.202.0123>

Curran, J. (2011). Media and democracy, Routledge, London.

Other sources: Media Ownership Monitor (MOM), promoted by the Reporters Without Borders

Organization (RSF) ; Digital News Report (Reuters Institute)



et **MANAGEMENT**
COMMUNICATION

SPORT

COURSE LEVEL COURSE FORMAT	All levels Sports activities
AUDIENCE	Mixed (International students + French students)
NUMBER OF ECTS CREDITS	1
LANGUAGE OF INSTRUCTION	French

COURSE DESCRIPTION

Students will have to choose a minimum of one sport activities during the semester, among the ones proposed below and go to every session:

- Basket-Ball (Tuesday 8pm to 9pm)
- Volley-ball (Monday 7pm to 8pm)
- Running (Thursday 6.15pm to 7.30pm)
- Football (Wednesday 8pm to 9pm)
- Pilates (Tuesday 7pm to 8pm)
- Badminton (Tuesday 9pm to 9.45pm)
- Dance (Wednesday 6.30pm to 7.30pm)

ASSESSMENT

Participation every week