As the semester comes to a close, we pause to recognize the many accomplishments of West European Studies affiliated faculty and students. The past several months at West European Studies has been a frenzy of applications for the various awards and fellowships granted by WEST. Each year WEST awards Foreign Language and Area Studies (FLAS) Fellowships to exceptional graduate students to study a foreign language. Summer faculty grants are available for research, curriculum development, and language acquisition. Curriculum development grants are also available for middle and high school teachers. We are pleased to announce our fellowship and grant recipients for the summer and upcoming academic year (see page 15). Sincere thanks to the faculty committee members for time spent giving careful consideration to each application.

West European Studies will also celebrate the graduation of several students in the coming months: Paul Pass, MA (March 09); Meghan Goff, MA (May 09); Alison Behling, MA/MPA (Aug 09); Tia Trueblood, MA (Aug 09); Matthew Carlton, MA (Aug 09). We wish all our graduates the very best in their future endeavors!

Soon to follow graduation celebrations, we are preparing to welcome our incoming MA class for Fall 2009. WEST is happy to invite seven new admits to the Master of Arts in West European Studies Program with interests and experiences as diverse as Western Europe itself.

In addition to the awarding of fellowships and grants, planning and preparation is well underway for the many summer programs sponsored by the Center. The Summer Language Teacher Workshop for French, German, and Spanish teachers, is scheduled for June 19-21, 2009. This year’s theme is Incorporating Music in the Language Classroom where we will explore how the idea of multiculturalism and the pluralistic identities of Europe are embodied in European popular music. During this three day hands-on, interactive workshop, educators will develop lesson plans in their target language highlighting the cultural diversity of Europe. SPACE IS STILL AVAILABLE! Please contact west@indiana.edu to register. Immediately following this workshop is the International Studies Summer Institute (ISSI) also on the Bloomington campus hosted by the Center for the Study of Global Change. This one week program brings together educators across the world to discuss current global issues.

Also in the final stages of planning for this summer, are the concurrent Summer Dutch Institute (SDI) and National Institute for Summer Scandinavian Studies (NISSS). Students may enroll in introductory and intermediate language instruction and cultural study for Dutch, Norwegian, and Swedish. Through participation in this summer intensive program, students will gain one year of language study in 8 weeks. Classes begin May 11th — SPACE IS STILL AVAILABLE!
WEST EUROPEAN STUDIES—INDIANA UNIVERSITY

WEST EXCHANGE
(Cont’d)

Yet another exciting event this summer is the EU in the 21st Century study abroad trip for graduate students and exceptional undergraduates. This course, jointly organized with SPEA, and sponsored by many different units within the university will focus on the opportunities and challenges faced by the evolving European Union and its member states. Amanda Smith will accompany 10 students to France for two weeks in May. Seminars will be conducted at the prestigious École Nationale d’Administration (ENA), in Paris. The course prepares students for advanced studies or professional careers in the international arena. Students benefit from hands-on experience with real policy issues in seminars with high-profile public and private executives, policy makers, and faculty. The faculty leader for the course will be David Pitts, Assistant Professor of Public Policy in the School of Public Affairs at American University.

In addition to planning a very busy summer, WEST has helped sponsor many lectures and outreach activities this Spring semester. A few highlighted events have included a panel discussion “Transatlantic Perspectives on Law, Security and Power: A German/American Dialogue on NATO’s 60th Anniversary,” the Model EU simulation at IUPUI, and the lecture and play “Corpo di Stato” with Italian actor and author, Marco Baliani. WEST also participated in two community outreach events: the annual Lotus Blossoms and the Multicultural Fair at Batchelor Middle School.

Also this Spring, WEST helped sponsor of the first ever World Language Festival coordinated by the Center for Language Technology and Instructional Enrichment held on the IU campus. The purpose of this event was to introduce high school students to the vast opportunities available at IU for the study of foreign languages and cultures. More than 70 interactive presentations, led by IU faculty and students offered to the nearly 350 high school students, teachers and parents from approximately 15 Indiana high schools who took part in the event. Finally, WEST, with support from 3 other Title VI centers (Caribbean & Latin American, Inner Asian & Uralic, Russian & East European) organized a 3-day workshop on ACTFL proficiency testing for LCTL instructors as a follow up to the workshop offered in 2007. Workshop participants, representing nearly 20 LCTLs on the Bloomington campus, indicated they gained a greater understanding of proficiency based teaching and assessment tools.

Perhaps most important this semester has been the initial planning stages in preparation the Center’s new Title VI grant proposal due in early fall. Many of the education and outreach activities performed by WEST is the product of $1.8M grant funded by the US Department of Education. We are nearing the end of the current four-year grant cycle and have our attention tuned to new ideas and opportunities for collaboration. Your comments and suggestions are welcome and encouraged.

WEST is always happy to pass on information about conferences and events taking place at IUB. We also love to hear news of our alumni accomplishments. If you have an exciting story to share or would like to learn how to be more involved with our Center, please do not hesitate to contact us. We look forward to hearing from you!

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Thank You!
to the dedicated WEST
Graduate Assistants 2008-2009
Alison Behling
Tia Trueblood
Chris Walsh
Ryan Weeks
Luke Wood

APRIL 2009
Since the mid 1990s, Western Europe’s political right has gained broader public appeal. France, Austria, Belgium and the Netherlands have witnessed an increase of right-wing electoral politics and charismatic, attention-grabbing politicians. The inability of Western Europe to cope with assimilation, labor issues, declining birthrates, and Islamic extremism, have pushed the popularity of right-wing political platforms and leaders to positions of prominence in some nations, even though the presence and influence of right-wing parties in these countries is not a new phenomenon.

At its broadest, Right Wing refers to reactionary and conservative economic, religious and/or social political views with an emphasis on tradition and national identity. However, the societal and temporal context in which these ideas unfold translates to many different interpretations of what right wing actually means. Whereas right-leaning parties in the past, in the Classical Liberal sense, typically supported economic freedom and laissez-faire policy, now nationalism and financial instability has led some right-wing parties to favor economic protectionism and stronger and more viable domestic industries and business. Still, Western European right-wing parties favor domestic economic growth via protectionist tariffs and private property rights; a variety of traditional cultural and family values; less power and decision-making accorded to the European Union and other international organizations; and anti-immigration policies.

Three of Western Europe’s prominent right-wing parties to gain prominence and attention over the past decade were Austria’s Freedom Party under Jörg Haider, France’s National Front under Jean le Pen, and the Netherlands’ Party for Freedom under Geert Wilders. In Austria, the FPÖ’s key platform points emphasize less EU participation in Austria and restrictions on Austrian citizenship law. In the 1999 general Austrian Election, the party gained 27% of the vote, forming a coalition government with the People’s Party. This caused much consternation and disagreement within Austria and Western Europe. Indeed, the leaders of the then-14 other EU Member States called for an end to cooperation with the Austrian government, seeing the new Austrian coalition as “extremist” and therefore contrary to the Union’s “cordon sanitaire” that had been in place in Western Europe since 1945. Likewise, in 2002 the Front Nationale (National Front) leader Le Pen came second in the election for French presidency. This was a source of shock and embarrassment for many French at home and abroad. Le Pen, while being branded by most media sources as “far right,” asserted instead that he was “economically right-wing, socially left-wing, and nationally French.” He strongly criticized the other mainstream parties in France for their failure to cope with France’s many social and political issues. Le Pen’s stance and rhetoric, which many observers labeled as xenophobic, were severe enough for the Freedom Party of Austria to distance itself from him as well.

The Netherlands entered the international limelight with the assassination of the controversial politician and public figure Pim Fortuyn in 2002, who was labeled a far-right populist but strongly objected to this label. After his death, there was a rise in right-wing political consciousness and action. Indeed, major changes in the Dutch political environment overall after his death arose, in that all of the major parties developed more stringent immigration platforms; and discussions on immigration and integration problems among the greater Dutch public became more common, as well. Two years later, in 2004, film director Theo van Gogh, a friend and supporter of Fortuyn’s and the director of the film Submission, was also assassinated. These events opened new dialogue and discussion on immigration and Islam in the Netherlands, with protracted episodes of violence between Muslim and Christian communities. The assassinations of these two prominent and outspoken figures and general developments in world events make the Dutch political scene much more polarized today than ever before – specifically, questioning the viability and success of its self-proclaimed “multicultural society.” These new debates call into question the current status and character of the Dutch national state, and its centuries of openness and tolerance.

Currently, Geert Wilders and the Party for Freedom represent the main voices of the Dutch Right. Polls show that the Party for Freedom is the most popular parliamentary party and could gain as much as 21% of the national vote. Like Le Pen, Wilders is firmly against the general setup of the Dutch political system of multi-party coalitions, and he blames this setup for promoting cultural relativism. Wilders also wrote and commissioned a short film called Fitna, which is heavily critical of Islam in the Dutch context and highlights Islamic extremism. The film is highly controversial internationally and has led to debates and discussions on free speech worldwide.

Today, Western Europe strives to portray an image of openness, multiculturalism, and tolerance for religious, cultural and ethnic differences. But are right-wing (or far-right-wing) movements, especially on anti-immigration, anti-Muslim, and anti-terrorism issues, a reaction against individual countries’ own pasts, or more a factor of larger European or world-wide economic, cultural, and demographic changes? And where might the next prominent, or in the eyes of some observers problematic, breakouts of right-wing parties occur in Western Europe? These are potentially critical future issues to consider for the next generation.
Professor Hannah Buxbaum, who joined the Indiana University Maurer School of Law in 1997, has had an internationally focused career both academically and professionally. After obtaining her J.D. from Cornell Law School, she studied at the Ruprechts-Karls-Universität in Heidelberg, Germany, receiving an LL.M. degree. Subsequently, she joined the New-York based law firm of Davis Polk & Wardwell, where she practiced primarily in the area of global capital-market transactions, spending two years at the firm’s Frankfurt office. These opportunities abroad have helped shape Buxbaum’s research interests: German/US Comparative Law, International Law, and the private enforcement of competition law in both the United States and the European Union. Within these fields, Buxbaum focuses primarily on conflicts of regulatory jurisdiction, comparative civil procedure, and the private litigation of anti-trust claims. “I was originally interested in legal developments in post-World War II Germany,” Buxbaum explains. “During the occupation period, the US and its allies implemented new competition laws in Germany. It was interesting to study the country’s transition from a pro-cartel system to an anti-cartel system, and later the development of private enforcement of competition law.”

Contemporary developments in Buxbaum’s field include ongoing conflict within the European Union over attempts to develop mechanisms that will strengthen the private enforcement of regulatory law. “In the past,” Buxbaum explains, “the EU depended on public administrative regulation in areas like competition law and consumer protection. Now the EU is turning more to private litigation. There is resistance by many member states, including Germany, to what is perceived to be a move toward a more American form of private litigation, which may bring with it the more entrepreneurial form of lawyering that we have here.”

Buxbaum has authored more than twenty publications and scholarly articles. Here are a few of the most recent titles:


**Competition in the Private Enforcement of Regulatory Law**, in ECONOMIC LAW AS AN ECONOMIC GOOD; ITS RULE FUNCTION AND ITS TOOL FUNCTION IN THE COMPETITION OF SYSTEMS (Karl M. Meesen, ed.) (Sellier, 2009 forthcoming)


Professor Buxbaum is also the recipient of a number of awards, including the following titles: CIC Academic Leadership Program Award (2007-2008); the Indiana University Leadership Development Program (2007); Alexander von Humboldt Foundation Research Fellow (2005-2006); Louis F. Niezer Faculty Fellow, (2007-2008); the Trustees Teaching Award (2007-2008); and many others. In addition to her positions as Professor of Law and Associate Dean of Research at the Maurer School of Law, Professor Buxbaum also sits on the Advisory Committee for West European Studies at Indiana University.
WEST FACULTY SPOTLIGHT
Professor Michele Facos

After working as Acting Assistant Curator in the Department of European Painting and Sculpture at the Brooklyn Museum, Michelle Facos began her teaching career at Case Western Reserve University before coming to Indiana University in August of 1995. Since then, Facos has published three books and numerous academic articles pertaining to topics ranging from bathing practices in 19th century Sweden to the ways in which Norwegian and Swedish schoolbooks inculcated national identity during the period 1840 to 1940. Facos holds both Master’s and Doctorate Degrees from the Institute of Fine Arts at New York University. She is a member of the Department of History of Art.

Facos works primarily with art from the nations of Norway, Sweden, and Denmark during the 19th century, particularly art that reflects the waves of nationalist sentiment that swept over the European continent during the 1880s and 1890s. “19th century nationalism,” Facos explains, “was found in everything: music, art, and literature. I am interested in how 19th century artist searched for and discovered a visual language to express the conflicts surrounding their national life. For instance, at first glance nearly all European landscape painting looks alike, but closer investigation reveals historical narratives with enormous political, personal, and social implications.” Facos explores “landscape” in terms of its “bio-mystical-interconnectedness” to the national consciousness. That is, the ways in which nation-building has been perceived as connected to the soil, as something organic, natural, and a part of the land.

Professor Facos’ most recent book, Symbolist Art in Context, explains how and why art in the late 19th century shifted from a description of the world to an expression of ideas about the individual’s experience in the world. What unites all of her research is the ways in which works of art can be used to illuminate our understanding of the past; “art objects function as visual texts that provide important historical information,” says Facos. Professor Facos’ current work is interdisciplinary and centers on the role played by Swedish Jews in the shaping of Swedish national identity in the years around 1900 and on the ways in which Enlightenment values fostered creative innovation in late 18th century Copenhagen. Facos teaches courses on 19th-century art in the School of Fine Arts at Indiana University, Bloomington where she serves as Associate Professor.

Opportunities to work, teach, lecture, and study abroad has greatly enriched Facos’ research, and language acquisition has been central to these pursuits. Training in Swedish, French, Norwegian, Dutch, German, Danish, and Italian have allowed Facos to access both people and documentation in foreign settings. “Language acquisition has been essential,” Facos explains, “it has allowed me to read and study original materials and primary documents. Knowledge of foreign languages has made my research possible. It has also opened doors both professionally and socially.” Facos has lectured at universities in the United States, Sweden, Norway, and Denmark. “Having an interest in the politics of identity has allowed me to engage with more audiences at home and abroad and develop a more nuanced understanding of contemporary issues pertaining to ethnicity and the problems facing immigrant communities in the United States and in Scandinavia,” says Facos. “Wherever I am, I think I may spend more time with foreigners and ethnic minorities than I do with others,” she joked.

Professor Facos is a part of numerous professional organizations: Alexander von Humboldt Association, the British Association of Art Historians, College Art Association, Historians of German and Central European Art and Architecture, International Society for the Study of European Ideas, and the Society for the Advancement of Scandinavian Studies. On the Indiana University campus, Facos is engaged with 18th Century Studies, 19th Century Studies, West European Studies, International Studies, and Landscape Studies.
Recently I attended a week-long European Spring Institute in Prague sponsored by the Czech Center for Public Policy. One of the central discussions of the conference focused on the positive and negative aspects of the European Union as it faces Eastern enlargement and integration. Of particular interest to me is the effect that this enlargement has on the extent to which Western European Member States identify themselves as “European,” particularly those in which I have lived and studied extensively: Germany and Northern Ireland.

European identity is already somewhat of a fragile concept. Definitions of “Europe” as a whole, and “Western Europe” in particular, are often foggy and difficult to describe in concrete terms. It is generally accepted, however, that a common European heritage with roots in the Graeco-Roman tradition, Middle Ages, Renaissance, and Enlightenment; typical European characteristics, such as prosperity and free trade, government with civil liberties, and academic and artistic freedom; diversity of languages; and religion are several aspects inherent in the creation of a European identity. The EU’s motto itself stresses “unity in diversity,” a simultaneous amalgamation and diversification of cultures among member states. The danger in this European identity which the EU seeks so fervently lies in the so called “over-identification” of culture, leading to an aggressive and negative attitude toward those whose cultures do not comply with an idealized version of ‘Europeanness’. Many Western members doubt the “Europeanness” of their Eastern neighbors. Due to a fear that EU membership of Eastern European countries would dilute its Europeanness, these immigrants have become “the other” for European identification.

The 1993 Treaty on European Union with its claim of marking “a new stage in the process of creating an ever closer union among the peoples of Europe” in reality epitomized the concept of exclusion in regard to non-member nations and peoples who nevertheless consider themselves European. An economic and political European space was created by measures such as “European citizenship,” in which citizens of EU member states automatically and through no choice of their own became citizens of the Union. This European citizenship acted as a classificatory device, categorizing people in terms of boundaries of inclusion and exclusion. Citizenship entitled each citizen of a Union country to a European passport as well as European license plates and driver’s licenses, and passport controls were relaxed or abolished altogether between EU member-states.

The cultural side of citizenship is, however, more difficult to embody. A collective European identity could not be built on language, religion, or nationality without the emersion of division and conflicts. Symbols including a European anthem, European flag, and European currency, as well as educational exchanges, town-twinnings, and even European sports teams were created to enhance the popularity of this elite European club within its own population. Nevertheless, the promotion of this Euro-centric culture is seen by many EU citizens as a threat to their own national identities, and despite insistence from EU officials that European integration must be a natural process, these cultural exchanges seem to be imposed from above.

One particular sticking point for many “Western Europeans” is the addition of countries in which a majority of citizens are of non-Christian faiths. I experienced this myself while living and studying in Germany. It is estimated that nearly 2.5 million people of Turkish origin are now living in Germany, and a great separation exists between the living and working areas of Turkish Muslims in Germany and the native German population. I witnessed a similar phenomenon during my time studying in Northern Ireland, where Polish immigrants are often made to feel unwelcome. Although this is more of a cultural distance than a religious one, the gap created is akin to that of Turkish migrants in Germany. There are said to be as many as 30,000 Polish people in the small country, and many see this as a threat to their national and local identities. So although the EU may have opened borders to workers from the East, Western Europeans have yet to open their minds and their hearts to welcome these new residents and their cultures.

It is clear that even without the challenge of the addition of more member states to the Union, a European identity which pertains to and is accepted by all citizens of the EU has yet to be named. As Europeans often define themselves by what they are not, what happens when this changes? Will the new Europe develop a new “other,” or will the Eastern nations in the club who are still considered inferior, continue to play this role? The latter possibility seems likely, as Western European countries seem as of yet unable to push beyond their limited frame of reference in redefining “Europe.”
Yiddish is a non-territorial High German language of Jewish origin spoken throughout the world. Yiddish is written in Hebrew characters, which separates the languages from others like it. The language originated in the towns and boroughs of the medieval Rhineland in what is now present day Germany. From there, the language spread into Eastern Europe and Russia as Jewish communities found opportunities and immigrated further and further east. Today, the language remains central to Orthodox Jewish communities around the world, most notably in Western Europe, the United States, Canada, Australia, and New Zealand. For these communities, the language is important not only to education but also to religious and spiritual life.

Yiddish was the native language of millions of Jews living in Western Europe. The course of World War II and the subsequent pogroms against Jewish communities in Germany, France, Italy, Poland, and the Czech Republic reduced the Yiddish speaking population to only a fraction of what it previously had been. Despite the lasting effects of the Holocaust on West European Jews and the great dispersal of Jews to Israel, the United States, Canada, Australia, and New Zealand, there remains a remnant of Yiddish speakers in Western Europe. Ultra-orthodox and Hassidic communities in Belgium, Great Britain, Switzerland, France, and Germany retain the language through numerous media publications in major European cities such as Antwerp, Paris, and London.

The Yiddish language has experienced somewhat of a rebirth in the past 50 years in both the United States and in Western Europe. Yiddish language and cultural study has come forth as a major academic field for research and scholarship at major universities such as Harvard, Yale, Oxford, Trier, Dusseldorf, and Munich. Large conferences for the International Society for Yiddish Studies are held annually in locations throughout Europe and North America attracting multi-disciplinary audiences and membership from fields such as Literature, History, and Germanic Studies. It should also be noted that Sweden was the first European nation to include Yiddish as a national language and Yiddish scholarship enjoys funding from the national government.

Understanding the role of the Yiddish language in Jewish communities in the Western world complicated. Like any other, Jewish society is a complex mixture of beliefs, practices, and perspectives. Major debates occur within Jewish circles about the role of religion, politics, and language. There are those who prefer the use of Yiddish as opposed to Hebrew in order to distance themselves from contemporary Zionism. Likewise, there are others still who use the language at home and grew up using the language with their parents and relatives for everyday communication purposes.

The Department of Germanic Studies at Indiana University is among a handful of institutions where one can find instruction in the Yiddish language. The courses are headed by Dr. Dov-Ber Kerler, a Professor of Germanic Studies. Dr. Kerler teaches both introductory and intermediate Yiddish language as well as corresponding courses on the history and culture surrounding the language’s use. Summer Yiddish instruction is also available at Indiana, New York, and summer sessions in Lithuania. “I seek highly motivated students,” Dr. Kerler explained “students who are dedicated and disciplined.” Yiddish language instruction under Dr. Kerler has attracted numerous students from all fields including Art, Retail, Management, Germanic Studies, Literature, Linguistics, Medieval Studies, and Jewish Studies.
French continues to be a major world language for international diplomacy, trade, banking, security institutions, literature, art, and culture. The French language is represented on nearly every continent in over 54 countries with an estimated 90 million native speakers, 190 million who use the language secondarily, and an additional 200 million who have acquired the language through study or travel. French is also among the major languages taught and studied at Indiana University with a variety of courses, research and study-abroad opportunities, and accredited faculty who represent nearly all forms of spoken French including Québécois French and various French Creoles.

Dr. Margaret Gray is Associate Professor of French at IU-Bloomington and former Resident Director of Academic Program in Aix-en-Provence, France (2004-05, 2007-08). Dr. Gray’s primary research interests include the 20th century French novel, including what Dr. Gray referred to as the “non-hexagonal novel,” that is, novels written in French by French speakers who represent France’s former colonial holdings in Asia, Africa, the Caribbean, and North America. In recent years the Francophone world has witnessed an explosion of literature from around the French-speaking world. “Although there remains a debate as to what the corpus should be named,” explained Dr. Gray, “it remains explosively dynamic, taking a good percentage of the French literary awards in recent years.”

Dr. Gray focuses on what she called “the dynamics of display.” “Novels as a literary device employ certain tactics to entice their audiences; to seduce or solicit a certain response from readers. I am interested in how novels ‘displace’ the reader, that is, how the novel acts as a destabilizing work which challenges the reader’s perceptions” Dr. Gray said. Within the French-speaking world there remains a tension between the ‘new’ literary artists and their counterparts in France. Much of the literature produced in former French colonies has been very popular in France, yet it is debated whether or not the language employed by Caribbean or African writers is actually French. France has a long history of enacting legislation and protocol to protect its language from outside interference and from the borrowing of foreign words. Yet, the French language establishment cannot deny the impact of new novelists on French literature and are thus in an awkward position when it comes to determining what is and what is not French literature. Furthermore the ongoing presence of French language and literature produced by non-European French speakers demonstrates the shifting dynamics of contemporary France. Within past decades, France has become home to large immigrant populations. “These citizens are born and raised in France,” Dr. Gray explained, “yet, their heritage remains other; they represent the hybridization of contemporary France and the infusing of communities still connected to their origins with French culture. The result remains something that is still very French, but defies traditional understandings of what France is.”

France remains at the center of the Francophone world and Paris serves as the language’s commercial, political, and publishing hub. With the influx of immigrants and the wide-spread global use of English, France struggles to maintain the purity of its language. “They’re fighting a losing battle,” Dr. Gray explained, “through the intensification of globalization—including for example the impact of American cultural production; the Americanization of the French language is very prevalent in contemporary vernacular, both spoken and literary.”

The study of French is encouraged by Dr. Gray as the language is host to a “rich, vibrant, and fascinating literary tradition.” France has been central to the production of intellectual and literary discourses for centuries with many prominent thinkers and philosophers of French nationality. The intellectual impact of France on Western Europe and the rest of the world is truly evident. Dr. Gray also elaborated on the practical aspects of acquiring the language, pointing to its prevalence in nations around the world and its continued use in nations where English is less commonly used. Indiana University is home to many resources for students studying French with courses on literature, French civilization, history, and linguistics. Dr. Gray teaches courses ranging from introductory undergraduate courses to graduate seminars on 20th century literature. “No matter what the students’ needs are, “said Dr. Gray “we can more than meet them. Whether they are interested in literature or civilization, our courses and faculty offer a wide range of opportunities and possibilities.”

In addition to teaching, Dr. Gray is a member of the WEST Advisory Board and the recipient of several awards including the Instructional Development Grant (IU, 1998) and the Teaching Excellence Recognition Award (IU, 1998). Dr. Gray has also published many studies on French literature and French literary history.
Belgium has been central to West European life since the medieval ages. With a simple walk through downtown Brussels, one is readily exposed to the magnificent and beautiful architecture of the city—its palaces, cathedrals, and homes—which signify the wealth, power, and prestige that Belgium enjoyed for many hundreds of years. Even today, the nation remains a global import/export giant, not to mention its tremendous industrial output, labor mobilization, and centrality to global finance, banking, and trade.

Belgium is, in many ways, a divided nation. It is comprised of three major ethnic groups divided between the three languages of the area—French, German, and Flemish. For much of its history, these ethnic differences did not pose a problem. The peoples of Belgium lived in peace and prosperity with one another. In the 19th Century, Belgium, like most of Western Europe, experienced waves of nationalism; but the linguistic and cultural disputes did not amount to real conflict.

Today we see a rise in linguistic nationalism in Belgium. In addition to Belgium’s complex mixture of ethnic Germans, Walloon-French, and Flemish, the nation is experiencing many problems surrounding immigration. Since the 1960s Belgium has drawn large numbers of Turks and Moroccans. The situation in Belgium reflects not only the broader European issues of social, political, and ethnic inclusion but also Europe’s deepening issues with large populations of foreign labor.

Christine Ogan, Professor Emerita from the School of Journalism and the School of Informatics at Indiana University works within the context of these issues—exploring concepts of communication and how immigrant populations in the Netherlands and Belgium use the internet, radio, and television in order to build social capital within their communities.

In Belgium, the largest populations—the Walloon-French and the Flemish—remain largely separate. The two groups have their own universities, their own cultures, customs, languages, and histories. Professor Ogan taught at the Catholic University of Leuven in Flanders, in a small university town. “I was astonished to see that most all of the students at the university were Flemish. Not one ethnic Walloon was to be found in my class. As time went by, I soon learned that Belgium was not one country, but two,” Ogan explained. “The only location that I saw much evidence of bilingualism was in official institutions or at the train station. Aside from that, there was no sign of the French-speaking and Flemish-speaking groups living side-by-side.”

The behavior of the ethnic groups within Belgium perhaps influences the way these groups deal with the large influx of foreign workers. For the past 50 years, Belgium has taken in a large number of foreign workers from Turkey, Eastern Europe, and North Africa. These groups remain largely excluded from Belgian political, economic, and social life. These groups retain their native languages, customs, and religion; however, many are Flemish or French speaking.

In 2006 and 2008 Professor Ogan worked in the Low Countries, studying issues related to the integration of Turkish and Moroccan populations. “Tension between local national groups and foreign labor has increased, especially as Europe has moved away from multicultural policies toward integrationist policy,” Ogan explains, “…so many things are about perception. It’s all about how these groups view one another. Europeans cannot help but stereotype groups with whom they have limited contact. Yet this stereotyping is spilling over into larger geo-politics such as the admission of Turkey into the EU.”

Belgium is a quiet, almost sleepy destination for European and North American tourists who enjoy Belgium’s fine coastlines, quaint medieval cities, and wide selection of local beers. Yet underneath the surface of this self-touted “fully integrated” European state lies a whole host of issues. These social and political problems have only been exacerbated by the economic recession of 2008-2009 and with the collapse of three Belgian governments since 2007, it is still unclear if Belgium will find the political consensus needed to cope with the rising ethnic tensions.

Click here for a discussion on Language Politics in Belgium

Image: der Spiegel
Last month, I attended an international workshop at the University of Michigan entitled “Towards a European Higher Education Area: the Bologna Process and Beyond.” Scholars of European higher education from across Europe and the United States convened in Ann Arbor to discuss the progress of the European Higher Education Area and its implications for issues such as integration, quality assurance, equity and access in higher education. The appearance of such a conference in the United States confirms the relevance of Europe’s education initiatives, and West European Studies at I.U. has also taken note of the changes taking place across the Atlantic.

With the goal of enhancing worldwide cooperation in higher education at the forefront of its mission, the Bologna Process is understood as the course of action taken by European ministers of education towards the creation of a common EHEA. The Bologna Process began with the commitment of 29 ministers to restructure their systems of higher education with the aims of facilitating mobility and cooperation amongst the signatory countries. Nearly a decade later, the 46 countries have signed on to the join in the processes of creating converging systems of higher education. It is important to note that the EHEA goes beyond the borders of the European Union, with countries such as Russia, Iceland, Montenegro and Azerbaijan working towards the common framework.

While the Erasmus Program is a popular example of the benefits of student mobility and a shining reason for making credit transfers more easily understood across national boundaries, the Bologna Process intends to replicate these benefits to faculty members and researchers. However, as institutions are experiencing greater fiscal and managerial autonomy, the role of a faculty member in the EHEA can be quite diverse across countries. To highlight these changes, as well as the contrasts to American higher education, the West European Studies Center recently co-sponsored a roundtable discussion with the School of Public and Environmental Affairs and the Department of Political Science entitled “Preparing for the Professoriate in Europe.” Designed to offer graduate students a chance to discover what they may expect as a faculty member of a European university, the roundtable discussion comprised three panelists with general expertise in Spain, the Netherlands and Germany: IU Emeritus Professor Robert Agranoff from SPEA, Professor David Lowery from the University of Leiden, Netherlands and Associate Professor Luise McCarty from the IU Department of Educational Leadership & Policy Studies, respectively. The panelists agreed that, despite the trends in convergence among universities across Europe, there exists quite a difference among the professoriate across nations. As the panelists reflected, making generalizations about the duties of a European faculty member proved to be very difficult.

Although a single European professoriate has not yet emerged from the converging efforts of the Bologna Process, understanding national differences can provide insights for aspiring faculty members. I had the chance to catch up with panelist Dr. David Lowery before the roundtable. As a native Hoosier and former faculty member at the University of North Carolina, Lowery has first hand experience with the differences between the American and Dutch system of higher education. Lowery has spent the past five years at the University of Leiden, the Netherlands’ oldest and arguably most prestigious public university. Although the differences in the university system and the hierarchical nature of the Dutch system seem much different from the U.S. at the moment, Lowery agreed that the higher education reforms in Europe are beginning to influence the professoriate.

While the term internationalization is the buzz word amongst higher education scholars discussing the European reforms, certain aspects of the reform could easily be synonymous with Americanization. For the professoriate, the hierarchical nature of gaining success is slowly changing to a more meritocratic system of tenure, à la the American system. At the moment, the Dutch and German systems uphold a chain of command in which securing a rank higher than the equivalent of ‘junior faculty’ could take a lifetime. While PhD students in any American system will generally choose their own research topic, students in both the Dutch and German systems will often be writing their dissertation around the research interests of their faculty advisor.

As higher education systems continue to converge, cooperate and compete across the globe, the affects of the Bologna Process remain to be seen. Now a decade in the making, the evidence for student mobility and credit transfer is promising. For faculty members across the European Higher Education Area, the duties and responsibilities may be revamped to include greater cross-national cooperation or a stronger demand for publications or grants.
West European countries are host to numerous minorities. These groups identify themselves by their distinct religion, ethnicity, race, gender, sexual orientation, disabilities, immigrant status, etc. and most are characterized as ‘disadvantaged’ by socio-economic and political criteria. Recurring riots, violent backlashes and increasing religious extremism demonstrate that the accommodation of minorities is a pressing issue for West European governments. One of the intriguing questions is whether minority political representation matters for peaceful resolution of social conflicts. To this end, I investigate the dynamics of minority political representation in British local government and focus on the political experiences of Muslim city councilors in London. There are approximately sixteen million Muslims living in Western Europe, and about 2 million reside in Britain alone.

In order to examine the issues of descriptive versus substantive (effective) representation, I conducted in-depth interviews with 20 Muslim leaders, political activists, and city councilors in London. The goal of this research was to analyze political experiences of Muslim city councilors across London boroughs, their platforms, whether or not their presence helps reduce conflict at the local level, and impact of party politics on their performance.

Currently, there are no policies in place in the U.K. that explicitly addresses the lack of effective representation of minorities at the local level. The U.K. has also not adopted any form of institutionalized action to address the underrepresentation of women or ethnic minorities at the national level. On the other hand, all public authorities are bound under the Human Rights Act 1998, and have to act compatibly with the European Convention on Human Rights. Also, certain public agencies were founded to tackle issues of discrimination. Most relevant is the Equality and Human Rights Commission that was established by the Equality Act 2006, and came into being effectively on 1 October 2007. It assumed the responsibilities of three former commissions: the Commission for Racial Equality, the Equal Opportunities Commission and the Disability Rights Commission. Its responsibilities also expand beyond these former commissions to cover discrimination based on age, sexual orientation and religion or belief, as well as human rights.

My research revealed that local Muslim political representation facilitates the acquisition of services for Muslim citizenry, yet performance of Muslim elected officials is contingent upon institutional constraints, in particular strong party whip.

The British political system is characterized by the responsible party government model. In this model, “what matters for defending the interests of the poorer, less-educated sectors of society, women and ethnic minorities is getting policies accepted by parties which defend their interests” (Norris and Lovenduski 1997, 186). Also, this model creates a political structure where parties are responsible for political recruitment process and agenda setting and policy formulation at both the local and the national levels. Hence, the focus of representation is the political party rather than the individual representative.

Specifically looking at the role of parties at the local level, Copus (2004) argues that British local government is party-based government where “local representation has been reduced from broad ideals of citizen empowerment and involvement to a narrow focus on party loyalty and party interest” (10). Moreover, British political system is characterized by strong party discipline. Even though decisions are made in the council through a general vote, councilors vote as a party bloc, hence decisions taken in the party group usually dictate the outcome. (Continued on next page)
My research has also confirmed the findings of these scholars. Muslim politicians suspect that during the recruitment process, major political parties evaluate whether a candidate would cause the party to lose votes or would breach party discipline. ‘Party persons’ who conform to the leadership’s views, and please all the local and national veto players, are more likely to make it to the ballot. Still, parties give some leeway to candidates in close races in which dissent from party policy could allow the candidates to win. Party activists from all three parties suggested that they also allow Muslim candidates in unwinnable and marginal districts to speak their mind and contradict party platforms in the hope of shoring up party support in those districts with large minority populations. The parties achieve local gains and incur no commitment costs because the candidates are not likely to get elected. Party discipline, peer pressure and the threat of retaliation generally prevents them, with few exceptions, from advocating on behalf of minority rights and positions on foreign policy, even if they wish to do so. Indeed, many Liberal Democrats and Respect councilors are far more outspoken on issues of Muslim civil rights and the British misadventure in Iraq than most Muslim elected officials in Labour and Tories (Sinno and Tatari 2008).

Muslim minority representation benefits British Muslims, but in complicated and mixed ways. The benefits on the local level can be summarized as follows: issue advocacy, guidance with how to lobby for their interests, obtaining local services in a more effective manner, and higher levels of political involvement through connections with elected Muslim councilors. On the other hand, certain factors obstruct the effective representation of Muslim interests. Party discipline generally prevents them, with few exceptions, from advocating on behalf of minority rights and positions on highly contentious issues (such as foreign policy), even if they wish to do so. It is likely that Muslim councilors would become more outspoken as they consolidate electoral support, develop strong networks within their parties, assume government and party leadership positions, and increase in numbers (Sinno and Tatari 2008).

Muslim representation in the Labour or the Conservative Parties currently does not help Muslim minorities as much as it could. The leaders of Labour and the Conservatives may want to provide their Muslim councilors with more autonomy if they wish to attract the Muslim vote and have their Muslim candidates gain greater legitimacy among minority constituencies. Britain would benefit if Muslim Labour and Conservative elected officials become effective representatives of their minority constituencies, and are empowered to effectively institutionalize conflict resolution at the local and national level.

Cited Sources


‘Speaking Freely?
Language Policy in Western Europe’

WEUR W-405 Special Topics in West European Studies
GEOG-G306 Geography of Current Issues
Summer Session I with Jason Siegel

Is France’s policy to have 40% of music played on radio stations be in the French language a much-needed tool for cultural preservation or a brazen attack on freedom of expression? Is English really corrupting other languages, or is it just part of a natural cycle of borrowing words and structures? Do the Germans have a responsibility to teach Turkish immigrants in German so that they learn the national language or in Turkish so that students learn the fundamental concepts for education throughout their lives? Is a common national language really necessary to ensure the survival of a state? And could Belgium really break up over language issues?

In this Summer Session I class, you will explore, and possibly answer these questions and others by studying language policy and planning. A wide variety of nations, from small countries like Luxembourg and Malta to larger nations like Spain and Germany, will be examined in order to appreciate the importance of a diversity of obstacles and approaches. You will start with a general introduction to the field, move on to overviews of certain countries, and finally look at themes such as economics, business, immigration and religion, regionalism, foreign policy, and political correctness.
The Indiana University Libraries, Bloomington, contain 6,793,441 bound volumes. This collection of bound volumes is the largest in the state of Indiana. The Libraries collect materials in many formats, ranging from books and journals to digital images and online databases. The collections include, among other items, 7.4 million manuscripts, 665,883 maps, 253,835 sound recordings, 3,000 historical films, 3,669,655 microforms, 36,302 archives and manuscripts (in linear feet), 15,802 print serial subscriptions and 54,344 electronic serial subscriptions. The Herman B Wells Library, with its double towers of Indiana limestone, is the visual center of the multi-library system and primarily supports the disciplines of the humanities and social sciences. More than 4.6 million volumes are contained in this building.

Especially noteworthy are the collections that support IU’s international and area studies, including interdisciplinary research collections related to West European Studies. The West European Studies Collection was started to support the interdisciplinary study of post-World War II Western Europe. The aim was to bridge the study of languages and the humanities with study and research in IU’s social science departments and professional schools. Since the 1960s, the collection has aided in furthering the study of sociopolitical change, business, and policy as it affects Western Europe. The local collection has been complemented by the European Union (EU) Depository collection since 1963.

The primary strength of the collection is in the area of European integration and enlargement, regionalism, gender and ethnic studies, educational reform, as well as national politics and social life of the European Union member countries. The collection is also quite strong in the areas of European citizenship and nationalism. More recent collection priorities have included monetary policy, migration, immigration and asylum policy, international human rights, and religion and politics.


The government publications collection is a depository for documents of the United States government and the United Nations. Also collected are materials from a number of other West European organizations, including the Council of Europe and NATO. The holdings also include a number of League of Nations documents; British, French, and German parliamentary records dating back to the 19th century; and extensive holdings of government publications from many European countries.

IU Bloomington’s Law Library maintains a foreign law collection, and the Business/SPEA Library has an extensive collection of research materials in international business, environmental issues and institutions, civil society development, and more. IU’s world-renowned Lilly Library houses numerous rare books, letters, manuscripts, and first editions of many major European figures.

The Wells Library maintains a Subject Specialist in West European Studies, Bob Goehlert, with 35 years of experience who is responsible for collection development and research assistance. After receiving his PhD and MLS from Indiana University, he began his career as the Subject Specialist for Economics and Political Science in 1976. Since that time, his duties expanded to include Criminal Justice, Global Studies and West European Studies. His principle areas of expertise are collection development and management, collection evaluation and analysis, and reference and research. He has taught Collection Development and Management in the School of Library and Information Science. He also taught a course on Special Libraries at the University of Zagreb and on the Indianapolis campus of the School of Library and Information Science. He published numerous reference books dealing with American politics, especially the Congress and Presidency. He had a long time interest in Australia, having worked there in 1984. He maintains a bibliographic database about the Commonwealth Parliament which is archived by the Pandora Project. He has also done two digital library projects involving the publications and photographs at the Archive of the League of Nations in Geneva. As a political scientist Goehlert developed and taught two courses focusing on the concept of the American Dream, one looking at the concept as part of the fabric of American life and the other as it is projected abroad.
“Did you want me the way I am?” “Is God watching us right now?” “Do rocks feel pain?” “Do you have to keep promises?” “Where is Grandpa now, and where has he gone?”

We’re all quite familiar with questions like these. As children we asked them ourselves, and later in life children have asked us in turn. Such deep questions, indeed, are a normal part of childhood and learning about the world beyond oneself. But what do the answers we give children, and how we give them, mean beyond the immediate replies; and what can we as adults learn from these answers, too?

Wolfram Eilenberger engages this topic by using twenty oft-posed children’s questions as an easily readable and accessible, yet still serious, introduction to the philosophy in living our adult lives in his latest book, Kleine Menschen, Grosse Fragen (Little People, Big Questions). Eilenberger is a professor of philosophy, freelance author, and correspondent for the German monthly magazine Cicero. He has taught at Indiana University since 2008 with the International Studies program: currently on International Perspectives on Culture and the Arts, and in the future, on International Perspectives on 20th Century Global Sport.

Recently Eilenberger shared his thoughts about the inspiration and process behind Little People, Big Questions, and about ties between the “big thoughts” of philosophy and the way we live our lives every day. Eilenberger says that the idea for this book first originated with the death of his father when his daughter asked him at bedtime, “Where’s Grandpa now?” He found this a simple commonsense question terribly difficult to answer – “in fact, NO human being can answer it,” he says – but he also still felt that his daughter was entitled to some kind of satisfying reply. After this, he began to look out for and collect similar simple but metaphysical questions from his children, and he used these questions to think about the connections between philosophical thoughts and their applicability to our daily activities. The book addresses not only how to educate our children, but more importantly, “how to educate ourselves as adults using philosophy.” This is also at the core of his larger body of work, through which Eilenberger hopes to contribute to “educating the people who educate our children” on how to think about life, ourselves, and our places in it.

Although he enjoyed the entire book and process of writing it as a whole, some chapters are indeed closer to his heart than others. These include the last chapter discussing “Where Grandpa is now?” about death and ideas on afterlife; the chapter “Are we still friends?” about whether a child and a parent can still be friends past a certain age, and what kind of friendship can this be; and the chapter “Did you want me the way I am?” about very complex, ethically and morally challenging questions about genetic design, abortion, and the discretion left to parents today in deciding what kind of child they want. Eilenberger also asked himself why adults aren’t as similarly curious, or “nosy,” as children. As he states, “They just stop asking these questions at some point in life, but why? Most likely it’s not because they found the answer; rather, were they frustrated by the complexity of the question?”

When asked if there was anything difficult in the process of writing the book, he pointed to the challenge with the dialogue. He says, “The greatest difficulty was finding a voice for the child that would be convincing and realistic, but complex enough to be interesting to adult readers.” He sees these dialogues, which occur in each chapter and frame the philosophical issues and debates, as “exemplary” models of possible exchanges between an adult and a very alert and smart child – an “idealized, nosy 6-year-old,” for example. He further discusses his disappointment that presently many people consider philosophy a purely academic project. He strongly disagrees, stating: “I think it’s very practical and should take place in the market place, like with Socrates in the beginning, asking ‘how should I live?’ Fear of philosophy is completely unnecessary; it’s an activity for everyone!”

Eilenberger was first attracted to philosophy by the “power of words, and how words have a capacity to renew your perspective on your own life.” As he explained, “if you read Kafka one evening and wake up next morning in a different way, the use of those words shows you possibilities not clear to you before. The theories and thoughts are so complex and interesting, that you start to see your own life in a different way.” He began to ask himself: “How do words do that?” and believed that philosophy was the best field and medium in which to try and figure this out, and teach himself how to change his perspectives on his own life using words. Eilenberger hopes that the book conveys to its readers the message to take children’s questions seriously, and use them as a springboard to include connections to philosophers and philosophy into your everyday experiences. These questions lead you down into the very fabric of your own life, which is exactly what philosophy should do.
Incorporating Culture in the Language Classroom: Exploring Cultural Identity Through Music

An interactive workshop for Junior High & High School teachers of French, German, and Spanish

June 19-21, 2009
Indiana University Bloomington Campus

Join us this summer for our third annual teacher workshop. Designed for junior high and high school teachers of French, German, and Spanish, this hands-on interactive workshop will guide you in developing lesson plans that provide students unique insights on European cultural identity by using the target language and exploring the music and cultures of Europe. Teacher-scholars from the IU Ethnomusicology Institute and the Jacobs School of Music will talk about approaches to using music to explore the cultures of your target language. Particular emphasis will be given to youth cultures. Special performance and presentation by Chris Smith, IU alumnus and well known musicologist! Participants will work with fellow language teachers to develop creative and engaging lesson plans. A non-refundable registration fee of $25 will cover your 2-night stay at the IU-Bloomington campus. Participants are encouraged to think about music they would like to use and to submit CDs or web links to WEST prior to the workshop or bring them in June.

Workshop may be taken for one IU graduate credit hour
Certification Renewal Units (CRUs) available
Registration limited to 45 participants
$25 non-refundable registration fee will cover lodging, all materials, meals and snacks
Travel reimbursement of up to $100 available to all participants

Registration Deadline: extended to May 15, 2009

For questions please e-mail west@indiana.edu or phone (812) 855-3280

WEST STUDENTS, FACULTY, and K-12 TEACHERS
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Stephen Fafulas
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Kris K allemeyer
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On April 2, the West European Studies Center and the Department of Economics hosted Vincenzo Quadrini, an economist from the University of Southern California, for their Economic History Workshop. Dr. Quadrini has done extensive work on globalization, financial integration, and common monetary policies. I sat down with Dr. Quadrini to get his take on the current state of affairs in the European Union.

Dr. Quadrini promptly laid out a classic economic dilemma that is the topic of some of his most recent work: to tax or not to tax. Really in this case, the EU faces a dilemma unique to their economic union: to coordinate tax policy or not to coordinate tax policy. By coordinating tax policy, member states can and will tax businesses more. According to Dr. Quadrini coordination of tax policy comes with the real threat of inordinately high taxes and ultimately a loss to society.

The other option for the EU is to let individual member states decide what taxes should be imposed on businesses. This will result in a free market where individual member states compete to attract firms by lowering taxes within their territory. This phenomenon has been demonstrated by Ireland, which due to its boom in business has been dubbed the “Emerald Tiger.” The problem is that by lowering taxes, governments will not be able to provide the same social services which their citizens expect.

Dr. Quadrini offers the following solution to the dilemma. The EU should not coordinate tax policy across nations but rather should permit tax competition to exist. However, in order to avoid lowering taxes too much, while still providing an attractive environment for businesses, member states should offer incentives to businesses in the form of services. These services include providing health insurance for workers and educating the populous. Thus member states will not only create a better environment for businesses but will also help John Q. Public (I think the “Q” stands for Quadrini).

As for the future of the European Union, Dr. Quadrini believes the EU must be prepared to answer many more questions of coordination. He believes some regulation should occur at the centralized level (such as environmental policy), other regulation should be left to individual member states. With the Irish people set to cast a potentially deciding vote on the Lisbon Treaty, establishing a so-called “European Constitution,” in October, questions of coordination and integration loom large. While Dr. Quadrini is a strong supporter of European integration, he is fearful that the new constitution will lead to fiscal policy coordination. He warns that the EU must work hard to strike the elusive balance between integration and competition.
As the 27 member states of the European Union (EU) become more integrated, it is increasingly important to view the EU as a single actor. Through the common market, the single market, and the euro, the 27 member states have transferred many of their traditional economic powers to EU institutions, creating the world’s largest economic area of 500 million citizens worth $18.5 trillion in 2008. Some American commentators argue that given its size, a more integrated EU will increase its economic power relative to the United States, as the EU could increasingly speak with one voice on international trade issues, and the EU economy will probably remain larger than the American economy. European integration has some marked benefits for Indiana and all states, as it simplifies transactions across Europe.

With the signing of the Treaty of Rome in 1957, six European countries agreed to form a customs union, eliminating tariffs on trade between the members and setting common customs duties on outside imports. Thus, Indiana exporters must deal with only one set of customs duties regardless of EU point of entry. As a result, the European Commission gained the power to set a uniform custom rate, “common commercial policy,” meaning that member states have a diminished power in controlling tariff rates. The EU’s administrative arm, the European Commission, also represents the member states in external trade matters; thus the EU speaks for all 27 countries at the World Trade Organization (WTO) and in bilateral trade talks with the United States.

The single market is the core of the modern EU. Initiated in 1986 with the Single European Act, the single market ensures the free movement of labor, capital, goods, and services within the European Economic Area (EEA), which is comprised 27 member states and the three members of the European Free Trade Area (EFTA). In addition, Switzerland has many bilateral agreements with the EU covering some of the same facets of the EEA. Like the North American Free Trade Area (NAFTA), the EEA guarantees that goods and services produced in one member country can seamlessly move to another. A Hoosier firm can build a factory in Germany and sell its products in 30 European countries. The single market also lowers the price of inputs of production for European firms, making European goods less expensive. However, the main component of the EEA—the single market—does much more than facilitate free trade. The European Commission has used the Single European Act to justify its efforts to increase transnational harmonization in health, safety, and environmental policy.

In 1999, 12 members of the EU swapped their national currencies for the euro, and since then, four more countries have joined the Eurozone. The euro makes it possible to use the same currency in transnational transactions across the single currency area, facilitating the free movement of capital across the regions. In addition, the euro reduces transaction costs for companies, since firms no longer have to convert currencies among the euro members and worry about unpredictable changes in exchange rates. In addition, the euro has helped accelerate European financial integration, and it is now easier for banks and service firms to operate across the EU. As a result, the use of the euro has skyrocketed, as it now represents one-third of all foreign exchange transactions.

European integration is good for American businesses. However, it is important for Hoosier businesses to be aware of the effects of integration in order to know how to take advantage of its benefits. For instance, Indiana firms have to deal with only one set of customs regulations when exporting to multiple countries in Europe, and transactions can now be in Euros instead of the previous multitude of national currencies. Thus, EU integration is helping facilitate international trade and investment and thus globalization.

European Economic Groups

European Economic Area (EEA): A single market composed of the EU and the European Free Trade Area
European Free Trade Area (EFTA): Three countries that are members allow free trade with EU, but are not members of the EU.
Eurozone: The 16-member block that uses the Euro as currency.
In December, the European Union created a multinational naval force, known as EU NAVFOR ATALANTA (Operation Atalanta), to deal with piracy off the Horn of Africa. The EU’s first naval squadron, Operation Atalanta operates under UN mandates and its mission is to protect World Food Program vessels delivering humanitarian assistance to East Africa and secure the sea lanes in the Gulf of Aden. While the task force’s composition has changed throughout its mandate, warships and aircraft from Western European countries such as Greece, France, Spain, Germany, Italy, and the United Kingdom have participated in the operation, while Sweden, Belgium, the Netherlands, and non-member Norway promised to send ships. EU NAVFOR has been active, as French, German, Greek, and Spanish warships have engaged pirates off of the Somali coast, marking a change from the EU’s traditional peacekeeping role.

Conducted within the framework of the European Security and Defence Policy (ESDP), Operation Atalanta is another example of the EU’s continually expanding role in common security issues. Since the Maastricht Treaty created the Common Foreign and Security Policy (CFSP) in 1991, there has been a conflict within the EU, as some see the ESDP as a compliment to NATO, while others see it as a vehicle to eventually replace the United State’s dominance in the transatlantic institution. One of the first attempts to create a military force within the ESDP was the Eurocorps consisting of 60,000 men, which was actually formed within the both the EU and NATO frameworks. Eurocorps forces have participated in peacekeeping operations in Bosnia and Kosovo and have commanded forces in northern Afghanistan. In 2007, a purely EU military force became operational, the European Union Battle-groups (EUBG). The EUBGs do not share the dual EU/NATO framework like the Eurocorps, as they are under the direct command of the European Council, like the Atalanta force.

Both the EUBGs and the EU NAVFOR are efforts to create independent EU forces, there is still not a clear distinction from NATO forces. This is because the EU must depend upon member state military contributions for the mission, and many EU member states also contribute to NATO’s Rapid Reaction Force (in many cases the same units are assigned to both because these are the most easily deployed units). Thus, when NATO transferred command to the EU in peacekeeping operations in Bosnia, the same soldiers remained in Kosovo, and simply changed their insignia and the authority to which they report. A similar situation exists with Operation Atalanta, as two of the main contributors to EU NAVFOR, Germany and Spain (which currently commands the Atalanta task force), also have ships in the NATO flotilla in the region. On the other hand, EU states that have a history of strong transatlantic ties, such as Portugal and the Netherlands have committed man-of-war to the NATO task force, but not yet to the EU force. This problem of multiple forces competing for the same resources is particularly acute at the command and control level; for instance both Operation Atalanta and the NATO task force have operation headquarters at the same naval base in the United Kingdom.

Member states providing naval resources to both a NATO and an EU force operating in the same region is only the latest example of the complex ties between NATO and the EU, and this spider web will probably not become any simpler in the near future. One of the leading proponents of a EU defense policy is France, but France rejoined NATO’s military command in March 2009, ending its absence after President Charles de Gaulle withdrew the French military from NATO in 1966. President Sarkozy stated that it was time to rejoin NATO, as France was already the fourth largest contributor of troops to NATO missions, but France did not hold any major command positions. As the result of France’s return to NATO, it is expected to receive NATO commands in Norfolk, Virginia and Lisbon, Portugal. Supporters of both organizations have felt threatened by France’s reintegration into NATO. Many transatlantic skeptics see France’s return to NATO as a method to “Europeanize” NATO and then destroy it from within to the benefit of the European Security and Defence Policy. However, many Europeanists worry that France’s reintegration into NATO will have the opposite effect—one of the engines of the ESDP will place a higher priority on NATO at the ESPD’s expense.

It is possible that neither of these outcomes will occur, but instead both NATO and the ESDP will benefit from France’s reintegration into NATO. NATO could gain stronger support from the French, since France is now receiving all of the benefits of being full NATO members, which will reassure other NATO members who support strong transatlantic ties. At the same time, the French presence in NATO could strengthen the ESDP by reassuring NATO’s members that the two can complement each other. Thus, NATO and ESDP could both become stronger through increased integration, allowing them to take on new roles, such as Operation Atalanta.