

WEST Points

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From the Director's Desk: The Future of Foreign Languages By Dr. Fritz Breithaupt, Director of West European Studies

Dear Friends of West European Studies,

It is time to speak about foreign languages. Both a quick and a long glimpse into the world of higher education shows, that the levels of proficiency in one or more foreign languages are down dramatically from the levels of just thirty years ago in the US. What is worse is that many colleges, universities, and professional schools have no language requirement, neither for entering nor exiting classes. It is only logical then that the decision makers in many high schools and middle schools have not put much emphasis on foreign languages either, since foreign languages are not a college entry requirement. This has been the first year in my personal history that I faced some freshman students in the classroom who had never even started a foreign language. To be sure, they are in a slim minority, but it is an alarming sign.

I do not want to blame anyone for this development. Instead I would like to call on decision makers at all institutions of higher learning to make foreign languages (again) a clear requirement for a minimum of two-year proficiency. Otherwise, we are educating students who will not be ready for the global economy and who will not participate in international culture. Even English is a claustrophobic language house.

For these reasons, the West European Studies National Resource

“Many colleges, universities, and professional schools have no language requirements, neither for entering nor exiting classes.”



Center is initiating a new program this year that will bring high school and middle school teachers throughout the Midwest to Bloomington to meet and discuss initiatives that can counter the shrinking of foreign language study. For this summer work-

shop, we will focus on teachers of French, German, and Spanish to conduct a workshop called “Using Film to Incorporate Culture into the Language Classroom.” In future years, we will also include other West European languages to build support for the schools that offer languages beyond the common three. And even within the common three, the situation is not rosy. Luckily, Spanish is not threatened. However, many schools now have only one teacher each for

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Getting to Know: Jeff Pennington, Assistant Director, European Union Center By Ryan Mainhardt

A new face has been seen around the West European Studies office complex since last December. As new as Jeff Pennington, Assistant Director of the European Union Center of Excellence at IU, is to some, to others he is familiar. After completing his undergraduate study at Georgetown University, Pennington came to IU and completed his MA at the Russian and East European Institute (REEI) in 1993. He returned to IU in 2000 to assume the assistant director position at the Inner Asian and Uralic National Resource Center. More than four years after he left that position (in October 2001), Pennington is back at IU for another go-around.

Between stops at IU, Pennington has been consistently abroad. He has studied in Hungary and Romania (on a Fulbright Scholarship), worked at an international NGO as a program officer (IREX in Romania), and has attended graduate school in, of all places, Japan.

Pennington is actually still working on his dissertation for Kobe University in Japan, but decided to come back to IU for a few reasons.

"I was at a position in my PhD program that my scholarship was going to come to an end, and I was going to have to do something to survive in Japan," said Pennington about his situation when he was informed of the EU Center position in May 2005. The fact that he was at a point where he did not need to physically be in Japan to research worked to his advantage. Much of his research can be done online.

Pennington said that despite being abroad for the better part of the last 12 years, coming back to IU was a relatively easy adjustment. He still has many friends in Bloomington, and many of his colleagues in Inner Asian and Uralic as well as many of his professors in REEI are still here.

"I feel more like an ex-pat[riot] than

an American national, so coming back to someplace you know, and also a place which has a good international feel, it helps."

Although he does not have an intense background in the EU or EU studies, Pennington is learning much about the EU via the backdoor. The EU Center has a close relationship with the EU delegation in Washington, DC, as well as with Brussels. For now, though, the focus of his attention is on learning the bureaucracy of IU rather than learning the difference between the European Commission and the European Parliament.

Since the EU Center is barely a



Jeff Pennington at the Tsugara Straits in Japan.

three-month old institution, immediate goals for the Center are broad. Pennington's primary focus is to make sure people are aware of the EU Center and of its separate existence from WEST and REEI. An impression exists that because the EU Center is in the WEST offices that it is a part of WEST, but this is not the case; the two EU Center co-directors, Fritz Breithaupt and David Ransel, are also directors of WEST and REEI, respectively.

Pennington also expressed the importance of fulfilling mandates, to actually accomplish what the EU Center said it would. Sponsoring EU studies, promoting lectures and

course about the EU, and letting the EU delegation in DC and Brussels know that IU has a commitment to EU studies. Pennington would also someday like to see a broader aspect of EU studies at IU. He emphasized that the EU is much more than just a political and economic animal, that it is involved in nearly every facet of European life, from politics and economics to sociology, psychology, environmental studies, sciences, and literature.

Although the EU Center is not an academic institution (that is, courses are not offered through it as in WEST and REEI), Pennington points out that it is important for students today to study, or at least be aware of, the EU. Besides being a major trading partner of the United States, the EU is also nearly inseparable from the study of separate European nations.

"It is difficult to study an individual country without studying the EU," said Pennington, adding that now more than ever the EU is ever-present in the politics and economics of Europe.

With both a dissertation pending and a full-time job at a new

institution, it is a wonder how Pennington ever sleeps. He does, however, find time to enjoy himself away from Ballantine Hall. Pennington is an aficionado of classical music and is an amateur oboist. He also loves to travel, especially to Hungary and Romania as well as Japan—he speaks all three languages, by the way. He also says Bloomington has a lot to offer in terms of the arts, musical performances, and ethnic food.

West European Studies welcomes Jeff, and we all hope he will be a part of the emergence and growth of IU's EU Center. Welcome home!

WEST Minor Wins Prestigious Scholarship

By Ryan Mainhardt

Indiana University senior and WEST minor Kathleen Claussen has spent much of her academic career studying citizenship identity and conflict resolution. Next fall she will be in the thick of one of the most historically-conflicted regions in Europe.

Claussen, a double major in comparative social policy and ideology (an Individualized Major Program) and Spanish, is one of twelve recipients of the 2006-07 George J. Mitchell Scholarship, and will have the opportunity to study conflict resolution in a region not unfamiliar with violence and religious tension. The scholarship allows students to attend any university in Ireland. Claussen chose to attend Queens University in Belfast, Northern Ireland, primarily because of a working relationship she has developed with a professor at that school, but also because of Belfast's context as an epicenter of an historically conflicted area. Claussen's focus will be on EU citizenship

and conflict resolution as they pertain to different concepts of identity.

"I want to conceptualize communities and the reconciling of the influx of new people into those communi-



ties," said Claussen about her proposed research project. "How do communities create social policy to assimilate new populations? Do people think of themselves as Europeans first, or do they think of their national identity, religion, etc.?"

Claussen's previous research projects on identity and conflict include a study of Kosovar civil society and its evolution, which was funded by IU's Palmer-Brandon Prize in 2005.

When not researching conflict and identity, the Bethlehem, Pennsylvania resident is an active member of the IU community. Among several accomplishments is the founding of Conversations About Services and Engagement, an international video-conferencing forum that gathers students from all over the world to talk about global issues. She is also on the Student Engagement Committee, which coordinates a community service corps.

Claussen's interest in a WEST minor came as the result of a semester abroad in Denmark, where she studied the welfare state, social policy, and EU and Danish society. Last summer she interned as the personal assistant for the British West Midlands representative of the European Parliament. She also has language skills in Spanish, Portuguese, and Danish.

After her year is up in Belfast, Claussen will return to the US to study public and international law with aspirations of becoming an international judge.

The George J. Mitchell Scholarship, named in honor of the former US Senate Majority Leader who helped broker the Northern Ireland peace process in the mid-to-late 1990s, is awarded annually to twelve American students, and is supported by an endowment established by the government of Ireland. Claussen is the fourth IU student to receive the award since its inception in 1998. She is also a Wells Scholar and a member of the IU Hutton Honors College.

For more information about the Mitchell Scholarship, along with pictures and biographical sketches of this year's winners, visit:

<http://www.us-irelandalliance.org/scholarships.html>

Mohammed Cartoon Row: An Overview

By Andrew Satchwell, WEST MA student

According to Danish Prime Minister Anders Rasmussen, the cartoon row is Denmark's worst international crisis since World War II. Controversy over twelve cartoons printed in the Danish newspaper *Jyllands-Posten* has cost the lives of hundreds in the Muslim world and led to widespread boycotting of European products. Most significantly, it has led to debate on the freedom of speech and the future of European-Muslim relations.

Quite surprisingly, the US has made an attempt to distance itself with Europe. Secretary of State Condoleezza Rice has pledged support for Denmark but appears wary to intervene. Yet, leave it up to the American student press to become involved. On February 8, the conservative Harvard University student newspaper, *The Harvard Salient*, was one of the first media outlets in the US to print the controversial Mohammed cartoons. The next day, a

daily student paper at the University of Illinois, the *Daily Illini* reprinted six of the cartoons. Two editors involved in the *Illini* reprint have since been fired.

No summary can do justice to the many issues brought up since September 2005, and this article is far too short to attempt a précis. I will, however, try and bring light to the most important issues that will play out in coming months.

The single most unifying view is that violent protests are not acceptable. And those unified are the US, Europe, and moderate Muslims. Solidarity from the US and EU has occurred as a result of the wave of attacks on Danish embassies abroad and violent protests on European soil. It is hard to include the United Nations as critical of the violent response by extreme Muslims. Secretary General Kofi Annan found it difficult to place blame on the Iranian and Syrian governments for inflaming

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Carnival Comes to Stonebelt

By Matthew Carlton, WEST MA student



A participant composes his own Carnival mask.

before Lent. As such, the festival is celebrated in predominately Catholic areas of the world. The earliest record of a Carnival festival dates back all the way to 1094 in Venice, Italy.

While the masks were drying, I recited Italian- and German-language poetry devoted to Carnival. After the masks dried, we all donned our new masks and danced to Cologneese and Venetian Carnival music.

By making Carnival masks with feathers and glue, Ryan and I were successful in sharing Carnival with ten day-program participants at Stonebelt. After a video presentation that served to highlight the Venetian art of creating masks as well as the art of merrymaking, the participants received instructions on how to



Matt and Ryan in their masks.

As part of a series of WEST outreach events related to Carnival in Western Europe, fellow MA student Ryan Mainhardt and I visited Stonebelt, a care facility for developmentally challenged adults, with the objective of sharing the festive day of Carnival with them. Carnival is a centuries-old holiday that celebrates the last day

Cartoon (Continued from page 3)

protestors. Nevertheless, much of the blame game centers on this issue.

Reports in US and European media have placed blame on Iran, Syria and Ayatollah Sistani for aggrandizing the original cartoons. Reports also cite attempts of Danish Islamic clerics, including unoriginal cartoons when presenting their case to Islamic clerics in the Middle East. The booklet containing 43 images—31 more than the original Danish cartoons—is the real source of controversy. Muslims want to point blame at the Danish newspaper and Europeans want to point blame on Islamic clerics. And even with an apology by Carsten Juste, the editor-in-chief of *Jyllands-Posten*, the Muslim world has found itself still dissatisfied.

Free speech is the source of this storm. Simply stated, the Western world views freedom of speech as a tenet for democracy and the Muslim world sees democracy breed blasphemy. This is causing great alarm as many Western nations are trying to instill democracy in Muslim countries. Critics of the Middle East peace

process are now able to point to a booklet of images and say that democracy only breeds blasphemy and has no place in Muslim society.

The European Parliament held a debate February 15 on the freedom of expression and respect for reli-



gious belief. The Council and Commission both upheld an equal emphasis on freedom of speech and freedom of religion, with both functioning as pillars of the EU. Socialist and leftist party members focused more on tolerance of Islamic beliefs, whereas those in the center and right believe in a media free from govern-

ment regulation and scrutiny. This leads to an important point of Europeans, that they remain divided in their interpretation of certain freedoms.

There is, of course, not a single voice for the Muslim world. Muslims in all parts reacted differently to the cartoons. It was noted that Muslims in the US took to more peaceful protest of the issue. Perhaps the cartoon row has revealed more salient differences in opinions among Muslims and Europeans.

Much as an attempt to summarize all issues surrounding the debate is futile, so is an attempt to conclude with one message. Instead, I suggest one accesses press releases from the European Parliament and US State Department. The opinions of predominantly Muslim countries are hard to find, but media outlets such as *Al-jazeera* can provide a starting point.

What Is Social Acceleration?

By William Scheuerman, Professor of Political Science

The academic universe is already overpopulated by unnecessary jargon. So why add the term “social acceleration” to the directory?

This novel term best captures a series of familiar social trends working to transform human existence. Technological advances allow vast currents of capital to circle the globe at the blink of an eye and firms to produce different components of a single commodity in distant corners of the globe. Ours is an era in which countless forms of activity evince heightened possibilities for change and innovation. No area of social life is left untouched by the resultant speed-up: instantaneous global communication, rapid-fire production and consumption, fast information technologies, as well as high-speed weapons of mass destruction merely constitute different manifestations of the accelerated tempo of present-day human activity.

Ours is a high-speed society; we need a proper conceptual and theoretical framework for making sense of it. The concept of “social acceleration” offers a useful starting point for doing so.

Of course, the term “social acceleration” immediately seems vulnerable to the criticism that it risks obscuring important elements of social reality. Is not there an obvious danger in trying to categorize such a vast range of distinct social trends under one conceptual rubric?

The danger is a real one. Yet there are striking commonalities shared by many high-speed facets of contemporary society. We need a new conceptual language in order to get a handle on them.

As my German collaborator Hartmut Rosa has pointed out, the concept of social acceleration can be usefully elaborated in order to mitigate at least some of the potential dangers at hand. We can plausibly group distinct manifestations of social acceleration into three distinct forms. First, we find significant evidence of *technological acceleration*, meaning that key technical processes (especially in transportation, communication, and production) operate at a vastly more rapid pace than in earlier epochs. Travel times have been dra-

matically reduced, communication operates at an ever faster pace, and the time it takes to produce even complex commodities is constantly slashed.

Second, *social transformation* itself undergoes acceleration, meaning that social structures and basic patterns of social activity now change at an ever more rapid rate. In many instances this second facet of acceleration appears directly linked to technological acceleration: new high-speed computer technologies, for example, play a crucial role in fundamental changes presently at work in production and consumption. Nonetheless, it makes sense to separate them analytically, since the connec-



tions between technological acceleration and the pace of social change sometimes prove complex.

Third, the *tempo of everyday life* undergoes rapid-fire alterations, as evinced by the increasingly high-speed character of many familiar forms of both social and individual activity. We find substantial empirical evidence of an objectively ascertainable intensification of activities and experiences that typically takes place during any given unit of time. This facet of temporal speed-up is most immediately linked to the ubiquitous experience among our contemporaries of *busyness*. We are able to load up our daily calendars with a mind-boggling set of activities in part because their accelerated tempo allows us to do so: I can drive my daughter to day care because my car chugs along at a rapid pace despite its advanced age, then check correspon-

dence from far-off locations via e-mail within a few minutes, teach my classes, and then quickly finish a range of once time-consuming household activities in a relatively quick span of time with the aid of labor-saving technology.

But so what? Why should we care about social acceleration, especially in light of the fact that so many of its manifestations are already familiar to us?

The most obvious reason is that it raises fundamental questions about our most deeply held political ideals. Many traditional notions about democracy rest on assumptions about temporality which become increasingly problematic in the context of social acceleration. Just to mention the most obvious one: democracy requires free-wheeling and inevitably time-consuming deliberation and negotiation. Democracy needs leisurely and temporally inefficient forms of participation. Yet how likely is it that most of us will find sufficient time for meaningful citizenship given the premium placed on speed and temporal efficiency by present-day society? Social acceleration favors rapid-fire activity and potentially disables familiar forms of democratic politics. At the level of institutions, this means that slow-going deliberative legislatures, as well as normatively admirable visions of constitutionalism and the rule of law predicated on the quest to ensure legal stability and continuity with the past, tend to mesh poorly with the dictates of high-speed society. Unfortunately, a host of antiliberal and antidemocratic institutional trends potentially benefit from it.

What might be done to counteract such trends? In his lecture scheduled for April 7th, Hartmut Rosa will provide some possible answers to this question.

William E. Scheuerman is the author of Liberal Democracy and the Social Acceleration of Time (Johns Hopkins, 2004).

Hartmut Rosa is Professor of Social Theory at the University of Jena and presently a Visiting Professor at the New School. He will appear at IU on April 7 as part of the Political Theory Colloquium. The title of his talk, is “Politics, History, and Social Change: Towards a Critical Theory of Acceleration.” The talk will take place at Woodburn Hall 218 from 12pm-1:30pm.

Enlargement a Top Priority for the EU

By Ryan Mainhardt

With Croatia well into the screening process of EU accession negotiations and Albania recently signing the technical part of a Stabilization and Association Agreement (SAA), the EU has made it clear that enlargement is the future of the EU. Since the breakup of Yugoslavia and the brutal ethnic conflict that reverberated throughout the Balkan Peninsula during most of the 1990s, the EU has adopted enlargement as its primary foreign policy tool for reforming the region.

So far it has been successful: Serbia & Montenegro is in the process of reforming its government to hopefully sign a SAA this year, while EU pressure on Bosnia & Herzegovina has resulted in the reform of the police sector and may lead to the adoption of a new constitution. Perhaps more relevant is that EU pressure may one day lead to the reunification of the Turkish-controlled section of Cyprus with the southern region, and that

Turkey will ultimately have to revise its laws to the EU standard i.e. implementing laws that protect freedom of expression and abolish capital and corporal punishment.

Why is it then that some voices in the EU are calling for a freeze in EU



enlargement? French interior minister Nicolas Sarkozy said that the Dutch and French “no” in their respective EU Constitution referenda was partially because of the hostile reaction to a “Europe without borders” (*EUobserver*, 17 February

2006). The EU guarantees the freedom of movement of goods, services, capital, and labor, the last of which seems to be the most controversial. Every “old” EU member sans the UK, Ireland, and Sweden (Spain has plans to open up its labor market this year) currently impose a transitional two-year restriction until laborers from the “new” EU-10 would be able to move freely across all EU nations. Some EU nations fear a flood of migrant workers; however an August 2005 report by the European Citizen Action Service says that such an exodus of East European workers did not materialize during the first year of integration.

Still others cite the current structure of the EU as defined by the Treaty of Nice (2000), limiting participation structurally to twenty-seven members. This would mean that after 1 January 2007 (the date set for the accession of Bulgaria and Romania), the EU would freeze or completely halt enlargement. Thus the need for amendments to the current treaties is necessary in order to make room for the twenty-eighth member, which appears to be Croatia at the moment. The French and Dutch “no” initiated discussion by many top European politicians that either called for a “reflection period” (French Foreign Minister Phillipe Douste-Blazy), or a “freeze” (Sarkozy). Neither is an attractive choice to potential accession countries, which rely on EU pressure and a future within the EU for reform. The EU has become too powerful of a tool to turn around and shun the nations it helped recover from economic and political devastation.

The EU has officially vowed to stick to its plans to go ahead with enlargement, which is a good thing for Europe for future economic and political stability. However, as Enlargement Commissioner Olli Rehn stated, the EU will have to consolidate an enlargement agenda, as well as be very cautious with any future commitments. With the impending Montenegrin independence referendum and the status of Kosovo in the air, the time for that is now rather than later.

WEST Awards and Announcements

Karen Boschker, a WEST alumni and former assistant director, received the 2005 Esther L. Kinsley Award for outstanding Master’s thesis.

The Esther L. Kinsley Award was established through a bequest to the Indiana University Foundation by Esther L. Kinsley, a Phi Beta Kappa graduate of Indiana University. She taught civics, history, and economics at Shelbyville High School for 40 years.

Boschker’s thesis is entitled “The New Economy in Europe and Its Implications for the Social Welfare State”. She is the first WEST MA student to receive this honor.

Bernard von Bothmer was the recipient of the 2005 Bill Cohen Award for his paper entitled “Fritz Fischer, L.C.F. Turner and V.R. Berghahn on the Origins of the First World War.”

The Cohen Award is given in honor

of the late Dr. Bill Cohen, Professor of European History. During his career, Dr. Cohen made groundbreaking contributions on French imperial history, colonial encounters, and the development of modern cities, as well as writings on the Holocaust, the legacy of Charles De Gaulle, and philanthropy.

The award is given to the best graduate student paper on a topic pertaining to Western Europe.



LANGUAGE TEACHERS SUMMER WORKSHOP 2006

USING FILM TO INCORPORATE CULTURE INTO THE LANGUAGE CLASSROOM



JUNE 23-25, 2006

An interactive workshop for Junior High and High School teachers of French, German and Spanish held at Indiana University's Bloomington campus.

More information and an application can be found on our website, or call 812-855-3280 or e-mail: west@indiana.edu

WWW.IUB.EDU/~WEST



A U.S. Department of Education Title VI National Resource Center

Breithaupt *(Continued from page 1)*

French or German; even worse, some schools decide to continue only one of the two. The situation can be risky; the sole teacher runs a one-man or one-woman show, often with enormous success but under a lot of stress of being afraid to lose the entire program. Hence, West European Studies wants to connect teachers and help them to exchange ideas about all aspects of the foreign language experience. For more information, see <http://www.iub.edu/~west>.

More bright news: Indiana University won a 2005 Goldman Sachs Prize for Excellence in International Education 2005 in a competition with 500 contestants nationally. Three programs in particular were highlighted, two of which have a strong West European side to them and are supported by WEST: the International Summer Studies Institute and the Cultural Immersion Projects. The International Summer Studies Institute, organized by the Center for the Study of Global Change, brings teachers from all over the world to Bloomington for two weeks to meet with a group of American teachers to

discuss varying themes of global relevance. I myself had the honor of presenting at the Summer Institute last year and was fascinated by the many perspectives participants had to offer. The Cultural Immersion Projects of the IU School of Education sends American teachers and teachers-in-training to countries all over the world for three- to eight-week internships to observe and participate in the local schools. We are working with the organizers to increase the already impressive network of schools in Western Europe.

It is wonderful to see how many people are bucking the trend of diminishing foreign language learning!



DEAR GRADE 7-12 LANGUAGE TEACHERS:

Join West European Studies and Indiana University's language departments for a weekend, interactive workshop on the IU Bloomington campus and learn how to incorporate film into the classroom.

Participants include:

- Dr. Michael Berkvam, IU Professor of French
- Dr. Martha Nyikos, IU Professor of Language Education
- Todd Bowen, Indiana's 1998 French Teacher of the Year
- Attilia Gogel, Evansville German teacher and IU Adjunct Lecturer
- Members of the IU Department of Spanish and Portuguese
- \$25 registration fee includes meals and accommodations
- Travel stipend of up to \$100 available

More information and an application can be found on our website, or by contacting West European Studies.