



UNIVERSITY  
OF LONDON  
INSTITUTE  
IN PARIS

# Course Outline

BA in French  
Studies  
(single honours  
or with minors)

2021-2022

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The BA in French Studies programme is available in four versions:

- **French Studies (UCAS R110)**
- **French Studies with History (UCAS Code RV10)**
- **French Studies with International Relations (UCAS Code R1L2)**
- **French Studies with Business (UCAS Code R11N)**

The French Studies modules are listed below. The module information for the minor subjects are listed on page 8 onwards.

## BA in French Studies

Students take compulsory Language Courses (prefix ULL-) covering grammar, written and oral expression and translation, as well as a range of Content Courses (prefix ULC-). The C- Courses taken in Year 1 are compulsory, with an increasing choice of subject area in Years 2 and 3.

### **Year 1 – All courses are compulsory**

#### **ULL100 – Written and oral expression – taught and assessed in French**

Students have a total of 5 hours per week on language (4h written work and 1 hour oral work) in Term 1 and 4 hours per week in Term 2. Oral work focuses on developing students' readiness for employment, with the preparation of French CVs, mock interviews and business pitching exercises. Taught and assessed in French. Class sizes are 15 maximum.

#### **ULC100 – *Oeuvres*: Critical approaches to literature and visual arts**

Detailed study of selected textual, cinematic and visual works, presenting some of the key aesthetic movements in modern French literature and culture, extending students' exploration of cultural production in France by considering the interplay between aesthetic, social and political movements. Works currently studied include Voltaire's *Candide*, impressionist painting, Apollinaire's visual poetry, the theatre of the absurd, Nouvelle Vague cinema and a modern novel. Taught and assessed in French.

#### **ULC110 – *Histoire et Histoires*: Social, Political and Cultural Issues: From the Revolution to the Present Day**

Students explore the foundational moments of post-Revolutionary France and the principle tenets of Republicanism, from the social movements on which the Republic was built, to the political structures that consolidated it, to the social forces that made it vulnerable in the face of the rise of extremist political groups in interwar years.

They then explore the need to rebuild France, economically and politically, in the wake of the Second World War, and the effects of the postwar economic boom associated with the difficulties of decolonisation. Taught and assessed in French.



## **ULC140 – Issues in Contemporary French Politics**

This course will introduce students to the ways in which institutions and political practices have developed since the inception of France's Fifth Republic in 1958 and how they, in turn, have been shaped and have responded to the changes affecting post-war French society.

The first part of the course covers some of the major characteristics of contemporary French politics (institutions, the state, party politics). The second part of the course offers a thematic approach by focusing on a selection of social and political issues (immigration, race and ethnicity, gender, religion, environment), and analysing the ways in which they have contributed to shape common understandings about what being French means in the late 20th and early 21st century. Taught and assessed in English.

## **ULC150 – Introduction to Cultural Studies**

Cultural Studies attempts to identify the common forms of experience and shared modes of understanding by which societies and communities live. It thus makes the argument that culture, and in particular 'popular' culture, is intrinsically political.

Where critical theorists such as Theodor Adorno were often dismissive of popular culture, theorists in the tradition of Cultural Studies took the popular seriously and began from the recognition that consumers were not merely passive spectators within late capitalism, but occupied more complex, often contradictory positions. In studying the politics of popular culture, this module will introduce some of these key debates in twentieth century critical thought. Taught and assessed in English.

ULC- modules are taught in a mixed lecture / seminar format: students have a one-hour lecture plus a one-hour small group seminar for each course every week, (15 students max) with a class tutor. The courses are assessed through a combination of continual assessment exercises and exams.

## **Year 2**

### **Compulsory Courses**

#### **ULL200 – Advanced Grammar of Written and Spoken French – taught and assessed in French**

Advanced study of grammatical, lexico-linguistic and stylistic aspects of French to improve students' written French and oral competence. Assessment takes place through a series of coursework assignments, oral presentations and a written exam.

#### **ULL210 – Introduction to Translation**

Contrastive study of French and English lexis and syntax through exercises in translation from French to English (taught in English) and from English to French (taught in French). Assessed through a combination of coursework and an end-of-year exam.

## **Electives – Students choose a total of six of the following options.**

### **ULC201 – Introduction to French Linguistics**

This course explores linguistics as an intellectual discipline, taking particular account of the French context and aspects of the French language. The origins of human language, as well as the line of descent of Modern French from Indo-European through Latin, are considered, with particular attention to standardisation processes and linguistic policies affecting the other *langues de France* (Breton, Basque, Occitan, Créole, etc.). The various sociolects and *français régionaux* within France and the wider Francosphere as well as the issues at stake for the French language in a time of linguistic globalisation are examined (taught and assessed in French).

### **ULC212 – *Identités I: Gender and Sexuality***

This course looks at the representation of gender and sexuality in French cultural production of the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will consider a selection of works representing the place of men and women and the expression of sexuality in society, and discuss themes regarding the changing role of women in particular, in a range of classic and contemporary texts.

It offers students the opportunity to familiarise themselves with a range of important modern French-language authors, while developing close reading skills and their capacity to analyse the key themes of gender and sexuality in the texts (taught and assessed in French).

### **ULC213 – Twentieth-Century Art**

This course takes a close look at visual art of the 20<sup>th</sup> century in France— a period of incredible change and innovation in the artistic world. Students will first examine the origins of modern art at the end of the 19<sup>th</sup> century, before closely studying the key Avant-Garde movements of the pre-1945 era: cubism, dada and surrealism.

They will then look at artistic currents emerging on the post-1945 scene: lettrism, *nouveau réalisme* and pop art. The semester ends with a study of photography and, notably, of phototextuality — a form of artistic expression mixing text and photographic image made popular by such artists as Sophie Calle (taught and assessed in French).

### **ULC214 – History and Memory I – *Les récits nationaux***

How do the stories we tell about the past shape our understandings of ourselves in the present? Focusing on official and unofficial practices of commemoration in the 19<sup>th</sup> and 20<sup>th</sup> centuries, this course examines the processes through which a French national community has been constructed and contested.

Reflecting on the heritage of the French Revolution, imperial expansion and 19<sup>th</sup>-century political crises such as the Commune and the Dreyfus Affair, students will learn about republican political culture and its legacy of tension in contemporary France.

Based on the historical analysis of festivals, texts, and social behaviours, and the architecture, monuments and artworks visible in Paris today, the course encourages students to reflect on the relationship between cultural practice and political structures (taught and assessed in French).

### **ULC221 – A Tale of Two Cities**

This comparative literature course explores the interplay between fictional representation and material construction through the study of two of the great world cities, Paris and London.

It considers how metaphors such as the labyrinth, the bowels and the monster have shaped visions of the city through the industrial era and on into the years following World War I. And it examines what certain key protagonists - the ambitious upstart, the destitute young girl, the society hostess... - of these “urban” texts tell us about comparative conceptions of the city. (taught and assessed in English).

### **ULC230 – Climate Politics**

The module will provide students with a historical account of the international climate regime, and its evolutions since the 1990s. In particular, it will explore France's particular status and role in the international climate debate, as well as how the climate issue plays out in the French context.

Students will also adopt a ‘non-state actor’ lens when analysing international climate politics. This will involve identifying a range of non-state actors (NGOs, foundations, think-tanks), and analysing their involvement in the international climate policy space. (taught and assessed in English).

### **ULC231 – Politics and Fiction**

This module will provide a broad, introductory overview of classic and contemporary works of literature written in English or in English translation, in which political themes are foregrounded.

Undertaking close, historically contextualised readings of textual extracts, students will analyse and evaluate the relationship between politics and literary text in class discussions, group presentations and written assignments. The module requires no previous background in literary studies. (taught and assessed in English).

### **ULC232 – Queer Politics in Contemporary France**

This module offers an introduction to queer theory and politics in modern Francophone literature, culture and film. It reads seminal theoretical writing that emerged from 1990s America (Butler, Sedgwick), alongside French narratives of the AIDS crisis in the 1980s (Guibert), fluid performances of identity (Genet), non-binary experimentation (Garréta), and trans-culture (Ben Jelloun). Because queerness resists dominant forms of belonging, it also intersects with questions of race, class, and power.

Through Foucault's analysis of heteronormative oppression, we consider the politics of queer Maghrebi French writing and film (Taïa), while probing new critical ways to think about intersectionality, trans theory, queer affect, and homonationalism. (taught and assessed in English).

### **ULC233 – Text and Image in Mass Culture**

This course will focus on visual and textual interactions in specific artistic forms of the 20th century. It will begin by briefly glancing back in history to early manifestations of text-image interaction via the study of the emblem and caricature. It will then concentrate closely on sequential art (bandes dessinées, graphic novels and manga), examining the evolution and formal specificity of these forms.

This will be followed by a study of visual advertising and propaganda, examining how textual and pictorial elements interact in these media to convey their desired meanings and whether these essentially 20th-century forms may be considered as "art" or "document". (taught and assessed in English).

### **ULC234 – France, Britain and Empire: Comparative and Connected Histories**

This module examines the French and British colonial Empires in the nineteenth and twentieth centuries. Taking a comparative and connected approach, the module encourages students to think beyond the nation as a frame of historical analysis, in order to develop a deeper understanding of the transnational and global dimensions of colonial power.

The module examines the contribution of interimperial networks of journalists, scientists and diplomats to articulated discourses of race, gender and civilisation, and compares the dynamics of settler colonialism across empires. The geographical areas examined include Africa, Asia and the South Pacific. (taught and assessed in English).

## **Year 3**

### **Compulsory Courses**

#### **ULL300 – Advanced techniques in formal discourse – taught and examined in French**

The course aims to develop the students' linguistic and methodological skills necessary for the production of French formal writing and oral presentations.

Written classes will involve the study and practice of syntactic constructions at work in French formal discourse, as well as linguistic analysis of writing samples, and composition of business letters, reports, summaries, etc.

Oral classes will focus on the development of students' capacity to produce formal oral discourses suitable for academic or professional contexts, based on a range of current affairs topics (examined by continual assessment and examination).

#### **ULL311/312 – Advanced translation**

Advanced English-French (taught in French) and French-English (taught in English) translation including a contrastive study of syntax and stylistics (examined by continual assessment and examination). Translation into English focuses on four different areas of translation: business and commercial, journalism, advertising and literature.

## **Electives – Students choose a total of five of the following options.**

### **ULC304 – *Fin de siècle I: Politics and Ideology***

A study of the political and ideological aspects of late nineteenth-century literary culture in France contextualized in terms of the major literary, intellectual, artistic and socio-political developments of the era, including the right-wing reaction against Republican culture and politics, attitudes towards fertility and gender issues, and anarchism (taught and assessed in French).

### **ULC307 – *La Prose de la ville***

This course will focus on different written experimentations that have sought to relay the particular pace and complexity of modern life in the city.

Beginning with Baudelaire's prose poems and ending with examples of contemporary French writing, it invites students to examine how writers have crafted prose to convey rhythms and encounters specific to the city of Paris.

Questions explored include the disruptive or interruptive nature of urban experience, the stratification of history in the city and the relation between writing and visual material (painting and photography in particular). Students will also be required to produce their own 'prose de la ville', in French or in English (taught and assessed in French).

### **ULC310 – *Le Republicanisme en France: 1789-1914***

This course aims to capture the legacy of the French Revolution and successive struggles in the period up to 1914, to impose a given interpretation of Republicanism within the broader context of French social and political history.

Students will undertake critical analysis of the events that shaped the French Republican model, and examine the on-going political and historical struggles to impose a given interpretation of what the "Republican" tradition should stand for (ideological principles, particular relationship between past and present, institutional dimension).

### **ULC313 – *French Colonialism in North Africa***

Much of the rich diversity of contemporary French society, and many of the political and cultural debates about how to manage this diversity, have emerged from French colonial presence in the Maghreb.

This course will reflect upon the nature of French colonial power in Morocco, Algeria and Tunisia, in order to understand the operation of empire and its legacy in France and the Maghreb today. Covering topics such as imperial science, settlement and urbanisation, gender and sexuality, journalism and colonial resistance, the course offers a thematic approach to the study of the colonial period, and interrogates its links with 'pre' and 'post' colonial eras.

Students will consider the ways in which historical relationships influenced the nature of decolonisation and post-independence political and cultural exchange (taught and assessed in English).

### **ULC315 – Y2K BD: The *fin de millénaire bande dessinée***

We are all familiar with the BD heavy-hitters: Astérix le Gaulois, Tintin, Lucky Luke. But these best-selling, hero-based series bear little resemblance to the artistic production of the modern, adult-directed bande dessinée.

The twenty-year period from 1990-2010 revolutionised the sequential art medium in France and Belgium. This course aims to give students a thorough grounding in the historical and cultural contexts of this 'new wave', before progressing to study in depth two of the major trends of fin de millénaire bande dessinée – 'Life Writing in the Bande Dessinée' and 'Memory, trauma and the 9<sup>th</sup> art'.

It will conclude by considering the vogue for adaptation (both from the novel to the drawn strip, and from the strip to the screen) since the end of the 1990s (taught and assessed in English).

### **ULC320 – *Le Republicanisme en France : 1914-Présent***

This course aims to capture the legacy of the French Revolution and successive struggles in the period following 1914, to impose a given interpretation of Republicanism within the broader context of French social and political history. Students will look at the evolution of the Republican model and the continuing political battle to impose a given interpretation of what it stands for, through examination and analysis of the following:

- The First World War and its impact on French politics (transformations of the Right and Left) and society during the interwar period;
- The Vichy Regime (collaboration, resistance) and the birth of the Fourth Republic (the impact of the resistance, the legacy of Vichy France, Poujadisme, the influence of the Cold War...)
- The transformations of political life under the Fifth Republic (Gaullism, decolonisation, the Algeria Crisis, May '68, Mitterrand)
- Contemporary debates surrounding the Republican model (through an analysis of the debate on "integration") (taught and assessed in French).

### **ULC326 – Trauma and Transmission: Holocaust Afterlives**

This course is divided into two halves. The first half focuses on the artistic and literary production in the wake of the Second World War bearing witness to the realities of the concentration camps, either as they were directly lived or mediated through contact with victims. This material is profoundly marked by the traumatic nature of these years and in many respects it fell on 'deaf ears' when it was first produced, too disturbing, too distressing to reach wide audiences.

The second part of the course deals with the time lag in the reception of Holocaust testimony and the questions about transmission that this raises. Focusing on film as a 'popular' medium for transmission of history and culture, the class will consider both the chronology of these works and their different narrative and filmic strategies for conveying what is now "part of human history". (taught and assessed in English).



### **ULC327 – Elements of French Linguistics**

Drawing on material covered in year 2, the course will elaborate on linguistic variation in modern French by exploring the *argot*, the *céfran*, loanwords, and speech practices associated with gender. Finally students will have the opportunity to reflect on the cognitive processes they go through as learners of French, through the study of Second Language Acquisition (taught and assessed in French).

### **ULC328 – Classic French Cinema**

The 1930s – particularly the decade between the advent of sound and the outbreak of the Second War – are a golden age of French cinema, marked by the emergence of key directors (Carné, Renoir), actors (Jean Gabin, Michel Simon, Arletty) and scriptwriters (Jacques Prévert) as well as by the cinema's movement to the position at once of massively popular form of entertainment and of major artistic medium. These factors will all be taken into account in our study of the period (taught and assessed in English).

### **ULC329 – Research dissertation**

Studying a range of topics from forms of cultural expression to examples of political debate and historical processes, ULIP students gain insights into a wealth of subjects during the course of the BA programme.

This module offers students the opportunity to extend their study of one of the topics they have encountered during BA2 or BA3 through the production of a dissertation of 6000-7000 words. As a demonstration of their capacity for individual research and analytical thinking, the dissertation encourages them to bring together the skills they have acquired throughout the BA in preparation for graduate studies or an anticipated career in which research skills will prove valuable.

In Term 1, students will be guided in the preparation of their dissertation by a series of seminars, short written assignments and library visits designed to help them formulate their own research questions, develop an understanding of the debates within a chosen field of scholarship, and locate diverse source materials, while starting work on a one-to-one basis with a supervisor, under whose guidance they will complete the written dissertation.

### **ULC333 – Postcolonial Fictions in the City of Paris**

How has fictional writing served as a vehicle for the representation and processing of France's complex colonial legacy? To what extent has fiction enabled the surfacing of unacknowledged or contested events within the city of Paris, and how has the city served as an active component in the telling of this history, emerging in these texts and films as more than a mere backdrop to 'politics' and/or 'immigrants'?

This course addresses these questions through fictional readings and site-based study. Three main forms of fiction have been chosen, which will be associated primarily with three sites, though the resonance of these books will work across all of the sites explored: crime fiction and *The Palais dorée*; postcolonial novels of neighbourhood life and *Goutte d'Or*; women's cinema of the 'banlieue' and the town of Bobigny (Seine-Saint Denis). (taught and assessed in English).

### **ULC334 - Contemporary Theory I: Critique**

Critical theory can be thought of as a philosophical mode of reflecting on the forms of power that structure our daily lives. From our embodied subjectivity and the institutional ways in which we are policed, to understanding what makes us human and the ethics of engaging with the other, this course offers an introduction to seminal thinkers across twentieth century thought who have helped shape the politics of identity, agency, power, and belonging.

The course will explore five key concepts in contemporary theory – identity and gender politics (Butler, Spivak), power and policing (Foucault, Rancière), biopolitics (Foucault, Mbembe), self/other (Derrida, Khatibi, Badiou), the human and posthuman (Braidotti, Harraway) – in order to navigate the tension between how we live now and how we might live differently.

Central to these wide-ranging ideas are questions around how the individual operates in the collective space they inhabit. How does the lived experience of Paris as a host city contribute to theoretical questions of belonging or alienation? What forms of (dis)empowerment are made possible by the multicultural city? How can we conceptualise the ethics and emotions of each encounter, and what lasting legacy might they leave on the body?

### **ULC335 - Contemporary Theory 2: Crisis**

Marxists have long argued that capitalism tends towards 'crisis' but since the 2008 Financial Crash this vocabulary has become more widespread in relation to a range of issues such as climate change, migration and the rise of neofascist politics.

Taking a step back and considering the term's analytical qualities, this module asks how crisis helps illuminate the unprecedented challenges of 21st century politics and examines different critical-theoretical approaches to manifestations of contemporary crisis.

Crises occur when social formations can no longer be reproduced on the basis of pre-existing governing strategies and systems of social relations. Any given crisis means there is a systemic instability that can only be addressed through radical measures from various actors. This means that as well as studying authoritarian turns within liberal states, including emerging and ongoing forms of policing and racialisation, we will also look at the less familiar, sometimes improvisatory, forms of resistance pursued by subaltern peoples and social movements in turbulent times.

# Minors in History, International Relations and Business

For these programmes, students are required to take French Language Courses (prefix ULL-) covering grammar, written and oral expression and translation, as well as a range of French Studies Content Courses (prefix ULC-) described in the previous section. Students must also take 30 credits of their chosen Minor subject in each year of study.

## BA French Studies with History

### Year 1

Students take all the First-year BA French Studies modules, including ULC110 *Histoire et Histoires: Social, Political and Cultural Issues: From the Revolution to the Present Day*.

### Year 2

Students take all French language courses, and four ULC- courses from the list of second-year French Studies electives and the following two history modules:

- **ULC214 History and Memory I – *Les récits nationaux***
- **ULC234 France, Britain and Empire: Comparative and Connected Histories**

### Year 3

Students take all French language courses, and five ULC- courses from the list of third-year French Studies electives, including at least two of the following designated 'History' modules.

- **ULC304 *Fin de siècle I: Politics and Ideology***
- **ULC310 *Le Republicanisme en France: 1789-1914***
- **ULC313 French Colonialism in North Africa**
- **ULC320 *Le Republicanisme en France : 1914-Présent***
- **ULC329 Research dissertation (provided the dissertation is on an agreed historical topic)**

# BA French Studies with International Relations

## Year 1

Students take the ULL100 language courses, and electives to the value of 60 credits among ULC100 (Oeuvres), ULC110 (Histoire et Histoires), ULC140 (Contemporary French Politics) and ULC150 (Cultural Studies), and the following international relations module taught in English:

### **POLP106 – Introduction to International politics**

This module will provide a comprehensive survey of the historical and contemporary events which have and continue to shape the world we live in, as well as a distinct set of concepts developed to help understand this history as more than simply a disparate set of loosely connected events.

The module is organised within a framework that is partly chronological and partly thematic. It aims to equip students with a historical and conceptual knowledge such that they can account for the major historical developments in international relations beginning with the formal appropriation of vast parts of the planet under imperial rule in the mid to late 19th century, and identify and trace the roots of contemporary issues and problems in international relations.

The module will address the major developments in international relations since the 1870s including the 'scramble for Africa', the two world wars, the Bolshevik Revolution, Fascism, the origins and evolution of the Cold War - and its impact on different regions of the world - decolonisation and North-South economic relations, the origins of the war on terror, the financial crisis and the Arab Spring.

## Year 2

Students take all French language courses, four ULC- courses from the list of second-year French Studies electives and the following international relations module taught in English:

### **POLP201 – Doing International Politics (2): Methods**

Nineteenth-century Marxists and positivists attacked idealism, laying the foundations for modern social science's distrust of actors' own explanations for their behaviour. More recent authorities such as Pierre Bourdieu remained suspicious of 'biographical illusions'.

This module will introduce these debates by asking what we can and cannot learn from people giving an account of themselves. It will begin with the study of how various actors give accounts of themselves (activists, diplomats, lawyers, migrants, technicians) and culminates in students conducting and analysing their own account of international political actors and themselves as actors.

This addresses a central question for political studies – the (in)significance of actors' own explanations for their actions – with a focus on how this issue affects methods of doing international politics research. By conducting your own studies, finally, you will learn to engage those actors doing international politics through interviews, focus groups, surveys — data analysis methods that evaluate actors' accounts of themselves.



## **Year 3**

Students take all French language courses, three ULC- courses from the list of third-year French Studies electives and the following international relations module taught in English:

### **POLP301 – Doing International Politics (3) – Practices**

Many narratives of nationalist movements claim each nation-state as a unique formation, and yet the methods they use to encourage the loyalty of their populations are everywhere so similar.

This module works through this paradox from an international political perspective.

It will enable you to understand and explain the emergence of the nation-state form and its dramatic extension to the world. Topics include comparative nationalist music; mimetic diasporic nationalisms; similarities and differences between African, Asian and Latin American decolonisations; and differing global responses to the French Revolution.

## **BA French Studies with Business**

### **Year 1**

Students take the ULL100 language courses, and electives to the value of 60 credits among ULC100 (Oeuvres), ULC110 (Histoire et Histoires), ULC140 (Contemporary French Politics) and ULC150 (Cultural Studies), and the following two business modules taught in English:

### **ULB001 – Fundamentals of Management**

This module introduces students to the purpose, operations and implications of management by exploring the contexts within which management takes place. The module will explore the framework for theorising business as well as the environment and contexts in which it operates.

We will reflect on management in relation to the social, economic and legal conditions, as well as reflect on the political, cultural and environmental consequences of modern management. We will discuss how management practices are informed and defined by issues such as: the privatisation of public services, the environmental impact of technological change, the unequal distribution of the world's resources and the unequal influence of stakeholders on business practices.

Setting management in the context of the interrelations of energy, finance, the environment, technological innovation, and changing social, cultural and political structures, we will begin to see that to be effective management must understand the contexts in which it operates.

## **ULB011 – Marketing**

The aims of this module are to provide an introduction to marketing and marketing management, including the main frameworks for understanding how marketing relates to business, consumer research, and managerial practice.

This module explores the foundational concepts and theories of marketing, gives students an overview of marketing activities (strategy, market research, customer behaviour, marketing tools), and introduces students to business marketing, services marketing, and relationship marketing.

Students are encouraged to apply these frameworks to a range of cases and issues during the lectures and seminars. Thus they should be able to appreciate and describe the range of contexts within which marketing currently operates and assess forecasts of the likely changes in direction of marketing practice.

## **Year 2**

Students take all French language courses, four ULC- courses from the list of second-year French Studies electives and the following business modules taught in English:

### **ULB017 – Economics for business**

This module explains how firms, consumers and government interact in markets and how business decision-making is shaped by internal factors such as costs and by external market conditions. The unit examines the main concepts of economic theory and explores the importance of these within a business context, with emphasis on the applicability of economic theory to an understanding of the internal dynamics of business organisations.

### **ULB244 – European Business Contexts**

This module will explore aspects of the European political, economic, social and cultural context that are relevant for managers doing business in Europe. It will begin with an introduction to Europe's institutional framework, and the history of European integration. It will then introduce students to key features of Europe's business environment such as the Single European Market, competition policy, labour policy and monetary union.

Case studies will explore these trends in particular industries such as transport, energy and high tech. Students will also be engaged in discussions over Europe's place in the world and future structural changes.

## **Year 3**

Students take all French language courses, three ULC- courses from the list of third-year French Studies electives and the following two business modules taught in English:

### **ULB138 – Financial Accounting**

This course introduces you to and explores the purpose, nature and operation of the Financial Accounting function within businesses, particularly limited liability companies in the UK.

It reveals, illustrates and explores how the financial accounting systems operate when tasked with measuring and recording the financial value of the transactions, events and activities of a business. In so doing, it examines the nature and scope of financial accounting and the underlying conceptual framework of accounting conventions and standards.

### **ULB300 – Introduction to Entrepreneurship**

Entrepreneurs and their innovative ideas hold the power to change the way we live and work. They create new wealth and jobs. However, most entrepreneurs fail due to a lack of knowledge and the right skills. This module examines the main theories and processes, and provides practical knowledge to the students to become entrepreneurs in the future.

The course integrates the theory and its practical implementation to equip students with the knowledge to start and run an entrepreneurial venture. The module will cover the topics of the Entrepreneurial Process, Opportunity Recognition, Building the Founding Team, the Business Planning Process and Raising Money.

*Course information is correct at time of printing.  
Options may vary from year to year and are subject to availability.*