

Licence 3 Économie Gestion  
L3 PLUS PROGRAM  
Bachelor's degree International Economics &  
Management  
2020-2021

**Objectives:**

This Bachelor degree provides students with a strong background in economics and management.

This selective program offers the possibility to apply for any Economics master and most Management masters curricula.

Depending on the Master targeted, students from UPEC have the opportunity to enrich their studies by performing the second semester (spring semester) at a partner university (lectures will be taught in English), in Europe or worldwide.

**Prerequisites and requirements:**

This selective program is designed for good students who have completed two years of studies in Economics, able to attending lectures in English, and open minded to international exchanges.

These students will participate in small classes specially dedicated to this program. These classes will be a mix of French and international students, coming from our partner universities or elsewhere. Lectures will be taught exclusively in English, and foreign students will have the option to learn French as a foreign language.

## **Evaluation and Compensation scheme:**

Students must attend all lectures.

More than two absences in one lecture results in a mark of 0/20 to the corresponding mid-term and final exam.

Not attending a final exam invalidates the corresponding course block and semester.

Students must have an average mark of at least 10/20 to complete the year.

All lectures in a given course block (U.E.) compensate each other, and all course blocks also compensate during a semester.

The two semesters compensate before the retake session (June).

## **Academic staff:**

### **University Paris Est staff**

Zineb ABIDI - (UPEC - Economics)  
Vincent BOUVATIER - (UPEC - Economics)  
Thibault BRODATY - (UPEC - Economics)  
Sylvain CHAREYRON - (UPEC - Economics)  
Fozan FAREED - (UPEC - Economics)  
Olivier FERRIER - (UPEC - Economics)  
Amélie GUILLIN - (UPEC - Economics)  
Éric HERTZLER - (UPEC - Management)  
Sandrine KABLAN - (UPEC - Economics)  
Khaled LABIDI - (UPEC - Economics)  
Sophie LARUELLE - (UPEC - Economics)  
Ferhat MIHOUBI - (UPEC - Economics)  
Juliette REY - (UPEC - Economics)  
Odile SOLNIK - (UPEC - Management)  
Arnold VIALFONT - (UPEC - Economics)

### **Other Universities staff (visiting)**

Johannes STEFAN - (TU Bergakademie Freiberg - Economics)

### **Experts & consultant teaching in the Master**

Valérie CHOUARD - (Economist - Banque de France)

### **Administrative staff**

#### **L3 Coordinator**

**Stephanie GOURER**

**Email:** [stephanie.gourer@u-pec.fr](mailto:stephanie.gourer@u-pec.fr)

#### **Contact for foreign students:**

**Fabien ZERBIB**

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## Teaching organisation: FIRST SEMESTER (fall semester)

ETCS	Lectures	Hours	Teachers	ERASMUS
	<b>U.E.1. Quantitative and Strategic Analysis</b>			
5	ECUE 1 : Econometrics	33	S.CHAREYRON	E
4	ECUE 2 : Microeconomics, intermediate level	24	F.MIHOUBI	E
4	ECUE 3 : Game Theory and Public Economics	24	A.VIALFONT	E
4	ECUE 4 : International Monetary Problems	24	J.REY J.STEFAN	
1	ECUE 5 : Visiting professor I			
	<b>U.E.2 : International Issues</b>			
2	ECUE 1 : Organization Theory	15	E.HERTZLER	E
2	ECUE 2 : Development economics	15	F.FAREED	
2	ECUE 3 : History of globalization	15	A.GUILLIN	E
	<b>U.E.3 Tools for International Economics (TIE)</b>			
2	ECUE 1 : STATA Software	20	V.BOUVATIER	
2	ECUE 2 : Mathematical techniques used in economics	12	S.LARUELLE	
2	ECUE 3 : Elective course <ul style="list-style-type: none"> <li>• English Skills (TOEIC/TOEFL)</li> <li>• French class (only for non-French speakers)</li> </ul>	20 20	K.LABIDI I.RAMBI	

## SECOND SEMESTER (spring semester)

ETCS	Lectures	Hours	Teachers	ERASMUS
	<b>U.E.1. Growth &amp; Globalization (G&amp;G)</b>			
5	ECUE 1 : International Trade & FDI	33	A.GUILLIN	E
4	ECUE 2 : Macroeconomics, intermediate level	24	F.MIHOUBI	E
4	ECUE 3 : Financial Markets	24	V.CHOUARD S.KABLAN	E
2	ECUE 4 : International Team Project	9	J. REY	
	<b>U.E.2. Business and Strategy (B&amp;S)</b>			
2	ECUE 1 : Corporate Strategy	18	E.HERTZLER	E
2	ECUE 2 : Doing business in an international context	18	O.SOLNIK	E
2	ECUE 3 : Negotiation	18	O. FERRIER	E
2	ECUE 4 : Contemporary Business Issues	18	T. BRODATY	E
1	ECUE 5 : Visiting professor II			
	<b>U.E.3. Professional Tools &amp; Skills (PTS)</b>			
2	ECUE 1 : Big Data: An Introduction with Python Programming Language	24	Z.ABIDI	
2	ECUE 2 : Introduction to General Algebraic Modeling System	12	A.GUILLIN	
2	ECUE 3 : Project Based learning or internship			

<p>Note:  TOTAL SEMESTER 1 : 30 ECTS  TOTAL SEMESTER 2 : 30 ECTS  (E): Lectures available for ERASMUS students</p>
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## S1.U.E.1: ECUE 1: Econometrics

Teacher: S. CHAREYRON  
Volume: 33 hours  
Credits: 5 ECTS  
Assessment scheme: Mid-Term/ Exam

### Objectives:

This course is an introduction to econometric methods. Econometrics is a set of methods used to estimate and test economic models. Econometrics is also useful in a large number of other fields such as finance, marketing, political science and many other social sciences. The objective of this course is to provide the essential elements of econometric theory: properties of estimators, ordinary least squares method, simple linear model, multiple linear model... Economic examples are provided and particular emphasis is placed on the economic interpretation of the results obtained. At the end of the class, the student should be able to estimate econometric models and to interpret and test these estimates.

### Course outline:

Introduction - The econometric approach  
Chapter 1 - The Simple Linear Model  
Chapter 2 - Confidence interval estimation and hypothesis testing  
Chapter 3 - The Multiple Linear Model: Estimation, Properties and Hypothesis Testing  
Chapter 4 - Forecasting

### Indicative bibliography:

Hill, R. Carter, William E. Griffiths, and G. C. Lim. 2017. *Principles of Econometrics*. Fifth Edition. Hoboken: Wiley.

Wooldridge, Jeffrey M. 2016. *Introductory Econometrics: A Modern Approach*. Sixth edition. Boston, MA: Cengage Learning.

## S1.U.E.1: ECUE 2: Microeconomics, intermediate level

Teacher: F.MIHOUBI  
Volume: 24 hours  
Credits: 4 ECTS  
Assessment scheme: Written mid-Term/ Final exam

### Course outline:

- I. Some reminders on consumer, producer and partial equilibrium
- II. An exchange economy: the Edgeworth box
- III. Existence, uniqueness and stability of equilibrium in an exchange economy

- IV. The welfare theorems in an exchange economy
- V. General equilibrium with production
- VI. Externalities and public goods

**Indicative bibliography:**

Varian H. : « Analyse Microéconomique ».

Tallon J.-M. : « Introduction à la théorie de l'équilibre général ».

## S1.U.E.1: ECUE 3: Game theory and Public economics

Teacher: A.VIALFONT

Volume: 24 hours

Credits: 4 ECTS

Assessment scheme: Written mid-Term/ Final exam

**Objectives:**

This lecture aims at linking the methodology of Game Theory and the main content of Public Economics. The former consists in the analysis of interactions between rational individuals or firms and mainly relies on the different forms of the Nash equilibrium concept (depending on the timing and information structure of a game). The latter mainly includes collective considerations such as defining total surplus or social welfare. We will see that individual preferences and informational imperfections may prevent collective efficiency.

**Expected learning outcomes:**

At the end of the course, the students should be able to assess the nature of a game and to solve it. The students should also be able to interpret welfare implications of the equilibrium.

**Course outline:**

- 0. Introduction
  - 0.1. Definitions of a game and the information structure
  - 0.2. Preferences and rationality
  - 0.3. Pareto efficiency and welfare functions
- 1. Static games of perfect and complete information
  - 1.1. Strategic- or Normal-form game and Nash equilibrium
  - 1.2. Prisoners' dilemma and public good provision
  - 1.3 Cournot and Bertrand duopolies with differentiated products
  - 1.4 The problem of the commons
- 2. Dynamic games of perfect and complete information
  - 2.1. Extensive form, backward and subgame-perfect Nash equilibrium
  - 2.2. Stackelberg duopoly and the commitment assumption
  - 2.3. Sequential bargaining
  - 2.4. Repeated games: the case of collusion
- 3. Elements on games of imperfect and incomplete information
  - 3.1. Dynamic games of complete but imperfect information
    - 3.1.1. Revisiting static games of complete information
    - 3.1.2. Efficiency wage and moral hazard (agency theory, part 1)
  - 3.2. Static games of incomplete information

- 3.2.1. Bayesian games and Bayesian Nash equilibrium
- 3.2.2. Cournot Competition under asymmetric information
- 3.3. Dynamic games and Perfect Bayesian equilibrium
  - 3.3.1 Screening in ultimatum games of incomplete information
  - 3.3.2 Signaling in ultimatum games of incomplete information

**Indicative bibliography:**

Gibbons (1992), "Game Theory for Applied Economists", Princeton University Press.  
Rasmussen (2006), "Games and Information: An Introduction to Game Theory", Wiley-Blackwell (available at: [www.rasmusen.org/GI](http://www.rasmusen.org/GI)).  
Fudenberg and Tirole (1991), "Game Theory", MIT Press.

## S1.U.E.1: ECUE 4: International Monetary Problems

Teacher: J.REY & J.STEFAN  
Volume: 24 hours  
Credits: 4 ECTS  
Assessment scheme: Team Work/ Final Exam

**Objectives:**

The objective is to introduce the current problems of the international monetary system through an historical approach. Students will be also familiarized with the main models of financial crises.

**Expected learning outcomes:**

At the end of the course, the students should be able to understand rigorously the contemporary debates on international monetary issues, including European monetary challenges.

**Course outline:**

Chapter 1: Introduction

- I. Exchange rates and preliminary notions
- II. Exchange rates regimes and international monetary system
- III. Balance of Payments and currencies

Chapter 2: Past international monetary system

- I. The gold standard
- II. The interwar period and the gold exchange standard
- III. Bretton Woods

Chapter 3: Post Bretton-Woods International monetary system

- I. Attempts to reform the international monetary system
- II. Floating exchange rates

**Indicative bibliography:**

Ahamed, Liaquat (2009), *Lords of Finance - The Bankers Who Broke the World*, The Penguin Press, New-York.

Eichengreen, Barry (2015), *Hall of Mirrors: The Great Depression, The Great Recession, and the Uses-and Misuses-of History*, Oxford University Press.  
Stein, Ben (2014), *The Battle of Bretton Woods*, Princeton University Press.

## S1.U.E.2: ECUE 1: Organization Theory

Teacher: E. HERTZLER

Volume: 15 hours

Credits: 2 ECTS

Assessment scheme: Case studies/ Final Exam

### Objectives:

The purpose of the course is to introduce the major organization theories to the students and to increase their effectiveness and skill in observing, understanding and managing behavior in organizations. The objectives of the course are to:

- Introduce ideas useful in the analysis of organizational processes and change
- Encourage critical thought about organizations and the events that occur within them
- Develop an appreciation of how theories can be translated into practical applications
- Stimulate critical consideration of organizations as social and political communities
- Students will better understand issues faced by Organizations (Goals, Tasks, coordination/implementation, input, output participants, environment fit)

The course is taught through a teaching method that mixes lecture sessions, group written case report, readings and group case presentations, and case discussions. A thorough preparation of the course material and an active participation in the class discussions are essential.

### Course outline:

1. Analytic Features of Organizations
2. OT: Early Thinkers
3. OT: Classical Approach
4. OT: Structures
5. Organization and Environment: Contingency theory
6. Costs, outcomes and risks: Organizational Economics
7. Organizations as Open Systems: Evolutionary Theories
8. Organization Sociology
9. Decision-making Theories
10. Leadership and Authority

### Indicative bibliography:

Alchian, A. A. and Demsetz, H. (1972) Production, Information Costs, and Economic Organisation. *The American Economic Review*, Dec., 62, 5, 777-795  
Chandler, A. D. Jr. (1977) *The visible hand: The managerial revolution in American business*. Cambridge, MA: Belknap Press



Coase, R. H. (1937) The Nature of the Firm. *Economica*, New Series, Nov., 4, 16, 386-405: Blackwell

Drucker P. F. (1973) What can we learn from Japanese Management?, *Harvard Business Review*

Morel, C. (2001), "Absurd Decisions", Minutes of the Conference of the 'Association des Amis de l'Ecole de Paris du Management, December 7<sup>th</sup>, 2001, Paris

Mc Kinsey (2019), "The journey to an agile organization", Report

Campbell, A., Whitehead, J., Finkelstein, S. (2009), "Why Good Leaders Make Bad Decisions", *Harvard Business Review*, p. 60-66

Eisenhardt, K., Kahwaji, J.-L., Bourgeois L.J. (1997), How Can Management Teams Can Have a Good Fight, *Harvard Business Review*, July, p. 77-85

Courpasson, D. (2000), Managerial Strategies of Domination. Power in Soft Bureaucracies, *Organization Studies*, 21/1, p. 141-146

Weick, K. (1993). "The collapse of sensemaking in organizations: the Mann Gulch disaster." *Administrative Science Quarterly*, 38(4): pp.628-652

## S1.U.E.2: ECUE 2: Development Economics

Teacher: F.FAREED

Volume: 15 hours

Credits: 2 ECTS

Assessment scheme: Written assessment and class participation

### Objectives:

This course covers the main problems and challenges associated with economic development, including recent evidence. Both theory and empirical analysis will be reviewed.

### Expected learning outcomes:

At the end of the course, the students should be able to understand the various issues related development and development economics.

### Course outline:

- Poverty and inequality
- Trade, development and the environment
- Colonial legacy, institutions and governance
- Measuring development and the models to achieve development
- Human capital (education and health)
- Financial development and financial inclusion
- Informal economy and entrepreneurship
- Development aid and its effectiveness

### Indicative bibliography:

Todaro, M. and Smith, S. (2012), *Economic Development*, Boston: Addison-Wesley.

World Bank (2016), *Poverty and Shared prosperity - Taking on Inequality*, Washington, DC: World Bank

Other references will be given during the course

## S1.U.E.2: ECUE 3: History of Globalization

Teacher: A.GUILLIN  
Volume: 15 hours  
Credits: 2 ECTS  
Assessment scheme: Presentation/ Exam

### Objectives:

This course provides an historical perspective of economic globalization. Each lecture will be focused on a specific topic (not necessarily presented chronologically).

### Expected learning outcomes:

At the end of the course, students will be able to understand and analyze articles on global economic history.

### Course outline:

- I. The beginning of the globalization
- II. Historical specializations
- III. Movements of factors
- IV. Trade slowdown: recession versus depression episodes
- V. Trade and inequalities

### Indicative bibliography:

O'Rourke, K. (2009). *Power and Plenty: Trade, War, and the World Economy in the Second Millennium*. Princeton University Press, 2009.  
Antunes, C., & Fatah-Black, K. (2016). *Explorations in history and globalization*. Routledge.

## S1.U.E.3: ECUE 1: STATA Software

Teacher: V.BOUVATIER  
Volume: 20 hours  
Credits: 2 ECTS  
Assessment scheme: Homework/ Project

### Objectives:

The main objectives are to provide an overview of some basic and useful econometrics methods as well as some analytical basis.

### Expected learning outcomes:

At the end of the course, the students should be able to perform basic econometrics regressions. The students will be also able to interpret statistical results.

### Course outline:

- I. Introduction to STATA
- II. Descriptive Statistics
- III. Advanced Descriptive Statistics
- IV. Regression Models and Post Estimation Tests

**Indicative bibliography:**

Colin Cameron and Pravin K. Trivedi, (2010), "*Microeconometrics Using Stata, Revised Edition*" Stata Press.

<h2>S1.U.E.3: ECUE 2: Mathematical techniques used in economics</h2>
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Teacher: Sophie LARUELLE  
Volume: 12 hours  
Credits: 2 ECTS  
Assessment scheme: Homework/ Exam

**Objectives:**

This course aims to remind the students of some basic tools in mathematics (analysis, algebra, probability and statistics) they will use in economics.

**Expected learning outcomes:**

The students will acquire technical mathematical skills, which are necessary to solve problems in economics.

**Course outline:**

- I. Analysis
  - a. Real-valued functions: continuity, derivability, integration, examples.
  - b. Function of several real variables: continuity, derivability, integration, examples.
  
- II. Optimization
  - a. Solving linear systems of equations.
  - b. Solving polynomial equations.
  - c. Introduction of matrices in solving linear systems.
  
- III. Probability and Statistics
  - a. Random variables: discrete and continuous (definition, probability distribution, density).
  - b. Introduction to sampling and estimation: empirical mean and variance with their asymptotic properties.

## S1.U.E.3: ECUE 3: English skills

Teacher: K.LABIDI

Volume: 20 hours

Credits: 2 ECTS

Assessment scheme: Mini-tests/ Oral Presentations/ Homework/ Mid-Term/ Final Exam

### **Objectives:**

This will be a discussion-intensive course. Languages need theory but they also need to be spoken, a lot. A good discussion is a community effort, each of you helps create an enjoyable class. Most of the time, we will discuss texts from the textbook, which is why it's important that you read them and do your homework. I will grade your participation every single time. We need to make sure we all stand on the same page regarding grammar and vocabulary. We will do listening exercises and will watch videos in class. You are encouraged to stop watching dubbed TV series and movies and to start the awesome experience that is original version (with English subtitles if necessary). The purpose of this presentation is to allow you to speak in English in front of your peers. I expect all of you to get involved seriously and prepare a great presentation (it's so important that there is a separate document about it).

### **Expected learning outcomes:**

English fluency including specific vocabulary related to economics and management as well as the ability to make a detailed presentation in front of an audience and critical writing.

### **Indicative bibliography:**

You must own a copy of *Business Intelligent Upper Intermediate*. ISBN: 1408256010

## S2.U.E.1: ECUE 1: International Trade & FDI

Teacher: A.GULLIN

Volume: 33 hours

Credits: 5 ECTS

Assessment scheme: Presentations/ Mid-Term/ Final Exam

### **Objectives:**

In this course, we will describe the global, regional and sectoral patterns in trade and foreign direct investment (FDI). This course presents the main theories and policies in International Trade. Determinants of trade and FDI will be examined through theories and empirics from academic papers and reports.

### **Expected learning outcomes:**

At the end of the course, the students should be able to understand the fundamental trade theories and policies.

### **Course outline:**

- I. The traditional theory of international trade
- II. International Trade and Imperfect Competition
- III. Determinants of foreign direct investment
- IV. Regionalism and multilateralism

**Indicative bibliography:**

Krugman, P., Obstfeld, M. and M. Melitz, "*International Economics: Theory and Policy*", 10th edition. Ed Pearson (2014).

Markusen, J.R, "*Multinational Firms and the Theory of International Trade*", 2004. MIT Press.

<h2>S2.U.E.1: ECUE 2: Macroeconomics, intermediate level</h2>
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Teacher: F. MIHOUBI

Volume: 24 hours

Credits: 4 ECTS

Assessment scheme: Homework/ Slideshow presentation /Mid-Term/ Final Exam

**Objectives:**

This eight-session intermediate macroeconomics course includes a refresher. It provides tools for analysing the long-run activity (the Solow growth model), as well as the short-run activity in terms of interaction between the market for goods and services and the monetary and financial market (IS-LM model and AS-AD model), with respect to unemployment and inflation issues as well as related economic policies.

**Expected learning outcomes:**

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

Master the macroeconomic framework according to the IS-LM model and AS-AD model,  
Understand the relevance of economic policies that are appropriate to the context of economic activity

**Course outline:**

- I. Macroeconomic Quantities, Time Horizon and the Institutional Framework
- II. The labour market
- III. The Monetary and Financial Market
- IV. The IS-LM model
- V. Macroeconomic balance in the medium term and interdependence of markets
- VI. The Phillips curve, Okun's law and economic activity
- VII. Economic Growth

**Indicative bibliography:**

Blanchard O. & Johnson D. W. (2013) *Macroeconomics*, 6th ed. Prentice Hall, 624 p. (reference textbook)

*The course slideshow is available on the digital platform (EPREL).*

## S2.U.E.1: ECUE 3: Financial market

Teacher: S.KABLAN and V. CHOUARD  
Volume: 24 hours  
Credits: 4 ECTS  
Assessment scheme: Oral Presentations/ Final Exam

### **Objectives:**

The objectives aim at: presenting financial markets, their role and function and the interlinkages between the real and financial spheres of the economy.

### **Expected learning outcomes:**

At the end of the course, the students should be able to: know the different financial markets in the economy and their function, as well as the role of key macro-financial variables like exchange rate and interest rate. Students will also be aware of the interlinkages between the financial sphere of the economy and the real sphere of the economy. We will also stress derivatives markets as they have experienced unprecedented developments those last years.

### **Course outline:**

- I. Introduction
- II. Financial markets and interests rates determination
- III. Exchange rate
- IV. Derivatives
- V. Market Structures
- VI. Market risks evaluation
- VII. Markets risks challenges

### **Indicative bibliography:**

Kettel, Brian, 2001, Economics for financial markets.  
Mishkin Frederic, 2013, the economics of money, banking and financial markets.  
Quiggin, John, 2011, Financial markets: masters or servants?  
Krugman, Paul, 2012, International economics.  
Financial Stability Review, Banque de France  
Assessment of Risks to the French Financial System, Banque de France

## S2.U.E.2: ECUE 1: Corporate Strategy

Teacher: E.HERTZLER  
Volume: 18 hours  
Credits: 2 ECTS  
Assessment scheme: Teamwork/ Oral Presentations/ Mid-Term/ Final Exam

### **Objectives:**

Give students a global vision of corporate strategy, through the introduction of key concepts and of the main international trends. These themes are applied to business case studies to foster the analytic skills of students.

**Expected learning outcomes:**

Students should be able to understand the main issues and trends in corporate strategy in a global environment.

Student will be asked to demonstrate the above outcome through class assignments in English and a final presentation of a Corporate Strategy Case Study.

**Course outline:**

- I. Analysis of the Environment, Analysis of Markets, Competitors and Customers, Analysis of Resources.
- II. Development of Strategic Options, Strategy Evaluation.
- III. Knowledge, Technology and Innovation, Organization Structure and Strategy.
- IV. International Expansion and Globalization Strategies.
- V. Change Management.

**Indicative bibliography:**

- De Wit, B. and Meyer, R. *Strategy Synthesis*, Cengage, 2010  
Coulter, Robbins, *Management*, Pearson, 2016  
Johnson G., Scholes K. and Whittington, R. *Exploring Corporate Strategy*, Prentice Hall, 2008  
Mintzberg H. *Crafting Strategy*, Harvard Business Review, July 1987  
Porter M. E. *Competitive Advantage*, Free Press, 1985  
Rugman A. M., Verbeke A., *Global Corporate Strategy and Trade Policy*, Routledge, 2009

<h2>S2.U.E.2: ECUE 2: Doing business in an international context</h2>
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Teacher: O.SOLNIK

Volume: 18 hours

Credits: 2 ECTS

Assessment scheme: Oral presentations/ Case Studies / Final Exam

**Objectives:**

The objectives aim at: Improving cultural skills

**Expected learning outcomes:**

At the end of the course, the students should be able to understand and take into account cultural differences when doing business abroad.

**Course outline:**

- I. How to define culture (working on stereotypes)
- II. Theories and their models on corporate culture:
- III. Case study: One's person experience

**Indicative bibliography:**

Jean Claude Usunier and Julie Anne Lee, *"Marketing across cultures"*, Pearson.

<b>S2.U.E.2: ECUE 3: Negotiation</b>
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Teacher: Olivier Ferrier

Volume: 18 hours

Credits: 2 ECTS

Assessment scheme

**Objectives:**

The Negotiation course is designed to give students a solid foundation for a strategic thought and practice in the field of Negotiation, useful to their Master and also for their future personal and professional activities. To do so, the course is based both on Game theory and Negotiation theory.

**Expected learning outcomes:**

At the end of the course, students should be able to understand the very foundations of Negotiation concepts, mechanisms and tools.

**Program:***Session 1. Theoretical foundations of Negotiation theory*

In the morning:

- Jaipur Gems Negotiation
- Introduction to the course
- Simulation #1 (first mark): let's play

In the afternoon:

- Simulation #1: Theoretical debriefing

*Session 2. How to prepare any negotiation*

In the morning

- Preparation protocol (BATNA, RV, IV, OV, strategy...)
- Main questions to be addressed during preparation

In the afternoon

- Some game theoretical concepts (game, player, information...) with applications to Negotiation (Prisoner's dilemma, centipede game, pirate game, ultimatum game)
- Dispute resolution

In the morning Strike Game

- Simulation #2 (second mark): let's play
- Simulation #2: theoretical debriefing

In the afternoon

- Strategies, tactics and techniques of Negotiation: the very structure of Negotiation process

*Session 3. Coalition games: building alliances strategically in a Multi-Party Negotiation*

In the morning

- Pure Coalition Game: Merger on the telephony market
- Simulation #3 (third mark): let's play



- Simulation #3: theoretical debriefing

In the afternoon

- Some pure competitive tools (padding, anchoring...)

- Some pure collaborative tools (starting with a draft document, graft, salami, playing on Time preferences differences...)

**Educational approach:**

Negotiation is not only a science but also an art which requires being experienced and theoretically well-armed. We start from a simulation conducted with students and then we make the theoretical debriefing. Simulations are noted between 10/20 and 20/20.

**Bibliography**

Baker and McKenzie (eds) (2007). The International Negotiations Handbook: Success through Preparation, Strategy, and Planning. PILPG and Baker & McKenzie.

Curry, J. E. (2009). International Negotiating: Planning and conducting International Commercial Negotiations. 3rd edition. World Trade Press.

Fisher, R. & Shapiro, D. (2005). Beyond Reason: using Emotions as you Negotiate. Viking.

Fisher, R. & Ury, W. (1981). Getting to yes: Negotiating Agreement Without Giving In. New York: Penguin. 1st edition.

Fisher, R., Ury, W. & Patton, B. (1991). Getting to yes: Negotiating an agreement without giving in. (2nd ed.). London: Random House.

Goodpaster, G. (1997). A Guide to Negotiation and Mediation. Transnational Publishers.

Lewicki, R. J., Barry, B. & Saunders, D. (2007). Essential of Negotiation. McGraw-Hill International Edition, Fourth edition.

Raiffa, H. (2002). Negotiation Analysis: the Science and Art of Collaborative Decision Making. Belknap Harvard.

Rosenthal, R. (1981). "Games of Perfect Information, Predatory Pricing, and the Chain Store", Journal of Economic Theory, 25 (1), pp. 92-100.

Thompson, L. (2005). The Mind and Heart of the Negotiator. 3rd edition, International Edition, Pearson Prentice Hall.

Thompson, L. L. (edited by) (2006). Negotiation Theory and Research. Psychology Press.

<h2>S2.U.E.2: ECUE 4: Contemporary Business Issues</h2>
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Teacher: T. BRODATY

Volume: 18 hours

Credits: 2 ECTS

Assessment scheme: Oral presentations/ Case Studies / Final Exam

**Objectives:**

This course is a course in business statistics. The goal is to learn how to use data in order to take better management decisions.

**Expected learning outcomes:**

The students will learn how to describe the data, how to identify performance drivers and how to simulate and forecast the effects of different scenarios. We will follow a user oriented approach and will apply the techniques with Excel, with real management data.

**Course outline:**

Session 1-2: Univariate descriptive statistics, Tests and confidence intervals, simulation.

Session 3: The simple linear regression: the basics

Session 4: The simple linear regression: the naïve forecasting

Session 5: Association between categorical variables

Session 6: Building multiple regression models

**Bibliography:**

Business statistics for comparative advantage with Excel 2013, Cynthia Fraser, Springer.

## S2.U.E.3: ECUE 1: Big data: an introduction with Python Programming language

Teacher: Z. ABIDI

Volume: 24 hours

Credits: 2 ECTS

Assessment scheme: Homework/ Mid-Term/ Exam

**Objectives:**

Python is an easy-to-use programming language that is suitable for students who are new to programming. It is also generalist, complete and powerful language. It is now considered as one of the most widely used languages in diverse disciplines, including finance, medicine and data science.

The main goal of this course is to introduce students to the Python programming language basics.

**Expected learning outcomes:**

The learning objectives of this course are:

- Acquiring the basics of Python programming language.
- Hands-on experience using various Python data structures and reading and writing files in Python.

**Course outline:**

- Introduction
- Getting started with Python Language
- Variables and Operators
- Functions
- Data Types in Python
- Making an Interactive Program
- Data Manipulation with Pandas

**Indicative bibliography and websites:**

- *Introducing Python - Modern Computing in Simple Packages*, B. Lubanovic, 2014
- *Headfirst Python*, A brain-friendly guide, P. Barry, 2nd edition, 2017
- *Python Pocket Reference - Python in Your Pocket*, M.Lutz, 5th edition, 2014
- *Python Data Science Handbook: Essential Tools for Working with Data*, J. VanderPlas, 2017
- <https://docs.python.org/3/>
- <http://docs.python-requests.org>
- <https://www.kaggle.com/learn/python>

## S2.U.E.3: ECUE 2: Introduction to General Algebraic Modeling System

Teacher: A.GUILLIN

Volume: 12 hours

Credits: 2 ECTS

Assessment scheme: Homework/ Exam

### Objectives:

The objective of this course is to provide an understanding of the logic underlying Computable General Equilibrium (CGE) models, present basic steps for the construction and the implementation of such standard models. The Gams software will be introduced for this purpose.

### Expected learning outcomes:

At the end of the course, the students should be able to understand and interpret the results of a single-country CGE model.

### Course outline:

- I. What is a CGE model?
- II. The Structure of a basic CGE model
- III. Introduction to Gams
- IV. *Auta* & *Auteta* models

### Indicative bibliography:

Burfisher, M. E. (2017). *Introduction to computable general equilibrium models*. Cambridge University Press.

Lofgren, H., Harris, R. L., & Robinson, S. (2002). *A standard computable general equilibrium (CGE) model in GAMS* (Vol. 5). Intl Food Policy Res Inst.