At the beginning of this semester, I wrote that it was an “interesting” time to be Acting Director of European Studies. I think it is safe to say it has only become more so! January’s Greek elections resulted in a coalition government dominated by the radical Left, anti-austerity Syriza Party but only made possible by collaboration with the socially conservative (anti-immigrant, pro Greek Orthodox Church) “Independent Greeks.” As of this writing (7:00 a.m. on May 8), the exact results of the British General Election remain unknown, but their general shape is obvious: despite pollsters’ predictions of a dead heat and hung Parliament (and jokes about the Queen perhaps being the election’s real victor), the Conservative Party is on track for a majority in Parliament and David Cameron is headed for another five years as Prime Minister. In its election manifesto, the Conservative Party promised to “scrap the Human Rights Act and curtail the role of the European Court of Human Rights”; it is also committed to holding a referendum on whether Great Britain remains in the EU. (Mary C. Murphy highlighted the second issue in her excellent keynote address to the Midwest Model European Union last month; see page 9 for more about MMEU 2015.) At the same time, the Scottish National Party has won all but three Scottish seats in Westminster.

These two election results suggest major changes in Europe—changes that can only be understood by drawing on the many different disciplines represented by European Studies at IU (history, political science, economics, cultural analysis and critique). As any historian of nineteenth- and twentieth-century Europe knows, nationalism has often been politically powerful but its effects and affiliations do not map neatly onto a Left-Right spectrum. We see the same today: in Greece, the nationalist “Independents” are, on most matters, deeply conservative, while in Scotland, by contrast, the nationalists are in many ways to the left of Labour. The social ideals of voters who support the two parties may therefore be radically different. Nonetheless, in both cases, nationalism has revived as a real political force in Europe today (twenty-two years after the creation of the European Union and of European citizenship).

Seventy years ago today, the Allies declared Victory in Europe. Ever since the creation of the European Coal and Steel Community (1951), Europe’s leaders have treated industrial, economic, and monetary policies as the chief means of creating European unity and preventing another catastrophic war. The past six years of crisis in the Eurozone, however, suggest either that this approach has reached its limits or that policies need to be recalibrated to take into account very different economic circumstances. For now, nationalists have succeeded in persuading many voters that the crisis is a conflict between nations (Greeks vs. Germans, for instance) rather than one between economic actors (debtors vs. creditors). It remains an interesting—if not always an easy or happy—time to be a Europeanist.
FACULTY UPDATES


MARIA BUCUR-DECKARD published: “War and Regeneration. The Great War and Eugenics in Eastern Europe,” Region. Regional Studies of Russia, Eastern Europe, and Central Asia, 4, no. 1 (2015): 31—43. Professor Bucur-Deckard also presented papers at conferences in San Antonio, Bulgaria, Munich, and Florence. She was also awarded the New Frontiers Grant for “The Century of Women” book project.

OWEN JOHNSON spent 10 days in Moscow, at the invitation of the Faculty of Journalism at Moscow State University, March 25-April 4, 2015. He gave two seminars and was a guest teacher in a class on international journalism. He was also a guest speaker at a meeting of the Moscow International Rotary Club.

MICHELLE FACOS presented a lecture “Anders and Emma Lamm Zorn: Networking and Philanthropy” at Uppsala University, Sweden in April 2015.

EDGAR ILLAS published the article “Urban Tellurics in Barcelona: Between a Heideggerian Rock and a Postmodern Swimming Pool” in Journal of Urban Cultural Studies, and also his second novel, Ball de bastons (Barcelona: Galerada, 2014).

DAVID BOLTER, a doctoral student in Germanic Studies, has assisted the Dutch Program with the delivery of on-line courses for first year students of Dutch.

ESTHER HAM, Director of the Dutch Program, expanded through her appointment as Director for Online Education in the new Center of Language Excellence. Esther will remain involved, however, in teaching in-class and on-line Dutch Language and Culture classes.


ANYA PETERSON ROYCE did field research in Mexico and Ireland, as well as Hungary. She is a member of LANDscape, which is a collaborative research group which studies religious culture and pilgrimage. She presented two keynote lectures and a panel presentation in Dublin and Limerick. Professor Royce was also the recipient of an Erasmus Mundus Visiting Scholar Fellowship to do research, lecture, and teach in Budapest. She has been invited to return to Hungary in March 2015 to resume her collaboration with her Hungarian colleagues. Additionally, the third edition of her original 1977 book, The Anthropology of Dance, was published in Polish.

**All updates are self-reported. If you have an update you’d like included in our next newsletter, please email us at euroinst@indiana.edu**
In the late 1980s, an academic advisor gave Elizabeth Dunn, at that time a 20 year old college student, a piece of advice. Dunn, having recently returned from China, had witnessed the events surrounding the Tiananmen Square protests. Her advisor suggested she study another political movement – this time the Polish trade union commonly known as Solidarity.

In the years since, Professor Dunn’s interactions and research on Eastern Europe has blossomed into a substantial body of work.

While in Poland, Professor Dunn experienced firsthand the realities of the introduction of neoliberal capitalism to a previously-socialist system. She saw how the trade union, and Poland’s state-run manufacturing sector, was absorbed by large multinational corporations. The unions, as well as their workers, were radically disenfranchised by this movement.

As the West hailed the fall of Communism, the workers with whom Professor Dunn interacted were dealing with “really new ideas to them,” such as selling their labor. Her first book Privatizing Poland examined these changes.

Professor Dunn’s research has also examined agriculture and food safety systems. She has sought to demonstrate how safety regulations can produce geographic boundaries which prevent products from reaching certain markets – for example, Western Europe and the United States.

In August of 2008, Professor Dunn once again prepared to travel to Eastern Europe. Her bags were packed, her car was sold, she had rented her house… but she wouldn’t make it to O’Hare airport that day. Russia had invaded its neighbor, the Republic of Georgia.

However, this delay didn’t keep her grounded for long. Most recently, Professor Dunn spent sixteen months in a camp for internally-displaced persons from Georgia’s South Ossetia region. Once again, she witnessed what she called “conflict on the edges” of two different ideologies.

Her work in Georgia will be the subject of an upcoming book Unsettled: Humanitarianism and Displacement in the Republic of Georgia. In it, she tackles the question of why refugees so often find themselves “marooned” in camps which were meant to be temporary. She also examines the struggles of those trying to rebuild “lives that were literally blown apart.”

As the United States and NATO continue to face the threat of territorial expansion from Russia, research such as Professor Dunn’s will remain important. This fact is made all the more pointed when one considers there are 40 million displaced people in the world – a number which has risen 25% since Professor Dunn began her latest project.
For most people, their academic careers are thoroughly planned – the result of years of hard work and thinking ahead. That was the case with Laura Meyer when she visited her sister at Indiana University. Laura was accepted into the PhD program in political science at IU and was planning an academic career, when a chance encounter changed her plans. In an act that she admits was “totally out of character,” she walked into the EURO office (known as WEST at that time), and spoke to the secretary who suggested she apply for an open FLAS. This visit would alter her academic path, take her to Europe, and would eventually impact her post-graduate career.

Laura is now the Vice President of Sales for World of Expats, a website which provides information and resources to individuals living abroad. Her story, from her days in college to her current position, actually has its beginning in 1984, when Laura traveled to West Germany as a part of an internship-study program. It was during this experience that she realized Germany had ceased to be ‘foreign’ to her and that she could see herself living in a foreign country.

Through various grants and scholarships, including a FLAS (for the EURO M.A. program to study Dutch), an exchange program between SPEA and the Ecole Nationale d’Administration, and a scholarship from the German government (“Heart of Germany”) to study history, politics, and economics in German preceded by an intensive language course, Laura continued travel. The timing of her scholarship at the Freie Universitaet in West Berlin could not have been more significant – it was spring 1988, just prior to the fall of the Berlin Wall and the unification of a divided Germany. During her time in Germany, Laura had the opportunity to speak with German citizens – many of whom remembered what it was like when the Wall was built. Families and friends separated over night. A city cut in two. On the night of reunification, she was able to toast the reunified Germany with policemen from both sides near the Brandenburger Tor.

Laura continued working in Europe, auditing Eastern European companies, improving manufacturing productivity systems, and was able to develop many relationships with those she met. To this day, she professes a deep affection for the Dutch people, which is a direct result of the FLAS and working for the Wrigley Company chewing gum subsidiary in the Netherlands.

Today, her work with the 3-year-old start-up World of Expats allows her to continue her interactions with all things Europe. The website is designed to provide resources to those who will be traveling or living abroad. She explains that for many new expatriates understanding how to find jobs and international schools, transport pets between countries, exchange large sums of currency, complete taxes for those working abroad, and act politely in another culture are extremely important in order to make a move abroad successful.

Speaking with Laura, her passion for traveling and living abroad is apparent as is her excitement about her work.

Take a look at the World of Expats website at www.worldofexpats.com
EURO welcomes a new student

By James Krotz

Alberto Sostre is the newest addition to the EURO MA degree program. Before being accepted to the EURO-SPEA dual degree program, Alberto studied International and European Law at the Rijksuniversiteit Groningen in the Netherlands. He received his undergraduate degree from UNC-Chapel Hill with a major in political science and minors in German and Dutch. Alberto is a dual U.S.-Dutch citizen.

His summer 2016 plans are to volunteer for an aid mission to West Africa. After completing his dual MA-MPA, Alberto plans to return to the Netherlands to focus on his passion for international development. Alberto aspires to become the Dutch Minister of Foreign Affairs.

A Royal’s Reaction to Romania’s Majesty

By Ana Fumurescu

While many people in the West still have trouble pointing to Romania on a world map, His Royal Highness Prince Charles of Wales has been working for over a decade to promote the still slightly obscure homeland of his great-grandmother (Queen Mary, the consort of George V). The Prince jokingly says that he has “a bit of a stake in the country,” as “genealogy shows [he is] descended from Vlad the Impaler.”

Charles first visited Romania in 1998 and has since bought several properties in Transylvania—two of which will soon be available for rent to anyone who can afford the low price of 150 Romanian Lei (or about 40 US dollars) per night. So far, the prince has invested over 21,000 US$ into the two small old wooden houses that he undoubtedly bought as embodiments of what he sees as Romania’s greatest asset: its tradition.

This is reflected in plans to make the houses as faithful to “traditional” peasant life as possible, with straw beds and costumes for the tourists so they can dress up like the Romanian peasants with whom Charles has fallen in love.

Seated on a bench covered with rugs in a clearing surrounded by trees and over-grown grass, Charles explained in an interview last year that his attraction to Romania was the country’s preservation of natural landscape and of old architecture. He lamented the western tendency to destroy the old and replace it by the fleetingly new and praised Romania’s “remarkable heritage.”

The prince told of his fascination with Romanian craftsmanship and the pervasive small family farms, which he saw as not only a cultural but also an economic asset.

It is to this that Charles attributes the “astonishing landscape and astonishing biodiversity” of Romania and it is in these assets that he sees the future prosperity of the country. For him, Romania has preserved a “traditional” way of life that “feeds the soul.” While this is something that the Romanian Ministry of Tourism has also recently promoted and that some Romanians have also begun extolling, virtually nothing has been said about the potentially adverse effects of such a way of thinking.

In a country that has long struggled to be seen as “modern” and to establish equal footing with west European nations, an excessive insistence upon an “ancient” and static way of life might end up preserving Romania in western consciousness as a “backward” region. Leaving aside the fact that culture has never been static and that “traditions” are everywhere perpetually in flux, advertising Romania as a cultural fossil might also end up hurting the progress that the country has made towards closing the real and perceived gap between it and the West.

Capitalizing upon nature and promoting small-scale farming and craftsmanship can certainly create jobs and be sustainable both economically and environmentally. This is something that those western nations that Charles has accused of too hurriedly giving in to “short-lived fashion” are also beginning to realize. However, moving forward, all those involved in this sort of preservation in Romania must be careful to promote conservation without falling into the trap of stagnation. If not, Romania runs the risk of never overcoming its peripheral position in Europe.

Ana Fumurescu is a second-year graduate student and graduate assistant in the Institute for European Studies. She is originally from Constanţa, Romania.
The Effects of Politics on Economic Inequality

Social inequality rates as a defining theme of the current era, what many have deemed a “New Gilded Age,” in the United States. Debates about the nature, origins, and consequences of inequality in the U.S. are commonplace. Often missing, however, is a consideration of the nature of inequality in other places in the world. Starting from a basic assumption that we can learn a good deal about society and economic institutions through comparison, the Institute for European Studies presented “Reversing Social Inequality: Lessons from Europe,” a series of discussions on inequality in Europe, the United States, and beyond. Participants debated connections between labor markets, technology, and work practices; the nature of capitalism and its effects on inequality, and the representations of “inequality” in European popular discourse, both with respect to current times and in different historical periods.

By Dimitrije Tasic

There is an almost unanimous consensus among scholars that economic inequality has been growing within most countries around the world. Some argue that rising economic inequality is inevitable given the major structural changes that occurred in the advanced industrial economies over the last several decades. For them, gaps between the rich and the poor are an economic phenomenon, a result of market forces. But if this explanation is correct, then one would expect to see similar trends of rising inequality in all advanced industrial countries. However, that is not the case. In many European advanced industrial countries that underwent similar structural changes to the US (and were consequently subject to similar development of market forces), the degree of rising inequality is not as notable as in the US. Therefore, the question arises- if structural changes were the main reason for rising inequality, why do similar advanced industrial countries have such different levels of rising inequality? I argue that though structural changes matter and some level of rising inequality can be explained with tools from economics, the reason for growing inequality lies elsewhere. Inequality levels are driven chiefly by factors related to national political systems and the policies they produce.

Standard economic accounts examine shifts in demand and supply in labor markets to explain changing patterns of inequality in the last several decades. This type of analysis carries some truth if applied to understand major shifts in the US and EU labor market structures in the last several decades. In particular, in the last several decades, advanced industrial economies lost millions of jobs in manufacturing as a result of technological change, a process whereby advances in productivity in manufacturing outpaced increases in demand for manufacturing workers and caused unemployment in that sector. If markets function well, displaced workers can easily move to other sectors. Often, however, such mobility is impeded as the new job can be in another location or require different skills, which might trap workers in sectors with declining employment and leave them unable to find an alternate job. In addition to advances in productivity, shifting comparative advantage in manufacturing towards the emerging markets (such as China) increased the magnitude of this structural change. These emerging markets gained comparative advantage in manufacturing as they invested heavily in education, technology, and infrastructure, and had a lower cost of labor. As a response, the share of global manufacturing shrunk for the advanced industrial economies and many manufacturing jobs were lost and new non-manufacturing jobs were created. However, these new jobs were not as well-paid or as long lasting, as skills that made workers valuable and highly paid in manufacturing were of little value in their new jobs. As the displaced manufacturing workers looked for jobs in other sectors, wages in these sectors went down due to increased demand. A second structural shift (so-called skill-based technological change) came from changes in technology. Technological change increased the demand for skilled workers and replaced unskilled workers with machines. Innovations that reduced the need for unskilled labor weakened their demand, and consequently lowered their wages. At the same time, innovations increased the demand for those who mastered the technology leading to higher wages, and made the gap between technology and non-technology equipped workers wider. Nevertheless, throughout the 20th century, there were multiple skill-based technological changes, and the outcome was not a vast rise in economic inequality as in the example above. Instead, thanks to government involvement, supply and demand for skilled and unskilled labor has shifted in a way that did not vastly increase wage disparities. For example, the GI Bill enabled many Americans to receive an education. This served to shift the supply of high-skilled workers to keep pace with increased demand and the overall growth of the economy. As a result, workers with college degrees still received higher wages than high school graduates, but the wage ratio remained almost the same as before WWII, as diminished relative supply of unskilled workers pushed their wages upward.

Still, despite this positive example of government in-
volvement through education, the policy of educational attainment in the US stopped improving after 1980, especially relative to the other advanced economies. The relative supply of skilled workers increased more slowly from 1980 onwards than from 1960-1980, losing pace with the technological changes in the economy.2 The example above suggests that the level of inequality in a certain country is not an inevitable outcome of development of market forces, but that it can be altered by public policies. In addition, explanations provided for increasing economic inequality with the tools from economics - although helpful in explaining the way structural changes shape the labor market - fail to explain a type of inequality so particular to the US in the last several decades: an enormous increase in wealth at the very top of wealth distribution. Purely economic accounts also fail to recognize the extent to which policies ameliorate or exacerbate economic inequality. As we know, economic forces are global, affecting similarly situated countries similarly. However, the level of inequality, although rising everywhere, differs markedly across the advanced economies and is a function of differences in public policies, most notably social, tax, and education policy.

The Role of Education
At the level of higher education, for example, US education policy since the 1970s has showed strong commitment to provide educational opportunities to all its citizens. At the federal level, the Higher Educational Amendments of 1972 created a number of programs (i.e. Pell Grants) that enabled lower and middle-income citizens to go to college. State governments followed the federal government’s initiatives, pouring extensive resources into higher education, particularly by expanding public universities and colleges.3 However, since the 1970s, public funding has failed to keep pace with the rise in tuition, and its role in expanding access to education has diminished sharply. According to a study by the Commission on National Investment in Higher Education, accounting for all sources of public aid, support per student has just kept pace with inflation, but real costs per student have grown by about 40 percent.4 The number of Pell Grant recipients has grown steadily, reaching 8.3 million students annually in the 1998-99 academic year, but its value for individuals has diminished. The maximum value of Pell Grants per student, in 1999 dollars, peaked at $4,205 in 1975 then declined steadily to $2,500 in the mid-1990s, rebounding only slightly in recent years. In 1975, Pell Grants covered about 80 percent of tuition, fees and room and board at the average public four-year institution and 40 percent at the average private four-year institution. By 1999, its share had fallen to about 40 percent and 15 percent, respectively.5 On the state level, support for students declined as mounting fiscal pressures over the last two decades have increasingly strained spending.

College education has become less affordable precisely at a time when its economic value has become more pronounced.6 In the mid-nineteenth century and through the 1970s, a college degree did not offer the promise of economic well-being much greater than that attainable through jobs requiring less education. During the 1980s, however, the value of a college degree grew tremendously. College graduates, between 1979 and 1994, witnessed a five percent increase in their weekly earnings, whereas high school graduates’ earnings fell by 20 percent.7 While enrollment in four-year colleges has grown sharply in recent years among individuals from high-income families, it has increased much less for those from middle-class families, and has actually declined slightly among those from the least advantaged families .8

Final Thoughts
As should be apparent, a certain part of rising inequality can indeed be attributed to major structural changes that occurred in the labor markets of advanced industrialized nations. However, it can also be seen that market forces do not exist in a vacuum - they are shaped by public policies. Therefore, escalating economic inequality is not simply an inevitable economic trend but is attributable to specific policy choices. For example, economic inequality in the US is greater than it is in other similarly developed nations mostly because US public policy is less oriented towards producing equality. In particular, US social, tax, and education policies have not changed to accommodate the increase in market generated income inequality that many nations experienced in past several decades, as policies in many other similarly developed nations have. Instead, US taxes and transfers have grown less distributive over the past several decades, as have other key areas of policy.

Endnotes:
Work continues on the new School of Global and International Studies building

An artist’s rendering of the new School of Global and International Studies Building, designed by Ennead Architects.

GISB by the numbers:

- Total cost: $53 million
- 165,000 square feet
- More than 30 classrooms
- 350 faculty offices
- Three-story glass atrium
- 150-seat lecture hall
- Space for 10 academic departments

The new Global and International Studies Building will bring together Indiana University’s language, area studies, and international studies programs into a new facility that will provide a home for the School of Global and International Studies. The design for the GISB incorporates a sustainable strategy and building principles consistent with LEED certification benchmarks.

The GISB is located at the eastern edge of IU Bloomington’s campus, between the Wells Library and the Radio-TV Building. The building is expected to open in the Summer of 2015.

Current views of the new SGIS building. Work has continued over the course of the academic year and is expected to end this summer.
EURO HOSTS MIDWEST MODEL EUROPEAN UNION

For a second year the Institute for European Studies with the support of the School of Global and International Studies organized and presented the Annual Midwest Model European Union (MMEU) in Bloomington at the IU Memorial Union. In April more than 160 students from 14 colleges and universities arrived to decide the future of the European Union by debating policy reforms, crafting proposals and negotiating from the perspective of their country delegations. Over the course of the 3 day simulation, delegates assumed the roles of presidents, prime ministers, ambassadors, diplomats and council ministers. As the second oldest intercollegiate simulation of the EU in North America, its goal is to help students experience and understand the challenges and complexities of how the European Union operates. SGIS founding Dean, Ambassador Lee Feinstein’s welcome introduction underscored this activity’s relevance as a means to gain more nuanced knowledge of the pressing issues facing Europe today. The audience engaged the former diplomat on a range of questions from the current economic crisis to tensions in Ukraine. The opportunity for students to hear from experts and scholars is an added benefit of participating in MMEU. This year’s keynote speaker Mary C. Murphy of University College Cork in Ireland spoke presciently of the upcoming elections in the UK and the prospect of a referendum for England’s withdrawal from the EU. (see Spang p.1)

With great focus and energy, the delegates used their remaining time to debate, research, edit, rewrite, build consensus and then vote on proposals addressing a range of issues from environmental concern to trade reform, wage equality and immigration.

The program concludes with a ceremony where delegates present the resolutions passed in their councils, often sharing moments of humor, camaraderie and insightful commentary on how successfully a peer has played the role of a certain Prime Minister, president or ambassador. It is also the time to recognize the outstanding students in each of the council of ministers, as well as the European Council and European Commission. Finally, the outstanding delegation is named and the reserved and serious tenor of the proceedings erupts into jubilant shouts and applause and we are definitely no longer in Brussels but definitively back in the Whittenberger auditorium at the IMU. And, it is Iowa State University that receives the MMEU plaque engraved with the names of its preceding recipients. The award leaves Indiana in the proud arms of its delegation’s faculty advisor to be installed Ames, Iowa until it is brought back to Bloomington in April 2016 for the 24th Annual Midwest Model European Union

IN PHOTOS: Midwest Model European Union

Lee Feinstein delivers opening remarks to MMEU participants.

Students and faculty advisors socialize during a coffee break.
A student raises his hand to ask a question during Mary C. Murphy’s keynote address.

Members of the Environmental Council discuss a proposal.

After outlining a proposed plan on a whiteboard, members of the Economic Council debate potential consequences.

Professor John McCormick is recognized for years of work with MMEU.

LEFT: Iowa State University is recognized as the outstanding delegation. ABOVE: Advisors and IU faculty pose at the close of the MMEU.
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