

LILLE European Summer Program

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Corporate Social Responsibility and Sustainable Development

Course title:

Corporate Social Responsibility and Sustainable Development

Credits:

6 ECTS credits

Teaching language:

English

Target students:

Undergraduate students in Business, Economics, Finance, Social Science, Science, Engineering, Sustainability, and any student interested in Corporate Social Responsibility and Sustainable Development

Teacher in charge of the course:

Paul Devos, MSc (FGES / Faculty of Economics, Management, Sciences, and Accounting, *Université Catholique de Lille*)

Carl Pitchford, DBA, Dpai (FGES / Faculty of Business, Economy and Science, *Université Catholique de Lille*)

COURSE PRESENTATION

Prerequisite:

Students undertaking this course should normally have successfully completed at least one semester at university, or have equivalent experience. They must have some ability to work as a group and be able to communicate easily in English at a standard university level. In other respects, the course is intended to serve a mix of profiles and learning backgrounds for a more diverse international learning experience.

Content:

Evidence of current global threats such as climate change, resource scarcity, loss of biodiversity, social inequalities, and the impact of pollution on human health have forced governments, companies, and groups of citizens to reconsider our current paths to development. Linear industrial systems based on a take-make-dispose approach, the use of non-renewable energy sources, and the impact of urban sprawl over vast areas of fertile land, are examples of present-day phenomena that are currently being questioned across society.

Though alarming, these contemporary trends have resulted in the stimulation of human creativity. The promise of a better world presents not only the greatest challenge of our time, but also an enormous opportunity for those who want to reinvent the means by which we live as a society. Challenges include exploring new ways to produce the things necessary to satisfy our needs, how we organize ourselves, and how we decide collectively. This is the promise of sustainable development.

This course will provide students with a concrete planning approach to move towards sustainable societies. Most sessions are based around specific business case studies, and are intended to be as practical and interactive as possible.

The proposed course plan will be adjusted to the current situation and to the actual student group. However, course sessions will include:

Part I: Corporate social responsibility: Background and core issues

1) Introduction and History of CSR

Defining CSR, understanding its relation to sustainability

History and evolution of CSR

2) Latest trends in CSR

The UN's and the EU's treatment of CSR

Social responsibility in developing countries: the UN Global Compact

3) Reporting standards

ISO 26000, Integrated Reporting, Global Reporting Initiative

Case Study Examples of Sustainability Reporting

Activity: 1 Group presentation and Report

4) CSR and stakeholders

Stakeholder Mapping: relevant stakeholders and their expectations

Shareholder capitalism vs. stakeholder capitalism, the triple bottom line

Activity: 2 Group Presentations

Part II: Ethics and economics of sustainability

1) Multinational corporations: main challenges

The purpose of a company, The polluter's dilemma

Conceptual frameworks to enhance understanding about the impacts of policies

Activity: Group report 2

2) Sustainability: main concepts and issues

CSR and shared value creation, Greening the value chain, Greenwashing, Life cycle thinking

Activity: Group report 3

Learning Outcomes:

By the end of the course, the students should be able to:

- Identify problems facing companies under the umbrella of social responsibility;
- Forecast the positive and negative impact of policies and actions in a manner that reduces corporate risk;
- Demonstrate the value of CSR in order to better inform decision-making.
- Understand the critical elements of a CSR initiative
- Audit an existing CSR initiative
- Describe and apply a four-step strategic planning process in various contexts (product/service development, business strategy, urban planning, etc.):
 - identify socio-ecological impacts,
 - create a list of potential measures (recommendations and strategic guidelines, good practices, eco-innovations, new business models, etc.),
 - set priorities, and
 - create an action plan
- Identify and understand specific European examples through case studies

WORKLOAD

French contact hours = 60 minutes (in some countries/institutions, 1 contact hour = 45-50 minutes)

Form:	Number of hours	Comments
Online learning	39 hours	13 sessions of 3 hours
Approximate personal work / homework	15 hours	
Student total workload	54 hours	

EDUCATIONAL METHODS

Students are encouraged to become familiar with CSR through their own reading and research. They will fully prepare in advance for the classes, thereby maximising classroom time. Active

student involvement of the learning of the themes studied is expected. Common features of the classes will include:

- Reading of prescribed articles
- Discussions/debates
- Short presentations
- Review of case studies
- Research on internet to further knowledge of the topics
- Creativity sessions

RESOURCES

All course materials will be supplied online. References may be made to the following resources:

- Anderson, R. 1999. *Mid-Course Correction: Towards a Sustainable Enterprise, The Interface Model*. Atlanta: Peregrin Press.
- Benyus, Janine 1998. *Biomimicry: Innovation Inspired By Nature*.
- Hardin, Garrett 1968. "The Tragedy of the Commons." *Science*, New Series, Vol. 162, No. 3859 (Dec. 13, 1968), pp. 1243-1248. Published by: American Association for the Advancement of Science.
- McDonough, William and Braungart M. 2002. *Cradle to Cradle*. New York: North Point Press.
- Rifkin, Jeremy 2012. *The Third Industrial Revolution: How the Internet, Green Electricity, and 3-D Printing are Ushering in a Sustainable Era of Distributed Capitalism*.
- Rifkin, Jeremy 2014. *The Zero Marginal Cost Society: The Internet of Things, the Collaborative Commons, and the Eclipse of Capitalism*. Palgrave Macmillan Trade.
- Scharmer, C Otto and Kaeufer, K. 2010. "In front of the blank canvas: sensing emerging futures." In *Journal of Business Strategy* Vol. 31 No. 4, pp. 21-29, Emerald Group Publishing Limited
- Schumacher, E. 1973. *Small Is Beautiful*. London: Blond & Briggs Ltd.
- Senge, PM and Carstedt, G. 2001. *Innovating our way to the next industrial revolution*. MIT Sloan Management Review 42(2): 24-38.
- Sustainability Illustrated 2014. *Cats in Borneo* (article and video) <https://goo.gl/sN9SWA>
- *Sustainability Primer* - by The Natural Step Canada (24 pages, in English) <http://goo.gl/99ite9>
- Willard, B. 2002. *The Sustainability Advantage: Seven Business Case Benefits of a Triple Bottom Line*. Gabriola Island BC: New Society Publishers.

ASSESSMENT

Form	Number	Comments
Continuous assessment (20%)	4	Exercises and group assignments

Final exam (60%)	1	Examination covering all aspects of the course
Others (student participation...) (20%)		Attendance, participation, and contribution to group discussion

This syllabus is based on information available at the time of publication (March 2021). Changes may occur.

For updated information about course content, please contact us: lilleprograms@univ-catholille.fr

International Teamwork and Communication

Course title:

International Teamwork and Communication

Credits:

6 ECTS credits

Teaching language:

English

Target students:

Students in Communication, Humanities, Social Sciences, Business

Teacher in charge of the course:

Heide Hartmann (*Clarife – Centre de Langues et Interculturel, Université Catholique de Lille*)

COURSE PRESENTATION

Prerequisite:

Students undertaking this course should have successfully completed at least one semester at university, or have equivalent experience. They must have some ability to work as a group and be able to communicate easily in English at a standard university level. In other respects, the course is intended to serve a mix of profiles and learning backgrounds for a more diverse international learning experience.

Content:

This course is intended to provide an introduction to a wide range of issues concerning teamwork and communication in an international and intercultural environment. The proposed course plan will be adjusted to the current situation and to the actual student group. However, course sessions will include:

- Icebreaking activity
- Several activities to actively increase team cohesion
- What motivates you in teamwork
- What are the challenges and opportunities in multicultural teams
- Layers of diversity in teams and inclusion as a leverage for diverse teams
- Obstacles in team building and how to work around them
- Building trust in international teams
- Stages of team development (Bruce Tuckman)

- From ethnocentric to ethnorelative (Milton Bennett)
- Management and leadership: The specificities of international teams
- Team roles and team models (Meredith Belbin)
- The role of values in team building
- The influence of communication styles in teams
- Trompenaar's 4-R model: Reconciling differences and building a team culture
- Molinsky's Global Dexterity model: Diagnosis of differences and customization of behaviour (stretching your comfort zone)
- The role of corporate culture in teams
- Diverse teams at work: The model of Gardenschwartz and Rowe
- Combination of interactive workshops, collaborative team activities, self-discovery tools and research
- Group presentations

Learning Outcomes:

At the end of the course, the students should be able to:

- Recognize the different elements that make up team culture
- Demonstrate the role culture plays on general and professional communication and behaviour
- Suggest ways to respect and reconcile the individual characteristics that make a difference
- Evaluate the relative importance of different elements in communication situations
- Apply different cultural orientations to correctly analyse situations
- Understand their strengths, weaknesses and preferred role as team players
- Apply principles of team management in a diverse team
- Interact more sensitively within international teams
- Develop a capacity for culturally sensitive critical analysis
- Interpret different elements of verbal and non-verbal communication and adapt communication styles
- Analyse critical incidents in teams and start to provide solutions
- Be able to integrate a new team showing flexible and inclusive behavior

WORKLOAD

French contact hours = 60 minutes (in some countries/institutions, 1 contact hour = 45-50 minutes)

Form:	Number of hours	Comments
Online learning	39 hours	13 sessions of 3 hours
Approximate personal work / homework	15 hours	
Student total workload	54 hours	

EDUCATIONAL METHODS

Lecture, interactive workshops, collaborative team work, field research and project work, debates, case studies and team presentations

RESOURCES

All course materials will be supplied online.

ASSESSMENT

Form	Number	Duration	Comments
Continuous assessment (50%)	1	20 min.	Group mark: Team presentation
Final exam (50%)	1	30 minutes	Group mark: Team video assignment

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For updated information about course content, please contact us: lilleprograms@univ-catholille.fr

World-Class Art Museums between Paris and Brussels

Course title:

World-Class Art Museums between Paris and Brussels

Credits:

6 ECTS credits

Teaching language:

English

Target students:

Undergraduate students from all study areas with an interest in history, arts, and culture

Teacher in charge of the course:

Céline Doutriaux, MA (Faculty of Arts, *Université Catholique de Lille*)

Gregory Vroman, MA (Faculty of Theology, *Université Catholique de Lille*)

COURSE PRESENTATION

Prerequisite:

To take this course, the students should have a good university level and should normally have completed at least one semester at university. They must have some ability to work as a group and be able to communicate easily in English at a standard university level. In other respects, the course is intended to serve a mix of profiles and learning backgrounds for a more diverse international learning experience.

CONTENT:

This course will provide students with an overview of the cultural heritage and museums of Lille's region, settled in the heart of Europe, at the crossroads of London, Paris and Brussels, close to Amsterdam.

The proposed course plan will be adjusted to the current situation and to the actual student group. However, course sessions will include:

- Architecture: discovery of Lille and the typical Flemish architecture and the industrial architecture; introduction to the Villa Cavrois, a modern museum in an art-deco home
- Medieval history and architecture: example of the Hospice Comtesse Museum, town museum of Lille housed in a former hospital founded in 1237 by Jeanne, Countess of Flanders. It focuses

on the commercial and artistic and scientific history of Lille, and the collection features 17th and 18th century paintings and decorative arts (furniture, ceramics, tapestries)

- Fine arts: including a presentation of the fine arts museum in Lille, one of the premier museums in France, which houses numerous European paintings across periods, a collection of antiquities, a medieval and Renaissance collection, 17th and 18th-century ceramics, 19th-century French sculptures and 18th-century scale models
- Modern art: example of the LaM (Lille Métropole Museum of Modern Art), contemporary art and art brut – an important museum for 20th and 21st century art in the north of Europe, including three permanent collections: modern art (Modigliani, Picasso, Kandinsky, Klee, Miró, Van Dongen ...), contemporary art (Deacon, Soulages, Allan McCollum, Dennis Oppenheim...), outsider art (Aloïse Corbaz, Adolf Wölfli, Henry Darger...) and a unique outdoor sculpture park
- The Louvre-Lens, the only regional branch of the Louvre in France, including art works from the Louvre Paris collection displayed in a contemporary building of glass and light created by SANAA, world-famous Japanese architects, in harmony with the location, an historical mining site
- *La Piscine*, in Roubaix, one of the most celebrated museums in France outside of Paris, in a former Art Deco swimming-pool

Learning Outcomes:

At the end of the course, the students should be able to:

- Understand the historical and cultural heritage of Lille
- List different types of art and museums, especially in the Lille region
- Describe arts and architecture in Europe, especially in the Lille region
- Name major art influences in France and Europe
- Connect arts and historical facts in France and Europe

WORKLOAD

French contact hours = 60 minutes (in some countries/institutions, 1 contact hour = 45-50 minutes)

Form:	Number of hours	Comments
Online learning	39 hours	
Approximate personal work / homework	15 hours	
Student total workload	54 hours	

EDUCATIONAL METHODS

Lecture, discussion, presentations, sharing of experiences, group work

RESOURCES

All course materials will be supplied online. References may be made to the following resources:

- www.pba-lille.fr
- <http://www.musenor.com>
- www.lilletourism.com
- www.musee-lam.fr
- www.laregiondesmusees.fr
- www.louvrelens.fr
- ANONYMOUS, *Nouvelles tendances de la muséologie, La Documentation française*, Ministère de la Culture et de la Communication, Paris, 2016
- ANONYMOUS, *LaM OEuvres*, 2014, Villeneuve Ascq, Musée Art Moderne
- BAUELLE (Guy), KRAUSS (Gerhart), POLO (Jean-François), *Musées d'art et développement territorial*, Presses universitaires de Rennes, collection Espace et Territoires, 2015
- BREJON DE LAVERGNEE (Barbara), LEMERLE (Frédérique), *Catalogue des dessins italiens: collection du Palais des beaux-arts de Lille*, Paris, Réunion des Musées Nationaux, 1997
- CORDONNIER (Aude), *Musée de l'Hospice Comtesse. Miroir de Lille et des Pays-Bas XIIIe-XXe siècle*, Tournai, CASTERMAN, 1994
- FAGNONI (Edith), GRAVARI-BARBAS (Maria), *Nouveaux musées, nouvelles ères urbaines, nouvelles pratiques touristiques*, Canada, Presses universitaires de Laval, 2015
- GAUDICHON (Bruno), GAUDICHON-BOTELLA (Sylvette), DELCOURT (Amandine), MASSE (Alice), Roubaix. *La Piscine. Musée d'Art et d'Industrie André Diligent - Les collections*, Paris, Gallimard, 2011
- JOYEUX-PRUNEL (Béatrice), *Les avant-gardes artistiques 1848-1968 (the Western avant-gardes 1848-1968)*, Paris, Gallimard, 2015
- LABOURDETTE (Marie-Christine), *Les musées de France*, Presses Universitaires de France, Collection Que sais-je ?, Paris, 2015
- *Nord, terre de création. Collections des musées du Nord Pas de Calais*, Valenciennes, Musée des beaux-arts, Catalogue d'exposition, 2007
- POSTULA (Jean-Louis), GOB (André), Ministère de la Culture et de la Communication), *Le musée de ville, La Documentation française*, Paris, 2015

- REYNAERT (François), BROCVIELLE (Vincent), CHANCEL (Philippe), *L'art et l'histoire du Nord-Pas-de-Calais: La Région des Musées*, Paris, 2014, Flammarion
- TAPIE (Alain), *Le Palais des Beaux-Arts*, Lille, Paris, RMN, 2006

ASSESSMENT

Form	Number	Comments
Continuous assessment (20%)	2	Quizzes, Presentations, Exercises
Final exam (60%)	1	Examination covering all aspects of course
Others (student participation...) (20%)		Attendance, participation, and contribution to group discussion

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