The Impact of Enlargement on the European Commission: Coming in at the Bottom and at the Top

by Carolyn Ban, Professor, Graduate School of Public and International Affairs and Acting Director, EUCE/ESC, University of Pittsburgh

All organizations face the challenges of how to bring in new staff and help them to fit in and succeed. That challenge is even greater for international organizations that must hire staff from many countries and backgrounds, such as the European Union. The recent enlargement of the EU, which admitted 10 new member states in 2004 and two more in 2007, most from central and eastern Europe, tested its commitment to represent the people of all the member states. My research focuses on the processes used to recruit people to apply, to screen and hire them, and then to socialize them into the culture and working processes of the European Commission. I focus here on two issues: the role of nationality in hiring and the differences in both formal processes and in the challenge of entry for those entering at the bottom and top levels of the organization.

Many countries, the U.S. included, now accept the value that the staff of a government bureaucracy should be broadly representative of its citizens. Yet this often conflicts with another central value: that staff should be selected based solely on merit, rather than on political affiliation, personal connections, or qualities such as race, gender, or, in the case of the EU, nationality. Indeed, the Staff Regulations of the Commission make it clear that nationality should not be a factor in hiring. This conflict has been handled in successive enlargements by formally suspending the rules for a period of time. In response to the most recent enlargement, the Commission set hiring targets by country and by level totaling over 10 percent of the existing staff of the Commission. That meant creating new positions, encouraging some people to retire, and reorganizing to make sure there were enough management jobs to offer the new entrants.

Commission staff (especially entry-level staff) are hired through a very formal process called “the competition,” a complex and rather slow process that includes both written and oral examinations. For a few years following each enlargement, special competitions have been run open only to applicants from the new member states. In response to the anticipated tidal wave of hiring, all of the EU institutions finally decided to cooperate and created a centralized hiring office, the European Personnel Selection Office (EPSO) in 2003. EPSO spread the word about opportunities for new staff and then designed and managed the necessary competitions, introducing such reforms as computer-based testing to make the process easier to manage.

EPSO also changed the language regime for the competitions. Previously, competitions were given in all official languages spoken in member states, with some part of the exam also demonstrating knowledge of one of the three working languages: English, French, and German. But at the time of the 2004 enlargement, rather than try to translate the exams into many additional languages, EPSO decided to offer the competition only in the three working languages. In order not to give unfair advantage to native speakers, candidates are required to choose a language other than their native language. While this has worked well, EPSO is under pressure to return to the old regime, a change that would be quite costly. Not surprisingly, interest was quite high for most of the special competitions, both because working in the EU institutions is

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Friday, February 5th  
EU and the World Event: 
*L'Auberge Espagnole*  
The graduate student group EU and the World is sponsoring a screening of the film *L'Auberge Espagnole*. 1:00-3:30 p.m., 3610 Posvar Hall. Pizza will be served. For more information, please contact Susan Kamerer at sjk21@pitt.edu.

Wednesday, February 10th  
Lecture: “Higher Education in Turkey”  
Enes Gok will give a talk on the higher education system in Turkey, its historical roots, structure, and relationship with the European Union. 12:00 noon, 4130 Posvar Hall. For more information, please contact the Global Studies Program at global@pitt.edu.

Wednesday, February 17th  
European Colloquium Lecture: “Free Labor and Revolution in the 19th Century in the German Atlantic”  
Andrew Zimmerman, George Washington University, D.C. 2:00 - 4:00 p.m., 4500 Posvar Hall. For more information, please contact Arpad von Klimo at klimo@pitt.edu.

**FELLOWSHIPS, GRANTS, AND OPPORTUNITIES**

**FOREIGN LANGUAGE AREA STUDIES (FLAS) FELLOWSHIPS**  
FLAS Fellowships are funded by the U.S. Department of Education with the express intent of promoting the study of a modern, European foreign language within a cultural, scientific, historical, or artistic framework. Fellowships are awarded annually for summer and academic year study. Summer awards must be used for intensive language study, while academic year awards may be used for required coursework or dissertation research. Awards are contingent upon renewed funding from the U.S. Department of Education. For more information, please visit www.ucis.pitt.edu/euce/students/graduate/EUCE-Dissertation.html. The deadline for fellowship applications is February 23, 2010.

**EUCE SUMMER PRE-DISSERTATION FELLOWSHIPS**  
The EUCE Summer Pre-Dissertation Fellowship is a competition for advanced graduate and professional students for research or internships related to post-WWII European integration. The award is intended to assist students who have a strong interest in issues of European integration and need to pursue their research agenda on-site in Europe or to participate in an internship directly related to their research interests. For more information, please visit www.ucis.pitt.edu/euce/students/graduate/EUCE-Pre-Dissertation.html. The deadline for fellowship applications is February 23, 2010.

**EUCE DISSERTATION FELLOWSHIPS**  
The EUCE Dissertation Fellowship is a competition for Ph.D. students at the University of Pittsburgh who have passed comprehensive examinations and have passed, or will shortly pass, their overview, and are writing a dissertation on a topic directly related to the European Union. The fellowship will support on-site dissertation research or support the writing of the dissertation. For more information, please visit www.ucis.pitt.edu/euce/students/graduate/EUCE-Dissertation.html. The deadline for fellowship applications is February 23, 2010.

**UCIS INTERNATIONAL STUDIES FUND**  
The International Studies Fund is intended to help students at the University of Pittsburgh to conduct research on international issues or in international settings. “International” is defined as relating to another country or culture, comparative analysis covering more than one country or culture, studies of international relations or of transnational activities, or studies which examine topics related to global issues. Full-time graduate and undergraduate students at the University of Pittsburgh from all Schools and Campuses are eligible to submit a proposal, including international degree-seeking students. For more information, please visit www.ucis.pitt.edu/main/isf.html. Please contact eweiner@pitt.edu with any questions. The deadline for applications is March 15, 2010.

**RUSSIAN AND EAST EUROPEAN SUMMER LANGUAGE INSTITUTE**  
The 2010 Russian and East European Summer Language Institute (SLI) at the University of Pittsburgh will offer a number of intensive language courses equivalent to one academic year of college-level language instruction. The study abroad programs include excursions and cultural programming in the targeted countries. All applicants may apply for SLI scholarships. For more information, please visit sli.sla.vic.pitt.edu or contact Christine Metil, Department of Slavic Languages and Literatures, University of Pittsburgh, 1417 Cathedral of Learning, Pittsburgh, PA 15260 by phone at 412-624-5906 or email at slavic@pitt.edu. The deadline for applications for scholarships and all study abroad programs is March 19, 2010.

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The origins of today's European Union lie in a series of agreements in the early post-Second World War period primarily intended to create a framework for Franco-German cooperation. The impetus and design of the Treaties of Paris (1951) and Rome (1957), which led to the formations of the European Coal and Steel Community (ECSC), the European Economic Community (EEC), and the European nuclear agency (EURATOM), can only be understood in the context of two fundamental challenges: the development of the Cold War between East and West and the French government's determination to prevent the resurrection of a powerful, centralized German state.

The most important foreign policy priority of French administrations following the war was to ensure that German economic and military power would never again be able to threaten French security. To this end, French prime minister Charles de Gaulle's provisional government demanded a punitive peace: France would annex the Saarland; the Rhineland and Ruhr must become independent states or also be annexed to France; German industrial production levels would be strictly limited to prevent remilitarization; a Bavarian republic would be created, if possible; Germany would pay its victims long-term reparations in resources. The latter demand was of central importance as the future of the French steel industry depended on German coal deliveries.

French governments used their veto power in the Inter-Allied Control Commission to block all initiatives from the U.S., U.S.S.R, and Britain to create inter-zonal administrative structures in Germany. The hard-line and extractive French foreign policy had the support of all major political groups, with the exception of the French Socialist Party (SFIO). This party, a key element of French coalitional governments throughout the Fourth Republic (1946-1958), called for a united Germany and opposed the annexation of German territories other than the Saarland. The party subsequently dropped the latter position as well, and a Socialist-led government negotiated the return of the Saarland to Germany in 1956. The SFIO was the only French party in the years following the Second World War to advocate what would later become the principle elements of the European integration process. The French Socialists opposed the policy of “grandeur” intended to reassert French national power and instead tirelessly argued for the creation of supranational institutions to insure peace and economic cooperation. From 1944 to 1947, the French Socialist Party alone promoted Franco-German reconciliation in the National Assembly and argued for Germany's eventual inclusion on equal terms in a European or world federation.

By the late 1940s, many U.S. and European policymakers considered the crafting of a powerful western European political, economic, and military bloc to be crucial to prevent the spread of what they saw as aggressive Soviet expansionism. In addition, many European politicians came to believe that the European states would fall prey to larger economic units unless they formed an economic union. Under these pressures, French foreign policy underwent a major realignment from 1948 to 1950. In 1948, the French government agreed to the creation of a West German Republic; in 1948-49, it acquiesced in the expansion of German industrial capacity; then in 1950, Foreign Minister Robert Schuman proposed a European Coal and Steel Community, which would include Germany as an equal member. The Pleven Plan, announced by French Prime Minister René Pleven in 1950, would have created a European Defense Community (EDC) with German participation. The EDC was designed to complete the process of West Germany's military and economic integration into western Europe but was defeated in a procedural vote by the French National Assembly in August 1954. As a result the European integration process proceeded in these years without a supranational military organization.

This summer, with the generous assistance of the European Union Center of Excellence, I conducted research on the French Socialist internal policy formation process and the domestic political situation surrounding European integration and Franco-German reconciliation policies in three Parisian archives. EUCE's support allowed me to access internal party memoranda and correspondence, as well as foreign ministry documents and National Assembly records. I will use this material in my research on the geopolitical and ideological considerations of the SFIO in this period. I intend to extend this approach of examining the domestic context of the European integration process to include the German Social Democrats (SPD) as well.

My dissertation research focuses on the French Socialist Party’s role in the transformation of the French government’s position from de Gaulle’s initial policy to one that envisaged Franco-German reconciliation within a set of supranational institutions. While shifts in geopolitical conditions are crucial

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**Fellowships, Grants, and Opportunities**

**VISITING FELLOWSHIPS AT BROWN UNIVERSITY**
The Watson Institute at Brown University seeks several recent PhDs for three year residential visiting fellowships, beginning July 1, 2010. Successful candidates will pursue their own research and also contribute to the development of collective and collaborative research at the Institute. They will teach one course per semester, chosen in consultation with the Institute’s director, and advise students. For more information, please visit [watsoninstitute.org/news_detail.cfm?id=1265](http://watsoninstitute.org/news_detail.cfm?id=1265). Informal inquiries should be emailed directly to Deborah Healey at Deborah.Healey@brown.edu. The deadline for applications is February 15, 2010.

**EU CENTRE IN SINGAPORE VISITING FELLOWSHIPS**
The EU Centre in Singapore invites applications for Visiting Fellowships tenable in the period May 2010 – March 2011. Scholars and experts on EU’s foreign policy / trade policy; EU’s relations with ASEAN / Asia; and EU’s energy, environment and climate change policies are encouraged to apply. Visiting Fellows will spend 4-12 weeks at the Centre, developing a research project on their own or in partnership with local researchers, and contributing to the education and outreach activities of the Centre. For more information, please visit [www.eucentre.sg/](http://www.eucentre.sg/) or email euchead@nus.edu.sg. The deadline for applications is February 28, 2010.

**INSTITUT D’ETUDES POLITIQUES DE PARIS (SCIENCES PO)**
The University of Pittsburgh offers a direct exchange program for undergraduate and graduate students with Sciences Po in Paris, France. Courses are taught in French and some in English, and an applicant needs a level of French proficiency sufficient to get along in the urban environment of Paris. Applications must be coordinated with and approved by the European Studies Center. For more information, undergraduate students should contact Steve Lund at slund@pitt.edu, and graduate students should contact Thomas Allen at tfa3@pitt.edu. The deadline for applications for the 2010-2011 academic year is March 1, 2010.

**EUROPEAN SPRING INSTITUTE 2010**
The Centre for Public Policy (Centrum pro verejnov politiku - CPVP) is pleased to announce the European Spring Institute 2010 on the Future of Europe: Lobbying in Brussels in Prague on March 27-April 3, 2010. The program provides 30 undergraduate and graduate students with an exciting opportunity to deepen their knowledge of the current EU politics through exchange of ideas with academics, policy practitioners and fellow students from different cultural environments and combines intensive academic courses with cultural, social and recreational opportunities. For more information, please visit [www.esi.cpvp.cz](http://www.esi.cpvp.cz). The final deadline for applications is March 8, 2010.

**EU STUDIES SUMMER PROGRAM IN BRUSSELS**
The EU Studies Summer Program in Brussels offers U.S. and Canadian students the opportunity to study the emergence of a united Europe in its dynamic core. This summer program at the Université Libre de Bruxelles is designed for advanced undergraduate students interested in the politics of the EU. The five-week program features lectures and seminars, as well as meetings with European officials and site visits to major European institutions and organizations. The program is supplemented by cultural and social events in and around the city, as well as a three-day trip to Luxembourg. For more information, please visit [jsis.washington.edu/euc/brussels/](http://jsis.washington.edu/euc/brussels/) or contact Mark Di Virgilio at euc@u.washington.edu or 206-616-2415. The deadline for applications is March 12, 2010.

**CALL FOR PAPERS: TALLINN UNIVERSITY OF TECHNOLOGY 2ND INTERNATIONAL CONFERENCE**
Tallinn School of Economics and Business Administration of the Tallinn University of Technology invites paper proposals for its 2nd International Conference, “Economies of Central and Eastern Europe: Convergence, Opportunities and Challenges” from 13 - 15 June 2010 in Tallinn, Estonia. This conference, organized in collaboration with the Society for the Study of Emerging Markets and Eesti Pank (Central Bank of Estonia), aims to bring together academics and practitioners to discuss topical issues and disseminate high quality research in economics, finance, and business administration with a focus on Central and Eastern Europe. For more information, please visit [tseba.ttu.ee/ECEE2](http://tseba.ttu.ee/ECEE2). The deadline for submitting extended abstracts is March 15, 2010.

**EUCE/ESC Newsletter:**
Director: Professor Alberta Sbragia
Associate Director: Timothy Thompson
Editor: Julie Draper

For newsletter announcements, comments, or submissions, e-mail: eucnews@pitt.edu

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A Journey to Morocco: An ESL Teacher Becomes a Modern Standard Arabic Learner

by Benjamin E. Friedline

PhD Student, Department of Linguistics

Benjamin Friedline was the recipient of a Foreign Language Area Studies (FLAS) fellowship for the summer of 2009.

As a PhD student in linguistics, I typically spend my summers either teaching English to adult second language learners or conducting research on how adults acquire second languages. This past summer was not a typical summer, for I traveled to Morocco with the aid of a Foreign Language Area Studies (FLAS) fellowship to study Modern Standard Arabic at the Arabic Language Institute in Fez. My experience as a language researcher and teacher placed me in a unique position as I became a student of the Arabic language and culture in Morocco.

I knew from my studies in linguistics that exposure to spoken Arabic would play an important role in my language acquisition process. What I did not expect, however, was that the dialect that people would speak outside of the school would be so different from the classical Arabic I had studied while in the U.S. In fact, Moroccan Arabic is a combination of classical Arabic, French, and Berber, the language indigenous to Morocco. This meant that I studied classical Arabic at the language center but had to learn the local dialect to communicate with the local population.

Fortunately, I chose to stay with a Moroccan family as part of my language study program. The home stay with a Moroccan family was the highlight of my trip to Morocco because it brought me into direct contact with the language and culture. Since none of the members of my home stay family spoke English, this experience provided me with an excellent opportunity to practice my listening and speaking skills in the local dialect. I knew very little Moroccan dialect prior to traveling to Morocco but was able to quickly pick up basic language skills to communicate with my hosts and the local people in my community. Being placed in a situation where English could not be used to communicate made it a lot easier to speak only Arabic and was a great aid in learning Arabic. Although language learning was my primary goal in traveling to Morocco, cultural learning was also an important part of my studies. By living in a Moroccan home, I learned about Moroccan beliefs and customs and also got a chance to savor the traditional cuisine, including dishes such as couscous and tangine.

My formal learning of Arabic occurred at the Arabic Language Institute. My studies at the institute involved writing, reading, listening, grammar, and speaking in Modern Standard Arabic. My experience as a language teacher aided me in the classroom because I knew how to monitor my own language learning by keeping a vocabulary notebook and by paying attention to the frequent mistakes that I made. I also knew to pay attention to my teachers' feedback so that I could learn from my mistakes and improve my accuracy when writing or speaking Arabic. Overall, these strategies were a great help in enhancing my Arabic skills to the point that I could use Arabic in my own research program.

As I mentioned above, I conduct research in the area of second language acquisition. For one of my PhD comprehensive papers, I am researching how having Arabic as a first language influences the second language acquisition of English. My knowledge of Arabic grammar gives me direct insights into how the grammar of Arabic may make it difficult for Arabic-speaking people to learn English. For instance, I now know that Arabic and English differ in how possession is expressed. English uses --'s as in the teacher's book, but Arabic combines two nouns as in “book the teacher” to express the same meaning (i.e., the teacher's book).

Research of this type is important because it informs language teaching methodologies, especially those that affect Arabic learners of English. If I know how an Arabic-speaker's first language will affect their acquisition of English, I can design teaching materials that specifically address the needs of learners with an Arabic language background.

Overall, my home stay and my time at the Arabic Language Institute both involved different types of Arabic learning, but both were critical to my language learning in Morocco. As a language teacher, I knew how to take advantage of both learning environments to learn as much language as possible. Right now, I am using my Arabic skills as I conduct research in the area of second language acquisition. Without the help of the FLAS summer fellowship, I would not have the language skills to do the work that I am now doing in second language acquisition. In the future, I hope to have other opportunities to study Arabic, for I would eventually like to be able to teach Arabic to others in a university setting.
exciting and well-paying and because those interested recognized that the special competitions improved their odds of success. I should note that several University of Pittsburgh graduates have now succeeded in the special competitions and are happily at work in Brussels.

Past research has made clear that nationality has always played a greater role in hiring and promotions at senior levels than at entry level. The political leadership of the Commission, the College of Commissioners, consists of one commissioner from each member state. Below that level, the Commission is structured in Directorates General (DGs), the functional equivalent of U.S. government departments and agencies. Each is headed by a Director General (also, confusingly, abbreviated DG), under whom are Deputy DGs, Directors, and Heads of Unit. For each of these levels, there is a target for hiring from the new member states, and each country hopes eventually to have at least one Director General. Hiring at the Head of Unit level is also via a competition managed by EPSO. The higher levels, however, are recruited directly by the DG for Human Resources of the Commission, with a conscious effort to ensure adequate national representation. Overall, this process has worked well and most of the targets have been met or are very close, although the EPSO website still lists some recent competitions that are specific to those countries not yet fully represented. But, as discussed below the results differ by organizational level.

The role of nationality in the European Commission is quite complex. Scholars of diversity have generally found a link between passive representation (employees who look like the citizens) and active representation (employees who represent the preferences or needs of their group, race, or gender). But the European Commission defines its role as supranational and makes it very clear that staff work for the Commission and do not represent their home countries. They reinforce that value by favoring, in the selection process, people with international backgrounds, such as those who have worked or studied abroad, and by avoiding people who are too narrowly nationalistic in their perspective. Yet this conflicts with the view of the national governments, which clearly see having their nationals within the Commission as conferring some advantage.

In national governments, there are two main human resource models: career systems, in which people are selected based on their general skills and promise, enter at the bottom, and work their way up the ladder, and position-based systems, in which job candidates compete for a specific position and their entry rank depends on the position they fill. In the United States, the U.S. Army is a career system, and the federal government is a position-based system. The European Union is a hybrid. For entry-level job candidates, it is a career system, and indeed, the norm is that people enter quite young and work their way gradually up the career ladder, so that the majority of managers have been in the organization for 20 years or more. But at the top levels (Director and above), managers are sometimes hired from the outside for specific positions. This can create tensions between the newcomers and those who have patiently waited for promotion only to see their way blocked by someone who has, in EU parlance, “parachuted” into a senior position. This organizational dynamic helps us to understand why it has been much easier to hire thousands of new staff at entry level and to bring them in and socialize them to the norms of the organization than it has been to recruit hundreds of mid-level and senior managers.

At entry level, in fact, new staff come from backgrounds that are not very different from those of staff recruited from “old” Europe – the 15 countries that made up the EU prior to the recent enlargement. Like their peers, they are a multi-lingual and cosmopolitan group, with advanced degrees most often in law, economics, or political science. Few have serious problems adapting to life in the Commission or in Brussels, and very few have failed to complete their probationary period or chosen to leave. Indeed, some of the senior managers report that the recruits from Central and Eastern Europe may actually be better than those from the EU-15 countries. Only rarely did I hear negative reactions to this group.

In contrast, it has been much harder to recruit senior managers to apply. Those who already have successful careers, as well as houses, spouses, and children in school, are less attracted to the challenge of moving to Brussels and restarting their career (at some risk, since they, too, must complete a probationary period). While some senior managers have actively reached out to people they already knew in the new member states and encouraged them to apply, for some positions, the pool of candidates has not been as large as hoped, and the quality of candidates has been decidedly mixed. The backgrounds of senior-level candidates are much more varied than the backgrounds of those who have grown up in the organization, and in many cases, they have been shaped by the traumas of the transition from Communism.

For many of the new senior managers, the entry has been challenging and the learning curve steep. They have not had years to learn how the organization really works as opposed to how it works on paper, nor have they yet built up their own networks of friends and contacts. Some have faced open hostility, although fortunately that is the exception; most have had good support from their peers and superiors. They have all gone through formal training programs, and many have worked with management coaches. Those who arrived first are settling in, and some are being promoted, including one who has been named the first Director General from a new member state. Overall, the European Commission has successfully dealt with the challenge of bringing on board thousands of new staff and integrating them into the
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organization.

The longer-term question is what impact these newcomers will have on the institution. Some answers are already obvious: by conscious policy, the new managers (and non-managers) include more women than those hired in the past. The new managers are also in some cases quite young, especially when compared to senior managers who move up from within. The potential conflicts are obvious. Further, while the entry-level staff are busily learning French to fit in, the senior managers are pushing the organization rapidly away from French, increasing the dominance of English.

It is still too early to see clearly what the impact of the new staff will be on organizational culture or policy making. The large number of countries and their diversity in terms of culture, historical background, and current political concerns makes it hard to draw broad generalizations. Most visible will be those coming from Poland, as it is by far the largest of the new member states so almost 40 percent of the new positions are targeted for Polish citizens, and the first person promoted to the rank of Director General is Polish. At the staff level as well as at the political level of the College of Commissioners, the Poles (along with those from other new member states) have definitely had an impact on relations between the EU and Russia, and they have also strongly supported what is called “neighborhood policy,” providing support to the EU’s neighbors. Over the next two years, as I complete a book manuscript, I will be following up with additional interviews to look specifically at the question of the eventual impact of the enlargement on the European Commission’s management culture and policy.

A note on sources:
This short paper is based on several conference papers and publications, listed below. All are available on Prof. Ban’s website: carolynban.net.


“Coming in to the ‘House’: the Arrival of Managers from the New Member States, Paper presented at conference on the reform of EU public administration, Brussels, December 10-11, 2009 [forthcoming, in French, in a special issue of la Revue française d’Administration publique].

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to understanding the change in French government policy, the presence of a political party ideologically predisposed to supranational measures and Franco-German reconciliation was integral to the success of the new policy. Although for much of the Fourth Republic the Socialists did not control the Foreign Ministry, French leaders took account of the Socialists’ position, as they often had the means, and on occasion the will, to bring down fragile coalition governments. In addition, due to the strength of what were considered to be anti-system parties, i.e., the French Communist Party (PCF) and the Gaullists (RPF), French Socialist votes were absolutely essential for the approval of all the major treaties that instituted the European integration process. Lastly, it was a Socialist Prime Minister, Guy Mollet, and a Socialist Foreign Minister, Christian Pineau, who negotiated the creation of the EEC and EURATOM with their German, Italian, and Benelux counterparts.

Although Mollet said that the EEC was perhaps the greatest achievement of his administration, Socialist enthusiasm for the European integration process declined markedly in the 1950s. The development of the Cold War and the refusal of Great Britain to participate in European integration initiatives presented major challenges for SFIO party unity. For a period of time, the party refused to accept the division of the world into blocs, and even when it had done so by voting for the treaties leading to the creation of the Atlantic Alliance, the SFIO continued to oppose measures that appeared to provoke the USSR. Socialist disunity doomed the prospects of the EDC, as leading party members sparred over whether collective security or measures designed to ensure peace with the USSR should be given priority. The Socialist schism broke the majority in favor of European initiatives in the French National Assembly, and the EDC went down in defeat in the National Assembly. The party was also severely disappointed by the decision of the Scandinavian and British governments, in whose countries socialist parties were powerful elements, not to join the ECSC and EEC. Many French Socialist leaders viewed the resulting six-nation Europe to be a truncated, or worse, a Catholic or “Vatican” Europe, far from their ideal of a united, and ultimately socialist, European federation. The French Socialist Party, essential to the success of the policies leading to the EEC, was never satisfied with its results.

Note to EUCE/ESC Affiliated Faculty, Students, & Alumni:
Please keep us informed about your professional achievements pertaining to the study of the EU and Europe. Send news of awards, grants, publications, job appointments, etc., to the Newsletter Editor at eucnews@pitt.edu.
If you would like to be added to the EUCE/ESC newsletter's electronic distribution list, please email the Center at euce@pitt.edu. Include the subject line “Newsletter” and your name, address, and affiliation. You can also call us at 412-648-7405 or send a fax to 412-648-2199. In addition, the latest edition of the newsletter and a complete, updated list of events can always be found at our website: www.ucis.pitt.edu/euce/euce.html.

**MARK YOUR CALENDARS**
- **February 5** - Film: *L’Auberge Espagnole*. 1:00-3:30 p.m., 3610 Posvar Hall.
- **February 10** - Lecture: “Higher Education in Turkey.” 12:00 noon, 4130 Posvar Hall.
- **February 17** - Lecture: “Free Labor and Revolution in the 19th Century German Atlantic.” 2:00-4:00 pm., 4500 Posvar Hall.

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