

# **Subject Descriptions for Spring Term 2011**



## OVERVIEW - List of Subjects

IPC offers a wide and diverse range of subjects for Spring Term 2011. Students are thus able to select a mix of subjects which responds to their interests and needs.

In terms of content or theme, the subjects fall under five categories:

(1) Global Perspectives, (2) Regional Studies, (3) Personal and Professional Skills, (4) Music and (5) Creative Skills, and (6) Languages.

Study Program Title	Category	Weekly number of lessons
1 The Global Challenges line	Global perspectives	8
2 The Development Management line	Personal and Professional skills	8

Subject Title	Category	Weekly number of lessons
1 African Drum & Dance	Music and creative skills	2
2 African Studies	Regional Studies	4
3 Asian Studies	Regional Studies	4
4 Bandplaying	Music and Creative Skills	4
5 Choir	Music and Creative Skills	2
6 Computer Science á la carte	Personal and Professional Skills	4
7 Contemporary Denmark	Regional Studies	4
8 Current Affairs	Global Perspectives	4
9 Danish I	Languages	4
10 Danish 2	Languages	4
11 Danish History & Culture	Regional Studies	4
12 Drama	Music and Creative Skills	4
13 Effective Teamwork	Personal and Professional Skills	4
14 English 1 (General English)	Languages	4/8
15 English 2 (Intermediate English)	Languages	4
16 English 3	Languages	2
17 Environmental Studies	Personal and Professional Skills	4
18 European Culture	Regional Studies	4
19 Facilitation	Personal and Professional Skills	4
20 Intercultural Studies	Personal and Professional Skills	2
21 Contemporary Media & Journalism	Personal and Professional Skills	4
22 Latin American Studies	Regional Studies	4
23 Middle East Studies	Regional Studies	4
24 Movie Making	Music and Creative Skills	2
25 Peace & Conflict Studies	Global Perspectives	4
26 Photography	Personal and Professional Skills	4

<b>27 Presentation Skills</b>	<b>Personal and Professional Skills</b>	<b>4</b>
<b>28 Professional English</b>	<b>Languages</b>	<b>4</b>
<b>29 Self-Expression</b>	<b>Music and Creative Skills</b>	<b>4</b>
<b>30 Spiritual Development</b>	<b>Personal and Professional Skills</b>	<b>2</b>
<b>31 Sports</b>	<b>Personal and Professional Skills</b>	<b>2</b>
<b>32 US Studies</b>	<b>Regional Studies</b>	<b>4</b>
<b>33 Wednesday Feature</b>	<b>Global Perspectives</b>	<b>2</b>
<b>34 World Cinema</b>	<b>Global Perspective</b>	<b>4</b>

### **Duration of subjects**

Some subjects run through only the first 10 weeks of the term, some for only the last 12 weeks of the term and the rest run throughout the entire 22 weeks of the term. Please look up each subject's duration in the section on Subject Descriptions.

**Wednesday Feature is the only mandatory class.**

### **Subject load/timetable**

By Danish law, each student must select a number of subjects to create a subject load or timetable with a minimum of 28 lessons per week. (A lesson is 45 minutes long. A block of lessons is equivalent to two lessons, hence each block is 90 minutes long. Subjects are taught in 90-minute blocks and most subjects have two 90-minute blocks per week.) The number of blocks per week of each subject is indicated in the section on Subject Descriptions.

Students compose their timetables based on the schedule of classes distributed at the introduction week of the term.

### **Variety in subject load**

Students are encouraged to take a mix of subjects from different categories to give them a varied timetable.

### **English level required**

Subjects are graded according to the minimum English skill level used in class discussions and reading assignments:

Level 1 = Basic

Level 2 = Intermediate

Level 3 = Confident speaker and writer

Students can compose their subject loads or timetables the way that suits them best as long as the minimum requirement of 28 lessons per week is fulfilled.

# The Global Challenges Line

Gertrud Tinning & Brendan Sweeney

Lessons per week	English Level	First 10 weeks	Last 12 weeks
8 - Four 90-minute blocks	2	Yes	Yes

## Aim:

The aim is to equip students with a capacity to:

- Describe the changing forces of the world, and analyse the economic and political trends and mechanisms behind globalisation.
- Analyze and discuss current selected conflicts in the world including terrorism.
- Identify major challenges today and in the future. Discuss contributing causes and future scenarios.

## Content: Themes

- State of the world – the cool statistical facts
- From Marx and Keynes to Neo – liberalism. Mainstream political and economic trends in the world.
- United Nations, World Bank and International Monetary Fund.
- Human Rights
- Debt crisis and the Structural Adjustment in The Third World
- End of the Cold War and the Balkan conflict.
- Trans - National Corporations (multinationals)
- World Trade Organization
- New Super Powers: China and India
- Arms Trade
- Conflict areas (Middle East, Congo, Somalia, Sri Lanka or what the class chooses)
- War in Afghanistan
- Terrorism
- The current crises and the links between them:
  - Financial Crisis
  - Food Crisis
  - Water Crisis
  - Energy/oil crisis
  - Global Warming

# The Development Management Line

Gertrud Tinning & Sasha Skrypnyk

Lessons per week	English Level	First 10 weeks	Last 12 weeks
8 - Four 90-minute blocks	2-3	Yes	Yes

## Aim:

The aim is to equip learners with basic competencies to:

- Reflect on - and improve their communications skills.
- Manage negotiation and cooperation through understanding and analysing intra- and inter-personal

conflicts and disagreements

- Describe the emerging role of civil society organisations
- Create your own civil society organization
- Plan and evaluate action programmes and projects for organisations, particularly NGOs

### Content:

- We will analyse the processes of communication and strengthen the ability to express ourselves clearly. Techniques for individual presentation, negotiation and for group facilitation will be introduced and practiced, as well as active listening and assertiveness. The learning method in the course will be simulations with video recording and subsequent feed-back.
- We will study the nature, actual role and future potentials of NGOs in society, institutional capacity building and the gender aspects of NGOs. We design model NGOs and become familiar with participatory methods (PRA-methods e.g. participatory video) that are currently being used all over the world. We continue with one specific tool called Logical Framework Approach (LFA). Many donor organisations require that applications for funds are presented in LFA format. After a general introduction to the tool, the students choose and develop their own projects.
- We analyse different forms of conflict where we focus on conflict escalation, dialogue, empathy and non-violent communication. Other themes are the role of language, basic conflict resolution, managing emotions, power games, negotiation and mediation techniques, reconciliation and healing.

## African Drum and Dance

Sellasi Dewornu

Lessons per week	English Level	First 10 weeks	Last 12 weeks
One 90-minute block	I	Yes	No

Sellasi will introduce African drum and Dance in his energetic and highly humorous way. Be prepared to sweat and have fun.

## African Studies

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	No	Yes

### Rationale

Africa is a continent of contrasts. Rapidly growing cities and rural villages, modernity and tradition, democracy and dictatorships, peace and wars. It has fifty four nations, five time zones, at least seven climates, more than 800 million people where young people constitute more than half of the population and, according to the latest research, maybe 14 million proverbs.

It's impossible to generalize – too large and too diverse. And yet people do generalize; Africa has become the continent of global moral concern.

### Objectives

This course aims for a critical, deeper and more detailed understanding of the dynamic nature of the African continent, its peoples and societies in which diversity is the rule. How is Africa dealing with the challenges of modernity while trying to retain its personality and uniqueness? We take a global perspective by examining how the global view on Africa express itself in ways such as aid, fair trade or stereotypical

reproduction, and discuss how it affects the possibilities of the great continent.

### **Content**

The course will have both theoretical and practical interactive elements. We will discuss culture and development perspectives through critical reading, presentation and analysis of African social structure and the African view on current development challenges through different themes. Gender, religion, globalization, youth and music are some of the themes we will touch upon. The students will in addition to this get the opportunity to immerse them selves in individually chosen subjects.

### **Method**

The course is characterized by brief introductions, interactive presentations, discussions, workshops, research, guest lecturers, and audio-visual documentaries.

## **Asian Studies**

<b>Lessons per week</b>	<b>English Level</b>	<b>First 10 weeks</b>	<b>Last 12 weeks</b>
4 - Two 90-minute blocks	2	No	Maybe

### **Introduction**

The Chinese economy has, arguably, brought prosperity and stability to East and South East Asia while India has become the powerhouse of rapid economic growth in South Asia. From Beijing to Delhi, Guangzhou to Jakarta hundreds of millions of newly urbanized middle-class Asians has joined the promised land of consumerism. But how is al this really put together? How can we understand a region comprised of so many different political systems, multiple religions, hundreds of languages and perhaps the most diverse cultural societies on the planet? What can we expect when money and power moves to Asia, and where are the hot spots? Will Asia become an Asian for the Asians? Will China control the world economy? Will India? How can we understand a continent with this breath-taking potential for wealth, beauty and conflict? Lets take a very careful look at the prospects for 21st century, as this rapidly is becoming **The Asian Century!**

### **Objectives**

We will investigate how the Asian Miracle works and find the key factors underpinning the current developments. We will identify hot spots and problems, and develop scenarios for the future. We will look at key countries and discuss burning issues that potentially can ignite conflicts. We will dig deep down in history to find culturally significant events and people, and discuss how past, present and future is connected. And we will try to understand how Asia from being an outsider has moved to the very centre of the world. Today, Asia and its people play a critical role in the political and economical landscape of the 21st Century. How this is going on and how to understand the power, energy and ambitions underneath, is what this course is about.

### **Content**

In class, we will discuss how to approach the objectives together and use the first meeting to define our journey. We will identify key moments in history and the most important issues today. We can focus on people, look at growth in Indonesia, demonstrations in Thailand or corruption in South Korea. We can analyse Asia's political economy, China's military aspirations, or ASEAN trade and cooperation to get a comprehensive and well-developed understanding of current affairs. Special attention can be placed on corruption, good governance, communication Asian style, secret affairs, crime, human rights, democratisation, natural resources, religious issues, women, development, international relations and foreign policy. Visiting websites, newspapers and everything else available on the Web, we will discuss and carefully examine **The Asian Century.**

### **Method**

Class, panel and group discussion, student reports, simulations etc. Be prepared to use the Internet extensively. Emphasis will be put on logic, debating skills, and diplomacy.

## Bandplaying

Nikolaj Sahlstrøm

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	No	Yes

### Rationale:

Love of music has a fantastic ability to unity people despite differences in age, gender, culture, and language. The social activity of playing music together with other people who share the same passion as you is one that can create great happiness and spiritual elevation when things work well, but also frustrations and anger when they don't. Team spirit is therefore as important as music virtuosity.

### Objectives:

To challenge yourself by playing your instrument (or singing) in a band together with others. To prepare yourself to go onstage in front of an audience. To improve your ability to analyze a song and prepare it for a band. And finally: To have fun while doing it, but also to learn to handle the problems that might arise within a group.

### Content:

Playing different music styles, such as blues, pop, reggae, rock, etc.

Understanding basic music theory, such as notes, harmonies, rhythms, breaks, scales, keys, and song structure.

Understanding the basic functions of a mixer, microphone, speaker, and effect machines.

### Method:

A few classes will be based on theoretical musical instruction, but most will take place in the IPC Band Playing Room, where we will analyze songs and rehearse them.

Important: This class is only for people who already have some experience playing an instrument or singing. The class can consist of maximum two bands, each containing: 1 drummer, 1 percussionist, 1 bass player, 2 guitar players, 2 keyboard players, 2 horn players (saxophone, trumpet, etc), and 3 singers (lead and backup.) Ideal size is 5-6 people per band, total maximum: 12 people in the class. The final composition of the bands will be based on interviews with the teacher.

## Choir

Søren Launbjerg

Lessons per week	English Level	First 10 weeks	Last 12 weeks
2 - One 90-minute block	1	Yes	Yes

### Rationale

Singing in a choir is great fun but also requires concentration and often a little patience as well! Singing in a choir also means more consciousness about how to use the voice - not only when you are singing but also in your daily life. My keywords for the choir are dynamics, sound and rhythmic feeling.

### Objectives

To build a set for all kinds of concerts and performance nights at the IPC.

## Content

Most of the songs that we sing are arrangements for rhythmic choir - pop - rock . They can be songs by Beatles, Abba, Robbie Williams, Coldplay and maybe some Danish songs (in English). We might borrow some material from the musical theatre or whatever we feel like singing. We will also sing some of my own arrangements of contemporary pop and rock music.

## Method

In the beginning we sing some very simple songs. You don't need any music reading skills to participate. I introduce some basic music knowledge items along the way. Warm up exercises and basic information about - and training in – the use of the voice is an important part of the classes. We divide the choir into the four voices: sopranos, altos, tenors and basses. I check if some of the students are able to sing solo. As the Term progresses, the songs become more advanced. We might collaborate with some of the choirs in the local area and maybe attend some of the numerous music events in Helsingør.

# Computer Science á la Carte

Pierre Poquet

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	No	Yes

## Rationale:

The computer dominates the work place of an increasing number of people and computer literacy is required in the job market.

From the simple stand alone computer to a complex network of servers, you need to gain a working understanding of how computers work and communicate

## Content:

We will explore local area networks and what makes them run: wired and wireless routers, hubs, switches and firewalls.

We will work with Word and Excel and learn how to maximize their use in a typical office environment.

We will learn to write HTML code, explore dynamic pages with PHP and internet databases with MySQL.

## Method:

Instruction and a lot of hands on exercises and lab work. Group and individual assignments.

# Contemporary Denmark

Brendan Sweeney

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Nordic Societies

## The Development of Modern Denmark

This part of the course will introduce students to modern, contemporary Denmark, providing basic information about the country's geography, economy, society and lifestyle as well as the development of Danish national identity from the early modern period until the present day.

We will look at topics such as Danish cuisine, changes in family life and gender issues, Denmark's relations to the other Nordic countries and the EU, secularism and religion, the development of the Danish welfare state, the labour

market, political parties, the Danish media, immigration and integration. A number of case studies will be examined and students will be expected to discuss differences and similarities between their own country and Denmark.

## Current Affairs

Pierre Poquet

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

**It must be true I saw it on the news.**

### Rationale:

We live in a complex time when we are connected by globalization and the information superhighway. What happens in one part of the world potentially affects us all.

### Objectives:

This course is designed to keep us informed of world events and climates and to promote discussion and thoughtful analysis. We will work on the daily IPC Morning Fellowship News Cast while keeping an internet blog.

### Method:

1. Identify, examine and follow current events in our own areas of the world. **[INTERNET RESEARCH]**
2. Discuss and debate current events and issues that are affecting the world today. **[DISCUSSION]**
3. Generate news items for the daily Morning Fellowship newscast. **[PRESENTATION]**
4. Keep a current events internet blog. **[WRITING]**

## Danish I

Merete Elmquist Lentz

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

### Rationale

Danish language is a part of the identity of the Danes. It has a certain pronunciation, a certain sound that most of you will find quite difficult to imitate. But it is fun to try it out and you get a little closer to understanding the Danes by learning a little of their language.

Learning a new language is also trying to communicate even though you only have very few skills. It is having the courage to try and the motivation to learn more about the basic characteristics of the structure and pronunciation of the Danish language.

Danish I is for absolute beginners from all over the world. The main focus of the course is not on the grammar of the Danish language, but on listening, understanding and speaking as much as possible.

### Objectives

The objective of this course is to introduce the student to the basic characteristics of the Danish language. The students learn how to introduce themselves in Danish, they learn how to order from the menu in a café or restaurant and they learn to do small conversations in Danish.

Another aim is for the student to gain self-confidence in using a new language so different from their own.

### Content

- We listen to small Danish dialogs and we try to understand as much as possible and to answer questions about the dialogs.

- We practice imitation of the pronunciation.
- The student practice small conversations
- We play games for learning numbers and time
- Once in a while we listen to lyrics in Danish music

### Method

The lesson is introduced with a theme of the day, followed by exercises where the students take an active part. All exercises are explained in English.  
The students will be expected to do a little homework for every lesson.

## Danish 2

Merete Elmquist Lentz

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

Intermediate Danish for those who are no longer beginners in Danish language.

### Aim

You will soon be able to

- introduce yourself in Danish
- count to 1.000
- order a cup of coffee in a café or a beer in a bar
- shop a little
- get information about trains and busses

At the end of the course you will be able to make conversations in Danish about

- families
- studies and jobs
- interests
- movies and books
- your future
- your past

### Content

Little by little you will be introduced to the Danish grammar and phonetics.

We will have a lot of dialogues, plenty of role games and great fun in the class – and everybody is welcome to participate.

## Danish History & Culture

Kristof Kristiansen

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

### Aim:

What is unique about Denmark and the Danish path of Development? What did the Vikings actually do, and how come they are so famous ? What is special about traditional Danish art, music, literature and architecture ? Are there any historical reasons for the Danes today being known as “the happiest people of the world”? These are some of the questions we will try to answer in this class which has as its main aims

to give students an overview of the most significant trends in Danish history and culture as a key to understanding Danish society today.

**Content:**

A brief introduction to key issues in Danish history such as the Viking age, the reformation, the agrarian reforms, the industrial revolution, and the main transformations in the 20th century. Special attention will be give to selected representatives from Danish cultural history such as Hans Christian Andersen , N.F.S. Grundtvig and Søren Kierkegaard, painters from the “golden age” in the first half of the 19th century, the composer Carl Nielsen and the writer Karen Blixen as well as some of the most well known and influential architects and filmmakers of the 20th century.

Special attention will be given to the educational system in Denmark which will be examined through an extensive case study of education policies and practices from kindergarten to university, and include visits to educational places.

The teaching will to a large extent include field trips to local institutions and sights of cultural interest around Elsinore.

## Drama

Søren Launbjerg

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

**Rationale**

Sending and receiving signals of all kinds is the essence of drama. Through your work you will increase your awareness of both physical, emotional and verbal expressions. Improvisation and communication are important keywords. We will be laughing and playing a lot – and you don’t need any drama experience to participate.

**Objectives**

- To increase students’ communication as well as performance skills
- To produce small plays or shows for different occasions such as Performance Nights in the school.

**Content**

Drama-games; verbal and non-verbal improvisations; song; dance; comedy sketches; small plays; stand-up; presentation; theatre visits; films and videos; mask work.

**Methods**

- Say: Yes!
- Be silly!

## Effective Teamwork

Sasha Skrypyk

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	No

**Rationale:** Teamwork becomes more of a reality at workplaces and daily life in a globalized world. However, very little is being offered in the educational settings to help people understand and practice teamwork. The class offers insights into teamwork processes, and mostly through learning by doing brings in reflective practice that enables the students to become more effective in working with the others.

**Class contents:** “Effective teamwork” is a class where the students, first and foremost, learn about themselves. Through a number of psychological exercises and reflective discussions they discover their strengths and weaknesses as personalities. Myers Briggs test and Helen Fisher’s personality types’ research serve as a base for these activities. Secondly, by using Belbin’s Team Roles Inventory, the students learn about the roles they are naturally good at when working with other people. Finally, the students are being placed in small teams where they are offered to work on a small project during which a part of the class time is dedicated to reflection on the team processes. Particular focus is given to trust building, negotiating the shared goals, using Bono’s Thinking Hats tool for healthy debate, developing team morale for commitment and learning a variety of techniques for transparent task division and interdependent work.

## English I (General English)

Rod Lee

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 – Two 90-minute blocks	I	Yes	Yes

**Rationale:**

Since English is the official language of IPC it is essential to develop the basic skills to communicate effectively and confidently.

**Objective:**

To gain self-confidence in using English in practical daily situations inside and outside of IPC.

**Content:**

We will cover all language skills (i.e. grammar, speaking, reading, writing, listening, pronunciation, vocabulary). However, we will try to focus on speaking and developing skills to talk about oneself, one's culture and background, describing feelings, expressing needs and opinions, and dealing with situations within the IPC environment. Other topics will be determined by the students' own interests.

**Method:**

In addition to grammar drills, listening to cassettes/CDs, watching video clips, reading articles, playing games etc., we will use the students’ own experiences as a basis for various speaking activities. The main goal is to have fun while gaining the self-confidence to express oneself effectively! A dictionary will be necessary.

**Class size will be limited to 10 students.**

The course will require active participation and willingness to do some homework after classes.

## English 2 (Intermediate English)

Rod Lee

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

**Rationale:**

Coming to IPC means to join an English-speaking community. Those who already have a fair knowledge of English might want to learn to use it more effectively for a particular purpose. This course helps you build the necessary English language skills to make you feel confident talking about your interests and hobbies. It provides tools that can be used in your academic, professional and volunteer life.

**Objectives:**

To encourage students to share their special interests with the IPC community while using the English language. Confidence building in respect to expressing oneself inside and outside IPC is a goal.

**Content:**

In addition to grammar drills, listening to cassettes/CDs, watching video clips, reading articles, playing games etc., we will use the students' own experiences as a basis for various speaking activities. Topics will be determined by the students' own interests.

**Method:**

We will focus on the communicative approach to allow students to gain confidence in their speaking skills. Thus, the main goal is to have fun while gaining the self-confidence to express oneself effectively through individual and group work. A dictionary will be necessary.

**Class size will be limited to 10.**

The course will require active participation and willingness to do some homework after classes.

## English 3 (Advanced English)

Brendan Sweeney

Lessons per week	English Level	First 10 weeks	Last 12 weeks
1 - Two 90-minute blocks	3	Yes	Yes

**Rationale:**

High-level English skills are much in demand in the modern world. However, even people who are very fluent in English often speak and write inaccurately or use inappropriate vocabulary. This advanced course in English will help you to enhance your written and spoken command of the language and provide you with the confidence to use English accurately at the highest level.

**Objectives:**

Students will develop the skills to write and speak English at a level which will allow them to perform in a wide range of academic, business and social contexts. Within the context of IPC, the course will allow students to gain the most from the more academically demanding courses.

**Content:**

In addition to advanced grammar exercises, students will learn to read and analyze a wide variety of texts. There will be interactive oral exercises, discussions on relevant topics and lessons on use of English. Listening and comprehension skills will also be developed along with a focus on improving pronunciation/intonation and enhancing vocabulary.

**Method:**

The course will be intensive and communicative. Instructional material will include articles on a wide variety of topics and literary works as well as audio-visual materials that demand a high level of comprehension. Students will be encouraged to study by themselves and provide a personal input in class. Working in groups and pairs will also be an integral part of the course. A dictionary will be necessary.

**Class size will be limited to 10.**

The course will require active participation and willingness to do some homework after class.

## Environment Studies

Gertrud Tinning

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	No	Yes

### Aim

- To equip the students with the ability to understand some of the of the environmental threats we facing to day
- To motivate students to take part in discussions and activities to improve environment.

### Content/Themes

- Personal experience of nature  
Exercises in forest
- Concept of nature  
Conservation versus production  
National Parks versus agriculture
- Concept of sustainability
- Water scarcity on a global level  
Situation in individual countries  
Visit to local water treatment plant
- Garbage Management  
Situation in different parts of the world  
Export of garbage  
Visit to Technical Department of the Municipal of Helsingør  
Visit to recycling station  
Composting
- Contaminants in nature  
Danger to nature and human  
Situation in Artic, guest speaker from Ministry of Environment
- Global Warming  
Nature of the problem  
Where are we heading after Cop15?
- Alternative Energy sources

## European Culture

Kristof Kristiansen

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

## Rationale

European culture has been and continues to be a significant force in the global society and in its influence on other cultures. An understanding of recent developments in Euro-culture is valuable in determining the extent to which our view of the world and ourselves has been and is shaped by cultural currents emanating from Europe.

## Objectives

To introduce students to key themes in European culture in the 19th and the 20th century and to give a bird's-eye view of major trends in literature, art, music, architecture design and film.

## Content

In the last 150 years intellectuals in Europe have tried to come to terms with a dominating sense of alienation and absurdity of life. The class focuses on an analysis and interpretation of selected works from European culture since the middle of the 19th century - philosophy, painting, music, film and design. To what degree are these relics of the past living elements in our life today? Can we still find pleasure or gain knowledge from our ancestors' artistic attempts to describe or explain the basic questions of human existence?

## Method

Combination of lectures, group work and class discussion based on audio-visual material and hand outs of readings for each class.

# Facilitation

Sasha Skrypyuk

Lessons per week	English Level	First 10 weeks	Last 12 weeks
2 - One 90-minute block	2	Yes	No

## Rationale:

Facilitation means “making things easier”. This class helps to develop the skills that help groups of people achieve a goal in such a way that the voice of every individual is heard. As more and more organizations have people work together, it becomes necessary to know how to help groups move in their decisions, solve problems or have a dialogue in a way where every opinion counts.

## Objectives:

The students will

- Understand the role of the facilitator;
- Be able to develop participatory groups;
- Learn different group processes;
- Practice basic facilitation skills and facilitation techniques.

## Contents:

In class we will practice basic facilitation skills, such as active listening, questioning and note-taking. We will also learn to use participatory decision-making techniques, ways of dealing with difficult people and facilitating meetings and discussions.

## Methods:

Experiential learning activities, in-class discussions, simulations, project work.

# Intercultural Studies

Mahdis Azarmandi

Lessons per week	English Level	First 10 weeks	Last 12 weeks
2 - One 90-minute block	2	Yes	No

## Aim:

In times of globalization and on-going conflict, which are often projected in cultural and civilizational terms, it is essential to recognize the centrality of culture in both political and social terms. This is especially important at times when contact between cultures is increasing.

How can we learn to communicate across cultures and different languages and learn but also challenge each other?

The aim of this course is to look how culture as explanatory concept is being used in different discourses to account for fundamental aspects of human behaviour.

## Content:

In this class students will be introduced to a theoretical approach to the field of intercultural communication. It is, however, a central element of the course to link theory and practice, and student experiences will therefore be a natural focal point throughout the course. It is hereby also implied that active student participation is essential, and it is expected for each student to take part in the activities presented in order to contribute to a successful course.

The primary objective of the course is to provide a framework for understanding central concepts and problem areas within the field of intercultural and cross-cultural communication, which will subsequently function as a foundation for applying these to everyday work – and life situations. This is meant to optimise the relevance and usefulness of the topic at hand.

## Methodology:

Each lecture will contain elements of teacher presentations of primarily theoretically founded perspectives, class/group discussions and presentations of practical approaches and problems, and various exercises used to combine theory and practice. All in all this is expected to give the best base for obtaining knowledge within the field of intercultural communication, and it is therefore a combination of these various methods that makes up the framework for learning throughout the entire course period.

# Contemporary Media and Journalism

Brendan Sweeney

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2-3	Yes	Yes

## Course Aims:

This course has two strands, i.e. 1) how to understand the sea change taking place in contemporary media and journalism, and 2) how to communicate effectively using words.

Via instruction, exercises and examples, you will learn the basics of professional journalism including use of language, practical news reporting, feature-writing skills and how to produce texts for the web.

You will also learn how to become a critical reader, how to identify bias and how to think on your feet. All the topics will include lots of writing practice, comparisons of different media and media outlets and ongoing discussions.

**Contents:**

What is news? The world of journalists. Communication theory. The building blocks: reporting, the inverted pyramid, five Ws, parts of a story, sources. Genres within print/web journalism: how to choose the right language, style and tone. Headlines, leads and intros plus writing to length and deadline. The interview: researching, listening and responding to the interviewee. Writing for broadcast media: radio, TV and online. Feature writing: entertaining and informing the reader. Opinion pieces (op-eds): getting your message across. Specialist journalism areas: culture, sport, leisure, science, technology. Convergence: writing across different media. Legal and ethical aspects of journalism, bias, balance and attribution. Copyediting, subediting, checking facts and proofing. Local, national and world news: examples from your own country. News institutions and the future of journalism.

**Methods:**

The course will be based on active student participations, writing exercises and presentations.

## Latin American Studies

Hans Erik Rasmussen

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	No

**Rationale**

Traditional offerings to Mother Earth among peasants in the high Andes and a strong catholic church. Isolated tribes in the Amazon and modern, Internationally oriented life-style in the big cities. Revolutionary movements, former military regimes and present democratic development. Richness in natural resources and extreme poverty. Rainforest, desert and agricultural land. Music spanning from extrovert samba-drums to melancholic flutes played with influence from rock and jazz. Originally inhabited by hundreds of Indian peoples, colonized by Portuguese and Spanish “conquistadores” and later mixed with African slaves and immigrants from all over the world. Latin America is a continent of contrasts and diversity. A continent to be explored.

**Objectives**

Achieve an understanding of the complexity of challenges Latin America deals with. Get an interest in and knowledge of Latin American Culture.

**Content**

During the course we take a tour through the history from Inca times, Spanish conquest and fight for independence to the actual politic situation. By focusing on selected countries such as Peru, Argentina, Bolivia, Venezuela and Cuba we gain knowledge of different kind of countries. We also listen to music and hear how rhythms, melodies and harmonies reflect the diversity of cultures. The students will choose individually subjects to immerse themselves in.

**Method**

Audio-visual presentations, brief introductions, discussions, research, student’s presentations.

# Middle East Studies

Mahdis Azarmandi

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	No

## Aim:

For students to understand the current Middle East conflict and to make up their own minds, it is important that they be introduced to some of the historical context and current events to be able to understand the ongoing conflict in the Middle east. The course selects several topics and countries to provide a focus for understanding the historical forces that drive the present states in the region.

## Content:

The course will pay special attention to the Arab-Israeli conflict Iran and the role of the so-called West in current political dynamics. In recent years, a significant international debate has emerged as to whether the state of Israel is violating basic international law and human rights, being compared to the former apartheid regime in South Africa. This is has been controversial, and has raised discussions around the world.

For students to understand the current Middle East conflict and to make up their own minds, it is important that they be introduced to some of the historical context and current events to be able to understand the ongoing conflict in the middle east.

In order to fully understanding current trends, the course opens with discourses on orientalism and Huntingtons Clas of Civilization, which often mark how the middle east is framed within western media and politics, however the main focus will be on current politics and culture in the Middle East.

# Movie Making

Nikolaj Sahlstrøm

Lessons per week	English Level	First 10 weeks	Last 12 weeks
2 - One 90-minute block	2	No	Yes

## Rationale

Film Making makes use of video technology: The technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images which represent scenes in motion. Video technology was first developed for television systems, but has been further developed in many formats to allow for consumer video recording. Video can also be viewed on through the internet as video clips or streaming media clips on computer monitors.

## Objectives

This course provides an introduction to the world of computer-based digital video editing, known as non-linear editing. You will learn how to use a computer editing system, record footage from a camera onto a hard drive, edit and creatively manipulate the footage, add special effects, transitions, filters, text, still pictures, music and sounds and record it back to tape or disk

## Content

Camcorders  
Camera angles  
Shot types  
Capture footage

Lighting  
 Sound and image editing  
 Text editor  
 Special effects  
 Streaming videos for the web

**Method**

Brief introduction followed by practical exercises and team work on a project  
**(Class size will be limited to 10 students)**

## Peace & Conflict Studies

Mahdis Azarmandi

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	No

**Aim:**

Conflicts occur every day, in multiple settings, and between parties of equal and unequal power relations. The capacity to manage and resolve conflicts nonviolently enables individuals and groups to maintain peaceful environments. With such tools peacefulness may be established and sustained. The aim of the course is to provide students with an understanding of conflicts and violence, the complexity of roots of war and violence but also look for alternatives towards peace. What are different ways in which violence can be challenged and what kinds of concepts of peace exist.

**Content:**

By learning to recognize personal approaches to conflict management (i.e., avoidance, assertion, and aggression), being aware of theories of conflict, and practicing tools of conflict transformation, individuals become empowered to manage conflict and relationships constructively.

In this class student will learn theories of peace and conflict studies, starting with basic concepts of violence and different types of conflict as well as techniques and strategies of conflict resolution. Finally the course will also provide some theories of peace studies and non-violence as strategies to overcome violence and work towards social justice.

The classes focuses on both theory and practice of conflict and peace/social justice studies by looking at current trends and movements.

- types of violence
- current conflicts in the world
- “what is peace? And to we get there?”
- non-violence
- human rights
- social justice movements (campaigns/ social movements/ NGO’s)

## Photography

Katrine Wettstein

Lessons per week	English Level	First 10 weeks	Last 12 weeks
2 - One 90-minute block	1	Yes	Yes

## 5 tips for better pictures

You need to bring your own camera.

If you want to work with a digital camera you will need to bring your own laptop.

Topics:

1. Depth of field (vision)
2. Time
3. Composition; means “putting together”
4. Focus
5. Light

At last we'll prepare a slide show for performance night

## Presentation Skills

Hans Erik Rasmussen

Lessons per week	English Level	First 10 weeks	Last 12 weeks
Two 90-minute blocks	2	Yes	No

### Rationale

Pictures, video, sound, music and text can give life and mood to a presentation – and bore the audience if the lecturer does not dose and select his instruments properly. The one who masters “the living word” holds the total attention of his audience by “just” telling. When a narrator manages to weave his personal story in “the big story” cool facts become much more interesting.

### Objectives

Learn to prepare personal speeches and presentations which will stay in mind of the audience for a long time.

### Content

The students prepare and show short speeches and presentations, which we afterwards analyze and evaluate. We look at the advantages and disadvantages of PowerPoint versus other methods of adding sound and pictures to a presentation. Voice training, methods of involving the audience, how to draw attention and develop personal charisma is also part of the course.

### Method

Learning through practicing in a positive atmosphere.

## Professional English

Pierre Poquet

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	3	Yes	Yes

### Rationale:

There is life after IPC, some of you will be applying to schools in the English speaking world, some of you will be starting jobs that require interaction with English speaking colleagues or clients. This class will help you bridge the gap from social English to professional English.

### Content:

English on the job: learn the American idioms & expressions you need to succeed in the business world. A focus on key business functions to help you communicate effectively in a wide range of business situations.

A guided tour on how to write a masterpiece of a resume.

Social English: How to Win Friends and Influence People.

Test runs for the TOEFL (Test of English as a Foreign Language) an English language test required by most universities in the English-speaking world.

### Method:

Oral and written exercises, audio, video and Internet materials with individual and group work.

## Self-Expression

Katrine Wettstein

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	I	Yes	Yes

### Rationale

People often cannot easily express feelings and emotions verbally. Art enables students to break through the barriers to self-expression using simple art materials. The process of creating art invites a student to enter into an authentic relationship with themselves, their environment, and their culture. Self-Expression through Art provides creative opportunities for students, a safe environment for self-discovery and reflection.

### Objectives

To introduce students to basic materials and techniques associated with making art. In addition students will begin to acquire the rudiments of language (vocabulary) needed to communicate their thoughts and feelings about these experiences.

### Content

Watercolours; charcoal; crayons; oil paintings; monotype; clay

### Method

Individual and group projects.

# Spiritual Development

Nikolaj Sahlstrøm

Lessons per week	English Level	First 10 weeks	Last 12 weeks
2 - One 90-minute block	2	No	Yes

## Rationale

We are in a hurry most of the time. Our movements and breathing follow this pattern. We get very emotional too easily. We get excited easily, become angry easily, and are anxious the rest of the time. These negative emotional states affect the rate of breathing, causing it to be fast and shallow. Modern technology and automation reduce our level of physical activity.

Psychical and mental disciplines such as Yoga or Tai Chi can be used to control physical functions such as blood pressure, heart rate, respiration, metabolism, body temperature, brain activity, skin resistance and other bodily functions. The practice of these disciplines can result in improved physical fitness, lower levels of stress and increased feelings of relaxation and well-being.

## Objectives

- To introduce students to the basic concepts and practices of Yoga, Tai Chi, and meditation
- To use Yoga and meditation to investigate the links between body, mind and spirit

## Content

Meditation techniques; Asanas - Yoga positions; breathing techniques (Pranayama); relaxation exercises (Ananda); mantras - the use of sound to affect physical and mental states; Tai Chi philosophy and training forms

## Method

Brief introduction to the day's lesson followed by practical exercises

# Sports

Rod Lee

Lessons per week	English Level	First 10 weeks	Last 12 weeks
2 - One 90-minute blocks	1	Yes	Yes

## Rationale:

Physical activity is important for everyone. It is a well-known fact that these days more and more people live and work without physical challenges, causing health problems such as overweight, fatigue, and heart and blood circulation problems. It is also a well-known fact that physical exercise has a positive effect on one's wellbeing. Sports (at least in the way we use it at IPC) is a social activity, and the competitive aspect is not so important.

## Objectives:

- To have the possibility to challenge yourself physically.
- To improve your condition/fitness.
- To have fun.
- To be outdoors as much as possible.

## Content:

Jogging, work out, volleyball, basketball, cricket, football, handball, and other physical games.

**Method:**

A 4-step process consisting of warming up, working out, playing games, and cooling down.

## US Studies

Pierre Poquet

Lessons per week	English Level	First 8 weeks	Last 10 weeks
4 - Two 90-minute blocks	2	Yes	No

**Rationale:**

When the US sneezes the rest of the world catches a cold.

Its people, its culture shapes the lives of billions of people beyond its borders.

This introductory course will explore recent US history, its political system and the presidency of Barack Obama.

**Objectives:**

To understand what makes the US act as it does in world affairs.

To study the Republicans and the Democrats' agendas and explore their differences.

To analyse the tactics the Republicans will be using against Obama and the Democrats after gaining control of the 112<sup>th</sup> congress this January.

**Content:**

Historical overview from Franklin Roosevelt to Barrack Obama

Congress, the Supreme Court and the President: checks and balances in the US government.

The Democrats and the Republicans and what they stand for.

**Method:**

Lecture, Internet research, discussion groups, elections, supported by videos and audio materials.

## Wednesday Feature

Rod Lee & Mahdis Azarmandi

Lessons per week	English Level	First 10 weeks	Last 12 weeks
2 - one 90-minute block	1-2	Yes	Yes

**Local Perspectives, Global Understanding, Personal Involvement**

Every Wednesday evening throughout the term we will offer this feature class with different themes and topics focusing on the challenges and adventures of living in a multicultural society.

**Rationale:**

IPC brings together students and teachers from all over the world with different life experiences and at different life stages. This Wednesday course builds on this mix of IPC inhabitants and studies different events, social practices and life questions from various perspectives.

**Objectives:**

In performing these studies, our limited awareness and understanding of how and why things are the way they are is broadened and enriched by points of view and experiences held by others. At the same time, the course provides a venue where one can share one's point of view and understanding of these questions.

**Content:**

Each Wednesday the class looks at one particular topic or theme and students share their knowledge and experience to arrive at a deeper and broader understanding of the topic. These topics are usually life concerns for which there is enormous variation among world cultures and societies. They may range from everyday concerns such as food and eating to travel and exploration, but may extend to the "bigger" human questions such as discrimination, gender, love, sex and marriage.

**Method:**

While the approach is basically cultural-anthropological, the course studies each theme using a variety of disciplines and media, from lectures over student presentations to debates, group work and movies.

## World Cinema

Kristof Kristiansen

Lessons per week	English Level	First 10 weeks	Last 12 weeks
4 - Two 90-minute blocks	2	Yes	Yes

**Rationale**

Through the past 100 years film has gradually become the dominant mass-medium. In cinemas and through television networks we get bombarded with information, emotional manipulation and occasionally artistic and intellectual experiences of the highest order. Whether we like it or not our conception of the world and of basic values are highly influenced by the films we see. In the last 10 years most countries in the world have experienced a dramatic increase in film production, both qualitatively and quantitatively, and thanks to the new DVD-medium many of these films are now easily available with English subtitles opening up for new insights into the diversity of the different cultures of the world.

**Objectives**

To give an overview of the development of film making in selected countries outside of Europe.

**Content**

Presentations on major film and filmmakers from the countries selected. Special attention is given to the development after 1990 and to a balanced presentation of the major genres of film (comedy, science fiction, musical, thrillers, cartoon-movies etc.).

**Method**

Combination of lectures and class discussion based on audio-visual material.

Please notice that students will be expected to be active in class and make contributions. Please also be prepared for 5 – 10 pages of reading for each class