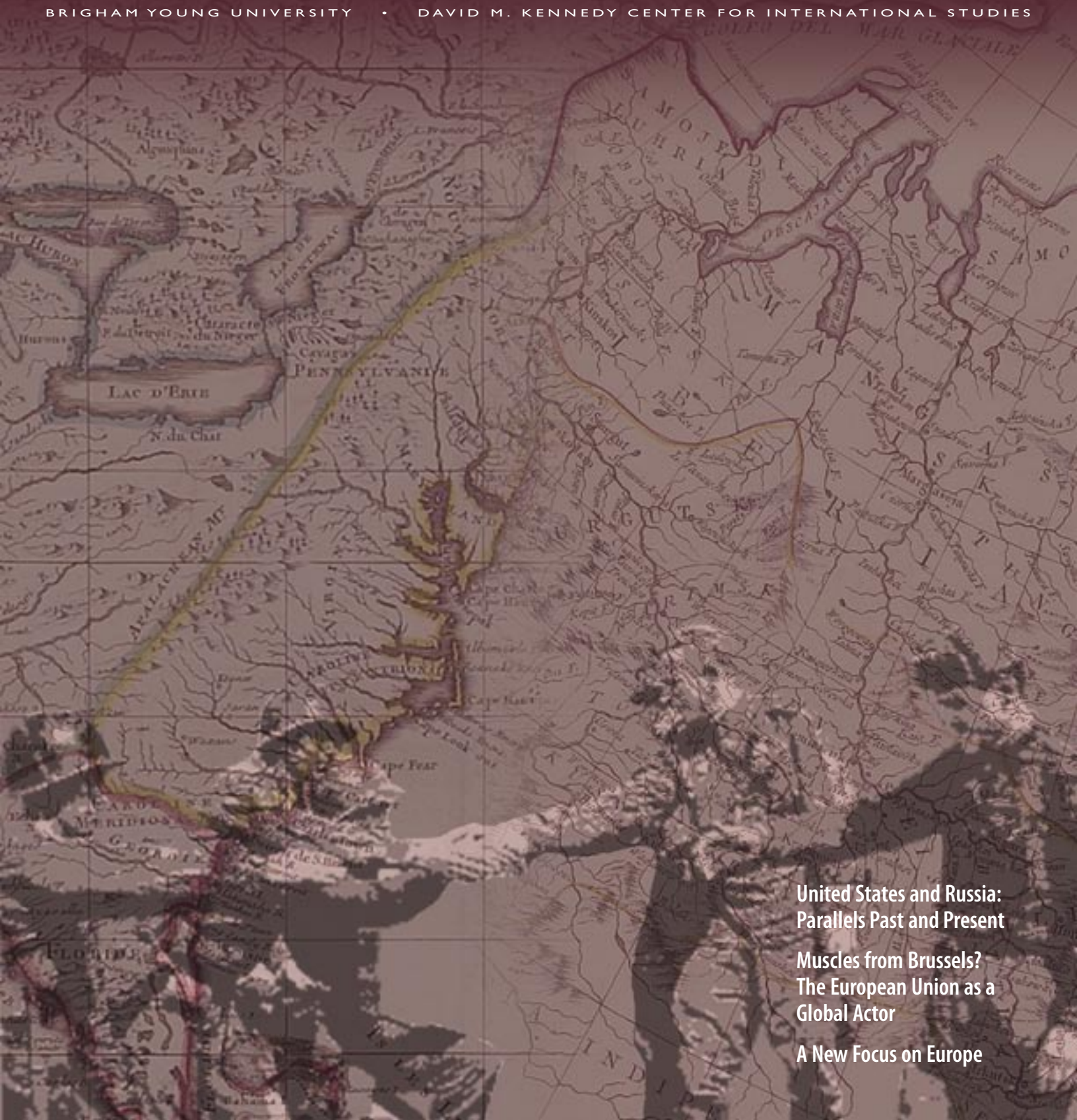




BRIDGES

SPRING 2005

BRIGHAM YOUNG UNIVERSITY • DAVID M. KENNEDY CENTER FOR INTERNATIONAL STUDIES



United States and Russia:
Parallels Past and Present

Muscles from Brussels?
The European Union as a
Global Actor

A New Focus on Europe



Hallstatt, Austria—photo courtesy of Brooke Porter



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SPRING 2005

2 Director's Message

FEATURES

4 United States and Russia: Parallels Past and Present

"Becoming more like the West seemed to genuinely frighten some conservative Russians whose statements on liberal democracy sound like American red-staters talking about east-coast liberals."

Donald K. Jarvis, emeritus professor of Russian, Brigham Young University

12 Muscles from Brussels? The European Union as a Global Actor

"If we want to find out why the EU exists, we have to change the focus of the question and instead ask 'What is the EU?'"

Nicholas Whyte, Europe program director, International Crisis Group in Brussels

18 Europe as a Study Focus

By encouraging students and faculty alike to think Europe, the Center for the Study of the Europe (CSE) has sparked, maintained, and expanded research activities across campus.

Jocelyn Stayner

PERSONALITY PROFILE

22 Milada Vachudova—A Life of Contrasts

J. Lee Simons

COMMUNITIES

26 Campus

34 Alumni

36 World



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Director's Message

Lynn Elliott, assistant director



In September 1840, while serving as missionaries in England, Brigham Young and Willard Richards wrote to the First Presidency of the Church to say, "We find the people of this land much more ready to receive the gospel than those of America. . . ."¹ They had good reason to feel this way. By the time this letter had been written, the missionaries had baptized thousands of converts in Great Britain. There were congregations throughout northern and central England, and the first band of Latter-day Saint emigrants had already left to join the saints in Nauvoo. Over the next few decades, a steady flow of European converts would follow these first emigrants and infuse the church with the people and energy it needed to survive the challenges in Nauvoo, make the migration west, and settle in the Great Basin.

I have wondered lately what effect the early church tie with Europe has had on BYU. Some of these early European converts—notably Karl G. Maeser, president of BYU from 1876–92—had a big impact on the university. Moreover, many, if not most, of the students currently attending BYU, the faculty and staff working here, and those who read *Bridges* can claim one or more ancestors from the early European converts. The continued interest in Europe among BYU students and faculty, I believe, is at least due in part to a longing to understand their cultural ties with these early pioneers.

This longing may also help explain why Europe remains the most popular destination among BYU students for study abroad and international internships. In the 2004–05 academic year, BYU will send nearly 1,200 students to fifty countries on various international study programs (study abroad, volunteers, internships, field studies). More than half of these students will go to Europe, and of them, two-thirds (or nearly 20 percent of the total) will go to England. The reasons for choosing to study in Europe differ from student to student, of course, but my experience has been that those of European descent who study in Europe come away with a much better understanding and empathy for their heritage and cultural roots.

This interest in Europe among students is reassuring given the fact that American–European relations have recently taken quite a beating. Differing views on the Iraq War is the proximate cause for this stress in relations, but bigger questions such as what nation or nations should have hegemonic power, to what extent should western thought be pushed on the world, and how should the world economy be organized, are really at the core of



this current round of ill will. During the Cold War, the U.S. and its allies more often than not found agreement in answer to these questions. Without the Soviet threat as a unifying force, it should come as no surprise that there is conflict between America and Europe now and that conflict will likely continue in some form or another into the future.

Finding a way to deal with this conflict will require knowledge and understanding on both sides of the Atlantic. Thus, it is as important as it has ever been for scholarly work on Europe. This issue of *Bridges* deals with some of the work being done at BYU. Dr. Donald Jarvis deals with the political challenges that Russia is dealing with while Nicholas Whyte discusses the development of the European Union. There is also a report on the work of the Center for the Study of Europe, a federally funded research institute housed at the Kennedy Center.

During his British mission, Heber C. Kimball, along with Wilford Woodruff and George A. Smith, opened missionary work in London. While the work in the city was hard, and not nearly as productive as the missionary work in other places in the British Isles, these three modern-day apostles made the best of the situation by not only endeavoring to preach the gospel, but also by expanding their minds with visits to the major museums and cultural sites in the city.² Their thirst for knowledge, both spiritual and temporal, is a good example for us all. And it is one that BYU continues to try to emulate as it walks in the shadow of the early European converts.

Notes

1. Allen, James B., Ronald K. Esplin, David J. Whittaker. *Men with a Mission 1837-1841: The Quorum of the Twelve Apostles in the British Isles*, Salt Lake City: Deseret Books, 1992, p. 393.
2. *Ibid.*, p. 195.



Parallels

United States and Russia:

Parallels

by Donald K. Jarvis, emeritus professor of Russian, Brigham Young University

After a brief fling with democracy and post-9/11 solidarity with the United States, Russia seems to be slipping back onto more familiar ground. The present leadership has reinstated government-controlled mass media and *de facto* one-party rule, announced a new super bomb, inserted more spies into the U.S., and played bad cop with the Ukrainians in their recent election. Democratic and capitalistic reforms genuinely frighten many conservative Russians, who worry about losing their distinctive thousand-year-old culture. Indeed, both Americans and Russians have treasured and emphasized our differences so often that we have difficulty believing that we have anything in common. While enormous dissimilarities between us continue to strain our relations and cannot be dismissed, we do share a surprising number of common features in history, foreign relations, attitudes toward each other, and contemporary challenges. Reviewing a few of them provides grounds for dialogue that is sorely needed by both sides.

Mutual Viking Heritage

One of the first significant parallels is our common Viking heritage. Most Russians know the legend of how Slavic and Finnish tribes in A.D. 862 tired of their constant fighting and asked *Varangians* (Vikings) from a tribe known as *Rus* to govern them. In its early years, Russia was closely connected with Europe through the Hanseatic league, was prosperous, and was astonishingly democratic, having powerful town councils that could hire or fire the local princes. Tragically, Russia's integration with western Europe and its fledgling democracy were brutally crushed by the thirteenth-century

Mongol/Tatar invasion and has never fully recovered.

All Americans, even those not directly descended from Scandinavians, share in the Viking legacy. Vikings from Denmark began invading England late in the eighth century, occupied a large territory called the *Danelaw* in the ninth century, and by A.D. 1016 the Danish King Canute ruled all England. Americans should know that Normans under William the Conqueror invaded England from northern France in A.D. 1066. But most do not realize that these invaders included the descendants of Scandinavian Norsemen, who had invaded and settled northern France a century earlier, about the time that the *Rus* were settling into the Slavic heartlands. Like Russia, England was brought closer to the rest of Europe by these energetic warrior Vikings.

From this mix of Scandinavian, French, and Anglo-Saxon cultures eventually evolved the English Parliament, its limited monarchy, and constitutional democracy, which heavily influenced American political life. The Normans also significantly affected Americans' language: English vocabulary is roughly



The Vikings traveled both East and West, forming ruling classes in Slavic lands as well as in Normandy and in England. Viking homelands are in red, while the orange areas indicate other lands where they became influential. Source: Der Spiegel No. 32 (7.8.2000)



50 percent derived from French, which the Norman ruling class spoke.

Victorious Frontiersmen: Cossacks and Cowboys

The frontier played a large role in both Russia and America: we had our “wild west,” and Russia had their “wild east” in Siberia. In both, Europeans sought furs, minerals, and vast tracts of unmapped land, using firearms to overwhelm diverse tribes of less technologically developed natives.

American cowboy culture began very differently, but evolved similarly toward its Cossack analog. In the nineteenth century, many Americans, including runaway Black slaves, sought a better life in the great plains of the West as ranchers, ranch hands, and farmers. Unlike the Cossacks, they formed few formal regional brotherhoods. But like the Cossacks, they often took up arms to protect or to raid hostile governments (Mexico) and natives; they formed temporary local volunteer groups (vigilantes and posses) to protect themselves. Their

culture is no less distinctive than the Cossack culture, but it has proved even more

popular and also has developed its own distinctive music, dances, festive dress, religiosity, culture of firearms, political conservatism, and strident nationalism occasionally bordering on xenophobia.

Slavery and Emancipation

Russia and America both have shameful histories of slavery. In both countries, having an excess of land and limited manpower to work it, elites turned to forced labor, which turned out to have enormous cost and inefficiency in the long run. Likewise, in both countries, slave holders doubted the humanity of their slaves. In both, slaves enriched the literature and music of their countries. Russian authors, such as Pushkin, learned both Russian language and folktales from their peasant nurses; Americans are equally indebted to African-American slaves and their descendants, who invented the banjo and popular musical styles such as jazz, ragtime, blues, and rap.

Certainly there were differences; rich Russians enslaved their fellow peasantry (serfs), while Americans imported African slaves, who differed from them culturally and racially. Another difference was that serf families were seldom separated and most remained on the land where they were born, so serfdom was perhaps less disruptive and pernicious than was U.S. slavery. However, nothing in America compares with the shockingly extensive use of convict labor in Soviet Russia in the 1930s and 1940s, when up to ten million Russians were enslaved.

Russia’s history of slavery began in the mid-sixteenth century under Ivan the Terrible and his erratic, oppressive policies, heavy taxation, and endless wars. Peasants fled to Cossack bands in the borderlands beyond the reach of his

Much of Russia’s east was won in the second half of the sixteenth century by Cossacks under their leader Yermak Timoveevich during the reign of Ivan IV (“the Terrible”). Many of these free spirits protected their independence by forming semi-religious military brotherhoods and became known as *kazakhi* (Cossacks). Yermak’s Cossacks were enlisted to defeat scattered remnants of the Tatar Empire, after which they pressed deep into the Siberian forests, encountering many tribes that looked similar to the natives of Alaska and the American Southwest.

Cossacks developed an impressive reputation for martial competence and were eventually recruited by the Polish and Russian governments. No longer integrated as distinct units in the Russian army, they nevertheless retain much of their distinctive culture of music, dance, festive dress, religiosity, arms, political conservatism, and strident nationalism occasionally bordering on xenophobia.

In America, serious exploration of the western half of the continent began 150 years later, at the beginning of the nineteenth century, with Lewis and Clark’s “Corps of Discovery.” While they were dedicated to peace and science, their successors—American frontiersmen, cowboys, and settlers—often were not. Native Americans naturally resented the encroachments of settlers, ranchers, and railroaders. Conflicts were frequent, but even with guns to supplement their Stone Age weapons, Native Americans suffered defeat after tragic defeat just as their Siberian cousins did. The resulting decay of both Native American and Native Siberian cultures has developed similar problems of minorities needing considerable intervention to achieve even a semblance of social equity in both countries.



Russians are not generally a church-going people, but they do have an interesting history of religious diversity that positively affected their secular history ...

agents. Ivan and his successors reacted to the ensuing labor shortage by restricting and then eliminating the age-old right of peasants to move from one noble's lands to another's, making them the personal property of the nobles on whose land they lived and subject to landowners' demands for labor and crop sharing. Efforts to do away with serfdom began among the Russian intelligentsia early in the nineteenth century and reached a critical mass in the late 1850s.

America's descent into slavery also began in the sixteenth century, with Portuguese and Spanish landowners enslaving Native Americans and Africans to work in the West Indies and Latin America. African slaves were first brought into England's southern colonies in 1619 to work large plantations of tobacco, cotton, and sugar. By the late eighteenth century, many authors of the American Constitution saw slavery as a dangerous evil that would have to be eliminated, but plantation owners had become dependent on slave labor. They angrily resisted efforts to end it and continued to do so into the nineteenth century, when abolitionists organized societies and a network of safe houses called "the underground railroad" to help slaves escape to freedom in the northern states, where slavery was illegal.

Abolition of slavery in both countries involved several parallels. In both Russia and America, authors wrote popular fiction showing serfs and slaves as sympathetic fellow humans. In Russia, Ivan Turgenev wrote *A Huntsman's Sketches*, depicting a nobleman's encounters with variously capable and sensitive serfs whose lives are blighted by serfdom. In America, Harriet Beecher Stowe performed a similar service by writing the maudlin but wildly popular *Uncle Tom's Cabin*. Stowe's work stirred such emotion that Abraham Lincoln is said to have commented when he met her, "So this is the little lady that started the big war," in reference to America's bloody Civil War.

The two emancipators also had interesting similarities. Tsar Alexander II, whose father Nicholas I was one of Russia's most tyrannical rulers, became Russia's most liberal tsar. A remarkably sensitive and far-sighted autocrat, Alexander instituted sweeping reforms of the judiciary, the military, regional government, censorship, and serfdom. Arguing that it was better "to eliminate serfdom from above rather than risk its elimination from below," Alexander II ended serfdom in 1861, earning the title "Tsar-emancipator."

His government paid landowners for half of their land and gave it to the serfs, who were charged to repay the government within forty-nine years. Under Alexander II,

Russia was the only major European power to ally itself with Lincoln's Union government during the Civil War, while England and France both quietly aided the Confederacy. After emancipation, freed serfs faced problems not unlike those faced by freed Blacks. Russian's were divided in their reaction to the reforms, and in 1881 a disgruntled radical assassinated Alexander II with a bomb. He was succeeded by his alcoholic son, Alexander III, whose reactionary policies more closely resembled those of his narrow-minded grandfather.

President Abraham Lincoln was an able speaker but only a moderate opponent of slavery. War broke out within three months of his inauguration, and he endured fierce opposition not only from the Confederacy, but from members of his own government. Showing remarkable restraint and grace under pressure, Lincoln steered the Union during months of military defeats to a sufficient victory that allowed him to issue the Emancipation Proclamation in 1863.

He promised "malice toward none, with charity for all," at the end of the Civil War and pledged reconciliation with the defeated south. Like Alexander II, however, he faced a deeply divided nation. Less than three months after his second inauguration in 1864, Lincoln was shot by disgruntled southerner John Wilkes Booth, thus suffering the same fate as Alexander II. Lincoln was succeeded by Andrew Johnson, whose efforts to continue his liberal policies were thwarted by a radical Congress vowing revenge on the South.

Religious Diversity and the Protestant Ethic

The U.S. is a religious and religiously diverse country that has benefited from the work ethic and independence fostered by Protestant Christianity. Russians are not generally a church-going people, but they do have an interesting history of religious diversity that positively affected their secular history—albeit to a far lesser extent than America's.

In the mid-seventeenth century, a powerful Russian Orthodox patriarch named Nikon decided to bring his church's ritual closer to its Greek roots by revising the liturgy and other practices. This precipitated a violent reaction from conservative Orthodox faithful, led by Archpriest Avvakum, whose followers came to be known as Old Believers or Old Ritualists. They were vigorously persecuted by Russian authorities, who equated rebellion against the state church with rebellion against the state; they burned Avvakum to death and executed or exiled thousands of his followers.

Survivors fled into the northern Ural forests, Siberia, and the Cossack borderlands, playing a role in settling these remote areas reminiscent of that played by American religious



groups such as the Puritans, Quakers, and The Church of Jesus Christ of Latter-day Saints in the American wilderness. Old Believers in the wilderness soon found themselves short of priests, so most congregations learned to function without clergy. This had a curious result; these most conservative of Russian Orthodox faithful began to study their scriptures, to think for themselves on religion, and to create their own theology and religious leaders. Over time they split into many different sects with intriguing names: “Wanderers,” “Spirit Wrestlers” (*Dukhobors*), “Jumpers,” etc. These numerous, persecuted sectarians never achieved the political power and freedom to operate that many Protestant groups did in the rest of Europe and America. Some scholars claim that roughly half of Russia’s population could be called Old Believer or some other sectarian at the time of the Bolshevik coup in 1917.

Furthermore, these Russian free-thinkers developed character traits reminiscent of the Protestant ethic: independence of mind, a vigorous work ethic, healthy skepticism about government authorities and high society, and respect for books and study. Many of the eighteenth- and nineteenth-centuries’ wealthiest Russian businessmen were from those groups, and several became important patrons of the arts.

Several groups emigrated to China, Brazil, and Alaska, and Tolstoy donated the entire proceeds from one of his last novels, *Resurrection*, to help the Dukhobors emigrate to Canada. A few Old Believers eventually found their way to Woodburn, Oregon, where some of their men displayed the Cossack penchant for speed, roaring around in pick-up trucks, while wearing colorful, handmade Russian shirts, and speaking seventeenth-century Russian.

Many of the first permanent European settlers in America were Protestants seeking greater religious freedom in the wilderness of America. Community movements like the Quakers, Amish, and Shakers settled large tracts of land east of the Mississippi, and later, thousands of Latter-day Saints trekked west of the Mississippi to settle the Great Basin.

This diversity among the earliest settlers provided the rationale for Americans to include guarantees of freedom of conscience in their Bill of Rights. Writers like Max Weber have noted that traits fostered by Protestantism such as diligence and individual responsibility have fostered capitalism, and some see these same traits as important to American national character. Although religious diversity played a much greater role in America than in Russia, Weber has said he would not be surprised at the over-representation of Old Believers among Russia’s prominent capitalists of the nineteenth cen-

tury and a similarly large fraction of Old Believer descendants among the membership of Russia’s growing ranks of nontraditional religious groups, including the Church.

National Unity and Good Neighbor Policies

Russia is the largest country in the world, and only Canada and China compete for second place with the U.S. in sheer size. Russia stretches across eleven time zones and the U.S. across eight, if Alaska is included. This enormous expanse has insulated Russians and Americans from contact with other countries, often allowing them to forget the existence of other countries and their ways of looking at the world. As a result, both countries have uneven relations with their smaller neighbors, but globalization is rapidly reducing the life expectancy for this geographically induced amnesia.

Enormous expanses challenge both countries’ national unity. Even with airlines and the Internet, Vladivostok is far from Moscow psychologically, just as more separates California from New York than simply physical distance. With their relatively low population densities, both countries have attitudes toward land use that seem unbelievably wasteful to citizens of Japan or England, where land is scarce and population is large. The huge, under-populated open spaces in eastern Siberia attract enough Chinese and other Asians to worry the Russians, while Hispanics continue to stream across the sparsely populated southern border of the U.S., straining established communities’ ability to assimilate them.

Most Russian college students appear to be studying English, but monolingualism and ethnocentrism will be slow to disappear in either country. It is true that Russia long ago passed the U.S. in foreign-language study, having more teachers of English than America has students of Russian, and it is rapidly increasing and diversifying in linguistic expertise. The U.S., on the other hand, is worse than many Third-World countries in terms of the number of students enrolled in foreign language, and our national interest in foreign language and area programs continues inexplicably—and irrationally—to shrink.

Vast size also confers some advantages. Both countries have immense natural resources and environmental diversity. Together with their military power, size makes both Russia and the U.S. hard to ignore in political alliances; it is not news that both countries are core states in their regional alliances and will be for many years, although with challenges. America is of course dominant in the North Atlantic Treaty Organization (NATO), although its former hegemony is now challenged by several members of the European Union (EU).

Russia, the core state of Orthodox culture and of the



Commonwealth of Independent States (CIS, the former Soviet Union minus the Baltic states), is now locked in a little-noticed, but important, three-way struggle with Islamic fundamentalists and with Turkey for the hearts and minds of the resource-rich southeastern CIS tier, consisting of Azerbaijan, Turkmenistan, Kazakhstan, Uzbekistan, and Kyrgyzstan. The U.S. and Russia will both continue to have enormous influence in their respective alliances.

Nation Building

Messianism is to be expected in large core states. Russia lost interest in saving the world about when the current American administration rediscovered it. Both countries, however, have long histories of fervent messianism in their foreign policies.¹

In 1480 A.D., Russian Tsar Ivan III (The Great) refused to pay the Tatar Khan his usual tribute, beat up his emissaries, and freed Russia from two centuries of Tatar yoke. Ivan and his advisors understandably felt that Russia was then the leader of the true Christian world, because the former capitol of the Eastern Roman Empire and headquarters of Orthodoxy—Constantinople—had already fallen to the Ottoman Turks in 1453. Accordingly, Ivan announced that the First Rome had fallen to barbarians, the Second Rome (Constantinople) to Turks, but the Third Rome—Moscow—still stood, and a Fourth there would never be. This messianic idea of Moscow as the “Third Rome,” leader of civilization and Christianity, was met less than enthusiastically by fifteenth-century Roman Catholic Europe, but it played well in Russia for a long time, because it was, and remains so today, the most powerful Orthodox country in the world.

Russians’ feelings of their messianic destiny were strengthened by the Napoleonic wars. When Napoleon’s “Grand Army” finally retreated from Russia, suffering disastrous losses—90 percent of his men were dead. Europeans, grateful and surprised by Russia’s victory, were charmed by the handsome, cultured Alexander I, who proposed a Holy Alliance of monarchs that would relate to each other and their people in a Christian manner. This did not turn out to be the wave of the future and retarded the growth of democracy in Europe, but it seemed like a good idea after France’s revolutionary chaos and dangerous aggression.

And the messianism of the “Third Rome” and the “Holy Alliance” had to be repackaged when the Bolsheviks seized power in the bloodless October 1917 coup. Their propagandists christened that event the Great October Revolution, announced that the tiny Communist Party of the Union of

Soviet Socialist Republics (USSR) was the “vanguard of the proletariat,” the “mind, honor, and conscience of humanity,” and that the USSR (in which Russians always played the leading role) was destined to apply Marxism/Leninism and lead the world to a brighter communist future.

Stalin tarnished that millennial role with his purges and gulags and further besmirched it by signing a nonaggression pact with Nazi Germany. However, when Hitler’s armies attacked Russia, the Soviet Army eventually defeated them on the eastern front at the cost of over eight million military deaths and seventeen million civilian ones (compared with U.S. losses of under a half million military deaths and only a handful of civilian ones). That costly victory confirmed Russians’ view of themselves as the “Shield of Europe,” having defended Western Civilization from the Tartars, Napoleon, and Hitler.

American messianism began with its earliest European settlers and has ebbed and flowed through its history. Puritans in seventeenth-century New England saw themselves as refugees from a sinful world, preparing to build in their new American home a millennial kingdom as prophesied in the Bible. Framers of the U.S. Constitution believed they were engaged in a divinely favored quest—momentous for the whole world.

They inserted evidence of that into the Great Seal of the United States, printed on the back of each dollar bill. The reverse of the seal bears two pregnant Latin phrases: the first, is “*Annuit Coeptis*,” interpreted loosely as “Providence has favored our undertakings.” The other is “*Novus Ordo Seclorum*,” meaning, “A new order of the ages.” In 1850, Herman Melville wrote, “We Americans are the peculiar, chosen people, the Israel of our time; we bear the ark of the liberties of the world. . . . Long enough have we been skeptics with regard to ourselves, and doubted whether, indeed, the political Messiah had come. But he has come in *us*, if we would but give utterance to his promptings.”²

In that same century, Americans repeated the slogan “Manifest Destiny” to justify the United States’ acquisition of western territory stretching to the Pacific Ocean. In the twentieth century, President Theodore Roosevelt spoke of America as a divinely “chosen nation” much as President Woodrow Wilson spoke of America’s destiny to save the world. America’s crucial role in WWII and subsequent role as a nuclear-armed leader of the West confirmed those impressions among a broad spectrum of Americans.

The failures of first fascism and then communism by the end of the twentieth century inspired many Americans,



“Russia lost interest in saving the world about when the current American administration rediscovered it.”

including Francis Fukuyama, to see constitutional democracy—pioneered by the U.S. constitution—as the only viable ideology left in the world.³ In that spirit, President George W. Bush’s administration has begun the twenty-first century convinced of “a calling from beyond the stars to stand for freedom.”⁴

Even casual observers will note the demand for Russian and U.S. messianism tends to lag behind the supply, and successful messiahs use some tactics not involving heavy ordnance and “boots on the ground.” Unsurprisingly, Europeans view both Russia and the U.S. skeptically, seeing both as difficult outliers of European culture. Charles de Gaulle is said to have dubbed Russia *le barbar primitif* and the U.S. *le barbar civilisé*.

Part of the trouble is that both countries are not only huge and powerful but have actually had the temerity to implement radical, regime-threatening political philosophies long discussed theoretically and without bloodshed in European coffeehouses and journals. The 1776 American Revolution applied the major ideas of the Enlightenment, intrigued European intellectuals, and shook the *anciens regimes* of Europe to their foundations, sparking the French Revolution, which resulted in the Napoleonic wars that devastated Europe and retarded its progress toward democracy.

Eventually, Europe followed America’s lead in establishing democratic regimes, and U.S. assistance during and after WWI and WWII gained many European friends. Nevertheless, anyone who has traveled widely in Europe notes that few Europeans are as fervent as Americans are in their support of democratic nation-building, much less such old European ideas as fundamentalist Christianity and *laissez-faire* capitalism.

Russia’s 1917 Communist coup intrigued and frightened Europe no less. Fearing that liberal democracy was too weak and slow to combat the communist menace, eleven European countries elected fascist governments in the following decades, and almost all had influential fascist parties. After the Axis powers fell in 1945, most European countries not controlled by the Soviet Union’s Warsaw Pact joined NATO to protect themselves from Soviet aggression. The solidarity of NATO in the post-war years was due at least as much to European fear of Russia as it was to admiration for America. And since the USSR fell apart in 1991, NATO support for American policies is no longer a given. The EU still looks upon Russia with enormous skepticism, and despite temporary alliances with some members over such issues as

opposing the American attack on Iraq, no one expects the EU to accept Russia as a full member anytime soon—it is simply not “European” enough.

Faust Redeemed: Sakharov and Oppenheimer

Russia’s and America’s roles as nuclear superpowers do not require recitation. Less well known, however, are the parallel biographies of the two remarkable physicists who successfully led their respective countries’ nuclear programs. Both were gifted theoretical physicists with deep concern for the fate of humanity. Both came to entertain serious doubts about the ability of their respective governments to responsibly handle the deadly weapons they had devised. Both became activist dissidents, distrusted by their governments but respected by some of their most thoughtful peers.⁵

J. Robert Oppenheimer was an American theoretical physicist and popular teacher at the California Institute of Technology and at the University of California—Berkeley. Despite some misgivings in the Federal Bureau of Investigation about Oppenheimer’s leftist political contacts, in 1942, the U.S. government asked him to recruit and to direct hundreds of physicists and technicians for the Manhattan Project at Los Alamos, New Mexico, developing the world’s first atomic bomb. Awed by the successful detonation of the first test nuclear device, Oppenheimer cited a line from the Hindu *Bhagavad-Gita*: “I am become death, the shatterer of worlds.”

After two atomic bombs devastated Hiroshima and Nagasaki, Oppenheimer became skeptical of U.S. officials’ ability to properly handle the destructive power he had given them, and as chair of the U.S. Atomic Energy Commission (AEC, 1946–52), he became one of the most vocal international proponents of civilian control of nuclear power. For technical and humanitarian reasons, he strongly opposed the development of the hydrogen bomb. In 1953, he was suspended from the AEC as an alleged security risk, which stirred widespread controversy but did not prevent his appointment to head the Institute for Advanced Studies at Princeton University in 1954. He died in 1967, respected for his contributions as a theoretical physicist, a gifted administrator, and a moralist of the nuclear age.

Andrei Dmitrievich Sakharov was born in 1921, seventeen years after Oppenheimer. From 1948 to 1956, as Oppenheimer was helping to restrain nuclear programs and opposing the development of a hydrogen bomb, Sakharov led the Soviet Union’s successful development of that same thermonuclear weapon. Soon thereafter, however, he began to voice doubts about the Soviet government’s policies. For over twenty years, he was the Soviet Union’s most prominent and courageous



advocate of democratic reforms and human rights.

After opposing the Soviet invasion of Afghanistan, he and his articulate wife, Elena Bonner, were exiled from Moscow and placed under house arrest in the city of Gorky (Nizhny Novgorod) but continued to speak out, sometimes using hunger strikes to gain attention for civil rights. They were pardoned in 1986 by Mikhail Gorbachev's government and allowed to return to Moscow. Sakharov was elected to parliament in 1989 and died that same year—mourned throughout Russia as its very conscience.

Artistic Exchanges

Despite years of Cold-War hostility, Russians and Americans value many aspects of each others' culture, including music and literature. Interaction between the two countries is surprisingly robust. Music unites Americans and Russians as much as any other single factor. American classical music lovers appreciate Russian music of the nineteenth and twentieth centuries as much as Russians love American jazz and popular music.

Sergei Prokofiev's *Peter and the Wolf* is a favorite with many American children, and Peter Tchaikovsky's the *Nutcracker* has become an essential part of Christmas in America. Indeed, Tchaikovsky may be the single most popular classical composer for Americans. Russians who lived through the Soviet era fondly remember the liberating and deliciously naughty reputation of American jazz provided by the Voice of America. Today, Russian elevators and restaurants play more American than Russian popular music. Even in this era of disappointment with Western culture, large Russian cities constantly display colorful advertisements for visiting American popular musicians.

Russians are avid readers and educated Russians claim to love James Fenimore Cooper, Jack London, Theodore Dreiser, John Steinbeck, and Sinclair Lewis. American youth seem to be reading less in general, but few get through college without at least some exposure to Leo Tolstoy, Fyodor Dostoevsky, and Anton Chekhov. Tolstoy's *Anna Karenina* was recommended by Oprah Winfrey in summer 2004 and found its way onto nearly every airport and grocery store bookshelf in America.

American critic George Steiner agreed with four of the nineteenth century's keenest observers—Astolphe de Custine, Alexis de Tocqueville, Matthew Arnold, and Henry Adams—who all believed that Russian and American writers of the nineteenth century resembled each other more than the Europeans with whom they were constantly comparing themselves. Steiner found nineteenth-century Russian and

American writers not only had much in common, but they were deeper and more intense than European writers of that era, he asserted:

The history of European fiction in the nineteenth century brings to mind the image of a nebula with wide-flung arms. At their extremities the American and the Russian novel radiate a whiter brilliance. . . . The masters of the American and the Russian manner appear to gather something of their fierce intensity from the outer darkness, from the decayed matter of folk-lore, melodrama, and religious life. . . . [The] confrontation with Europe gives Russian and American fiction something of its specific weight and dignity. Both civilizations were coming of age and were in search of their own image. . . . In both countries the novel helped give the mind a sense of place.⁶

Educational Exchanges

Does appreciation of elements of each others' culture translate today into generally positive mutual attitudes—despite all our differences and Cold-War tensions? Recent research at Brigham Young University (BYU) and at Udmurt State University in Izhevsk, Russia, suggested that the answer is yes. BYU Professor Scott Smith and student M. Scott Durrant surveyed over a thousand Americans in nearly every state in 2004. They collaborated with Russian colleagues doing similar research among residents of the central Russia province of Udmurtia. They discovered that Russians and Americans both hold generally positive views of each other, but both believe that their counterparts are less positive about them. They also found that younger Russians are somewhat more negative than their elders. Unsurprisingly, those of any age who have had the most contact are the most positive about the other.⁷

All this gives reason for cautious optimism about the thousands of Americans and Russians now involved in academic, business, government, religious, and private civic contact with each other. Russia may be off the front pages of our newspapers, but interaction is booming, as evidenced by the following:

- 1) International Research and Exchanges Board (IREX), a U.S. academic nonprofit organization, and the American Council of Teachers of Russian (ACTR) both list online well funded U.S. academic programs for American and Russian students and faculty at the secondary and college level to travel to each others' countries to study, teach, and research.
- 2) The Library of Congress' Open World Russian

Despite years of Cold-War hostility, Russians and Americans value many aspects of each others' culture, including music and literature.

Leadership Program brings over 2,000 young Russian civic leaders to the U.S. annually for two-week home stays organized by various U.S. organizations. BYU's International Center for Religion and Law participated in this program, hosting three different delegations interested in freedom of conscience issues.

3) Sister Cities International, a nonprofit citizen diplomacy network, lists online over 100 pairs of American and Russian cities and facilitates long-term, citizen-to-citizen exchange. Local representative, Jennifer Andelin, recently announced that Salt Lake City will become a "friendship city" with Izhevsk, Russia, the capitol city of a region prominent in petroleum and armament production.

4) BYU, drawing on former missionaries, has the largest undergraduate Russian program in North America, and many of its students find ways during and after their studies to return to Russia for academic, business, civic, and religious purposes.

5) Utah Valley State College (UVSC) is home to the Utah–Russia Institute (URI), headed by Rusty Butler, UVSC vice president and Honorary Consul General of the Russian Federation. URI organized last year's Moscow–Utah Youth Games involving six hundred Russian and Utah athletes, brought dozens of important Russian visitors to Utah, and continues to facilitate academic and humanitarian exchanges with Russia.

The Spirit of Vsechelovechnost

Pressing, contemporary problems faced by both Russia and the U.S. offer numerous opportunities for cooperation. Both are preoccupied with Islamic fundamentalist terrorism, and the conflict between security and civil rights. Both are struggling to integrate resident minorities and immigrants pouring across their southern borders. Both are fighting drug abuse, organized crime, AIDS, environmental pollution, and corporate fraud. Both seek better health care for the underprivileged, affordable energy, and improved education.

A classic strategy of conflict resolution theorists is to get opponents to work on a common problem. Without dismissing the enormous differences in our histories and governments, the current shared problems suggest many legitimate areas for cooperation on governmental, academic, civic, and personal levels.

One of the highest values of Russian intellectuals is *vsechelovechnost*, which is translated as "valuing all humanity." That is another parallel that American church-goers, especial-

ly members of the Church, share with many Russians. In the spirit of *vsechelovechnost*, perhaps examining our similarities is a small step toward overcoming petty nationalisms, myopic views of *realpolitik*, and the current drift toward a familiar but self-defeating hostility. ☸

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MUSCLES

from Brussels?

The European Union as a Global Actor

by Nicholas H. Whyte, Europe director,
International Crisis Group in Brussels

Come to this area of international politics from a backwards part of western Europe, which has retained the integrity of its own local quarrel over hundreds of years. The whole history of European integration is a triumph of ideas over adversity. It's also a lesson for ancient conflicts in other parts of the world—that it is possible to overcome them. But it's quite difficult to answer the very basic question of Why is the European Union? That may seem like a strange formulation, but if you were to ask Why is the United States? It is easy to work out why this country exists. The Declaration of Independence sets it out very clearly, with a decent respect for the opinions of mankind. The Declaration of Independence sets out the reason why this country wanted statehood. In a crystal-clear manner, the greatest president of this country, four score and seven years later, put it even more succinctly. He said, "This is a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal." You will search in vain for such a succinct and clear statement of why the European Union exists.

The treaty of Rome in 1958, which established the European economic community, did have quite a good phrase, saying that "it was designed to seek an ever-closer union between the people [singular] of Europe." That's process rather than principle; it's geography rather than concrete action. And if you look at the current draft of the EU Constitution, you will notice its preamble instead of "we, the people" (as in the U.S. Constitution) begins with "His Majesty the King of the Belgians, His Majesty King of the Czech Republic, Her Majesty the Queen of Denmark," and so forth, "drawing inspiration from the cultural religious and humanist intelligence . . . of Europe from which have developed the universal values" and so on, for another 325 pages. This is not very clear or succinct.

What is the EU?

If we want to find out why the EU exists, we have to change the focus of the question and instead ask What is the EU? The EU is formed from twenty-five states and, in contrast to the American experience, it is worth saying that twenty-three of those twenty-five in the last one hundred years have experienced either dictatorship or oppression by their neighbors or both. The exceptions are England (I exclude Scotland and Northern Wales and Ireland) and Sweden. This is a formative historical thing for western European countries, and it's no wonder that the original six members of the European community in 1958 included the two countries that felt they had suffered most from three wars in 1870, 1914, and 1918—France and Germany, also the three countries between them that had been squashed most heavily by those wars—Belgium, the Netherlands, and Luxembourg. And the country that had been left constitutionally hanging with a dysfunctional political system after the Second World War and was desperately looking for a wider national community to merge into—Italy.

Interesting also is to notice that the British and other neighbors were involved in the early negotiations to form the European community. They backed out, because they were worried that the phrase about an "ever-closer union" might be serious, until the British changed their minds in the 1960s, but at that point the French wouldn't let them in. Finally in 1974, the British and their three closest economic satellites—Ireland, Denmark, and Norway—all agreed that they might join the EU, except then the Norwegians had a referendum and voted against it.

That created a block of capitalist democracies in north western

Europe bordered to the south by the dictatorships of Spain, Portugal, and Greece and to the east by the communist world, while still being in the middle of the Cold War. Almost exactly at the point where the EU had its first expansion, this was also precisely the point that the authoritarian regimes in Portugal and Greece fell, followed shortly thereafter by that in Spain. In the early 1980s, these countries, as new democracies on the European fringe, also joined (Greece before Spain and Portugal).

This is when the EU became more of an economic project. The crucial figure in this, although she hates to be reminded of it these days, was Margaret Thatcher, who believed that constructing a single European market, a place where people would feel safe to trade with each other, was a project that was worthwhile and was a project that was worth sacrificing certain amounts of British sovereignty.

The EU was on its way to becoming an economic superpower. Neighboring states that had opted out of previous enlargements, because it was too political and not in their economic interests to join, by the mid-1990s, they too applied for membership. All four of them were granted accession treaties: Austria, Sweden, Finland, and Norway. Except the Norwegians had another referendum.

Simultaneously, communism had fallen across Eastern Europe. Suddenly there was a whole new geo-political situation. Poland, the Czech Republic, and Hungary felt they were part of the European mainstream and had been artificially kept away from it for ages. Small but forward-looking countries

like Estonia, Latvia, Lithuania, and Slovenia had managed to disentangle themselves from larger federations with a minimum of fuss and were seen as safe and stable democracies in need of support. So it was that year the EU had its largest ever enlargement, with the eight former communist states: Estonia, Latvia, Lithuania, Poland, Czech Republic, Slovakia, Hungary, and Slovenia. The EU also moved to fill a small geopolitical gap that had been created in the Mediterranean by absorbing Malta and most of Cyprus, although not all because of the events of 1974.

Now you have a EU that consists of 456 million people, which in comparison to the U.S. at 292 million, it's the single biggest economic space in the world. The countries range in size with Germany at 83 million right down to the smallest, Malta, with 400 thousand. Luxembourg is 450 thousand; I'm sure they're proud of that.

The EU is now a federation of twenty-five seriously well developed member states, and there are others queuing up to join. In the accession queue are Bulgaria and Romania (both have been given a promise that they can join in 2007). The Romanians may not make it; they may find themselves locked in with Croatia, which I think is likely to join in 2009. Also in the list is Turkey (as of fall 2004), and having submitted a form membership application is Macedonia, the former Yugoslav Republic.



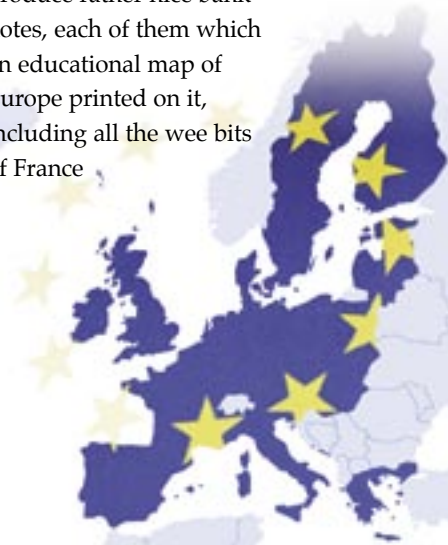
I think we will see Albania, Bosnia, Serbia, Montenegro (probably separate from Serbia), and ultimately, in some shape or form, Kosovo.

Once the question of the final status of Kosovo and Serbia has been settled, the geopolitical space will be western Europe to the boundaries of Russia, as it was up to 1920, not including the south Caucasus, and going to the Polish Baltic state's border.

What Does the EU Do?

What does the EU do? It is a free trade area; a customs union; a single economic space where people can exercise the four freedoms. The four freedoms, incidentally, are not Roosevelt's four freedoms: freedom of speech, freedom of worship, freedom from want, and freedom from fear. They are the much more technocratic European four freedoms: free movement of goods, free movement of persons, freedom to provide services, and free movement of capital. I find the contrast between these two uses of the phrase "four freedoms" very interesting.

Freedom of movement is constrained in that the new member states don't get to move directly into the EU with the old member states, but they will after a transition period. The EU has a single currency; the euro currency. The euro zone's population is 308 million because it doesn't include most of the eastern states, or the British, Danes, and Swedes. They produce rather nice bank notes, each of them which an educational map of Europe printed on it, including all the wee bits of France



that people forget about overseas including Martinique, Guyana, and so on.

There are also things that the EU doesn't do. The EU is not the Council of Europe (COE). COE is a different organization, based in Strasbourg, that supervises the human rights rating for the wider European area, including basically all the countries as far east as Azerbaijan and Russia. COE does have judicial power in human rights. It can impose fines and sanctions on countries that are not deemed to be fulfilling their human rights obligations.

The EU is not a collective security institution. That role is played by NATO and will continue to be played by NATO until American policy sees that as not in America's self-interest. The EU is not even useful doing multinational diplomacy. We see that happening through the UN and through the Organization for Security and Cooperation in Europe (OSCE), which came out of the Helsinki process. These are each very different in character, and the EU as an actor hasn't started to interface in a completely smooth way with any of them.

EU Operations and the Foreign Policy Picture

I work in the foreign policy area in Brussels on the countries closest to the EU that are in most danger of collapse or crisis. Specifically they are Bosnia, Serbia, Macedonia, Kosovo, Moldova (a case close to my heart), Armenia, Azerbaijan, and Georgia. In my experience trying to make sense of the EU institutions, I find I deal with its four different manifestations in quite different ways. If I were in business or involved with environmental or social legislation, my approach would be completely different. The foreign policy picture of the EU is a bit weird.

The EU's main executive body is the European Commission, consisting of one reasonably senior politician nominated by each of the member states, each of whom is given a particular portfolio. The two that I will be dealing with most are the Finn and the Austrian,

who have been given, respectively, the Balkans and the rest of the world, not including the Third World, which went to the Belgian. The commission is important because it's got the most "Europeanness" and also it's got the most money. The commission, however, has lost a lot of power that it used to have in foreign policy. Previously, commission officials were the ones to determine exactly what European money was to be spent in a particular way, and they were the only ones charged with external action within the EU. There's been a demand that the heads of commission officers abroad in different countries should appear for hearings before the European Parliament. So far this has been resisted, but it indicates the extent to which the heads of commission delegations, which tend to be administering aid programs, see themselves as European ambassadors. At the moment, they're not. In fact, I find that in terms of policy work, for me a more useful institution is the European Council Secretariat (ECS).

When I first came to Brussels, the ECS had only one very boring task: to draw up the agenda for meetings of ministers from each of the member states. In 1999, however, it acquired something much more important: a single figurehead, Javier Solana, the former Spanish foreign minister and the foreign secretary general of NATO, who is empowered to speak on behalf of the EU as a single voice. He is the High Representative of the Common Foreign Security Policy and also the General Secretary of the ECS.

The reason for creating somebody with that position was basically to answer Henry Kissinger's famous question, "What is Europe's phone number?" Though as somebody who deals on a policy basis with Washington, D.C., I would like to know Washington's phone number as well. I find as I shunt across the city from State Department to National Security Council to Pentagon to Congress that the voice of European policy has been very positive. Instead of the EU's contribution to foreign policy

being ministers meeting together and passing pompous resolutions, saying to the warring parties in Yugoslavia—you should stop fighting—now there is somebody who can go physically in and say, “You should stop fighting.” That may not sound like much of a difference, but I saw it work in 2000 in Guam and Macedonia, where very simply, there was a burgeoning crisis and it was, to a large extent, sorted out by direct diplomatic intervention from Solana and his very senior aides, with a great deal of heavy lifting also done by the American ambassador. It has made a difference having somebody who you can point to and say “that is Europe’s phone number.”

I’ve seen the ECS gaining in power, nonetheless it still has to share power. The ECS is the servant, not the master, of the European member states, so the third group of people that I spend time talking to are those in permanent representations. The EU has twenty-five member states, and all of them are equal, but in the words of George Orwell, “Some of them are more equal than others.” The ones that I spend most of my time on are the three big-hitters, that is to say the British, the French, and the Germans. Basically, anything in the EU that has been agreed to by the French and Germans is pretty likely to get through, and if the British have been persuaded to sign on to it, it is almost certain to get through. The other twenty-two countries will very rarely stand up to the big three getting together.

This excludes Italy, which has the same population—in fact, a larger population—than France. The fact is that Italy has a very strange political system with a foreign ministry

whose officials, on the whole, are very, very pro-European and anti-American, but a set of politicians who are, on the whole, very pro-American and rather less pro-European. The result is that Italy is unable to construct a coherent policy at a European level. I’ve read some things about the U.S. State Department, but I think you should investigate what’s happening in Rome if you want to see a dysfunctional system at work.

In addition to those big countries, often you will find smaller countries have got a particular interest and a particular problem. I mentioned Moldova earlier and oddly enough, this is one where the two branches of the Italian political system are in agreement, they are quite keen to have a limited system of migration with Moldova and are quite keen to ameliorate the problems there the best they can. They’re not very successful, but at least they’re trying in the same direction. Moldova is one country that I do talk to Italians about. And the Balkan countries—of course, I talk to the neighbors—the Greeks, the Hungarians, the Slovenes, and to a certain extent, the Czechs. Because the EU has got this rotating presidency system, I always find it worthwhile to keep in touch with whoever holds the presidency of the day—at the moment it is the Dutch. And because whoever is chairing the meetings tends to be too busy, I try and keep in touch also with the next presidency, which is Luxembourg, and the one after, in this

case, it is Britain for the second half of 2005, who are already on my list.

I find that talking around the permanent representations does give an idea of which countries are coming from where and what the currents of debate are in the ECS. I had a very interesting lunch last Friday with a Finn, an Estonian, and a Belgian—and these are three countries with completely different historical experiences, particularly interesting to see the divide between the Estonians, who of course were under Russian rule until 1990, and the Finns, who escaped Russian rule in 1917. The Finns’ traditional neutral policy—not too keen on getting stuck in problems; the Estonians—very keen to get stuck into problems. Of course, they’re using other people’s soldiers because they only have a population of one and a half million—but they are very keen to try and push the policy agenda forward, and they are very pro-American, as you could expect from an ex-communist country that couldn’t wait to get out of the Soviet Union as quickly as possible.

The Belgians, on the other hand—completely the opposite—are very much suspicious of these Anglo-Saxon conspiracies, though given that the others at the table were an Irishman and two Finno-Ugrics, it wasn’t very Anglo-Saxon. The Belgians are in-line with the French view that the European civilization project surely should be one where we don’t need outside help with the English lan-



guage. Nonetheless, the entire conversation was in English, as indeed are most of my conversations in Brussels, despite the fact that French is one of the main working languages of the EU.

The fourth group of people that I talk to in Brussels, as a foreign policy practitioner, are members of the European Parliament (EP). The EP has strong legislative powers, particularly in the fields of environmental legislation, economic regulation, customer services, and in constructing the single market, which we spoke of in the 1990s, and it's gradually increased to have more and more power. The European Parliament is excluded from power in two very important areas.

One of them is the area in which most of the EU's budget is spent: agriculture. That has been reserved for something that will be carved out between the governments. The EP barely gets a slice of the agriculture budget.

The other one, not surprisingly, is foreign policy, something that European member states cling to very jealously. I find I can use the EP as a nuclear option; it is a way of getting issues into the public domain. All of my other conversations with ambassadors, bureaucrats, and ECS officials tend to be off the record, trying to persuade them behind the scenes to move them in a particular direction. If they're absolutely unwilling to do so, then my option is to get the EP to pass a resolution or at least to hold a debate on the topic that is of interest to me.

It's interesting and embarrassing to note that the power of the EP is constrained by geography. The European Parliament meets one week every month in Strasbourg; that is where its plenary

sessions are. Strasbourg is a four-hour drive from Brussels; by American standards that's not much, but by European standards that's two countries away: Luxembourg and France. Okay, Luxembourg's not that big. This is how you emasculate your legislature, by not putting it near the seat of actual power.

If you look at Washington, D.C., which was the first, but not the last, city to be designed as a capital, the very center of Washington is the capitol building; that's where the streets are numbered from, that's where your ABCs go up and down, that's where your northwest, northeast, southeast, southwest quadrants begin.

The EP's seat is in Strasbourg, and its library is in Luxembourg, halfway between Strasbourg and Brussels. This is a very good way of preventing any group from doing serious research on the issues for which they're supposed to legislate. And it's something that I think is crying out for reform. Despite all this, I must say that my experience talking to policy makers in Brussels is that they're all very intelligent, they're all very committed, and they're all very keen to talk about what it is that they are doing. Compared with some national bureaucracies, it's rather heartening that peo-

ple are prepared to be open about their internal policy debates. I don't find this in Washington, where even between Democrats and Republicans, those who are in office and those who are out of office, there is a certain narrowness of consensus among those who are in the beltway, as the cliché goes. Perhaps my experiences with Washington have not been broad enough, and of course I have only done this under the current administration.

The final question is Has the EU developed muscles from Brussels? As an economic actor, I think it has. As a trading block, the EU is the biggest in the world. It packs serious weight inside the World Trade Organization. EU representations can force changes in U.S. domestic policy—for instance, in steel subsidies; this country that prides itself on its independence from all other sources. The euro is the peg for quite a lot of the world, although the dollar, I think, is still a stronger currency in that way. I understand that 70 percent of all dollars that have been printed are in circulation outside the United States, most in Russia and in Latin America. However, the euro is the peg for Central African countries; it's legal currency in both Kosovo and Montenegro, even though neither is an independent state; and



it's legal currency in the micro states of Vatican City, Monaco, San Marino, and Andorra—not that people care very much about them. The euro is there, and it's becoming stronger as these things go, but I think it has not yet exceeded the strength of the dollar.

On the other hand, if the dollar were to be weakened still further in an act of deliberate policy by the U.S. Treasury, which is a possibility, we might see that changing. The biggest change of all, of course, will be if oil were ever to be counted in euros rather than dollars. I think that is a long way away—if it will ever happen. I have heard a Nobel Prize-winning economist urging that the euro, the dollar, and the yen should merge as a single world currency. I have my doubts about this.

Where the EU has not succeeded yet is as a security actor. NATO remains the bedrock for this. European member states' attitudes to NATO vary along a spectrum from the French, on the one hand, who want to see a purely European solution to European problems and try to keep the U.S. out of this as much as possible, to the British, on the other hand, who are committed to trans-Atlanticism under any conceivable British administration, be it liberal, labor, or conservative, and who will prevent the French from ever setting up an independent European

security—successfully having done so on a number of occasions.

Insofar as there has been progress in EU security issues, it's been where the French and British have managed to agree. Examples of that have been the first EU military deployment, which was in Macedonia last year. This wasn't a very glorious affair; this was 150 soldiers on the ground, with 450 backing them up in headquarters. This was peace-keeping very light, indeed, but they're hoping to deploy a much bigger mission into Bosnia at the end of this year.

Similarly, the EU is now trying to do small peacekeeping stuff: police reform, currently in Macedonia and in Bosnia, and looking at reforming the rule of law in Georgia. These are missions that have previously been carried out by OSCE, and carried out more successfully by OSCE. Not just because OSCE drew on American and Canadian policemen and lawyers, although I think I've noticed them being quite prominent in such missions. But because OSCE tended to have a more decentralized approach to these issues, whereas the EU is still trying to prove that everything can be done from and through Brussels. However, perhaps that's less important than the bigger picture.

The bigger picture is that the EU is now a block of twenty-five, possibly, if you take all the ones in my list earlier, up to over thirty nations, which is going to be a huge gravitational attraction to its immediate neighborhood. And the biggest of the neighbors

that people get most obsessed about is Russia, but Russia will make its own decision one way or the other. I'm much more concerned myself about North Africa, where there are five or six countries between Morocco and Egypt, all of which are full of young, unemployed men, which is one of your classic potential conflict indicators, all of whom are looking with envy across the Mediterranean to the EU—some of whom are literally dying to get there. And if you look at what's happening on the Morocco-Spanish strait, it's very worrying indeed.

The EU hasn't developed a sufficiently convincing vision for its own neighborhood. I would like to see a greater Euro-Mediterranean space; a space that would offer some kind of political and economic and humanitarian liberty; a common future for people living between Casablanca and Vladivostok. For the United States, it was easy. Once you got California, it was fairly clear what your manifest destiny was going to be: it was to fill up the spaces in-between, with a couple other fringy bits—my apologies to anyone from Alaska or Hawaii.

In my opinion, if the EU is looking for manifest destiny, this is what it has to be: to fill up that space between Casablanca and Vladivostok and to fill it with a shared civilizational value. Perhaps former French President Giscard d'Estaing's famous phrases about being “united in diversity” and having “responsibilities toward future generations of the earth” can be turned into something more weighty than the paper airplane I fear they are at the moment. 🌐

This article was taken from a talk presented on 13 October 2004 at the Kennedy Center, which may be found archived online at http://kenedy.byu.edu/events/lecture_archives.html.

A NEW FOCUS ON EUROPE

by Jocelyn Stayner

A recent boom in BYU's foreign studies originated from the Kennedy Center. By encouraging students and faculty alike to think Europe, the Center for the Study of the Europe (CSE) has sparked, maintained, and expanded research activities across campus. Though newly established, the center has been busy: reaching thousands of *Deseret News* subscribers and elementary teachers; developing a broader base of resources and courses; providing increased funding for research; and offering more opportunities for students to gain hands-on experience—all exclusively relating to Europe. CSE has five main objectives:

- 1) Expand language offerings to accommodate growing demand
- 2) Reinforce non-language offerings in European studies
- 3) Support scholarly inquiry
- 4) Develop new linkages and internship opportunities
- 5) Extend the breadth and depth of outreach efforts

Through its efforts to achieve these objectives, the center hopes to expand its influence on European scholarship at BYU and beyond.

FORMING THE CENTER

The idea of CSE evolved from the needs of BYU scholars. "BYU has always had great strength in European studies, but I think in a way the whole was less than the sum of its parts—things were scattered," explained Wade Jacoby, CSE director. Though strong in European scholarship, BYU lacked cross-campus scholarly unity. "It's a big campus with a lot of students and we—a group of faculty—saw the Title VI grants as a way to bring the campus together," Jacoby affirmed. The Title VI grant—awarded by the government every four years to create National Resource Centers (NRCs) housed at universities all over the U.S.—was an answer to the problem.

The BYU group, which also included Professors Hans-Wilhelm Kelling, Paul Kerry, Jerry Jaccard, and Kristie Seawright, successfully applied for the Title VI grant along with an additional grant giving scholarship money to graduate students studying foreign languages. Both enabled CSE to take off, becoming one of ten European NRCs in the country. "The strength was already there," said Jacoby. "And the center brought it all together to insure that people across campus, who were doing sometimes remarkably similar things, knew about one another and worked together."

A LEADER EMERGES

Jacoby was chosen to be the director of CSE in part because of his strong research and teaching ties to Europe. "I had spent a lot of time in different areas of Europe, with substantial amounts of time in Great Britain, in the Germanic countries, and in Eastern Europe, not so much in Latin Europe, but I've traveled there many times," said Jacoby.



As a BYU undergraduate, Jacoby interned in “a big Berlin factory,” he explained. “It was a blue collar job.” Then, for two years following college, Jacoby played professional American football in the German Pro League. “I have a lot of ordinary, everyday experience in Europe as well as the academic stuff,” Jacoby said. “Academically, I did my dissertation at MIT on the topic of German reunification, and then I wrote my first book on that topic, and I now teach courses on European security, European political economy, and comparative government.”

His academic specialty in European social studies was another factor as CSE director. “BYU has extraordinary depth in the humanities in the area of Europe. The languages, the number of returned missionaries, the high level of culture classes—it’s very impressive,” Jacoby commented. “On the social science side, there’s a lot of that available, but we have further to go.

“I know the thinking in the grant was to try to make our social sciences catch up with our humanities strengths,” said Jacoby. “So from that perspective it made sense to have someone who is in the social sciences running the center. I receive excellent input from both Jamie Lyon, the associate director, and the Steering Committee.”

MONEY TALKS

The Title VI grant meant one important thing to CSE: money. The grant gave CSE the resources to fund new projects, as well as to give professors the means to extend their research. So far, twenty-two professors—twelve from the 2004–05 year and ten for the upcoming 2005–06 year—in fields varying from humanities to clinical psychology have been assisted in their European research through the Faculty Research Grant. The requirements for receipt of the grant are simple: the professor must be conducting research on Europe—excluding most countries formerly part of the Soviet Union.

Thus the grant money—which is typically for amounts between \$1,000 and \$3,000—helps professors just as the professors likewise benefit CSE and the scholarly field through advances in European research. Jacoby explained, “The grants are intended to promote more faculty research that results in peer-reviewed publications. Any full-time faculty member who is doing research on a European topic is invited to apply for the center’s competition, which is held each January.”

The ten winners for winter 2005 grants are: Christian Asplund and Doug Bush (music), Gary Burlingame (clinical psychology), Eric Dursteler (history), David Hatch (English), Paul Kerry (history), Nathaniel Kramer (humanities, classics, and comparative literature), David Laraway (Spanish and Portuguese), Robert McFarland (Germanic and Slavic languages), and Mark Wrathall (philosophy).



As for graduate research, CSE was awarded the Foreign Language and Area Studies Graduate Student Fellowships (FLAS), a separate grant for graduate students. Through FLAS, the center “awards full tuition plus a living stipend usually to seven BYU graduate students each year, plus an additional three in the summer,” noted Jacoby. There have been seven FLAS recipients per year—fourteen total so far.

Announced in March, the recipients for summer 2005, who were awarded funds for studies in European universities, are Daniel Law (MA/linguistics), who will study Welsh at Cardiff University in Wales; Kimberly Smith (MPP/public policy), who will continue her studies in Spanish at the Universidad Complutense in Madrid in Spain; and Ben Eliason (MA/Spanish and Portuguese), who will further his Portuguese studies at the University of Lisbon. The recipients for the 2005–06 school year have been announced as well. They are Julia Bills (MEd/educational leadership and foundations)—Italian; Stacy Giaouque (MBA)—French; Jeff Hardy (MA/history)—Swedish; Karen Hill (JD)—German; Christopher Lewis (MA/Portuguese literature)—French; Shane Peterson (MA/German literature)—Turkish; and Ben Eliason, who will continue his study of Portuguese.

Ideally, the graduate students selected to receive the grant should be studying what Jacoby termed a “less-commonly taught” foreign language at a high level. Preferred European languages include Italian, Portuguese, Danish, Swedish, modern Greek, but not the more common languages, such as Spanish, French, or German. The language choice of a graduate student is crucial to determining whether that student will get the grant. Jacoby described, “Other things being equal,

a student who is doing fourth-year Italian is a much more likely candidate for funding than someone doing fourth-year Spanish.” The stipends of the grant cover full tuition plus \$14,000 a year in living expenses.

GOOD GOVERNANCE CONSORTIUM

The grant money also opens up greater opportunities for student programs. CSE partnered with seven universities—three American and

four European—to form the Good Governance Consortium (GGC), a program allowing American students to study for a semester at a European university and European students at an American university. The original grant was written by Tom Plummer, professor of German literature.

CSE will continue to award at least three students each year \$1,500 for language preparation and \$3,000 for study in Europe. In its second year at BYU, GGC sent three BYU students to Europe, and BYU received one European student from the



University of Vienna. All four students studied in the winter 2005 semester.

Students from various fields wishing to participate in GGC are encouraged to apply. "The GGC is broadly focused on public policy, comparative government, and political economy issues. Within that, students have many options," said Jacoby. "They can focus on environmental policy, the women's movement, comparative institutions, international organizations—it's a very big tent." Choosing from Vienna University of Economics and Business Administration (Austria), University of Cagliari (Italy), Catholic University of Louvain (Belgium), and University of Turku (Finland), students have a great opportunity to gain valuable European experience.

To prepare for the semester abroad, all students must take an online public policy course provided by the University of Kentucky in the fall before heading to their chosen university the following winter. Students select specific courses based on each university's strengths. "The students have a lot of freedom of choice, but each university specifies what it's good at, and that helps students pick which university they want to attend," said Jacoby. Additional information regarding the GGC, including application requirements and deadlines, may be found by visiting the GGC web site at <http://ggc.wu-wien.ac.at/>.

SCOTLAND, BELGIUM, SWITZERLAND, AND ITALY

Of all the undergraduate opportunities offered by CSE, the parliamentary internships are among the most valuable. To date, twenty-one students have interned with the Scottish Parliament, spending a semester or term working for a member whose portfolio meets the student's individual interests. Interns write speeches, research for debates, and perform other tasks as they arise.

Recently, a new internship has opened up in Brussels, Belgium, with the European Parliament. The internship has no foreign language requirements, because the interns work with Parliament members from Scotland. In fall 2004, Mark Utley was the first student to attend this internship, working under the direction of Ian Hudghton. Utley's main assignment was to conduct political research, including writing press releases and attending meetings. He attended sessions of Parliament as well as meetings with members of the European Commission and other members of the European Parliament.

"My internship exceeded all my expectations," said Utley. "The entire experience was like no other—from the chance to live and work in a foreign country to the opportunity to work in the European political world."

Thus far, four students, Utley in fall 2004 and three in winter 2005, have worked as interns in this program. Similar in scope and design to the Scottish Parliament internship, the Brussels internship allows students to see the way government procedures work in other countries. Three more interns are headed to Brussels for spring term.

The two groups of interns had the chance of a semester this past February, switching countries for a week. "All of the Belgium interns went to Edinburgh for a week to attend the Scottish National Party spring conference, and the Edinburgh interns went to Brussels for a week to observe the European Parliament," reported Jacoby. "They're working for the same political party, represented in both governments, but they see how it works differently in the two countries—plus they get a trip to Scotland or to Brussels."

In addition to the established parliamentary internships, CSE is working with the international relations (IR) major to develop new internships in Geneva, Switzerland, focusing on International Organizations (IOs). Why Geneva? "The UN has twenty-two agencies in Geneva and a variety of other IOs—like the Red Cross—have headquarters in Geneva," explained Jacoby. Darren Hawkins, IR coordinator, is working with Jacoby to solidify the implementation of this new internship.

"Although we are teaching a couple of hundred students in international relations, we had not been offering them internship opportunities in an international environment," said Hawkins. "As the headquarters for a significant number of international organizations and the axis of much intergovernmental interaction, Geneva is one of the most important international cities in the world." Hawkins added that Jonathan Curci, who had worked in Geneva law firms and international organizations and is doing his doctoral work in Geneva, has also worked with him to get the program up and running.

Beyond the various internships, CSE also worked with International Study Programs to implement a new study abroad program in Italy. With last year as its first time running, the Italy study abroad program is looking forward to involvement with the upcoming 2006 Olympics. "This year the program is being extended to include the winter Olympics in Turin," Jacoby explained. "After the fall 2005 study abroad semester ends, directed by Cinzia Donatelli Noble, a teaching professor of Italian, about thirty students will stay on as volunteers at the Olympics."



ACADEMIC OFFERINGS—IR MAJOR AND STUDY ABROAD

With its resources and focus on scholarship, CSE has a lot to offer undergraduate students. Last year, the Kennedy Center approved a new European politics and history track for the IR major. "If you're interested in social sciences and you're interested in Europe, it's a terrific undergraduate program," Jacoby said. The new track not only offers students the option to specialize in Europe, but CSE also helps to generate new courses for the track.

"Don Harreld in history is teaching comparative European revolutions, Mark Wrathall in philosophy is teaching a class on Europe in crisis, Julie Hartley is teaching the anthropology of Europe, and Scott Sprenger in French and Italian is teaching the history of the idea of Europe," said Jacoby, to name a few of the many new courses focusing on Europe. Of the track requirements, Jacoby noted, "Some of the courses will turn over, but clearly some of them are headed for a long life."

COMMUNITY OUTREACH

CSE seeks to reach not only the scholarly world but also the local community. Their outreach is accomplished mainly through teacher training workshops, which help elementary and secondary school teachers learn more about European topics and resources they can bring into the classroom. This includes a *Deseret News* insert published by CSE entitled "Inside the New Europe," which provides valuable information about Europe to over 120,000 subscribers and to about 30,000 teachers.

CSE's outreach efforts combine with the Kennedy Center's International Outreach, utilizing their established contacts with the local public schools. Art and essay contests

for K-12 allow students to be involved with European topics. "Cory Leonard is the outreach director for CSE, as well as being assistant director of the Kennedy Center, and he runs a very vigorous, robust outreach program that focuses on the public schools," explained Jacoby. "There is also some work with the business community and the media, but the main focus is on public schools."

LOOKING AHEAD

Running now at full force, the center doesn't plan to let up anytime soon. "BYU has enormous depth in European studies. Of the 12,500 graduates last year, about 5,200 had taken five or more courses on European topics. If we include first- or second-year language courses, the number is even higher," said Jacoby. "CSE faculty research grants, course development grants, and visiting speakers add many new dimensions to this rich legacy."

As it has in the past two years, CSE continues to push the limits of European scholarship, utilizing strengths at BYU to enrich the exposure of students, faculty, and community members to the study of Europe. They will be applying for a new four-year grant to run from fall 2006 to fall 2010, and if received, European studies will continue to grow in strength and visibility. ☉

For more information on the Center for the Study of Europe, see the web site at <http://europe.byu.edu>.



Personality Profile

*Milada
Anna
Vachudova*





A Life of Contrasts

by J. Lee Simons

From her auspicious birth in the U.S. to her recently published book, *Europe Undivided: Democracy, Leverage, & Integration After Communism*, Milada Vachudova has led a life of contrasts. In 1967 Czechoslovakia, there had been a softening politically. Vachudova's parents had convinced the authorities to let them travel outside the country for a year. "They convinced a ship captain to take them and my brother with their little car to Canada and that's how they came over," she said. "Their plan was to camp for a year and see the United States, leave the car, and fly home. They had absolutely no intention of staying here, but halfway through the trip, while they were camping in Big Bend National Park in Texas, they heard the news about the Soviet invasion of Czechoslovakia."

The period became known as "Prague Spring." Alexander Dubcek, first secretary of the Communist Party, had started reforms that included freedom of speech and freedom of the press. Those freedoms came to an end when the Soviet army invaded Czechoslovakia, arrested Dubcek, and effectively marooned Vachudova's parents in the U.S.

"Both sides of my family were very politically active before the communist rule. After the communist coup in 1948, many family members lost their jobs. They had been lawyers, judges, and professors, but the intellectuals, people who had advanced degrees, were fired from their jobs and assigned jobs in the factories to do manual labor," she explained. "So you have these wonderful stories of people, like that of the former Czech ambassador to the UK, Pavel Seifter, who worked twenty years as a window washer in the 1970s and 80s."

"My father refused to work in a factory, and he became an artist, but he was not allowed to sell his paintings, because he refused to join the Communist League of Artists. He did join when my brother was born in 1964 in order to feed my brother."


Vachudova's father became a successful artist and lithographer. One of his pieces is the cover art on her book.

Not knowing exactly how to react, her parents continued their camping trip until they reached the Seattle area, where she was born. Devastated by the turn of events, it took them about a year to determine to stay. That decision would dramatically influence the rest of her life. "My father was in his fifties and my mom was forty. He had wanted to be a professor, and he had also wanted to be foreign minister of Czechoslovakia—he was extremely ambitious," she said. "He saw all those prospects evaporating, and when I was growing up, I felt his frustration of not having fulfilled his life's dream. By the 1980s, everyone had given up hope for democracy [in Czechoslovakia]."

Although her father taught for a time at Evergreen State College in Washington state, he also dealt with illness and the family experienced poverty American style. "My father worked mostly as an artist during my life, and they were very poor, because my father was sick," said Vachudova.

Having used up their savings, they lived in housing among other immigrants from Thailand, Laos, and elsewhere. Parents who could not converse with one another did not stop the children from bridging the various language barriers. "These were families in transition and essentially it was really good for America, but this was a twist on the American dream," she recalled. "My family went from very well off in Czechoslovakia to nothing here. Then through education, my brother and I have achieved the American dream, but it has so much to do with parents who valued education."

Growing up in a small apartment overflowing with books, Vachudova said her father had high expectations for his children. "My father wanted me to come home from American school and do all the subjects again in Czech," she said. "I made an effort, here and there, to try to do homework from Czech textbooks, but his expectations and what



*"I feel like it sums up fifteen years,
and it takes the story to an ending point
with the EU's enlargement."*

one could actually accomplish were quite different."

High school summers were spent as a family at Yellowstone National Park. She and her brother worked as geothermal observers. Her job was to collect data on the geysers. "I would time them, try to predict when they would erupt again, and write reports on several small geyser basins at the end of the summer—it was a great job for a teenager," she said.

In 1986, as a senior in high school, a Rotary scholarship sent her to study in Angoulême, France. Next, as an undergraduate at Stanford, she flirted with American public service, but it was the fall of communism in 1989 that began to shift her focus. She was a junior in Stanford's study abroad program in Paris, when the Berlin Wall fell in October. And she went to Prague soon after the Velvet Revolution began. While there, a fascination with Europe was kindled as she watched Czechoslovakia's Civic Forum movement triumph over communism—a triumph her father did not live to witness.

"If my father had lived, it might have been more difficult for me to take the path I've been on. That was an absolutely amazing time in 1989–90," she remembered. "After writing my undergraduate honors thesis on Czechoslovakia's new foreign policy, I applied for the British Marshall scholarship to study how Europe was going to be put back together after the fall of the

Iron Curtain. I got the scholarship, and that gave me a place to be to study the transition."

After remaining abroad to acquire a PhD at the University of Oxford in 1998, Vachudova spent two years working in the new Czech Republic. "I was there partly to teach at the university, partly as a consultant of the government, and partly as an American social scientist conducting research," she said. Vachudova received a contract to publish her dissertation in 1999, but things in Europe continued to change, and she was reluctant to go to press with so much history in the making.

Determined to return and teach in the U.S., she was faced with something of a challenge. "When you're trying to get a job as a professor here, it's an extra challenge if you have a degree from outside of the U.S.," said Vachudova. "I had to 're-Americanize' myself."

Thus she spent a year at Princeton and then at Harvard working on her research, and she joined the political science faculty at the University of North Carolina—Chapel Hill (UNC) in 2001. "Europe was still in flux; we didn't know whether the European Union (EU) was going to enlarge or not, or which countries would come in and in what order," she lamented. "I kept halfheartedly working on the manuscript, but it wasn't until I was established at UNC that I had a really good base to work from."

Once there, she taught classes and

received help from her students. "My students were wonderful; they read chapters and proposed graphs and tables. In the end, the manuscript from those years was completely rewritten in twelve months, but I'm really happy with it now," she affirmed. "I feel like it sums up fifteen years, and it takes the story to an ending point with the EU's enlargement. I finally got to the point where I was ready to state 'I have something to say—here's my book.'"

In her book, published by Oxford University Press, Vachudova analyzes "how the leverage of an enlarging EU has influenced domestic politics and facilitated a convergence toward liberal democracy among credible future members of the EU in central and eastern Europe." Albeit not by design, she argues, "The most powerful and successful EU foreign policy tool has turned out to be EU enlargement." And her book sheds light on why and how it works.

When asked to compare students in Europe with U.S. students, she offered insight to European teaching methods. "My U.S. students are by far the best students in the sense that they're very curious and intellectually motivated, but they're also very ready to speak up and to have a debate," she replied. "The problem in Europe, especially eastern Europe, is that the style of education has always been that the professor lectures, and the students just sit there. The professor lectures for two hours while look-



"My new project focuses on Croatia, Bosnia, Serbia-Montenegro, and Macedonia."

ing out the window, and the students sit there. Exams are all about repeating what you've heard.

"And the idea of a seminar, where students debate one another and the professor is relatively quiet, is not common in France or Germany, but in communist eastern Europe it was completely unheard of. I feel like my teaching was having a significant impact there, because in the classroom I teach students to sit down together and listen to one another and to debate; I teach them that their voice matters."

This sharing of ideas has had amusing consequences. "Sexism there is much greater. My presence in a classroom shows young women that it's possible to have a position as a politician, a lawyer, or whatever they choose," said Vachudova. "I feel like I do good when I teach. My favorite story is from my first time teaching in 1992. There were students from all over eastern Europe who had never been in a seminar before: one person from Russia, one person from Estonia, one person from Romania, etc. At some point we were talking about democracy and what it meant, and a woman from Romania, who had been very quiet, raised her hand and said, 'I just want Romania to be a democracy where people can live with dignity.' And this Russian man stood up—he was only about five foot two—and yelled at her, 'You sit down, and you be quiet. Pretty soon little girl Romania is going to come

crawling back on her hands and knees to big brother Russia.' And the Estonian man punched him.

"All of them were older than me, right? I was 22, and they were all 28 or 30. Things have come a long way since then." And did relations improve with that particular class? "They did. We took them dancing. We were all American. The relationship between professors and students was extremely hierarchical in eastern Europe, and the idea that you would go dancing with students would never happen, but we would take them all out. Once they got to know one another, things got much better."

This remarkable life journey has taken Vachudova back to the country her parents were forced to separate from, where she was reunited with extended family who had remained there during the communist takeover. Recently, her brother left a thriving career in New York and moved with his wife and children to live and practice law in the Czech Republic.

When asked what had surprised her most along the way, she replied, "I have been surprised at how hard it is to have a career as a woman. When I graduated from college in 1991, I thought that the inequality between men and women in the professional world had been removed. Now it strikes me that although women can receive an education with relatively few disadvantages, I am surprised at how

many women have felt that they have to choose, even now, between a family and a career."

Reflecting on the course of events that led her to this point in her life, she remarked, "I have been incredibly lucky to have an idea of what I wanted to do from the time I was an undergraduate and to have a lot of support. I was self-motivated, but I had breaks along the way. I became who I wanted to be: a professor, teaching, conducting research, and writing. I also enjoy going to conferences where I interact with politicians and political policy makers about the real world implications of my work."

Vachudova is already at work on the next project as a sequel to *Europe Undivided*. "My new project focuses on Croatia, Bosnia, Serbia-Montenegro, and Macedonia. I have a two-year grant to spend a lot of time in those countries, which I began doing last fall. Some of the questions are the same, but some of them are so different because of the war," she explained. "The aftermath of ethnic cleansing and war means that politics are much more polarized. I will never have the same inside feel for this project that I had about east central Europe, but I'm trying to study the political dynamics in each country since 1995 and look for similar patterns in them." 🌐

Her presentation, "EU and U.S.: Strategies for Spreading Democracy" is archived on the KC web site.

Serving Children's Needs

UNICEF at BYU (the United Nations Children's Fund) sponsored lectures, service projects, and weekly meetings aimed to accomplish UNICEF's worldwide objective to "save the lives of children and provide them with the opportunities that they deserve" (<http://www.unicef.org>). "Other priorities worldwide are education, emergency relief, HIV/AIDS, immunization, and malnutrition," said Katherine Willis, historian for UNICEF at BYU.

"One of the most moving services we were involved with this semester was searching for Garrett Bardsley, a twelve-year-old boy who disappeared in the Uinta Mountains," said Willis. Members volunteered on two consecutive Saturdays—24 September and 1 October—to comb the mountains (he has not been found).

Other service included writing letters to children in eastern Europe and conducting the annual Trick or Treat for UNICEF program in which children carry a small box while trick or treating to collect spare change for the less fortunate. The day before Halloween, UNICEF volunteers helped with the children's carnival in downtown Provo, collecting Trick or Trick for UNICEF—over \$250 was donated.

Members also helped raise funds to assist the poor and the needy in the community and worldwide. "We combined efforts with the Salsa Club to host an amazing salsa dance that raised funds for Latin America and Africa," Willis said. Though BYU fund-raising opportunities are limited, the Salsa dance brought in enough money to make a difference. Willis explained, "We had a great response and raised over \$1,000."

They hosted three guest lectures on 16 September. Chris Layne, their faculty advisor, spoke on his personal experiences, particularly with UNICEF in Bosnia, stressing the importance of the motto to "sweat now or bleed later." Dan Carter, a founder of the local Food and Care Coalition, discussed local volunteer opportunities and explained the coalition's place in the community. And Dr. Allison Campbell shared why malnutrition exists and presented important goals for food

security. Campbell demonstrated the relationship between disease, poverty, malnutrition, and social/cultural processes. She also emphasized how production, preservation, population, politics, pathology, and poverty are some of the key factors in understanding malnutrition.

UNICEF combined with Students for Intentional Development (SID) to support the annual Hunger Banquet, an effort to educate attendees regarding the worldwide starvation problems, while encouraging them to do something to help the fight against hunger. The banquet took place Friday–Saturday, 18–19 March. All proceeds from the dinner went to humanitarian and development projects.

For additional information on BYU UNICEF, you can visit their web site at <http://kenedy.byu.edu/student/UNICEF> or e-mail them at unicef_byu@yahoo.com.

Symposium Focuses on Pacific

The first annual Pacific Island Symposium, "Understanding the Pacific Islander: A Symposium on Identity and Culture," was held Thursday and Friday, 4–5 November at the Kennedy Center. Conference organizers hoped to expand the understanding of Pacific Island scholarship and issues at BYU and in Utah.

Professor Melani Anae, director of the Center for Pacific Studies

at Auckland University in New Zealand, served as the keynote speaker. Anae is recognized for her research into Pacific identity and ethnicity. She co-edited *Tangata o te moana nui* (The Evolving Identities of Pacific Peoples in Aotearoa, New Zealand) with Cluny McPherson and Paul Spoonley (2001), and her article "Towards a NZ-born Samoan Identity: Some Reflections on 'Labels'," was published in the journal *Pacific Health Dialog* (Vol. 4 No. 2, September 1997).

Scholars, government leaders, media personnel, historians, community leaders, and students filled four panels to examine these themes: "Who Is a Pacific Islander," "Historical Influences on Pacific Islander Education," "Challenges Facing Pacific Islanders in Education," and "Pacific Islander Needs in Education."

A documentary by Sky Hop Productions (<http://www.spyhop.org>) was also presented, featuring Pacific Island students in Utah.

The symposium was sponsored by Student Life and the Kennedy Center.

For more information or to see the symposium agenda, visit the web site at <http://kenedy.byu.edu/events/pacconf.html>.

CSE Sponsored European Consortium

More than thirty scholars from various disciplines at universities and colleges throughout the Rocky

Call for Papers

The second annual Rocky Mountain European Scholars Consortium (RMESC), "The Changing Face of Europe," will take place Friday–Saturday, 7–8 October at BYU's Conference Center. This annual, multi-disciplinary conference focuses on providing a challenging forum for the examination and evaluation of the shifting shape and meaning of Europe. European scholars from various disciplines share their work and interact and network with colleagues from throughout the Intermountain West.

This year the conference will offer optional licensure points or university credit for secondary education teachers to apply toward recertification and lane changes (one credit of SC ED 514R for both days or a half credit of SC ED 514R for one day). A session designed specifically for secondary education teachers will provide access to ideas and explores unique European resources and content developed through BYU's European outreach program.

RMESC is funded by BYU's Center for the Study of Europe, which is supported by a Title VI federal grant. This funding helps to subsidize conference registration expenses. Registration will be \$20; an additional \$30 is required if attendance for university credit is desired.

For more information, including registration details, visit the web site at <http://europe.byu.edu/RMESC.html>.

Mountain area shared their research during the first annual Rocky Mountain European Scholars Consortium, "Defining Europe: Borders, Identities, Cultures," on Thursday and Friday, 28–29 October at BYU's conference center. Sponsored by the Center for the Study of Europe (CSE), the conference aimed to provide a challenging forum for the examination and evaluation of the shifting shape and meaning of Europe.

A panel discussion, "Current and Future BYU Projects in Herculaneum and the Bay of Naples," led by Roger T. Macfarlane, associate professor of classics at BYU, opened the conference. Topics covered by individual scholars included "Before Nationalities," "Arts and Languages," "20th Century Nationalism/Memory," and "The New Europe." An e-journal of selected papers will be available by summer.

Conference attendees also enjoyed the Museum of Art exhibit, "Art of the Ancient Mediterranean World: Egypt, Greece, Rome," attending the School of Music's production of Puccini's *La Boheme*, and visiting Salt Lake City's historic Temple Square.

The second annual Rocky Mountain European Scholars Consortium, "The Changing Face of Europe," is scheduled for 7–8 October 2005.

For more information, please e-mail rmescconference@byu.edu or visit the web site at <http://europe.byu.edu/RMESC.html>.

African Culture Night

Sigma Iota Rho (SIR), the international relations honor society, featured "African Culture Night" on 11 November as part of SIR's "Continent of the Month" program. The event attracted more than forty members of the club and included a lecture, African artifacts on display, a cultural information video, and authentic African food.

Returned-missionary Lisa Poole brought African sculptures and stories from her experiences in South Africa. Poole also shared her cooking talent by creating African cuisine for the students. The meal consisted of homemade flat bread, boiled chicken legs, and a concoction of boiled spinach and spices. Joseph Fitzgerald, former

SIR president and current member, admitted, "It was the first time I had ever eaten the marrow of a bone." Emily Pomeroy, SIR secretary, agreed that her favorite part of the evening was "the food, most certainly."

Before the authentic dinner was served, students viewed a *National Geographic* video. "It was a great introduction into the many unique cultures of South Africa. I hadn't realized there were so many in that one small country," commented Melanie Bunker, SIR president.

Overall, the culture night was a great success. Fitzgerald summarized the event with, "I have never been to South Africa, but I felt like I was there." Such in-depth cultural nights are not uncommon to SIR. Other "Continent of the Month" programs have featured South America and the Middle East, and they hope to continue expanding cultural horizons in the future.

For more information on SIR, e-mail sigmaiota_arhoclub1@hotmail.com or see the web site at <http://kennedy.byu.edu/student/sigma/index.html>.

Activities Celebrate IEW

The campus and local community celebrated International Education Week (IEW) by exploring global issues, international cultures, and international opportunities, Monday through Friday, 15–19 November. Lectures, cultural performances and displays, food, and dancing rounded off a generous slate of events throughout the week. Nationally established in 2000 and first celebrated at BYU in 2002, IEW promotes programs that prepare Americans for a global environment and attract

future leaders from abroad to study, learn, and exchange experiences in the United States.

The Kennedy Center's Book of the Semester lecture featured Peabody, Polk, and Pulitzer Prize-winning author

Laurie Garrett, who presented "Bioterrorism and the Public Health System—Survival in the Global Village" on Thursday. Other lecturers included His Excellency Sorin Ducaru, Romanian Ambassador to the U.S., and Daniel Arreola, professor of geography at Arizona State University, who gave the second annual Chauncy Harris Lecture, "Hispanic Spaces, Latino Places: Community and Cultural Diversity in Contemporary America." Arreola also addressed "Landscapes of the Mexican Border" while at the Kennedy Center.

Kennedy Center alumnus Ahmed Qureshi addressed "The Role of Language, Culture, and Religion in the Global War on Terrorism." Qureshi is a founding partner of Harbinger Associates LLC, a homeland security consulting and training firm with offices in Utah, Washington, D.C., and Massachusetts.

An International Career Panel featuring Jason Golly, Laurie Hoer, and Marcie Holloman answered questions such as What is it like to live abroad? Can I work in the U.S. and have an international career? And how do I connect my education with a career overseas?

The panelists have all lived abroad during their careers. Golly is the business development director at Neways International. He began his international career by taking on expansion projects as an expatriate managing director in Ukraine, Turkey, and later, Israel. Hoer is the wife of Michael Hoer, managing director of Asian Industries Division with Conti Group Companies. They have lived overseas in several countries for many years. Holloman is a human resources specialist at Zilog, Inc. She is responsible for worldwide staffing, learning and development, and employee relations. She also travels to Shanghai as the HR business partner.

Beyond lectures, one of the highlights of the week was the bi-annual International Outreach Cultural Showcase. An evening filled with passion and excitement, the event brought together foreign and American students to uplift and teach as they showcased their talents and represented countries from around the world through song and dance.

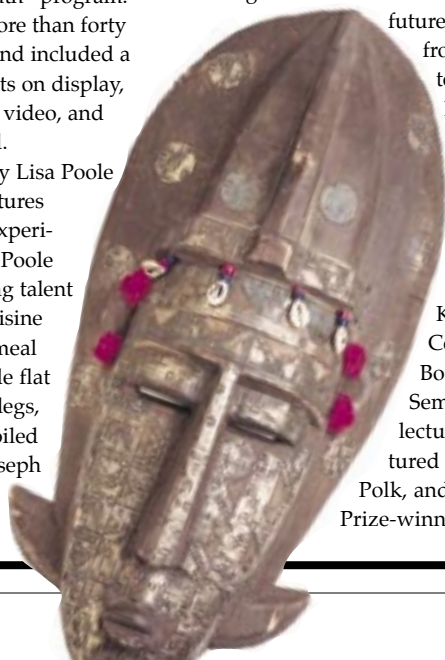


Photo courtesy of Tiffany Goodwin—Uganda



In addition, International Study Programs and the Center for the Study of Europe, as well as eight student organizations, were represented in booths surrounding the WSC atrium Tuesday through Friday.

These events were sponsored by the Global Management Center, International Career Center, Latin American Studies, Middle East Studies/Arabic, the Department of Geography, Student Life, and the Kennedy Center.

For more information on International Education Week, see the web site at <http://IEW.byu.edu>.

CSE Sponsored Teacher Training

In conjunction with *Deseret Morning News'* Newspapers in Education, the Center for the Study of Europe (CSE) sponsored a teacher training workshop focusing on the new Europe. Fifteen teachers from local elementary and high schools attended the workshop held in December and January.

"The *Deseret Morning News* has a program called Newspapers in Education, which is their outreach program," explained Jay Stirling, who helped coordinate the workshops. "They wanted to do one about Europe so we worked together with them. BYU faculty lectured."

Lectures ranged from discussion of European art history to a discussion of the European Union. Activities at the second workshop included a performance by members of the BYU Folk Dance team and a tour of the European art exhibit at the Museum of Art.

Providing teachers the chance to apply knowledge of Europe to classroom instruction, the workshops represent an important step in CSE's outreach efforts. "We're looking at things we can do in the summer over a couple of days—a two or three day workshop that's a little more intense," said Stirling. "The workshops are not extremely taxing on our resources, and they seem to have an almost instant impact—the teachers come, they hear the lectures, and they get the credit that they need to be certified."

For more information on the teacher training workshops, see the CSE web site at <http://europe.byu.edu>. Information on the Newspapers in Education program may be accessed online at <http://www.deseretnews.com/nie>.

Students Become Diplomats

Nearly 600 Wasatch Front junior high and high school students became diplomats for a day on 22 January at the fifteenth annual BYU Model United Nations (MUN) conference sponsored by the Kennedy Center. Students debated global issues and learned about international diplomacy firsthand in a conference that offered "a unique window into international issues, and a truly hands-on educational experience for high school and junior high school students," noted Ana Loso, conference education director and a faculty member for the Spanish and Portuguese Department.

The UN simulation tackled a variety of pressing international issues such as Sudan's humanitarian crisis, child refugees as victims of violence, environmental degradation due to urbanization, and other topics appropriate to the specialized committees. This year was especially exciting with the addition of a Council of the European Union committee and two new schools: Kaysville Junior High School and Olympus Junior High School.

Keynote speaker George Handley, professor of humanities and former Latin American Studies coordinator at the center, addressed global environmental issues and the importance of being involved. Handley said, "Just because something has a cause and an explanation does not mean it was inevitable." He encouraged students to not only be aware but to also act on that awareness and concluded that it is "not easy to figure out what to do, but it is important to ask the question of what you can do."

Through the preparation necessary to discuss topics, students learned a great deal about current events; they also had the opportunity to develop interpersonal skills through the use of public speaking, research, writing, diplomacy, and parliamentary procedure. As the MUN staff (BYU students who are part of the nationally ranked Model UN team) worked with the students, they observed a change—energetic students transformed into dedicated delegates, working to reach common goals of solving world issues in ways appropriate to the countries they were representing.

Expert guest speakers who spoke also contributed their experiences. William Perry, adjunct faculty member and a nongovernmental representative at numerous UN conferences, spoke to the delegates of the General Assembly Plenary about the role of the UN. Valerie Hudson, professor of political science, had an interactive discussion on the nature and challenge of failed states with the Security Council delegates. Jini Roby, professor from the School of Social Work, spoke to students about the status of the world's children, with an emphasis on the effects of poverty and insecurity in many nations. Richard Wilkins, a law school professor who is also the managing director of the World Family Policy Center, spoke to the UN-Habitat delegates about issues central to globalization and the Millennium Development Goals.

The delegates for the European Union were pleased to hear from visiting professor Rebecca Larsen from political science, who stayed long after her comments to observe their efforts in the negotiations. Kendall Stiles of the Political Science Department spoke to the Commission on Narcotic Drugs about international law and the ways in which countries adapt it. John P. Colton, a former representative to the International Atomic Energy Agency (IAEA), spoke to the delegates about his experiences with the agency and about the issues the world is facing concerning energy crisis. Each guest brought a different perspective that helped delegates discuss the topics on a deeper level.

While the focus of the conference is on learning, there is also an awards ceremony. This year Brighton High School received the best high school award, and Lakeridge Junior High School received the best junior high award. The top five high schools were West High School, Woods Cross High School, Mountain View High School, and Alta High School. Stan Holmes, faculty advisor for Alta High School, was recognized by the 2005 BYUMUN as the outstanding advisor of the year. His students recognized his dedication and patience throughout the five-month research and preparation process.

The Security Council delegations were also recognized for having the

best overall committee—the delegates handled a crisis simulation with an applaud-worthy level of diplomacy and sensibility.

Regardless of whether they received an award or not, all the students left with a greater understanding of international issues and the enthusiasm to remain engaged in making a difference.

For more information on BYUMUN, see <http://byumun.byu.edu>.

Focus on the Arts

The 2005 Africa Colloquium, “Arts and Humanities in Africa,” was held in the Harold B. Lee Library Auditorium on Thursday, 10 February. Scholars from a variety of fields—including folklore, musicology, art, theatre, literature, and philosophy—who presented topics were Ray Silverman (University of Michigan), “Contemporary Painting in the Ethiopian Orthodox Church;” Ruth Stone (Indiana University), “Experiencing Motion and Action: Kpelle Music Making in Liberia, West Africa;” Catherine Cole (University of California–Santa Barbara), “Stages of Transition: South Africa’s Truth Commission and Performance;” Louise Meintjes (Duke University), “Recording Popular Music in South Africa;” John William Johnson, (Indiana University), “Dual Paths to Power in the Epic of Son-Jara in Mande Worldview;” and V.Y. Mudimbe, (Duke University), “An African Practice of Philosophy: A Personal Testimony.”

Following each presentation time was allotted for discussion. A film on African art, *Stage-Shakers: Ghana’s Concert Party Theatre*, was also shown.

The annual colloquium is sponsored by African Studies, College of Humanities, College of Family, Home, and Social Sciences, Department of Theatre and Media Arts, School of Music, Anthropology Department, Department of Visual Arts, the English Department, and the Kennedy Center.

For more information about the Africa Colloquium please contact Bill Olsen at wco3@email.byu.edu.

Recognition at MEU Competition

Representing the United Kingdom (UK) and the Czech Republic, six BYU students earned awards at the Model European Union (EU) competition Friday and Saturday, 11–12 February at the University of Washington. The competition was designed as a simulation of the EU’s winter 2002 meeting.

The competition was historically based and delegates had to stand by their assigned country’s policies. “The whole purpose behind the simulation is to get a better understanding for the country, and the way that the international process works,” explained Jay Stirling, who served as prime minister of the Czech Republic team. “Part of the reason why you do a historical competition is to see if you can achieve a different outcome.”

Both of BYU’s teams earned two of six outstanding delegation awards—receiving recognition in both the small and large country categories. Competing on the small country Czech Republic team was Jay Stirling as prime minister, Dan Duckworth as foreign minister, and Camille Jackson as accession negotiator. The large country UK team had Mark Utley as prime minister, Cindy Otis as foreign minister, and Don Cordell as accession negotiator.

The participants were chosen from a senior capstone course on transatlantic relations. “The main qualifying attribute for the students was that they were in Professor Jacoby’s class, and because it’s intense, they were all pretty well educated; they had a good background,” explained Stirling. “No one who went knew the Czech Republic’s position on the common agricultural policy. We didn’t know the specifics. But the fact that the students knew the background on the EU meant that they were flexible and they could make a point—they could orient themselves.”

Unlike the Model United Nations (MUN) competition, the EU competi-

tion was small enough that everyone got to voice their opinions.

“In MUN, there are sometimes fifty countries represented, so you have these committee meet-

ings that are gigantic and people can get lost in the mix,” said Stirling. “With this EU conference, there’s only twenty-five countries at most, because there are only twenty-five countries in the EU. So each individual participated more.”

Beyond winning, team members served as ambassadors for BYU. “Probably the most important thing we did was offer a good representation of BYU,” said Stirling. “I had never been in the position where people would judge BYU based on what I did. I think we did a good job, and we left a good impression of BYU.”

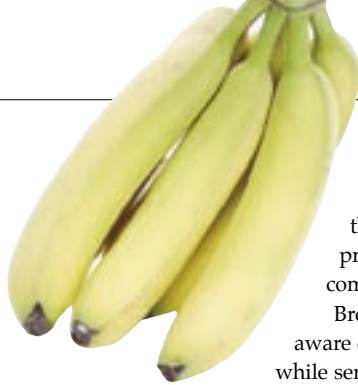
For more information on the Model European Union competition, see <http://jsis.artsci.washington.edu/programs/europe/ModelEU/wcmeu2005.html>.

Supporting Fair Trade

Anthropology student Jason Brown had an eye-opening experience this semester learning about the workings of trade. Brown was the first BYU student to attend the second annual United Students for Fair Trade Conference, 18–21 February, in Chicago at DePaul University. The conference gathered activist students and fair trade leaders from Honduras, El Salvador, Tanzania, and elsewhere in an effort to increase understanding and implementation of fair trade policies and promote colleges to buy fair trade products.

“Fair Trade establishes a fair price for the commodity and adds onto that a social premium so the farmers can invest in community development and convert to organic methods of production,” explained Brown, who served as a Spanish interpreter at the conference.

Because fair trade operates by setting above-market prices for fair trade certified commodities, these products are more expensive. “The fair trade price is a living wage based on cost of living in the developing countries so it’s different depending on the country,” explained Brown. “The use of the social premium is voted on by the general assembly of the cooperatives or by plantation workers. They can then invest it into the community—their kids can go to school, and they can protect the environment. That’s the concept of fair trade—it’s an ethically-driven market system.”



"In fair trade, farmers are not competing with other people to get to the lowest price. Fair trade products guarantee that workers are treated well and that the environment is treated well—and that's what some consumers want, so they're willing to pay a higher price."

Fair trade gives farmers in poorer countries, particularly in Latin America, the ability to access foreign markets without going out of business. Currently, most business is conducted by *free-trade*—though good for consumers, free trade can be detrimental to farmers as prices drop below a living wage.

"It isn't fair trade versus free trade; it's making trade more equitable, because exporting is such a good way to benefit poor people," said Brown. "The way the rules are set up right now, U.S. protectionist and multilateral trade policies favor the rich. Also, bigger groups like the IMF and World Bank, who have structural adjustment policies, are saying, 'We'll give you a loan to bail you out, but you've got to do these things,' which are basically open your markets and take away all your trade barriers, which floods the market with very cheap agricultural products from U.S.-subsidized producers. That pushes the price below the farmers' cost of production and forces them out of business."

United Students for Fair Trade, the organization behind the conference, seeks to support fair trade by increasing on-campus education about and the availability of fair-trade products. Though other universities around the U.S. focus on fair trade coffee, BYU is an obvious exception, focusing instead on bananas.

"In the regional breakups, a lot of the focus was on getting coffee on campus, and BYU really looked like fair trade pioneers because we are trying to get bananas, which is a step ahead of the rest of the game," said Brown. "If we were to get fair trade bananas we would be the first campus in the U.S. to do it—we'd be at the very forefront of the fair trade movement. Distribution and student support are key. We need to

rally students behind this and show them that every time we buy these products it benefits production in these communities."

Brown was first made aware of fair trade's benefits while serving a mission. "When

I was in the Dominican Republic, I saw a lot of the problems caused by bad trade agreements, and I also saw landless people that did not have access to resources or a market. But the Dominican Republic is involved with fair trade bananas and chocolate," said Brown. "I want to go back and study it and start something and assist a couple of projects there. My goal is to return and start fair trade cooperatives with LDS people there."

At BYU, Brown is working with on-campus groups to get fair trade going. "A lot of people will start fair-trade groups on campus, but we haven't so we don't have to go through the bureaucracy, so we're working with Amnesty International and Students for International Development (SID) because fair trade incorporates human rights, environmental issues, and development issues—making it a common ground that we can all work on that people respond to," explained Brown. "We conducted student surveys, and a lot of BYU students said they would be willing to pay more if they knew that it was going to benefit plantation workers or small farmers. That's the goal—we want to connect consumers with producers. Currently there's a disconnect between them. We want to put a human face on trade, because trade is a very beneficial way to help people out of their poverty."

Brown, with the help of Amnesty and SID, is working with BYU's Dining Services to make fair trade bananas available at BYU. "Dining services is on our side, so it's really just a question of BYU student support and distribution," he explained. His focus is helping students catch the vision of fair trade. "BYU has an opportunity to be at the forefront of fair trade and benefit development in a sustainable way," he said.

For more information about fair trade, visit <http://www.transfairusa.org> or the United Students for Fair Trade web site at <http://usft.org>. If you would like to help fair trade at BYU, please contact Jason Brown at jasonbrown644@hotmail.com.

SALAS adds Cultural Insights

During the past academic year, BYU's Student Association for Latin American Studies (SALAS) has kept busy by sponsoring various brown bag lectures, hosting social activities, and volunteering in the community. "SALAS has actively sought to increase BYU students' cultural understanding through a variety of activities," said Ted Lyon, faculty advisor of SALAS and professor of Spanish at BYU.

"This year it has sponsored activities and presentations highlighting 'El día de los muertos,' Brazilian culture, Mayan beliefs, and heart-health among Mexican Americans; additionally, the group also organized a service activity to help Centro de la Familia de Utah. By providing students with these and other opportunities, SALAS is definitely fulfilling its goals to aid students and the community. We look forward to continued service," he added.

SALAS sponsored four, brown bag lectures all held in the Kennedy Center in the 2004–05 school year. U.S. culture and its affect on the health of Mexican immigrants was the first topic on 12 November, when Patrick Steffen, an assistant psychology professor at BYU, also discussed how the heightened stress and increasingly fatty diet of the U.S. changes the Mexican immigrants' cardiovascular health.

Next on 20 January, Allen J. Christenson, an assistant professor of humanities, presented his experience with the Mayan world in Guatemala. Christensen explained his research on Mayan writings, which he has had great success translating, and then spoke on the Mayan culture and religious rites. He also related his adventure with *National Geographic*, who asked him to help gain access to the Mayan's most holy site in the Guatemalan highlands. Christensen recounted that he gained access to a holy cave site by going through his contacts within the Mayan society. The lecture was enhanced with pictures of the ritual that the Mayan holy men had to go through in order to receive permission from the gods to visit the holy site.

On 24 February, Mark L. Grover, the Latin American studies bibliog-

rapher at the Harold B. Lee Library, divulged his passion for Brazil and its culture, focusing on aspects of Brazilian culture that he enjoys—the music, the literature, and the fine arts. Grover's love for Brazil came through his mission service and by completing studies there.

Lastly, on 7 April, Lyon focused on author Jorge Luis Borges' ability to create a separate genre of literature through his many interviews. Lyon pointed out the way that Borges could manipulate the interviews with his various answers.

"The brown-bag lectures were quite a success this year. I think we exposed students from a variety of majors to Latin America," said Mac Wilson, co-president of SALAS. "On the flip side, the professors talked about their personal research and how they got interested in Latin America in the first place."

Service by SALAS included an opportunity to help nearby community members in need. "In February we helped the Centro de la Familia move from Spanish Fork to their new location in Genola," explained Wilson. SALAS volunteers loaded a U-Haul truck with playground pellets so the center wouldn't have to buy new ones. "It felt good to help the Hispanic community out, even if it was something as minimal as moving rubber pellets for the playground," Wilson said.

Other activities included the all-important social events. Students and faculty participated in "El día de los muertos"—a traditional Mexican celebration of deceased loved ones—on 3 November. "During the event

we served Mexican hot chocolate and *pan de muertos*—a traditional Mexican sweet bread eaten during the holiday. And we gave everyone a pseudo-tombstone to decorate on behalf of a deceased loved one," explained Wilson. "We provided the decorations—papier-mâché, dried beans, etc.—and the participants provided their own ideas."

In Latin America, good food is as essential as breathing, and the 13 January potluck, "Cena Buena," reflected Latin culture as much as it pleased the lucky participants. Entrance to the potluck was earned by bringing a plate of Latin American food, complete with the food item's name and an explanation as to why it was special to the cook. Dishes ranged from Mexican enchiladas to Argentinean empanadas.

The final social event was the "after-movie party" on 30 March. "We hosted a party for those who wanted to enjoy some good music and refreshments after watching the International Cinema sponsored Argentine film *Valentin* at the Varsity Theater," said Wilson. "This was an activity to end the year on a good note and to get people excited about the upcoming year."

Considered an extension of Latin American studies, SALAS automatically considers all majors and minors in the field as members. Any other individuals interested in Latin American studies are also invited to attend and become a part of SALAS.

For more information about SALAS, see their web site at <http://kenedy.byu.edu/student/salas>.

Young Scholars Present Research

Students presented papers on a variety of topics from the impact of caste and gender on the government of India to health issues in Guatemala and the education of girls in Ghana during the seventh annual Field Studies Inquiry Conference held Wednesday through Friday,

2–4 March at the Kennedy Center.

This conference is a unique opportunity for students from many majors to present their field study findings in a scholarly setting.

"The conference aims to provide an academic forum in which students can present the cross-cultural research and insights they gained through their field study experiences," explained Ashley Tolman, conference organizer.

Each day brought new focus areas. Wednesday's sessions covered Southern Africa and Asia with presentations that included David Kay's "Shack Settlement Planning: Transforming South African Informal Settlements into Viable Communities" and John Collins' "The Impact of Education for Regional and Global Market Competitiveness of the Cambodian Labor Force in Southeast Asia." Thursday's sessions addressed issues facing Europe, the Middle East, and Latin America, including Amber Skelton's "Reactive Attachment Disorder, RAD" focused on Romania and Eastern Europe and Adam Howard's "'The Desire to Drink is Nothing More than Worms' Alcoholism and Perception of Alcohol Abuse in Santa Catarina, Ixtahuacan, Guatemala." Friday sessions featured West Africa and the South Pacific with Ben Wilson's "The Role of Music in Traditional Ashanti Healing Ceremonies" that explored Ghana and West Africa and Kajsa Berlin's "'Currents of Change' A Look at Tongan Women and their Involvement In Society."

Students who participated in field studies received faculty mentoring to assist them in the development and completion of their research paper. All papers submitted to the Inquiry Conference were reviewed and presenters for the conference were selected. Every year the process is the same—submissions are due in fall, presenters are selected, and the conference takes place the following winter semester. A few students each year also have the opportunity to present their papers at national academic conferences.

For more information about the Inquiry Conference and to access video archives of the presentations, visit <http://kenedy.byu.edu/events/inquiryconf.html>.

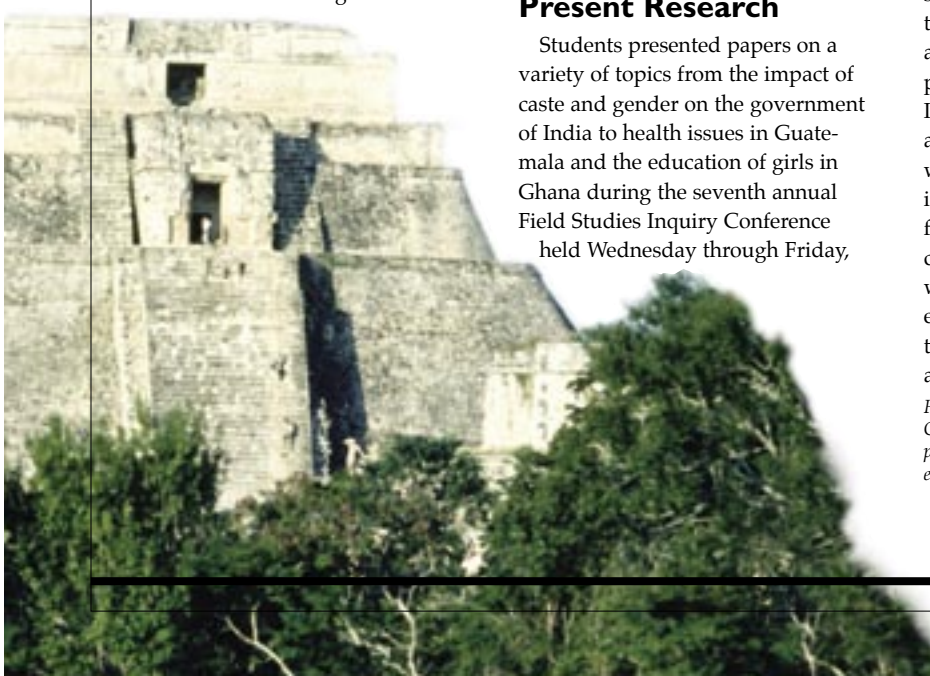


Photo courtesy of Anthony Milewski—Ukraine



BYU Dominates at Model UN

BYU supporters take heart. If 1984 was the year for BYU football, 1991 for BYU basketball, then 2005 is the year for diplomacy. On Saturday, 26 March, in the General Assembly Hall of the United Nations, BYU's Model United Nations delegation reached a new level, receiving "outstanding" delegation awards for both teams—a first for BYU and a rarity among all 200 participating universities. "This ranking places BYU among the top five or so universities at the largest Model UN conference in the world," said Ana Loso, professor of Portuguese and a faculty advisor to the MUN teams. Loso is also a former MUN competitor.

The forty-person delegation, comprised of BYU students from such diverse majors as electrical engineering to English, with a core of international relations majors, savored the victory. "We went in knowing that last year's team received the first 'outstanding' award since 2000, and we had to perform at a very high level just to get that far," explained Angela Merriam, an economics major and teaching assistant for the course.

William O. Perry, Jr., an attorney and advisor, noted that BYU students worked hard to master the nuances of international law and policy, as well as the requisite skills. "For two semesters we taught a group of students with limited knowledge about international organizations and how to effectively represent their assigned policies," said Perry. The competition is a challenging 'final exam' because if they haven't mastered the material and don't stand out as leaders, they lose."

Josh Buddinger, an MUN student representing the nongovernmental organization OXFAM on the Commission of Sustainable Development, said, "I was a little nervous about being on a committee of over 400 delegates, but just tried to use the understanding we learned in class about how diplomacy works. My partner and I worked off of our individual strengths to split the daunting load of such a big committee."

Students don't just learn about international diplomacy at the conference. They take advantage of being in

New York City, a vibrant and diverse city with a growing population of Latter-day Saints and a newly dedicated temple. On their first Sunday in the city, students held a fireside with Elder Ralph and Sister Sharon Larsen, Church service missionaries at the LDS New York Public and International Affairs Office. The students learned about the Church's interactions with the UN and diplomats from 192 countries. The event set a spiritual tone for the week's fast-paced political events.

For more information, contact BYU Model UN at (801) 422-6921 or mun@byu.edu, or see the web site at <http://mun.byu.edu>.

Book of the Semester by T.R. Reid

On 30 March, the Kennedy Center hosted *New York Times* bestselling author T. R. Reid, who lectured on his book, the *United States of Europe*. The book was chosen as the Kennedy Center's Book of the Semester.

"We began this program about two years ago in an effort to identify what we felt was an important global topic, to invite the campus community to think about that topic by reading a book, and then to invite the author out to lecture," explained Jeff Ringer, Kennedy Center director.

Reid began his lecture commending the students for their participation. "Just the fact that you're here pleases me, because you coming here to study shoots down one of the most vicious European stereotypes about this country," Reid asserted. "One of the things that every European 'knows' about us is that Americans are insular—that we're ignorant of and indifferent to the rest of the world."

He added, "This is a key part of a great European pastime—American bashing. Those of you who have lived in Europe I'm sure have seen this—they love taking us on." The meat of Reid's lecture focused specifically on the European Union and its opinions about America. Europe used to be seen as a land mass with several very distinct countries and peoples.

Now, explained Reid, that is no longer the case. "The people known as Generation E—these are Europeans from 15 to 40—have a very continental view of

the world," said Reid. "They may be from Edinburgh, or Toledo, or Tallinn, or Lisbon, but before they are Scots, or Estonians, or Spaniards, or Portuguese, they are Europeans. They are known as Generation E, because these are people who see Europe as their home, not their individual country."

Interestingly enough, this now-united Europe, said Reid, "has a common language—English. The French don't like it, but the language of European t-shirts, baseball caps, posters, brand names, text messages, and e-mail is English. And this is true in surprising places. Belgium is a country with three legal, national languages: German, French, and Flemish, which is basically Dutch. If you go to a post office in Belgium, on the wall you will see the slogan of the Belgium postal service in English, 'Belgium stamps are cool.' If you watch MTV Europe, about 85 percent of the songs are in English. The band may be from Poland or Estonia or Ireland or Italy, but they're singing in English."

Reid is the *Washington Post's* Rocky Mountain bureau chief. Previously, he was the bureau chief in London and in Tokyo. He has covered the U.S. Congress, national politics, and four presidential campaigns for the *Post*. He has authored three books in Japanese and five in English, including, *The Chip: How Two Americans Invented the Microchip and Launched a Revolution*.

View Reid's archived lecture under the winter 2005 section online http://kennedy.byu.edu/events/lecture_archives.html.





Brian J. Christensen

Brian J. Christensen didn't always know he'd end up in international relations. "When I was a freshman, I had numerous questions about the direction my education should take," said Christensen. "I have fond memories of conversations with the late Professor Richard Vetterli discussing my education and career choices. He took the time to learn of my passion for international matters and then guided me to a degree in international relations. Because of his influence and the influence of many other excellent professors and mentors, each phase of my education and career has contained an international component."

"I consider myself fortunate to enjoy a career focused in part on my passion for international relations,"

Since attending BYU and graduating from the Kennedy Center in 1990, Christensen went on to law school. In 1993, while at the University of the Pacific's McGeorge School of Law, Christensen competed in the International Moot Competition, in which he was the top oralist and brief writer. With a law degree in tow, Christensen felt his international instincts calling, joined the U.S. Navy, and moved abroad.

"Following graduation from law school, I joined the Navy Judge Advocate General's Corps (JAG)," explained Christensen. "Because of my background in international

relations, I was selected for a position in Sardinia, Italy, that included responsibilities as the international law coordinator for the western Mediterranean area. I also served as a U.S. vice consul. Prior to traveling to Italy, the Navy sent my family and me to the Defense Language Institute in Monterey, California, where I learned Italian."

Now, Christensen utilizes his international know-how in his position as head of the litigation group at H&R Block, Fortune 500 financial services company. Though the company is headquartered in Kansas City, Missouri, Christensen explained, "H&R Block has more than seventy subsidiaries. Many of these subsidiaries operate internationally, periodically facing litigation and engaging in transactions outside the United States. The training I received and the perspective I developed while at BYU have served me well in this capacity."

Overall, Christensen's post-undergraduate experiences have been positive, and he is still grateful for the guidance that led him to an international focus. "I consider myself fortunate to enjoy a career focused in part on my passion for international relations," he said. "The experiences I had at BYU and the Kennedy Center provided the foundation that has enabled my wife, Nicole, and me to enjoy many unique and fascinating experiences."



L. Dale Lawton

Last autumn, my family and I packed our bags and boxes for our second international move since leaving BYU in 1995—this time to Accra, Ghana. This is our first posting with the U.S. Foreign Service and so far, we love it. I can't think of a job I'd rather have. And while the path from BYU to the State Department has been anything but direct, my experiences at the Kennedy Center clearly

laid the groundwork for my current happy career choice.

I returned from my mission to Catania, Italy, in 1992, full of desire to delve into the roots of Christianity. I wanted to study Hebrew and Greek, maybe get a PhD in archaeology or ancient religion. Not sure exactly what path to follow, I enrolled in a course on Judaism and Islam taught that semester by Dr. James Toronto.

I loved the course and the instructor. By the end of the semester, I had declared myself a Near Eastern Studies major and begun to endure the endless jokes about what *that* kind of degree might be good for and where, exactly, one might find the *near* east. I studied Hebrew, both modern and biblical. I read the Qu'ran. I took the introduction to anthropology course. But a class on much more current events pulled me firmly back into the present and refocused my attention on a lifelong love: politics.

The catalyst was Dr. David Galbraith's Arab-Israeli conflict course. I was fascinated by the interaction between religion and politics, by the way that thousands of years of history so directly impact a current problem in international relations. Galbraith had each class member research the point of view of one of the factions in the conflict and represent that perspective in class discussions. In the course of a few short weeks, I turned myself into a radical Palestinian activist—at least during the class debates.

He carefully steered our conversations with readings and lectures, and the result was an excellent, balanced view of the conflict. Very few classroom exercises have ever more effectively broadened my horizons or taught me more about critical thinking, and the role of history in modern politics. I came in with a ridiculously simplified view of the conflict and left with an appreciation for the depth of the problems and the issues at stake.

In my junior year, the Kennedy Center provided me with the most formative experience of my college career. Thanks to some creative thinking by Dr. Arnold Green, he suggested that I find a professor associated with the Kennedy Center who was doing work that interested me, and I managed to land a job as an undergraduate research assistant.

In all, I worked for three different professors during my last two years at BYU. Dr. Victor Ludlow taught me what it means to be a research assistant—a skill that came in handy in later years. I graded papers, checked citations, dug up articles, and checked facts. He spent many hours talking with me and giving me advice about my studies. It was a rich and rewarding experience.

The following summer, I worked for Dr. Galbraith on a project involving the history of the BYU Jerusalem Center. As I scanned newspaper clippings and read letters and journal entries, I learned that he had been involved from the inception of the center and had played an important role in its construction—a truly monumental task. I was also privileged to do some minor research and proofreading for the book *Jerusalem: The Eternal City*, which he was writing together with Professors Kelly Ogden and Andrew Skinner. Like Dr. Ludlow, Dr. Galbraith shared freely of his time and talents.

***“In every respect,
I believe that BYU
and the Kennedy
Center prepared
me for graduate
school and now for
my career in the
Foreign Service.”***

In my final year, I immersed myself in Arabic, and as part of that immersion, I went to work for Dr. Kirk Belnap, one of my Arabic teachers. Together with Dr. Dil Parkinson, he worked hard to help me make some sense of the language. They remain the best language teachers I have ever had, and I have since heard them spoken of with respect by students and professors from universities around the country.

Since leaving BYU, I have built on my experiences at the Kennedy Center. Thanks to the support of the faculty there, in the summer of 1995, I receive a Fulbright fellowship to

study Arabic in Amman, Jordan, for one year. I was pleased to find that Dr. Toronto and his family were also in Amman at the Church’s cultural center there. The Torontos welcomed my young family into their home repeatedly, providing friendship and support to us as we adjusted to living overseas. Toronto continued to act as a mentor while I applied to graduate school and made decisions about the future.

After our return to the U.S. in 1996, my career took a detour from the international scene. I did finally finish a PhD in politics last spring from the University of Virginia, but my focus was American government, with only a minor in comparative politics. In the meantime, I worked as a project director for two nonprofits, both focused on improving the quality of U.S. political campaigns.

In those jobs I was delighted to come into occasional contact with Professor Richard Davis, who taught the only upper-division course in American government that I took at BYU. Though not at the Kennedy Center, he played a key role in my academic development. In his course on the media and politics, I wrote a paper on the portrayal of Arabs in the mainstream press. Davis encouraged me to do some additional work on the research and then spent several hours of his time coauthoring a new paper based on the original for submission to the Northeastern Political Science Association’s annual meeting. To my utter amazement, the paper was accepted and he helped secure some of the funding for my trip to Rhode Island to present the paper. By working with me to carefully craft and refine the proposal, carry out the research, and professionally present the results, he gave me an excellent preparation for graduate school. When it came time to propose papers to academic conferences in graduate school, I had a leg up on my colleagues—I had done it before.

I now find that my path has brought me back to international politics. In every respect, I believe that BYU and the Kennedy Center prepared me for graduate school and now for my career in the Foreign Service. And who knows? Maybe all that Arabic will come in handy one day.



Spencer Rogers

Spencer Rogers looked to BYU early. “I grew up in Latin America where I was exposed to BYU through traveling groups like Young Ambassadors and Folk Dancers,” explained Rogers. “I looked forward to attending BYU from a very young age.”

After his freshman year at BYU, Rogers served in the Canada Montreal mission as a French- and Spanish-speaking missionary. As he was preparing to come home, Rogers received some unique instruction. “I returned to BYU with a charge from my mission president to visit personally with David Kennedy,” said Rogers. A phone call later, Rogers had a time set up to meet with Kennedy.

“We spent about an hour talking about his experiences,” said Rogers. “I left there convinced that serving as ambassador-at-large for the Church was the best job in the world. Brother Kennedy’s counsel to me was very simple—be the best member you can be, get a good education, move to the ‘mission field’—where your service can have the greatest impact. That counsel molded the rest of my education.”

Following Kennedy’s advice, Rogers spent his junior year of college at a university in Lyon, France. While there, he traveled throughout Europe and eastern Europe. To broaden his international experience even more, Rogers also spent a semester on the London study abroad program.

“When I returned to Provo, I focused my studies on international economics, Russian, and humanities. My favorite teachers were Stan Taylor, who taught me to use logic and reason and to think clearly and pay attention to detail, and Jon Green, who taught me to love humanities,” Rogers explained.

Ready to go abroad once again, Rogers returned to France during his senior year, to work as a travel guide and an interpreter for a folk dance group. Rogers said, "While on that trip, I developed a friendship with a group of Ukrainian folk dancers, and to this day, I remain friends with many of them."

Post-graduation, Rogers relocated to Ukraine, where he taught at a university. If teaching in the Ukraine wasn't exciting enough, Rogers made the largest step of his life en route—marriage. "On our way there, my sweetheart Erin O'Connell and I were married in the Stockholm Sweden Temple as my parents were serving a mission in Norway at the time and could not otherwise have attended," Rogers explained.

"My background in international relations and international economics helped me to appreciate what we were experiencing."

"After an ordeal in Hungary trying to get our work papers approved through the Soviet Embassy, we finally arrived in L'viv, Ukraine. We intended to stay two years but returned to Provo after six months due to illness."

During their stay in Ukraine, the Rogers saw firsthand the collapse of the Soviet bloc. "My background in international relations and international economics helped me to appreciate what we were experiencing. Since then, we have traveled extensively and have witnessed tremendous change in Ukraine. We return regularly and enjoy our close friendships there," he added.

The Rogers now live in Pleasant Grove and are the parents of seven children. He is a parallel entrepreneur and has served on several nonprofit and for-profit boards and has launched eight companies thus far. He recently spent six years in

San Jose, California, as the CEO of a nonprofit organization. On a personal note, Rogers is a PADI dive master and enjoys scuba diving, traveling, fishing, horseback riding, and exploring Utah on his ATV.



Chad Stewart, 2LT, USAF

Though Chad Stewart left BYU for a mission to Spain as an electrical engineering major, he explained, "When I returned, I began looking for a degree that more matched my interests. While I was interested in political science subjects, my interests were more broad and the international studies program, as it was then constituted, was a good fit."

After graduation spring 2003 as an international studies major with a minor in European studies, Stewart entered the Air Force through BYU's Air Force ROTC. Now, after undergraduate pilot training from Columbus Air Force Base in Mississippi, Stewart is living abroad—spending three years on assignment in the United Kingdom. "I was selected to fly in the KC-135R, an Air Force refueling tanker, for an assignment to RAF Mildenhall in the United Kingdom," he said.

Stewart is satisfied with his decision to study international studies and looks back on his time at the Kennedy Center with gratitude. "I never felt that I had to take a class that I didn't find interesting," said Stewart. "Some of my most memorable classes include U.S. foreign policy and British government and politics taught by Jeff Ringer and an international political economy class taught by Scott Cooper. Joseph Irvine, a part-time instructor, taught a class on terrorism and insurgency that opened my eyes to the world

I hadn't thought too much about before: intelligence gathering and utilization by U.S. intelligence services. Had I not already committed myself to a career as an Air Force pilot, I would have gone with a career in intelligence as a result of that class. But the Air Force holds on to people tagged as pilots these days, so my path was set."

Even now, post-graduation, Stewart continues his pursuit of international studies. "For me, studying international relations is something I do everyday, whether I'm in school or not," he said. "As an Air Force officer I feel that I have an added obligation to understand U.S. foreign policy and how it affects other countries in the world." The Kennedy Center helped Stewart "formulate my own opinions and comment intelligently on U.S. policy," traits that have added to his success.

"For me, studying international relations is something I do everyday, whether I'm in school or not."

Soon, Stewart will continue his formal education. "I intend to pursue an advanced degree through a University of Oklahoma international relations program that has a branch on base at RAF Mildenhall, where I'll be living for the next three years," he explained. "I fully expect that my experience in the Kennedy Center will have prepared me well for that program."

Working Abroad— a Parliamentary Experience

by Cindy Otis

Undergraduates often have an ideal view of how the world works. We assume after putting in four, long years of university study, possibly even working an on- or off-campus job, eager employers will be lining up waiting for the moment when we finally put on our caps and gowns. Rarely is that truly the case.

Most of us will realize all too late that employers are actually looking for real-world experience. For those of us hoping for international careers, employers expect us to have actually been abroad.

Organizations like the Kennedy Center and the Center for the Study of Europe (CSE) real-

ized the importance of international internships long ago. Together, these centers, with faculty support, have recently created more opportunities that, if pursued, will provide undergraduates the experience that will place them in a competitive position in a tight labor market.

During spring term 2004, I participated in the Scottish Parliament internship—a relatively new program sponsored by CSE that sends students to work directly for members of Parliament in Edinburgh. After returning from Scotland, I became the student facilitator for both the Scottish and European Parliament internships. It has been incredible to not only have participated in the internship but also help to develop the program for future interns. What started out as a small, unpredictable internship sending a few participants once a year has blossomed into an established and expanding program that sends interns abroad ten months out of the year.

With Small Beginnings

In April 2002, The Church of Jesus Christ of Latter-day Saints invited Brian Adam, a Member of Scottish (MSP) Parliament and also a member of the Church, to attend general conference. While in Utah, Adam lectured in Professor Danny Damron's two political science classes on the history leading to the opening of the Scottish Parliament and on Scotland's economic future.

Later, at a BYU-hosted lunch with Adam, Damron asked him if he

would consider hosting BYU interns at the Scottish

“Most of us will realize all too late that employers are actually looking for real-world experience.”

Parliament. “I immediately recognized what a unique opportunity this would be for students. It is not very often that students get to work in a newly formed government. As a sub-national parliament, the Scottish Parliament is small enough to provide students with substantive, hands-on experience, while still being large and significant enough to make significant contributions both to UK- and EU-wide policy,” he recalled.

Adam agreed to take two interns, and the Scottish Parliament became an official BYU internship program. The first interns, Ben Miller and John Nielson, both political science majors, went to Edinburgh during spring term 2002. They worked on a number of projects related to promoting tourism and promoting education in Scotland.

Initially, the internship was coordinated through the Washington Seminar office and the Kennedy Center’s international relations major. Damron had two more interns ready to go in spring 2003, Matt Cardon and Niel Sood.

After this preliminary effort, with interns serving for eight-week periods, Damron was unsure if students would consistently want to participate with no in-country faculty. However, after two groups successfully completed the internship, he began to increase advertising. BYU’s reputation among members of the Scottish National Party (SNP), Adam’s party, had also begun to grow.

In winter 2004, four interns left for a full semester: Dan Evans, Casey Ewell, Richard Arner, and Chris McCusker. Damron made his first trip to Edinburgh that February in order to establish more contacts with MSPs. “At this point I knew the program would succeed. During my trip to Edinburgh, I met with roughly fifteen MSPs and members of each party. The contacts I made on that trip were instrumental to the growth of the program,” he affirmed.

Recognizing the importance of developing the internship program,

in April 2004, CSE sponsored Adam to return to BYU for the Kennedy Center’s Global Focus Lecture Series. He also met with the interns about to leave for Scotland—one of whom was me.

During a luncheon, I noticed right away that Adam was passionate about his work in the Parliament. This shouldn’t have been surprising to me; the Parliament reconvened in 1999 after a UK-imposed, 392-year recess. He told the interns that their responsibilities would include writing press releases and briefs used in debate, preparing and submitting parliamentary questions, and composing reports that would be used in policy development.

As students, we were slightly suspicious that a foreign political party would entrust important things to ignorant American students. We assumed we’d be pouring the coffee and delivering the morning donuts, as is often the case with internships. However, shortly after starting at the Parliament, my fellow interns and I were preparing briefs, writing speeches and press releases, and presenting our research to MSPs—the very things Adam had said we would be doing.

Magnifying the Opportunity

Our group of interns decided to fly to London and take the train to Edinburgh. When we arrived in Edinburgh, we were met by Adam’s son. He informed us that we would be walking the few blocks to the Parliament right away with all of our luggage. Having spent the previous night in a less-than-quality London hotel and having spent the whole day traveling, we arrived at the Parliament looking far less than professional. Adam greeted us and proceeded to introduce us to members from various parties. We were nervous about what the high officials thought of us: the shabby, poorly-dressed American interns dragging large suitcases behind them.

Despite how the internship began, my internship experience was nothing short of amazing. I worked

with the SNP’s deputy party leader, Roseanna Cunningham, MSP. She gave me the task of compiling a report on nuclear energy policy. However, that soon began to turn into many other projects, including writing press releases on waste transportation and preparing briefs on reforming European Union (EU) treaties on nuclear plant maintenance and on the United Kingdom’s efforts to develop renewable energy sources.

In addition to my work with Cunningham, I completed projects on a topic of particular interest to myself—disability employment policy. My desk at the Parliament was, as fate would have it, directly across from the SNP’s member of the equal opportunities committee, Sandra White, MSP. While I was eager to work on this topic, I was nervous about imposing myself on an official to whom I was not assigned. However, encouraged by Damron, I introduced myself to White and offered my services. To my surprise, she was extremely excited and immediately put me to work preparing an analysis of U.S. strategies to integrate people with disabilities into the workforce and how those strategies could be implemented in Scotland.

Together, White and I created a proposal presented to the equal opportunities committee on how to better the situation of disabled people in Scotland. During the month of June, elections were taking place for the European Parliament in Brussels. As a result, we took part in the campaign process. And as a result of the elections, two members of the Scottish National Party won seats—Ian Hudghton and Alan Smith. Even though I had been to Europe several times before the internship, working for the Parliament was an incomparable experience.

Facilitating Expansion

Upon returning to campus fall 2004, I became the student facilitator for the internship working with Damron. The connections he had made during his trip to Edinburgh

“As students, we were slightly suspicious that a foreign political party would entrust important things to ignorant American students.”

in February 2004 paid off when the first BYU student interned with the European Parliament under Ian Hudghton, MEP, during fall 2004. “My internship experience in Brussels exceeded all my expectations,” remarked Mark Utley. At the same time, three more students interned with the Scottish Parliament: Michelle Sweat, Julia Shumway, and Emily Kucera.

As BYU’s reputation continues to spread, interns have been given more and more important responsibilities. Sweat was asked to write a speech criticizing American foreign policy to be delivered at Edinburgh University. “Even though it was a challenging experience, I looked at it as an opportunity to expand my opinions and work on my ability to present a persuasive argument,” she said.

Both internship programs have continued to grow over the last year in several areas. First, we developed a one-credit course to prepare students for the kinds of research and writing they will do on the internship, as well as teach them about cultural differences and parliamentary systems.

Second, we developed a political science-based internship course that

the majority of students take while in Scotland and Brussels. The course addresses the problems of mentoring students while not actually being in the country with them. Damron presented these ideas at the APSA Life and Learning Conference in Washington, D.C., in February 2005.

Third, we have secured internships with several other parties in the Scottish Parliament, including the Liberal-Democrats, the Scottish Socialist Party, the Conservatives, and the Pensioner Party. MSPs and MEPs are continually impressed by the quality of BYU interns’ work, their ability to handle responsibilities, and the ethical standards they uphold in the workplace.

For winter semester 2005, MSPs requested more interns than there were students to send. Five students were sent to Edinburgh: Kris Carpenter, Justin Hocking, Rebecca Bennett, Abby Clark, and Alexandra Johnson; and two were sent to the European Parliament: Emily Pettit and Meredith Stockman. Carpenter said, “The work I have been given is exciting and has relevance to the political world.”

On 17 February, CSE sponsored Jim Mather, MSP, to lecture on the

economic independence of Scotland, and he also had the opportunity to meet with spring 2005 interns. They are the largest group of students to participate in the program. Nine students are in Edinburgh: Christopher Allen, Adam Heder, Diana Heder, Karene Hoopes, Christy White, Erik Kokkonen, Jacob Melzer, Kimberly Smith, and Spencer Brown; and two students are in Brussels: Emily McCarren, and Isabell Mueller.

The Edinburgh interns will have a unique experience working with Angus Robertson, SNP MP, in London for the upcoming UK parliamentary election. They will be sent to different parts of the UK for two weeks of intensive party campaigning at the SNP’s expense.

As graduation approaches, I become more and more aware of the value of international internships. CSE continues to develop other internship opportunities such as programs in France, Germany, Switzerland, and Austria. If only I had four more semesters to participate in all the options now available for undergrads. ☺

Justin Hocking, a senior majoring in political science from Raleigh, North Carolina, said, “The newspaper article I am holding is about the rising incidence of binge drinking in Scotland. Binge drinking is basically defined as ‘drinking to get drunk.’ It costs Scotland £1.1 billion (or about \$2 billion) each year. I have been researching the costs of binge drinking on the criminal justice system, which totals £276.7 million per year (roughly 25 percent of the total cost of alcohol misuse). The paper states that 90 percent of the population between 16 and 74 drink, with one-third of the men binge drinking. I have been working closely with Stewart Maxwell, MSP (West of Scotland), to endorse new policies that will reduce the instance of binge drinking in Scotland and to ask the Scottish Executive for more details on how these statistics are compiled. I feel very privileged to be a part of a process that may reduce alcohol misuse and increase health all across Scotland. I want to help others achieve efficiency and, at the same time, maintain a good quality of life. This internship has given me the opportunity to see firsthand how Parliament can educate the public and make changes for the better.”

Michelle Sweat said, “My experience in Scotland working in the Scottish Parliament was amazing even though it was nothing like I expected. As the other interns and I began preparing, we discovered that the internship was more a real-life situation than other internships because the university is less involved. Housing, flight arrangements, and special projects are all taken care of by the student. There are resources that were helpful, but above all it was a great adventure. I grew to love Scotland and hope to return as a tourist some day. One of the things that I really appreciated during my time in Parliament was the opportunity to work closely with the MSPs. I enjoyed that everyone in my office took part in day-to-day work, and there was no ‘us vs. them’ mentality. It was also interesting to be out of the United States during a presidential election and view how the press covered election news. The three months in Scotland sincerely changed my life and have made me take a greater interest in the world around me.”



Justin Hocking



Fall 2004 interns, Julia Shumway and Michelle Sweat, with SNP party leader Alex Salmond.

An Education Bonus

Rebecca Glathar, sponsored by the Rotary Club of American Fork, was awarded a one-year Rotary Foundation Ambassadorial Scholarship to study at the University of Birmingham in England. Glathar will receive funding to cover round-trip transportation, tuition and fees, room, board, and necessary educational supplies for one academic year, up to a maximum of US\$25,000.

Glathar is one of more than 1,100 students worldwide to receive a scholarship this year. Designed to promote international understanding and goodwill, the scholarships give students the opportunity to study for one year in one of the more than 160 countries where Rotary clubs are located.

"Scholars agree to accept any university to which they are assigned whether or not that was their preference," explained Glathar. "One of

Rotary's goals is to promote international goodwill and understanding, and scholars strive to further that goal by speaking to Rotary clubs, schools, civic organizations, and other forums both about their country of origin and their experience in the host country. Scholars also participate in service projects in their host country."

Some scholars may be expected to study and communicate in a foreign language. "Many scholars go to countries where a language other than English is spoken," reported Glathar. "Scholars are expected to communicate in that language, though language schools are provided to improve fluency."

Although the scholarship provides students the means to education, Rotary's goal is not solely academic. "The scholarship is for one school year abroad and is not renewable or extendable. I found a program that was a one-year program to ensure I obtained a master's degree, but that is not the main purpose of the scholarship," Glathar explained. "Scholars are expected to give equal importance to academics and ambassadorial duties."

Glathar graduated magna cum laude from Brigham Young University in April 2004 with a degree in international studies and a minor in European studies. She plans to pursue a master's degree in European politics.

"A strong U.S.-EU bond makes solving the ills and ails of the world much easier. We have so much united potential to help each other, and the rest of the world," said Glathar.

"I want to learn about those bonds and how to strengthen them.

I want to better understand why the EU acts the way it does and how those actions affect the U.S. and the world. I hope to use these skills to work on policy between the EU and U.S. in a governmental or non-governmental organization."

Glathar is excited for her scholarship and the opportunities it provides. She readily advised, "Future graduates exploring a master's degree abroad need to know about this program."

Rotary International is "a worldwide organization of business and professional leaders that provides humanitarian service, encourages high ethical standards in all vocations, and helps build goodwill and peace in the world" (<http://www.rotary.org>). As part of their efforts to reach out in serving the world, Rotary is the world's largest privately sponsored international scholarship program, having sponsored more than thirty-four thousand scholars since it began in 1947.

For more information about the Rotary International Ambassadorial Scholarship, see their web site at http://www.rotary.org/foundation/educational/amb_schol

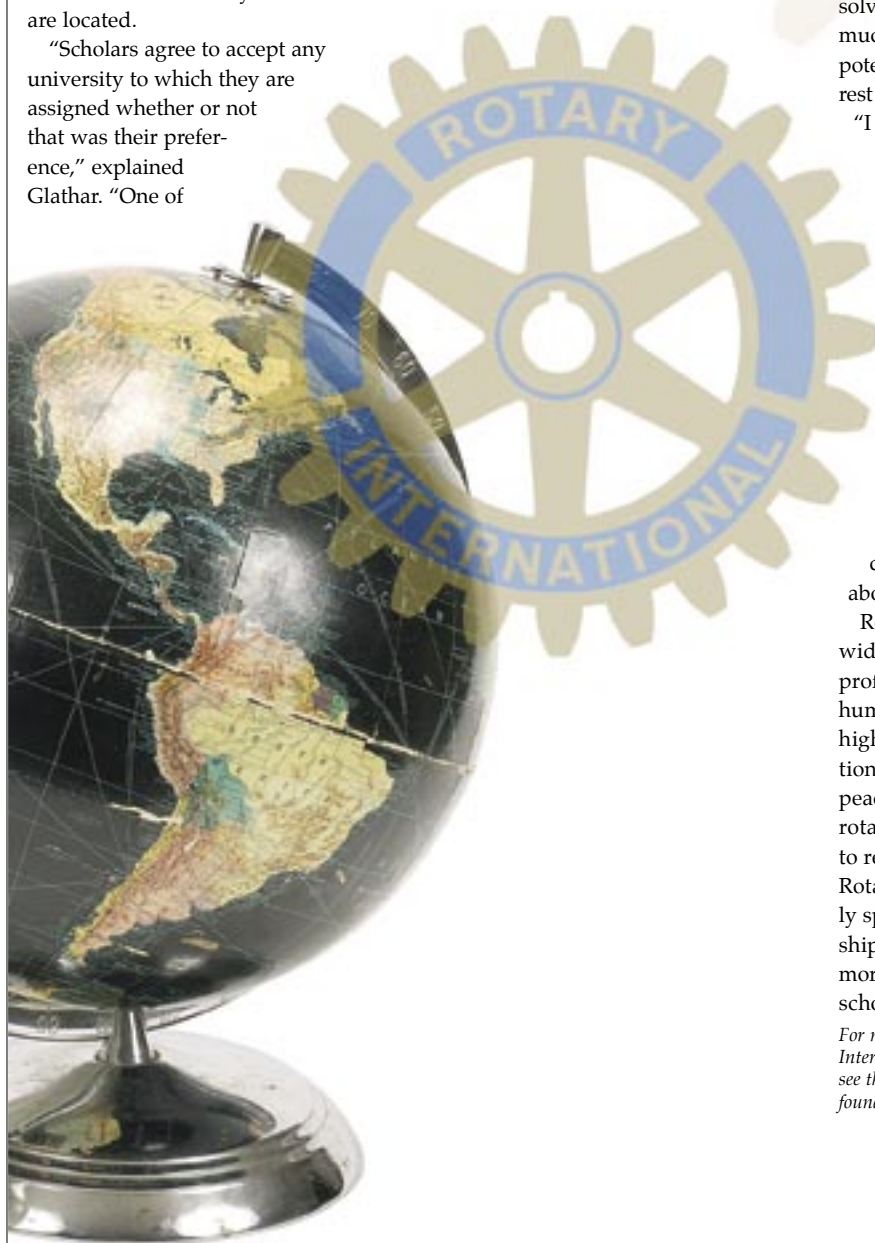
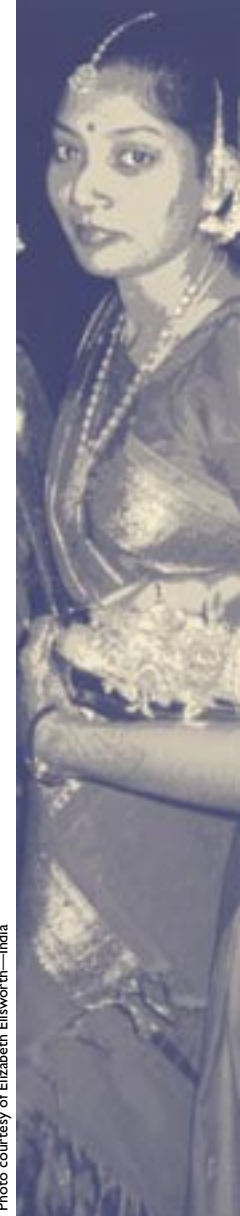


Photo courtesy of Elizabeth Ellsworth—India



TRENDS

The International Society held their 16th Annual Conference, entitled "Joseph Smith and the World," at Brigham Young University on Monday, 4 April 2005. The theme centered on the Prophet Joseph's impact on the world two hundred years after his birth and during the 175th anniversary year of the organization of The Church of Jesus Christ of Latter-day Saints. BYU President Cecil O. Samuelson welcomed those assembled. Speakers were:

Elder Alexander B. Morrison, emeritus member of the First Quorum of the Seventy

Robert L. Millet, Richard L. Evans Professor of Religious Understanding and Professor of Ancient Scripture, BYU

Grant R. Underwood, professor of history and research historian at the Smith Institute for Latter-day Saint History, BYU

Elder Keith K. Hilbig, Second Quorum of the Seventy

Ronald K. Esplin, professor of church history and executive editor of the Joseph Smith Papers Project at the Smith Institute for Latter-day Saint History, BYU

Larry H. Miller, Utah Jazz owner, businessman, and civic leader

Read past conference proceedings and join the growing network of LDS professionals. See the web site at <http://ldsinternationalsociety.org>

**Robert L. Millet from
"Joseph Smith and the Rise
of a World Religion"—**

“

While we speak often of living in the last days, of being a part of the winding up scenes in the eleventh hour, there is yet much to do: many, many millions must yet join the Church and finally gather to holy temples throughout the globe (Revelation 5:9–10); the Saints must put their lives (including their financial resources) in order, so that “the church may stand independent above all other creatures beneath the celestial world” (Doctrine and Covenants 78:14); and, finally, we must so center our lives in Jesus Christ and his gospel that the tinsel and trappings and tauntings of our telestial world will have little or no affect on us; like Nephi, we will give them no heed whatsoever (*see* 1 Nephi 8:33).

”



"Funeral Dancings", Ghana — photo courtesy of Tyler Gibb

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*Indeed, both Americans
and Russians have treasured
and emphasized our
differences so often that
we have difficulty believing
that we have anything
in common.*