FALL SEMESTER

WELC0011

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

English
4 ETCS

LECTURER(S)
Several invited experts

PROGRAM

Monday	Tuesday	Wednesday	Thursday	Friday
Guided Tour in Brussels	Introduction on Belgium	Introduction to Belgian medias	Introduction to Europe	Introduction to cultural specificities
A drink and dinner will be organized in the old town of Brussels	Visit of the Belgian Parliament	Visit of the Belgian Medias Institutions	Visit of the European Institutions	Visit to the museum(s)

IMFR0012

FRENCH IMMERSION WEEK: LANGUAGE COURSE

French
4 ETCS

LECTURER
V. WILLEMS

OBJECTIVE
To have a basic knowledge of the French language and use simple phrases and expression needed in everyday life.

COMMUNICATION OF EUROPEAN INTEREST GROUPS

PROFESSOR

N. BAYGERT

SUMMARY

Lobbyists stand for the interests of the industry, trade organisations, associations, trade unions, regions or municipalities, and even member states. It is generally estimated that more than 15,000 people are officially employed in the field of interest groups in Brussels. The main objective of these actors is to maintain a favourable regulatory framework for their organisations, members or clients. At the same time, their expertise represents an essential resource with regard to the legislative work of EU institutions. The course proposes to better comprehend the context of European lobbying and better understand the different (communication or in

fluence-related) strategies used by these actors within the 'Brussels Bubble'.

LEARNING OUTCOMES

Students will :

Get a greater picture of all influencers of the European bubble (policy makers, lobbyists, think tanks and NGOs) ;

1. Understand the constitutive role of lobbyists in the functioning of the European Union (interdependence between interest groups and MEPs, civil servants and other institutional actors) ;
2. Get familiar with the different stages of the EU decision making process and key moments of intervention for interest groups ;
3. Have an overview of lobbyists' communication strategies.

TEACHING UNIT SCHEME

This teaching unit is divided into three learning phases :

- Lectures (36H) ;
- Personal work, i.e. preparation of the RPG (16H) ;
- Interactive presentations (8H).

This teaching unit requires the regular and pro-active attendance of students. Personal investment (research) in the second interactive phase directly influences the global educational dynamic.

CONTENTS

This teaching unit combines theory and practice. The course foresees a number of testimonies of various actors from the 'Brussels' bubble' (lobbies, Commission, European Economic and Social Committee – EESC, etc.) to better grasp the role of EU lobbyists.

In a second interactive phase, students work collectively on two EU-policy issues chosen at the beginning of the semester. Students are then asked to endorse different roles (MEPs, lobbyists, activists for various NGOs) with antagonistic interests, thereby trying to influence each other at various phases of the policy-marking process. This interactive role-playing game (RPG) divided in two sessions will be based on prior knowledge gained in the first phase of the course and on students' individual research/ field work.

RESOURCES

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

STATUS

No prerequisites

BIBLIOGRAPHY

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IHECS
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• Bouwen, P. (2002). A Comparative Study of Business Lobbying in the European Parliament, the European Commission and the Council of Ministers. Max-Planck-Institut für Gesellschaftsforschung, MPIfG Discussion, 2-7.

• European Commission, Communication (2009), European Transparency Initiative: the Register of Interest Representatives, one year after.

• Kluger Rasmussen, M. (May 2001). Lobbying the European Parliament: A necessary evil. CEPS Policy Brief, 242.

• Kreppel, A. & Tsebelis, G. (1999). Coalition Formation in the European Parliament. In: Comparative Political Studies, 32, 933–966.

• Spence, D. (1997). Staff and Personnel Policy in the Commission. In Edwards, G. & • Spencer D. (Eds.), The European Commission. London: Catermill International Limited (not necessary to read it beforehand).

• Von Schendelen, R. (2010). More Machiavelli in Brussels. The Art of Lobbying the EU. Amsterdam : Amsterdam University Press.

KNOWLEDGE MANAGEMENT AND BUSINESS INTELLIGENCE

English
5 ETCS

PROFESSOR

P. DE VILLERS

SUMMARY

This teaching unit presents the fundamentals of Knowledge Management from a societal and economic perspective. The different steps towards the implementation of a knowledge management strategy are analysed and illustrated by case studies.

Business Intelligence is tackled in the second part of the unit. Concepts and application fields of economic and competitive intelligence are examined and illustrated by case studies.

LEARNING OUTCOMES

At the end of this teaching unit, the student :

1. can position him- or herself in an organisation ;
2. builds and maintains internal and external networks ;
3. identifies formal and informal opinion leaders ;
4. catches weak or implicit signals and understands their complexity ;
5. identifies relevant information sources ;
6. identifies, analyses and integrates change mechanisms ;
7. facilitates bottom-up communication to decision-makers ;
8. takes part to the decision-making process ;
9. estimates and presents the financial, material and human resources necessary, as well as the planning ;
10. integrates impact indicators to his or her strategy, with a view to evaluating its implementation on an ongoing basis ;
11. conducts individual interviews and focus groups ;
12. designs evaluation questionnaires and analyses results ;
13. settles and moderates a strategy watch around the activities of his or her organisation ;
14. organises and supervises the work of his or her team members ;
15. motivates and encourages his or her team members ;
16. invites his or her team members to share their knowledge and pursue excellence in innovation ;
17. values participation and responsibility among his or her team members.

TEACHING UNIT SCHEME

The unit is organised around 36 hours of lecturing, 12 hours of supervised workshops and 12 hours of personal work.

CONTENTS

The unit falls into two parts: knowledge management and business intelligence.

A. Knowledge Management
1. Key concepts and definitions
2. Takeuchi's and Nonaka's SECI Model
3. Declarative (explicit) and procedural (tacit) knowledge
4. A KM professional profile
5. Step-by-step implementation of a KM strategy
   a. Identifying existing knowledge and skills
   b. Anticipating on future knowledge and skills needs
   c. Formalising knowledge
   d. Sharing knowledge
   e. Organising knowledge
   f. Circulating knowledge
6. Case studies

B. Business Intelligence
1. Definitions
2. Basic principles
3. Limits
4. Tools
5. Case studies

C. Group assignments

EVALUATION

Evaluation is based on group assignments and takes the form of an oral examination.

RESOURCES

All teaching materials are available on the e-campus. All the videos can be viewed at any time by the student.

STATUS

Neither prerequisite, not co-requisite.

BIBLIOGRAPHY

• BALMISSE G., 2004, Guide des outils du knowledge management, Vuibert Entreprendre ;

• PRAX J-Y., 2007, Manuel du knowledge management, Dunod ;

• ROULLEAUX-DUGAGE M., 2007, Organisation 2.0: le knowledge management nouvelle génération, Eyrolles.

INNO2216

CHANGE AND INNOVATION MANAGEMENT

English
5 ETCS

PROFESSOR

P. DE VILLERS

SUMMARY

This teaching unit introduces the fundamentals of Change and Innovation Management from a societal and economic perspective. The different steps towards the implementation of a change management strategy are examined and illustrated by case studies.

LEARNING OUTCOMES

At the end of this teaching unit, the student :

1. can position him- or herself in an organisation ;
2. builds and maintains internal and external networks ;
3. identifies formal and informal opinion leaders ;
4. catches weak or implicit signals and understands their complexity ;
5. identifies relevant information sources ;
6. identifies, analyses and integrates change mechanisms ;
7. facilitates bottom-up communication to decision-makers ;
8. takes part to the decision-making process ;
9. integrates impact indicators to his or her strategy, with a view to evaluating its implementation on an ongoing basis ;
10. conducts individual interviews and focus groups ;
11. designs evaluation questionnaires and analyses results ;
12. settles and moderates a strategy watch around the activities of his or her organisation ;
13. organises and supervises the work of his or her team members ;
14. motivates and encourages his or her team members ;
15. invites his or her team members to share their knowledge and pursue excellence in innovation ;
16. values participation and responsibility among his or her team members.

TEACHING UNIT SCHEME

The unit is organised around 36 hours of lecturing, 12 hours of supervised workshops and 12 hours of personal work.

CONTENTS

This teaching unit covers the following topics:

1. Key concepts and definitions : change, creativity, innovation
2. The theory of dissipative structures
3. Change management models and methodologies
   a. Lewin
   b. Judson
   c. Gleicher
   d. ADKAR
   e. Bridges
   f. Kotter
   g. The Balanced ScoreCard
4. The dead horse exercise
5. The change/grief curve
6. Spencer Johnson's Who Moved my Cheese?
7. Korzibski's The Map Is not the Territory
8. The ladder of inference
9. Guy Kawasaki on innovation
10. Remixes, networked knowledge and combinatorial creativity
11. Insights from futurists (Toffler, Watson)
12. Agile methods
    a. SCRUM
    b. Kanban
    c. Toyota
    d. The Liberated CEO

EVALUATION

Evaluation is based on individual assignments and takes the form of an oral examination.

RESOURCES

All teaching materials are available on the e-campus. All the videos can be viewed at any time by the student.

STATUS

Neither prerequisite, not co-requisite.

CULTURAL STUDIES

English
5 ETCS

PROFESSORS

M. DE WASSEIGE & B. DUPONT

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

1. The student knows the evolution of Cultural Studies, its main theories and underlying concepts ;
2. The student understand the cultural industries, their interests and modes of production ;
3. The student is able to analyze products of the (popular culture of the) contemporary cultural industries and therefore uses the tools provided by Cultural Studies.

TEACHING UNIT-SCHEME

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

CONTENTS

First 8 classes approx., seminars with the history of the field, the main concepts and theories. 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.

TEACHING UNIT'S EVALUATION

Exercise of applied theory: the students find a contemporary product of popular culture, and do a cultural-studies analysis of it. Ascep students present the result of their research and analysis in a 30-45 min. presentation in class (groups of 3); other students do the same in a 1500-word paper, to be handed in in the second week of December.

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

RESSOURCES

Course notes, course reader, Ppt presentations.

BIBLIOGRAPHY

• 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.

• ---. (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.

• Storey, John. (2003). Cultural Studies and the Study of Popular Culture. Edinburgh: Edinburgh University Press.

• ---. (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).

CUCO2211

CULTURES FOR COMMUNICATION

English
5 ETCS

PROFESSOR

F. PIEROBON, PhD, HdR

SUMMARY

Culture is increasingly used and perceived as a form of communication, both in terms of contents and format, steering clear from the antiquated function of culture as a status marker for the elite. Moreover, cultural diversity is now understood as the context in which people and communities may enter into a mutually beneficial dialogue: cultures with all their diversity are a form of communication, while communication in general creates the conditions for culture to live and blossom.

It is well recognized that Europe's kaleidoscopic array of cultures is both an asset and a liability. An asset, because of its infinite cultural profusion; a liability, because it is matched with an equally mind-boggling wealth of languages which act sometime as insuperable frontiers. This is the underlying philosophy of the EU Culture Capitals. NGOs and cultural associations have thus been increasingly active in the field of intercultural dialogue at the expense of the age-old nationalistic promotion of culture. The political construction of Europe as well as the overwhelming diffusion, in mainstream society, of the information and communication technologies (Internet, social networks, etc.) have recast culture as a highly civilised and urban way of life, shunning the old guise of cultural distinction and status markers.

LEARNING OUTCOMES

1. A better understanding of the concept of culture as it is used by public authorities (e.g. the EU Capitals of Culture), non-profit organisations including culture and militancy associations throughout Europe, observers such as the media, academia and the artists and creators themselves.

2. A better understanding of the genuinely cultural dimension of social communication both in its widest scope and at the level of cultural niches – trendsetters in the world of arts, policy-makers, sociologists, advocacy groups including gender and LGBT militancy.

3. A deeper, richer information regarding the impact which the most recent forms of communication (i.e. the established as well as the newest information and communication technologies) may have upon various forms of cultural militancy and advocacy (e.g. street art and underground versus mainstream) and upon the enduring forms of classical cultures.

4. A more sophisticated insight as regards the operation of communication strategies (its achievements and challenges) which various NGOs implement as a form of lobbying in favour of culture in general and various cultural identities in parti-

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cular (e.g. culture forms alive with Roma, migrant and/or vulnerable and impoverished communities)

TEACHING UNIT SCHEME

The course is taught in English, by means of lectures and presentations, while providing space for debates and dissents. A few key personalities from the cultural world will be invited to present their point of view regarding their work on communication and culture, their achievements and challenges – cultural communication versus actual creation, militancy versus promotion of cultural ad creative industries, acceptancy, dialogue and integration of cultural differences, intercultural and interreligious dialogue.

CONTENTS

The course is based upon an assortment of information drawn from political, sociological and institutional milieus, sometime presented by means of PowerPoint presentations. Moreover, a proper "Syllabus" in English will be made available to participants.

EVALUATION

Written or oral examination (depending on the number of students).

RESOURCES

Database Cléo: information portfolios, syllabus and PowerPoint presentations.

STATUS

Neither prerequisite, not co-requisite.

VESTED INTEREST AND CURRENT AFFAIRS

English
5 ETCS

LECTURER

R. FLORENT

SUMMARY

This teaching unit highlights the vested interests connected to decisions made in the political, industrial and economic fields. The classes draw attention to the fact that the influence of these vested interests is often detrimental to the greater good.

LEARNING OUTCOMES

The intention is to make the students more aware of economic and political interests that are often downplayed or concealed by clever PR campaigns.

TEACHING UNIT SCHEME

The unit is organised around 28 hours of lecturing, the students will be requested to do some additional reading and to watch documentaries. The teaching and working language is English.

CONTENTS

The classes will focus on vested interests in the world of finance, the pharmaceutical industry, the car industry, the gun lobbies, etc … ; it will draw attention to the attitude of decision-makers in the field of e.g. climate change and issues connected to energy and natural resources. The classes also draw attention to cases of « spinning » on behalf of these vested interests. The issues that are highlighted may differ in function of the news. The course is based on a selection of documents posted on the e-campus (written material, audio and video documents) that come from e.g. "The economist", "Pro Publica", "Public interest", … ; the students are encouraged to do personal research and a list of useful sources of information is provided by the teacher. Specialists of the issues discussed in class will regularly be invited to give further information and to allow students to ask specific questions.

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EVALUATION

Evaluation takes the form of an oral exam, documents may be used during the preparation stage right before the exam ; the focus is more on understanding the issues than on memorisation.

RESOURCES

All teaching materials are available on the e-campus. All the videos can be viewed at any time by the student.

STATUS

No prerequisite.

INTRODUCTION TO GENDER STUDIES

English
5 ETCS

PROFESSORS

M. DE WASSEIGE, B. DUPONT & C. GODART

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 individuals, social institutions and culture, as well as gender's ability to shape diverse identities. 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 explore how gender works as a power relation, and how it is intertwined with other power relations. Topics will include age/ageing, citizenship, consciousness raising, (domestic) division of labor, gender mainstreaming, power, practices of working life, representation, sexuality, violence, etc.

LEARNING OUTCOMES

TEACHING UNIT-SCHEME

TEACHING UNIT'S EVALUATION

RESSOURCES

Course notes, course reader, Ppt presentations.

BIBLIOGRAPHY

- Adams, R. and Savran, D. (2002). The Masculinity Studies Reader. Malden: Blackwell Publishing.
- Barker, M.J. (2016). Queer: A Graphic History. New York: Icon Books.
- 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.
- Gillis, M.J, Jacobs, A. (2016). Introduction to Women's and Gender Studies. Oxford: Oxford UP
- Hall, D., Jagose, A. (2012). The Routledge Queer Studies Reader. New York: Routledge
- Segal, L. (1990). Slow Motion. Changing Men, Changing Masculinities. New Brunswick: Rutgers UP.
- Smith, B. G. (2013) Women's Studies: the Basics. New York: Routledge

PRACTICE COURSE: PHOTOGRAPHY

English
5 ETCS

LECTURER
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. Develop a way of seeing and a point of view
5. Introduction to different photographers' work
6. Introduction to editing and sequencing of pictures

TEACHING UNIT SCHEME
Weekly classes with presentation of a topic and review of pictures, and weekly shooting exercices.

CONTENT
Students will be introduced to the basics of photography through weekly presentations. They will experiment through weekly assignments. We will review their pictures individually and collectively. The class will include discussions on shooting, editing and sequencing, researching, working ethics, critiques. We will study the work of different photographers to introduce students to the craft and aesthetics of photography. We will go and visit an exhibition.

EVALUATION
Continuous evaluation based on weekly assignments, attendance and personal involvement in the class.

RESOURCES
Hand-outs, powerpoint presentations, videos.

BIBLIOGRAPHY
• Susan Sonntag, On Photography, Regarding the pain of others.
• John Berger, Raymond Depardon, Errances.
• Roland Barthes, Camera Lucida, essays by Charles Harbutt.
• Rainer Maria Rilke, Letters to a young poet.
• Mary Ellen Mark, On the Portrait and the Moment, The Photographer's Eye.
• Joan Szarkowski, Sally Mann, Hold Still.

PRACTICE COURSE: VIDEO AND TELEVISION

English
5 ETCS

LECTURER
L. VINCENT

LEARNING OUTCOMES
Students will understand the basics about writing, shooting and editing short videos :
1. Finding a subject
2. Writing a story
3. Shooting with a video camera
4. Editing
5. Mixing
6. Color matching
7. Theory about the practice and the audiovisual language will be dispayed a the biginning of the term

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TEACHING UNIT SCHEME

Students will first attend at a theorical 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 the movie.

TEACHING UNIT'S ORGANIZATION

Attendance required, motivation needed.

EVALUATION

The edited movie will be evaluated by the teacher.

RESOURCES

The powerpoints with theory and camera manual will be on line (CLEO).

PRACTICE COURSE: MULTIMEDIA

English
5 ETCS

LECTURER

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 programing.

TEACHING UNIT SCHEME

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

CONTENTS

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.

TEACHING UNIT'S EVALUATION

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

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RESOURCES

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

STATUS

The basic knowledge about Adobe Photoshop is a plus.

FRENCH LANGUAGE COURSE

French
5 ETCS

LECTURER

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

CONTENTS

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

TEACHING UNIT'S EVALUATION

Weekly evaluation, student participation during the classes, weekly homeworks and final test.

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).

SPRING SEMESTER

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

English
4 ETCS

LECTURER(S)
Several invited experts

PROGRAM

Monday	Tuesday	Wednesday	Thursday	Friday
tbc	tbc	tbc	tbc	tbc

EUROPEAN INSTITUTIONS COMMUNICATION FLOWS: CURRENT EVENTS, CASE ANALYSES AND VISITS

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).

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CONTENTS

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.

EVALUATION

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 will be uploaded after each class.

STATUS

No prerequisites.

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.

EUROPE'S CULTURE AND ITS SPECIFICITIES

LECTURER

M. FASHI

GENERAL OBJECTIVE

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.

BRIEF OUTLINE

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.

WORK/EVALUATION

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.

RESEARCH AND CASE STUDIES IN PR

PROFESSOR

P. DE VILLERS

SUMMARY

This teaching unit presents the different application fields of the narrative for corporate and marketing communications purposes.
The student comes to grips with storytelling methods and techniques and articulates them with gamification strategies.
Intercultural communication is tackled in the second part of the unit.

LEARNING OUTCOMES

Students will be able to :

1. can position him- or herself in an organisation ;
2. catches weak or implicit signals and understands their complexity ;
3. integrates cultural diversity among his or her team members ;
4. identifies, analyses and integrates change mechanisms ;
5. can enlighten the decision-maker with regard to the stakes of communication in a crisis or conflict context ;
6. ensures total coherence between communication objectives, target audiences, messages and materials ;
7. feels comfortable when adressing audiences or when being interviewed;
encourages intercultural exchanges among his or her team members.

TEACHING UNIT SCHEME

The unit is organised around 36 hours of lecturing, 12 hours of supervised workshops and 12 hours of personal work.

CONTENTS

The unit falls into three parts: storytelling, gamification and intercultural communication.

Storytelling for :

1. launching a new company or a new product range (case Coca-Cola) ;
2. recalling the values of the company (Domino's, Papa John's, Kellogg's, Adidas, Ecco, Nespresso, Apple, Vale…) ;
3. creating an new mindset (Ikea, Cheetos…) ;
4. securing customer engagement and loyalty (Tippex, Coca-Cola) ;
5. developing staff loyalty (Heineken, Xerox, Starbucks) ;
6. starting a dialogue with customers (Bodyform) ;
7. stabilizing after a crisis (Domino's, Nespresso) ;
8. harassing competition (Domino's) ;
9. influencing public opinion (Bush, Obama, Sarkozy) ;
10. the unconscious mind ;
11. metaphoria.

Gamification

1. advergames ;
2. edugames ;
3. exergames ;
4. gameplay and consciousness (Giddens) ;
5. case Deloitte.

Intercultural communication:

1. Example of an intercultural negotiation ;
2. Mono- and polychrony (ET Hall) ;
3. Low- and high-context cultures (ET Hall) ;
4. Proxemics (ET Hall) ;
5. Hofstede's five dimensions of culture ;
6. Trompenaars and the seven dimensions of culture ;
7. Trompenaars and the four corporate culture models.

EVALUATION

Evaluation is based on group assignments and takes the form of an oral examination.

RESOURCES

All teaching materials are available on the e-campus. All the videos can be viewed at any time by the student.

STATUS

Neither prerequisite, nor co-requisite.

ISSUES IN DIGITAL MARKETING COMMUNICATION

LECTURER
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.

CONTENTS
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, and the Facebook LIVErtising page. It also includes an activity somewhat on the fringes of the LIVErtising theme: the reading of a work with links to marketing communication in the broadest sense (see description under the 'Work requested' point).

EVALUATION

1. Follow-up and content uploading to the course's various media platforms (blog – Twitter feed – Facebook page) ;
2. Reading of a work with links to marketing communication in the broadest sense: selection, reading, writing an abstract, correction based on feedback, posting on the Forum, comments on the Forum, leading a roundtable, writing a final report ;
3. Pitch based on a communication case on the social media, evaluated by a jury of outside guests who practise participative communication ;
4. Oral exam.

RESOURCES
Blog and Forum: http://LIVErtising.be Twitter feed: http://http://twitter.com/#!/LIVErtising

STATUS
This class requires prerequisite in publicity/advertising.

BIBLIOGRAPHY
Online bibliography: http://www.librarything.com/catalog/jpranschaert.

CULG2122

GLOBALIZATION

PROFESSOR
M. DE WASSEIGE & B. DUPONT

OBJECTIVES
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 (cleo). The students have to read articles before some classes.

CONTENTS
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 AND printed, during class, on March 29, 2016).
3. Last 5 classes approx., seminars with the paper presentations by students, followed by group debates

TEACHING UNIT'S EVALUATION
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.

• Chirico, J.A. (2013). Globalization. Prospects and Problems. Los Angeles and London: Sage.

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• Held, D. & McGrew, A. (2003). The Global Transformation Reader, An Introduction to the Globalization Debate. 2nd edition. Cambridge: Polity Press.

• Hylland Eriksen, Thomas. (2014). Globalization. The Key Concepts. London and New York: Blooms-bury.

• Kurtz, L.R. (2012). Gods in the Global Village. The World's Religions in Sociological Perspective. Los Angeles and London, Sage.

• Osterhammel, J. & Petersson, N. (2005). Globalization: A Short History. Princeton and Oxford: Princeton University Press.

• Rembold, E. & Carrier, P. (2011). "Space and identity: constructions of national identities in an age of globalization". National Identities, Vol. 13, No. 4, pp. 361-377.

• UNCTAD (United Nations). (2008). Development and Globalization: Facts and Figures. Geneva: United Nations.

CULG2122

DIVING INTO INVESTIGATIVE JOURNALISM

English
5 ETCS

PROFESSOR

D. REUTER

SUMMARY

In 2016 headlines around the world featured the scandal of the Panama Papers, a worldwide cross-border investigation led by an American-based media and its more than 350 collaborating journalists, who exposed the issues caused by tax evasion like never before. Investigative journalism is changing every day, but the basics remain the same. 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 OUTCOMES

At the end of this class, students will :

- Have a better knowledge of the history of investigative journalism
- Understand and be able to define what investigative journalism is
- 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.

CONTENTS

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
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. Introduction to data journalism
8. Visit of a Belgian newsroom and/or meeting with an investigative journalist*

* students will also be given the opportunity to participate in a journalism conference taking place in Mechelen, Belgium in May, at a reduced price (non-compulsory)

EVALUATION

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

PREREQUISITES

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

PCPH0023

PRACTICE COURSE: PHOTOGRAPHY

English
5 ETCS

LECTURER

B. GRIGNET

LEARNING OUTCOMES

Understand the basics of photography (aperture, speed, depth of field,…)
Be able to use the different functions of a camera
Be able to tell a story with photographs
Develop a way of seeing and a point of view
Introduction to different photographers' work
Introduction to editing and sequencing of pictures

TEACHING UNIT SCHEME

Weekly classes with presentation of a topic and review of pictures, and weekly shooting exercices.

CONTENT

Students will be introduced to the basics of photography through weekly presentations. They will experiment through weekly assignments. We will review their pictures individually and collectively. The class will include discussions on shooting, editing and sequencing, researching, working ethics, critiques.
We will study the work of different photographers to introduce students to the craft and aesthetics of photography. We will go and visit an exhibition.

EVALUATION

Continuous evaluation based on weekly assignments, attendance and personal involvement in the class.

RESOURCES

Hand-outs, powerpoint presentations, videos.

BIBLIOGRAPHY

• Susan Sonntag, On Photography, Regarding the pain of others.
• John Berger, Raymond Depardon, Errances.
• Roland Barthes, Camera Lucida, essays by Charles Harbutt.
• Rainer Maria Rilke, Letters to a young poet.
• Mary Ellen Mark, On the Portrait and the Moment, The Photographer's Eye.
• Joan Szarkowski, Sally Mann, Hold Still.

PRACTICE COURSE: VIDEO AND TELEVISION

English
5 ETCS

LECTURER

L. VINCENT

LEARNING OUTCOMES

Students will understand the basics about writing, shooting and editing short videos :

1. Finding a subject
2. Writing a story
3. Shooting with a video camera
4. Editing
5. Mixing
6. Color matching
7. Theory about the practice and the audiovisual language will be dispayed a the biginning of the term

TEACHING UNIT SCHEME

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

TEACHING UNIT'S ORGANIZATION

Attendance required, motivation needed.

EVALUATION

The edited movie will be evaluated by the teacher.

RESOURCES

The powerpoints with theory and camera manual will be on line (CLEO).

PRACTICE COURSE: MULTIMEDIA

TEACHER
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 programing.

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

CONTENTS
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.

TEACHING UNIT'S EVALUATION
Day-to-day evaluation between the workshop and the final presentation and research

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

STATUS
The basic knowledge about Adobe Photoshop is a plus.

INTERNATIONAL
EXCHANGES
IHECS
Journalism & Communication

FRENCH LANGUAGE COURSE

LECTURER

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

CONTENTS

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

TEACHING UNIT'S EVALUATION

Weekly evaluation, student participation during the classes, weekly homeworks and final test.

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).

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