# moyninan european research centers Volume 5, Number 1 Spring 2011

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Moynihan Institute of Global Affairs 346 Eggers Hall Syracuse University Syracuse, NY 13244 TEL 315 443 6198; FAX 315 443 9085 EMAIL

ces@maxwell.syr.edu





## PANEL DISCUSSION ON THE 20<sup>TH</sup> ANNIVERSARY OF THE GERMAN UNIFICATION

After more than 28 years of German division, the Berlin Wall fell overnight from November 9 through 10, 1989, marking a historical event of global significance. The Moynihan Research Centers, European collaboration with the German Program within the Department of LLL, honored the event by holding a panel discussion on the 20th anniversary of the German unification. The panel consisted of a mix of professionals and students, which for a presentation allowed exploration of the topic from a deeply personal perspective as well as an expert examination of the effects of the unification on East and West Germany, on the economy of the two sides, and on the process of integration.

Prof. Craig Ewart, who is a professor of Psychology and a Senior Scientist in the Center for Health and Behavior, presented the topic "Where do they live? Letters and Photos from a U.S. Air Force Officer, Berlin, 1945," which was based on WWII correspondence between his parents and included over 1300 pages of letters spanning the last year of the war and the first year of peace. The letters, together with the many photographs, offered a unique view of the devastated city, the Berliners, the Russians, and the early months of recovery from July, 1945 through April, 1946.

Karina von Tippelskirch, another one of the panelists, is an assistant professor of German. She grew up in the G.D.R. and moved to West Germany in 1984. Her discussion, titled "20 Years of German Unification – 20 Years of Change", focused on personal experiences, which illustrated a few representative topics, among which were the Wall and the border and their subsequent disappearance, the Allies in Germany, Germany and her Foreigners: between Xenophobia and Integration.

#### DIRECTOR'S WELCOME



#### BY GLYN MORGAN

Welcome to an exciting new year of EU studies. Currently, the EU is the focus of a great deal of international attention as it wrestles with the problems posed by the global financial crisis. At this stage, it remains unclear whether the EU will embark on further institutional reforms. The Moynihan European Research Centers plan to follow these developments closely. To this end, we have two conferences planned: one, a joint conference with McGill University's Research Group in Constitutional Studies; and two, a Moynihan conference in October focused on the economic and political situation of Ireland, Spain, Greece and Turkey.

Glyn Morgan currently teaches in the Political Science Department in the Maxwell School at Syracuse University. His interests include European Politics and the sociology of religion. Before teaching at Syracuse University, he taught in the Government Department and the Committee on Social Studies at Harvard University.

#### MODEL UNITED NATIONS



The Moynihan European Research Centers have once again shown their dedication to enhancing K-12 education in New York by sponsoring the Nottingham High School Model United Nations' participation in the Manlius Pebble Hill Model UN Conference on October 30, 2010.

Eleven Nottingham students attended the Model UN Conference, representing the

delegation of Luxembourg, Kuwait, and Cuba with Model UN advisor James Doherty.

"Whether the club members were hammering out a nation's position,

discussing a solution to a natural disaster, or bagging leaves for funds in the Nottingham's front Memorial Garden, what stands out to me was their active involvement in the task and enthusiasm for collaborating and constructively engaging one another," said Doherty.

The Moynihan European Research Centers' goal is to continue this collaboration in the future.

## GRADUATE STUDENT SIMULATION ON EU IMMIGRATION POLICY

Outer Limits of Eden - REDUX

The Moynihan European Research Centers in collaboration with the Global Black Spots - Mapping Global Security Program organized an EU Graduate Simulation on Friday, March 15, 2011. Twenty seven graduate students from the IR and MPA programs took part in the event. Participants were paired and assigned to an EU-member country. The discussion began with each team expressing their position and concerns regarding different aspects of EU immigration policy and continued until a consensus was reached.

During the simulation, students

were kept on their toes as in the midst of the negotiations, a 'crisis' occurred, which entailed a terrorist action, and had to be resolved in a prompt manner before deliberations could continue. At the end of the simulation, together with thoughts on how to further improve the event, the students also shared their enjoyment and satisfaction from being a part of it.



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## CLASSROOM INTEGRATION AT HOME AND ABROAD

High School Social Studies Seminar 2010



In an effort to contribute to the advancement of the Syracuse community, in particular the local school system, the European Research Centers at the Moynihan Institute held a teacher conference in June 2010, which provided participants with varied perspectives on world history, foreign cultures and the new trends within communities as diverse as South Korea, France, Honduras, and Russia. The main goal of the conference was to discuss ways in which global affairs could be integrated into the classroom, thus enabling students to become active participants the global community. Four Maxwell graduates, part of a student panel, shared their experiences with from local teachers schools, providing them with an opportunity to get an insight and information about the different communities from a first hand source. The keynote speaker, professor Bifulco, presented his paper "Student Integration, Perceptions, and Attitudes: A Glimpse Inside Interdistrict Magnet Schools", which provided participants with his team's research in the New Haven School District.



AHMET ARABACI, PhD

Visiting Scholar

Ahmet Arabaci, a new visiting scholar at the Moynihan European Research Centers, is an assistant professor at the Dept. of International Relations at Fatih University. He completed his MA degree on Public Administration at Fatih University (Istanbul, Turkey) in 1999 and obtained his PhD degree from the Politics and Social Sciences Program Marmara University (Istanbul, Turkey) in 2005.

Arabaci published articles internationally indexed in academic journals on the "Evolution of Interest Representation in the EU", the "Integration Process of the EU and Agricultural Lobbies", and "Explaining Transformation of Turkish Civil Society in the EU Accession Process". He also has publications, book chapters, conference proceedings and book reviews on lobbying in the EU, civil society in Turkey and the EU, agricultural lobbies, migrant and health lobbies etc.

At the Moynihan Institute, Arabaci will be studying the lobbying in the EU and the USA in a comparative perspective. He will present his research on "Comparative assessment of the relations between the Farm Lobbies and the Government in the EU and the USA".

## SPRING EVENTS 201

#### Azra Hromadzic

Asst. Prof., Department of Anthropology "Invisible Citizens and Consociational Democracy in Post-conflict Bosnia and Herzegovina" February 2, 2011

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#### Ahmet Arabaci

Moynihan European
Research Centers
Asst. Prof. of International Relations
Fatih University, Turkey
"Farm Lobbies and the Government:
A Comparative Assessment of the EU
and the US"
February 11, 2011

#### Security, Federalism, Democracy and the European Alternative:

A Mini-Conference
Co-organized by Research Group on
Constitutional Studies (McGill
University) and the
Maxwell European Union Center
(Syracuse University)
March 18, 2011

## Film Screening and Discussion Die fetten Jahre sind vorbei The Edukators

Introduction to the film by Eleanor M. Homolko March 23, 2011

### Film Screening and Discussion Frente Al Mar

Round table discussion on the Moroccan Immigration in Spain Introduction to the film by Dieter Roberto Kuehl April 13, 2011

Moynihan European Research Centers and Global Black Spots-Mapping Global Insecurity Program EU Graduate Simulation "Outer Limits of Eden – REDUX" April 15, 2011

#### Film Screening and Discussion Devrim Arabalari – Cars of the Revolution

Introduction by Selina Carter April 28, 2011

#### **EUROPEAN OUTREACH DAYS**

The Moynihan European Research Centers continued their outreach to local communities by hosting "European Outreach Days" now in its second year running. The fall semester visit was held on November 19th, 2010, International where seven Relations masters' students from the Maxwell School traveled to Liverpool Elementary to teach the kids about Europe and European Union. The students presented a variety of different viewpoints and topics, from how to dance the flamenco from Spain to learning to introduce themselves in French.

The visit began with a European feast of pizza shared by the Maxwell students and the teachers from the local school. Then it was off to the classes where students shared about their home countries or study abroad experiences in Spain, Germany, France, Ukraine, Switzerland, and Turkey. The kids were enthralled by the presentations, and the students and teachers were all excited to learn more about Europe.



The experience appreciated by all those involved, and not surprisingly the Maxwell students were grateful for the opportunity to get involved in their local communities. Colin International Ackerman, an Relations student from Maxwell who shared about his study abroad experience in Germany relayed, "It was great! I had a lot of fun sharing about my experience and I could tell the kids liked it, too. The Moynihan European Research Center and the elementary school did a great job organizing the I would definitely do it event. again!" On the Liverpool Elementary School's side, the students and teachers also raved about the presentations.

One teacher exclaimed, "The presentations were definitely valuable for the kids. It is nice for them to see that there is a life outside Liverpool and to see that not everything is done the way we do things here. The kids thought seeing a young student from another country was really cool. They loved hearing about the food and the things they do for fun. I would definitely participate again!"

The spring visits had the Maxwell students a little closer to home to reach out to two schools in the Syracuse City School District. Students visited a combined total of 13 classes of 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> graders. Again, the visits were a fantastic experience for all those involved and promises to continue its success in the years to come.



#### PANEL DISCUSSION CONT.

discussion The panel with Philipp continued Messerschmidt, an MA International Relations Candidate, sharing his personal experience. He was born in East Germany four years before the fall of the Wall, and even though he doesn't remember much of the event itself, he says that it has had a big impact on his life and on those from his generation. During the discussion, he reflected upon the challenges of the cultural reintegration between the East and the West.

Frederick D. Marquardt, an Assistant Professor of History

Emeritus, examined the topic "United Germany's Unfinished Business: Integrate the Perpetrators? A Single National Identity", which discussed the questions of the political unification and the new national political identity embraced by both East and West Germans.

Hans Buechler, a Professor of Anthropology, talked about "The Effect of Reunification on Eastern German Agriculture 1989-2004". During the discussion he examined the impact the reunification of the two Germanys with regards to unemployment and

and detailed the development of cooperatives and private farms, which were established by both eastern and western farmers and the transformation of these enterprises over time.

Finally, Glyn Morgan, director of the EU Center at Maxwell and an Associate Professor of Political Science, talked about "German Enlargement and European Enlargement."

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## TRANSATLANTIC DUAL DEGREE PROGRAM IN INTERNATIONAL SECURITY AND DEVELOPMENT POLICY

The Maxwell School at Syracuse University is pleased to announce the establishment of a new Dual Degree Program together with the Hertie School of Governance and the International Institute of Social Studies of Erasmus University Rotterdam (ISS) in The Hague which will start in the fall semester of 2011: the "Transatlantic Dual Degree Program in International Security and Development Policy". The program is supported by the European Commission and the US Department of Education as part of the ATLANTIS program's Transatlantic Degree Programs that aim to enhance student mobility, innovation, curriculum development and academic recognition between the EU and the US.

The US and the EU face similar global challenges and are leading the global response to the most pressing problems facing the international community today including anti-terrorism, peacekeeping, crisis management, humanitarian crises, post-conflict reconstruction, democratization, state building, sustainable development, and human (societal) security. Yet while the US and EU are equally powerful players in the inter-related areas of development and security, a higher level of coordination is needed to enhance the efficiency and effectiveness of EU-US responses to these challenges. The Transatlantic Dual Degree described here will prepare students to work effectively with

The Transatlantic Dual Degree described here will prepare students to work effectively with security and development practitioners from Europe and the United States, and is intended to promote mutual understanding of European and American security and development paradigms.

Students will spend their first year either in the Master's of International Relations (MAIR) program or in the Master's of Public Administration (MPA) program at the Maxwell School in the United States. In year 2, students will spend the first semester in the Hertie School's Master's of Public Policy (MPP) program and their second semester in ISS's Master's of Development Studies (MDS) program. The second year is spent in Europe.

http://www.maxwell.syr.edu/moy nihan/atlantis/welcome.aspx



#### Hertie School of Governance

The Hertie School of Governance was founded in 2003 by the Hertie Foundation, which remains its major partner. The School is situated in the heart of Berlin, a stone's throw from the city's most beautiful square, Gendarmenmarkt. Just minutes from the houses of Parliament, various federal ministries, political representations, media organizations and research institutes, the Hertie School has its finger firmly on the pulse of the latest developments in public policy, governance and academia.

#### International Institute of Social Studies

ISS is an international graduate school of policy-oriented critical social science. It brings together students and teachers from the Global South and the North in a European environment. Established in 1952 as the International Institute of Social Studies by Dutch universities and the Netherlands Ministry of Education it does research, teaching and public service in the field of development studies and international cooperation. It is located in The Hague, known as 'The World's Legal Capital'.



#### EUROPEAN LANGUAGE TABLES



#### Russian Table

Even though last year was only the first time Moynihan hosted the Russian and Turkish languages tables, their popularity has allowed them to continue to run throughout the 2010-2011 school year. The Russian Student Club will host nine different language tables throughout the fall and spring semesters.

#### German Table

German is spoken by 100 million native speakers worldwide and is the most widely spoken first language in the European Union: it is no wonder that German Table has been incredibly popular here on campus. Thanks to semimonthly meetings led by faculty in the German Program, students have been overjoyed at a chance to better their German in an informal conversational setting. From students just learning their first German words to those who are natives of German speaking countries, students from all backgrounds have been thrilled to discuss a variety of different topics with other students and faculty from all over campus. Any student who wishes to better their German or learn a little about German culture is welcome to attend!

#### Turkish Table

The Turkish table has also been a great success and students have flocked to the monthly meetings to get a chance to practice their Turkish. With SU abroad now hosting study abroad opportunities in Istanbul, many students are taking advantage of the opportunity to practice their language skills before embarking on their journeys.

This year, the Moynihan European Research Centers is continuing to host and cohost its successful language tables, including two new tables this year in Polish and German.

#### Portuguese Table

Moynihan is also continuing to co-host its Portuguese tables where students from all levels have had a chance to learn or better their Portuguese under the instruction of a native Portuguese speaker.

Attending every Friday, students get a chance to practice their Portuguese in the cozy informal setting. As with all language tables, the Russian, Turkish, and Portuguese languages tables always encourage all interested students to attend!

#### Polish Table

This school year Moynihan has begun to host a monthly Polish Table. Led by faculty members from SU's Polish Language Program, students of all levels can convene to chat about culture, history, and current affairs while enjoying snacks and teas imported from Poland. The table has been a big hit on campus so far, bringing together diverse faculty and students from all over campus and promises to continue its success throughout the rest of the school year. All students interested in Polish culture and language are encouraged to attend!



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#### GLOGAL EUROPE 2010 INTERNSHIP PLACEMENTS

Contributed by Alissa Davis

When I headed to Astrakhan, Russia, in Fall 2010 to volunteer at a small non-profit organization that works with victims of trafficking and street children, I was expecting to be working with a lot of highly traumatized children and young adults. Upon my arrival, I went to the shelter and saw a building that was very run down, in one of the more decrepit and dirtier areas of town, few staff members worked at the shelter, and they had very limited technological resources (or general resources for that matter) all of which I expected. However, I also interacted with some of the kindest, most well-behaved and most functional kids and young adults I had ever met, which I did not expect.

As I volunteered at the shelter, I learned the stories and backgrounds of the residents there. Parents hosting orgies and filming their kids for porn at their apartments, caretakers beating infants and toddlers severely enough to cause significant brain damage, children sleeping on the streets in cargo containers to escape alcoholic or abusive parents, adolescent girls walking weeks across the Russian steppe to escape traffickers, and preschool children of deceased parents being forced to beg near churches are just some of the histories I heard, all of which do exactly promote healthy not emotional and behavioral regulation skills.

But at that small shelter in Russia, I seemed to be seeing healthy, well-adjusted kids and young adults. If I would have met them without knowing their backgrounds, from my interactions with them, I would have guessed they had stable home lives and were confident, capable young adults and kids.

I became more and more curious as to how it was possible for these people to be so functional. But the longer I was at the shelter, the more I began to see some things that I thought may have made a difference for these youth from such disadvantaged backgrounds. The director of the NGO runs the organization more like one big, extended family than a formal organization. In a way, that limits the scope and size of the organization, but on the other it provides a stable, supportive family for those children and young adults who previously had not experienced that. I met several young adults who came back to visit and who now had jobs, were married, and often already had a child of their own.

In fact, practically all of the funding for this non-profit organization comes from volunteers whom the director helped when they were younger. These young adults now donate their salaries and time to help other children in similar situations they were in and to keep the organization running.

When talking with these past victims of abuse, I heard a common theme. "We are a family. We don't throw each other away. We support each other and help each other. After everything we've been through, we don't worry about the future, because we know we can face whatever comes." So while the organization may be considered unorthodox in their structure and management, for those who are or have been at the shelter, having a home to go to is much more valuable than following traditional organizational models. Indeed, by the end of my internship, I felt like I was part of the family myself.



The Global Europe Program the academic, pulls together experiential and professional strands of the MA-IR program to focus on contemporary Europe and the European Union. Global Europe has three elements: (a) a seminar on the European Union, (b) a supervised internship in Europe and (c) an independent research course. These three elements result in nine credits for the MA-IR Program, and each element plays an important role in the preparation of the students for their professional lives.

This Program is offered by the International Relations Program in collaboration with the EU Center of the Global Affairs Institute at the Maxwell School of Syracuse University. The program is open to all qualified students in the Maxwell School.

For more information visit:

http://www.maxwell.syr.edu/ir\_current\_students.aspx?id=36507222236

#### Global Europe 2010 Internship Placements

Andrea Aramburu
International Organization
for Migration
Miklos Bodnar
NATO (Brussels)
Alissa Davis
Oratorium in Astrakhan,
Russia
Megan Glick
Nonviolent Peaceforce

## CERTIFICATE OF ADVANCED STUDY IN THE EUROPEAN UNION AND CONTEMPORARY EUROPE

Syracuse University graduate students interested in obtaining a Certificate of Advanced Study in the European Union and Contemporary Europe to supplement their degree with a strong foundation in the region's culture and politics or to prepare for a career involving regional specialization may do so beginning this year. With this certificate, Syracuse University is one of only a dozen places in the country specializing in the study of the EU and Contemporary Europe. In completing the Certificate Program, students are required to take at least 12 credit hours of study focused on the region, including one 3-credit required course and nine credits from a set of elective courses and/or approved extracurricular activities.

## WHY PURSUE A CERTIFICATE OF ADVANCED STUDY IN THE EU AND CONTEMPORARY EUROPE?

The relations between the United States and Europe are historically important. In fairly recent history, the United States sent its troops to free Europe of Nazism and to defend it against global communism. With the end of the Cold War, however, relations between the two sides of the Atlantic, though always close, have become strained. The EU and its component governments have not always shared US points of view on such challenges as terrorism, climate change, and welfare policy; policy approaches to these problems have often differed. And yet there is continuing interdependence between the United States and the European Union. Consider the security relationship between the two-sides of the Atlantic in NATO as well as the facts that the US and EU are each other's main trading partners, represent three of the five veto players in the United Nations Security Council, and create around 6 million jobs for the other on each side of the Atlantic.

#### PROGRAM REQUIREMENTS

Twelve credits in four courses must be earned to be eligible for the certificate. These must include:

- 1. The required course PSC 756 Politics of the European Union. This 3-credit course provides an introduction to history, institutions, and politics of the European Union, with an emphasis on policy making in the EU today.
- 2. Nine credits from a set of elective courses and/or approved extracurricular activities.

#### OBTAINING THE CERTIFICATE

Interested students are encouraged to interact with the Director of the Certificate Program early in their tenure to develop a program of study. Please see our webpage for more details.

http://www.maxwell.syr.edu/moynihan/merc/Welcome

For any further questions, please contact Professor Margaret Hermann by email (mgherman@maxwell.syr.edu)

