

# ***WES Northwest***

The Newsletter of the Center for West European Studies and the European Union Center  
The Jackson School of International Studies, University of Washington

*Winter 2004*

*Volume 10, Number 2*

## **UW Swedish Program Named Best in the US**

The University of Washington received an outstanding honor in December when its Swedish Studies program was named the best such program in America. The Swedish Institute of Stockholm selected the UW's program out of more than one hundred other Swedish programs in the United States. The award also conferred 10,000 kroner (about \$1300) upon the program.

The award recognizing the UW program's excellence was bestowed by the Swedish Institute, a governmental agency that supports Swedish language instruction abroad. It is somewhat akin to the British Council or the National Science Foundation in this country. A representative of the Institute, who was attending a conference for Swedish teachers at the UW, was by all accounts hugely impressed with the UW's program, noting that there was nothing like it in the world. The program's emphasis on exposing students to contemporary Sweden and the Swedish language was singled out for special praise.

Terje Leiren, Chair of the Scandinavian Studies Department, suggests that it is in fact the program's students that may have most impressed the Institute. "This is an award," he said, "that comes from the tremendous work of our undergraduate students in Swedish." Christine Ingebritsen, an Associate Professor in the Department and Acting Associate Dean and Vice-Provost for the Office of Undergraduate Studies, likewise attributed the success to student excellence, adding that the award is "a direct result of building study abroad opportunities." The semester in Sweden program, organized and led by Scandinavian Studies faculty members Lotta Gavel Adams and Ia Dubois, is one recent example of the program's efforts in this area.  
*continued on page 2*

## **Historicizing Genocide: The Holocaust in Comparative Perspective**

**Lecture Series and Workshop  
at the University of Washington, Seattle**

This winter quarter the Center for West European Studies will host a workshop and continuing lecture series on issues of comparative genocide. The program is the first in a three-year series of events centered on the theme of "Constructing European Identities" to be co-sponsored and organized by CWES and its partner centers in New York and Madison, Wisconsin. The series will be the headline academic conference project for the centers during their current three-year Title VI grant cycle.

The lecture series began in November when the center hosted two Holocaust experts, Doris Bergen from Notre Dame and Michael Allen from the Georgia Institute of Technology, for public talks on the UW campus. The series concludes with a presentation on mass murder in

*continued on page 7*

### **IN THIS ISSUE**

International Updates	2
EU Center News	3
Highlighting Student Programs	4
Interview with EU Fellow H�el�ene Clark	5
Comparative Genocide Conference	7
Teacher News	8
Student News	9
Calendar	11

## **WES Northwest Newsletter**

### Editors:

Phil Shekleton,  
Dean LaRue

### Contributors:

George Rueckert,  
Ben Curtis

*We encourage you to submit notices of your events to the Center for West European Studies by fax:  
206-616-2462*

### **Center for West European Studies & EU Center**

#### Director:

John T.S. Keeler

#### Associate Director:

Phil Shekleton

#### European Studies

#### Program Chair:

Carol Thomas

*The Jackson School of  
International Studies*

*University of  
Washington*

*120 Thomson Hall*

*Box 353650*

*Seattle, WA 98195*

Ph: 206-543-1675

Fax: 206-616-2462

cwes@u.washington.edu

http://

jsis.artsci.washington.edu/

programs/cwesuw/

index.html

## **International Updates Lecture Series 2004: Trends & Transitions in Your World**

The International Updates Lecture Series is an annual dinner-lecture series that addresses current issues and developments from regions around the world. University professors, educators, and international specialists provide the latest insights on global issues. All lectures are followed by a dinner featuring international cuisine.

**28 January, 5:30–8:30 pm “Bullets and Ballots: Militaries in South and Southeast Asian Politics,”** by Mary Callahan, Associate Professor, Henry M. Jackson School of International Studies

**11 February, 5:30–8:30 pm “Perspectives on Chinese-Russian Relations,”** by David Bachman, Professor, Henry M. Jackson School of International Studies

**10 March, 5:30–8:30 pm “Starbucks Going Global: Successes & Opportunities in Europe,”** by Kathie Lindeman, Senior Vice President of Operations, Store Development, and Global Business Systems, Starbucks Coffee Company

**7 April, 5:30–8:30 pm “Canada-US Border Security Cooperation – Phase Two,”** by Ambassador Cresencio Arcos, Director, International Affairs, US Department of Homeland Security, Washington, DC

**28 April 2004, 5:30–8:30 pm “Saudi Arabia and the United States: A Relationship in Transition?”** by Hugh Renfro, Former Head of Arabian Chevron Oil Company

The dinner-lectures are held in the Walker-Ames Room of Kane Hall on the UW campus and begin at 5:30 pm. Pre-registration is necessary! Checks must be received at least one week prior to the event. Please make your check – \$25.00 per person, per event – payable to the University of Washington.

Include the names of those attending, your address, day/evening phone and email. Be sure to let us know the date/speaker of the event(s) you wish to attend and if you require a vegetarian meal. *Teachers: three clock hours are available per lecture.* Request a clock hour form at the event.

---

## **Scandinavian Studies, continued**

The students conducted research and interviews on a variety of subjects such as the European Union and policies toward stem-cell research. The Department is planning to offer such study-abroad opportunities every three years for all of its student majors.

The Scandinavian Studies Department is made of up twelve faculty members. There are currently about 80 students majoring in Scandinavian Studies. In addition, hundreds more students from across the university will take classes from the department during the course of their studies. These classes cover a wide spectrum of Scandinavian society and culture, from the politics of Scandinavian states in relation to the European Union, to contemporary trends in Nordic cinema, to the medieval sagas and folklore of the region.

# European Union Center News

## European Commission Supports Myriad EU Activities at UW

The European Union Center of Seattle, based in the Jackson School of International Studies at the University of Washington, is able to conduct various outreach and curriculum enhancement activities primarily because of the generous support of the European Commission, the executive branch of the European Union. The grant program that supports the EU Center is a product of the 'New Trans-Atlantic Agenda' (NTA) signed under President Clinton and intended to extend and enhance the relationship between the US and its European partners. Since its inception in 1998, the EU Center has been conducting activities in the spirit of the NTA.

Among other activities, our European Union Center uses this support to provide audiences throughout the Pacific Northwest with a wide variety of speakers, including university professors, visiting scholars from Europe, government officials, and EU Fellows (see Hélène Clark Dageville's interview, page 5). These speakers provide lectures, seminars, workshops, and other opportunities for learning to teachers, school groups, undergraduate and graduate students, college and university faculty, and members of the business and professional community, as well as to state and national legislators. Groups or institutions interested in hosting a speaker on European Union topics should contact the EU Center for more information.

The current grant program also provides research assistance for UW faculty and graduate students, support for undergraduate students to attend a Model EU simulation, and funding for colloquia on current EU and EU-US issues such as last year's conference on European Union governance or the upcoming conference on the European Court of Justice. Full details on the latter will be included in the spring issue of WES Northwest.

The current grant cycle for the EU Centers ends this summer. We are expecting to hear about new funding options from the European Commission in the very near future. In the meantime, the EU Center continues to organize its planned activities for the coming year and beyond.

**TO LEARN MORE ABOUT EUROPEAN  
COMMISSION SUPPORT FOR ACTIVITIES IN THE  
US AND PACIFIC NORTHWEST, GO TO:**

<http://www.eurunion.org>

<http://jsis.artsci.washington.edu/programs/europe/euc.html>



## European Union Center News

### European Union Center of Seattle

Director:

John T.S. Keeler

Associate Director:

Phil Shekleton

*The Jackson School of  
International Studies  
University of  
Washington  
120 Thomson Hall  
Box 353650  
Seattle, WA 98195*

Ph: 206-616-2415

Fax: 206-616-2462

[euc@u.washington.edu](mailto:euc@u.washington.edu)

[http://  
jsis.artsci.washington.edu/  
programs/europe/  
euc.html](http://jsis.artsci.washington.edu/programs/europe/euc.html)

## Highlighting Student Programs

---

### COMFED Sends Second Student Group to Brussels

The Comparative Federalism (COMFED) consortium was established two years ago to promote a deeper understanding between the peoples of the European Union and the United States and to improve the quality of human resources development in the field of trans-Atlantic relations. Made up of three European and three US universities, including the University of Washington, the consortium has developed a shared international graduate curriculum in which the US federal system is compared to the evolving and expanding political structures of the European Union. The US consortium members, supported by the Department of Education through its Fund for the Improvement of Postsecondary Education (FIPSE), offer their graduate students and faculty members multiple options for trans-Atlantic educational cooperation. These include mobility grants that enable students to follow the jointly-developed curriculum at partner universities across the Atlantic.

For the final year of its three-year Comparative Federalism project grant, the UW Center for West European Studies will send four students to the Université Libre de Bruxelles to examine European approaches to governing. Participants on this year's COMFED program are law school students Valentine and Rebecca Povarchuk and graduate students Will Pieschel (International Studies) and Umut Aydin (Political Science). The students will take advantage of internships arranged through the program in Brussels as well as participate in a summer institute on Comparative Federalism, to be hosted by NYU in May. Faculty from partner universities likewise have the opportunity to participate in and contribute to the COMFED curriculum and to a new trans-Atlantic research project comparing the EU and US.

The lead US partner for the project is the Center for European Studies at NYU. The other US partner institutions are the Center for European Studies at UNC Chapel Hill and the CWES here at the UW. The European partners in this project are the European Research Institute at the University of Birmingham, the Université Libre de Bruxelles (ULB), and the Institut d'Etudes Politiques de Paris (Sciences Po).

### Model EU Participants Selected

The European Union Center of Seattle is pleased to announce that we have selected two Jackson School of International Studies undergraduate students to represent the University of Washington in a Model European Union simulation hosted by the University of Pittsburgh this coming March.

Molly Blancett and Clayton Hanson will play the roles of Prime Minister and Foreign Minister of Germany in this two-day simulation of the Copenhagen Summit, which focused on issues of European governance, European Union expansion, and other associated topics. Blancett, a Senior, has previously spent time in Spain and expects to complete her International Studies degree in June. Hanson, also a Senior, is a triple major in International Studies - Europe, Slavic Languages and Literature, and Linguistics and has spent time in the Czech Republic.

Last year was the first year the University of Washington participated in this simulation, and in competition with students from schools including University of Oklahoma, Syracuse, Pittsburgh and its branch campuses, and a number of smaller schools. UW students Reinier Voorwinde and Alison Johnston won an award for 'Outstanding Country' representing Denmark, and Johnston won an additional award for 'Outstanding Prime Minister'.

The simulation provides an outstanding opportunity for the students to share and learn their experiences about the operations of European Union institutions and policies, and to work with students from other European Studies programs. This program receives support for travel and other costs from the European Union Center and the Jackson School of International Studies.

## Meet H el ene Clark Dageville, the UW EU Fellow for 2004



*Every year the European Union selects a handful of officials to do research at U.S universities and learn more about our country. The European Union Center of Seattle is pleased to host H el ene Clark Dageville as its EU Fellow for 2003-2004. In return, the Fellows teach courses on the EU at their host institutions. The University of Washington has had an EU Fellow for seven consecutive years. We sat down with H el ene Clark Dageville to discuss her research and teaching plans.*

### **What kind of work do you do in the European Union?**

For the last three years I've been in charge of a unit of about twenty people dealing with European employment policy. It's important to understand that the EU does not have direct competence for employment policy. It's a national competence. However, the EU Treaty recently established a system to define common objectives as well as a system of multilateral surveillance

and annual reporting between member states. In that sense, we try to promote a certain convergence between employment policies because – especially now with a single currency - we treat it as a matter of common concern. It's a very novel way of making policy at European Union level because it is not based on legislation or constraint but instead on peer pressure. And I would argue that it works! Of course, employment is still a big problem in the EU: unemployment is generally much higher than in the US, and we are much more aware now of the need to increase employment levels overall if we want to be able to maintain our social protection systems. So my job has been to make sure that this system of setting common objectives, and monitoring these objectives, works.

### **What brings you to Seattle?**

I think I will learn a lot about Europe by being far away from it. I've been working on European affairs for – well, let's see, about twenty years on a variety of different topics. I worked first as a private consultant on European affairs for companies – small and big – and for European trade associations. Then I've been working for the European Commission since 1988 in different fields – enterprise policy, small-business policy, and the European Social Fund. I've been working on employment policy now since 1996. So I think it's time to take a little distance and get a broader picture of the EU from far away. Of course, my interest is also to learn more about the US, which is always in the back of our minds as a sort of reference that we want to compare ourselves with. Not necessarily as a model to follow or imitate, but certainly to compare with and to benchmark.

### **Is this your first time in the United States?**

I was here a number of years ago as a young official with an EU visitors program for three weeks. That took me to Washington, DC, New York -- also Texas and Chicago -- but never to the western coast of the US. And I've been here as a tourist as well. But I can't say I know the US very well. I'm certainly very happy to be in the western part and to see a different facet of America.

*continued on page 10*

## Historicizing Genocide Events and Speakers

### Winter Quarter Events:

#### Lecture: Jan Gross, New York University

“Blinded by Social Distance — On the Inability to Produce a Record of Killings between Neighbors”

January 28, 2004 7:30, Communications 206

#### Roundtable: Historicizing Genocide: The Holocaust in Comparative Perspective

March 4, 2004, 1:30-4:30 Parrington Commons

Experts working on genocide in different areas of the globe, including Armenia, the Soviet Union, Germany, Rwanda, Cambodia, and the United States will reflect on some of the central intellectual and philosophical questions related to genocide. Talks will be followed by a roundtable discussion and Q and A with the audience.

#### Participants:

Jeff Ostler, University of Oregon  
Aron Rodrigue, Stanford University  
Scott Straus, University of California Berkeley  
Eric Weitz, University of Minnesota

#### Background Information on the Visiting Participants

**Jeffrey Ostler** is Associate Professor and Chair of the Department of History at the University of Oregon. His research specializes in the American West. Ostler’s current research takes on the task of “locating genocide in Nineteenth Century U.S. History.”

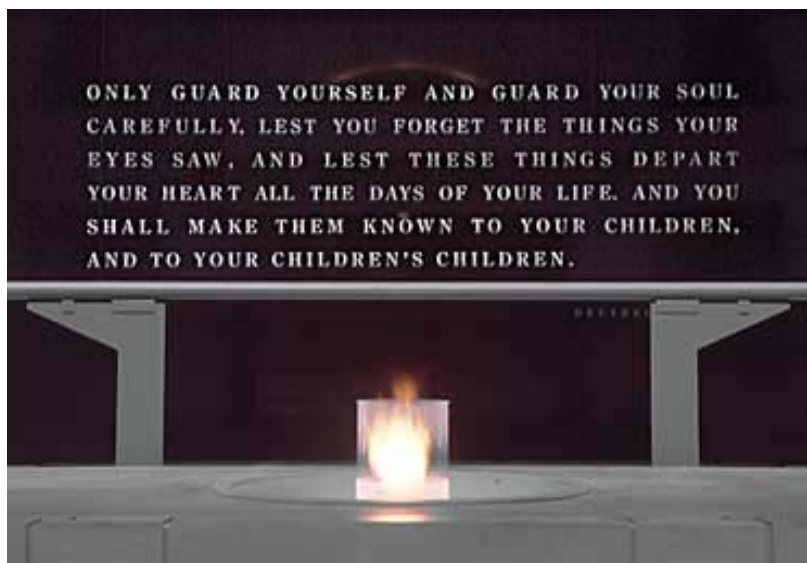
**Aron Rodrigue** is Professor of History and Eva Chernov Lokey Professor in Jewish Studies at Stanford University and is currently serving as Ina Levine Senior Fellow in Residence at the Center for Advanced Holocaust Studies (US Holocaust Memorial Museum, Washington, D.C.). His research interests include Modern Jewish History, the history and culture of Sephardic Jews, the Jews of Modern France, and minority identities.

**Scott Straus** is currently Faculty Fellow in the Political Science Department at the University of Oregon, where he is teaching a course on the comparative study of genocide. Scott’s dissertation (from UC Berkeley) is an in-depth analysis of the Rwandan genocide that focuses on the origins of popular participation in the killing. From 1995-1998, Scott also was a freelance journalist reporting from East and Central Africa.

**Eric Weitz** is Professor of Modern German History at the University of Minnesota. Weitz’s teaching and research reflect his interests in the mass social and political movements of the twentieth century, communism and fascism especially. While concentrating on Germany, Weitz also has strong interests in comparative history.

#### Sponsored by:

Center for West European Studies  
College of Arts and Sciences  
REECAS  
Institute for Transnational Studies  
History Department  
Jewish Studies  
Walter Chapin Center for the Humanities  
Henry M. Jackson School for International Studies  
For additional information, see <http://depts.washington.edu/its/genocide.html>



*Dedication in the United States Holocaust Memorial Museum's Hall of Remembrance*

# Historicizing Genocide: The Holocaust in Comparative Perspective, continued

Poland during World War II by Jan Gross from NYU, an event co-sponsored by the UW's Russian, East European and Central Asian Studies Center.

The lecture series will be capped with roundtable discussion hosted by CWES on March 4 at the University of Washington. Four experts working on genocide in different areas of the globe, including Armenia, the Soviet Union, Germany, Rwanda, Cambodia, and the United States will reflect on some of the central questions related to genocide. The conference organizers, Professors Sarah Stein (History/JSIS) and Uta Poiger (History) have asked visitors to reflect on the following questions: What do you see as the central intellectual and philosophical questions related to comparative genocide? How does the Holocaust figure in your thinking and research on genocide?

Stein and Poiger have organized this workshop in conjunction with a new course that they are teaching called "The Holocaust: History and Memory." They approach the Holocaust from different points of view—Jewish history and German history. These two perspectives are not usually intertwined, but through their collaboration both will be made an explicit part of the course. Both are central for an understanding of the historical roots of the Holocaust, the debates about this genocide, and the changing implications of Holocaust memories. In examining the Holocaust with their students, Stein and Poiger are making comparisons with other genocides an explicit topic. CWES is likewise sponsoring a teacher workshop on the topic that will use a similar comparative approach (see page 8 for details).

The history (and potential "uniqueness") of the Holocaust is a troubling issue of scholarly and political significance, and one that sparks the interest of a wide swath of students and community members. The Holocaust is a compelling topic in part because of the diversity of people it affected. Scholarship has suggested that women and men, Jews, Roma, Slavs, homosexuals, and the disabled were targeted in distinct ways by the perpetrators of the Holocaust. Partly for this reason, the Holocaust provides an important opportunity to think about the ways in which race relates to other social categories including gender, sexuality, and "the able."

As Norman Naimark has put it, "the Holocaust has become the dominant historical metaphor of our time." Undoubtedly thinking about the Holocaust informs not only debates about current issues from international justice to domestic health care, but also reflections on other genocides. However, the reverse is also true. As they evaluate the Holocaust, lay and professional scholars are increasingly seeking insights from the comparative study of genocides. Such new approaches have led some, for example, to locate the Holocaust in the history of European imperialism. Others are considering the similarities and differences between the Holocaust and the experience of American Indians, the enslavement of Africans in the New World, and 20th-century genocides in Armenia, Cambodia, Rwanda, and the Balkans. Comparisons are also yielding new insights into the ways that episodes of extraordinary violence in the 20th century have been adjudicated and remembered.

## KEEP THE DATE OPEN!

### SPRING CONFERENCE: EUROPEAN COURT OF JUSTICE

Friday, May 15, 2004, Peterson Room, Allen Library

This conference includes presentations that take the dynamic interaction between law, politics and society as a starting point to think critically about the evolving role of courts in global politics. In particular, participants examine the impact of European and international courts on politics and policymaking at the international and domestic levels: from the creation of judicially enforceable rights to the mobilization of public interest activists. The growing impact of this legalization on democratic politics will also be explored.

# Teacher News

## Lessons from Genocide: Resources for Teachers Teaching a Difficult and Complex Subject

The Holocaust is unquestionably one of the most traumatic events of the 20<sup>th</sup> century, and that in a century not lacking for trauma. Though infamous for its scale and brutal efficiency, the Holocaust is in fact only one of many genocides that marked the past century. Genocides also occurred with Armenians in Turkey, Hutus in Rwanda, and Bosnians in the former Yugoslavia, to name but a few of the most well-known cases. It is also sometimes forgotten that the Nazis' "final solution" itself targeted not only Jews but homosexuals, the mentally and physically handicapped, and Roma (Gypsies) as well.

Genocide, then, is a recurring tragedy in human history. Education is therefore a critical means toward understanding why this phenomenon has occurred, with the obvious goal of preventing history from repeating itself yet again. Fortunately, a great variety of excellent resources exist online for secondary school teachers to aid in teaching young people about genocide. It is not an easy subject to teach, given how complex, emotional, and sometimes gruesome it can be. But with the right materials, a curriculum on the Holocaust or on genocide more generally can be as rewarding as it is difficult.

In particular, genocide lends itself to instruction through a multimedia approach. Reading Anne Frank's diary gives an immediate look at the tribulations of European Jewry, viewing the film *Ararat* exposes the lasting legacy of the Armenian genocide, and watching news reports from just a few years ago about the massacres of Kosovars in Serbia is a reminder of the persistence of genocide in the world today. In addition to suggestions for multimedia tools, many teacher materials also outline lesson plans and methods of broaching this sensitive topic even with students as young as K-4.

Three of the most useful genocide and Holocaust education websites are listed below. Besides their own excellent materials, their copious links to other sites makes these among the best places to start when building an instruction unit.

**United States Holocaust Memorial Museum:** <http://www.ushmm.org/education/foreducators/>  
Features online workshop on how to teach the Holocaust, and also a valuable Resource Book for Educators

**Western Washington University's Northwest Center for Holocaust Education:** <http://www.wce.wvu.edu/Resources/NWCHE/resources/index.html>  
Offers an extensive list of resources including links to literature and films, research centers, and museums

**Center for Holocaust and Genocide Studies at the University of Minnesota:** [http://www.chgs.umn.edu/Educational\\_Resources/educational\\_resources.html](http://www.chgs.umn.edu/Educational_Resources/educational_resources.html)  
Excellent resource for curriculum materials including other instances of genocide besides the Holocaust.

### HOLOCAUST TEACHER WORKSHOP

MARCH 16, 2004, 4:00-8:00PM

IN COOPERATION WITH WESTERN WASHINGTON UNIVERSITY'S  
NORTHWEST CENTER FOR HOLOCAUST EDUCATION

REGISTER WITH CWES, 206-543-1675

OR E-MAIL [CWES@U.WASHINGTON.EDU](mailto:CWES@U.WASHINGTON.EDU)

# Student News

## EU Studies Certificate

The EU Center offers an exciting **European Union Studies Certificate Program** for UW students. Students pursuing the EU Studies Certificate study the politics of the EU and key issues affecting Europe today, with special emphasis on direct exposure to these topics through internships, foreign study, and classes taught by visiting EU officials. The program is open to all students pursuing a B.A. in any major at the University of Washington. Majors in European Studies who opt for the EU Studies Certificate program will also be expected to write their senior thesis on an issue pertaining to the European Union.

### Internship News and Opportunities

The EU Center has welcomed a number of visitors from the European Commission Delegation in Washington, DC, but this year it is the Delegation who will be hosting a representative from "the other Washington." Cindy Chang, a European Studies major who graduated in 2003, has been selected for a prestigious internship in the Delegation's Political and Academic Affairs section. Cindy, who also participated in the EU Center's CTAS program in 2002-3, began her three-month internship earlier this month. For more information on internship programs with the EU delegation, visit [www.eurunion.org/delegati/ppa/interns.htm](http://www.eurunion.org/delegati/ppa/interns.htm).

Two other excellent internship and exchange opportunities are available. The first is through the Swedish-American Exchange Fund, which offers approximately \$3000 to support research trips to Sweden. More information, including an application, is available from [www.swedennewyork.com](http://www.swedennewyork.com). The deadline for application is February 6.

The other opportunity is sponsored by the French-American Chamber of Commerce. The FACC provides two distinct options for internships and exchange. The first is a long-term (3 to 18 months), paid internship with private companies; for information e-mail [icdp@faccnyc.org](mailto:icdp@faccnyc.org). The second option is a short-term (1 to 3 months), unpaid internship usually with public sector organizationst; for information visit [www.frenchculture.org](http://www.frenchculture.org), click on "education" and then "internships."

## Certificate in Trans-Atlantic Studies (CTAS)

The Certificate in Trans-Atlantic Studies (CTAS) Program, now in its seventh year at the UW, is an international study option for students interested in U.S.-European relations, comparative public policy, and political culture. The CTAS program may be taken by graduate students or advanced undergraduates enrolled in any relevant degree program (e.g., Political Science, History, Public Affairs, Sociology, European Studies, International Studies). Students accepted into the CTAS program will spend autumn quarter studying contemporary European politics and society at the University of Bath as part of the Core Module of the Euromasters program. The students then return to the UW for winter quarter to complete the American module of the program.

Three UW students have recently returned to the University of Washington after spending the autumn quarter in Bath. Coming to Seattle along with them are ten Europeans from the Trans-Atlantic Track (TAT) of the Euromasters degree program. During their quarter at the UW, the TAT students will study US politics and society as well as participate in a special course on trans-Atlantic relations which they take with the returning UW CTAS students. The program affords European students the opportunity to take courses on American topics not normally offered at most European universities. The CTAS program likewise offers UW students the chance to spend an entire quarter studying contemporary European issues and the EU in a European environment.

The CTAS program is an exchange program recognized by the University of Washington. As such, all UW students participating in the program pay home tuition and maintain any financial aid eligibility already established. Travel grants are available for this program. The deadline to apply for the 2004-2005 CTAS program is March 15, 2004. For further information please contact the European Union Center at 120 Thomson Hall (206-616-2415) or [euc@u.washington.edu](mailto:euc@u.washington.edu). See also the CTAS website at: <http://jsis.artsci.washington.edu/programs/europe/tas/CTAS.html>

## Meet H el ene Clark, continued

### What are your impressions so far?

I've only been here for three days, but I already have the impression that I've been here for a long time because I've done a lot. I think it's a very diverse town that looks lively and can respond to many different types of interest. So I'm very curious to find out more. And who said it rains all the time here? I was greeted by beautiful sunshine upon my arrival and have barely used my umbrella since (but my snow boots, yes!).

### Will you be looking at employment policy here?

Yes, both my research and my seminar will center on this topic, although I will also broaden my horizons to the other challenges faced by the EU, especially in the context of the outreach activities that are part of my task as an EU Fellow.

My research will be essentially about comparing how labor markets function in the US as opposed to in the EU. We in the EU generally work on the assumption that things are much smoother here, that people and workers can move much more easily between regions and between jobs, and also that employment responds more quickly and better to the economic cycle. So I would like to go more in-depth into these assumptions and to compare the functioning of the US labor market with that of the EU. But how far I can go will depend on the time available for research, which may not be considerable. In this context, I would like to meet with local business and trade union people to hear how the employment system works here. Local authorities would certainly be interesting interlocutors -- and of course the academics at the university itself.

### Tell us about your teaching plans.

I will approach my Spring Quarter seminar not as an academic -- as indeed I am not one -- but as a practitioner of EU policy-making. I'll try to make my students benefit from an insider's knowledge. I would like them to understand that Europe is not homogenous, that it's a very diverse reality, especially in terms of employment and labor markets. Also to understand how common policies and common values can emerge from this diversity. I am referring here especially to the so-called "European social model." Employment depends on such a broad range of factors that the seminar will be an opportunity to touch upon a wide range of EU topics. I will pay particular attention to the impact of the new enlargement due to take place on May 1st and to the situation of the ten new members compared to the current fifteen.

I would also like the course to be quite interactive. My idea is that the students will have an individual project to submit as part of participating in the course. The project would be largely based on a comparative examination of the US labor market and the EU labor market under a selected aspect, for example the role of immigration, the place of women on the labor market; worker mobility, and so on. Overall, I am very enthusiastic about the seminar, while conscious that it is a major challenge!

### What do you see as the main challenges for the EU just now?

There are many, and I guess this has always been the case in the EU! Clearly, with the upcoming enlargement the EU is taking an unprecedented leap both quantitative -- ten new members at once, and very soon at least two others -- and qualitative in terms of the differences between the current and the new members. This raises not only practical questions -- how can we decide anything among 25 countries? can we all move at the same speed? -- but more fundamentally questions about the whole purpose of the EU.

There are worries that the EU is becoming more divided: small countries against big ones, richer ones against poorer ones, pro-Iraq war (and thus pro-US?) against the others. Whether these divides pose a serious threat to EU viability is the question. There is a close link between enlargement and the issue of a new constitution for Europe, on which negotiations failed at the end of 2003, which constitutes another major challenge for 2004. This is both about agreeing on common values and goals and about making the whole institutional mechanism work. Finally, and this is probably the most important challenge to citizens: when will economic recovery come back? And is it going to bring more jobs with it? You see, I always come back to my favorite topic!

**Ongoing:** German Language Discussion Group every Tuesday, 6:00-10:00 pm Continental Restaurant 4549 University Way NE. For information, visit <http://www.geocities.com/seattlestammtisch/>

**Ongoing:** French Language Discussion Group Every Wednesday, 7:00-9:00 pm Continental Restaurant 4549 University Way NE all levels of French are welcome. Contact [broberts@u.washington.edu](mailto:broberts@u.washington.edu).

**Ongoing:** Spanish Language Discussion Group Every Thursday, 6:00-10:00 pm Continental Restaurant 4549 University Way NE. For more information contact [SeattleTertulia@hotmail.com](mailto:SeattleTertulia@hotmail.com).

**January 27** Lecture: Thomas DuBois, University of Wisconsin, Madison “Suomi-kuva 1802: Constructing the Finn and Finland in Gueseppe Acerbi’s Travels” 3:30pm, Communications 226. Info: Scandinavian Studies, 206-543-0645. Co- Sponsored by the Simpson Center for the Humanities.

**January 28** Lecture: Jan Gross, New York University “Blinded by Social Distance — On the Inability to Produce a Record of Killings between Neighbors” 7:30pm, Communications 206. Info: CWES, 206-543-1675

**January 30** Lecture: Doug Imig, University of Memphis, “Contentious Claims making and the enlargement of the EU: Social Movements in domestic and supranational European politics” 3:30-5:00pm, Savery 209. Info: CWES 206-543-167. Co-sponsored by REECAS.

**February 10** Lecture: Jason Lavery, Oklahoma State University “Finland Between the World Wars (1918-1939)” 3:30pm, Communications 226. Info: Scandinavian Studies, 206-543-0645. Co- Sponsored by the Simpson Center for the Humanities.

**February 24** Lecture: Mervi Pantti, University of Amsterdam. “Politics of National Cinema” 7:00pm, Communications 226. Info: Scandinavian Studies, 206-543-0645. Co- Sponsored by the Simpson Center for the Humanities.

**February 18** Lecture: Gabriel Weisberg, University of Minnesota “Marketing Art Nouveau: S. Bing in Paris and America, 1894 – 1904” 1:30 pm, Building and Room Number, TBA. Info: CWES 206-543-1675.

**March 4** Roundtable: Historicizing Genocide: The Holocaust in Comparative Perspective 1:30-4:30pm Parrington Commons. Info: CWES 206-543-1675

**March 9** Lecture: George Schoolfield, Yale University. “Finnish Decadence” 3:30pm, Communications 226. Info: Scandinavian Studies, 206-543-0645. Co- Sponsored by the Simpson Center for the Humanities.

**March 10** CWES/GBC International Update: Kathie Lindemann, Senior Vice President of Operations. Store Development and Global Business Systems, Starbucks Coffee Company. 5:30-8:30pm. \$25 includes dinner, pre-registration required. Call 206-543-4852 or [reecas@u.washington.edu](mailto:reecas@u.washington.edu) to register.

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation contact the Disability Services Office at least ten days in advance at: 206-543-6450/V, 206-543-6452/TTY, 206-685-7264 (FAX), or [dso@u.washington.edu](mailto:dso@u.washington.edu).

**Would You Like to Receive Our Newsletter by Mail?  
Just fill out this form, and drop it in the mail!**

**Name:**

**Organization:**

**Address:**

**Phone:**

**Email to be placed on our email list: "europa-l"**

Would You Like to Become a "Friend of CWES"?

Donations to our discretionary fund help us bring you more. Checks should be made out to University of Washington--Friends of CWES (for "Discretionary Fund"). Thank you!

---

**European Union Center  
Center for West European Studies  
The Jackson School of International Studies  
120 Thomson Hall  
University of Washington  
Box 353650  
Seattle, WA 98195-3650**

<b>Nonprofit Org. U.S. Postage PAID Seattle, WA Permit No. 62</b>
---