

The IFE-BCA Strasbourg Field Study and Internship Program

Local dimensions,
European spaces

A Prospectus

For use in evaluating, approving or pre-approving
this study abroad program



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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.

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 holds a Master's degree in contemporary political history from Paris' Institut d'Etudes Politiques ("Sciences Po") for research focused on nationalism in France at the beginning of the 20th century. Associated with the Center for History at Sciences Po and formerly a researcher associated with the National Library, he currently teaches at Sciences Po as well as at other institutions and programs, both French and American, in Paris. He is also editor-in-chief of the on-line literary review, Parutions.com. In 2004 he joined IFE where he is Co-Director with particular responsibilities for internship placement and organization of the program of instruction .

Links with US universities

- Since 2007 IFE has been linked with the US college consortium BCA in a cooperative agreement to design and operate the Strasbourg Field Study and Internship Program .
- 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 at least one of IFE's Field Study and Internship program is a pre-approved program of international study at the following colleges and universities:

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

PRESENTATION OF BCA

BCA is one of the nation's oldest independent organizations committed to promoting international understanding and academic excellence through college study abroad programs for U.S. students.

Mission statement

"Rooted in the values of peace and justice, BCA promotes international understanding, awareness of global citizenship and academic scholarship through educational exchange."

History

BCA was launched in 1962 with a single program in Marburg, Germany when students traveled by boat for a 10-day journey. Today, nearly 50 later, BCA offers more than a dozen programs and serves hundreds of students each year. While our services and offerings have been enriched over the years, BCA's commitment to its founding values of peace and justice has remained and continues to be an integral part of all that we do.

Programs

- Study abroad programs for students;
- international seminars for faculty and administrators;
- student conferences open to BCA students as well as other American and international students studying abroad;
- opportunities for international students to study in the United States.

Students

Every year hundreds of U.S. college and university students participate in their sophomore, junior or senior years. To study with BCA, students must have a 2.6 GPA (higher for some programs).

Structure

BCA is an independent organization that works with more than 100 colleges and universities in the U.S. BCA participants are students, faculty or administrators from these institutions. BCA's founding consortium is a group of seven colleges and universities with historic ties to the Church of the Brethren.

II. **GENERAL PRESENTATION OF THE STRASBOURG 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 Strasbourg as a possible site for such a program, in partnership with BCA, IFE realized that local society and culture (Strasbourg and France) could serve aptly as a textbook for expanding students' understanding of the many realities past present and future contained in the term 'Europe'.

WHY STRASBOURG? WHY ALSACE?

Lining one side of the River Rhine, the ancient and modern city of Strasbourg, capital of Alsace, has known all the roles of a boundary land, and the contemporary city is far more a center, and especially a crossroads, than it is an edge point. Home to international institutions, the most popular international convention destination in France after Paris, its two-culture heritage alive and well as the intersection of the EU's two most powerful member-States, Strasbourg stands as a symbol of reconciliation. Along with Alsace it is an actor in the building of European community at local, regional and trans-national levels.

Nevertheless, a good deal of the attraction for IFE of Strasbourg - the only city in Europe besides Geneva to host international bodies while not a national capital - comes from the fact that it is also a lively secondary French city. Strasbourg offers a broad, grassroots canvas of France today, beyond the confines of Paris. To the extent that all study abroad is anthropology, this teeming, ethnically diverse city is an anthropologist's dream for seizing the reality of life in France today. Strasbourg, Alsace, France, Germany, Europe... the future takes on a different aspect where multiple identities are the daily as well as the historical reality.

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.

Program structure

OVERALL STRUCTURE

The Strasbourg 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 to enable student to travel and rest before beginning their internship.

Week 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

The IFE-BCA Strasbourg Field Study and Internship Program is jointly operated by IFE and the American college consortium BCA.

IFE is responsible for all design and operation of all credit-bearing elements of the Program.

BCA and its resident director is responsible for housing, orientation and all questions related to daily life. The directors of IFE's central administration are present at key moments in the program and are responsible for all teaching and administrative hiring, curricular design, internship placement and all structural elements.

The program is headquartered in BCA's Strasbourg Center, located between the University and the "European district".

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 the BCA for all significant matters related to program content or student difficulties.

SUPPORT, FOLLOW-UP, AND ADVISING

Far from being an isolated experience as arranged by an agency, the Strasbourg Field Study and Internship Program is a fully-structured academic program.

The Strasbourg 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.

The preparatory courses are taught at BCA's Strasbourg Center. Housing is arranged through by the Center, and the Center's staff are ready to help with the practical details of daily life, as well as advice, tips, places to go and things to do, etc.

IFE's Paris-based staff members organize and participate in the initial orientation meeting, and thereafter are regularly present in Strasbourg including for individual meetings concerning placement or any other aspect of the program. In between visits, IFE staff are in close contact by email with students in the program. An IFE staff member accompanies student interns on an initial contact meeting with prospective host organizations, during the preparatory session. An IFE staff member also conducts an on-site evaluation of each placement 4-6 weeks after the internship has begun, which involves a three-way meeting among intern, on-the-job supervisor, and IFE staff, to ensure that all parties are satisfied and to address any difficulties arising.

Each student intern also meet regularly with their research advisor to identify a topic, develop an approach to it and an outline, identify possible sources of information, and write the paper. Each student intern also presents to a "jury" of IFE staff and advisors an oral of summary of the work in progress one month before the end of the program, and benefits from ensuing discussion and comment.

With BCA staff available day-to-day, IFE staff involved in all academic and internship aspects, making frequent visits to IFE, and student contact as often as desired with their research advisor, students in the Strasbourg Field Study and Internship Program have access to the structure and support needed to succeed in this academic and professional endeavor.

SPECIFIC POINTS OF SUPPORT AND ADVISING

- 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-Strasbourg staff as well as the BCA resident director are actively present throughout the preparatory session. Each student’s progress is the subject of discussion among IFE, its teachers in Strasbourg and the BCA resident director. When dictated by enrollment levels, 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 French and 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 “Globalization: Myth and reality from a European perspective” (p XX), an occasion for informal contact between IFE-BCA 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 Preparatory Session is comprised of three courses on various aspects of French society, and they are scheduled sequentially instead of concurrently. Each course involves lecture-seminar sessions in the morning, followed by workshop sessions in the first part of the afternoon, featuring press reviews, discussion and debate, oral presentations by students, and the like. The professor who leads the workshop remains the same across the entire schedule of three courses. The role of this teacher is to help students assimilate the material presented in the three-hour lecture/seminar.

The workshop instructor also spends 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.

The second part of the afternoon is divided among site visits, documentary films, and free time.

Each course meets a total of 20 hours in lecture/seminar, and 10 hours in workshop section.

COURSE CONTENT

(syllabuses are available on the IFE website <http://www.ife-edu.eu>)

In the Strasbourg Program the five-week preparatory session is a triptych constructed to provide students a solid understanding of the constitutive elements of French society in the specific context of Strasbourg and Alsace, while also treating the issues and problems faced at local and regional as well as national levels. The European context, which determines a good deal at these various levels, is integral to the content of the preparatory session.

The three courses comprising the preparatory session treat, respectively:

- the fundamental political institutions of French life as they arose historically;
- France's situation in Europe and internationally;
- social realities in Alsace and France today.

All three courses - and especially the first and third - make abundant reference to the realities of Alsace and Strasbourg.

Two transversal themes run across all three courses:

- a French regional point of view and a local scale, as opposed to a Paris-based experience;
- and the European dimension involving institutional presence, the so-called Europe of regions and Alsace's past as a bi-national region.

As a result of this preparation students become interns ready to take their place, and take part in the work of their host organization.

COURSE I: THE STATE AND POLITICS IN FRANCE SINCE 1815

This course is designed to provide students with several important keys to understanding France today, chief among them being the development of the French notion of the State as well as changes in this central concept over time. Taking a historical and political approach, the course demonstrates how the notion of the State has structured and continues to structure French political life and French society, even as it is undergoing transformation as a result of pressure from new forms of integration, from Europe, from forced changes in the French model of the welfare State, etc.

This course is taught by Thérèse Krempp, a doctoral candidate at Paris' prestigious Ecole des Hautes Etudes en Sciences Sociales where her research focuses on the French Army's oriental division during the First World War. Thérèse Krempp is co-author with Jean-Noël Grandhomme of the biography Charles de Rose, Pionnier de l'aviation de chasse (Nuée Bleue Publishers, 2003).

COURSE II: FRANCE IN EUROPE AND THE WORLD (1945-2000)

This course provides students with fundamental keys to understanding France today in terms of its colonial past, its real and perceived role on the world stage, and the several versions of the question of decline that currently color the French outlook. Its successful adaptation in the face of the upheavals of the 20th century, its transformation into an industrial power, and its leadership role in establishing a peaceful Europe have, in turn, led to further challenges and questions of French identity. These include the question of nation and European community, the notion of State in a modern context, and others. Domestic and foreign policies overlap and interact. This course uses France's place in Europe and the world to lead students to an understanding of the new political and social makeup of France that is slowly emerging, a source of both doubt and hope.

This course is taught by Birte Wassenberg, Associate Professor in Contemporary History of International Relations at the Advanced Institute of European Studies at the University of Strasbourg. Birte Wassenberg has also served as an attaché to the regional government of Alsace, responsible for cross-border relations with regions in Germany and Switzerland. She holds an undergraduate degree from England's University of Bradford, an M.A. in History focused on the history of European integration and international relations from the University of Strasbourg and a Masters in European Political Science from the College of Europe in Bruges. She has published on cooperation across the borders of France, Germany and Switzerland, inter-cultural management, Franco-German relations in European integration, and on the Council of Europe.

COURSE III: FRENCH SOCIETY: PROBLEMS AND PROSPECTS

The key to understanding contemporary French society that is provided to students by this course lies in grasping the paradox between the democratic ideal that is at the foundation of all the institutions of modern, post-revolutionary France on one hand and, on the other, the current crisis of those institutions – and even of deep societal values – which is provoked by the pressures of global economic liberalism and the transformations taking place in Europe and in its Union. Through this course students become familiar with the effects these pressures are having on the specific institutionalized relations that exist between French citizens and culture, work, education, immigration, and other facets of life and society.

This course is taught by Jean Zoungrana, who holds a doctorate in Philosophy as well as degree in Social Sciences from the University of Strasbourg. Jean Zoungrana is Associate Professor in Social Science Research at the University of Strasbourg in the program "Social Practices and Development". His research focuses on the sociology of knowledge as well as on social work, where he is currently conducting research on social policies and social intervention.

A SYNTHETIC VIEW OF THE STRASBOURG PREPARATORY SESSION

Student Learning Outcomes:

The overall objective of the three-part preparation session is to equip students with the concepts and facts they will need to understand France and the French as they take up their full-time duties as interns, and as they are expected to become working members of teams or staffs in a variety of host organizations.

Since the overall design of the trilogy is to weave certain themes through the whole preparatory program, outcomes can be divided between those specific to this course and those that link to the other two courses.

1 - THE STATE AND POLITICS IN FRANCE SINCE 1815

Outcomes specific to this course	<ul style="list-style-type: none"> ▪ A solid grasp of the French State ideally, practically, in history, as it structures French life, and looking into the future ▪ A useful broad-brush, structural grasp of French history in the 20th century ▪ Familiarity with important concepts in French political life: laicity, jacobinism, French administration, Left/Right in France, and others
Cross-section outcomes	<ul style="list-style-type: none"> ▪ Becoming familiar with the issues and pressures of European integration ▪ Understanding the shifts in the nature and perception of the State's duties ▪ Acquiring a regional focus – decentralization and the State

2 - FRENCH SOCIETY: PROBLEMS AND PROSPECTS

Outcomes specific to this course	<ul style="list-style-type: none"> ▪ A thorough introduction to French models of integration and the national education system ▪ A familiarity with the history of France's "social elevator" and its recent problems ▪ Contact with local social actors and an understanding of their various roles ▪ An understanding of the French social welfare state, its history and prospects
Cross-section outcomes	<ul style="list-style-type: none"> ▪ Becoming familiar with the issues and pressures of European integration ▪ Understanding the shifts in the nature and perception of the State's duties ▪ Acquiring a grasp of France as a multicultural post-colonial society ▪ Acquiring a regional focus – decentralization and the State

3 - FRANCE IN EUROPE AND THE WORLD

Outcomes specific to this course	<ul style="list-style-type: none"> ▪ A thorough introduction to the history of French international relations ▪ A familiarity with the history of the European Union ▪ Awareness of the international challenges facing France, such as terrorism, relations with the US, relations with Asia, and others.
Cross-section outcomes	<ul style="list-style-type: none"> ▪ Becoming familiar with the issues and pressures of European integration ▪ Understanding the shifts in the nature and perception of the State's duties ▪ Acquiring a grasp of France as a multicultural post-colonial society

During the Internship Period

It is during the internship period that students work individually with their research advisor to delineate a research topic, set an outline, define sources, and produce the independent study field research project, (See “The IFE Field Study and Internship Model”). Student-interns also return weekly to the BCA-IFE Center to attend a third academic course, a seminar which examines globalization from a local and ethical standpoint. (Syllabus available on the IFE website www.ife-edu.eu)

COURSE IV: GLOBALIZATION: MYTH AND REALITY FROM A EUROPEAN PERSPECTIVE

This course draws on the foundations that students acquired during the preparatory session as a standpoint from which to broaden and deepen the examination of the world, and France and Europe’s place in it, keeping in mind the interplay among local, regional (EU), and global levels as well as the place of the nation-state. Taking as its starting point the observation that intense globalizing tendencies have not had the effect of uniformization but rather of creating new fractures and divides as well as new forms of interdependence, the course examines how these new lines cut across and undermine traditional hierarchies, looking at specific instances visible at local, national and European levels. The course helps students analyze not only how the realities of globalization are perceived in the Old World, but also what are the issues – and in particular those related to peace and justice – arising from the experience of continental (humanist) Europe. Themes include culture and identity; immigration, delocalization and work; interdependence and fracture; free trade and economic imbalance; and international civil society and international governance.

This course is taught by Francis Grandhomme, who teaches geography and geopolitics at the Institut d’Etudes Politiques of Strasbourg. After studying history at Strasbourg University, Francis Grandhomme earned the French National “Aggregation” (highest State qualification) in Geography before going on to obtain the Advanced Studies Degree (equivalent: ABD) in Contemporary History from the University of Nancy, where he is currently completing doctoral studies on Latin American history. His teaching duties also include teaching geography and history in France’s selective post-secondary preparatory program preparing students for the “grandes écoles” competitive-entry examinations. He is also involved with the “Geography Cafés” of Strasbourg and the Geographical Society of Paris.

The independent field study research project: The internship in writing

The culmination of student acquisition in the Strasbourg 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

Central to the success of IFE’s programs is the placement strategy worked out for each enrolled student and 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

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 and Strasbourg 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 students 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 client 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.

Internship and field research possibilities in greater Strasbourg

As with IFE's other Field Study and Internship sites, students from all disciplines are invited to consider the Strasbourg program. Strasbourg is known for international excellence in scientific and biomedical research, for its dense cultural heritage and cultural life, as a dynamic urban space, as a center for European affairs, and as the capital of a border region where bilingualism and trans-national reflexes are part of everyday reality.

Nonetheless there are identifiable local particularities which IFE and prospective students can exploit in defining a placement strategy: access to local actors in social, political and cultural affairs; bilingualism (and trans-border activities) for students speaking some German as well; the European institutional framework and the many European-focused organizations headquartered in Strasbourg; the administrative life of a French region as accessible in the regional capital; and other aspects as well depending on a student's field (for example, medieval architecture).

Three sample profiles of locally-focused internships, in various fields:

- As a student of Political Science particularly interested in local democracy, Alex worked directly under the Strasbourg municipal government official responsible for liaison with the innovative Council of Foreign Residents. His study focused on the crisis of democracy in France.

- Alyssa, an Art History student, took up duties with the Administration of Strasbourg Museums where her help was essential to the organization of a French-American conference. Her research focused on the symbolism of animal sculptures in the Middle Ages, based on the Strasbourg medieval art museum.
- Carolyn, an International Studies major, was an intern at the Strasbourg bureau of the French Office for Immigration and Integration where she was able to experience first hand the public administration of immigrant populations and programs for their integration. Her research work offered a close analysis of the work of this public agency, which found it very useful.

Two sample profiles of European-focused internships:

- Eliza, majoring in International Business, worked as assistant to the Director of the Assembly of European Regions (AER), a think tank and lobbying institution devoted to promoting inter-regional cooperation in Europe and regional visibility. She participated in all aspects of the strategic management of the Assembly including an electoral observatory following regional political campaigns and election results. Her research compared the actions of AER and the other main organization of European regions and analyzed the impact of both on European affairs. (The work grew out of a report on this topic she was asked to prepare for the AER..)
- Timothy, an International Studies major, worked at the Center for Information on European Institutions (CIIE), where he was involved in responding to visitors' requests for information, managing and updating fact sheets, and participating in external actions such as school presentations or CIIE booths at major European events. His research looked at "The Prospect of Turkey's EU Membership: American ambitions and European fears", a frequent topic of interest among the CIIE's public.

V. **EXPECTED STUDENT USES, OUTCOMES**

Firstly, every intern is a specialist and a generalist. The most significant result of an IFE intern's work experience is their increased understanding of the world – and in particular contemporary European society – from exposure to the concrete, detailed activity of a French institution, regardless of field, in addition to progress toward full fluency in French.

Secondly, as with IFE field study and internship programs in Strasbourg and Brussels, the Strasbourg 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 Strasbourg 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 more recently 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/Francophone/European cultural studies, and others.)

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

- Marked improvement in oral and written French.
- Cross-cultural skills and insider grasp of contemporary France.
- 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. CREDIT MODEL

Elizabethtown College is the School of Record for the BCA Consortium. As such it is prepared to issue an accredited transfer transcript for the IFE-BCA Strasbourg Field Study and Internship Program. Based on the BCA course approval process, the BCA transcript assigns the following credit:

Course I: Political History of France: Transformations in the State and Political Life Since Napoleon	
.....	3 credit hours
Course II: France in Europe and the World	
.....	3 credit hours
Course III: Contemporary French Society: Problems and prospects	
.....	3 credit hours
Course IV: Globalization: Myth and reality from a European perspective	
.....	3 credit hours
Course V: Guided Independent Study Field 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.

