



# EURO EXCHANGE

## The Newsletter of the Institute for European Studies

### SPRING 2019

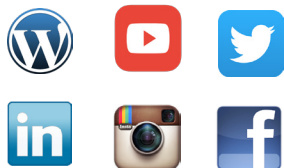
Director's Note	1-2
Faculty Updates	3-5
Schuman Challenge	6
Faculty Spotlight	7-8
Midwest Model EU	9
Alumni Spotlight	10-11
Staff Updates	11
From the Euro Blog	12-13
Valentine's Bake Off	13
EURO Lecture Series Highlight	14
Brexit Panel	15-16

### CONTACT:

Institute for European Studies  
 GA 4004  
 355 North Jordan Avenue  
 Indiana University  
 Bloomington, IN 47405-1105

Tel: 812.855.3280  
 Fax: 812.855.7695  
[euroinst@indiana.edu](mailto:euroinst@indiana.edu)

### FIND US ON:



<https://euro.indiana.edu/>

## DIRECTOR'S NOTE

Brett Bowles, Director

As the United Kingdom continues to ponder its departure from the European Union, I feel a similar ambivalence anticipating the June 30 end of my term as director of EURO. Having begun the job in 2016 shortly after the Brexit referendum, I look back on the last three years with a satisfying sense of accomplishment and look forward to reengaging with research and teaching in my home unit, the Department of French and Italian. I do so feeling confident that EURO will be left in the hands of my colleague Frank Hess (Senior Lecturer, Director of the Modern Greek Program, 2019 HLS Trustees Teaching Award Recipient), who is profiled later in this newsletter, and a new full-time Assistant Director to be hired in the next few weeks.

The 2018-19 year was eventful for EURO, particularly with regard to our three external grants. The oldest of these, our Jean Monnet Center of Excellence Award now in its final year, funded not only our annual Midwest Model European Union simulation that brought some 160 undergraduates from 17 institutions to campus, but sent a three-student delegation to Washington, D.C. to compete in the Schuman Challenge, a national foreign-policy competition focused this year on EU policy toward Ukraine. EURO's team, led by faculty sponsor Andrew Asher (IU Libraries), and composed of Tyler Combs, Antonia Frappell, and Collin Banasiak, received honorable mention among more than a dozen delegations drawn from around the country.

Monnet funds also allowed us to award three \$500 prizes for undergraduate research (theses or capstone papers) focused on Europe. This year's winners exemplified the interdisciplinary spirit that EURO seeks to cultivate: Alexandria Bougher (International Studies major, on the anti-migrant biopolitics of news reporting in France), Bailey Decker (SPEA major, on employment discrimination against Muslim women in France), and Christopher Woods (History major, on Nazi uniforms as vehicles of political and psychological power). The Monnet funds, as in previous years, also allowed us to distribute more than a dozen research and travel grants to faculty and graduate students across IU and its branch campuses.

This year EURO began implementation of our four-year Title VI Area Studies / National Resource Center grant from the US Department of Education by hiring two outstanding part-time colleagues: Alejandro Cisneros, MA in Applied Linguistics from the University of New Mexico, as LCTL Instructional Support Coordinator, to support development of on-line courses in Modern Greek, Dutch, and Norwegian; Anne Mangus, BA in History from Brigham Young University, as Area Studies Content Coordinator, to oversee the many collaborative outreach projects that EURO has underway with other units at IUB, IU branch campuses, K-12 teachers, and Ivy Tech. In all cases, our goal is to facilitate access to the study of European languages and content as broadly as possible and at all curricular levels.

This summer marks EURO's first contribution to a collaborative, three-year Jean Monnet Network Grant between EURO, Australian National University at Canberra, the University of Canterbury (Christchurch, NZ), and the University of Singapore on Politics, Policies, and Culture of Migration. In July IU's Global Gateway in Berlin will host a summer school taught by faculty from participating institutions, with two research conferences and an edited volume of published scholarship to follow over the next two years. Intramural programming highlights from this spring included a Title VI-funded one-day symposium (hosted jointly with the Islamic Studies Program) on Islam in France, which welcomed Jennifer Fredette (Political Science, Ohio University), Jeanette Jouili (Religious Studies, University of Pittsburgh), and Feray Baskin (IUB Anthropology); a roundtable on the potential economic, political, and cybersecurity implications of Brexit



on the US with Tim Hellwig (Political Science), Andreas Hauskrecht (Kelley School of Business), and Scott Shackelford (Kelly School); MMEU keynote speaker Chris Gifford, (Political Sociology, University of Huddersfield, UK), who lectured on Brexit in transatlantic perspective by contesting the notion of a clear electoral and demographic cleavage in the US around Trump and in the UK around Brexit.

Among its numerous co-sponsored events, EURO helped fund several high-profile speakers from Europe in the context of major international conferences: Katharina von Schnurbein (European Commission Coordinator on Combating Antisemitism) at a conference hosted in Bloomington by the Institute for the Study of Contemporary Antisemitism and the Borns Jewish Studies Program; Pierre Singaravélou (University Professor of World History, Sorbonne Nouvelle) at the French Historical Studies Conference hosted by IU-PUI and IUB in Indianapolis; Wilma Labate (documentary and feature film director) at the Italian Film Symposium held in Bloomington.

None of our many accomplishments this semester would have been possible without the team of dedicated people who supported EURO: our more than 150 affiliated faculty at IUB and beyond; Interim Assistant Director Heather Duemling, Program Specialist Megan Immerzeel, and graduate assistants Rafael Macía (JD / PhD candidate in Law and Democracy) and Kayla MacDavitt (MA candidate in Russian and East European Studies). While Rafael will be continuing with EURO in 2019-20 as he pursues the PhD component of his joint degree, Kayla will receive her MA in May and continue her study of Russian in Bishkek, Kyrgyzstan on a Title VIII scholarship funded by the US Department of Education. We look forward to filling her post with another incoming graduate student, though it will be difficult to replicate the outstanding job she has done.

As for Europe itself, uncertainty continues to be the watchword, fueled by the ongoing drama of Brexit, with a new deadline set for Halloween. Whether Theresa May's government will be able to negotiate a politically acceptable deal remains to be seen, but it is clear that the European Parliament elections set for May 23-27 will serve in large part as a de facto referendum on the issue, particularly for candidates representing the United Kingdom. The result of these elections could break or only further clench the political stalemate in which the country currently finds itself locked. What is inevitable, however, is that whatever form Brexit may take, the United Kingdom has already and will continue to suffer substantial economic disruption and loss as a result of the protracted negotiations.

The uncertainty surrounding Brexit has already prompted financial and banking services to leave London for Paris, Frankfurt, and New York. Manufacturing in the UK has followed suit, with multiple automakers relocating production from the UK to the continent and the number of autos made in the UK projected to drop by 50% over the next two years. Of special symbolic import is BMW's decision to move production of the popular Mini Cooper hatchback gasoline model and its new electric version from Oxford to Born, Netherlands. Whether "soft" or "hard" in form, it is difficult to imagine how Brexit could serve as an incentive for other member states to activate Article 50 of the Lisbon treaty and leave the EU.

Far more likely is that Euroskepticism will continue to simmer below the surface and be used as a discursive battering ram by populist, right-wing movements across the EU to boost their electoral performance and enter their respective national governments,

but without actually initiating exit proceedings once that goal is achieved. There is ample precedent for such an approach, notably the Five Star Movement in Italy and Viktor Orban's Fidesz Party in Hungary, both of which are consistently anti-EU in their rhetoric, but quietly understand and benefit from the substantial, concrete economic benefits that EU membership provides. The same is true on a lesser scale of the Alternative for Germany (Afd) party, whose success in Germany's October 2018 legislative elections made it more difficult than ever for Angela Merkel to form a coalition government and prompted her to announce that she would not seek renewal as chancellor when her current term ends in 2021. The departure of the EU's longest-serving chief executive (since 2000) will almost certainly create a vacuum in leadership that will be difficult to fill and could further destabilize the Union.

It is worth recalling that Merkel's decline in power was precipitated in large part by attacks from the AfD over her "open-door" policy toward migrants from Syria in 2015-16, when Germany registered nearly a million total asylum claims, by far the most of any EU member state. The moral panics over migrant crime fueled by the AfD on social media substantially damaged Merkel's credibility, leading her to champion border externalization agreements between the EU and Turkey, in the first instance, and the EU and Libya later on. While the first agreement, whose cost is already at 3 billion euros and may run to 6 billion by 2021, has largely been successful in guaranteeing the human rights of migrants while curtailing their flow to Europe, the second has been nothing short of disastrous in humanitarian terms, with multiple watchdog groups detailing high mortality rates and abuses of migrants detained in camps along the Libyan coast.

Such an arrangement, if uncorrected, will damage the EU's moral authority and its mission to promote peace and social justice. A necessary prerequisite to migration policy reform is modifying the Dublin Agreement itself, which imposes responsibility for migrant care and asylum claim processing on the member state of first arrival, particularly Greece and Italy. In 2017 the EU Commission endorsed a proportional distribution system for dispersing asylum seekers equally among the 28 member states, but no action was ultimately taken as the number of refugees declined sharply following the border externalization agreements. Today the momentum for migration policy reform seems to have evaporated, but the issue remains crucial to the EU's capacity for leadership on the world stage as US influence continues to recede.

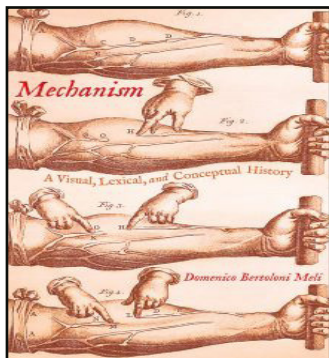
For these reasons, knowledge of and critical engagement with Europe matters more than ever, and EURO's mission is more essential than ever. I would like to invite all our readers to follow our activities by visiting our website ([www.iub.edu/~euroinst](http://www.iub.edu/~euroinst)) and Facebook page, and to help us keep up with you by emailing us your news ([euroinst@indiana.edu](mailto:euroinst@indiana.edu)). Readers looking for a convenient way to follow European current events should consider visiting EU Observer ([www.euobserver.com](http://www.euobserver.com)) and subscribing to its once-weekly e-mail news digest.

With best wishes for an enjoyable and productive summer,

*Brutt Bowles*

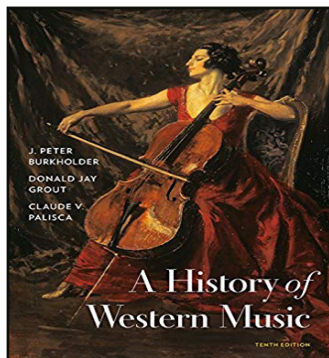
Associate Professor of French Studies  
Director, Institute for European Studies

### Domenico Bertoloni Meli



Prof. Bertoloni Meli (Department of History and Philosophy of Science and Medicine) published a new book through the University of Pittsburgh Press titled "Mechanism: A Visual, Lexical, and Conceptual History."

### Peter Burkholder



Prof. Burkholder (Musicology) had his new edition of "A History of Western Music" (10th edition) and its accompanying anthology of music, the "Norton Anthology of Western Music" (8th edition) published by W.W. Norton. "A History of Western Music" is the most widely used music history textbook in the English language, and its first edition, by Donald J. Grout, was published in 1960. Later, Claude V. Palisca joined as coauthor and as editor of the "Norton Anthology of Western Music," and Prof. Burkholder took over both after Grout and Palisca passed away. The 2019 editions are his fourth edition of each.

### Daniella Kostroun



Prof. Kostroun, (History, IUPUI) helped organize, in her capacity as President of the Executive Committee of the Society for French Historical Studies, the Society's 65th Annual Meeting at IUPUI. The Annual Meeting, co-sponsored by EURO, included 230 attending delegates representing seven different countries.

### Aurelian Craiutu



Prof. Craiutu (Political Science) was invited as Visiting Professor at University of Paris V Descartes, where he gave several lectures on French thought and met with the faculty at the Faculté de droit, d'économie et de gestion. His work on moderation was the object of a seminar, "L'archipel de la moderation" organized by Center Maurice Hauriou on March 20, with the participation of Professor Tanguy Pasquiat-Briand, Professeur de droit public à l'Université Paris-Saclay, Université d'Evry Val-d'Essonne.

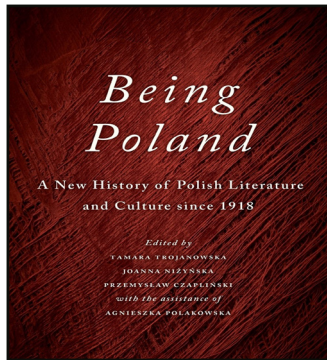
### Edgar Illas



Prof. Illas (Spanish and Portuguese) was guest editor of a special issue on "The Logic of Separation," Discourse, Journal for Theoretical Studies in Media and Culture 40.2 (2018). The issue included his article, "The Global Ontology of Separation."



### Joanna Niżyńska



Prof. Niżyńska (Slavic) completed "Being Poland: A New History of Polish Literature and Culture," edited by Tamara Trojanowska, Joanna Niżyńska, and Przemysław Czapliński. In addition to her editorial contribution, she authored an extensive chapter on the culture and politics of memory in Poland ("Delectatio Morosa, or Modes of Affective Compensation in Polish Memory Culture") and co-wrote the introduction ("Ex Pluribus Plures: Cultural Histories in the Twenty-First Century"). This unique volume, comprising sixty essays from transatlantic contributors and the first comprehensive work on Poland's cultural history in English in half a century, is soon to be available in paperback. The volume was met with enthusiastic reception at several promotional events in Toronto, Warsaw, Cracow, Boston, London, Oxford, Cambridge, and Bloomington. In addition to "Being Poland," in 2018 Niżyńska published a translation of her book "Kingdom of Insignificance: Miron Białoszewski and the Quotidian, the Queer and the Traumatic" into Polish.

### Anya Peterson Royce



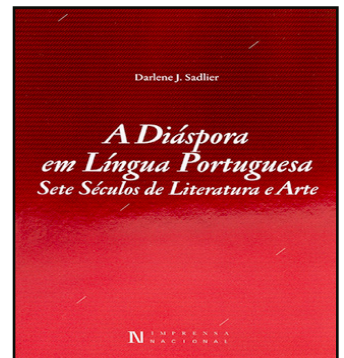
Prof. Royce (Anthropology) was awarded the Tracy M. Sonneborn Award, for distinguished research, creative activity, and teaching, and presented the associated lecture in November, 2018. She has been appointed Adjunct Professor at the University of Limerick. She published a memorial "Comhrá: Conversations with Mícheál O Súilleabháin," in *Of Our Times/Comhaimseartha* and a book chapter, "Being Curated by a Divine Force: The Forty-plus year Success of the Pilobolus Dance Theater," in *Psycho Cultural Analysis of Folklore*. Royce curated two photo exhibits: "Transformations: The Isthmus Zapotec of Juchitán, 1967-2018" and "Juchitán, Oaxaca: Guidxi Stine' Ne Ca Xpanda/ Mi Pueblo y Sus Retratos." She organized two days of workshops and readings, "Voces del Pueblo/El Poder de Palabra e Imágen//Voices of the People/The Power of Word and Image," April 15-16, 2019 as part of Mexico Remix.- and co-sponsored by CLACS.

### Eric MacPhail



Prof. MacPhail (French and Italian) took part in the 17th international congress of the International Association for Neo-Latin Studies (IANLS) in Albacete, Spain, from July 29 to August 3, 2018.

### Darlene J. Sadlier



Prof. Sadlier (Professor Emerita, Spanish and Portuguese) published a new book last winter, "A Diáspora em Língua Portuguesa: Sete Séculos de Literatura e Arte."

## William E. Scheuerman



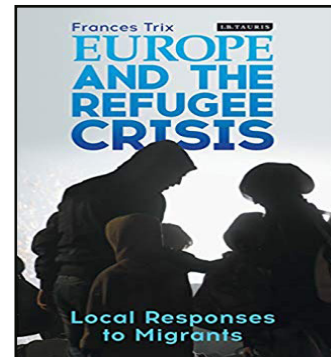
Prof. Scheuerman's (Political Science) most recent activities include a series of talks and papers exploring what "civil disobedience" means in the context of the European crisis(es). The talks included "Civil Disobedience and the European Crisis" (Goethe University Frankfurt) and "Can Political Institutions Commit Civil Disobedience?" (ARENA Centre for European Studies).

## Rebecca L. Spang



Prof. Spang (History) has spent the academic year at Yale University, where she is a Visiting Fellow of the International Center for Finance. She has given papers at the Columbia University Seminar in Eighteenth-Century European Culture, Yale's Center for Historical Enquiry in the Social Sciences, the Princeton seminar in Eighteenth-Century Studies, and the conference on Money as a Democratic Medium (sponsored by the Harvard Law School). Most recently, she is the author of "MMT and Why Historians Need to Reclaim Studying Money." She returns to Bloomington in the autumn and will again direct the Liberal Arts and Management Program.

## Frances Trix



Prof. Trix (Professor Emerita of Linguistics and Anthropology) published "Europe and the Refugee Crisis: Local Responses to Migrants" on her work with host reception of refugees in Europe. She also published "Ramadan in Prizren, Kosovo," in David W. Montgomery (ed.) "Everyday Life in the Balkans"; and "Baba Rexheb (1901-1995) and Baba Arshi (1906-2015): Bektashi Babas for the American Bektashi Tekke," Book of the IV International Alevi and Bektashi Symposium. . She presented on her above book for the Wayne State University Emeritus Academy Colloquium Series, March 8, 2019. She continues to work with the American Albanian Bektashi Center and gave the English speech on Nevruz at the Bektashi Tekke in Taylor, Michigan, March 24, 2019.

## Nicolas Valazza

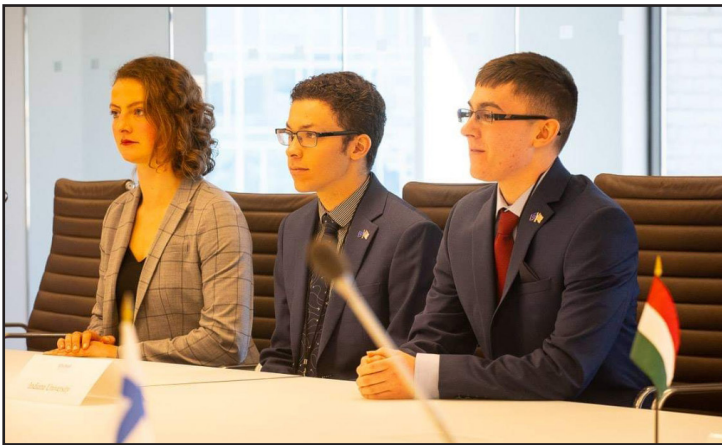


Prof. Valazza (French and Italian) has curated an exhibition of "Banned Books and Prints in Europe and the United States, 17th-20th Centuries" at the Lilly Library (online catalog: [bannedbooks.indiana.edu](http://bannedbooks.indiana.edu)) and organized a workshop on "Literary Censorship and Obscenity Law."



# IU TEAM EARNS HONORABLE MENTION IN SCHUMAN CHALLENGE

A team of three students successfully represented Indiana University in this year's Schuman Challenge, which took place at the EU Delegation to the U.S. in Washington, D.C. The Schuman Challenge invites participants to develop and defend new policies for transatlantic cooperation, and the focus for this edition was on "Supplementing the Minsk agreements: Taking additional steps in support of Ukraine's independence, sovereignty and territorial integrity within its internationally recognized borders."



EURO gathered the reactions from the IU students and their coach, who were awarded an honorary mention by the judges following their fantastic performance. The excerpts below detail what it meant for them to be able to represent IU at this prestigious event.

- **Andrew Asher** (faculty coach): "I found it very rewarding to coach such a great team. Tyler, Colin, and Antonia put in 3 weeks of intensive work, including a series of critique & feedback meetings and practice presentation sessions during which they had to defend their work to direct questioning. Their proposal focused on Cybersecurity, Maritime Security (especially in the Azov Sea), and Transparency in the Forestry Industry. The team received an honorable mention for their proposal, and the judges especially noted the originality and creativity of their proposal—particularly the section on forestry and its importance to EU-Ukraine association agreements."

- **Collin Banasiak** (student): "How would I describe my experience? Well, I thought it was a fantastic experience. It definitely helped give me practice in quick, comprehensive research. It meant a lot to me that I was allowed such a wonderful opportunity to represent our school, our state and myself to leading national/international figures."

- **Tyler Combs** (student): "The Schuman Challenge was an amazing experience that truly tested my understanding of international relations in the transatlantic context. Grappling with the pressing issues of the Ukraine crisis and having to defend my research and policy recommendations during questioning sharpened my thoughts and is a powerful motivator for me to pursue further study of international and comparative politics!"

- **Antonia Frappell** (student): "Competing in the Schuman Challenge was a brilliant opportunity to engage with a like-minded peer group and gain first hand experience in the field I aim to pursue after graduation. Building off of 2019's lessons, we aim to establish IU as one of the Challenge's top competitors in the coming years. As an international student, opportunities like the Schuman Challenge remind me of how lucky I am to be able to attend IU."



# FACULTY SPOTLIGHT

## Frank Hess

By Rafael Macía

On the occasion of his recent nomination for a Trustees Teaching Award, EURO is once again featuring Professor Franklin Hess as part of our Faculty Spotlight section. (For our most recent feature of Professor Hess, see the Spring 2017 newsletter on the EURO website.). A Senior Lecturer in the Hamilton Lugar School and Coordinator of the Modern Greek Program, Professor Hess has been teaching Modern Greek at IU since 2007. Interestingly, he did not have any connection to Greece before meeting his wife, Vassiliki Tsitsopoulou, in graduate school. Since then, Greek language and culture have become, in his own words, an “ongoing love affair” for him. He started travelling to Greece in his mid-twenties, and he largely taught himself through immersion and targeted use of reading materials. He attributes much of his rapid gain in fluency to his wife’s parents, with whom he lived for a year by himself as he conducted his dissertation research, although he also took a few classes while he stayed in Greece. Despite long being fluent in modern Greek, Professor Hess believes that no one is ever fully done learning a language, even one’s mother tongue: given the intricacies and complexities of any language, there is always something more a person can learn, be it vocabulary or other elements of expression. Therefore, he continues to work on expanding his knowledge of Greek to this day, and his constant learning has been an ongoing passion throughout the years.

Professor Hess’ dissertation focused on the influence of American culture on Greece, centering particularly on the effects of mass media such as television and cinema. This interest in culture, broadly defined, has



accompanied him throughout his academic career, and currently informs his research agenda. At this time, his research focuses on the geopolitics of culture, looking at how texts reflect the geopolitical context in which they emerge and complexify rather than merely reflect traditional national narratives. He believes that food has an important story to tell in this regard, and one of the courses he is currently teaching, “Food Cultures of Greece,” actually focuses on the cuisines of Greek-speaking peoples from antiquity to the present. The course’s emphasis on continuity across time is in fact one that not everybody shares within the Modern Greek Studies because of its potentially problematic relation to nationalistic or otherwise essentialist narratives. Nevertheless, Professor Hess is convinced that it would also be a mistake to excessively deemphasize cultural continuity, since doing obscures the way in which cultural features are perceived and made use of by societal actors.

One notable aspect of this course is that it is also taught as a study-abroad program (one of the first ones ever developed within HLS), with students travelling to Greece from mid-May to early-June in order to fully immerse themselves in the culture

they are studying. The course’s itinerary includes a stay in Athens’ American College of Greece, as well as travel to the Peloponnese and to the islands of Thirasia and Santorini, where students learn about the effects of the EU’s Protected Geographical Indications in facilitating the expansion of agriculture within the nearly waterless Cyclades archipelago. They also learn about the food products typical from the region, which are themselves the product of the long history of cultural interchange that characterized the Byzantine and Ottoman Empires and the Greek nation state. Other visits during the course include trips to archaeological sites, an olive mill, a farmers market, a number of food and other museums, and, naturally, plenty of local restaurants.

This, however, is not the only culture-focused course that Professor Hess teaches in English. He also regularly leads a course titled “Greek History Meets Greek Cinema,” which looks into the role of film in representing history and in challenging historical narratives. Even his Greek language courses include an important cultural component. In keeping with the pedagogical principles of the American Council on the Teaching of Foreign Language (ACTFL), Professor Hess makes culture a central focus of his teaching. Noting that most Modern Greek students are not necessarily familiar with the country whose language they are studying, he always makes a point of teaching them the fundamentals of Greek history and society as they learn the tongue. This has become increasingly important as a growing number of students in his Modern Greek classes are now enrolling for reasons other than their own Greek heritage, such as a general interest in the region or a desire to put

## “Faculty Spotlight: Frank Hess” - Continued

their language skills to use in an international career. Professor Hess’ ambitions regarding his courses include expanding the study abroad program in Greece, or even creating a new one (which would ideally incorporate a service learning component) focused on food security in the context of the recent financial and refugee crises. He also envisions a future introductory course on Greek culture explaining how Greeks themselves see the world, as well as a more specialized course on foreign policy challenges for modern Greece.

Nevertheless, any future course load will also have to be harmonized with his work as President of the Modern Greek Studies Association, a position to which he was elected in the fall of 2017. The Association, with approximately 300 members, gathers scholars on modern Greek for a biennial symposium and publishes the *Journal of Modern Greek Studies*. As President, Professor Hess oversees the day-to-day operations of the Associa-

tion, and plays an active role in fundraising, essential for the Association’s goal of building their endowment to the point to which their symposium can become self-funded and they can pursue a wider variety of outreach activities.

Amidst all of this work, however, Professor Hess still finds time to enjoy his teaching, continue his learning of Greek, and serve as a tennis coach for a number of young players in Bloomington—tennis being another of his life-long passions, having played competitively in college. Given his dedication to teaching and his commitment to expanding students’ knowledge of Greek culture and language, it would only be fitting if his efforts were recognized with a Trustees Teaching Award, whose object is precisely to “honor faculty who have had a positive impact on student learning.” From EURO, we would like to congratulate him on his nomination!

# EURO: Title VI Grant awardee

The Institute for European Studies has been recognized with a four-year National Resource Center award from the U.S. Department of Education

Here are some of the EURO events and initiatives made possible by the grant over the last year:

- Developing online courses for our LCTL languages: Dutch, Modern Greek and Norwegian
- Faculty research and travel awards
- EURO Library Acquisitions
- Poland and Its Centenary Symposium Round Table Discussion
- “Islam in Europe” Lecture Series in collaboration with Islamic Studies
- Developing the Globally Ready Toolbox in collaboration with CLACS and ASP
- Business is Global (BIG) Summer Institute for HS Students in collaboration with IU-CIBER
- In collaboration with HLS Title VI Centers and the School of Education
  - o In-Service Teacher Workshops
  - o Summer Teachers Workshop
  - o Language & Cultural Competencies Teacher Training for the Global Gateway
- In collaboration with HLS Title VI Centers
  - o Bridges: LCTL language instruction for K-6 children
  - o Lotus Blossoms Bazaar
  - o Institute for Curriculum and Campus Internationalization
  - o Global Employability Initiative



# EURO HOSTS 27th MIDWEST MODEL EU

By Rafael Macía

This past March, the Institute for European Studies was proud to host the 27th annual Midwest Model European Union (MMEU). The MMEU is the second oldest intercollegiate simulation of the EU in North America. Participating colleges send delegations of up to seven members each, representing the EU member states. This year, from March 28th to the 30th, the collegiate delegations met in formal and informal sessions acting as the European Council, the European Commission, and several different councils of ministers (Environment, Justice and Home Affairs, Foreign Affairs, and Economic and Financial Affairs).



This year, we were fortunate to count sixteen participating schools representing twenty-one member states, all of which contributed to the overall experience with their dedication and professionalism. From Thursday afternoon through Saturday afternoon, students introduced and discussed proposals on different policy issues. National leaders provided overall direction and ministers huddled to work out the details of policy, while commissioners and their directors-general tried to give new direction to the several subject matters under consideration, from immigration and EU expansion to economic policy and security considerations.

This year's keynote lecture coincided with the date originally set for Brexit after the triggering of Article 50, and the UK's departure from the EU was a prominent point of discussion throughout the simulation. The keynote speaker himself, Dr. Christopher Gifford, is an expert from the University of Huddersfield (UK) who has published widely on the issue of Euroscepticism (for more on EURO's coverage of Brexit and on a separate talk by Dr. Gifford, see page 14). His Friday morning address to the participants—titled "Brexit: Back to the Future?"—focused on the history of the UK's relationship with Europe, and its evolution throughout a period of over seventy years. Going back to Winston Churchill in the immediate aftermath of World War II, Dr. Gifford portrayed British attitude towards the continent as somewhat ambiguous, developing from an initial position of aloofness to a realization of the need to participate in the common European project, especially after the country became aware of its loss of status as a world superpower following the Suez Canal crisis in the 1950s. In light of this history, the recent rise of Euroscepticism, triggered in part by nostalgia of Empire and nationalistic feelings, may be read as a return to the mentality of old.



As might be expected, however, the specter of Brexit was not only present in the keynote lecture: many of the proposals presented during the simulation dealt with particular aspects of the separation and its implications for Europe, and the UK delegation certainly had a lot of answering to do about the country's actual position with regards to an exit deal.

Fortunately, all discussions and negotiations took place in a spirit of collegiality and professionalism, and the entire simulation ran as smoothly as anyone could have hoped. Finally, on Saturday, after all meetings were over and resolutions were passed, all participating students voted to determine which of the delegations they thought had best performed its task. In the end, Poland (represented by Ball State University) came out on top, followed by the Netherlands (IU Bloomington) and Spain (University of Toledo) in second and third place, respectively. We at EURO would like to congratulate the winners, as well as all the participants whose commitment and hard work turned this year's MMEU into a great experience for everyone involved.



# ALUMNI SPOTLIGHT

## Ana Fumurescu

For this semester's Alumni Spotlight feature, EURO is interviewing Ana Fumurescu, a former EURO Graduate Assistant and MA student who is now pursuing a PhD in History at the University of Pittsburgh, where she transferred after two years at the University of Houston. Originally from Constanța, Romania, on the north-western shore of the Black Sea, Ana went to elementary school in Cluj (Transylvania), at which point she and her family moved to the U.S. After going to middle school and junior high in Columbia, Missouri, she came to Bloomington for high school, where she eventually undertook her college studies. She triple-majored in History, French, and International Studies at IU, and spent a summer studying abroad in Athens as part of IU's International Studies Program. After graduating with her BA she ultimately decided to enroll in EURO's MA program, which she completed in 2015.

### What led you to choose the EURO MA?

"The EURO MA came into my life largely by chance, at a time when I was debating moving to Europe to pursue my graduate studies. Since moving abroad and paying fees as an international student would've been very pricey, I was thrilled to find out about an opportunity to pursue my graduate studies right in Bloomington – a city I had come to love – in a field that I had immense interest in, with a fully-covered funding package. You might say that the EURO MA was one of those unexpected surprises in life that I didn't know I wanted but turned out to be exactly what I needed. I am immensely grateful for being accepted into EURO's MA program and for having the opportunity to work as a GA, particularly since fully-funded MA positions are few and far between."



### How was the experience, and what impact has it had on your academic career?

"Being enrolled in and working for EURO was an experience I will always be grateful for. As a student, its deliberately inter-disciplinary curriculum allowed me to get exposure to a wide range of fields, which in turn helped me clarify the type of graduate work I hoped to do. I took many courses in Anthropology, which I hadn't done previously, and one of them – Professor Francis Trix's "Islam in the Balkans" course – prompted me to shift my research trajectory to what it is now – an interest in Romania's Ottoman, and more broadly trans-imperial, heritage. I also took courses on the European Union, the Sami in Finland, 19th-century French literature, and various tourism studies courses, among others. Given my undergraduate background as a triple-major in History, French, and International Studies, EURO really allowed me to fulfill a wide range of interests that shaped me into the scholar I am today. Although I've settled on History, the interdisciplinary training I received at EURO continues to influence me, prompting me to read across fields and disciplines, to aim to be accessible to a wider audience, and to think about the on-the-ground, present-day implications of my research."

### What about your work as a GA?

"As a GA at EURO, I learned a lot about the ins and outs of running an Area Studies center. Aside from the basic skills I acquired, I deeply valued the workplace community at EURO, which was incredibly warm, friendly, and encouraging. I want to give special thanks to my former supervisor, Kallan Picha who, besides always bringing in delicious home-baked goods, was very kind and patient with me as I trained to become EURO's "Web-Master," and to Megan Immerzeel, who always went out of her way to make all administrative issues seem like a breeze and was (and continues to be) a sweet, funny, and caring friend to me in- and outside of the office."

### What did you like best about IU, and what do you miss the most (or least) about living in Bloomington?

"To be honest, it took me a while to get into the Hoosier spirit. But once I got bitten by the Hoosier bug, there was no going back. I loved that Bloomington was a small town but had many conveniences and activities. It was a really nice mix of big and small, city and country, and will always hold a special place in my heart. As for IU itself, like Bloomington, I came to appreciate it a bit late. Since I'd been living in Bloomington for a while before beginning college, I had been largely desensitized to IU. But over my undergraduate and graduate studies I came to appreciate it for the wonderful academic and cultural community that it was. I also loved that IU was so devoted to languages and study abroad (it has one of two – last time I checked – Romanian language programs in the US!). It was very easy to take all of these things for granted while there, but with hindsight I am very grateful to have had access to such an amazing scholarly and artistic community."



## “Alumni Spotlight: Ana Fumurescu” - Continued

### Could you tell us a little bit about your current work as a PhD student? What are your research interests, and does any of it relate to Europe or to international studies more generally?

“My dissertation project looks at the ways in which primary education shaped/mediated the relationship between the Romanian state and residents of the Dobruja province – a province the Romanian nation-state acquired from the Ottoman empire at the conclusion of the Russo-Ottoman War of 1877-78. This province, which borders the Black Sea – and just happens to be home to my birthplace, Constanța – had a hugely diverse demography, being home to speakers of Turkic, Germanic, and Slavic languages, among others, as well as to a wealth of confessions (Greek and Russian Orthodox, Old Believer, Catholic, Protestant, Jewish, etc). This history continues to be obscured by the historical record – an obstruction that I believe has helped contribute to Romania’s ambivalent (at best) and hostile (at worst) attitude towards migrants and refugees, particularly in the context of the EU’s recent Syrian refugee crisis. By foregrounding a time and place in Romanian history that was characterized by diversity and relatively peaceful coexistence, I hope that my dissertation project will contribute positively to discussions concerning immigration to and refugee asylum in Romania, as well as more broadly speak to how nation-states might employ education in service of diversity. With the rise of nationalist movements all over Europe and the United States, I believe it is imperative to foreground the diversity that is often obscured by nationalizing projects/myths, and to look to the past (and particularly to those areas now designated as “multi-confessional” or “multi-national” empires/borderlands) for ideas as to how diversity might be safeguarded and promoted through education curricula.”

### Any professional or personal projects for the future that you would like to highlight?

“Since the professional landscape seems to be constantly changing, I hesitate to make any long-term plans. For now, I would like to focus on teaching my first stand-alone course this summer and undertaking my first full year of research in the next academic year. My course will position East-Central Europe as a “shatterzone” of Russian, Ottoman, and Habsburg imperial spheres, and seek to understand how myths about this region have informed historical processes, and vice versa. My current program has also offered me a full-year funding plan to conduct dissertation research for the 2019-2020 academic year. I plan to use this funding to continue my research in Romania, as well as conducting research in Russia, Ukraine, Bulgaria, and Germany, in order to tell a trans-local story that traces Dobrujan residents’ familial, institutional, and cultural relationships to communities in the Russian, Ottoman, and Habsburg empires in the period 1878-1914.”

## EURO STAFF UPDATES

### Heather Duemling - EURO Interim Assistant Director



Heather received her BA in Anthropology from IU, concentrating in linguistics. After a career in the hospitality industry in the Pacific Northwest, she and her husband moved to Bloomington to raise their family. She comes to EURO from the IU Office of International Development (OID), where she served in a variety of roles for Department-of-State-sponsored international youth leadership programs (YLP’s) with high-school age cohorts from around the world through the Myanmar and On-Demand programs, including recruitment of and liaison with host families, creating YLP adult chaperone programming, and leading program cohorts in service learning projects in collaboration with peers in the Bloomington community. She also provided instruction, guidance and assistance in networking skills to participants of the 2018 Mandela Washington Fellowship at IU.



# HIGHLIGHT FROM THE EURO BLOG

## Forest Schools in Europe

By Kayla MacDavitt



Forest schools or nature schools have been a popular and upcoming form of early childhood education in parts of Europe since the 1950s. As the name denotes, they constitute an outdoor-oriented education for young children in which students visit natural spaces to learn personal, social, and technical skills. Forest schools mostly cater to preschool or kindergarten aged children, and some of the outdoor skills learned include how to light fires, garden, whittle, prepare chickens, and climb.

To some this may sound like a frightening idea, with children high up in trees or using sharp knives. But the concept, which originated in Denmark, has now spread to other parts of Europe and the world. In Denmark itself, 1 in 10 preschools are held outdoors. The UK now has around 150 forest schools and Germany has around 2,000. Canada saw its first nature school in 2007, and the concept has also become popular in Australia and New Zealand.

Many involved in the development of forest-school education claim that playing and learning outside has been found to boost children's development in various ways. These schools are said to improve concentration, creativity, happiness, and social skills. Such improvements in childhood development were found in a study on Forest Schools in England and Wales, which listed increased language skills, higher motivation to participate, and greater

knowledge of natural surroundings as some of the observable benefits. There is also evidence that outdoor learning stimulates motor development. Some elementary teachers in Denmark actually say that they can tell which of their students have been to a forest school, because of how quick they are to learn.

This type of schooling, which has now spread to beyond Scandinavia, is based on the Nordic philosophy of 'friluftsliv' (literally 'outdoors' in Danish), which embodies the idea that returning to nature is returning to home. In 1950s Denmark, Ella Flatau formed a "walking kindergarten" where daily hiking was part of the curriculum. Mothers began sending their children from Copenhagen's busy neighborhoods to the countryside for these forest schools. In the 1970s, there was another boom in nature-based preschools. The forest-school approach has also existed since the 1950s in Sweden. Goesta Frohm, who created the idea of 'Skogsmulle' (in Swedish 'skog' means forest, and 'Mulle' is a character who lives in the forest), sought to bridge the gap between younger children and nature. His methods included hand sensory experiences and regular visits to the forest. He illustrated this process through the imaginary character of Skogsmulle. In 1986, the first 'I UR och Skur' (In Rain or Shine) nursery opened and led to a movement of more than 190 nurseries and 20 primary schools based upon the Skogsmulle teaching method.

## Kayla MacDavitt's "Forest Schools in Europe" - Continued

There are many types of 'forest schools' in Denmark and Sweden. They are usually set in the woodland to provide starting points for activities inside and outside, for the whole or significant part of the day. The people that take care of the students have to complete a special 3.5-year bachelor program and train to care for children. They have the know-how of when to step in and help and when not to, in order to teach a lesson. Some schools in the UK use this method to help kids with special education needs or who suffer from extreme stress and anxiety.

Using sharp tools and playing in more unconventional conditions does increase the likelihood of injuries, but serious injuries are rare and parents seemingly trust the forest schools' teachers. The main injuries are insect stings and scrapes, and some in fact view this as a positive opportunity for children to build more resilience at a young age. So, will these schools be a fad or continue to spread across the world, helping us connect to nature as we live in an increasingly technologically bound world?



Sources:

<https://www.wildlingsforestschool.com/a-history-of-forest-schools-in-scandinavia/>

[https://apolitical.co/solution\\_article/happens-put-toddlers-forest-climb-trees-use-knives/](https://apolitical.co/solution_article/happens-put-toddlers-forest-climb-trees-use-knives/)

<https://www.bbc.com/news/av/uk-wales-24546777/forest-school-helping-children-connect-with-nature>

<https://www.bbc.com/news/av/uk-england-tyne-45776620/forest-school-uses-the-great-outdoors-to-aid-education>

<https://www.northumberlandgazette.co.uk/news/outdoor-learning-school-taking-on-charity-status-1-9316498>

For more news and commentary on Europe from the IU community, read the latest blog post at:

<https://iuwest.wordpress.com> or <https://euro.indiana.edu/news-events/blog.html>

---

## EURO'S Annual Valentine's Day Bake-Off



On February 14th, EURO held its Annual Valentine's Day Bake-Off.

This year's winners were the following:

First Place: Alisha Kirchoff (Cream and Crimson Cake)

Second Place: Lisa Bidwell (Caramel Apple Pecan Pie)

Third Place: Jessica Storey-Negy (Matcha Cookies)

Don your apron and join us for next year's competition!



# EURO LECTURE SERIES HIGHLIGHT: CHRISTOPHER GIFFORD

## “Trump/Brexit: Contesting New Cleavage Formation”

By Rafael Macía

### Trump/Brexit: Contesting New Cleavage Formation

Wednesday, March 27  
12:00 to 1:00 pm  
GISB 4067



#### FEATURED SPEAKER:

**Christopher Gifford**  
(University of Huddersfield,  
U.K.): Political Sociologist from  
the Department of Behavioural  
and Social Sciences



**HAMILTON LUGAR**  
SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES  
Institute for European Studies

Co-funded by the  
Erasmus+ Programme  
of the European Union



On Wednesday, March 27, EURO had the pleasure of hosting Dr. Christopher Gifford—who also served as this year’s MMEU keynote speaker (see page 9)—for a talk about the points of convergence between the Trump and Brexit phenomena. In particular, the talk focused on the way in which scholars may have overplayed the alignment of social and political cleavages seemingly explaining the electoral choices to elect Donald Trump as US President, on the one hand, and support the UK’s withdrawal from the European Union, on the other. The evidence most widely cited by those who favor the identification of a new cleavage refers to the similarities in terms of class, education level, age, and race among those backing Brexit or Trump, similarities that at first glance appear common to the US and the UK.

Yet, although Dr. Gifford agrees that these categories may be useful for understanding part of what is going on in modern society, he believes they miss the underlying complexity of the situation. Thus, for example, the concept of class can be problematized further. Indeed, a look at the Brexit demographics shows that “Leavers” are not necessarily the “left-behind” by the economy, as commonly portrayed, but mostly the “in-betweens” and oftentimes even the affluent sectors of society; in fact, many of those actually “left-behind” simply did not vote. Similarly, in the US, a large percentage of college-educated males voted for Trump during the 2016 elections. And, on the issue of migration, Prime Minister Theresa May’s own career background as a former Home Secretary may have played a significant role in her insistence on restricting free movement post-Brexit; perhaps even more so than any anti-immigrant or racist sentiments among the British population. In fact, the question about any potential racism underlying recent electoral trends has produced a fierce debate within the scholarship, with some authors arguing that it has been overstated (since what prevails among the electorate would supposedly be something different, an “ethical nationalism”) and others arguing that it has actually been understated. Dr. Gifford emphasized that this divergence is a challenge for the social sciences that will require further research before a definitive answer can be found.

Ultimately, Dr. Gifford’s conclusion is that social categories such as age, class, or race do not easily map onto collective identities in highly differentiated and individualized societies, and that, perhaps surprisingly, it was middle-class voters who held the key and delivered Trump and Brexit. In addition, while racism and anti-immigrant sentiments are important considerations in this context, they are also complex, and status precarity may have been an important factor in that regard. Dr. Gifford therefore believes that political cleavage formation does not reflect social cleavages, and that a greater emphasis should consequently be put on the role of politics, and particularly on the attitudes of the relevant political figures themselves.



# EURO-SPONSORED BREXIT PANEL

## Brexit Recap: Ramifications for U.S. Politics, Economics, and Cyber Security

By Kayla MacDavitt

On April 15, with the United Kingdom delaying its target date to leave the European Union, EURO hosted a panel event to discuss how Brexit would affect the United States politically, economically, and in the realm of cybersecurity. To address these aspects of Brexit, the panel consisted of experts from each of the affected fields. The first to discuss his topic was economic expert Andreas Hauskrecht, Professor at the Kelley School of Business. Prof. Hauskrecht emphasized that everything about the future of Brexit is speculation, but he was still able to give some insights into potential economic consequences for the US. Overall, he viewed Brexit as having mainly negative economic consequences and, despite the numerous possible paths the UK's departure could take—from Theresa May's deal to a hardliner Brexit—the most likely outcome would be an uncontrolled withdrawal. Prof. Hauskrecht also remarked that, at this point, much of the damage has already been done, and future generations (including the youth who largely voted to remain in the EU) will likely bear the brunt even if Brexit ends up being called off. This is in part because businesses such as car manufacturers and financial services are already moving out of the UK, and relations with the US and other international actors have already become riddled with ambiguity.

The next speaker, Tim Hellwig (Professor of Political Science at IU), discussed the political ramifications of Brexit for the US. He outlined four main issues that would affect the US if Britain left the EU. However, he also discussed the uncertainty underlying any prediction, given the "Goldilocks problem" surrounding any eventual deal: all of the available proposals appear to incorporate some irredeemable problem bound to leave some of the crucial actors dissatisfied.

The first important political consideration outlined by Prof. Hellwig was the potential effect of Brexit on the special relationship Britain has enjoyed with the US since WWII. The main question in this regard is whether the relationship between the two nations will become weaker or stronger, since Britain will likely take an inward turn toward more isolationist policies. A second issue was the future of US relations with Europe following Brexit. Indeed, Brexit could prove to be a wedge in the two blocks'



**Brexit Recap**  
**Ramifications for U.S. Politics, Economics, and Cyber Security**

Panel discussion open to the public and moderated by:  
**Brett Bowles** (Director of EURO)

**April 15, 7:30-9:00 pm**  
**GISB, Shreve Auditorium**

**Featured Speakers:**

- **Andreas Hauskrecht** (Kelley School)
- **Timothy Hellwig** (Political Science)
- **Scott Shackelford** (Kelley School)

**HAMILTON LUGAR**  
 SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES  
 Institute for European Studies

With the support of the Erasmus+ Programme of the European Union

economic relations, as well as in matters of collective security. The third political consideration was the Northern Ireland backstop, the lack of consensus around it, and the problems it may cause. The EU wants Northern Ireland to stay within the European system of free movement, but the UK has stated that allowing that to happen would threaten the country's constitutional integrity. Nobody seems to want a hard border and, no matter the outcome, this issue will remain a problem. Finally, the fourth consideration was the "demonstration effect" that Brexit could trigger. While some leaders, such as Angela Merkel, have had a strong adverse reaction toward Brexit, some collectives within Europe have heralded the UK's decision as a model to follow in their own countries. Overall, Brexit indicates that politics in the EU will never be the same, once again signaling the irreversibility of any damage done.



Last, Scott Shackelford (Chair of the Cyber Security Program and Associate Professor at the Kelley School of Business) addressed his own area of expertise, cybersecurity. Prof. Shackelford outlined the many complications in managing cybersecurity, as well as the threats posed by the current situation in light of the different EU and US approaches to the issue. The US has a voluntary approach

to data security, where each state has control over its own laws, while the EU's approach is more comprehensive. Prof. Shackelford remarked that the EU's approach is in some ways ahead of the US's, and is the model being followed throughout most of the world. Nevertheless, the US is better at making information available to the public, which in turn can help increase security. Brexit raises the question of which path the UK will choose for the future: one that resembles the US or one that resembles the EU. Brexit will also affect workforce development, as cyber professionals are already leaving the UK in order to remain within the Digital Single Market, thus producing a supply shortage. Naturally, cyber criminals will be sure to take advantage of the ensuing chaos and confusion, especially considering the potential effects on information-sharing of a UK departure from the European system of collective security. Brexit would entail a cybersecurity pullback for the UK, something that is in fact already in progress. This, once again, illustrates the potential risks behind the UK's departure from the EU, as the damage keeps accumulating even before the materialization of the departure itself.

**ADMINISTRATION**

Professor Brett Bowles  
Director

Heather Duemling  
Interim Assistant Director

Megan Immerzeel  
Program Specialist

**GRADUATE ASSISTANTS**

Kayla MacDavitt  
Rafael Macía

**ADVISORY BOARD (2018-2019)**

Hannah Buxbaum  
Esther Ham  
Frank Hess  
Carl Ipsen  
Joshua Malitsky  
Jonathan Risner  
Scott Shackelford

## PLEASE HELP SUPPORT EURO TODAY!

Your tax-deductible financial contribution allows EURO to continue to provide a rich array of activities promoting scholarship of Europe and the European Union.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

EMAIL: \_\_\_\_\_

Enclosed, please find my contribution in the amount of:

\$500   
  \$250   
  \$100   
  \$50   
  Other \_\_\_\_\_

I/We pledge support to the following gift fund(s):  ___ EURO General Fund ___ Modern Greek Studies Fund ___ Cohen Award, for Best Graduate Paper  ___ Gardner Award, for Best MA Thesis	Donations made out to "Indiana University Foundation" may be mailed to:  Institute for European Studies Global & International Studies Building 4004 355 North Jordan Avenue Bloomington, IN 47405
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Click the "Give to EURO" button on the EURO "Alumni + Giving" page: <https://euro.indiana.edu/about/alumni-giving.html>. Type "Institute for European Studies" in the search box as your designated gift recipient.

# The IU Europe Gateway Office

## A Base for Your Activities in Europe

The IU Europe Gateway Office is housed at the new Council on International Educational Exchange Global Institute (CIEE)—Berlin. With an office suite and access to space within the CIEE building, the Gateway offers:

- office space for visiting faculty and administrators
- meeting space for conferences and workshops, student recruitment activities, and alumni events
- classrooms and student housing for short-term study abroad programs
- open space for lectures, receptions, and concerts

## Funding

IU's Office of the Vice President for International Affairs offers matching funds of up to \$5,000 in commitments from other IU units to support activities at the Gateway.



## IU's Global Gateway Network

The IU Global Gateway Network promotes and supports the engagement of IU's faculty, students and alumni with the world through global gateway offices that help the IU community.

<http://global.iu.edu>

---

Contact: Timothy Hellwig, Academic Director

[thellwig@indiana.edu](mailto:thellwig@indiana.edu)

812.855.4350

---

## Institute for European Studies

GA 4004  
355 North Jordan Avenue  
Indiana University  
Bloomington, Indiana 47405-1105

Institute for European Studies

A Jean Monnet European Union  
Centre of Excellence



---

Learn more and see the news release:

<https://euro.indiana.edu/index.html>

---