



**BACHELOR PROGRAM: SECOND-YEAR COURSES**

*Bachelor in Management & IT  
COURSE PROGRAM*

<b>FALL 2016</b>		
DATES :		
EXAMS :		
<b>BUSINESS COURSES - COMPULSORY</b>		
	<i>Hours</i>	<i>Credits</i>
Operations Management	18	2
E-Logistics and integrated Supply Chain	18 +3	2
Business plan and Development Project	24	2
The Knowledge/Information Society	12	1
E-business management	18	2
New business models and strategies (collaborative economics)	24	2
Geopolitics, International Affairs	15	1
Negotiation workshop	18	2
Business Ethics and CSR Strategy	18	1
Internet and ICT Law	18	1
Macroeconomic	18	2
Individual Project	9	1
	213	19
<b>LANGUAGE COURSES</b>		
<b>LV1:</b> English	33	3
<b>LV2:</b> 2 <sup>nd</sup> Foreign Language	21	2
<b>Total maximum</b>	267	24

## **OPM 2201 – Operations Management**

### **Program Manager:**

Michel Berne ([michel.berne@telecom-em.eu](mailto:michel.berne@telecom-em.eu); 4685; E211)

### **Introduction to the course:**

Along with marketing, financial management, HR issues, we also find operation issues. Operation management has developed its own concepts but also makes use of management, accounting, economics and mathematics principles on a large scale. The integration with the field of management is even deeper in the case of Quality Management, as it impacts all company functions.

It is a sister course to the following course:

E-logistics and integrated supply chain (OPM2202)

### **Learning goals:**

This course provides a wide range of operations and quality management:

- either to understand the stakes for all company functions
- or to open job positions in supply chain management, operations or quality management

### **Learning objectives:**

After completing this course, students should be able to:

- understand the stakes and methods of operations and supply chain management
- to implement simple operations and supply chain set-ups
- to understand the stakes and standards in the field of quality management

### **Expectations:**

The course has several difficulties:

- it covers a wide range of topics, it needs an effort to foresee integrated set of methods using simple principles
- mastering simple quantitative methods is imperative - some of them will be presented in more detail during the Statistics and Data Analysis course QUA2201

Students should make sure they make regular progress in the course and avoid being lost in the end.

### **Pedagogical methods:**

The course is delivered in an integrated form with lectures, practical sessions, case studies. It is absolutely necessary to master the various techniques as soon as they are presented in class.

### **Grading Policy:**

Continuous assessment: 75 % (5% participation; 40 % group work; 30 % 2 quizzes in class)

Final exam: 25 %

The group report is written by groups of 3/4 students and deals with an industry. It is structured in 3 chapters

### References:

Michel Berne, Operations Management Hand-out (2015)  
Michel Berne, Supply Chain Management Hand-out (2015)  
Michel Berne, Quality Management Hand-out (2015)

### Reference:

Goldratt E., Cox J., (2012), The Goal, North River  
Cachon G., Terwiesch C. (2013), Matching Supply and Demand, 3rd ed., McGraw Hill

### Class Schedule:

#### **1 – OPERATIONS MANAGEMENT – INVENTORIES MANAGEMENT**

##### **Lecture 1:**

- Goals and course organization
- Production organization modes : discontinuous, continuous (process) ; services
- Relationship between demand-production- inventories- capacity ; pushed and pulled flows
- Demand fluctuation
- Scenario method
- Waiting line example
- Production capacity and actual production

##### **Lecture 2:**

- Capacity planning
- Peak demand satisfaction
- Minimum Tree algorithm (example)
- Production plans
- MRP

##### **Lecture 3:**

- Optimizing supply and production
- Introduction to linear programming graphical solution

##### **Lecture 4:**

- More on production plans, MRP, production cycle

##### **Lecture 5:**

###### Scheduling

- Kanban
- GANTT
- PERT
- Critical path, margins
- Earliest, latest dates
- Example: building a house

##### **Lecture 6:**

- Lean Management tools
- 5S, Visual management, safety tools
- Mudas and elimination of production bottlenecks

### **Lecture 7:**

Inventory management

- Inventory costs
- Inventory optimization
- Wilson formula
- Threshold methods

### **Lecture 8:**

- Operations management exam

## **2 – QUALITY MANAGEMENT**

### **Lecture 9:**

- Quality definition and dimensions
- Quality and conformity; perceived quality
- Quality of design; value analysis ; QFD
- Product life cycle and total cost of possession (TCO)
- TQM
- Quality management tools
- Deming wheel (PCDA)
- Kaizen
- Quality management in the services industries
- Quality control - an introduction

### **Lecture 10:**

Certification and standards

- Stakes of quality certification
- Cycle and tools of certification
- ISO standards
- Other standards

### **Lecture 11:**

- Example (to be confirmed): ISO certification of the student association SPRINT

## **3 – CONCLUSIONS**

### **Lecture 12:**

- Presentation of group reports and conclusions
- Final exam

## **OPM 2202 – E-Logistics and Integrated Supply Chain**

### **Program Manager:**

**Gabriel Deutou:** (deutou@icloud.com)

### **Learning objectives:**

This course is designed to give students a head start in the subject of Logistics and Supply Chain. In addition, it offers an introduction to the key quantitative methods that are essential to decision-making. Finally, it evaluates the impact of E-Business Models in a digital world.

### **Lecture schedule:**

1. Location and Capacity Timing Decisions
2. Just in Time (JIT) Planning and Control
3. The quality Gaps Model
4. Performance Measurement Systems
5. Current Trends and Emerging Issues
6. Presenting the Group Project

### **Case study exercise:**

- Zara: Managing Operations and Quality
- IKEA: Programmed and Non-Programmed Decisions
- McDonald's: New Product Development
- Amazon: Drone Innovation

### **Applied science toolbox:**

- Productivity and Efficiency: Value-Added Throughput Efficiency (VATE)
- Capacity and Requirements Calculations: Overall Equipment Effectiveness (OEE)
- Failure, Reliability and Redundancy: Mean Time Between Failure (MTBF)
- Optimizing Location: Centre of Gravity Method, Load-Distance Method
- Optimizing Inventory: Economic Order Quantity (EOQ), Economic Batch Quantity (EBQ)

### **Pre-required course:**

Operation and quality Management (OPM 2201)

### **Additional reading:**

Case and Handbook would be provided in eBook Formats

### **Pedagogical methods:**

TEDx Talks and Problems Solving

### **Grading Policy:**

- Group Project Oral Presentation and Defense = 50%
- Case Study and Problems Solving Exercise = 50%

## **PRO 2202 – Business Plan and Development Project**

### **Program Manager:**

**Gabriel Deutou** (deutou@icloud.com)

### **Learning objectives:**

This course provides an understanding of the critical issue and feasibility of developing a business venture, while developing an extensive business plan. In addition, it offers a comprehensive introduction to the practice of business development. Finally, it provides an understanding of the strategic issues underpinning e-Business, based on real-life examples and case studies

### **Lecture schedule:**

1. Industry, Market, and Feasibility Analysis
2. Marketing, Operations, and Development Plan
3. Productions and Distribution Costs
4. Investment Decision Rules
5. Corporate Culture: from CRM to CSR Strategy
6. Presenting the Group Project

### **Case study exercise:**

- Nokia: Organization Cultures and Corporate Governance
- Crossrail: Implementing Plans and Monitoring Results
- Google: Organizational Factors Initiating Innovation

### **Applied science toolbox:**

- Assessing Competitive Environment: Porter's Five Forces
- The Time Value of Money and Net Present Value (NPV)
- Measuring Value Creation: Accounting, Economic, and Market Criteria
- Break-Even Analysis and Weighted Score Method

### **Pre-required course:**

General economics, Finance, Accounting and Marketing sciences

### **Additional Reading:**

Case and Handbook would be provided in eBook Formats

### **Pedagogical methods:**

TEDx Talks and Problems Solving

### **Grading Policy:**

- Group Project Oral Presentation and Defense = 50%
- Case Study and Problems Solving Exercise = 50%

## **ICT 2201 – The Knowledge/Information Society**

### **Program Manager:**

Michel Berne (michel.berne@telecom-em.eu; 4685; E211)

### **Introduction to the course:**

The course is designed to provide a policy background to other courses of the curriculum in the B2 year. One has to realize that business development in the ICT sector (start-ups and others) involves more than private decisions made by consumers and entrepreneurs. Consistent public policies are designed to make the most of the promises of the so-called "Knowledge Society". ICT technologies and policies are not neutral from a social and political point of view. As an example of the many issues raised by ICT, the course addresses the so-called "surveillance" problems.

It is a companion course to the following course:

- Business Development Project

### **Learning goals:**

The course corresponds to the following learning goals of the Bachelor program

- B1: Acquire fundamental skills (B1-1: "Understand the economic, political and social dimensions of the world and their evolutions")
- B2: "Be able to make good use of innovation and adapt to a competitive environment"
- B5: "Be able to work in an international environment" (B5-1: "be able to work in English")

### **Learning objectives:**

After completing this course, students should be able to:

- Identify the social and political dimensions of e-business projects; in particular in the domain of public security and privacy
- Identify the policies regulating and promoting various segments of e-business ventures

### **Expectations:**

Active class participation is expected.

### **Grading Policy:**

Student reports (Comparative studies of ICT policies)

Final exam

Final grade = max (student report grade; 0.75 student report grade + 0.25 final exam)

## References:

Digital Agenda for Europe <http://ec.europa.eu/digital-agenda/>  
International Telecommunications Union <http://www.itu.int/en/>  
Towards Knowledge Societies, Unesco, 2005,  
<http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/towards-knowledge-societies-unesco-world-report/>  
Global Forum on the Knowledge Economy, OECD  
<http://www.oecd.org/innovation/inno/globalforumontheknowledgeeconomy.htm>  
The Knowledge-based Economy, OECD, 1996 <http://www.oecd.org/sti/sci-tech/1913021.pdf>  
Knowledge Economy Forum, World bank <http://go.worldbank.org/JUJTIBN8JO>  
Readings Booklet

## Schedule:

### Lecture 1

The ICT Timeline and Perspectives and Paradoxes of the Knowledge/Information Society

- The ICT Timeline; Moore's Law; Technology roadmaps
- Adoption curves
- Promises of the knowledge/Information Society: economic growth; social harmony, human fulfillment (knowledge, creativity); environment-friendly development

### Lecture 2

Economic issues; paradoxes and difficulties of the Information/Knowledge Society

ICT as a General Purpose Technology; impact on the major economic indicators (growth, employment, inflation, external trade)

Solow's productivity paradox; creative destruction; business models for public goods; resistance to change; rebound effects and dematerialization, international governance; etc.

### Lecture 3

Knowledge Societies Policies Components

- Promotion of R&D and Entrepreneurship;
- Regulation of rare resources; standardization issues
- Dealing with the digital fracture
- Social impacts of ICT; privacy, etc.

- The Surveillance State

### Lecture 4

National Presentations

Conclusions: "Barbarians & Emperors"



## **STR 2201 – E-BUSINESS MANAGEMENT**

**Program Manager: TBA**

### **Learning objectives:**

This course offers a comprehensive introduction to the theory and practice of e-business management. It brings an international approach and a good balance between the technical and managerial topics of this subject. In addition, it provides comprehensive, practical guidance on how companies can get the most out of digital media to meet their business goals.

### **Lecture schedule:**

- 1 Digital Marketing Strategy
- 2 User Experience Design (UX)
- 3 Customer Relationship Management (CRM)
- 4 Search Engine Optimization (SEO)
- 5 Mobile Marketing
- 6 Presenting the Group Project

### **Case study exercise:**

- Nike: Crafting a Digital Marketing Strategy
- Coca-Cola Company: Challenges of Content Creation and Channel Distribution
- Toyota Prius: The Future of Online Advertising
- Super Bowl: Social Media Command Center

### **Applied science toolbox:**

- Online Research Methodologies
- Step-by-Step Guide to UX Design
- Step-by-Step Guide to Building a Website
- Step-by-Step Guide to Implementing a CRM Strategy

### **Pre-required course:**

ICT 2201 The knowledge and information Society  
ECO 1201 Micro economics

### **Additional reading:**

Case and Handbook would be provided in eBook Formats

### **Pedagogical methods:**

TEDx Talks and Problems Solving

### **Grading policy:**

- Group Project Oral Presentation and Defense = 50%
- Case Study and Problems Solving Exercise = 50%

## **STR 2202 – New business models and strategies (collaborative economics)**

**Program Manager: TBA**

### **Learning objectives:**

This course is designed to give students a framework for analyzing the emerging mode of digital production. In addition to quantitative analysis that are essential to building innovation assets and promoting commercialization of strategic process. Finally, it is an introduction to the innovation driven economic development model.

### **Lecture Schedule:**

1. Sources of Economic Advantage for Collaborative Production
2. Internal Organization of Collaborative Production
3. Seven Growth Sectors Driving California's Clean and Efficient Economy
4. Europe's Competitiveness and Innovation Challenges
5. Successfully Managing Collaborative Innovation
6. Presenting The Group Project

### **Case Study Exercise:**

- The Collaborative Economy Google (DELOITTE)
- Making Sense of The UK Collaborative Economy (NESTA)
- Local Economic Leadership (OECD)

### **Applied Science Toolbox:**

- Supply-Side Efficiency and Demand-Side Efficiency
- Open Mesh, Open Source and Peer-to-Peer Networks
- The Collective Innovation Model

### **Pre-required Course:**

Economics, Business and Organization studies

### **Additional reading:**

Case and Handbook would be provided in eBook Formats

### **Pedagogical methods:**

TEDx Talks and Problems Solving

### **Grading Policy:**

- Group Project Oral Presentation and Defense = 50%
- Case Study and Problems Solving Exercise = 50%

## **STR 2203 – Geopolitics, International Affairs and Governance**

**Program Manager: TBA**

### **Learning objectives:**

This course is designed to give students an introduction to the global financial environment in which the multinational enterprise exists. This includes the goal and structure of corporate governance, with a brief history from the days of the classical gold standard to present time. In addition, students will learn why firms become multinational, where they choose to locate, and how they determine their modes of foreign involvement. Finally, this course shows students how to adjust for country-specific risks arising from cultural and institutional differences, also that global risks arise from terrorism activities, the current anti-globalization movement, environmental concern, poverty, and cyber attacks.

### **Lecture schedule:**

1. Comparative Corporate Governance and Financial Goals
2. The International Monetary System
3. Foreign Direct Investment Theory and Strategy
4. Political Risk Assessment and Management
5. Presenting The Group Project (*BRICS, ISIS, COP21, FIFA, Arab Spring, Islamic Finance*)

### **Case study exercise:**

- The Failure of Corporate Governance at Enron
- The Revaluation of the Chinese Yuan
- Benecol's Global Licensing Agreement
- Globalization and Starbucks Coffee

### **Applied science toolbox:**

- The Shareholder Wealth Maximization Model
- The Stakeholder Capitalism Model

### **Pre-required course:**

General economics, social and business culture

### **Additional reading:**

Case and Handbook would be provided in eBook Formats

### **Pedagogical methods:**

TEDx Talks and Problems Solving

### **Grading policy:**

- Group Project Oral Presentation and Defense = 50%
- Case Study and Problems Solving Exercise = 50%

## **MAN 2202 – Negotiation Workshop**

### **Program Manager:**

Thomas GUEDJ (Thomas.guedj@wanadoo.fr)

### **Learning objectives:**

This workshop aims at improving your interpersonal skills in negotiation situations. Beyond theories, how do you actually prepare, implement and debrief a negotiation strategy in order to reach a deal or to solve a conflict? Are you able to ask appropriate questions, or to present convincing arguments to a client, to a business partner or a lawyer? Are you creative in developing options which are rooted in criteria of legitimacy? How do you react to a question or to an argument from the other side? Are you able to overcome different obstacles to successful negotiations: cognitive, emotional, institutional, cultural, etc.? In other words, aware of how you really behave in negotiation contexts, should you behave the same way, or differently? How can you learn to be a better negotiator?

### **Basic requirements:**

To gain qualification the students will have been able to assess the key principles of the negotiation process and the tensions which impact on it. Students will acquire a common set of skills and strategies for settling differences without winners or losers. Through intensive, interactive, hands-on training, they will learn to recognize the common elements of seemingly different negotiations in a variety of test situations.

### **Skills acquired:**

#### **KNOWLEDGE AND UNDERSTANDING IN THE CONTEXT OF THE SUBJECT**

- Increasing participants' awareness about negotiation process
- Making the participants better analysts of negotiation, theirs and others'
- Dealing efficiently with tensions, differences, and conflicts
- Improving working relationships, with subordinates, peers, and superiors

#### **COGNITIVE SKILLS**

- Overcome cognitive barriers in negotiation
- Learning how to really learn from experience

#### ***Subject specific skills***

- Turn differences into mutual gain
- Prepare negotiations through a structured 7-step method
- Deal separately with issues of substance, relationship and process in a negotiation

## General/transferable skills

- Making better deals and contracts, especially in international contexts
- Enhancing participants' negotiation skills, broadening their repertoire
- Learning basic dispute resolution tools

## PERSONAL AND SOCIAL SKILLS

- Increase students' interpersonal skills with proven communication techniques
- Learn in a fun and risk-free environment

## Contents of sessions

### Session #1: the fundamentals of a negotiation situation

- locate the Zone of Possible Agreement (ZOPA)
- correct differences in information
- probing differences in evaluation
- identify your psychological profile : are you a price-maker or a price-taker ?
- pros and cons of the market price criterion
- assess the weight of the future
- single issue versus multiissue negotiations

### Session #2: dealing with the negotiator's dilemma

- Why do we have difficulties negotiating ?
- The essence of negotiation : the concept of coopetition
- The prisoner's dilemma applied to negotiation
- Correcting partisan perceptions
- 3 key parameters : interdependency, weight of the future, trust (and guarantees)
- The three tensions affecting the negotiation process

### Session #3: how to prepare a win-win negotiation

- The 5 key guidelines of principled negotiation
- Preparing negotiations through a structured 7-step method (Fisher and Ury's preparation toolbox)
- Complexifying the scope of the negotiation : single versus multi issues
- Mapping out the parties' interests
- Inventing options for mutual gain
- Assessing your BATNA

#### Session #4: The mechanics of distributive bargaining : who gets what ?

- Who should make the first offer? At what level ?
- How to respond to a first offer
- The negotiation dance : structuring concessions pattern (timing, size and frequency)
- Reactive devaluation
- Closing the deal : commitment tactics, focal points, splitting the difference

#### Session #5: The integrative dimension of negotiation: how to create value ?

- Where do joint gains really come from?
- Initiating a risk-free information exchange
- Turning differences into mutual gain
- Giving credit to your opponent
- Using integrative tactics to create value

#### Session #6: Handling the « people » problem

- Separating the relationship from the substance
- Balancing empathy and assertiveness
- Interpersonal skills for the negotiator : active listening and productive speech
- How to handle disagreement without being disagreeable
- Remaining rational throughout the negotiation process : overcoming cognitive biases

### **Bibliography (recommended readings)**

#### Readings :

Fisher, Roger, Ury, William & Patton, Bruce. Getting to Yes. Penguin, 1991.

Axelrod, Robert. The Evolution of Cooperation. New York: Basic Books, 1984.

Fisher, Roger & Ertel, Danny. Getting Ready to Negotiate. New York: Penguin, 1995.

Lax, David & Sebenius, James. The Manager as Negotiator. New York: The Free Press, 1986.

Mnookin, Robert; Peppet, Scott & Tulumello, Andrew. "The Tension between Empathy and Assertiveness" Negotiation Journal XII (1996) 3, 217-230.

Neale, Margaret & Bazerman, Max. Cognition and Rationality in Negotiation. New York: The Free Press, 1991.

Raiffa, Howard. The Art and Science of Negotiation. Cambridge, MA: Belknap Press of Harvard University Press, 1982,

Stone, patton and Heen, "Difficult conversations", New York: Viking, 1999

Ury, William. Getting Past No. New York: Bantam Books, 1993.

### **Key words:**

-win negotiations, coopétition, the prisoner's dilemma, interdependency, power imbalance, weight of the future, one-shot deal versus long-term relation, trust versus guarantees, ZOPA (zone of possible agreement), single issue versus multi issue negotiations, table of interests, creative options, legitimate standards, BATNA (Best Alternative To a Negotiated Agreement), distributive and integrative tactics, negotiation dance, cognitive biases, anchoring, reactive devaluation, winner's curse, overconfidence, fixed-pie syndrome, empathie, assertiveness, active listening.

### **Pedagogical methods:**

Participants will be presented with practical simulations that they will be asked to prepare at home before class, to play with their classmates, in pairs or in teams, and finally to debrief with the entire group. Summary lectures will end each session. The whole pedagogy is based on "telling, showing and doing" in order for each participant to progressively elaborate a more efficient personal negotiation method.

Students need to actively participate in class. Preparation of simulations before class is therefore required. Participants must not miss any session. Should they miss more than one, they would not qualify for credit.

Between classes, students will be required to read specific articles and excerpts from negotiation books.

After each class day, participants will write their journal, where they report their daily personal experience. This work is subjective, should recall theory only to link it with practice, in the simulations or in everyday life. Information that the journal contains is kept confidential by the instructor. It should not, and will not be communicated to other students.

Two weeks after the end of the workshop, participants will hand in to the school administration their final journal which summarizes their workshop through daily entries, and which uses italics to differentiate elements which have been added to the daily entries.

### **Policy grading:**

The assessment will be made in the following way :

The final grade will be based on the journal (50%), and on class participation (50%).

Class participation: 50 %

Written assignment (in the form of a journal): 50%

- After each class day, participants will write their journal, where they report their daily personal experience. This work is subjective, should recall theory only to link it with practice, in the simulations or in everyday life. Information that the journal contains is kept confidential by the instructor. It should not, and will not be communicated to other students.
- Two weeks after the end of the workshop, participants will hand in to the school administration their final journal which summarizes their workshop through daily entries, and which uses italics to differentiate elements which have been added to the daily entries.

## **HUM 2201 – Business Ethics and CSR Strategy**

**Program Manager: TBA**

### **Learning objectives:**

This course provides tools necessary to help students learn the important dimensions of business ethics. Using a managerial framework, we will explain how ethics can be integrated into strategic business decisions. In addition, this course addresses the complex environment of ethical decision making in organizations and real-life issues. Finally, it is an overview of the concepts, processes, mandatory, core, and voluntary business practices associated with successful corporate governance.

Business ethics is an important part of any industry. Students or managers, unfamiliar with many ethical challenges, behaviors, or regulations will find themselves struggling in business industries that include finance, accounting or human resource management, marketing and retail.

Today's managers must necessarily concern themselves with ethical issues, because unethical behavior creates legal risks and damage to businesses as well as employees and consumers. Business ethics have become an integral part of business education in general. A student or manager who is well-versed in ethical behavior in practices, not only in the domestic market but internationally, will find him or herself better prepared to deal with issues or situations that may arise that don't always involve easy answers or decisions.

Each one of us, from the individual consumer to the CEO of an international corporation, is affected in some way by business ethics during the course of his or her life. Therefore, everyone has a stake in the ramifications resulting from unethical business decisions.

### **Lecture schedule:**

1. Stakeholder Relationship, Social Responsibility, and Corporate Governance
2. Emerging Issues and The Institutionalization of Business Ethics
3. Ethical Decision Making and Ethical Leadership
4. Individual and Organizational Factors
5. Business Ethics in a Global Economy
6. Presenting the Group Project

### **Case study exercise:**

- Wal-Mart: The Challenge of Managing Relationship with Stakeholders
- The Coca-Cola Company Struggles with Ethical Crises
- Nike: From Sweatshops to Leadership in Employment Practices
- Starbucks' Mission: Responsibility and Growth



**Applied science toolbox:**

- Developing an Effective Ethics Program
- Implementing and Auditing Ethics Programs

**Pre-requisites course :**

- Introduction à l'économie ECO 1209
- Histoire économique et sociale HUM 1205
- Développement durable et RSE STR 1206

**Additional reading:**

Case and Handbook would be provided in eBook Formats

**Key words:**

Ethics, trade fair, social ethics, Sustainability literacy test

**Pedagogical methods:**

TEDx Talks and Problems Solving

**Policy grading:**

- Group Project Oral Presentation and Defense = 50%
- Case Study and Problems Solving Exercise = 50%

## **Law 2203 – Internet and ICT Law**

### **Program Manager:**

Romain GOLA (romain.gola@telecom-em.eu; 4792; E210)

### **Learning objectives:**

The objective of this course is for students to be able to identify legal problems in the environment of IT and develop a genuine understanding of the legal implications for new information and communication technologies (including e-commerce).

The course introduces the most important international treaties and European directives in the field of communication and information technology (including e-commerce). Topics covered include: Internet governance and the influence of the United States. the role and the impact of European directives (Directive on electronic commerce, 2000/31/CE, Access Directive 2002/19/EC, Authorization directive 2002/20/EC, Universal Service directive 2002/22/EC , personal data and protection of privacy Directive 2002/58/EC) in France.

### **Class schedule:**

Sessions:

- 1.1 PRINCIPLES AND GENERAL REMARKS (Internet governance UE/US)
  - 1.1.1 French Act reforming media dated August 1st, 2000
  - 1.1.2 EC Directive 2000/31 on electronic commerce
  - 1.1.3 The Act for Confidence in the Digital Economy of June 21, 2004 (LCEN)
    - 1.1.3.1 The communication to the public via electronic means
    - 1.1.3.2 The online communication to the public
    - 1.1.3.3 The implementation of providers' liability
- 2. LIABILITY ON THE INTERNET
  - 2.1 PRINCIPLES AND GENERAL REMARKS
  - 2.2 IDENTIFICATION OF AUTHORS OF CONTENTS
    - 2.2.1 The duty to identify imposed on professionals
    - 2.2.2 Legal notice 21
  - 2.3 LIABILITY OF WEBSITE PUBLISHERS
  - 2.4 LIABILITY OF TECHNICAL PROVIDERS
    - 2.4.1 Hosting providers
    - 2.4.2 Internet Access Providers
    - 2.4.3 Caching
    - 2.4.4 Search engines
  - 2.5 LIABILITY OF E-MERCHANTS
- 3. E-COMMERCE
  - 3.1 IDENTIFICATION OF E-MERCHANTS AND PROTECTION OF CONSUMERS
    - 3.1.1 The identification of e-merchants
    - 3.1.2 The protection of consumers
  - 3.2 ELECTRONIC CONTRACTS
    - 3.2.1 Online contracts

#### 4. Internet and privacy

##### **References :**

Gola Romain, Droit du commerce électronique, Gualino éditeur, 2013

Fauchoux v. Le droit de l'Internet : Lois, contrats et usages , Litec 2009

Feral Schuhl C. , Cyber Droit: le droit à l'épreuve d'internet, Dalloz , 2016

Lamy droit informatique et des réseaux 2016

##### **Key words:**

IT law, business law, e-commerce, e-marketing, european directives,

##### **Pedagogical methods:**

Lectures, student presentations and case studies

PowerPoint presentations, texts and cases to read will be sent to every registered student. All are obligatory and should be read before the designated class. Suggested Readings will be given during the first course.

The purpose of the course is to sensitize students to legal issues and to give them a perception of the language lawyer's use. Students should not memorize texts, since all exams will be open book, but learn to apply legal concepts discussed in class to fact patterns involving technology laws issues. By the end of the course, students should be able to understand how lawyers think and what their preoccupations and concerns are so they, the students, will make better business decisions once they enter professional life

##### **Grading Policy:**

Grading will be on a scale of 0 to 20. A grade of 10 is average, a grade of 20 perfection and a grade of 0 a nullity. Due to the limited session, you will have one open book final exam, which will be a case study.

## **ECO 2201 – Macroeconomics**

### **Program Manager:**

Michel Berne ([michel.berne@telecom-em.eu](mailto:michel.berne@telecom-em.eu); 4685; E211)

### **Introduction:**

Macroeconomics deals with the study of national economies, and has an emphasis on economic policies. It provides necessary insights to make good corporate decisions.

It is also very useful for all those who have to make a judgment on economic policies.

### **Learning goals:**

The main learning goal is the understanding of macroeconomic mechanisms. It contributes to the acquisition of tools to understand the world from an economic, political and social point of view.

B1: Acquire fundamental skills

### **Learning objectives:**

After completing the course, students:

- will recognize the main features of the economic outlook (economic indicators; economic cycles)
- will understand the impacts of economic policies on business (fiscal and monetary policies, etc.) using simple models
- will know how to use macroeconomic data to make better corporate decisions

### **Expectations:**

Active participation required

### **Pedagogical methods:**

Lectures, problems, case studies

2 debates on macroeconomic themes

Collaborative writing of a "macroeconomic novel"

### **Grading policy:**

2 quizzes, contribution to the "novel" and to a debate: 75 %

Final exam: 25 %

### **References:**

Michel Berne, Macroeconomics Handout, 2016

Reference:

OpenStax College, Principles of. Macroeconomics. OpenStax College

[https://www.openstaxcollege.org/files/textbook\\_version/low\\_res\\_pdf/27/col11626-lr.pdf](https://www.openstaxcollege.org/files/textbook_version/low_res_pdf/27/col11626-lr.pdf)

## Class schedule:

Methods and instructions

- debates
- the "novel": an uchrony using the Greek economic crisis (2015)

### 1 – Introduction

- The economic circuit and national accounting: GDP, Integrated economic accounts, Input-output tables
- What do we know about the situation and short-term outlook of the economy? The economic indicators; how to read and use them. Composite indexes; leading indicators. Economic cycles evidence provided by economic indicators. I

Reference : Country Economic Outlook (European Commission)

### Quiz on part 1

Debate 1: Topic to be defined depending on the economic news

### 2 – Simple Models for the economy and economic policies

- The major macroeconomic variables and their relations using a simple "star-shaped" dashboard: economic growth, employment, inflation, external trade and debt: Okun's law, Phillips curve and price-wages loops; public and private debt dynamics, etc.
- Simple Keynesian models and introduction to fiscal policies.

Debate 2 : Topic to be defined depending on the economic news

- Monetary models (quantitative theory of money) and introduction to monetary policy.
- Aggregate supply and demand models in a closed economy
- External trade, balance of current accounts and exchange rates.

### Quiz on part 2

Presentation of the "novel" and conclusions

Long-term and structural problems

- Long-term objectives and scenarios
- Long-term economic growth
- Structural policies

## PRO 2201 Individual Project

### Program Manager:

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### Introduction to the course:

Several projects are scheduled along the academic courses in the Bachelor program. The individual project is made up of two parts (one per semester, PRO2201 and PRO2202).

This project, jointly defined by the student and the course instructor, can take various forms: audio or video content creation; web site; business project; manual, book, stage performance, etc.

### Learning goals:

The goal of the individual project is to make good use of all the knowledge acquired during the Bachelor program. It would be like a small "masterpiece" of old-time craftworkers: something which shows the students' know-how and achievements; something which will be shown to future employers; something that will help the student define his/her professional project.

This project contributes to the following learning goals:

- B2 - Innovation
- B3 - Management
- B4 – Communication

### Learning objectives:

After completion of the project, each student:

- will be able to show his/her mastery of an innovative field or technique
- will be able able to show a tangible production
- will demonstrate his/her mastery of project management
- will demonstrate communication skills centered on his/her project

### Expectations:

Students are expected to:

- choose a project topic that will be both useful and demonstrate their know-how
- work on the project regularly
- keep the course instructor informed of their project progress
- make a critical appreciation of their project

### Pedagogical methods:

The course contains alternate types of sessions:

- with all the class, all students sharing a debriefing of their project progress
- individual meetings with the course instructor to solve project-specific problems;

It ends with a presentation of all projects.

Projects are made on an individual basis or in groups of 2 students.

While the course is designed for year-long projects, it is also possible to have one-semester projects.

### **Grading policy:**

Grading takes into account:

- the originality and ambition of each project
- the achievement of the self-defined objectives
- project management skills
- the quality of written reports

Deliverables :

- Project File (20 %)
- Project Realization : 50 % (for the realization itself) + 10 % (for the public project presentation)
- project Post-mortem: 20 %

The final grade at the end of the Fall semester is given on the basis of the proposed project definition and file (PRO2201). The grade given at the end of the Spring semester covers the project realization, presentation and debriefing.

A final grade is automatically given at the end of the Fall semester for one-semester projects.

### **References:**

PRO2201-PRO2202 Student Manual

### **Schedule:**

(for two-semester projects)

1st Semester

1 - Project definition

September: Course description and expectations

October : individual meetings; project choice

End of October : 1st version of the project description file

2 – Project realization

November and December : individual meetings with the instructor

December : oral presentation in class - first results

January : individual meetings with the instructor

2nd Semester

February: oral presentation (progress report)

March and April : individual meetings with the instructor

May : Public presentation of all projects, written report and oral defense of the project management component

Project Communication

(for one-semester projects)

A specific calendar is set-up for these projects.