



# West European Studies

DECEMBER 2010

**WEST EXCHANGE:** AMANDA SMITH  
ASSOCIATE DIRECTOR

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The fall semester has been a busy one for WEST. Throughout this newsletter and made further evident by our website and additional publications, you will find that those affiliated with WEST are taking on new and exciting projects.

A look at the activities taking place this fall reveals a strong focus on language pedagogy and language proficiency testing. IU language faculty, administrators, and testing specialists are working collaboratively toward the goal of greater consistency in language assessment practices across European languages taught at IU. In addition to these meetings, WEST was represented at the annual ACTFL conference in Boston, and following the conference eight IU faculty participated in a four-day Oral Proficiency Interview training workshop. See page 5 for details.

Fall is also a busy time for student recruitment. Recruitment activities for AY 2011-2012 are in full swing including visits to many of the top universities in the region. So far, we have a strong pool of applicants for the MA degree program, and every week we are receiving new inquiries as the January 15 deadline approaches.

In addition to the academic program, WEST is actively engaged in community outreach activities. This fall, WEST representatives attended the annual Multicultural Fair, International Fair, and the Indiana Foreign Language Teacher Association's annual conference meeting with many community members and area teachers. Additionally, WEST has launched a very successful videoconference program for classroom teachers. See page 8. These events allow us to interact with the community and share the resources we have available to promote knowledge and cultural understanding of Western Europe with teachers, parents, and students. New grant funding from the European Commission will allow us to offer additional programming for outreach audiences including K-12 teachers and students, business and government leaders, and the general public. See page 7.

Plans are already underway for our summer programming, which will include the biennial Summer Dutch Institute and our annual summer language teacher workshop. New this summer, Modern Greek will be offered as part of SWSEEL. See page 11 for advertisements and web links for more information about each of these opportunities.

As the year comes to a close, we ask you to consider making a financial contribution to WEST. Donations are needed now more than ever. Online giving is easy. Find the GIVE NOW button on the WEST homepage.

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# FACULTY UPDATES

**GENE COYLE** had his article on WW II espionage, “John Franklin Carter: Journalist, FDR’s Secret Investigator, Soviet Spy?” selected for publication in the spring 2011 issue of *International Journal of Intelligence and Counterintelligence*, which comes out this month.

**ROY GARDNER** recently received a letter of commendation from the Russian Ministry of Education and Science.

**ESTHER HAM & BIENEKE HAITJEMA** as team “Double Dutch” developed an online course for second-year students of Dutch, offered six classroom courses in Dutch language skills as well as topics courses in Dutch civilization and culture, and will host the Summer Dutch Institute on the IU campus in summer 2011.

**FRANK HESS** published an article on rap music in Greece titled “American Form, Greek Performance: The Hip Hop Poetics and Politics of the Imiskoumbria,” which appears in *Language(s) of Global Hip Hop*, edited by Marina Terkourafi (London: Continuum, 2010). He also organized and served on the Program Committee for the 3rd Biennial Workshop on Modern Greek Language Teaching, which was hosted by WEST in Bloomington on November 12-13. Additionally, he has been appointed as the chair of a panel that will establish curriculum standards for Modern Greek language programs at North American universities.

**NICOLAS VALAZZA** published a French edition of the novel *Venus in Furs* by the Austrian writer Leopold von Sacher-Masoch.

# ALUMNI UPDATES

**ALISON BEHLING** Alison Behling will be moving to Guangzhou, China early next year for her first posting as a Foreign Service Officer. She was assigned to a consular position in Guangzhou and has been in training in the Washington DC area since March, now nearing the end of nine months of Mandarin language training. She is scheduled to arrive in Guangzhou in early February 2011 and will be stationed there for two years.

**MATTHEW CARLTON** is working as a Human Resources Specialist at Volkswagen Group of America (VWGoA) in his hometown of Chattanooga, Tennessee.

**LAURA MEYER** is Vice President of Business Development for a British software company, Kallik, Ltd. She also provides intercultural training for executives transferring to Europe from the US and vice versa. Laura is also on the board of a multicultural theatre, Silk Road Theatre Project, which showcases playwrights of Asian, Middle Eastern, and Mediterranean backgrounds in the heart of downtown Chicago.

**PAUL PASS** ran an October educators’ workshop on the European Union in downtown Houston. Almost 90 participants and presenters came from around Texas to learn how to integrate EU studies in their classrooms. Presentations focused on cultural identity, the Treaty of Lisbon, the euro, and the EU Neighbourhood Policy. Paul Pass is education outreach programs officer at the World Affairs Council of Houston.

# STUDENT UPDATES

**RICHARD BARRETT** helped coordinate “Music, Liturgy, and Beauty in Orthodox Christianity.”

**DAVID BOYLES** is hosting a series of French language instruction video conferences with Lanesville High School in Lanesville, IN.

**BETHANY DUSSEAU** developed and is presenting a popular presentation on winter traditions in Scandinavia to K-12 schools throughout the country.

**PATRICK GILNER** has been applying his pedagogical training to develop syllabi designed to educate students in the comparative history of European nations while also conducting pre-dissertation research.

**JULIANNA KOKSAROVA** traveled to Belgium and England to meet with representatives of the European Commission and humanitarian non-profit organizations in order to carry out research interviews as part of her Ph.D. dissertation.

\*\* All updates are self-reported. if you have an update you’d like included in our next newsletter, please email us at west@indiana.edu\*\*

# From Prosperity to Austerity: Europe and Economic Crisis

by Professor Timothy Hellwig

In the past twenty years, the world economy has experienced frequent booms and busts. The adverse effects of this volatility, however, have not been distributed evenly. In the early 1990s, for example, Mexico risked default on its foreign debt. Currency swaps and loan guarantees engineered by the Clinton Administration prevented adverse spill-over effects. The late 1990s saw the Asian financial crisis, a “contagion” which began in Thailand and spread across Southeast Asia, central Asia, and eventually the Americas before a loan from the IMF eventually helped to stop the bleeding. The current economic crisis, however, differs from these and other spates of volatility in that it originated not in emerging markets but in the rich economies. It was brought on by the rapid growth in the home mortgage industry (especially high risk low income mortgages) in tandem with a relaxation in the rules governing investment banking. What began in the fall of 2008 as a financial crisis soon morphed into a full-blown economic crisis as rich democracies in North America and Europe fell into recession. In contrast, many middle-income countries in Latin America and Asia have weathered the storm comparatively well. Some, like Brazil and India, have even prospered.

So when it comes prospering (or merely staying afloat) in a global economy, it would appear that today the shoe is on the other foot. Governments in Greece and now Ireland have brokered loan and debt relief packages with the International Monetary Fund and European Union. At the time of writing, most observers anticipate that Portugal—or Greece, again—will be the next to request bailout assistance. Bond traders are now betting against the large and formerly buoyant Spanish economy. Other European economies have taken bold steps in the hopes of preventing similar collapse. In France, the National Assembly recently approved President Nicolas Sarkozy’s call to reform the pension system and to raise the retirement age from 60 to 62. The Conservative-Liberal Democrat Government in

Britain has made deficit reduction the center of its economic program, embarking on wide-ranging reforms such as public sector cuts and hiring freezes, ending child tax credits, and increasing the level of allowable tuition fees for university students. And while Germany, the traditional engine of the European economy, has fared better, this arguably is due to reforms to the labor market and benefits system put in place during the mid-2000s.

What lessons should we take from this? For one, we have learned that emerging market economies are not the only ones unable to control the behavior of financial markets.

And efforts to create a zone of stability via a common European currency have made it prohibitive for countries to manipulate interest rates to spur investment or devalue currencies to aid national industries. Second, we have learned that the financial deregulation of the 1990s was too fast and too furious. A third lesson is that in today’s capitalist economies it is the taxpayers and not the investors who will be called upon to foot the bill for risky behavior. Finally, given the

spate of neoliberal reforms, a defining feature of the postwar democratic bargain—the European welfare state—appears no longer to be viable. Or at least the conventional wisdom is that in order to reduce rates on government bonds, attract investment, and grow economies, it is necessary to rein in spending.

For students of European politics and society, the crisis world provides an opportunity to evaluate different government responses to a common stimulus. While there have been similarities in how governments have reacted, there also have been important differences within Europe as well as between Europe and the United States. What accounts for these differences, and what can we learn from them? These questions will be the focus of a conference held this coming April 7-8, 2011, on the Bloomington campus and sponsored

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Photo from <http://www.financialpost.com/most-popular/story.html?id=3081862>

# FACULTY SPOTLIGHT

by Jason Dorick



File Photo

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*Professor Estela Vieira is Assistant Professor in Department of Spanish and Portuguese at Indiana University Bloomington. She is a specialist in Portuguese literature and culture and teaches courses in Portuguese language, literature, and in cultural studies.*

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Professor Estela Vieira is a native of Portugal who came to the United States as a child, which she credits for her curiosity about the history and culture of her homeland, saying “I am much more fascinated with Portuguese history and culture than I would ever have been if I hadn’t moved.” Her status as both an insider and an outsider gives her a unique perspective. With this distance she has been able to go back to revisit Portuguese traditions and view their role outside of the country, many times finding significance and consequences that those working inside the country may miss.

According to Professor Vieira, the most exciting aspect of

working in Portuguese Studies is that it is a growing field with many areas yet to be investigated. She said, “I believe there is still a lot of work to be done in Portuguese studies, and the US still has a lot to learn about the Portuguese-speaking countries and cultures.” Portugal has for most of its history been a crossroads, with the influence of the Moors, its pivotal role in the Age of Exploration, and its proximity to Africa, Spain, and the Atlantic. This leads to what Dr. Vieira calls an inter-identity, and translates into Portugal being seen as a natural intermediary. Partly because of this inter-identity, Portugal has strong international relationships with the Lusophone world in South America, Africa, and Asia. Its ties to important new economies and the developing world from its position within the EU put Portugal in a powerful and increasingly significant position between the two worlds politically, economically, linguistically, and culturally.

Professor Vieira earned her bachelor’s degree in Foreign Affairs and Spanish at the University of Virginia. She then spent two years as an elementary school teacher in California with Teach for America. After that, she went back to Virginia for her Master’s degree in Spanish and then completed her PhD in Luso-Brazilian and Spanish/Spanish-American Literatures at Yale University in 2006. Shortly thereafter, she came to Indiana University as an assistant professor. Currently, she is teaching “Hispanic Drama,” and “Advanced Grammar and Composition in Portuguese.” In the spring semester, Dr. Vieira will teach the newly revised “Portugal: the Cultural Context,” which she redeveloped with support from WEST. In the past, she has taught a number of courses including: “Several Selves, Numerous Nations: 20th-century Portuguese Literature,” “City and Country: Portuguese Literature from the 18th to the 19th Century,” and “Luís de Camões and 16th-Century Portugal.”

In her studies, Dr. Vieira frequently does comparative work on Portuguese and Spanish literatures and cultures. Her current work is on interior space and interiority in late-19th-Century realist novels from Portugal, Spain, and Brazil. She has also done work on the Lisbon Earthquake of 1755 and its impact in culture and literature. For her next project, she is starting work on the use of dead narrators in the Luso-Hispanic literary traditions.

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**VIEIRA - Continued from page 4**

She has several current publications, including “Discovery as Mediation: Luís de Camões’s Account of the Portuguese’s Arrival in India,” *Portuguese Literary and Cultural Studies* (forthcoming); “Álvaro de Campos’s Ultimatum: An Old Recipe for a New Portuguese Poetics,” *Luso-Brazilian Review* (forthcoming 2010); “The Aquatic Unconscious: Water Imagery in Eça de Queirós’s *A Cidade e as Serras*,” *Portuguese Studies* 26.2 (2010): 168-182.; “A lição da leitura: memória e emoção em *A Morgadinha dos Canaviais*,” *Actas 20: Filologia Memória e Esquecimento* (2010): “‘Saudade’ and ‘Soledad’: Fernando Pessoa and Antonio Machado on Nostalgia and Loneliness,” *Romance Notes* 48.1 (Fall 2007): 125-133.

## Language Pedagogy & Language Proficiency Testing

by Amanda Smith

Language pedagogy and proficiency testing has been a major focus this semester at WEST. We hosted two roundtable discussions, a faculty training workshop, and a one-day conference on third language acquisition. Additionally, the Modern Greek Studies professional association and the Norwegian Teachers professional association held their annual conferences this fall on the IU campus with assistance and support from WEST and affiliated faculty. Language faculty and administrators have begun a conversation across language departments with the goal in mind of setting a common standard of proficiency for students upon graduation based on the ACTFL and CEFR scales of proficiency.



Oral Proficiency Workshop participants in Bloomington File Photo

Eight representatives were present at the annual ACTFL conference held in November in Boston. The week following the conference, WEST invited a trainer from ACTFL to conduct an intensive four-day training for language faculty on the technique of conducting oral proficiency interviews for the purpose of assessing a student’s speaking proficiency. Eight faculty representing seven languages attended the workshop December 1-4. Kelly Sax (French); Frank Hess (Modern Greek); Gergana May (Norwegian); Esther Ham (Dutch); Cesar Felix-Brasdefer (Spanish); Zaineb Istrabadi (Arabic); Colleen Ryan-Scheutz (Italian); Virginia Hojas-Carbonell (Spanish).

On December 10th, WEST hosted a workshop titled “Learning and Teaching Third Languages.” Twenty-five faculty and graduate students from six departments attended to learn from three leading researchers in the field of L3/third language acquisition. Jason Rothman (U. Florida); Jennifer Cabrelli Amaro (U. Florida); and Peter Ecke (U. Arizona) presented strategies and resources for language instructors to capitalize on student’s prior knowledge of a second language. Special focus was given to natural bridge languages such as Portuguese for Spanish speakers and bridging within Germanic languages including Norwegian and Dutch for speakers of German.

**AUSTERITY - Continued from page 3**

by IU’s European Union Center. Entitled “European Responses to Economic Crisis: Lessons for the US” Panel topics will include an overview session on comparing responses to the crisis, the consequences of the crisis for the welfare state, and the implications of the crisis for voters and parties in Europe and the US. By having an opportunity to investigate these issues in an interdisciplinary setting, we will better our understanding of the long term political and social consequences of the crisis. Panel discussions will be held in Woodburn Hall 200 and are open to the public. For more information, please contact me at [thellwig@indiana.edu](mailto:thellwig@indiana.edu).

# Competition and Integration in European Railroads

by Jason Dorick

Along the path to greater European integration, there is a constant tension between national interest and the further integration of the European Union. One of the most important and most difficult aspects of integration is the degree to which the EU is successfully able to create a common market and free trade area. An important test of that is currently unfolding in European industry, which makes the current events and shifts in policies especially notable in the bigger European picture, especially in this uncertain climate for the EU.

In accordance with the principles of the single market, European railroads have slowly but steadily opened up to privatization and competition over the last few years. The two giants in European railroading, France's Société Nationale des Chemins de fer français (SNCF) and Germany's Deutsche Bahn (DB), have been at the forefront of developing and deploying technologies that have subsequently been adopted worldwide; however, they have traditionally operated uncontested in their home markets. One of the first major examples of these changes is the LGV-Est, the high speed rail line leading from Paris to eastern France and Germany. Built with the intent to encourage Franco-German cooperation, and international competition, it can accommodate German ICE trains as well as France's TGV. The infrastructure project, accompanied by agreements to crew international trains with French and German staff, has reduced trip times and increased connections between major business, government, and leisure centers in France and Germany. A trip to Paris's Gare de l'Est today reveals a comingling of German and French trains arriving and departing to places like Strasbourg, Metz, Stuttgart, and Frankfurt.

While this initial phase of competition seems to be going smoothly, deeper rifts are forming over the liberalization of European railroads, which point to continued national self interest taking precedent over European integration, especially between France and Germany, who clearly dominate the market. The SNCF has steadily moved into

the German domestic market, and recently a subsidiary of the SNCF applied to run long distance routes between major cities in Germany. This move prompted DB to warn of a 'war' between the two companies, and they are now trying to gain commensurate access to France's interior. However, France has kept most of its domestic lines closed to international operators, a move DB protests as protectionist. France counters that the policy is necessary as Germany has not fully separated the rail service and infrastructure components of its rail network to allow fair competition. Meanwhile, Germany has been working to gain access to the Channel Tunnel, which is currently only used by the Eurostar service. France's SNCF has been a primary partner in Eurostar since its inception and is reluctant to welcome German trains. And to add to the *mêlée*, Italy's Trenitalia has also announced its intentions to seek service with its nascent high-speed service from Italy to the UK.



[http://commons.wikimedia.org/wiki/Image:Tgv\\_ice.jpg](http://commons.wikimedia.org/wiki/Image:Tgv_ice.jpg)  
German ICE and French TGV side by side in the Gare de l'Est

In addition to competition for passenger lines, there is also a fight over freight service, a sector in which DB holds a major comparative advantage. DB operates freight lines all over Europe and frequently outcompetes and outperforms the SNCF, a fact that rankles the French company and spurs protectionism. It may be tempting to take a pessimistic view of the current state of nationalistic rivalries, legislative hurdles, and political wrangling; however, it is still early in the process. The governments of both France and Germany are working to help normalize relations between the two companies, pointing to Air France and Lufthansa as exemplars of national companies that have normal corporate relations and are competing successfully in an open market. Meanwhile, the comparative advantages between the SNCF's passenger services and DB's freight services may well provide a classic example of the benefits of a single market if they are able to work together and build upon their individual strengths. Open market competition should also spur both companies to improve services, lower prices, and streamline operations, all of which benefit the travelling public and bring Europe a little closer together.

## EU Center Receives Grant from European Union

by Brant Beyer

Starting in January 2011, the European Union Center will begin a wide range of outreach activities on the European Union to the Midwest. Funded through the European Commission's "Getting to Know Europe" program, this grant will allow us to provide additional programming that will inform business and government leaders, educators and students, and the general public about how the EU works and why it matters to the Midwest. This initiative covers a range of activities that are designed to reach a wide spectrum of the community and will make use of many of IU's resources to provide innovative programming to our target audiences.

Many of these activities are based on projects in which the EU Center has excelled in the past. For instance, the Center will be executing a series of teacher workshops to be held in Indiana and Ohio. In these workshops, middle and high school teachers will not only learn about how the EU functions, but will also participate in an EU simulation where they will learn about the EU decision making process by playing the part of the European Commission. In addition,

the EU Center will now be able to offer awards to teachers to develop new curriculum on the EU for K-12 classrooms. For students, Getting to Know Europe will help us sponsor teams for the Euro Challenge and the Midwest Model EU as well as essay and poster competitions for students from middle school through college. These activities will be complemented by current EU Center outreach, such as our video presentations to schools about the EU.

Another key constituency is the business community and local and state government. Many local leaders are not aware of the importance of the EU to the Midwestern economy, and this grant will help us disseminate information on the EU and Indiana's ties to the EU. Through this program, we plan to work with the Indiana Business Research Center to produce publications as well as sponsor conferences on topics of interest to Hoosiers. In addition, the EU Center will provide in-depth education on the EU for local leaders

through a trip to Europe to meet with European officials. This grant will also allow one Indiana community to form a sister city relationship with a European city and for mayors from each town to visit their new twin. Some of these events will be held in conjunction with The Ohio State University's John Glenn School of Public Affairs so that the EU Center may reach a wider audience about the role of the EU and the Midwest's ties to the region.

In order to inform the general public about the European Union, the EU Center will be partnering with IU's NPR station, WFIU, to bring high-quality programming to South Central Indiana as well as being available online. The EU Center will also be creating an exhibit on the history of the EU, which will then be displayed at international events

across the region. Like our blog, these activities will be designed to bring information about the EU to an American audience. The EU Center will also be sponsoring a Life Long Learning course which will allow the residents of the Bloomington area to attend a course on the EU taught by an IU professor.



National Flags of the European Union  
<http://www.lmu.edu/Assets/National+Flags+of+Europe.jpg>

A key component of this grant is the celebration of Europe Day (May 9). Since Europe Day falls on the Monday after IU's spring graduation in 2011, the EU Center will be holding "Europe Day Observed" activities in late April to inform the community about the EU as well as highlight IU's ties with the European Union. In addition to activities organized in collaboration with the IU Art Museum, the EU Center will be working with a local school to help spread information about the EU and about Europe Day to local students.

Through these events, the EU Center will be able to increase awareness about the EU in Indiana and Ohio during the next 18 months. To learn more about these activities and to register for events, please visit the EU Center's website ([www.iub.edu/~eucenter](http://www.iub.edu/~eucenter)) or join the appropriate West European Studies listserv (<http://www.iub.edu/~west/news.shtml>) to receive email announcements about our Getting to Know Europe activities.

# RE-CAP

## Modern Greek Language Workshop

by Professor Frank Hess

West European Studies and the Modern Greek Program hosted the Third Biennial Workshop on Modern Greek Language Teaching at the Bloomington Monroe County Convention Center on Friday, November 12 and Saturday, November 13. The workshop brought together scholars from the United States and Mexico to discuss innovations and best practices in the pedagogy of Modern Greek.

The workshop featured two plenary sessions on Friday. The first, on Innovations in Language Learning Technologies, featured presentations by Stéphane Charitos, Director of Columbia University's Language Resource Center; Andrew Ross, the Head of Learning Support Services at Arizona State University's School of International Arts and Letters, and Shoggy Waryn, Senior Lecturer in French at Brown University. Participants learned about topics the implications of cloud computing for language teaching, creating object and assignment databases, and techniques for incorporating digital storytelling and electronic bulletin boards in the language classroom.

The second plenary session featured a very interesting presentation by University of California San Diego linguist Amalia Arvaniti, who spoke about "The Role of Accent in Attaining Communicative Competence in L2." This topic is of particular relevance to Greek teachers since minor phonological mistakes often cause native speakers to switch into English or another language, hampering the acquisition of L2. The second plenary session was followed by a reception at the home of Franklin Hess and Vassiliki Tsitsopoulou that was catered by Bloomington's Rumba! Café.

The second day began with two panels on language pedagogy that focused on topics such as the role of theater and the fine arts in the modern Greek classroom, teaching culture in the modern Greek classroom, and resources and techniques for teaching Greek's phonological system. After a working lunch with representatives from the Greek School at Holy Trinity Church in Indianapolis, the conference concluded with a roundtable on curriculum standards for three-year Modern Greek Programs at North American universities. Establishing uniform curriculum standards for North American Universities is seen by the workshop's sponsoring organization, the Committee on Undergraduate Education of the Modern Greek Studies Association, as an important step in establishing a North-American-based proficiency examination.

## WEST's Fall Outreach

by Bethany Dusseau

West European Studies has been active in the Bloomington community this fall. WEST was present at a very rainy Bloomington Multicultural Expo on October 2, and later in October, volunteers staffed a station at the GPSO's Halloween party. We also presented on Winter Traditions to a local kindergarten class in December. WEST has sponsored and co-sponsored lectures, panels, and films aimed at informing the public and academic community in Bloomington about a wide array of West European topics including the DEFA Dialogues series, the Scandinavian Film Series, and John McCormick's lecture, "Europeanism: What Europeans Have in Common and Why it Matters."

In November, WEST began offering video conference presentations through the Center for Interactive Learning and Collaboration (CILC). CILC serves as an intermediary between WEST and teachers throughout the US and allows teachers to easily find and request our presentations for their classrooms. Our current repertoire includes "Introduction to the EU" and "Winter Traditions in Scandinavia" with other presentations, including one about Carnivale in the works. The response has been overwhelming—at the time of writing, seven video conferences have been held with schools in Indiana, South Carolina, Louisiana, Pennsylvania, Texas, New York, and Vermont with many more already on the schedule for December and early 2011. Whether it's been teaching students in Louisiana about the winter weather in Finland or students in Texas about the Eurozone, teachers have said our presentations are a valuable addition to their student's everyday curriculum, and overall evaluations have been very positive.

One of our most exciting projects set to start in January is collaboration between WEST presenters and a network of remote middle school, high school, and tribal community colleges in Montana, which will link experts at IU with these students through a monthly video conference series.

# The EU's Reliance on Foreign Energy and Ensuring Energy Security

by Dustin Nicholas

To understand the EU's energy demands, one needs to look no further than Russia. As David Buchan said, "For most Europeans, energy security boils down to a story of gas and Russia."<sup>1</sup> Russia has some of the most plentiful reserves of hydrocarbons in the world; it controls the world's largest known natural gas reserves, along with the second largest coal reserves and the eighth largest oil reserves, not to mention eight percent of the world's uranium reserves. For the EU to be situated so closely to such a resource-rich country is a blessing but also a potential problem.

Russia has been one of the EU's primary suppliers of energy for quite some time and is poised to become even more important as North Sea oil and gas reserves dry up. For EU and Russian relations, it means that both countries are mutually dependant; the EU imports vast amounts of natural resources from Russia, but Russia is also dependent upon the EU continuing to purchase those natural resources. In 2000, the EU represented 40 percent of Russia's total exports and about 8 percent of its GDP.<sup>2</sup> Russia's energy exports will continue to represent a larger share of its total exports, especially as new supplies continue to come online and as demand for gas and oil continues to grow.

Even though trade between EU member states and Russia is strong, a lack of unity among member states is a continuing problem. The lack of integration in this area allows some countries, such as France, to be relatively energy secure while others, such as the Baltic States, have little energy security at all. Energy security can best be described as "the uninterrupted physical availability at a price which is affordable, while respecting environmental concerns."<sup>3</sup> France has been able to acquire energy security even though it imports almost all of its natural gas. According to Buchan,

1. David Buchan, *Energy and Climate Change: Europe at the Crossroads*, New York: Oxford University Press: 2009.

2. Juhani Laurila, "Transit Transport between the European Union and Russia", *Emerging Markets Finance & Trade*, Vol. 39, No. 5 (2003).

3. Buchan, 2009.

"Energy security for France is secured by relying on Norway, Russia, Netherlands, and Algeria for its gas each supplying within 14-21 percent." Even if one of its suppliers cannot meet its contractual obligations, it will still have three suppliers that may be able to fill the gap. On the other side of the energy security spectrum are EU member states such as Bulgaria, Estonia, Finland, Latvia, Lithuania, and Slovakia that are 100 percent reliant on Russian gas imports. For them, energy security is one of their most pressing issues. While it could be argued that every member state is better off than it would be if it were not in the EU in terms of energy, the EU as a whole has relatively lower energy security because each member state continues to control its own energy policies.



File Photo  
The Cattenom reactor is one of 20 French nuclear reactors that provide nearly 80% of France's electricity, putting France among the most energy secure member states of the EU

The Russians exploit this weakness by addressing each country bilaterally. Because they do not act as one, the individual member states of the European Union continue to be treated as smaller pieces of a very large and important pie, which leads to disparate individual outcomes. For example, the price Estonia pays per kilowatt hour of gas is €0.016, while Finland pays a strikingly higher €0.088.

If the EU wants to ensure energy security for all member states, then those states must be willing to give up some of their sovereign power and act as one. To do this would allow them to use their overwhelming purchasing power to acquire the best possible prices on all energy commodities and to diversify their energy sources as much as possible. Some work is already under way toward integrating the European market by pursuing infrastructure projects to ensure energy security. Member states of the EU are building intra-EU and international pipelines to secure freer and more diverse energy supplies from more sources. But for some members, such as France, their energy situation is relatively secure and joining a unified front may risk higher prices and more instability. Overcoming these obstacles is proving to be a challenge, but ultimately it is a major opportunity to advance integration in the European Union and work together for a common market and to share benefits.

## Student Spotlight: Jason Gonzales

This month, Jason Gonzales will be the newest graduate of West European Studies, having completed his studies in three semesters. Jason first joined the Army in 1991 and served a tour of duty in the Gulf War. Upon returning home, he enrolled at Indiana University for a bachelor's degree in biology and graduated in 1995, then reenlisted in 1996. Immediately before coming to WEST, Jason was assigned to the Defense Attaché Office in Rome and attended the Italian Military Joint Staff Officer course (Istituto Superiore di Stato Maggiore Interforze) and earned a Master's Degree in International Military Relations from the University of Milan. His MA at WEST is the final step in his Foreign Area Officer training. He said "After sixteen years in the Infantry and Special Forces, numerous overseas assignments, and three tours in Afghanistan, I was happy to take a sabbatical at Indiana University." Jason chose the MA program for its flexibility and capacity to be tailored to individual needs and interests. He studied security issues, political



Jason Gonzales

File Photo

science, history, and economics and culminated his studies with his thesis, "NATO's Burden Sharing Disparity in the Contemporary Environment: An Institutional Approach" in which he applied a comprehensive measure of defense contributions to illustrate the disparity among America's traditional West European allies in the post-Cold War era. He concluded that national political systems afford the executives the liberty to execute security and defense policies to varying degrees. Already his work is paying off. In January he will be going to Ft. Lee, VA for a four-month Command and Staff College course. And after Fort Lee, Jason will be moving with his wife Darcy and their two children, Antonio and Carmen, to Tampa, FL where he will be assigned to MacDill Air Force Base as the European Political Military Officer for the US Special Operations Command. He will analyze and provide counsel on political military issues concerning Europe, develop policies and strategies, and advise senior leaders on implications of policy decisions on European security issues.

## Alumni Spotlight: Matthew Carlton

Matthew Carlton's variety of experiences both as a student and as a professional are prime examples of the flexibility of the MA in West European Studies. Matthew arrived at WEST with a strong background in Europe; he held a BA in International Business and German and had spent a year abroad in Germany, as well as studied Italian, Polish, and Dutch. While at WEST, he took advantage of funding opportunities to spend a summer studying in Vienna where he built his command of German and pursued interests in EU studies. While there, he worked with students and young people not just from Western and Central Europe, but also from Africa, Latin America, and Near and Far East Asia, which expanded his understanding of Europe to become more global and international. He completed and defended his thesis on the Bologna Process of European higher education reform and integration. Since graduation, he has found that his transatlantic experience as well as his intercultural and language competencies have been in demand, and he has been able to work in several different parts of the country and in a variety of fields, especially in education and business. He

credits the interests he pursued at WEST with allowing him to "meet people where they are" and to be more effective working in international and multinational roles. Most recently Matthew has transitioned to a new role, working for Volkswagen Group of America in the Human



File Photo

Resources department at their facilities in Chattanooga, TN where they are building the New Midsize Sedan for the North American market. Matthew says that his time with WEST allowed him to be "professionally effective and globally-minded in a more and more interdependent and diverse world." He encourages current students to be open to surprising developments, as it is unpredictable what knowledge becomes useful in various professional capacities.



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