



WEST Points

The Newsletter of West European Studies
at Indiana University Bloomington

Issue 9

May 2005

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An American (Intern) in Paris

By Todd Linton, WEST MA student

The first time I saw the American embassy in Paris was last May, when I was in the French capital during the first leg of the SPEA summer course on the EU. I remember standing outside the imposing stone building just off the Place de la Concorde, and feeling slightly envious of the important-looking people I saw confidently passing through the security checkpoints and disappearing into the embassy.



Todd Linton at the grave of Eugene Delacroix, Paris.

At that moment, I never imagined that in a few months I would be a U.S. State Department intern, reporting for work at the embassy on a daily basis—however, in contrast to the dignified stroll of the diplomats I had seen, I would usually be making my way to the embassy's doors at a brisk trot in order to avoid being late to a morning staff meeting!

I arrived in Paris week internship in was pleased by the familiarity. I small apartment on that I had found quickly began set-surroundings. The was full of eclectic old-fashioned most importantly—celebrated ice cream shop, reported to be the best in Paris. Landmarks such as the Cathedral of Notre Dame, and the Hotel de Ville were only a short walk away. In the mornings, on my way to the Métro station, I could usually see the Eiffel Tower in the distance poking through the fog. I brushed the cobwebs off of my French, and the language gradually came back to me. It was pleasantly satisfying to be able to understand other people and (I hope!) make myself understood by them.

I saw competing Oui and Non slogans almost as frequently as I did the omnipresent "Paris 2012" logo.

to begin the ten-late January, and city's comforting moved into a Ile Saint-Louis beforehand, and tling into my new street I lived on art galleries and crêperies and—was home to a

celebrated ice cream shop, reported to be the best in Paris. Landmarks such as the Cathedral of Notre Dame, and the Hotel de Ville were only a short walk away. In the mornings, on my way to the Métro station, I could usually see the Eiffel Tower in the distance poking through the fog. I brushed the cobwebs off of my French, and the language gradually came back to me. It was pleasantly satisfying to be able to understand other people and (I hope!) make myself understood by them.

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From the Director's Desk: Education Reform in Europe

By Dr. Fritz Breithaupt, Director of West European Studies



It is not clear at this point whether European political and economic integration will ultimately translate into greater cultural unity. However, if one asks almost any European at this point about their national education system, they will be happy to reply that it is a complete disaster. It seems Europeans at least are united in their perception of the need to radically reform their higher education systems.

This call for reform already has created an array of interesting pilot programs, some more well-known than others, that invite attention from American educators. As a competitor to American graduate programs in the humanities, Germany has been successfully experimenting with so-called *Graduiertenkollegs*, which typically bring in a dozen graduate students simultaneously who work on similar research questions in a variety of humanities fields. Also, there are a growing number of new programs spread throughout several universities in different countries that require students to study at several locations. In general, it is very worthwhile to observe how European institutions are dealing with the inclusion of international students with very differ-

ent backgrounds, a model practiced between the Europa University Viadrina in Frankfurt (Oder), Germany, and Adam Mickiewicz University in Poznan, Poland, that combines German and Polish students.

Another set of reforms concerns the adoption of international standards. In response to the Bologna Agreement of June 1999, most European countries have adopted or are in the process of adopting a Bachelor's degree program. For example, students who are starting to enroll in most German *Bundesländern* now have the choice between a traditional and Bachelor's degree program. Bachelor's programs have already been the norm in Scandinavia and the Netherlands for decades.

The implications of the educational reforms and initiatives will be significant for the United States as well in many ways. It will be much

If one asks almost any European about their national education system, they will be happy to reply that it is a complete disaster.

easier for students to switch between European and transatlantic programs. Since there are also a higher number of classes offered in English in continental Europe, more American students will find it easier to study abroad. This also has the effect that more European students study in other European countries, aided by the Erasmus Fellowship Program, and less students seem to be enrolling in courses offered by American universities.

While this new transparency between European and American systems benefits students' choices, it

also increases international competition for students, including American universities which have witnessed a decreasing number of European students over the past few years (which cannot solely be explained by the effects of 9/11).

Nevertheless, students continue to cross the Atlantic to pursue their studies. It will be very interesting to hear the stories that current American students studying in Europe will tell when they return.

LAST CHANCE! Summer Dutch Institute at IU- Bloomington

Indiana University-Bloomington will be hosting the Summer Dutch Institute this summer from May 10-June 16. There is still plenty of room available for students wishing to take a full year of Dutch language instruction in a six-week period.

Intensive Beginning Dutch meets five times a week for four hours each morning, and is taught by a native Dutch speaker. Students also have the option of enrolling in "Anne Frank in Perspective," a course taught in English that covers the young girl's diary in the historical context of the Second World War and the Jewish Holocaust. This course is an excellent complement to the language course and meets in the afternoons.

All students regardless of residency will pay Indiana in-state tuition.

For more information on this exciting opportunity, visit us at www.indiana.edu/~sdi, or contact us via e-mail at west@indiana.edu, with the subject heading "SDI."

Linton (Continued from page 1)

Almost everywhere I went I saw posters, banners and enormous neon signs promoting Paris's candidacy to host the 2012 Summer Olympic Games. Even the bridges were lit up in the colors of the Olympic rings. As my stay in Paris went on, the enthusiasm for the Olympic campaign was gradually supplanted by the debate over the upcoming EU Constitution referendum, and I saw competing *Oui* and *Non* slogans almost as frequently as I did the omnipresent "Paris 2012" logo.

In addition to adapting to Parisian life and observing how the issues of the day played out in the city, I also had to become acclimated to the fast-paced environment of the embassy. I was assigned to work in the economic section and quickly found myself immersed in reading and writing about the French telecommunications and nuclear energy industries. I wrote briefings for Ambassador Leach's meetings with French business figures and attended conferences on topics ranging from the global economic outlook to Haitian development assistance. The Foreign

behind-the-scenes role in some very exciting events, including the U.S. Secretary of State's visit to Paris in February. Condoleezza Rice stopped briefly in Paris during her whirlwind tour of Europe and the Middle East to deliver an important foreign policy speech and meet with French leaders. The preparations for such a visit are truly mind-boggling, with every detail meticulously planned well in advance. Despite her intense schedule, the Secretary was able to spare a few moments just before she boarded her plane to Brussels to personally thank the embassy interns. This experience



Gearing up for the Olympics: The National Assembly adorns the "Paris 2012" logo in support for a bid to host the Games in 2012.

felt everywhere. The juxtaposition of Medieval and Renaissance buildings with twenty first-century technology was striking, and showed how Paris

is a fully modern city that has carefully preserved its tremendous historical heritage.

"Be good to your interns, you never know what's going to happen."



Todd and friend outside the Louvre, Paris.

Service officers I worked with were extremely nice and very helpful whenever I had a question. Occasionally, I was able to have a small,

explore Paris and the surrounding area. The city has an almost limitless number of fascinating places to visit, and the weight of Paris's history could be

was a definitely one of the high points of the internship. When not working at the embassy, I had many opportunities to explore

Featured Alumnus: Suzanne Dickerson

By Ryan Mainhardt, WEST MA student



Perhaps it was luck, or perhaps she was in the right place at the right time. Suzanne Dickerson knew she



wanted to work in Europe, but after graduating from the WEST program in 1995, she had no idea she would end up

with one of the most renowned engineering corporations in Europe. Everything seemed to fall into place, and every opportunity seemed to lead to something better. Something it was not, however, was accidental.

Dickerson's initial interest came as a result of an overseas assignment in Germany while an undergrad honors student at Indiana University. She said after this she knew she wanted to work in Europe, particularly in Brussels, the headquarters of the European Union. In light of this, Suzanne prepared herself further by studying Dutch with the help of a FLAS fellowship.

Dickerson's future took off when it was suggested she apply for the Robert Bosch Fellowship, which she won. She chose to go to Germany, and after finishing her Master's thesis, she began working for the German Federal Ministry for Environment in Bonn, the former German capital.

"At the time, the main concern was how to reconcile profits with environmental thinking," said Dickerson.

During the mid-1990's Germany was in the process of aligning their environmental policies to fit the EU's standards, and Dickerson

would become part of that process.

At the Ministry, Dickerson was responsible for translating supranational law into German law, a mission that allowed her to travel to Brussels twice per month to lobby for changes in EU environmental law. After a few months of seeing the EU side of lawmaking, she was recommended to work in the Bavarian Environmental Ministry to see how legislation was enacted into law. She ended up staying for four months in Bavaria, ensuring implementation of EU law and becoming a liaison between Brussels, Germany, and Bavaria.

After the term of her fellowship ran out in 1996, Dickerson intended to return to IU to pursue a Ph.D. However, she was convinced instead to talk to BMW first.

"BMW was one of the first companies to pilot these new environmental laws," said Dickerson.

The BMW environmental director's initial offer was for her to stay for a couple of months to see how things operated. After she was hired out as a contractor, Dickerson was offered a permanent position in the environmental department. One of her primary tasks was to implement environmental management systems into BMW's international sites (primarily South Africa, the United Kingdom, and the U.S.).

After four-and-a-half years in the Corporate Environmental Group, Dickerson moved to the Innovation Management Group, where she steered this pre-development process within the production division. Not only did she move to more engineer-oriented responsibilities, but she also had to shift her focus, "from short-term to long-term."

While she was adjusting herself

within BMW, an event occurred that touched a little too close to home: 9/11.

When asked about the reaction in Germany, Dickerson described the feeling as "shock, sadness, but absolute support. Fear was not as prevalent in Germany as it was in the U.S."

It was at this point that Dickerson knew she wanted to return to the U.S. Although Germans were very supportive and stuck by President Bush as he went to war in Afghanistan, Dickerson became homesick. After two years in pre-development, she was transferred in 2004 to the BMW Manufacturing Corporation in Greenville, South Carolina—the only BMW production facility in the U.S. She is currently responsible for long-term production strategy and structural planning.

Dickerson's journey has come full-circle, geographically speaking. Now

The overall atmosphere of a German workplace is more direct, which can be construed as rude sometimes.

that she is back on American soil and still enjoying the benefits of working for one of the foremost automobile companies in the world, she has had time to reflect on the differences in the job cultures

of Germany and the U.S.

One of the first things she grew accustomed to in Germany was the significant amount of vacation time.

"I was shocked and joyful when I found out that everyone gets six weeks of paid vacation," said Dickerson.

Six weeks of vacation would seem like a glut of free time in the U.S., but Germans not only seem to use every day off they receive, they also earn every bit of it.

"Germans are some of the most well-traveled people in Europe, if not on Earth," said Dickerson. "During

(Continued on page 7)

Rejection of the EU Constitution: The “Fall of Europe”?

By Beate Sissenich, Assistant Professor, Department of Political Science

All 25 member states must ratify the EU Constitution, either via a parliamentary vote or in a referendum. No country has made more headlines than France thus far. With its referendum scheduled for May 29, surveys indicate that the majority of voters intend to reject the document. Elite proponents of the Constitution face the strategic dilemma of addressing both left and right voters in building support for ratification.

The objections to the Constitution are wide-ranging and often capture general dissatisfaction—with the state of the economy, the inaccessibility of the 465-article document, the absence of clearly identifiable left-right positions in the integration project, the perceived risk of an impending European super-state driven by radical neo-liberalism, the devaluation of national parliaments, the

fast pace of enlargement, and Turkey’s accession. Few voters in any member state are likely to have read the document.

Former Commission President Romano Prodi sees a French “no” vote leading to “catastrophe” and to the “fall of Europe” (*Financial Times*, 5/25/05). What exactly is at stake? Economically, a French “no” might increase uncertainty about Europe’s commitment to a strong euro and prompt an interest rate increase by the European Central Bank, possibly hurting the European economy and leading to a withdrawal of foreign investment from the new member states. While the new Constitution contains an exit clause that allows each member state to leave the Union, a French “no” vote might remove one of the principal engines behind European integration. Of course, there is a history of popular

rejections of European treaties: The Danes required two referendums on the 1992 Maastricht Treaty before accepting it with several opt-out clauses, while the Irish rejected the 1999 Nice Treaty in a first referendum but accepted it later. Chances are, therefore, that a “no” vote would send an important signal to political elites and to markets, but would not mean the end of the Constitution, much less the end of European integration. The EU might be forced to muddle through with the existing treaty framework, which lacks transparency and is increasingly unwieldy in an enlarging Europe. As it stands, member states have until 2006 to ratify the Constitution and governments may choose to hold multiple referendums until they are satisfied with the outcome.

Croatia’s Accession Conundrum

By Ryan Mainhardt, WEST MA student

In March 16, 2005, the European Union announced the delay of accession talks with the Republic of Croatia until Croatian officials were able to demonstrate full cooperation with the International War Crimes Tribunal for the former Yugoslavia (ICTY). Based on the opinion of Chief Prosecutor Carla del Ponte, Zagreb had not put forth its best efforts to apprehend General Ante Gotovina. Gotovina is wanted for his participation in Operation Storm in 1995, which was responsible for killing and displacing several thousand Serbs from the Krajina region of Croatia.

The EU is basing its decision on conditionality, a clause relatively new to EU enlargement. Besides having to satisfy the 1993 Copenhagen Criteria which outline political and economic requirements, nations

hoping to join the EU also must satisfy certain case-by-case conditions. In Croatia’s case this means full cooperation with the ICTY via delivering Gen. Gotovina to The Hague.

Why is the EU taking a hard line with Croatia when some arguably more serious human rights violations are taking place within its own borders? The main reason seems to be establishing a precedent for the rest of the former Yugoslav republics. If the EU allows Croatia to begin negotiations with one outstanding war criminal, what reason would they give Serbia for not beginning negotiations in the future despite having *nine* outstanding war criminals? The EU argument is that they would lose most of their leverage in the future if they mishandle Croatia now.

The EU, however, is not united on this issue, with strong dissent coming from the likes of Slovakia, Slovenia,

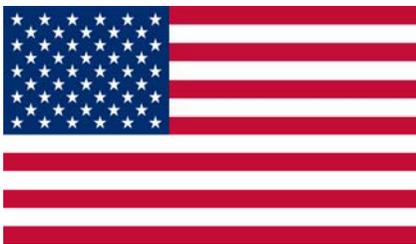
Austria, and Hungary. They argue that the ICTY is biased and punishing all Croats by giving a vague definition of “full cooperation.” Croatia should not have to suffer based on one person. Public favorability of EU accession in Croatia has recently dipped below fifty percent. Could the EU’s recent decision drive Croats toward complete disinterest and disenchantment?

Croatia will get one more chance to begin negotiations. The EU is sending a monitoring team to Zagreb who will decide independently of the ICTY’s opinion as to whether they are fully cooperating. If the decision (scheduled to be delivered in May) is favorable, Croatia can expect to begin negotiations in June. If negotiations are once again delayed, who knows when Croatia’s next chance will come.

Western Islam Lecture Series Round-up

By Ryan Mainhardt, WEST MA student

 West European Studies recently co-sponsored the Western Islam Lecture Series with guest speakers Dr. Yvonne Haddad of Georgetown University and Dr. Shireen Hunter of the Center for Strategic and International Studies in Washington, D.C. The series highlighted current problems the Western world faces in integration. The following summaries were written from notes taken at each guest speaker's lecture.



Dr. Yvonne Haddad: "Are Muslims a Threat to the United States?" (March 23, 2005)

After September 11, 2001, the study of Muslim culture increased in the United States in an attempt to understand Islam. Before 2001, the study of Islam was not in great demand. People were aware of the Muslim population and that was about it. Islam itself, however, has a long stigma of tyranny dating back to the founding of the U.S.; Thomas Jefferson equated Islam with despotism and the abuse of women and wanted to create a republic in direct contrast with the Islam he had heard about. He thought about Muslims in the same way the Bible described them—almost subhuman.

More than two hundred years later, one could argue that the image of Islam in the U.S. has not improved. After the Oklahoma City bombing in 1995, Congress passed the Anti-terrorism Act justifying racial profiling at airports. This law enabled incarceration with so-called "secret evidence." The more recent Patriot Act allowed authorities to incarcerate

without this secret evidence. Both laws discriminated against Muslims, especially in the wake of 9/11.

The recent history of the stereotypes of Muslims in the U.S. has shifted over time, but has always remained threatening. During the 1970s, Muslims were perceived as "oil sheiks," threatening the U.S. economy with the oil embargo and the increase in gas prices. The perception changed to "terrorists" in the 1980s, albeit not in the post 9/11 sense of the term. During the 1990s the stereotype shifted to that of a "green menace," when Arabs and the Muslim world came to be the enemy of the West. Finally, after 2001, Islam became associated with evil motivated by religion. The concept of "evil" was the greatest threat of all because it was an attack on morality, not simply tangible items.

Caught up in this process are the American Muslims. Before 9/11, American Muslims had created a society within the U.S., with their own mosques, social services, and means with which to deal with community issues such as shelters for Muslim women. Before 9/11, American Muslims felt relatively comfortable; after 9/11, the community censored itself and social services ceased to exist. The second generation of Muslim Americans became caught in the middle. If they returned to the homeland of their parents they were still American, yet in the U.S. they were not fully American.

Islam's image is unjustified; it was originally devised as the "middle" religion between Judaism (which places emphasis on a person's earthly domain) and Christianity (which places emphasis on the next life and spirituality), not as an extremist group. This is lost in the U.S. perception. The government has become contradictory in its message about Islam. Before 9/11, the U.S. officially promoted fundamental Islam, and now fundamentalism is

evil. The question that remains for Muslim Americans is whether they need to repair their own image or whether it is the government's responsibility to differentiate between the Islam we saw on 9/11 and the American Muslim community at large.

Dr. Shireen Hunter: "Europe's Muslim Challenge" (April 20, 2005)

Islam in Europe poses similar yet different problems from those in the United States. The European image of the Muslim world used to be that of exotic visions from *1001 Arabian Nights* or of a far away foreign vacation destination. That perception has changed with the influx of Muslims from former colonies and as a result of economic hardships in their home countries. Nowadays Islam is in the collective face of Europe, a perceived real challenge.

Between fifteen and twenty million Muslims currently populate Europe with most inhabiting France, Ger-



many, the United Kingdom, and the Netherlands. The mass migration to Western Europe came in waves, first as guest workers to Germany (mostly from Turkey), and then as a result of turmoil in their own countries. Single men started bringing their entire families, and during the economic downturn of the 1960s and 1970s it became increasingly difficult for Europe to absorb the influx of new immigrants.

The current focus on the Islam
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Islam *(Continued from page 6)*
population is integration rather than assimilation. Europe must focus on not only economic integration (which begins with education), but also cultural and emotional integration, the latter two of which seem to be the most difficult, especially for devout practicing Muslims. So-called “cultural” Muslims have a less difficult time integrating because of their looser definition of what it is like to be Muslim.

European nations are just beginning to address this issue at the national level, although due to recent events the willingness to interact is not high. As a whole, European nations are caught up in an identity crisis. Because of the expansion of the European Union, the existence of a single currency, the growth of a “European” identity and the globalization of the economy, citizens of European nations are gradually losing their identities as Germans, French, Dutch, Spanish, etc. Adding to those challenges is the integration

of the Muslim population. The European demographic is becoming less homogeneous. Europe is being led further away from being a collective population of white Christians to a more diverse mixture of all races, religions, and creeds. There is a growing concern among some circles



of the “Islamicizing” of Europe, however this notion is extremely farfetched at the moment.

The European Union is struggling over whether to include text about their foundation in Christianity in the EU Constitution. The current 25 member states are predominantly Christian, but with the growing

population of Muslims and the possible inclusion one day of Turkey, the EU will have to take a more secular approach to lawmaking and public addresses. A Christian stance would undermine the future accession of Turkey and, in the distant future, Bosnia-Herzegovina, (both predominantly Muslim countries) as well as alienate some 15-20 million Muslims within current EU borders, with more on the way.

Another issue affecting the future of Islam in Europe is the election of Pope Benedict XVI. What will his stance be toward the growing Muslim population in Europe? Will he view it as a concern or will he cooperate with Muslim leaders? Will he support Turkey’s accession or will he condemn it and promote the European Union as an exclusively Christian club?

The Islam “problem” has not been thrust upon Europe, but now more than ever Europeans must find a way to coexist in a changing environment.

Dickerson *(Continued from page 4)*

the month of August, every business seems to shut down.”

“You might get the impression that they (Germans) don’t work as hard as we do, but that is simply not the case,” said Dickerson. “When Germans are at work, they are concentrating on work. They are always in meetings, working on something, or negotiating something.”

Dickerson said that in Germany, there is not a lot of built-in nonproductive time; when at work, Germans are fully engaged for long periods of time. It is typical for Germans to work ten-hour days, and younger people often work for twelve hours, paying their dues to the company.

The overall atmosphere of a German workplace is also very different from that in the U.S., one that Dickerson said was more direct, “which can be construed as rude sometimes.” In reality, Germans are not rude, they are just more efficient in giving direction and/or expressing

disappointment, compared to the “kinder, gentler” U.S. environment (for instance, asking rather than telling a person to do something). This was something that Dickerson became used to while working abroad. She also explained that even if two people were in a confrontational situation at work, it would not carry over into their personal lives. Business and personal matters are strictly stratified.

Re-acclimating to the U.S. was not all that difficult, but there were a couple things Dickerson noticed were different.

“I see people all the time in parking lots and at the airport, and people will be sitting in their car with the engine running,” said Dickerson, adding that such an act is illegal in Germany. “I am shocked by the blatant lack of mindfulness about wasting resources in this country.”

She also observed that the U.S. is not the same country as when she left in 1995. We live in a more fearful state than ever, blaming this on the

events of 9/11 and the current government administration. And although she may not agree with government policies, she sometimes found herself defending U.S. policy to Germans.

“The Germans stuck by us when we went to war with Afghanistan, but we lost their support before the war in Iraq,” said Dickerson. “Up until Iraq, most Germans would say they love America. They still think of the Marshall Fund and the pop culture imports. Most Germans really loved the U.S.”

Even though Dickerson now lives and works in the U.S., Germany is never that far away. Her current position enables her to travel to Munich every ten weeks for company meetings. She has managed to come home and be closer to her friends and family and also stays in touch with an exciting part of her post-graduate life. The pieces continue to fall in her favor.

“I have the best of both worlds.”

A Pocketful of Europe: Taking WEST out to Play

By Katy Balma, WEST Outreach Activities Coordinator

This semester, WEST outreach went twice to Bloomington's Binford Elementary, once for the annual Lotus Blossoms World Bazaar, and again for a presentation on two West European cultures to Ms. Julie Vander Pluym's fifth-grade class.

The World Bazaar was the final event in a week of Lotus Blossoms' world culture performances, which aimed "to bring world music artists and educators to schools in Bloomington, Indiana, and surrounding areas, to help nurture an understanding of cultural difference." WEST's annual participation in this event ensures that thousands of Indiana students learn about Western Europe

The game was one of the most popular activities at the bazaar, so popular that WEST staff almost ran out of chocolate euros! Students came back two and three times to the WEST table, many of them just to talk about their countries of origin. "Berlin! I know where that is! I'm German," began one student. Another student boasted that he spoke Italian at home. It soon became clear to us that the importance of our efforts was not just that we were able to bring a little bit of Europe to local students, but that those students who already had a European connection might also connect with our center.

This mutual connection was highlighted again in Ms. Vander Pluym's

Mediterranean knick-knacks.

Among the topics discussed were differences between Italian and American schools, how Spaniards and Italians greet and part, and what it is like inside the Moorish castle

"In this class [alone], eleven languages are spoken fluently."

Alhambra. Students were anxious to ask questions about the Italian and Spanish languages and talk about their own cultural heritages in relation to Spain and Italy.

The cultures represented by the group were many. "In this class [alone], eleven languages are spoken fluently," Ms. Vander Pluym said of her students. Another student boasted that she could read Arabic. When the presentation was over, students volunteered to help me carry my barrage of objects out to my car, asking me language questions all the way.

"How do you say, 'how are you?' in Spanish and Italian? How do you say, 'thank you' and 'you're welcome'?"

Grazie, gracias, and a million thanks to all Binford students, who made WEST outreach such a rewarding part of the job.



Ms. Julie Vander Pluym's fifth-grade class at Binford Elementary demonstrate how Italians stick out their tongues.

in an interactive, interdisciplinary context where the focus is on having fun as much as learning.

This year's WEST activity at the World Bazaar was a lively and colorful game of West European Bingo, complete with culturally authentic props and pieces. Students played for postcards of West European nations and cities (which they collected and cashed in for chocolate euro coins at the end of the game) and learned the names of countries and capitals in the process.

fifth-graders listened intently as I described the places I had seen while instructing them to open maps and pass around photos. They smiled and giggled at the Italian pop music I played, enjoyed a scoop each of hazelnut-chocolate spread—a favorite Italian after-school snack—and browsed a wide array of cultural artifacts I had brought, including a change purse full of euro coins, a deck of Neapolitan cards, a stack of Spanish children's books and Italian board games, and various other



Happy Anniversary



Cyprus



Czech Republic



Estonia



Slovenia



Slovak Republic



Hungary



Latvia



Poland



Lithuania



Malta

EU Enlargement!

May 1, 2005