

# ***WES Northwest***

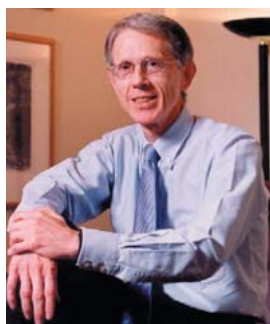
The Newsletter of the Center for West European Studies and the European Union Center  
The Jackson School of International Studies, University of Washington

**Spring 2005**

**Volume 11, Number 3**

## **Europe Day with British Ambassador to the United States**

*Sir David Manning*



In close cooperation with the World Affairs Council, British Consulate in Seattle and local law firm Garvey Schubert Barer, the European Union Center of Seattle is pleased to announce that we will be hosting Sir David Manning, British Ambassador to the United States for a Europe

Day talk titled "Britain, Europe and the Transatlantic Alliance" on Thursday, May 12 at 6:30 pm in Benaroya Hall's Norcliffe Founders Room.

Sir David Manning has been the British Ambassador to the United States since 2003. He is a highly distinguished career diplomat, serving at the Foreign and Commonwealth office since 1972. He has served in embassies in Poland, India, Paris and Moscow and has represented the UK in Brussels and at the International Conference on former Yugoslavia in 1994. Between 1995 and 1998 he was British Ambassador to Israel and in 2001 he was made Foreign Policy Adviser to Prime Minister Tony Blair.

With \$2.5 trillion crossing the Atlantic every year, the relationship between the Europe and United States is vital to both economies. How strong is this relationship, and where is it headed? Sir David Manning will speak about the important links between Britain, Europe, and the United States to recognize Europe Day, May 9th, in the Pacific Northwest.

## **Islam in Europe:**

### **Identities, Interests and Politics in a Changing Religious Economy**

*A Mini-Conference Sponsored by the Center for West European Studies, European Union Center, Department of Sociology and Center for Middle Eastern Studies at the University of Washington*

*April 28-29, 2005*

Is Europe becoming a key battleground in what Samuel Huntington has called the "clash of civilizations"? In the last decade, political and social conflict has been mounting in Europe over the question of how to include nearly 20 million Muslims in the daily political and social life of the European Union.

Bitter political debates surround such issues as the wearing of headscarves in schools and public offices, the co-education of boys and girls, the legal limits to the adoption of the Sharia code in ostensibly secular democracies, and the apparent failure of Muslim minorities to assimilate into their host societies.

Widely-publicized incidents of terrorism, political assassination, popular unrest, and the electoral success of anti-immigrant political parties are highly visible  
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**2005 JSIS Summer Seminar**

*Mystics, Eccentrics,  
Visionaries & Revolutionaries:  
People Who Changed  
the Course of History*

**June 28-29, 2005**

**Kane Hall, Walker-Ames room  
University of Washington Seattle Campus**

The Outreach Centers at the Henry M. Jackson School of International Studies invite you to attend the annual Summer Seminar for educators, June 28-29, 2005. This year's seminar "Mystics, Eccentrics, Visionaries and Revolutionaries: People Who Changed the Course of History," will focus on individuals from around the globe whose unique outlook changed the world as we know it. Scholars and guest speakers will present the lives of historical figures who were able to see the world in a different light, and then take action to bring their vision to pass. Come and be inspired!

**Registration deadline:** June 20, 2005

**Registration Fee:** \$80 includes parking vouchers, coffee/tea, morning pastries, lunch and 16 WA state clock hours (you must attend the entire seminar to receive clock hours). Please make checks payable to the "University of Washington." Special travel stipends are available for teachers coming from 75 miles or more.

**Registration validation:** Registration can only be accepted by mail and must include payment in full.

**Mail the form below to:** CWES, Box 353650, University of Washington, Seattle 98195. Questions or inquiries, please call: 206-543-1675 or contact cwes@u.washington.edu. You will receive a confirmation packet with a receipt, map, driving and parking directions and program details.

**JSIS Summer Seminar Registration**

Name \_\_\_\_\_

Mailing address \_\_\_\_\_

Daytime phone \_\_\_\_\_

Email \_\_\_\_\_

School \_\_\_\_\_

Grade level \_\_\_\_\_

Do you wish to receive clock hours? \_\_\_\_\_

Travel stipend? \_\_\_\_\_ Seattle bus fare? \_\_\_\_\_

# European Union Center News

## Team Enlargement to the Rescue



The Euromasters Trans-Atlantic Track graduate student exchange program, hosted by the EU Center since 1998, added an exciting new outreach component this winter called “Team Enlargement.” The outreach project sent European graduate students into middle and school classrooms throughout the greater Puget Sound. The students gave colorful PowerPoint presentations on the “new” Europe and led lively class discussions on the similarities and differences between young Americans and Europeans today. They also provided teachers with classroom materials on current events, such as the introduction of the euro and the eastward expansion of the EU.

The first Euromaster “Team Enlargement,” consisting of Marco di Benedetto from Italy, and Horst Kramer, Isabel Simon, and Andreas Unterstaller from Germany, was deployed for World Week at Emerald Ridge High School in Puyallup. The second team, made up of Mari Lumio from Finland, Diego Fossati from Italy, Linda van Renssen from the Netherlands, and Rob Reid from the UK, spoke to all six periods in a grueling but rewarding day at Mount Si High School in Snoqualmie. A third team, made up of Manola Raich from Austria, Hermes Galanos from Cyprus, and Aristides Kollaros from Greece, appeared at the Nova Alternative School in Seattle.

The students fielded questions ranging from the latest political maneuverings on the European Commission to the coolest European fashions and music to the “dodgiest” ins-and-outs of UK slang. But they were also thrilled to find themselves for the first time in a real-live American high school, which, to put it in their own inimitable way, “looked just like on the telly.” The Team Enlargement outreach program was presented to teachers at the Washington State Council on Social Studies Annual Retreat in Lake Chelan as an opportunity for the future. The positive reaction suggests that Team Enlargement will become a permanent feature of Euromasters-TAT as it enters its eighth year at the University of Washington.



## European Union Center News

### European Union Center of Seattle

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## West Coast Model European Union Success



It has been a busy year for the UW's model European Union participants. They spent Autumn Quarter in EURO 490 - European Union Policy and Simulation, a new class created and taught by CWES staff member Dean LaRue (MA, UW-Bothell, Policy Studies).

The class focused on the basics of the European Union and the theory and practice of institutions and policy-making, and then went on to closely examine the EU's approach to issues such as Security and Defense Policy, Enlargement, Agriculture and Consumer Protection.

Students worked in teams of two, each representing an EU member or candidate country, first learning about and sharing their country's points of view and policies, then participating in negotiation exercises to learn about the challenges of finding consensus on complex issues.

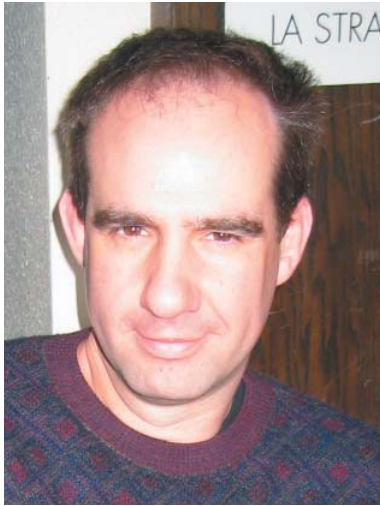
The UW students then joined with 35 students from west coast universities in the first West Coast Model European Union, a two-day event hosted by the European Union Center at the UW on February 11th and 12th, 2005. This large group broke up into forums for Heads of Government, Foreign Ministers and Accession Negotiators to simulate the 2003 Copenhagen Summit.

The event was extremely successful, with participants engaging in heated exchanges over the Eco-points program for trucks passing through Austrian alpine areas, access to EU structural funds for new members, and a surprising last-minute addition to the written agreement to limit the financial liability of existing members as new countries join the Union.

Only two weeks later, UW students Dubravka Gligoric (representing Cyprus), Amy Peterson (Turkey), Katia Taipale (Denmark) and Lauren Struck (Sweden) headed east to the University of Pittsburgh Model European Union, hosted this year at nearby Washington and Jefferson University. This event simulated the December 2003 Italian Intergovernmental Conference, and for their efforts, Gligoric brought home an "Outstanding Small Country" award, and Peterson won an "Honorable Mention", the highest award she was eligible for, as Turkey was not a full candidate at the time of the conference.

Participants and observers in these events always remark on the extremely high level of preparation and professionalism on the part of the students involved. Success requires an intimate knowledge of the subject matter, the ability to determine how any proposal fits into both the institutions and requirements of the EU and the country being represented, and a large dose of public speaking and leadership skills.

## Interview with Donald Gilbert-Santamaria



Donald Gilbert-Santamaria is an Assistant Professor in Spanish and Portuguese Studies. He earned a PhD in Comparative Literature at Berkeley and took his first job at the University of Tulsa in Oklahoma. He came to the University of Washington in 2002.

### Tell us about your research.

My first book came out in January from the Bucknell University Press. It's called *Writers on the Market: Consuming Literature in Early 17<sup>th</sup> Century Spain*. It looks at how some of the newly-emerging genres at the beginning of the 17<sup>th</sup> century – like the novel, the picaresque, or the public theater – direct themselves in a self-conscious way to an audience that is in many cases far more heterogeneous than would have been the case earlier in the Renaissance. In particular, there's an increasing awareness of a market dynamic at work in the consumption of literature. So I try to see how a self-conscious awareness of writing for a market affects an author's poetics, that is, the way in which he approaches the task of writing. I look at how the process of writing for this increasingly heterogeneous market – an audience that was perhaps less familiar with Classical aesthetic values, and more tuned-in to the requirements of everyday life – is expressed in the work of three major figures.

### So I assume you look at Cervantes ...

Cervantes is the most well known, obviously, for the *Quixote*. The second is Lope de Vega, who was the most prolific playwright of the period. And the third is Mateo Alemán, who wrote what's been described as the archetypal picaresque novel. The picaresque novel is generally set in an urban environment and deals with an orphan who's had a really rough life. It follows this figure as he tries to survive in a hostile environment. So there's an acute awareness of the problems of emerging urban environments, and how individuals, particularly on the margins of society, struggle with basic questions of survival. Of course, when you think of some of the earlier literary modes of the Renaissance, like the lyric or pastoral, those issues are far from anybody's mind, mainly because the audience was so much more aristocratic, so much more homogeneous, an audience for which material existence wasn't really a problem.

### So writers in this period are becoming more aware of a mass-audience that can relate to these issues.

Yes, that's the thesis. You can see sort of a proto-consumerist mentality emerging, an early encounter with the problem of writing for the masses. Lope de Vega has a treatise, the title of which translates as something like, "The New Art for Writing Comedies in this Time." In it, he legitimizes writing for a mass audience, which is considered not very prestigious, but he also, curiously enough, starts to use a vocabulary to describe what looks like an accounting for consumer demand. He talks about the "masses," but its typical usage before him was based entirely on class distinctions. Here he meditates on writing for these masses that don't really know much, but that we have to satisfy anyway because – as he says at one point – "they pay." And this is a novelty, but it's something that the critics haven't really picked up on.

### How does this tie into your teaching?

One of the challenges of teaching this literature is that it seems really alien on the face of it. So I spend a lot of time trying to get my students to develop a relationship with what they're reading that goes beyond a studied, antiseptic, distanced, objectified attitude. Some of the most fun I've ever had was teaching a class on lyric poetry from the 17<sup>th</sup> century. I had the students memorize a poem. I had never really taught lyric poetry before, and it was just amazing to see how students got into this idea that when you memorize something it becomes yours. I think that undergraduates especially have to overcome this feeling of being incompetent even to say something. But once they've overcome that barrier, really magical things start to happen. It was interesting to watch them take on this literature and make it their own.

*continued on page 10*

# Islam in Europe: Teacher Workshop

*Thursday May 19th, 5-8pm Thomson 317, UW Seattle*



Islam is the fastest growing religion in Europe, and the population of Muslims on the continent has tripled in the last thirty years. At the same time, evidence suggests that the number of Christians is dwindling, as churches empty and societies from France to Denmark become increasingly secular. The rise of Islam in Europe is generating conflict, as with Muslim students wearing veils in schools or anti-immigrant violence in neighborhoods.

This workshop will study these controversies and the place of Islam in Europe, asking questions such as: Can Muslims ever become “truly” French or German? What are the prospects for their integration or assimilation into European societies? Is there a solution to the conflicts between Muslims’ religious identity and the secular societies in which they live?

How, ultimately, can Europeans adapt to this growing multiculturalism?

Registration for the workshop costs \$25 - pre-registration required. Teachers attending will receive three clock hours, curriculum resources, a book on Islam in Europe, and dinner. Checks should be made payable to the University of Washington and mailed to: Center for West European Studies, University of Washington, Box 353650, Seattle, WA 98195. For more information, please contact CWES at 206-543-1675 or cwes@u.washington.edu.

## HOT OFF THE PRESSES... ISLAM AND EUROPE IN THE NEWS

<http://www.neweuropereview.com/English/english-streusand.cfm>

An article from the New Europe Review on whether Islam can become European.

<http://www.time.com/time/europe/eu/magazine/0,13716,188641,00.html>

Time magazine considers how young Muslims are trying to reconcile traditional practices with Western trends.

<http://www.npr.org/templates/story/story.php?storyId=4191408>

A National Public Radio series on Muslims in four different European countries.

<http://www.chicagotribune.com/news/specials/chi-0412190554dec19,1,2079730.story?coll=chi-newsspecials-hed&ctrack=1&cset=true>

Islam is re-shaping Europe, according to this Chicago Tribune article.

<http://www.timesonline.co.uk/article/0,,3-1387841,00.html>

A useful graphic with percentages of Muslims in western European countries.



## Islam in Europe Conference, continued

manifestations of a simmering cultural and political conflict that stretches across Europe.

As European birth rates plummet and the population of welfare states' ages, calls for increased immigration vie with dire warnings of the coming "Eurabia." In secular Europe, where traditional Christian religious involvement seems to have reached all-time lows, the demands of more religious, socially marginal Muslim populations have been portrayed as a threat to the tolerant, secular welfare states built after the Second World War.

Even as Islam appears to be far more vital in some European societies than mainline Christian churches, the institutional arrangements that states relied upon to regulate religious activities seem ill-suited to meet the challenges of integration. Historical state churches and other subsidized Christian groups benefit from substantial resources and privileges, and protected from competition, have readily complied with the state. However, such benefits are rarely available to Muslims.

In part, the inability of Muslims to organize broad-based interest groups that European governments can work with exacerbates the marginal position of Muslims at the same moment when radicals in both the Islamist and European nationalist camps seem eager to declare a clash of cultures.

Are Muslims in Europe adapting to or rejecting Western society? Can secular Western Europeans recast their institutions to facilitate Muslim integration? Are Muslims forming interest organizations in an effort to create a more favorable regulatory climate or to promote new, European Islamic denominations? Are Muslim interest leaders responsive to strategies of integration into European polities? Or do they prefer a separatist strategy of maintaining Islam as a separate, socio-cultural milieu? Will European governments move towards greater toleration and acceptance, or turn towards nationalism and nativism?

These questions, so clearly vital to Europe's future, motivate this conference. In three panels focused on the implications of European secularization for inter-group relations, the various state strategies for coping with Muslim populations, and the efforts of Muslims to mobilize in their own interest, a diverse range of scholars will seek answers to these questions.

## Islam in Europe Schedule and Participants

**Thursday, April 28 2:00pm-4:30pm, Parrington Commons**

*Panel 1: The De-Churching of Europe and its Implications for European Muslims*

Tony Gill, UW; David Masci, Pew Forum on Religion & Public Life

**Friday, April 29, 9:30am-12:00pm HUB 309**

*Panel 2: Identities and Interests of Europe's Muslims*

Steve Pfaff, UW, Caitlin Killian, Drew University

**Friday, April 29, 1:30pm-4:00pm HUB 310**

*Panel 3: Islam and European Democracies*

Carolyn Warner, Arizona State University, Jonathan Laurence, Brookings Institution; Chris Soper, Pepperdine University

# Teacher News

## Summer EU Simulation Workshop

### Learn to simulate the European Union in your Classroom!

*Hands-on activities engage your students and bring them into the learning process.*

Have you been looking for a way to add interest and excitement to your classes on government, history, social studies or language? We've found that simulating real-world events can add a tremendous amount of focus and energy to teaching, help engage the students, and also provide an opportunity to work on skills like public speaking, teamwork, research and writing.

July 19 and 20, Tuesday 9am-8pm. On Tuesday, the workshop will run from 10am-5pm, and then CWES will host a working dinner on Tuesday night for participants from 6-8pm. The workshop will run Wednesday 9am-5pm. Cost is \$50, which includes clock hours, lunches on both days, and the working dinner on Tuesday.

Day one of the workshop will focus on background information on the EU's history, institutions and policy-making approaches. Day two will work on in-class simulation techniques and exercises, and a half-day will be spent running our own Model European Union Simulation in the workshop.

The event will be organized and taught primarily by Dean LaRue, CWES Outreach Coordinator, is also the instructor for European Studies 490 - European Union Policy and Simulation, taught in the Jackson School of International Studies at the UW. The approaches and curriculum have been modified for use in high school classrooms. The EU provides an excellent basis for classroom simulation, as the original 15 member states can be represented by teams of two in a 30-student classroom, or the entire 25-member enlarged EU can be represented by individual students. The issues pressing the EU are both clear and immediate, and speak more to the identity of the Union, and the decisions to be made about membership, power, and participation than the more-technical questions sometimes involved in discussion of government or policy.

Finally, teaching about and simulating the EU is an excellent way to clarify through comparison the workings of the US government. Examining the EU's struggle to find a path for its members that is stronger than a confederation, but less than a full-blown federal approach, creates endless opportunities to highlight why our own institutions are constructed as they are. We were very surprised to hear from our college students that they learned as much about the US government as they did about the EU.

***Mail the form below and a \$50 check made out to 'University of Washington' to:*** CWES, Box 353650, University of Washington, Seattle 98195. Questions or inquiries, please call: 206-543-1675 or contact cwes@u.washington.edu. You will receive a confirmation packet with a receipt, map, driving and parking directions and program details.

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### Summer Model EU Simulation Workshop

Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

Daytime phone \_\_\_\_\_ Email \_\_\_\_\_

School \_\_\_\_\_ Grade level \_\_\_\_\_

Do you wish to receive clock hours? \_\_\_\_\_ Travel stipend? \_\_\_\_\_

# Student News

## Comparative Federalism Program Begins Fifth Year of Exchange



Applications for the 2006 Comparative Federalism (COMFED) program are being accepted at the Center for West European Studies through June 3. Currently in its fourth year, the COMFED program affords UW graduate students the opportunity to spend a quarter pursuing EU-US studies at one of the COMFED consortium's European partner universities. In 2006 the Université Libre de Bruxelles and the Institut d'Études Politiques de Paris (Sciences Po) will be offering COMFED modules during winter and spring quarters, respectively. Each module combines academic coursework with the opportunity to pursue internships and research in two of Europe's most dynamic cities.

Designed around a core curriculum, each of the COMFED modules is tailored to take advantage of host institution resources and the abundant opportunities for extended learning and professional training that exist in Brussels and Paris. Sciences Po is one of France's premiere universities for social science research, and students on the program get to work with some of that nation's top academic experts as well as prominent visiting scholars. The module is taught in French and provides an excellent venue for enhancing language skills. Hosted in Europe's capital, the COMFED module at ULB is especially attractive to students wanting first-hand exposure to EU institutions and European NGOs. The module has been especially popular with law students as, in addition to the core course, the ULB program offers English language courses on EU policies and internships with Brussels-based firms.

Applications are accepted from students in all relevant UW degree programs, including professional schools. Students on the program maintain concurrent enrollment at the UW and pay home tuition. Questions concerning the COMFED program can be directed to CWES (cwes@u.washington.edu, 206-543-1675).

## EU Center to Develop New Program with Swedish Partner



### *New Initiative Links UW with Linköpings Universitet*

The University of Washington is set to dramatically expand its long-standing relationship with Linköpings Universitet in Sweden thanks to a generous donation by a local family with close ties to both Linköpings and Seattle. The gift made by Lars and Laurie Jonsson and their family is intended to build closer ties between the two universities by facilitating the exchange of researchers, faculty and students over the next two years. The European Union Center, along with the Department of Scandinavian Studies, Center for Nanotechnology, and Molecular Engineering are each initiating new collaborative programs with their Linköpings counterparts thanks to the Jonsson donation.

The EU Center's new exchange program with Linköpings will be carried out in partnership with the latter's masters degree program in International and European Relations. Our two programs plan to send graduate students to each other's campus to study comparative public policy, European integration, civil society and international governance. The Linköpings masters program is in English and will thus be open to all UW graduate students who focus on these topics. It is expected that the program will be especially attractive to students in the UW's political science, law and public affairs programs. Visiting Linköpings students will likewise have the opportunity to enroll in a broad array of courses across several departments at the UW.

The two-year grant is intended to act as a catalyst for creating more permanent collaborative structures between the two universities. Each of the departments participating in this project is additionally using some of their new funding to support faculty exchanges or collaborative research. Students and faculty participating in this project will be furthering their own research and studies, but also working to cement the ties between our campuses and cities.

## Gilbert-Santamaria Interview, Continued

### Do you have any classes in the works right now?

Right now I have a scholarship to the Society of Scholars through the Simpson Center for the Humanities, so I have a relief quarter. But in general I teach 300-, 400-, and 500-level courses. In the fall, I'll be teaching a course on Cervantes, because it's the 400<sup>th</sup> anniversary of the publication of the first part of *Don Quixote*. Then, I'm not sure when I'll have a chance to teach this, but the project I'm working on at the moment is on representations of friendship in the 17<sup>th</sup> century. I've been toying with the idea of teaching a course on it. One of the fascinating things about the topic is that people have a lot of ideas about friendship, but we see it as a hyper-contemporary discourse. This really became apparent to me when I was moving from one job to the next: there's a commonsensical way in which we all seem to think we know what it is and what the values are behind it. So I was interested to find that in the 17<sup>th</sup> century you see radically different ways in which questions of friendship were represented. And if you dig a bit deeper, you find a huge tradition – going way back to Cicero and even before him to the Greeks – of talking about friendship, or about the relationship between friendship and, say, utilitarian values. So I thought it was fascinating to see the way in which the same debate gets hashed out today. I'd love to teach a course that looks at some of the earlier discussions about friendship and also at films in which the question comes up in a contemporary context. What I found at least for myself – it'll be interesting to see how students respond – is that by going back and looking at some of these debates from the Renaissance, the Middle Ages, and before, you rethink your own preconceptions about what a friendship is.

### Are you working on a book about this topic?

Yes. Right now I'm writing the first chapter, which is going to be on the pastoral novel. Then I anticipate having another chapter on the picaresque. And then I'll look at both of these in the context of Cervantes again, because the *Quixote* is really a kind of generic hybrid. Although we think of it as a novel, it actually has strong elements of both the picaresque and the pastoral, in addition to the more often understood chivalric fiction. So I haven't yet worked out the details, but I think there's enough to come up with an interesting organic whole.

### What interested you in the Early Modern period?

Well, I started out in Comparative Literature, and I think that like a lot of people, I thought I would do something contemporary. Then I started to take courses on earlier stuff – my fields were English Renaissance and Spanish Renaissance – and as I started to get into it, I found that in some ways, precisely because it was less traveled, there was more that one could do. I mean, there's a lot of really good scholarship out there, but there isn't the amount of energy being expended on it as, say, on Modernism or Post-Modernism. And I was fascinated by the way in which the period seemed both alien and familiar. The other thing about studying the Early Modern period is that it really forces you to have a sense of historical perspective on many different levels. You know, the Renaissance itself was acutely aware of Classical Antiquity. So in order to study it in any kind of serious way you have to understand some of the principle borrowings that are going on from Classical Antiquity. But the continuity from the Middle Ages is also important. And then, in addition, the very term Renaissance as we understand it – the association of the Renaissance with individualism, for example – is something that was born of the Romantics. So even to understand the critical literature one has to be aware of the fact that our current, contemporary understanding of the Early Modern period is itself a product of a historical debate that gets going in the middle of the 19<sup>th</sup> century. So there's a way in which this one moment in time is the intersection of historical currents that go all the way back to Classical Antiquity and yet spin up to the present. And I find that really compelling because it raises all sorts of questions about, for example, the relationship between history and literature. What kind of a relationship are we going to have with these texts? The fact that there are so many different historical moments coming together really gives you pause to think, and has led me increasingly to the conclusion that it isn't a matter of arriving at the truth of what these texts mean as a matter of learning how to use this particular constellation of texts in a productive way to help us understand where we are in the present. I find that a much more appealing way of thinking about it, if only because it takes into account the extent to which the past is very alien, so that the only way to make it familiar, in some sense, is to change it.

**April 4** Dr. Nicolas Jabko (Institut d'Etudes Politiques de Paris), "How France Defines its Interests on the European Constitution" 1:30pm Gowen 1A. Contact CWES.

**April 5** Dr. Nicolas Jabko, (Institut d'Etudes Politiques de Paris) "Market Ideas for Political Power: The European Union's Quiet Revolution." 3:00pm Gowen Hall Room 1A. Contact CWES.

**April 6** Dr. Georg Vobruba, (Institut für Soziologie – Leipzig) "Internal Dynamics and External Relations of the European Union." 12:30pm, Thomson Hall 317. Contact CWES.

**April 6** Dr. Amy Mazur, (Washington State University) "Gendering the Fifth Republic in France: New Beginnings, or Legacy of the Past?" 3:00pm Thomson 317. Contact CWES.

**April 11** Dr. Ingolfur Blühdorn (University of Bath) "Reform Gridlock and Hyper-Innovation: Contested Modernization in Germany and Britain" 3:00pm Thomson 317. Contact CWES.

**April 13.** Extension Lecture Series: 'Hotspots' Rick Lorenz, (University of Washington) "Kosovo: Toward a Final Status?" Contact UW Extension to register - 543-2310

**April 15** Dr. Ivan Ermakoff, (University of Wisconsin - Madison) "French compliance with German occupation policy during the Second World War." 3:30 pm Savery Hall 209

**April 21** Dr. Richard Frankel (University of Louisiana) "Bismarck and the Cult of Leadership" 7:00 pm, Frye Art Museum 704 Terry Avenue, Contact UW Germanics, 206-543-4580

**April 21, 22** "Heroic Rhetoric" Department of Comparative Literature Graduate Student Colloquium 2005. [http://depts.washington.edu/uwclit/final\\_schedule.htm](http://depts.washington.edu/uwclit/final_schedule.htm) for details.

**April 25** Mel Marquis, J.D., (European University Institute, Florence) "EU Constitutionalism" William Gates Law School 127. Contact CWES for details.

**April 28, 29** Islam in Europe Conference, details on page 7. Contact CWES for details.

**May 12**, Sir David Manning, British Ambassador to the U.S "Britain, Europe and the Transatlantic Alliance" Time: 6:30 pm Location: Benaroya Hall, Norcliffe Founders Room (200 University Street, Downtown Seattle) More Info: <http://www.world-affairs.org/> Registration: No advanced registration. Please pay at the door

**May 19**, Islam in Europe Teacher Workshop - details on page 6, or contact CWES

**May 19-21** Conference: Narrating Colonial Encounters: Germany in the Pacific Islands. <http://depts.washington.edu/uwgerman/southseas/schedule.htm> for details.

**June 28-29** 2005 JSIS Summer Seminar "Mystics, Eccentrics, Visionaries & Revolutionaries: People Who Changed the Course of History" Kane Hall, Walker-Ames room University of Washington Seattle Campus. \$80, pre-registration required, details and registration form on page 2. Clock hours available.

**July 19, 20** European Union Simulation Teacher Workshop. \$50, pre-registration required. Clock hours available. Details and registration form on page 8.

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