



IFE course syllabus

Course title

Towards a European Society

Course taught by

Pascal Cauchy is Professor of History at the Institut d'Études Politiques de Paris ("Sciences Po") and Visiting Professor at the State University of Moscow. Pascal also served Sciences Po as Dean of International Studies and is currently attached to that institution's Center for History both as researcher and administrator. Pascal joined Sciences Po after nine years of research and teaching in Moscow and is a specialist in the historiography of communism. He has published "A History of the IVth Republic" (Presses Universitaires de France) and is currently researching the work of Blandine Kriegel, a historian of communism.

Purpose of the course

This course follows "The Foundations of French Politics, Policies, and Institutions, Yesterday and Today" which includes the basic notions of the history of the European Union and its current structures (and which students enrolled in "Towards a European Society" will have already taken). The current course aims at a broader and deeper understanding of Europe, developing a panorama of the meaning of the term 'Europe' using a hybrid approach at once historical/cultural and institutional/political. The purpose is to help students acquire the basic knowledge needed to be an informed citizen of/in Europe, able to read and interpret accurately European current events. Students acquire fundamental knowledge of the basics of European geography, and its common history and politics. Students come to grasp Europe as not simply a geographical area nor a multilateral treaty but a civilizational mosaic, and a whole. Students become familiar with the mainstays of French academic literature on European integration.

Description of the course

By the end of the Medieval period, what became known as Western Christendom had undergone considerable change. Europe developed on the basis of overseas conquest. Technical, artistic and religious revolutions accompanied this tremendous expansion. For four centuries, a European model of civilization was developed and imposed on the world. This powerful creative movement was not, however, without its tensions, its fault-lines and its destructive aspects.

The approach this course takes is to highlight and examine the key moments, what Solzhenitzyn called the nodal points, of the European adventure as a way of understanding what drove this movement. Subsequently, and based on the understanding of the European historical ensemble, the course will reflect on the political, economic, social and even cultural convergence constituting the European integration which has been taking place over the past seventy years.

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":
 - gain a sense of France's being a country in Europe and a member of the EU
 - gain awareness of ways French society is "European"
 - come to distinguish major geo-cultural strands within Europe (western, *Mitteleuropa*, Atlantic, eastern)
 - become conversant with current key issues in European affairs
 - acquire a toolkit to examine specific impacts of EU regulation and norms on the activity of their host organization and of future employers
 - recognize the main actors of Europe, past and present, and their specific impact and import.
 - master the use of French for the specific purpose of being able to engage professionally with and in a European framework.
2. **Contribution to outcomes of an integrated program of study**

The IFE semester is a fully integrated whole, academically. A principal objective of this seminar that accompanies the student during the internship period is to provide a space of reflection apart from the student-intern's professional setting

and to address important contextual topics not feasibly included in the preparatory session. The result is that a student-intern continues to strengthen their capacities to take advantage of the field experience opportunity by feeling at home with contextual issues and conversations. The additional context serves the student well in addition as they develop 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

The course comprises twelve lecture-seminars of 2.5 hrs whereby each session is thematically distinct. Knowledge is imparted through a mix of lecture, discussion, readings, slide presentations, audio-visual material, and students' oral exposés.

The course is held weekly during the internship period and attendance is required.

Course outline

- I** Europe, an introduction
- II** Charles V, a Renaissance prince
- III** Copernicus versus Nostradamus
- IV** The Reformation, Calvin and the Jesuits
- V** Was Peter's Russia European?
- VI** Voltaire the European or the Republic of Letters
- VII** The Industrial Revolution, a European revolution
- VIII** An international specter, from Socialism to Communism
- IX** The Cold War
- X** Consumers and Activists
- XI** Becoming European
- XII** Final examination

Readings

- BRAUDEL (Fernand), « L'Europe », in *Grammaire des civilisations, Champs – Flammarion, réed. 2006*
- QUERMONNE (Jean-Louis), *Le système politique de l'Union européenne, Montchrestien, « Clefs », Paris, 2002 (5ème éd.)*.
- BECKOUCHE (Pierre), RICHARD (Yann), *Atlas d'une nouvelle Europe, Autrement, « Atlas/Monde », Paris, 2004*.
- ECHKENAZI (José), *Guide de l'union européenne, Nathan, Paris, 2004*.
- GROSSMAN (Emiliano), IRONDELLE (Bastien), SAURUGGER (Sabine), *Les mots de l'Europe. Lexique de l'intégration européenne, Presses de Sciences Po, Paris, 2001*.
- GUISAN (Catherine), *Un sens à l'Europe. Gagner la paix (1950 – 2003), Odile Jacob, Paris, 2003*.
- OLIVI (Bino), GIACONE (Alessandro), *L'Europe difficile, Gallimard, Paris, 2007 (3ème éd.)*.
- BERTRAND (Geneviève), *La prise de décision dans l'Union européenne, La documentation française, Paris, 2002 (2ème éd.)*.
- DOUTRIAUX (Yves), LEQUESNE (Christian), *Les institutions de l'Union européenne, La documentation française, Paris, 2001 (4ème édition)*

Internet links:

- Official site of the European Union: www.europa.eu.int

- The European Commission page with founding texts and current events in all areas of European policy: www.europa.eu.int/comm
- The European Parliament: www.europarl.eu.int
- European current events: www.euractiv.com and www.euobserver.com
- Foundations and think-tanks working on Europe questions
- Fondation Robert Schuman (France): www.robert-schuman.org
- Notre Europe, founded by Jacques Delors (France): www.notre-europe.asso.fr
- Centre for European Reform (UK): www.cer.org.uk

Grading methods

A grade is assessed on the basis of:

- a two-hour in-class written examination taking the form of a structured essay (*dissertation*) in response to a topic announced at the time of the examination
- an oral exposé during class on an assigned subject linked to the weekly themes
- assiduity and participation in class.

A sample examination subject for this course: *The sense of being European and its development since 1814*

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 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 European history or politics. Therefore, evaluation of student work pays particular attention to knowledge gained during the twelve weeks of this course, 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 is designed specifically as an introductory overview to the development of European civilization. An equivalent course would be any course intending to introduce students to European history focusing on transversal elements rather than specific cultural or political histories on the continent.