SYLLABUS

IAFS 3500/HIST 4190: France and America: Connections Through Time

IAFS Global Seminar, 2018
Science Po Bordeaux
Bordeaux, France
Summer A Term, June 16 (Saturday)-June 30 (Saturday)

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Office hours: by appointment

This Global Seminar, based in Bordeaux, provides an opportunity to compare France - its history and contemporary culture, economy, and culture – to that of the United States. By exploring Franco-American ties through history and selected topics, IAFS 3500: France and America: Connections Through Time offers students in the International Affairs Program (IAFS) and allied departments such as Political Science, History, and Economics, as well as qualified students from the Global Studies Residential Academic Program (G-RAP), a chance to incorporate their coursework and knowledge of international affairs into a study abroad experience.

IAFS 3500 is the only course offered by the Program on International Affairs that meets the Historical Context core, and it is also cross-listed in the Department of History (in the Comparative History category as HIST 4190) and permitted to count for elective credit in the Department of Political Science.

History Made and in the Making

The course will explore history in both a traditional, chronological approach, and by using history to inform the present. We will focus on comparing the systems, thought, policies, and experiences of France and America through the mid-twentieth century (the Second World War). Along the way, students will learn how history is studied (through political figures and institutions, by cultural and social “bottom-up” methods), and develop a solid base of knowledge about the history of America and France. Then, we will draw on this history to show the dynamic and creative ways history can be studied to open a window on the present, and even the future. Thus, topics are embedded in the prior history; students must understand the previous centuries of French and American experiences in a comparative fashion to comprehend these more current topics. As well, the history of each of the topics will be presented in its own right, as a means of reflecting on contemporary times. As you will see, IAFS 3500 is a hybrid: it engages in current affairs based on history.

With Bordeaux as a case study for such shared American and French issues as revolution, democracy, nation-building, war and society, trade and business, education, immigration, security/diplomacy/terrorism, freedom of speech, and regional/global integration, France and America will familiarize students with the history and contemporary relations of two
of the world’s most influential powers. And, it will provide a look at how they both got along or diverged, as France and America have, at times, embraced and also vilified each other.

We will ask many questions, with France being the medium for answers, such as: how did the legacy of revolutions in both countries shape their political and cultural character? What values do France and America share, and why? Why did both find themselves at war, and what were the effects of war on each? What business practices do both nations share? Why do both the French and Americans view each other as threats and friends, sometimes simultaneously? How do local politics and administration inform policy choices in each nation? What does each country mean by freedom of speech, freedom of religion, and the like? Are there commonalities regarding immigration, sustainability, same-sex marriage, the status of women, and politics? Can we learn the same or different lessons from each nation’s experiences with terrorism, education, and economic integration?

**Schedule -- ALL SESSIONS ARE MANDATORY: missing one session in Bordeaux will result in failure of the course.**

*French Connections* will begin on the Boulder campus, with an orientation with the Study Abroad Office and then a meeting with Professor Zeiler in April. That second Boulder session will introduce the theme of Franco-American (and Euro-American) ties through time, themes that will be studied more in-depth in Bordeaux, and some of the more distant history and issues.

**SCHEDULE**

** After each date, the morning lecture/event is listed. Class begins at 10:00 am and goes until noon. Class then moves to excursions in the afternoons.

**BORDEAUX**

*Saturday, June 16: arrival*
*Sunday, June 17: tour*

*Monday, June 18: Prof. Balans – Revolution/Ideas*

*Tuesday, June 19: Prof. Taliano-des-Garest - History/Art*
*READ: Zaretsky, “A Roller Coaster Ride of an Empire”; Semplejean, “French in NY Schools”*
Wednesday, June 20:

St. Emilion

Thursday, June 21: Prof. Zeiler – World War II

Friday, June 22: Prof Delori – War on Terror
READ: “The Numbers Game”

Saturday-Sunday, June 23-24: free

Monday, June 25: Prof Costa – EU and Crisis
READ: “White Paper on the Future of Europe”

Tuesday, June 26: Prof Caroline Dufy – Politics/Systems
READ: “From Bikinis to Burkinis”; “As France’s Towns Wither”; “France’s Obsession with Decline”; “Fractured France”; “Macron’s World”

Wednesday, June 27: Prof Gaillet – Gender/Family/Sexual Orientation

Thursday, June 28: Darbon – Africa/Immigration community

Friday, June 29: Au revoir lunch

Saturday, June 30: DEPARTURE

Grading and Assessment (100 points total)

Three-Part Research Paper Package = 60 pts

1. American Paper = 20 pts
Each student will choose a topic in Boulder, before the trip, based on the topics we will discuss in Bordeaux. This paper examines the American side of the topic. You will research this topic in April and May and hand in a 5-page essay or outline to me upon arrival in Bordeaux.

2. **Student “Expert” Presentation/Discussion in Bordeaux** = 10 pts

Each student will present the American side of the topic before or during the relevant lecture in Bordeaux. The goal is to give the class comparison and contrast points before or after we hear the French side of the topic. Presentations should be no more than 5 minutes, followed by 10 minutes of discussion.

3. **Reflective Comparison Essay** = 20 pts

After the lecture and American side presentation/discussion, each student will incorporate the French side into a reflective essay (10 pages) on the topic.

**Class Attendance/Participation** = 20 pts

Active participation, including active questioning with guest lectures, reflections on readings, and on visits/excursions.

**Photo Bordeaux Project** = 20 pts

Each student will compile a 10-photo “day in the life” of Bordeaux, along a theme approved by me. These might include youth, food, wine, monuments, families, buildings, transportation, etc. I want to see the theme clearly. I will count short videos as part of this project.

The project should be accompanied by at least a page explanation. **BE CREATIVE!**

**Final Quiz** = 10 pts

A short-answer final exam/quiz the last day of the course, on Friday, June 26. This will be easy for those who have been attentive in class and to the readings!

**PLEASE NOTE:** TWO LETTER GRADES WILL BE DEDUCTED FROM THE FINAL GRADE FOR ANY MISSED ASSIGNMENT, LECTURE, OR EXCURSION LINKED TO THIS COURSE
TOPICS for RESEARCH PAPERS (general categories within which you and I can find a topic)

Revolutions
Democracy/Government: ideas, ideals, and ideology; constitutions, governance – local/state/regional/provincial/national; elections; people – thinkers, politicians; institutions; reforms; protest movements
Economics: crises; banking/money; economic integration and dealing with regionalism/globalization
World War II
Slavery
Art
Gender/Women
Family
Anti-Americanism/Francophobia
Free speech
European Union
Euro Crisis/Great Recession
Immigration: newcomers and national ideals; work; cultural values; religion; gender roles
Terrorism
Same-Sex Marriage