



## FALL 2020

- 1 **Director's Message**
- 2 **Study Tour Interrupted**
- 3 **Grantee spotlights**
- 6 **JMintheUS**
- 7 **Finnish Environmental Ed**
- 8 **LCTLs in the Time of COVID**
- 9 **Pitt Engage Campaign**



## DIRECTOR'S MESSAGE

Dear ESC colleagues, students, and friends,

We have reached the end of a second unusual semester (something I couldn't have imagined saying at the end of the last semester!). But, here we are. In the pages that follow, you'll read about some of our virtual programming this fall and how our students and affiliated faculty have successfully adapted to teaching and conducting research during the pandemic. As I look back to all we have done this semester and how we were able to successfully pivot to conducting our events virtually, I want to thank the ESC staff for all of their hard work, passion and commitment to our mission. None of this would have been possible without them!

We kicked off our Year of Creating Europe in September with a virtual roundtable titled "70 Years of Creating Europe: United in Diversity". Our panelists reflected on the EU's motto—"united in diversity"—70 years after the Schuman Declaration which created the European Coal and Steel Commission, a forerunner to the European Union. The following roundtables all explored different aspects of diversity in Europe—from inclusive communities in Germany, to race and ethnicity in France, and social cohesion and social trust in the Nordic countries. Our Jean Monnet Center of Excellence Lecture was given by Fiona Greenland of the University of Virginia and focused on creating nations through cultural power by exploring the fascinating topic of tomb robbers in Italy.

*Continued on page 9*



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## CONVERSATIONS ON EUROPE FALL 2020 In review

### *Year of Creating Europe: United in Diversity?*

**September** - 70 Years of  
Creating Europe: United in  
Diversity?

**October** - Cultural Diversity and  
Community Building in Germany

**November** - Cementing the  
Boundaries of Frenchness:  
Race/Ethnicity and Belonging in a  
Non-Color-Blind French Republic

**December** - The Nordic Model:  
Social Cohesion, Cultural  
Diversity, and Trust in  
Institutions in Northern Europe

*Videos of past Conversations on  
Europe, as well as additional  
suggested readings, are  
available on the [ESC website](#).*

## SPRING 2021 PREVIEW

### *Year of Creating Europe: Creating Europe through...*

**January 21** - Creating Europe  
through crisis

**February 18** - Creating Europe  
through the Built Environment

**March 18** - Creating Europe  
through Multilingualism

**April 15** - Creating Europe  
through Creative Europe

## Cultural Regeneration Capstone

by Sabina Deitrick

Comparative Cultural Regeneration in Pittsburgh, Newcastle, UK, and Saint Etienne, France, was part of the Transatlantic Perspectives on Energy and Cities (TPEC) project of the Jean Monnet Network, a partnership of the University of Pittsburgh, Newcastle University, Université Jean Monnet Saint-Étienne, Sciences Po Lyon, through Pitt's European Studies Center in collaboration with the Graduate School of Public and International Affairs (GSPIA). TPEC is funded through the Erasmus + Programme of the European Commission.

This course, taught by Professors Sabina Deitrick (GSPIA) and Michael Glass (Urban Studies) brought together 2nd year GSPIA masters students for a year-long capstone experience in comparative international research in Pittsburgh, PA, Newcastle, UK, and St. Etienne, France. The focus of the course was on cultural regeneration – studying and analyzing how culture-led initiatives in these three former industrial cities have helped with revitalization and regeneration in the post-industrial era. Students focused on similarities and differences in the three cities and the roles of the public, nonprofit, and private sectors in forming partnerships aimed at cultural developments and placemaking initiatives.

The students' work centered on three themes:

- How have culture-led regeneration strategies become important for post-industrial revitalization in these three cities?
- What roles do government, nonprofit organizations, and private entities play in cultural regeneration strategies in the three cities?
- And how do local values and culture impact the effectiveness of cultural regeneration efforts?

The course covered the 2019 – 2020 academic year. The fall term was spent mainly on the Pittsburgh case study, learning about the Pittsburgh Cultural Trust and its role in the Cultural District in Pittsburgh's central business district. Students also examined placemaking in Pittsburgh neighborhoods and the role of artists in neighborhood-level revitalization with a focus on the arts. Finishing up the Pittsburgh case study, they completed the fall term with a review of cultural projects and development in Newcastle and Saint Etienne and began to prepare for the research trip over spring break to the two cities. Work proceeded quickly once the new year began, and students supplemented their own research with contacts and "zoom" (new to us!) meetings with faculty at Newcastle University and Skype meetings with faculty at Saint Etienne. By mid-February, their travel schedule was finalized and their interview schedule was falling into place – four days in Newcastle, three in Saint Etienne and a bonus – a half day in London to visit friends or some sightseeing before the flight back to Pittsburgh. A full schedule for the

*Continued on page 4*

## Remote Research: M. Tegtmeyer

*Editor's Note: The ESC's Klinzing Grant Program supports dissertation and pre-dissertation research on Europe. In 2020, awardees had to defer their award or submit a new research plan (without travel) for approval.*

The Klinzing Dissertation Grant from the European Studies Centre enabled me to further my dissertation project by visiting the Research Centre for Analytic German Idealism (FAGI) at the University of Leipzig in Germany from May to August 2020. Due to the global health situation I had to adapt my original research plan to be carried out remotely.

My dissertation aims to reintroduce key ideas of classical German philosophy into contemporary Anglo-American analytic philosophy of mind and epistemology. It follows Kant and Hegel in explaining the possibility of our knowledge as grounded in the self-conscious character of our mind. It thus brings two traditions into dialogue that are usually studied separately, hampering their communication and collaboration. It is exactly this bringing together of Analytic Philosophy and German Idealism, both as historical traditions of thought and as contemporary forms of ongoing philosophical inquiry, that the FAGI is dedicated to.

My original plan was to travel to Leipzig for three months to discuss my existing dissertation work with the FAGI's faculty and students, to complete the third chapter of my dissertation, to prepare some of the dissertation material for publication, to attend seminars and colloquia at the FAGI, and to present my research at relevant conferences in Europe. Despite the Covid-19 pandemic making it impossible for me to physically travel to Germany, I managed to implement most of my research plan remotely. I organized regular Zoom-meetings with the faculty at the FAGI to discuss my existing and future dissertation research. This enabled me both to discuss and revise the existing two chapters of my dissertation and to complete a draft of my third chapter. I also managed to draw the material of chapters two and three together into a paper that I submitted for review to the philosophy journal *Synthese*. Furthermore, I attended Professor Jean-Philippe Narboux's weekly seminar on 'Negation, Falsehood, and Nonsense', which although it was held entirely remotely, still gave me a chance to interact with some of the students in Leipzig.

Overall and given the circumstances, my research visit was a resounding success, not least since I remain in steady contact and exchange with faculty and students at the FAGI and hope to be able to visit the research center in person in the not-too-distant future.

*Continued on page 6*

## IN MEMORIAM



The ESC regrets to announce the passing of Professor Emeritus, Dr. Martin Staniland, of the Graduate School for Public and International Affairs.

Dr. Staniland was a stalwart supporter of the Center from its founding. He regularly attended events and was the intellectual organizer of symposia and conferences on commercial air policy and the European Union. Even after his retirement from Pitt in April 2018, he continued to attend events and offer insightful questions to presenters.

He will be much missed.



# Cultural Regeneration Capstone

*Continued from page 2*

seven students in each city, with over a dozen interviews scheduled for the week.

All quickly came to an end as COVID's creep became a full-blown epidemic in all three countries by the beginning of March and the trip was officially cancelled with all international travel from Pitt on March 3rd. Students had to immediately shift to contacting scheduled interviews and attempting to reschedule as many as possible via zoom. Finishing out their "international" research two weeks later, the students managed six interviews in Newcastle and four in Saint Etienne.

Their final report, "Comparative Cultural Regeneration in Pittsburgh, PA, Newcastle upon Tyne, U.K., and Saint-Étienne, France," concluded with the following:

- There is an inherent tension between the preservation of cultural entities while also modernizing the city.
- Community engagement is key to achieve people-centered cultural regeneration.
- Newcastle serves as an example of a regional approach to economic and cultural development with its identity as a "center of the North."
- Newcastle occupies a more fluid space between the more rigid and opposing governance models of Pittsburgh and St. Etienne.

Comparative work across countries remains a vital part of many students' educational experience and the disappointment for these seven students, after preparing for their comparative case study research for six months, was especially disappointing. But the class and research exemplify the importance of students working in a comparative framework, testing out new ideas, engaging in peer-to-peer learning through group efforts, and understanding the contextual and administrative differences between institutional developments across countries. Students also gained much in understanding the differences in the nonprofit sector across countries, the roles of local governments and the multi-tiered structure of arts development across many layers in all three countries. As in so many projects ended through COVID, their disappointment cannot be replaced with the successful effort they resumed through April, but they did indeed contribute to important understanding and analysis of comparative cultural regeneration in these three post-industrial cities.

*Sabina Deitrick is Associate Dean and an Associate Professor at the Graduate School for Public and International Affairs at Pitt and a member of the European Studies Center's Faculty Advisory Board.*



*GSPIA students touring Pittsburgh's cultural district as part of the capstone course in the Fall semester. Unfortunately, their visits to cities in the UK and France would be virtual only due to the pandemic.*

## Making Adjustments : Alex Honeker

I am a PhD candidate in Political Science specializing in political behavior and political parties. I was fortunate to be one of the 2020 Klinzing Grant's recipients. As part of my dissertation research on the role of populist right parties in fueling the backlash against globalization and free trade in Europe, I had originally planned to use my Klinzing award for a methodological training on quantitative text analysis in the Essex Summer School at the University of Essex (UK). However, as pretty much every other human being across the world in the past few months, my plans were impacted by the COVID-19 pandemic. Thankfully, I was able to find two great alternative online workshops in order to acquire the methodological skills needed to carry out my empirical research.

In early June, I participated in a week-long workshop on “Python for Data Analysis” from Statistical Horizons, a platform providing statistical and data science trainings for researchers working in academia, business, non-profit organizations, and the public sector. This workshop provided me with an introduction to the Python programming language and the basics of text and sentiment analysis. Text analysis refers to the quantitative analysis of text – whether on websites, social media platforms, news sources or other text files – in order to discover relationships in data and conduct statistical analysis. On the other hand, sentiment analysis is a technique within text analysis that categorizes segments of text as positive, negative, or neutral.

After taking this introductory course in June, I then participated in the University of Michigan's ICPSR Summer Program in Quantitative Methods. Due to the COVID-19 pandemic, all ICPSR courses were moved online this year. I enrolled in a 4-week-long Text Analysis course which expanded on the content seen in the Statistical Horizons workshop. This course offered an overview of the R programming language as well as an in-depth introduction to some specific text analysis techniques, such as web scraping (the extraction of data from websites), topic models (used to discover the main “topics” contained in a text document), and the creation of “sentiment dictionaries” (in order to perform sentiment analysis).

These methodological techniques allow researchers in political science, for instance, to analyze speeches or social media posts from politicians in order to find patterns and test hypotheses such as the effect of elite rhetoric on voters' attitudes. I plan to use the skills I obtained by participating in these two workshops to analyze the rhetoric of European populist and mainstream parties on globalization-related topics such as free trade and global economic integration. I plan to do so by analyzing Twitter data as well as historical newspaper articles.

I am grateful for the opportunity that European Studies Center – via the Klinzing Grant – has provided to me. While the COVID-19 pandemic has disrupted our lives in many ways – from the inability to travel abroad to the cancelling of in-person conferences and training programs – modern technology still allows us to keep interconnected and acquire the skills needed to carry on as researchers, and by doing so, have a small dose of normalcy in these challenging times.

*Alex Honeker is a PhD candidate in Political Science at the University of Pittsburgh and is enrolled in the West European Studies Certificate program run by the European Studies Center. Before coming to Pitt, he received a Master's in Public Policy from the Universidad Torcuato Di Tella. His research interests lie at the intersection of political psychology, political economy, and party politics and focus on the determinants of individual attitudes toward globalization.*

## Remote Research cont.

*Continued from page 3*

Undertaking my research remotely saved me the cost of travelling to Germany, thus allowing me to use the grant towards my living expenses, which enabled me to exclusively focus on my dissertation research. The Klinzing Dissertation Grant thus empowered me to make substantial progress towards the completion of my dissertation, while at the same time generating valuable opportunities to collaborate with like-minded scholars at a world-renowned research center in my field.

*Maximilian Tegtmeier is a PhD candidate at Department of Philosophy. He holds a MPhilStud in Philosophy from King's College London and a BA in Philosophy, Political Science, and Economics from Heidelberg University. His research focuses on reviving insights from classical German and ancient Greek philosophy for contemporary debates in the philosophy of mind and epistemology.*

## Jean Monnet in the USA: Programming for a Pandemic

*By Allyson Delnore*

The pandemic has certainly made us all-too-aware of our own limitations and frailties, but it has also made new things possible. Certainly, the European Studies

Center had long collaborated and was experienced with virtual programming, particularly the long-running Conversations on Europe series of virtual roundtables. But with the whole world now virtual, and with more people than ever familiar with video conferencing technologies that before March had seemed unfamiliar to most, the ESC and several other EU studies centers at Universities across the U.S. realized that we could all pool our resources to create virtual programming with a broader impact.



The Jean Monnet in the U.S.A. Series, under the hashtag JMintheUS, features dozens of events during the 2020-21 academic year open to students and faculty at any of the participating universities.

Coordinated by the ESC at Pitt, other participating universities include the Center for European Studies at the University of Florida, the Center for European Studies at UNC-Chapel Hill, the Institute for European Studies at UC-Berkeley, the Center for European Studies at the University of Wisconsin-Madison, the Colorado European Union Center of Excellence at the University of Colorado Boulder, the Transatlantic Policy Center at American University, the Jean Monnet Center at the University of Miami, the Miami-Florida Jean Monnet Center of Excellence at Florida International University, the Jean Monnet Chair at the University of Maryland, the Center for European and Transatlantic Studies at Georgia Tech, the Jean Monnet Center at Virginia Tech, and the Center for European Studies at City University of New York.

Signature events during the Fall semester included a talk by Cecilia Malmström, former EU Trade Commissioner, organized by our partners at UNC-Chapel Hill, a series on Pandemics in Europe organized by University of Florida's team, and a Virtual Briefing on the Transatlantic Relationship after the US Elections organized jointly by Pitt's ESC and partners at American University and Georgia Tech.

JMintheUS events will continue throughout the Spring 2021 semester, including a Brexit Update by Anand Menon in February. For a the current schedule (updated regularly), be sure to bookmark the [JMintheUS website](#).

# Environmental Ed and Transdisciplinarity in Finland

*By Stephen and Cassie Quigley*

In the summer of 2019, Pitt faculty members Cassie Quigley (Education) and Stephen Quigley (English) set off to Finland to document what happens when schools offer students time to engage with nature and learn about their own environmental impact. This trip was partially funded through a Course Development Grant from the European Studies Center.

Finnish schools adopt a transdisciplinary approach to understanding environmental education, which contrasts with U.S. ones, where environmental education is largely taught during science courses and touched on only briefly through earth science standards. As a result, Finnish citizens possess one of the most advanced content knowledge as relates to climate change, and Finnish policies, cultural practices, and aesthetics reflect that knowledge. The researchers visited a number of Nature Schools around Helsinki to observe students learning in nature and to interview teachers and education policy experts with the goal of better understanding the relationship between Nature Schools, the local communities they serve, and the kinds of impact they might hold in establishing policy.

To better communicate their observations, the researchers produced a mobile-ready multimodal installation that incorporates their film project: [Un]disciplining Environmental Education: The Finnish Nature School Model and a number of 360-degree 5-minute meditation experiences designed to inspire the audience to think more about their relationship with nature. The researchers hope by learning about the (un)disciplining of environmental education in Finland, the audience will reflect on how schools can foster individual relationships with nature and how these experiences might translate into policy that addresses our own environmental challenges. Their mobile-ready multimodal installation is available [HERE](#).

A video kiosk now installed in the Global Hub at Posvar Hall will also give students and faculty an opportunity to view and interact with the project.

In the fall 2019 semester, the researchers led a pop-up STEM Communication course where they encouraged students to conduct their own nature study projects. This required students to observe specific sites over the course of the semester and communicate their findings using a variety of modes and media. In thinking about ways to scale-up their multimodal science communication pedagogy, the researchers created My Nature Study, an HTML/CSS coding project that asks students to embed in nature and learn more about coding and science communication. That project can be found [HERE](#). The pop-up course was funded through the European Studies Center's National Resource Center Grant.



*Cassie Quigley (left) is an Associate Professor of Science Education in the Department of Instruction and Learning at the School of Education. Her research addresses the long-term resolution of environmental issues, which includes learning from and with communities.*



*Stephen Quigley (right) is a Lecturer in the Department of English. He teaches digital media production and technical communications. His work examines the role of tools and technology in the production of space and place.*

# Teaching LCTLs in the Time of COVID

by Gretchen Aiyangar

Over the summer, Pitt language instructors took advantage of online training opportunities to prepare for the massive job of moving their language programs to a fully remote model for the 2020/21 academic year.

Along with several of the other academic centers in UCIS, the European Studies Center was able to fund participation in the Center for Advanced Research on Language Acquisition (CARLA) Summer Institutes, including the 5-week Using the Web for Communicative Language Learning, and the one week intensive Foreign Language Literacies: Using Target Language Texts to Improve Communication, for instructors of Arabic, Greek, Irish, Swedish, and Turkish. These sessions gave Pitt faculty the chance to work together with other language instructors nationally and internationally, and to function as students themselves in synchronous and asynchronous online learning environments.

Instructors experimented with a wide variety of tools and techniques which have proved to be extremely useful in the remote classroom, but which will also help us to continue to flip our language classrooms once we are able to return to the Cathedral of Learning and interact with each other in close proximity. Nur Lider, Turkish Language Program Coordinator, commented on the revolutionary impact of collaborative online tools on her classes: "In the past, I've assigned prep-work for classes as a solitary activity, one to be undertaken by each student individually. Of course, students work together in pairs and groups in the Turkish classroom every day, but outside the classroom group work generally consisted of collaborations on projects and presentations. With the help of collaborative online tools such as Voicethread, Padlet, and Flipgrid, my students can already begin to meaningfully engage with texts and with one another outside the classroom prior to coming to class, as a part of their preparation for working with a text rather than as a wrap-up activity." This kind of exploratory group work can be stimulating and motivating, and can have an enormous impact on the way we learn languages, practice communicating in those languages, and build a strong mental scaffolding to boost retention and to support further language learning.

The need to turn to online sources has also opened the floodgates to a variety of new texts and genres that are better suited to a classroom that relies on video feeds and screen sharing. Lider has developed a new social-media-focused project for students in Turkish 7 which requires them to observe social media interactions surrounding a current and evolving environmental crisis in Turkey, simulate a social media discussion on these topics within their Canvas course using #TargetLanguageHashtags, and ultimately interview a Turkish environmental activist who is an active blogger and social media user about the issues and the influence of social media on the outcomes. One big advantage to the remote classroom is the ease with which we have been able to incorporate conversations like this one with international guests into the curriculum. Lider has continued to move beyond the textbook at lower language levels as well, incorporating more topical and current texts into her teaching in a more systematic and comprehensive fashion, and credits her inspiration to her summer CARLA training in the Multi-Literacies framework.

This year has been hard on all of us, and has pushed us to grow and develop in ways we could not have imagined possible prior to the pandemic, but Pitt language instructors have risen to the challenge with creativity and innovation, and Pitt language programs will come out stronger than ever before. Huge thanks to the ESC for always having our backs and supporting our continued development.

*Gretchen Aiyangar is the Language Program Coordinator for the Less-Commonly-Taught Languages (LCTL) Center in the Department of Linguistics at the University of Pittsburgh.*



## Director's Message cont.

*Continued from page 1*

This semester, to kick off the Mediterranean Studies Certificate program, we held a roundtable with Pitt faculty and hosted a lecture by Emmanuel Rota (University of Illinois at Urbana Champaign) on race and racism in the Mediterranean in the early modern period. And we are already enrolling our first students in the program!

Making the most out of our virtual world, we worked collaboratively with other EU Centers around the US through the #JMintheUSA initiative (see page 6). Other successful virtual events included our high school Model European Union simulation (with our undergraduate MEU planned for spring semester) and a community book club.

We are looking forward to another exciting semester of virtual programming in the spring—with our Conversations on Europe series “Creating Europe through...”, an update on Brexit, and a talk on the role of empire in the creation of an integrated Europe, among many other events. We will also be launching two new grant-funded initiatives, including a Jean Monnet Project on Rethinking Europe and European Studies and a new partnership with European studies centers at Florida International University and UNC-Chapel Hill to enhance our Model EU program and Brussels Study Tour and the Global 360 project. Please keep up with our programming and other updates on our website, on Facebook and Twitter--@EuceEsc.

Finally, I would like to personally thank everyone who donated to the Sbragia Fund (see below).

I hope everyone has a safe, joyful, and restful holiday season and new year.

*Jae-Jae Spoon, Director*

## Pitt Engage Campaign

For six weeks in Fall 2020, the ESC ran a campaign to raise funds for the Sbragia Fund in support of graduate student research. The fund was established in honor of Professor Emeritus Alberta Sbragia, who founded the European Studies Center (formerly the Center for West European Studies and the European Union Center of Excellence). Dr. Sbragia retired from Pitt last year after 45 years on the faculty.

Center staff were overwhelmed and thankful for the response we received. An anonymous donor offered a challenge grant of \$10,000 if we met our \$10,000 goal. We did, and then some. \$14,000 from more than 75 individual donors. With the match, that raised the total to almost \$24,000!

If you missed the campaign, but still wish to donate, please click [here](#).

## ESC NEWSLETTER

### Director

Jae-Jae Spoon, Ph.D.

### Associate Director

Allyson Delnore, Ph.D.

For newsletter announcements, comments, or submissions, please email [eucnews@pitt.edu](mailto:eucnews@pitt.edu).

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