



**UNIVERSITY
OF OSLO**

PROGRAM DOCUMENTATION

PROGRAM OVERVIEW

Divided States of Europe: Globalization and Inequalities in the New Europe

Divided States of Europe examines the development of the European Union (EU), including its historical foundations and institutional basis, contemporary democratic and social challenges and its expansion to include the former communist nation-states of Central and Eastern Europe (CEE). The program explores the relationship between the EU and globalization and in particular questions whether the EU adequately addresses the human dimensions of globalization.

Scandinavia and Poland will be used as case studies throughout the program; Scandinavia because of its strong democratic credentials, relatively evenly distributed wealth, and unique range of experiences with the European integration project; Poland because of its tumultuous history, recent accession to EU membership, and role as a major supplier of migrant labor within Europe. Scandinavia and Poland provide a dramatic illustration of the economic, political and social inequalities that coexist within today's Europe.

Students will experience both Scandinavia and Poland firsthand. With a primary base in Oslo, Norway, a compact, increasingly multicultural city nestled between the Oslo Fjord and the mountains, the *Divided States of Europe* program is associated with the University of Oslo – Norway's oldest and largest university. But significant comparative fieldwork will also be conducted in Poland in partnership with leading Polish non-government organizations and in a variety of regions, including Warsaw and Krakow. In Oslo, classes will be held on campus. All seminars, lectures and readings are in English.

The *Divided States of Europe* program challenges students to experience the complexity of 'Old' and 'New' Europe and to learn, in depth, about the reality of globalization in Europe.

Courses

"Ever closer union": the challenge of European integration **1 course credit/4 credit hours**

Included but excluded? Globalization & human rights in Europe **1 course credit/4 credit hours**

Internship and Integration Seminar **1 course credit/4 credit hours**

Independent Study Project **1 course credit / 4 credit hours**

Total: 4 course credits/16 credit hours

The four courses are taken as an integrated whole and provide the equivalent of a semester's worth of credit, i.e. four course credits, or sixteen semester hours.

Faculty

Timothy Robert Szlachetko (shla-het-ko), **Program Director**, holds advanced degrees in political science from the University of Melbourne in Australia where he specialized in European integration theory, European Union social policy and Scandinavian welfare state policy. His recent research has involved conducting a comparative analysis of Australian and Scandinavian education and training systems, as well as the challenges and opportunities of a multicultural Scandinavia. Timothy has taught undergraduate courses in European Union and Western European politics at the University of Melbourne and has been Guest Researcher at the University of Aarhus in Denmark, the Danish Institute of Social Research in Copenhagen and the Department of Political Science at the University of Oslo. Timothy has also held a number of senior social policy positions with the Government in Australia, most recently as a senior adviser to the Victorian Premier (State of Victoria, Australia) on early childhood and education and training policy. Timothy is currently Program Director of HECUA's Scandinavian/Central and Eastern European programs. Timothy Szlachetko's curriculum vitae can be found at Appendix IV.

Program Objectives

Students will develop a critical understanding of the following key questions:

- What are the dominant ideologies underpinning the European project, and how are they influencing the EU's domestic and global agenda?
- What is globalization and how is European integration a response to globalization?
- What are the social consequences of European integration and do they contribute to inequalities between member states, in particular Western and Central/Eastern Europe?

Students will work toward the following objectives:

- Have a first-hand experience of Scandinavia and Central and Eastern Europe that challenges them to live and learn with others in a different culture.
- Have opportunities to integrate theoretical knowledge with practical experience around contemporary issues facing Europe, including globalization, democracy and social inclusion.
- Experience cross-cultural and inter-cultural learning and have opportunities for learning and exchange with other students, faculty, community partners and practitioners.
- Understand the development of the EU and how contemporary Europe has been shaped by its war-torn history.
- Develop an understanding of theories of European integration and globalization, including the dominant ideologies underpinning the EU.
- Understand the significance and apply the concepts of democracy, human rights, ethnicity, civil rights and social class to a changing Europe.
- Understand the history and motives for Scandinavian and Central and Eastern European experiences with the European integration project.

The program contains a single, coherent curriculum delivered through reading/theory seminars and complementary field visits and volunteer/internship placements.

COURSE DESCRIPTIONS

“Ever closer union”: the challenge of European integration 1 course / 4 credits

“The peoples of Europe, in creating an ever closer union among them, are resolved to share a peaceful future based on common values.”
from the Preamble to a Draft Constitution of Europe (2003)

Despite the fact that it has existed for more than fifty years, the European Union is not well understood either within Europe or abroad. This is possibly because the EU does not easily fit into established notions of either a nation state or an international organization. The EU is often described as a unique or hybrid institution constantly evolving into something else. For example, the EU began life as the European Coal and Steel Community and has progressively incorporated more and more areas of responsibility from national governments, ranging from socio-economic to security policy.

During the first part of this course students examine the complex historical processes of the emergence of modern Europe. The creation of the modern nation-state and the origins of the European movement are introduced and provide context for analyzing of how Europeans came to accept the need for European unity. The various theoretical constructs applied to the EU are also critically examined and assist in studying how the EU works today.

The second part introduces the Scandinavian case study. The Scandinavian countries offer a unique range of experiences with the European integration project. Denmark joined the EU in 1973, but has remained steadfastly ‘EU skeptic’ and has consistently rejected elements of European integration, including the single currency. Norway has twice rejected full EU membership, however is a de facto member through the European Economic Agreement (EEA), which gives access to EU markets and the Schengen Treaty governing the movement of people within EU borders. Norway presents the unique combination of partial membership and systemized official opposition to the EU. This provides for a critical environment in which to examine European integration. Sweden joined the EU in 1995 and has provided a unique voice in the Union, particularly relating to social and environmental issues. The Scandinavian countries are often viewed as reluctant Europeans, whose position as wealthy and progressive democracies provides a unique voice in the European integration project that students will analyze and experience.

The third part of the course introduces the Central and Eastern European (CEE) case study through the example of Poland. Poland has a rich and dramatic history, with the nation being ravaged as a result of the two World Wars and in the post-war period being a communist satellite state of the Soviet Union. The Solidarity movement’s now infamous struggle for freedom resulted in the first partially free elections in Poland in 1989 that proved to be a catalyst for the fall of communism throughout Central and Eastern Europe. Radical, free-market reforms during the 1990s transformed the Polish economy into one of the most robust in CEE, although its Gross Domestic Product (GDP) per capita is still just 43% of the EU average. In 1999 Poland became a member of the North Atlantic Treaty Organization (NATO) and in 2004 a member of the EU. Even though other CEE countries joined the EU that year, Poland’s accession was especially significant. With a population equal to Spain’s and greater land area than either Great Britain or Italy, it instantly became one of the “big” countries of the Union. Indeed, it has more votes on the European Council than the Czech Republic and Hungary combined and only two fewer than Germany, making it one of the key players in EU policymaking. Students will critically examine Poland’s path to ‘democracy’ and full EU membership within the comparative Scandinavian context.

Grading and Evaluation

Preparation – readings and oral reports*	25%
Participation**	25%
Praxis reflection papers*** (2 during semester)	50%

*Preparation – students are required to submit two critical questions each week. Students are required to utilize all set readings for the week in their critical questions. Critical questions drive class discussion. Oral reports on selected field experiences are also required from time to time. The program director marks critical questions and oral reports.

**Participation – Timely attendance is expected at all sessions unless for medical or emergency situations. Students are expected to respectfully engage in each other’s questions and comments and to participate in discussion with guest speakers. The program director awards a grade for participation at the end of the day.

***Praxis reflection papers – Praxis reflection papers require students to utilize theory to think critically about a question raised in the readings, field experiences or volunteer/internship placement. Papers are 4 pages in length. Praxis reflection papers are graded by the program director.

Relevance and Connections to College and University Curriculum

Liberal Education / General Education Requirements

Experiential Requirements

Experiential learning is built into every component of the course so that theory and practice are integrated. Importantly, field experiences complement and enlighten each topic thereby challenging students to approach theory and contemporary issues critically and practically. Students are required to undertake group exercises and prepare papers that incorporate theory they have studied with in-program fieldwork and personal experiences. The aim is to help students understand the reality of theory meeting practice and vice versa.

History Requirements

It is impossible to study the European integration process and the rise of the EU without an understanding of modern European history. The course traces European history from the beginning of the 20th century through today. Students develop an understanding of the rise of post-modern Europe, the creation of the modern nation-state and the origins of the European movement. The dominant paradigm is the relationship among economic, social and political development within Europe, with specific reference to the divergent Scandinavian and Polish examples.

Social Justice Requirements

A fundamental goal of post-Second World War European unity has been to create economic, political and social interdependence in a continent long ravaged by destructive conflict. This course examines the political, economic and social realities of contemporary Europe and the historical events that have produced these realities. Integral to this is an analysis of institutions and social structures driving and responding to the European integration process.

Social Science Requirements

The course draws heavily on the social sciences to study European societies as a whole. Social systems, institutions and behavior are systematically studied in an interdisciplinary manner in the course. This interdisciplinary study seeks to answer specific questions relating to: national identity; human rights; democracy and political systems; international relations; international political economy and European integration theory. The program challenges students to understand and analyze the Scandinavian and Polish case studies in the European context, as well as to reflect on the US experience.

European Studies

The program provides students with a deep knowledge of the EU both as an international organization that represents European countries' interests and as an integration process leading to an internal European market, a single currency, common citizenship and a Europe without internal barriers and/or borders.

History

See above – *History Requirements*.

International Business & Economics

Contemporary students of international business need to have an understanding of how European integration has transformed the economic and business environment in Europe and the world. First and foremost, the European Union represents an enormous market. Only China and India have more consumers, and in the aggregate it's GDP surpasses that of the United States. Equally important, the European Union is a prime example of how political and economic conditions have made national borders disappear, creating new challenges and opportunities for business. This course will provide an introduction to the history, structures and institutions of the EU, including an examination of key policies including the Single Market, Economic and Monetary Union and the free movement of people.

International Studies

Students are introduced to the historical and social basis of international relations with a focus on modern sovereign states and the international relations of the state system. Theories of European integration are studied and the peculiarities of the relationships between Scandinavia, Poland and the European Union are examined. The emerging international role of the EU through its Common Foreign and Security policy is also critically analyzed.

Peace and Justice / Social Justice

See above – *Social Justice Requirements*.

Political Science / Sociology

This course introduces theories of democracy and citizenship and then encourages students to reflect on different models of government – national, intergovernmental and supranational. The political formation of the EU is analyzed with emphasis placed on the development of institutions and the policymaking process in the Union. The way the EU is organized will be studied in the context that it is a hybrid institution/political system that does not necessarily fit conventional theories.

Scandinavian Studies

Although the program focuses on the EU, the Scandinavian region provides a case study for analysis. The diversity between the Scandinavian nations in their approach to European integration is examined with reference to possible influencing historical and cultural factors. National identity development is also analyzed in this context.

Included but excluded? Globalization and human rights in Europe

1 course / 4 credits

The European Union has claimed to have societal roots based in solidarity, suggesting that it is in the best position to promote the reduction of inequality and give a human dimension to globalization. Furthermore, EU membership does not just require the meeting of democratic and economic criteria, but also criteria relating to human rights and the environment that are challenging new and existing member states.

This course commences with an introduction to theories of globalization and to polarized debates about globalization that take into consideration the social and economic impacts of globalization. In the European context, the focus will be on the challenges and opportunities that the free movement of capital and labor pose for EU member states with Scandinavia and Central and Eastern Europe (in particular Poland) being used as case studies.

Human rights will be used as a lens to guide analysis and exploration of the impacts of globalization in Europe – in particular how European integration may or may not be contributing to inequalities between member states. Once again, the divergent historical experiences and contemporary socio-economic realities of Scandinavia and Poland provide for a uniquely relevant comparative analysis. In order to use human rights as an investigative tool, students will explore central debates in human rights theory.

The second part of the course examines the integration of ‘Old’ and ‘New’ Europe, as the enlargement of the EU brings new policy challenges from increased policing of external borders (Fortress Europe) and the free movement of labor within the Union. Immigration from outside as well as within the EU is having enormous social and economic consequences for the continent. Never before have EU member states witnessed such a movement of people, coming largely in the form of labor migration from ‘New’ to ‘Old’ Europe. Taking the example of Polish labor migrants, current estimates in August 2007 indicate that in excess 300,000 Poles have emigrated to the United Kingdom whilst up to 150,000 Poles have emigrated to Norway since accession to the EU in 2004. Many Central and East Europeans see internal EU migration to find work, secure a living wage and take advantage of rights long available to citizens of ‘Old’ or Western Europe. On the other hand, industry and employers in ‘Old’ Europe see the labor-force in CEE as a cost-effective way of increasing profits and competitiveness. Students will examine how integration of ‘Old’ and ‘New’ Europe is posing challenges for established welfare states such as Scandinavia with high labor and social protection as well as potentially reinforcing inequalities within new member states from CEE such as Poland. Is globalization through European integration producing ‘winners and losers’ in the EU?

Grading and Evaluation

Preparation – readings and oral reports*	25%
Participation**	25%
Praxis reflection papers*** (2 during semester)	50%

*Preparation – students are required to submit two critical questions each week. Students are required to utilize all set readings for the week in their critical questions. Critical questions drive class discussion. Oral reports on selected field experiences are also required from time to time. The program director marks critical questions and oral reports.

**Participation – Timely attendance is expected at all sessions unless for medical or emergency situations. Students are expected to respectfully engage in each other’s questions and comments and to participate in discussion with guest speakers. The program director awards a grade for participation at the end of each day.

***Praxis reflection papers – Praxis reflection papers require students to utilize theory to think critically about a question raised in the readings, field experiences or volunteer/internship placement. Papers are 4 pages in length. Praxis reflection papers are graded by the program director.

Relevance and Connections to College and University Curriculum

Liberal Education / General Education Requirements

Cultural Requirements

The movement of people between nation-states has been a constant feature of European history, but the recent pace and breadth of mobility has changed the face of Europe. Migrants come to Europe from an ever-wider range of countries, which together with massive internal immigration is creating a multicultural society that few could have foreseen when the EU was conceived. The course program provides insights and tools for understanding the ways in which people with diverse interests, experiences and sources of knowledge perceive major issues and pose strategies for change. In particular, the course challenges students to reflect on citizenship, democracy and multiculturalism within contemporary Europe and how European policies are reinforcing ethnic, cultural and socio-economic divides. Resource persons and field experiences reflect the diversity of program content.

Experiential Requirements

Experiential learning is built into every component of the course so that theory and practice are integrated. Importantly, field experiences complement and enlighten each topic thereby challenging students to approach theory and contemporary issues critically and practically. Students are required to undertake group exercises and prepare papers that incorporate theory they have studied with in-program fieldwork and personal experiences. The aim is to help students understand the reality of theory meeting practice and vice versa.

History Requirements

It is impossible to study the European integration process and the rise of the EU without an understanding of modern European history. The course traces European history from the beginning of the 20th century through today. The European integration project is placed into the context of globalization in this course. This necessitates an examination of the history of globalization with a focus on the post-Second World War establishment of international political and economic institutions that have driven globalization.

Social Justice Requirements

A fundamental goal of post-Second World War European unity has been create economic, political and social interdependence in a continent long ravaged by destructive conflict. This course examines the political, economic and social realities of contemporary Europe and the historical events that have produced these realities. Integral to this is an analysis of how European integration may or may not be exaggerating inequalities between member states and reinforcing historic (political) divides between ‘Old’ and ‘New’ Europe through socio-economic policies.

Social Science Requirements

The course draws heavily on the social sciences to study European societies as a whole. Social systems, institutions and behavior are systematically studied in an interdisciplinary manner in the course. This interdisciplinary study seeks to answer specific questions relating to: human rights; political science; international political economy, and sociology. The program challenges students to understand and analyze the Scandinavian and Polish case studies in the European context, as well as to reflect on the US experience.

European Studies

The course provides students with a deep knowledge of the impact of the European integration process on the socio-economic policies of member states, using Scandinavia and CEE as case studies. A focus European integration is also contextualized within theories of globalization.

History

See above – *History Requirements*.

International Business & Economics

Contemporary students of international business need to have an understanding of the transformations that the dual processes of globalization and European integration are having on the business environment. The European Union represents an enormous market. Only China and India have more consumers, and in the aggregate it's GDP surpasses that of the United States. Equally important, the European Union is a prime example of how political and economic conditions have made national borders disappear, creating new challenges and opportunities for business. This course will examine the socio-economic impacts of European integration, with particular emphasis on the free movement of labor.

International Studies

Students are introduced to the historical and social basis of international relations with a focus on modern sovereign states and the international relations of the state system. Theories of European integration and globalization are studied and the peculiarities of the relationships between Scandinavia, Poland the European Union are examined. The impact of the EU's socio-economic policies on individual member states is analyzed in the context of globalization. In addition, the course provides for a comparative analysis of the Scandinavian and Central and Eastern European regions.

Peace and Justice / Social Justice

See above – *Social Justice Requirements*.

Political Science / Sociology

This course introduces theories of human rights, multiculturalism and globalization and then encourages students to reflect on how European integration and globalization are impacting on sovereignty of member states and their ability to determine key socio-economic measures. The unique responses of the EU to the contemporary challenges of globalization are also critically examined, with particular reference made to the welfare state and labor migration.

Internship (Volunteer Placement) / Integration Seminar

4 Credits

The Internship (Volunteer Placement) and Integration Seminar is the locus where theory and practice meet in the *Divided States of Europe* program. Experiential learning is built into every component of *Divided States of Europe*, with field experiences complementing and enlightening each topic thereby challenging students to approach theory and contemporary issues critically and practically. The Internship and Integration Seminar is key in this context with weekly internship/volunteer placements allowing students to gain an invaluable insight into Scandinavia through work with government and/or community organizations in Oslo outside the classroom environment. The volunteer placement might be called an internship in the American context, however the use of the term *internship* does not translate well in Scandinavia. A list of volunteer/internship sites can be found at Appendix 2.

Due to language barriers and the relative unfamiliarity of volunteer placements/internships government and/or community organizations in Scandinavia, it is expected that students work at their volunteer placement sites one day a week during the course of the semester. Despite this short amount of time, there is immense value in students' having direct encounters with organizations working with issues covered in the program. Placements provide students with a unique opportunity to integrate theory with practice. It is important to note that placements might involve *service* (for example social work with non-ethnic Norwegian youth at a Refugee Centre in Oslo) or *project* (for example research for the Norwegian Conservation Foundation/Friends of the Earth Norway) work. Students are also required to reflect on their internship/volunteer placement experiences through assignments and weekly structured integration seminar discussions.

Placement Procedures

At the start of semester students receive a list of all volunteer sites and are then required to have individual meetings with the Program Director to talk about their interest and experience and to select a site appropriate to them. Students are also required to prepare a cover letter and curriculum vitae (résumé) that will be provided to relevant placement sites. In some cases, students may also make an appointment with sites in order to organize a pre-placement visit to better inform their decision-making and to determine compatibility.

Several seminars are held at the start of semester where concepts of service and volunteerism are deconstructed. Moreover, volunteerism and internships in the Scandinavian context are critically examined in comparison to the US experience.

Grading and Evaluation

Student Work

Learning Agreement*	15%
Weekly Journal**	20%
Integration sessions***	25%
Internship paper and presentation****	30%
Final evaluation*****	15%

*Learning Agreement – At the commencement of the placement, each student needs to complete a learning agreement together with their site supervisor that states: learning goals, tasks to be undertaken, special activities and supervision arrangements. The student, site supervisor and program director sign the learning agreement. The Learning Agreement is graded by the program director.

**Weekly Journal – Students are also required to complete a placement journal each week for review by the program director. The journal is used as a mechanism to challenge students to think about what they are

learning through their placement as well as being a form of on-going evaluation and feedback to the program director. The Weekly Journal is graded by the program director.

***Integration Sessions – Students need to actively participate in class discussion, seminars and field seminars. Students also need to demonstrate and understand the integration of theory and practice and proactively link placement experiences with topics covered in the *Divided States of Europe* program.

****Placement paper and presentation – Students need to complete a 6 to 8 page reflection paper documenting their volunteer placement and linking it to the topics covered in the *Divided States of Europe* program and utilizing at least 4 sources. The Final Paper is graded by the Program Director. In addition, students need to make a 15 to 20 minute presentation on their paper to the class. The Placement paper is partially peer graded, with the final grade given by the program director.

*****Final Evaluation – This evaluation will be completed at the end of the placement by both the student and the site supervisor.

Placement Site

At the commencement of the placement, each student needs to complete a learning agreement together with their site supervisor that states: learning goals, tasks to be undertaken, special activities and supervision arrangements. Students are expected to treat their placement as an integral part of the curriculum and any absences need to be explained to both the site supervisor and program director.

Students are also required to complete a placement journal each week for review by the program director. The journal is used as a mechanism to challenge students to think about what they are learning through their placement as well as being a form of on-going evaluation and feedback to the program director. This also provides an opportunity for students to indicate concerns with their placement site and/or supervision.

Midway through the semester the program director will visit the placement site and meet together and individually with the student and site supervisor to discuss progress and any concerns. At the end of the placement both the student and the site supervisor complete an evaluation report that is forwarded to the program director.

Relevance and connections to College and University Curriculum

Students will be able to select from the available sites according to their interest and experience. Furthermore, in consultation with the program director and site supervisor, students may also be able to tailor their experience according to personal and/or academic interest. In some cases, it may be possible for the program director to arrange a placement beyond the sites listed for a given semester if there is an organization and/or issue of particular interest to a student. However, any such additional placement must be deemed appropriate by the program director and sought well in advance to the commencement of the program. Availability cannot be guaranteed.

Independent Study Project

4 Credits

The Independent Study Project (ISP) allows students to custom-tailor their semester by pursuit of a research question or work-project related to the program curriculum. There are four stages to the ISP process. First, a written proposal is prepared in consultation with the program director. Second, a mid-semester report is submitted and a meeting is held with the program director to ensure the student is making appropriate progress. Third, a rough draft is submitted for the program director's perusal and commends. Finally, a 15 to 20-page paper is submitted and an oral presentation of findings is given to the entire class. It may be possible to appoint an external co-supervisor for the ISP if deemed appropriate by the program director.

Grading and Evaluation

Proposal	20%
Mid-term Progress Report	10%
Final Report	60%
Class Presentation	10%

Relevance and Connections to College and University Curriculum

The Independent Study Project allows students to direct their learning through a supervised research project to best meet requirement for their majors. Students are encouraged to commence planning for their ISP before commencing their program and in consultation with their home-institution academic adviser and the *Divided States of Europe* program director.

PROGRAM DESIGN & ADMINISTRATION

Pedagogy

Teaching Methods

Academic inquiry is pursued through lecture, discussion and structured field experiences. The Integration Seminar held at the end of each week is the vehicle through which students analyze, critically reflect on and integrate what they are learning in the field with the theoretical concepts presented in the Reading Seminar.

The students' learning community is an intrinsic component of the program. The program director works closely with the group and individuals to support active participation and group learning. Theoretical inquiry and structured experiential learning is achieved by:

- Assignment of relevant readings chosen to describe the historical, political and social context in Europe and to present the theoretical perspectives used to frame issues covered in the program;
- Presentations/lectures by program director, guest faculty, political and community leaders;
- Guest speakers and exercises designed to help students think critically about theoretical topics; and
- Reflection through discussion, group presentation, integrative essays and journaling are designed to help students use theoretical frameworks for analysis and to reflect on the meaning of the experience in their own lives and US context.

Student Evaluation

Two assumptions are at the core of the philosophy: (1) the student is a partner in the learning; and (2) knowledge is not passed from instructor to student, but is advanced through the student's engagement in the social process of learning. Therefore, students are evaluated on participation and their contribution to the group. Written assignments are designed to encourage students' capacity to integrate readings and field experiences and to reflect upon their own learning process. Respect for others and for different viewpoints, be it in the classroom or in the field, are required of participants in the program.

Oversight and Evaluation of the Program

a) How is the program evaluated and student feedback elicited?

The program is evaluated on an ongoing basis by the program director and students through discussion in seminars. Students fill out a written evaluation document during the last days of the program. The evaluation reflects HECUA's objectives and standards for all program components. To ensure anonymity of responses, all students submit completed forms in sealed envelopes, which are then sent to HECUA administrative staff. The program director and HECUA's Academic Programs Committee (APC) review a compilation of responses. Finally, the program director submits an evaluative report at the end of the program.

b) How are evaluation results used by HECUA and made available to member schools?

The Academic Programs Committee (APC) is made up of select HECUA board members and other invited member school faculty. The APC review's student evaluations and the program director's report at the end of the program to ensure that objectives and quality standards are being met. APC reports the results of the evaluation to the HECUA board of directors. Evaluation summaries and program director reports are available to board members, deans and faculty at member schools upon request.

Program Cost

This information can be requested from HECUA student services staff.

APPENDICES

Appendix I – Field Speakers

Field speakers emanate from the community, academic and political sectors in Scandinavia and Poland to give a holistic overview of the topics covered in the program. Speakers will be confirmed at the commencement of the program with students being provided with background information prior to relevant seminars, enabling them to prepare questions of interest in advance.

A representative list of field speakers/experiences can be found below:

- **Ivar Kraglund**, Deputy Director, Norwegian Resistance Museum – World War II and the Norwegian Resistance
- **Inger-Johanne Marheim**, University of Oslo/Viking Ship Museum – Viking roots to Scandinavian identity
- **Kristin Marie Haugevik**, NUPI/Norwegian Institute for International Affairs – European integration theory
- **Professor Jan Erik Grindheim**, Oslo Teknopol – democracy and the EU
- **Professor Knut Kjeldstadli**, Department of Archeology, Conservation and Historical Studies, University of Oslo – Contemporary Scandinavia and immigration
- Oslo Museum/International Cultural Centre and Museum – Immigration, faith and contemporary Norwegian society
- **Jostein Lindland**, No the EU – Norwegian opposition to the European Union
- **Thomas Fraser**, Stortinget/Norwegian Parliament – Norwegian parliamentary democracy
- **Rebekka Borsch**, Europe Movement – opinion supporting Norwegian membership of the EU
- **Dr Elisabeth Bakke**, Department of Political Science, University of Oslo – democratization in Central and Eastern Europe
- **Harald Syse**, The Holocaust Centre – Norway and the Holocaust
- **Kirk Samson**, US Embassy Norway – US & Central/Eastern European relations
- Nobel Fredsenter/Nobel Peace Centre – Peace and conflict
- **Professor Wlodzimerz Aniol**, Polish Embassy Norway – Poland: from communism to liberal democracy
- **Mi Christiansen**, Norwegian Refugee Council – Globalization, European integration and asylum
- **Jon Horgen Friberg**, FAFO/Institute for Labour and Social Research – east-west migration in Europe
- **Aksel Nærstad**, The Norwegian Development Fund – human rights, globalization and European integration
- **Helene Bank**, Centre for Partnership in Development – Europe, globalization and the future
- ARENA Centre for European Studies, University of Oslo
- Embassies of EU member states as appropriate.

Appendix II

SAMPLE VOLUNTEER PLACEMENT (INTERNSHIP) SITES

– availability of placements to be confirmed at program commencement

○ **Oslo Røde Kors/Oslo Red Cross**

Helping high school-aged young people with homework. Work to commence mid afternoon and into the evening. Placement provides a good insight into multicultural Norway.

○ **BYMIF/City-wide Centre for Unaccompanied Refugee Minors, Oslo kommune**

After school centre for refugee children and youth. Work would involve helping with English language homework as well as general social work. Work to commence mid afternoon and last into the evening. Placement provides a good insight into the life of refugee young people in Norway.

○ **Sogn Frivillighetssentralen/Sogn Drop-in Centre**

Small volunteer centre based in Sogn. Placement would involve working closely with the leader of the centre and assisting her as required with day-to-day tasks, such as assisting users of the centre (mainly elderly, disabled and substance-addicted people). Placement provides a good insight into the workings of the welfare state in Norway.

○ **FRIGO – Friluftssenteret i Gamle Oslo**

FRIGO runs programs for young people in the inner east in order to better acquaint them with the outdoors and the environment. Work to involve supporting FRIGO staff and taking students on day trips. Work to be conducted during standard school hours.

○ **Changemaker**

Changemaker is an international non-governmental youth movement that was initiated by Norwegian Church Aid in Norway. Changemaker aims to attack the fundamental causes of unequal distribution of resources between the North and the South. Work involves research and participation in Changemaker campaigns

○ **Norges Naturvernforbund/Friends of the Earth Norway**

Work to involve some administration/office tasks but mainly research on environmental policy issues. The organization would prefer a student with a background in the natural/environmental sciences/politics. Might also suit an urban studies major. Work to be conducted during standard office hours.

○ **Mangfold i Arbeidslivet – MiA/Diversity in Working Life**

MiA is a foundation that aims to promote diversity in the workplace. MiA believes that Norwegian employers need to understand cultural diversity as a positive, rather than a problem. Work will involve a project on finding non-ethnic Norwegians who have ‘made it’ in Norway so that they can serve as role models. Work to be conducted during standard office hours.

○ **American Chamber of Commerce in Norway**

The American Chamber of Commerce promotes business links between Norway and the US. This position will involve office work for the Chamber, as well as participation in Chamber activities (meetings, special functions). A research project may also be developed in consultation between the student and the Chamber. Work to be conducted during standard office hours.

○ **Kirkens Bymisjon Oslo/Oslo City Mission**

Kirkens Bymisjon sees itself as the ‘heart the centre of the city’ working to meet those that are excluded in society. This placement will involve working with the director of the City Mission’s Centre at Tøyen Church – this is a bustling centre that caters for a diverse population. Work will be in the afternoon and evenings.

○ **Svarttjern skole/Primary School, Romsås**

Svarttjern skole is a small primary in the outer suburb of Romsås. The school has a socially, economically and ethnically diverse population – approximately 50% of its students are non-ethnic Norwegian. The placement involves being a teaching assistant and involvement in the schools outdoor education program. Some knowledge of Norwegian would be an advantage.

○ **Sogn videregående skole/senior vocational high school, Sogn**

Sogn videregående skole is the largest school in Northern Europe with in excess of 2,000 students. The school has a very diverse socially, economically and ethnically diverse population – the majority its students are non-ethnic Norwegian. Sogn videregående skole has struggled with the challenges and opportunities of diversity and has a particularly successful ‘conflict resolution program’ that is driven by students. This placement involves assisting the Coordinator of the program, as well being a general teaching assistant. As this is a senior high school, the vast majority of students speak English relatively fluently.

Appendix III

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Appendix IV – Curriculum Vitae, Program Director

Name: Timothy Robert Szlachetko

Residence: Oslo, Norway

Languages: English (first language), Polish, Norwegian and Danish

Education

Current PhD in Political Science, University of Melbourne
Thesis title: Markets against employment: the welfare state and labour market intervention in Australia and Denmark.

1997 MA in Political Science, University of Melbourne

1996 Honours in Political Science, University of Melbourne
Thesis title: Social Europe – Myth or Reality?

1995 Bachelor of Arts, University of Melbourne
Majors in political science and criminology.

Employment and Research History

Current **Program Director, Scandinavian Urban Studies Term, University of Oslo in partnership with the Higher Education Consortium for Urban Affairs (HECUA), St Paul, USA**
Coordination and delivery of an integrated and experientially based semester focused on the contemporary Scandinavia and the challenges of globalization and immigration.

2002 – 2004 **Senior Social Policy Adviser, Department of Premier and Cabinet (State of Victoria)**
Preparation of high-level briefings, correspondence and reports to the Premier and Cabinet Ministers on education and training issues.

2001 **Senior Policy and Research Officer, Department of Education, Employment and Training (State of Victoria)**
High-level research and policy advice across a range of education, training and employment issues in Australia and internationally.

2001 **Guest Researcher, Department of Political Science, University of Oslo and Danish National Institute of Social Research**

Research on contemporary Scandinavian social policy challenges, including interviews with key researchers/public officials in Denmark.

1999 – 2001 **Policy and Project Officer, Department of Education, Employment and Training (State of Victoria)**
Research, policy development and strategic advice for the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria (including research and official interviews in Denmark and Sweden).

- 1998 **Visiting Fellow, Centre for Labour Market and Social Research, University of Aarhus, Denmark**
Research and analysis of Danish welfare state, European integration and the impact of globalisation on economic and social policies.
- 1997-1998 **Seminar Leader, Department of Political Science, University of Melbourne**
Teaching undergraduate courses: European Integration and Western European Politics.
- 1995-1997 **Administrative Officer, Koorie (Aboriginal) Education Coordination Unit, Directorate of School Education (State of Victoria)**

Selected Publications

Badenhorst Anne, Keating Jack and Szlachetko Timothy. *Victoria as a Learning Region: Background Report to the OECD Learning Cities and Regions Conference*, OECD and State of Victoria, 2002.

Szlachetko, Timothy. *Smoothing the Transitions Between Learning and Working Life – Vocational Education and Training System for Tomorrow*, published in VOCAL, March 2001.

Keating Jack, Bertrand Olivier, Teese Richard, Szlachetko Timothy, Polesel John. *A Comparative Study of Entry Level Training: The United Kingdom, France, Denmark and Australia*, New South Wales Board of Vocational Education and Training, Sydney, 2000.

Selected conference/seminar papers

Szlachetko, Timothy. *The Cartoon Controversy – Multicultural Debates in Scandinavia 12 Months On*, Department of German, Scandinavian and Dutch, University of Minnesota, Twin Cities, USA, February 2007.

Szlachetko, Timothy. *Challenging Utopia: Nationalism and Cultural Diversity in Scandinavia*, Guest Lecture, Macalaster College, St Paul, Minnesota and Carleton College, Northfield, Minnesota, USA, October 2006

Szlachetko, Timothy. *Tolerance and its limits: Multiculturalism in Scandinavia and the Danish Cartoon Controversy*, Research Seminar and Roundtable, European Studies Research Institute, University of Salford, Manchester, UK, March 2006.