

IFE's Brussels Field Study and Internship Program

European Identity(ies) through
Culture, Politics, Society

A Prospectus

This document is intended for use in the program approval process of interested institutions, but may also serve more generally to describe the program, while IFE finalizes a program brochure and website.

Students interested in the program may find information on dates and fees, and on the application process, in the "Admission" section of this Web site.



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5 rue Saint-Nicolas, 75012 Paris, FRANCE

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I. PRESENTATION OF IFE

History and mission statement

Internships in Francophone Europe was founded in France in 1987 as a not-for-profit organization (“*association*”), for the purpose of serving as a resource for advancing trans-Atlantic understanding and contributing to French and European studies in the US. It fulfills this mission principally by providing undergraduate and recent post-graduate students the opportunity, the preparation and the necessary structure for effective cross-cultural, French-language-based education focused on contemporary French and European society. To accomplish this educational goal IFE uses the local workplace as a language-and-culture learning interface, as well as an opportunity for primary research in the belief that field research and professional engagement constitute a useful pedagogical tandem for international education.

In 2004 IFE earned the “haut patronage” of the French Ministry of Education in recognition of its contributions to these objectives through its various programs. While continuing to operate with the French and Belgian legislative frameworks for the not-for-profit sector, IFE is currently filing a request for access to the French public administration status of “non-public educational establishment” in recognition of its role in education.

IFE’s innovative field-study-and-internship model is the basis for its longest-standing program, the Paris Field Study and Internship Program, offered in both Fall and Spring semesters and operating continuously since 1988.

In 2008 IFE, in partnership with the American international studies consortium BCA, opened the Strasbourg Field Study and Internship Program, on the same model.

The program that is the object of this request represents the culmination of IFE’s plans for a three-city, Francophone array of its field study and internship model.

Organizational Structure

As stipulated by French law, IFE is governed by a Board of Directors (*Conseil d’Administration*), who oversee the work of the administrative staff and are consulted on matters of strategy, human resource management, finances and other key aspects of the organization. Members include:

- **Stéphane Courtois** (Chair), *well-known historian and senior scientist at the CNRS;*
- **Lucie Fougeron** (Secretary), *director of publications at a policy think tank;*
- **Lindsay Turlan** (Treasurer) *former MA student at IFE, former education advisor at the Franco-American Foundation in Paris, currently active in international education in the US;*
- **Stanislas Maillard**, *journalist at the Ministry of Education;*
- **Isabelle Denise**, *director of legal services for the Human Rights League (LDH);*
- **Gilles Ferragu**, *Professor of Contemporary History at University of Paris at Nanterre and Sciences Po;*
- **Lisa Gasbarrone**, *Professor of French and Director of International Studies at Franklin & Marshall College;*
- **Pascal Cauchy**, *contemporary historian and member of the scientific staff of the Center for History at Sciences Po;*
- **Pascal DeLisle**, *Cultural Attaché and Executive Director of the Partner University Fund at the French Embassy in Washington DC.*

Daily operations, relations with US institutions, selection of teaching staff and program design and content are the responsibility of an administrative staff headed by two Co-Directors, **Timothy Carlson** and **Thomas Roman**.

Timothy Carlson has been involved with IFE administration since 1995, where his particular responsibilities include relations with US institutions, program development and strategic planning. He holds a graduate degree in Public Policy from the Woodrow Wilson School at Princeton. Moving to France in 1986, he has pursued various teaching and writing activities including teaching political philosophy at the Institut d'Etudes Politiques de Paris (Sciences Po), producing weekly electronic newsletters on science policy and other topics, carrying out international communication projects for French institutions in higher education and research, and pursuing independent research in science policy, economic development and the philosophy of economics.

Thomas Roman came to Paris from his native Narbonne to study at Paris' Institut d'Etudes Politiques ("Sciences Po") where he obtained a Masters degree and an Advanced Studies degree in 20th Century History, before joining the staff of IFE. A researcher specializing in youth movements and nationalism in the Belle Epoque, Thomas is also one of the founding editors of the widely consulted French book review portal, Parutions.com, and has teaching duties at Sciences Po and other institutions.

Links with US universities

From 2000-2006 IFE cooperated with Middlebury College to offer the *MA in French Studies with Internship*.

Since 2005 IFE has been responsible for design and operation of the Goucher Paris Semester, in partnership with Goucher College, now called the Goucher Paris Program and offered in both Spring and Fall semesters. In 2011 Depauw University will join this effective, intermediate-level language-and-culture program, which draws on IFE's expertise in locally-embedded programming for international education.

In 2004 IFE-Paris was selected by Northwestern University and the Institut d'Etudes Politiques de Paris as a partner in the year-long French Field Studies program offered by Northwestern University to its students. This program has been operating continuously since that date.

Since 1994 IFE-Paris has been considered by Brown University as a program element of its Paris-based institute, Brown in France.

In 2006 IFE earned the recognition of Franklin & Marshall College of Lancaster PA for the academic quality of its programs in the form of an official Franklin & Marshall transfer transcript available for the Paris Field Study and Internship Program. This school-of-record relationship is strengthened by the addition of a senior member of the F&M faculty and international education specialist to the IFE Board of Directors.

Currently IFE's Paris Field Study and Internship Program is a pre-approved program of international study at the following colleges and universities:

Bard College	Macalester College	Swarthmore College
Brown University	Northwestern University	Trinity College (CT)
Carleton College	Providence College	The University of Illinois
The College of William and Mary	Rhodes College	The University of Virginia
Depauw University	Scripps College	Vassar College
Franklin & Marshall College	Smith College	Wesleyan University
Goucher College		

II. GENERAL PRESENTATION OF THE BRUSSELS FIELD STUDY AND INTERNSHIP PROGRAM

Detailed overview of program objectives

IFE has long experience in operating an innovative field study and internship program in Paris and, more recently, Strasbourg. This experience has proved the value of this approach for acquiring a broad but non-superficial knowledge of another society and culture. In turning to Brussels as a possible site for such a program, IFE realized that local society and culture (Brussels and Belgium) could serve aptly as a textbook for expanding students' understanding of the many realities past present and future contained in the term 'Europe'.

Europe is often seen in reductive terms as a geographical collection of states and/or as a young experiment in economic community struggling to add a political dimension. This economic and political experiment is a necessary but hardly sufficient understanding of Europe. The context needs to be expanded, both in space and time, to encourage an understanding of Europe as a continent both historically and geo-politically, as the space where a specific civilization has developed that is unique in the world in some important ways, as well as a rich potpourri of sub- and supra-national cultures.

It is just this multi-layered Europe in its contemporary and yet historically-conditioned guises, striking in both its unity and diversity, that the proposed study program seeks to introduce to students originating from American university campuses. If there is a tendency on the other side of the Atlantic to see Europe as a single entity, there is also a long tradition on the other side of the Channel as well as the Atlantic of developing the common liberal heritage in much different directions, individualist more than humanist, empirical/rational, objective/subjective, and so forth. Far from an idle game for historians of ideas, awareness of this divide is essential to an accurate observation of the trends and tendencies of Europe today in practically all categories: politics, social organization, cultural policy, personal choices and values, public space use, and other aspects of life. The ensuing trans-continental cultural dialog is one of the intended outcomes of this program.

At the same time there is recent and growing interest on both sides of the Atlantic in providing a fuller account of the current reality known as 'Europe', drawing on a wider range of voices to include cultural influences, writers and artists, and philosophers, among others. This program is intended as a way to introduce students to this greater debate by exposure on the front lines of European reality.

Examples:	
A two-day conference in Paris in October 2010, "European Boundaries of Humanity 1", sponsored by Sciences Po, CERI (leading French research institute on international issues), University of London and the Leverhulme Trust, addressed the questions: "How is Europe dealing with the concepts of community, citizenship and humanity concepts? What is the kind of universalism that is displayed, believed, practiced by the European Union? What are the relations with its neighbors and the world in general?"	A two-year institute at Boston University in 2007-08 examined (2007) from a local de-centralized point of view the questions "What does it mean to be a member of the EU? Do the social, economic, legal and institutional frameworks of the EU reflect a common set of beliefs and ideas on the part of its citizens? How flexible are those frameworks and how much diversity can they absorb?" In 2008 the questions addressed were "what constitutes the European "we," what keeps "us" together, and where do "we" want to go in the future? Has the growth of the European Union threatened Europe's cultural diversity? Or, on the other hand, has increased mobility and movement across borders led to greater appreciation of Europe's cultural diversity? To what extent has the European project in Brussels engaged European artists, writers, and intellectuals? What has been the impact of the creation of a transnational "European" space on national, regional, and ethnic identities?"

The overall approach then is to train students in multiple ways of examining contemporary Brussels and Belgium both for their own sake as well as for what they embody of European realities past and present, cultural, political, societal. Once prepared in this way, students will be able to continue this learning path through intensive professional engagement in their chosen area. The choice of Brussels and Belgium is propitious in several ways: a space where several European cultures meet; a nation-State emblematic of and central to the great political and geopolitical constructs of the 19th century; emblematic also of the great European university tradition and of the tradition of humanism; an historically important European capital, including within the great empires (Roman, Spanish, Germanic), and today the policy and decisional center of the European Union as well as home to a lively, multi-lingual, contemporary, and urbanized European culture.

Program structure

OVERALL STRUCTURE

The Brussels Field Study and Internship Program takes place within the framework of an 18-week semester, following the normal American university semester calendar.

Weeks 1-5 are dedicated to coursework in preparation for active involvement in the professional life of an organization.

Week 6 is a break period to enable students to travel and rest before beginning their internship.

Weeks 7-18 constitute the internship period; It is during this period that student-interns, working with their IFE research advisor, also develop and complete an independent research project on a topic related to the work of their host organization.

DETAILS ON STRUCTURING ELEMENTS

IFE – Brussels is housed in rented office and classroom space in the center of the city of Brussels.

A part-time IFE staff person is the local representative of IFE central administration (based in Paris) and is responsible for housing students, meeting and orienting students upon arrival, and is available to students at regular office hours throughout the semester.

Another part-time IFE staff person is the local representative of IFE for all pedagogical administration, articulation of schedules, responding to difficulties and problems of an academic nature, on-site midway evaluations and the like, and is available to students at regular hours throughout the preparatory period and by individual appointment and email contact throughout the semester.

The directors of IFE's central administration are present at key moments such as initial orientation meeting, final meeting of preparatory period in anticipation of beginning the internship, oral presentation of research, and other times throughout the semester. IFE's central administration directors are responsible for all instructional and administrative hiring, curricular design, internship placement, and all structural elements, and are consulted by local staff members for all significant decisions, or student problems.

The Brussels Field Study and Internship Program is a full-structured, individually-attentive academic program. IFE's student-by-student approach begins well before a student arrives for the program and continues well after their departure.

- IFE is in email contact with each admitted student once enrolled to work out a placement strategy that meets the needs and goals the student expressed on the "placement form".
- IFE-Brussels staff is actively present during throughout the preparatory session, and each student is the object of IFE staff discussions as to his or her progress, adaptation and wellbeing, in consultation with IFE teachers. Students are divided into small groups (less than ten) for the discussion sections of each course.
- During the preparatory session each student is presented to their host organization by a member of the IFE staff.
- At the end of the preparatory session, students are prepared by a professional coach for what to expect and how to react once on the job in the European context.
- At the beginning of the internship period, each student is assigned a qualified research advisor with whom the student meets biweekly to choose and develop a research topic.
- During the internship period, students return weekly to IFE for the course "What is Europe?: Culture(s), Institutions, Society(ies)" (p 16), an occasion for informal contact between IFE staff and students.
- Several weeks into the internship period IFE staff conduct three-way on-site evaluation meetings with each student and the host organization, providing both parties an occasion to evaluate what is going well and what could be improved. A report form is filled out and signed by the intern, the host, and IFE.
- Four to five weeks before the end of the program each student makes a structured oral presentation of his or her research topic, including the importance of the subject, the outline to be followed, the sources being used and findings thus far. (see p19 for more details)
- Throughout the 18-week semester IFE staff members and teachers are available for discussion of any matter. Students are provided with cell and home phone numbers of all IFE staff to be used in urgent situations.

III. ACADEMIC ELEMENTS

Courses making up the Preparatory Session

PEDAGOGY

The five-week preparatory session is comprised of three courses, taught concurrently. Each course meets weekly for three hours, and a final three-hour session for each course is scheduled a few weeks into the internship period, as a way to sum up the course in the light of experience gained as a participant.

In addition, a workshop or discussion section meets for two hours for each course each week. The instructor of this section is the same for all three courses. The role of this instructor is to help students assimilate the material presented in the three-hour lecture/seminar through debate, press review, student oral presentations and the like.

The modified lecture format of the main class meeting includes a certain amount of time each week allotted to discussion and debate. In order to make this possible, the professor of each course asks the workshop instructor to spend a small portion of the workshop section presenting factual and/or background material to the course topic, thus enabling the main class meeting to focus on thematic and theoretical aspects of the course topic, with time for discussion.

Each course meets a total of 18 hours in lecture/seminar, and 10 hours in workshop section.

Students will be asked to prepare a reasonable volume of readings for each class meeting, as well as an oral presentation and/or press review as part of the activities of the workshop sessions. Grades will be assessed on the basis of, on one hand, a written essay (*dissertation*) and/or oral examination for each course, and on the other hand, a grade for general participation which will take into account preparedness for class discussion, attendance including for site visits, and class participation.

In addition to class meetings, each week there is at least one thematic site visit and one audio-visual presentation. Site visits include Belgian political institutions, the EU institutions, a neighborhood tour themed on the sociology of Brussels, a day-long visit to Liège to discuss urbanization as well as to present the European importance of medieval Belgium in both learning and commerce, and the like.

An introductory lecture will be delivered on orientation day, before classes begin. This lecture will set the common heading and framework of this integrated, three-faceted course of instruction, the IFE Brussels Preparatory Session. This lecture will introduce the historical divide between the rationalist continent and the empirical Anglo-Saxon tradition as a fundamental way to understand what makes Europe Europe, drawing out examples from European history and experience. It will also make explicit the value of focusing on Brussels and Belgium as quintessentially European: a densely varying set of cultural, social and political habits, ideas, facets, and *modi vivendi*, whose common focus is human beings and their community context. In this way, the Old World, or “Old Europe” as it has been called recently, can be seen as the foundation for a (slowly) emerging New Europe.

The goal of this course is to build students' understanding of what it is to be Belgian and European by examining Belgian history through the lens of culture – and in particular literature and art – in the first three sessions, and then by focusing the last three sessions on three important aspects of contemporary Belgian culture: fiction, comic book art, and cinema. Culture and identity is the sub-theme of the course, throughout the six sessions, brought out in both what is specifically Belgian in cultural terms and what are the quintessential European foundations of being Belgian.

Course outline (numbered by class meeting):

Part I : Belgian History through Literature and Art

- 1 From its origins to 1918: a young country in search of its own literature; Charles de Coster, known to Belgians as the “father of our letters”; the feverish aesthetic activity at the end of the 19th century (revues, Art Nouveau); literature at the heart of European integration with the triad Lemonnier-Verhaeren-Maeterlinck; the “Belgian soul” discussion (the Picard-Destrée debate); a look at Flemish literature of Belgium.
- 2 From 1919 to the 1980s: self-questioning in the face of the pull of Paris; Belgian surrealism (Magritte); proletarian and populist literature from the ‘20s to the ‘40s; the question of a colonial literature (?); the emergence of “para-literatures” (detective fiction of Simenon and Steeman, fantasy literature of Jean Ray, Thomas Owen, adventure writing of Henri Verne; chanson of Brel); the complicated ties to language and the claim for a “wild language” (the avant-garde of the 1960-70s); atypically Belgian: Michaux.
- 3 Belgian identity through contemporary art and literature: the notion of “Belgitude” in the 1970s; the literature of memory (Claus, Detrez); the Belgian writers among the authors of the renowned “Editions de Minuit” (Toussaint, Savitzkaya); industrial literature (Amélie Nothomb); the “Belgian” label; Belgian humor and self-derision; examples of contemporary artists; being a Belgian artist in the 21st century.

Part II : Three focus sessions on contemporary cultural expression

- 4 A “Simenon” session
Simenon holds a unique place in Belgian and world literature. His internationally known corpus is characterized by conflicting tensions which make it, still today, difficult to situate. In a simple, direct style, he offers intrigues and portraits that have fascinated some of the greatest writers (Gide, a foremost example) as well as a wide audience either through popular editions or film adaptations of his works. An unknown stringer from Liège lives in Paris for ten years and afterwards becomes known as a purely French writer. In the 1950s, as a result of a long sojourn in the US, he becomes an American-style writer. Examining his work through a series of extracts, students grasp certain irreducibly Belgian aspects of his personality and his frame of reference while seeing how he tried to transform these references into something “universal”, via his particular vision of human beings.
- 5 A “Hergé” session
Everyone in the world knows Tintin and his cohort of followers (Milou, Haddock,...), and the adventures of the intrepid reporter are a very useful vector for reflecting on the stereotypes of the high-minded Belgian bourgeoisie of a certain period. It also provides students a look at the re-evaluation of these ideals in the ongoing work of Hergé. Tintin is also an aesthetic approach, an original narrative style developed for comic book art, and above all an experiment in language that laid the groundwork for other Belgian characters inhabited with verbal tics (Schtroumpfs, Gaston LaGaffe, Le Chat,...) in the rich world of Belgian comic art.

6 A final sum-up session, based on "Cinema, cinema"

Over the last two decades Belgian cinema has developed in historically unprecedented ways. Starting from the recognition earned by the *cinéma engagé* of the Dardenne brothers as well as from such rare works as *The Music Teacher* or *Toto le Héros*, Belgian cinema has evolved in very different directions, from black humor (*Man Bites Dog*) to social comedy (*The Barons*). Or from films that adapt the literature of Belgium (*Gilles' Wife*) to large special effects films (*Mr. Nobody*). This session uses selected excerpts to explore the specificities of a cinematic tradition often rather audacious and innovative, and one where questions of Belgian identity occupy a central place.

This course is taught by Frédéric Saenen, Associate Professor in the French Department of the Higher Institute for Modern Languages of the University of Liège. Frédéric Saenen holds a degree in Romanesque Philology, holds the highest State accreditation in Italian language and literature (*agregation*), is the author of several published volumes of poetry, and has contributed to numerous collective works and literary journals, as well as working as literary critic in the mass media.

Bibliographic indications:

Books

- COLLECTIF, *Chronique de la Belgique*, Éditions Chronique, 1987.
- Mabilie Xavier, *La Belgique depuis la Seconde Guerre mondiale*, CRISP, 2003.
- Denis Benoît et Klinkenberg Jean-Marie, *La littérature belge. Précis d'histoire sociale*, Bruxelles, Espaces Nord, Collection « Labor » n°211, 2005.

Sitography:

On the history of Belgium:

- On the federal website: http://www.belgium.be/fr/la_belgique/connaitre_le_pays/histoire/
- On the history of Belgium of Pirenne: <http://digitheque.ulb.ac.be/fr/digitheque-henri-pirenne/biographie/l-histoire-de-belgique/index.html>
- Université de Laval's website, on the linguistic consequences of the historical evolution: http://www.tlfq.ulaval.ca/axl/europe/belgiqueetat_histoire.htm

Websites on Belgian's literature:

- Association des Écrivains belges: <http://www.ecrivainsbelges.be/>
- Promotion des lettres (Communauté française): <http://www.promotiondeslettres.cfwb.be/>
- Robert Paul's website: <http://artsrtlettres.ning.com/profiles/blogs/histoire-de-la-litterature>

Newspapers on line:

- <http://www.lalibre.be/>
- <http://www.lesoir.be/>

The goal of this course is to draw on Sociology, Economics and Urbanism to understand Brussels specifically, and the Belgian cityscape more generally, in the context of European urban experience. Furthermore, examining the city will help students to grasp the sociological characteristics of Belgium in a European framework and in counterpoint to the United States. By focusing on dynamics and problems – demographics, social stratification, social stakes, labor markets, migrations, inter-cultural relations, relation to Europe, Brussels' role as a national and European capital, etc. -- a multidimensional and integrated viewpoint will be constructed.

Course outline (numbered by class meeting):

- 1 The main periods of economic development and urban dynamics
Understanding how cities form and grow requires examining them in the context of larger, social and economic dynamics. These include: past heritage (prior to 1945); post-war prosperity and functionalism; the crisis of the 1970s; and the neo-free-market policies accompanying globalization and the metropolitanization of economic activity.
- 2 Brussels' urban structure and its main cleavages
Past and present trends in the structuring of the Brusselian public space are examined synthetically by reviewing the many historical layers of the city's construction. A summary comparison with certain other European and American cities will be discussed.
- 3 Economic and urbanist issues
Brussels' economy today is firmly based in the tertiary sector but its recent past was marked by a strong industrial heritage. The urban economics of Brussels is examined in this context, including a look at: Brussels employment; labor markets and training; socio-spatial inequalities, and related topics. The main issues of Brussels as an economic entity include: the relations with the institutional context; land use and planning, and the like. Several differences and similarities with major metropolitan areas in Europe and North America will be underlined.
- 4 Demographic issues and related problems
The demographic dynamics of an urban space result from the addition of natural tendencies with migratory net flows. This approach opens a series of issues: families, population aging, ethnic and linguistic migration, working population, housing, cultural and linguistic mixity.
- 5 Social and institutional issues
These issues will be examined through socio-spatial stratification, mobility, public health, urban environment, the public space, architectural heritage, culture, tourism, urban infrastructure and urban institutions.
- 6 Brussels: capital of Belgium and of Europe
The closing session will be devoted to placing Brussels in its role as capital of Belgium and of Europe. Themes to be raised in this regard include: the successive realization of a Belgian urban structure; the relative significance of Brussels compared to other metropolises; the economic, institutional and urban impact of institutional Europe, the issues involved in Brussels' IDP (International Development Plan), the challenges of the RSDP (Regional Sustainable Development Plan) for 2020 and 2040; demographic shifts; and the struggle against the dualization and internationalization of Brussels.

The course is taught by Marcel Roelandts, geographer specializing in urban and socio-economic problems, teacher-researcher in the *Hautes Ecoles* and university system in Belgium and France, after having pioneered the field of geomarketing for firms. His published work reflects his long involvement with the public sector, from local to European levels. He has organized international scientific seminars on urban themes. He also teaches pedagogy to future professors of geography.

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- Allain R, Baudelle G, Guy C (Eds) – Le polycentrisme, un projet pour l'Europe. PUR, 2003.
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- Some Measurement Methodologies. *Applied geography* 2000, 20, 1 : 43-63.
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University Press, Oxford.
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- Castells M – The Rise of the Network Society, 1996, Oxford, Blackwell.
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of the Territory of the EU. Luxembourg, CEC, 1999.
- Friedmann J – Where we stand : a decade of world city research, 1995, in Knox P L, Taylor P J (eds.)
- World Cities in a World-System, CUP, Cambridge, pp. 21-47.
- Hall P, Pain K (Eds) - The Polycentric Metropolis. 2006, London : Earthscan.
- Roelandts M et al – Économie urbaine, analyses et perspectives, Edition de la Haute École Francisco Ferrer,
collection économie, Bruxelles, 180 pages, 1999.
- Rozenblat C and Cicille P – Les villes européennes. Analyse comparative, 2003, La Documentation
française, Paris.
- Sassen S – The Global City, 1991, Princeton University Press, Princeton (NJ).
- Taylor P J – World City Network : A Global Urban Analysis, 2004, London, Routledge.
- Vandermotten C, Vermoesen F, De Corte S, Roelandts M et al. – Villes d'Europe. Atlas comparatif.
- Bulletin trimestriel du Crédit Communal de Belgique 1999 : 207-8.
- Veltz P – Mondialisation, villes et territoires. L'économie d'archipel, 1996, PUF, Paris.

The goal of this course is to situate Belgium in the “concert of nations” since the 19th century, using a joint historical/geo-political approach, as a method for illustrating major historical and political trends of Europe qua Europe. Questions examined include the colonial past and its lingering impact at home, the impact of two world wars, as well as the role of Belgium in the long and incomplete phenomenon of European integration. Belgium serves at once as the focus of examination as well as an illustration of larger European issues, such as the past, present and future of the nation-State, war and peace, colonialism and post-colonialism, sub- and supranational community, among others.

Course outline (numbered by class meeting):

- 1 From the birth of Belgium to its place in the world on the eve of WWI
Themes to be examined: the significance of the international context; the situation in Europe since the end of the Napoleonic Wars and the general context of the revolutionary movement of 1830; Strategic dimensions and the role of the Great Powers; Belgian neutrality; development of a model constitution; political issues; the importance of local movements.
- 2 From WWI to the aftermath of 1945
Themes relative to WWI: Specificity of the Great War and of the stakes involved; Situation of Belgium and the major European alliances on the eve of war; violation of Belgian neutrality and its impact nationally and internationally; German occupation and its domestic effects; Belgium in exile; coming out of war.
Themes relative to the inter-war period and WWII: Consolidation of democracy in Belgium and internationally; a fragile peace; relations between neighboring States; impact of economic crisis and the rise of nationalisms; Belgium as text for the political/ideological movements of Europe: populism, fascism, anti-fascism, conservatism, liberalism, etc.; impact, specificities and parallels of a second occupation; Belgian society at the Liberation and coming out of war.
- 3 Post-war Belgium and European integration
A nation and its political crises: Belgium and the Marshall Plan; the royalty controversy; the schooling wars; changes in the economic context and economic upheaval; contesting the unitary State; etc.
Themes of changes in Europe coming out of WWII: birth of the Benelux, the ECSC, and the Common Market; Cold War and the establishment of Blocs; Belgium as home to NATO and numerous European institutions; the impact of Europe on Belgium; widening of EU membership and Belgium’s reaction in a rapidly transforming international context (post-1989).
- 4 The issue of the State and its structure
Themes of the changing role and nature of the State in western democracies: Consolidation of western States after 1945; the social welfare State; the nation State; democracy and citizenship; languages and identities.
Belgium as case study: emerging regional identities and the unity State under fire; shifting structures of power and new modes of State governance; federalism; post-federalism; what State and what nation?
- 5 The social and political stakes of memory
Telescoping historical memory in contemporary societies: a Belgian phenomenon?; a European phenomenon?; fractured memory of two world wars; the phenomenon of victimization.
Emerging issues and new readings: colonial heritage; relations with former colonies, the Belgian case; the tendency towards litigating the past.
- 6 Final session: review, synthesis and debate of the themes of the course.

This course is taught by Chantel Kesteloot, researcher in history of the twentieth century, senior scientist at CEGES (Archives and Research Center on War and Contemporary Societies), editor-in-chief of the well-known revue CHTP-BEG (*Cahiers d'Histoire du Temps Présent*), as well as member of the steering committee of the European Science Foundation project "Representations of the Past: The writing of national histories in Europe".

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- *Congo 1960. Echech d'une decolonisation*, ouvrage collectif, Bruxelles, André Versaille, 2010.
- De Schaerdrijver S., *La Belgique et la Première Guerre mondiale*, Bruxelles, Peter Lang, 2004.
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During the Internship Period

COURSE IV: WHAT IS EUROPE?: CULTURE(S), INSTITUTIONS, SOCIETY(IES)

This course intends to deepen the understanding of Europe of student-interns who are involved daily in the work life of Brussels by exploring more fully certain themes of the preparatory session, as well as introducing new themes such as an examination of the various "Europes" and "balconies"; the rich institutional environment; a study of European public opinion, democratization of the EU, and the notion of European citizenship; the relation of politics and culture in Europe (e.g. the impact of transnational space on local cultural identities). The question of what it is to be European, including in practical daily terms, and the search for answers on several levels to this question, will serve as the organizing principle of the course.

Students will acquire:

- a familiarity with the history of European societies relative to Europe as a whole, and relative to European integration;
- an understanding of European Union functioning and EU institutions, as well as the decision-making process;
- a familiarity with current, concrete issues facing Europe – economic and political integration, major common policy areas, and Europe and its citizens;
- a grasp of what is at stake in current European affairs and Europe's future.

Pedagogical note:

Each class session will begin with a student presentation of a press review (10min) of the past week focused on current EU affairs, followed by a current events debate led by two students (approx. 15min).

Course outline

Part I Foundations of European integration: History, geography, cultures

- Class Meeting 1 Foundations of European integration
Historical foundations of Europe singular and multiple (Western, Eastern, Mediterranean); the question of borders and the principal artistic and literary movements; historical regard on the question of European identity.
- Class meeting 2 Europe between two world wars
The emergence of the modern idea of Europe among thinkers of this period; World War II as fertile ground for this idea.

Part II Belonging to Europe and the European Union

- Class Meeting 3 Membership, criteria, widening membership
Examination of the criteria for membership; issues and processes of joining the Union; the long-term building of European citizenship including articulation between national and European citizenship.
- Class meeting 4 European identity
European identity or identifying with Europe?; specifically European values?; culture and learning as ways of living together.

Part III From the EC to the EU: Fifty years of European integration and transfer of authority

- Class Meeting 5 The beginnings and early difficulties of European integration and the invention of supranational community
What political form for Europe? and the difficulties of political community; 1960-1970: economic success and political roadblocks; 1970-1980: political advances and economic crises.
- Class meeting 6 From political union to common market (1980 to the present)
An analysis of the successive treaties that frame the Union and of the failed attempt at a constitution.

Part IV An integrated economic space

- Class Meeting 7 Economic union, free circulation, monetary union, European social model
The development of a pan-Union domestic market; social policy in the face of a common labor market; the problem of sovereignty; common currency and national policy; national and European budgets; European-style policy-mix.

Part V Role and functions of the institutions

- The European Council and the EU's "institutional triangle"
- Class Meeting 8 Major lines and forces of European policy making; "what's the telephone number for Europe?" The Commission as supranational body par excellence, and its functioning; the European Council of Ministers as the place of compromise; the European Parliament and representative democracy.

Part VI: "Europe In" and "Europe Out"

- Security, liberty, justice and major common policies
- Class Meeting 9 Freedom of persons; common policy for political asylum and immigration; common agricultural policy; regional policy and cohesion – what objectives?. Regional policy reform and widening of the Union.

Part VII Major issues facing Europe now and in the future

- Where are we today? Where are we headed?
- Class Meeting 10 Getting integration re-started; special policy topics: energy, financial crisis, future European budgets, the Euro; thinking Europe beyond political economy.
- Class Meeting 11 Final examination (written)
- Class Meeting 12 Exam correction and final discussion

The course will be taught by Virginie Van Ingelgom, teacher-researcher at the Center for Comparative Politics (CPC) of the Université Catholique de Louvain (UCL). Her research specialties include European public opinion and European citizenship.

Bibliographic indications:

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- De Poncins (Etienne), *Vers une Constitution européenne*, 10/18, Paris, 2003.
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Sitography:

Official sites of the EU: www.europa.eu.int, the European Commission: www.europa.eu.int/com, the European Parliament: www.europarl.eu.int .

European current events: www.euractiv.com et www.euobserver.com

Foundations and think-tanks focusing on European affairs:

Fondation Robert Schuman (France): www.robert-schuman.org .

Notre Europe, founded by Jacques Delors (France): www.notre-europe.asso.fr .

Centre for European Reform (Royaume-Uni): www.cer.org.uk .

Brookings Institution, Center on the United States and Europe: http://www.brookings.edu/fp/cuse/center_hp.htm .

THE INDEPENDENT FIELD STUDY RESEARCH PROJECT: THE INTERNSHIP IN WRITING

The culmination of student acquisition in the Brussels Field Study and Internship Program takes the habitual IFE form of a 30-page research paper written under the tutelage of an individual research advisor on a topic that is chosen according to clear and firm IFE guidelines for paper topic choice, that is, closely related in a useful and complementary way to the student-intern's responsibilities and to current societal issues that touch upon the work of the host organization, and designed to draw as much as possible on resources available to the intern via the internship (data, documents, interviews, observations, seminars, and the like). Research advisors are assigned on the basis of competence in the discipline in which a student's research will be framed.

All student interns make a formal presentation of their work-in-progress approximately one month before the end of the program (and the due date of the research paper). The 10-minute presentation is followed by 10 minutes of discussion with the jury. The purpose of this exercise is 1) to help students understand the weak points and lacunae in the outline, methods, sourcing, and other aspects of their work in progress with sufficient time for remedial steps; 2) help IFE administration confirm that student progress is satisfactory; 3) stimulate useful discussion on the student's topic. Relative to this third point, student presentations are grouped thematically to encourage cross-discussion among students and their advisors on the jury. In addition, it is envisioned that IFE in the future will arrange student presentation seminars bringing together students from IFE's three program sites who are working on similar topics, thus constituting a day-long policy conference of sorts. It is similarly envisioned that this could take place in a fourth location and involve local actors and practitioners in the subject area.

The extensive independent study field research paper produced by the student is both the centerpiece of the intern's professional engagement and the culmination of the academic achievements of the semester.

IV. PRESENTATION OF THE INTERNSHIP ELEMENT

A mission-driven, academic internship

Before concluding an internship agreement with a potential host organization, IFE ensures that the organization understands certain points.

- This is a trans-cultural experience for both parties.
- The student is well prepared for the internship and will be ready to take on some responsibility after a short period of adaptation.
- The student-intern will be included as part of a working team, interacting on a regular basis with other members of the team.
- Hosting an intern requires a commitment of time and space to make sure the internship is a structured learning experience and that the student-intern is adequately introduced to the organization and its staff, its ways of working, its principal missions, and its broader milieu in society, and that the work of the intern is properly supervised.
- The intern will “repay” this commitment with some form of services rendered, often by taking advantage of the IFE intern’s command of English or other languages, particular technical skills related to the work at hand, and the like.
- A research project is an integral part of the intern’s work, and the organizational setting will afford access to source materials for this research.

The individual placement strategy

Importantly, the placement strategy for each enrolled student is put into place several months upstream of the start date of the program.

Placement begins with the admissions application, which also includes a “placement form”, an opportunity for applicants to provide in detail a picture of what they are expecting to gain from the IFE Brussels Field Study and Internship semester. Ranging from technical specialists to liberal arts generalists, students express their objectives for the semester, their wishes for the subject area to be explored, the extent of any background they have already, ideas for combining more than one interest, a third language to be used if possible on the job, the type of organization with which they would like to be involved, and other parameters they may have in mind.

IFE’s role as academic advisor to the academic project of the admitted student

For its other field study and internship programs, IFE is commonly in contact with potential applicants, through email and campus visits, helping them to discern if an IFE program is the right program for them and if so what is the optimum use of this type of program for their particular case.

A strategy is then put into place through email conversation with each admitted and confirmed applicant. IFE keeps each student informed of placement progress, while presenting them with the choices to be made as the process unfolds, as doors close and open, and fresh leads are followed into possible placement areas.

Statistics from IFE’s Paris operations show that, in a given semester, more than one-third of students hold internships that have been arranged by IFE for the first time (despite scores of host organizations already known to IFE, but not appropriate for specific student strategies that semester). The individual approach to each student and the breadth of IFE networks demonstrated by this figure hold true for the Brussels program as well.

IFE works with a broad variety of organization types to ensure a good fit between intern and the work environment. Government ministries, agencies, not-for-profits, schools, research centers, foundations, corporations, cultural institutions, laboratories, NGO's, small firms and partnerships, media organizations, are some of the organizational categories in which IFE student interns go to work.

Variety also results from IFE's commitment to placing student's as close to the heart of their chosen interest as possible. A typical IFE student group may include students of art history and museology, physics, international relations with a range of area interests, social and cultural anthropology, sociology and social work, peace studies, French and Francophone literature, economics, English or comparative literature, contemporary art and markets, architecture, biology and pre-medicine or public health, marketing, various types of engineering, mathematics for the social sciences, fashion, public policy, urban studies, Romance languages, management of organizations, and still other fields.

Types of experiences on the job

In a general way, internships can be placed in two categories: practitioner placements and research placements. In practitioner placements, which represent the majority of IFE student internships, students are called upon to perform a variety of tasks depending on the type of organization. Working directly with the public or a clientele base, carrying out administrative and logistic tasks, liaison with other organizations in the same activity internationally, attending meetings, preparing briefing reports on a particular topic, and many other types of tasks may be involved in such a placement.

In research placements, students are placed in think tanks, research centers and policy institutes working largely as associate researchers or research assistants, having chosen this type of activity to pursue their academic/professional interests. Responsibilities may also include assisting with the logistics of setting up seminars and other practical tasks, or editing scientific articles written in English by colleagues on the research staff. Such internships should also include participation in research seminars and/or attending lectures and scientific meetings.

The Brussels region as a site for IFE-type internships

Groundwork accomplished in preparation for this program has shown that Brussels life covers a very wide array of endeavors, from which a variety of potential internships can be drawn. (As well as a wealth of teachers, lecturers, research advisors and other collaborators for the program.) In addition, a dense urban and public transportation web enables IFE to extend the search for specific placement areas to nearby cities.

As a result it is easy to envisage student participation from across the undergraduate curriculum, whether in local/comparative politics, EU politics and policy, international relations, sociology and anthropology, contemporary cultural affairs, art history, literature, peace studies, social engagement, architecture and urban studies (both very strong fields in Brussels and other urban areas), history, natural sciences, and other fields. The strength and variety of Brussels life apart from the European governance district means that the program could serve needs well beyond those of future European affairs specialists, including students desirous of a deeper understanding of Europe in the several meanings of that term regardless of their specialization.

Note on language in the workplace: Brussels is a Francophone city and IFE a Francophone program and in general placement focuses on French-language settings. Nonetheless for certain fields such as international affairs, it may be the case that business is conducted bi- or even tri-lingually. In those cases, IFE makes sure that the student-intern is engaged with the French language at least part of the time, to ensure steady linguistic progress. Looking forward, IFE may at some point decide to include as part of the preparatory session some basic training in Flemish. In any event, all student-interns in Brussels are exposed to multilingualism as a way of life both at work and outside of work.

V. EXPECTED STUDENT USES, OUTCOMES

As with IFE field study and internship programs in Strasbourg and Paris, the Brussels program represents an opportunity to mold the international component of an undergraduate education to fit precise goals beyond the core objectives of linguistic fluency and cross-cultural know-how.

The Brussels Field Study and Internship Program also contains the possibility of adding a central European theme, in several senses of the term 'Europe', to a liberal arts education, in any discipline.

Several common "uses" of IFE programs, based on experience in Paris and Strasbourg:

- To bridge two concentrations or areas of interest through placement and research at their intersection. (Art History and Child Development = children's art museum; Mathematics and Horticulture = research lab modeling plant development.)
- To add international content for self-designed majors or students who simply have chosen to theme their undergraduate career in some specific way. (Self-designed photojournalism major = major daily newspaper + press service of government ministry; Food Anthropology = pastry kitchens of five-star hotel; Anthropology /Political Science focused on art-and-politics = Arab World Institute.)
- To pursue internationally an academic or technical specialization already well underway. (Typically in fields such as publishing, science, education, gender studies...)
- To branch out for experience of a new professional field, related or not to a student's academic specialization. (Humanities major interested in social affairs = immigrant women support group)
- To complement a generalist education in the liberal arts. (Non-technical placements in social affairs, not-for-profit sector, cultural affairs, education, politics, etc.)
- To carry out an initial research project preliminary to a final-year honor's thesis on an international or comparative topic. This progression has also proven to be a solid basis for a post-graduate research grant application. (Typical fields include public health, international relations, sociology/anthropology; French/Belgian/Francophone cultural studies, and others.)

Students may expect to achieve the following outcomes from successful completion of the Brussels Field Study and Internship Program:

- Marked improvement in oral and written French.
- Cross-cultural skills and insider grasp of contemporary Belgium and similar European societies.
- An understanding of Europe as a civilization, a zone of cultural diversity and identity, an urbanized transnational environment, an ongoing construction of political, economic and social union and both sub- and supranational community.
- Comparative insights and knowledge in the student's specific field.
- Proven ability to function in a professional setting in another culture.
- A culmination of the semester's learning in tangible form: the 30-page research paper.
- Increased self-confidence.

VI. **SUGGESTED CREDIT MODEL**

Course I: Belgium: A European cultural history

(18 hrs lecture/seminar, 10 hrs workshop section, 3 hrs site visits) 2 credit hours

Course II: Brussels in Belgium and in Europe: a socio-urbanist approach

(18 hrs lecture/seminar, 10 hrs workshop section, 3 hrs site visits) 2 credit hours

Course III: Belgium in Europe and the World: An historical approach

(18 hrs lecture/seminar, 10 hrs workshop section, 3 hrs site visits) 2 credit hours

Course IV: What is Europe?: Culture(s), Institutions, Society(ies)

(30 hrs classroom instruction) 3 credit hours

Independent Field Study Research Project

(30-page paper written in French, individual research advisor)

..... 6 credit hours

VII. **CONCLUSION**

- IFE is ready to provide upon request any further information as may be needed.
- IFE will provide contact information for officials at those colleges and universities with which it enjoys formal, contractual ties, or at any of the institutions which approve any IFE programs.
- IFE will be pleased to attend any meetings on campus as may be considered useful in the approval process.
- A digital version of this document is available in pdf format upon request.

