



IFE course syllabus

Course title

France in the World since 1945

Course taught by

Yauheni Kryzhanouski holds a PhD in Political Science from the University of Strasbourg, with a specialization in comparative politics, European affairs and international relations. Yauheni is a researcher associated with the University of Strasbourg's research institute SAGE (Society, Actors, and Government in Europe) as well as with the Study Center for Russian, Caucasian and Central European Societies (CERCEC) of the Institute for Advanced Studies in the Social Sciences (Paris). He has taught at the University of Strasbourg, Sciences Po Strasbourg, and the European Humanities University (Vilnius). His research interests include protest and censure in contemporary authoritarian regimes, the role of European organizations, and the transnational dissemination of political practices. Recent publication: Yauheni Kryzhanouski, Dominique Marchetti & Bella Ostromoukhova (dir.), *L'invisibilisation de la censure. Les nouveaux modes de contrôle des productions culturelles* (Bélarus, France, Maroc et Russie), Paris Sorbonne Université, 2020.

Purpose of the course

The course intends to provide a systematic view of French foreign policy and foreign policy debate, since the end of the Second World War. French diplomacy played an extremely important role in the world right from the beginning of international politics in the 17th century. Against that backdrop, the period since 1945 is usually seen as a decline in French international power and influence, in favor first of the United States and then of Europe.

The course imparts an understanding of the role of France on various international stages (Europe, former colonies, transatlantic ties, global security).

Students become familiar with the mainstays of French academic literature on this subject.

Description of the course

After 1945 French foreign policy has been a dialectic between the realities of a mid-rank power and the actions and aspirations of a major power. On one hand France was humiliated and devastated during WWII but on the other hand finished in the camp of the winners, developed nuclear weapon capacity and acquired a permanent seat on the UN Security Council. France lost all of its colonies but retained power and influence in many parts of its former empire. A capitalist system and part of the western world, France nonetheless maintains policy perspectives that are independent of American influence, including an autonomous role during the Cold War. Lastly, France strives to maintain its sovereignty while playing an important role in European integration. The latter being central to French international policy, the course devotes a good deal of discussion to European affairs.

This course meets approximately 32 hours, including mandatory site visits.

Outcomes

1. In addition to the fundamental outcomes relative to the course subject matter per se, as listed in the rubric "Purpose of the Course" above, this course is designed to enable students to develop the following "applied outcomes":
 - become aware of the impact France's role in the world has on domestic society and politics
 - understand European topics and issues and France's role in and position on these issues
 - learn how to situate international issues and crises (post-colonialism, transatlantic relations, war and terrorism, European integration, international human rights...)
 - learn about Strasbourg's role as a European capital (history and institutions)
 - acquire French vocabulary in historical and geopolitical subjects
 - become familiar with French news media
 - develop oral skills of presentation, debate and exchange, in French
 - master the use of French for the specific purpose of being able to engage professionally with the issues of the day and to produce useful texts in a French work setting
 - learn the use of European methodology for structuring argumentation and marshaling relevant information.

2. Contribution to outcomes of an integrated program of study

The IFE semester is a fully integrated whole, academically. An important set of outcomes of this and every course comprising an IFE preparatory session is the repertory of skills and knowledge acquired in order to succeed in the next phase of the semester. Students as they enter the internship phase will know how – in French – to make oral presentations, write *dissertations*, organize material according to a standard methodology, comprehend oral material, take notes in a meeting, discuss the issues of the day, understand the work of their host organization in its societal context, and so forth. The result is a student-intern's readiness to take fuller advantage of the field experience opportunity including as a research terrain thus enhancing the final academic exercise, the 30-page guided independent field research paper (qv), the keystone of the IFE integrated semester.

3. Outcomes in the context of a program of experiential learning

Outcomes are essentially seized learning opportunities. Experiential learning outcomes result from the opportunity to study a subject both *in situ* as well as in words and in theory. At IFE, cultural and linguistic otherness enhances both factors of the experiential education equation, yielding the final, fundamental intended outcomes of comparative knowledge strengthening a student's grasp on a particular subject and discipline, along with robust language skills, and the knowledge of the world and of oneself that comes from having learned to operate effectively with and in otherness.

Pedagogical methods

- 1.** Lecture-seminars whereby each two-hour class meeting is devoted to a specific theme, including lecture presentation of new material reinforced by in-class tools such as powerpoints, videos and readings (including some materials to be reviewed by students in preparation for class). Small class size allows for questions and some discussion.
- 2.** Discussion or "workshop" sessions (*travaux pratiques*, a standard part of European university pedagogy), designed to assist students in assimilating the information and knowledge transmitted during the lecture-seminar sessions and applying it to current events and issues. Typical exercises include:
 - a review of national press on specific subjects linking course material with current events
 - short student oral presentations on selected subjects.
- 3.** Site visits, encounters with civil society actors, and other activities; these may include, for example:
 - Meeting and discussion with activists and volunteers of the "Young Europeans" movement
 - Guided visits of European institutions (European Parliament, Council of Europe...)

Participation in these course-related visits and activities is mandatory. These activities are prepared in advance and debriefed and commented afterwards, in workshop sessions. Material presented during these activities is part of the body of material on which students may be tested.

Course outline

- I Introduction. France in international relations since WWII**
- II Coming out of WWII, decolonization, France's Africa policy**
 - 2.1. How did France end up in the winner's circle at the end of the War?
 - 2.2. The beginning of the Cold War, the search for a third way, joining other Western powers (1945-1951)
 - 2.3. Beginnings of European integration and the French-German reconciliation
 - 2.4. Decolonization in France
 - 2.5. France's Africa Policy
- III France, the Cold War, and NATO**
 - 3.1. The concept of a cold war
 - 3.2. De Gaulle's foreign policy: independent or aligned with the Western bloc?
 - 3.3. Caretaking the Gaullist legacy
 - 3.4. The end of the Cold War
- IV French initiatives for European integration: The Council of Europe, European Union, OSCE...**
 - 4.1. The stakes of European integration
 - 4.2. Historical attempts at European integration
 - 4.3. Intergovernmental approach vs federalism
 - 4.4. The Council of Europe
 - 4.5. OSCE

V History of the EU: between economic cooperation and political sovereignty

- 5.1. Integration increases
- 5.2. Enlargement of the Union
- 5.3. Institutions
- 5.4. Decision-making processes
- 5.5. The EU's public health response to Covid-19

Sample bibliography

Bertrand Badie, *L'Impuissance de la puissance ; essai sur les incertitudes et les espoirs des nouvelles relations internationales*, Paris, Fayard, 2004

Bertrand Badie & Dominique Vidal (dir.), *La France, une puissance contrariée. L'état du monde 2022*, Paris, La Découverte, 2021

Yves Bertoncini & Thierry Chopin, *Politique européenne. États, pouvoirs et citoyens de l'Union européenne*, Paris, Presses de Sciences po/Dalloz, 2010.

Pascal Boniface, *La France est-elle encore une grande Puissance?*, Paris, Presses de Sciences-Po, 1998

Frédéric Bozo, *La Politique étrangère de la France depuis 1945*, Paris, Flammarion, 2019

Guillaume Devin, *Sociologie des relations internationales*, Paris, La Découverte, 2018

Robert Frank (dir.), *Pour l'histoire des relations internationales*, Paris, PUF, 2012

Niilo Kauppi (dir.), *A Political Sociology of Transnational Europe*, Colchester, ECPR Press, 2013.

Elisabeth Lambert Abdelgawad & Hélène Michel (dir.), *Dictionnaire des acteurs de l'Europe*, Bruxelles, Larquier, 2014.

Franck Orban, *La France et la puissance*, Bruxelles, Peter Lang Publishing, 2011

Grading methods

There are two in-class written examinations:

- a one-hour examination mid-way through the preparatory session comprising multiple-choice and short-answer questions (20% of the final grade)
- a two-hour final examination taking the form of a *dissertation*, or long essay in which the student – on the subject given for the examination – first constructs a specific question to be examined and then proceeds to do so in a formal, well-structured manner, drawing on and thereby demonstrating a certain master of course material (30% of final grade).

A sample examination subject for this course: *The United States and the foreign policy of France since WWII*

Class preparation and participation in the lecture-seminar sessions are taken into account in assessing the grade for this part of the course.

Grades for the various exercises of the workshop section, taking into account active participation in all class sessions and course-related visits and activities, are averaged to assess a grade for these aspects of the course (50% of final grade).

A note on grading – IFE teachers use a standard grading system based on a scale of 20. The final grade is also transposed into an American letter grade according to a scale of equivalence, and both grades are displayed.

The grade assessed for written work reflects the degree of acquisition of the information and knowledge presented during the course as well as how well the extent to which the methodology is followed. Since the language of instruction and examination is not the student's own language, the quality of the written expression only enters into account in cases of noteworthy progress or, on the contrary, repeated and avoidable errors and carelessness.

Those who grade IFE students' work are guided by the principle that this course – in its several parts – is not intended to train specialists in French diplomatic history. Therefore, evaluation of student work pays particular attention to knowledge gained during the five weeks of the preparatory session, demonstrated curiosity and a student's motivation to apply this knowledge to their experience and to gaining new perspectives, including on their home culture and society.

Grading scale

A+	18 - 20/20	B+	14/20	C+	10/20
A	16 - 17/20	B	13/20	C	9/20
A-	15/20	B-	11 - 12/20	C-	8/20

Equivalent in American university course offerings

This course can be considered as equivalent to an American university course in modern European diplomatic history, or European affairs since WWII, or the history of European integration.