



DAYS OF SWEDEN

The Nordic-Baltic Eight format of cooperation (NB-8), signed by Latvia, Lithuania, Estonia, Sweden, Denmark, Norway, Finland and Iceland, aims to promote collaboration within the Nordic-Baltic region across various strata of state, institutional, business and public activities. The objective of this series of seminars organized by the Nordic Center, European Studies, Tourism and Hospitality Management as well as Translation and Interpretation programs of the Baltic International Academy is to celebrate our partner's state holiday:

Sweden's Independence Day of 6 June

by evaluating past, present and foreseeable future development of the “unity.”

In addition, the debates will consider the currently evolving structure of the European Union, increasing self-awareness of the EU member-states at both the political and public strata and the amplifying impact of the USA political and military leadership on the development of local and global affairs.

Themes of Debates

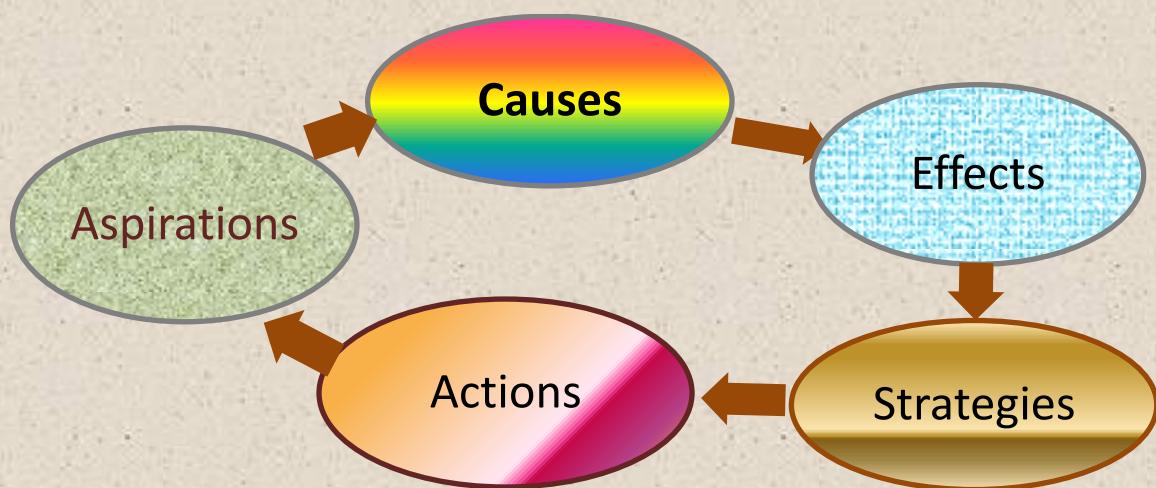


Figure 1: Aspects & Factors to Address in Discussions

The Expected Outcomes of the Seminars

- ❖ Publication of conclusions on the Academy web-site
- ❖ Publication of conclusions and concerns in Latvian online media
- ❖ Setting panels for international scientific conferences on the very same themes to be held at the Academy in 2015
- ❖ Setting themes for forthcoming publications
- ❖ Preparation of an outline of a special issue on the Current Development of the Latvian Nation in Comparison to the Nordic and Anglo-Saxon tradition to be published with an international scientific journal

The following are the themes of interest in these debates.

However, this does not imply that every single aspect outlined below will be addressed at the time of discussions. For example, participants might decide to consider certain aspects on a later occasion or in subsequent publications

Contact person: Dr. Kristīne Uzule at kristine.uzule@bsa.edu.lv

Place of debates: BIA Nordic Center
Room 201
1 Lomonosov st.

REGISTRATION FORM

First & Last Name			
Seminars to attend	<p>Seminar I: May 30 (p. 5) Tourism and Immigration: Sweden</p> <p>Seminar II: June 2 (p. 6) European Quality of Foreign Language Education: Contents and Assessment</p> <p>Seminar II: June 11 (pp. 7-8) English Challenge & Survival of Regional Languages in Regional Communication</p> <p>Seminar IV: June 11 (pp.9-11) Sustainability of Academia in the Baltic Sea Region: Challenges of Local & Global Markets vs. Anglo-Saxon World Dominance</p> <p>Seminar V: September 26 (p.12) Civil Society in Scandinavia, Anglo-Saxon World & Latvia</p> <p>Seminar VI: June 13 (p.13-14) Evolution of the Family Structure in Scandinavia, Anglo- Saxon World & Latvia</p>		
Do you wish to deliver a talk?	Yes	No	
Topic of a presentation			
Length of your presentation	10 minutes	15 minutes	20 minutes
Language of presentation	Latvian	English	Russian
Equipment for presentation			
Position			
Affiliation			
Academic & professional interests & specialization			

Please, complete this registration form and forward it to kristine.uzule@bsa.edu.lv by June 9, 2014.

Tourism &
Hospitality
Nordic Center

SEMINAR & ROUND-TABLE DISCUSSION I

Tourism and Immigration: Sweden

May 30
14:00-16:00

- ❖ **SWEDEN in the context of the Nordic World: Uniqueness and similarities**
 - ❖ National character
 - ❖ Arts and music
 - ❖ Culture, mentality and aspirations
- ❖ **SWEDEN/SCANDINAVIA vs. ANGLO-SAXON WORLD vs. BALTICS:**
 - ❖ Dynamics of tourists' migration
 - ❖ Development of the infrastructure of the hospitality industry
 - ❖ Development of further and higher education in tourism & hospitality management
- ❖ **SWEDEN/SCANDINAVIA vs. ANGLO-SAXON WORLD**
 - ❖ Short-term vs. long-term immigration: laws, practices & cases
 - ❖ Immigration with family members and pets: facts and “code of conduct”



<http://starspangle200.org/the-sights-of-stockholm/the-sights-of-stockholm-2/>

SEMINAR & ROUND-TABLE DISCUSSION II

**June 2
13:00-15:00**

**Translation & Interpretation
Foreign Languages & ECL-Certification
Nordic Center**

**4 Lomonosova st
Room 311**

European Quality of Foreign Language Education:

Contents and Assessment

- ❖ Foreign language assessment in mixed language knowledge and ability classrooms
- ❖ Foreign language assessment in secondary and higher education
- ❖ Development of foreign language competences: Strengths & weaknesses of the Bologna process
- ❖ Development of foreign language competences: State foreign language assessment tests & foreign language assessment tests
- ❖ Contents of foreign language programs

SEMINAR & ROUND-TABLE DISCUSSION III

**June 11
14:00-15:00**

***English Challenge & Survival of Regional Languages in
Regional Communication***

“**The power to control language** offers far better prizes than taking away people’s provinces or lands or grinding them down in exploitation.”

“The empires of the **future are the empires of the mind.**”

Winston Churchill (1943)
(For more quotes, Philipson, 2013)

“Currently, our energy output qualifies us for Type 0 status. [...] But already, we can see the seeds of a Type I civilization. We see the beginning of **a planetary language (English)**, a planetary communication system (the Internet), a planetary economy (the forging of the European Union), and even the beginnings of a planetary culture (via mass media, TV, rock music, and Hollywood films).

Michio Kaku
Professor of Physics
Co-founder of string field theory
City University of New York

Michio Kaku, a co-author of a sub-field of string theory which has been tested by the Large Hadron Collider outside Geneva, argues that the contemporary pace of technological, scientific and social developments indicates that the human civilization is striving to construct supranational, global, structures whose common language happens to be English due to historical and scientific progress¹ as well as the continuous USA political, military and perhaps even economic dominance. One such sign is the presence of English media on local markets, such as the Baltic-Nordic², Indian etc. In Europe, contrary to the Bologna Process, which in writing celebrates the European linguistic mosaic and yet in financial and political aspirations endorses world and European globalization as well as commercialization of European academia, English has also been promoted as a lingua franca of communication (Phillipson, 2013)³.

It seems quite unsurprising that in the context of financially and scientifically disadvantaged Eastern Europe, including the Baltic States, where the optimization of resources has been a key strategic action, the above factors, along with economic hardship and immigration tendencies stimulate the advancement of English language studies, and thus, hinder or limit the interest in languages other than English. In contrast, prosperous regions of Europe, for example, Northern Europe, having more

¹ <http://mkaku.org/home/articles/test>; <http://www.youtube.com/watch?v=219YybX66MY/>

² <http://www.baltic-course.com/>, <http://www.thelocal.se/>

³ <http://www.englishineurope.postgrad.shef.ac.uk/resources/KEYNOTES-COPENHAGEN/PhilipsonArticleCopenhagen.pdf>

available resources to allocate to advancement of other languages, might be found unexpected to undergo similar evolution of language development in cross-cultural communication.

In the UK and Scandinavia, the issue of English as both a threat and resource of opportunities and the issue of influence of local and regional languages in global, regional and national communication have been addressed at various strata and sectors of activities. One such recent joint European project has been coordinated by the University of Sheffield, UK, and has been supported by the Leverhulme Trust.⁴ Multilingualism in the north of the European continent has been discussed at the University College London.⁵ In Scandinavia, the value of Nordic languages in cross-Nordic collaboration has been addressed in various types of publications and objectives promoted by the Nordic Council of Ministers and regional Royal Establishments (Arvidsson, 2012⁶; Brock-Utne^{7,8}; Danish Language Council,⁹ Nordic Language Policies 2006, etc).

The aim of this section of the seminar is to review such recent language developments in the Baltic Sea Region focusing on the themes outlined in Table 1 and Figure 1 below.

ENGLISH DOMINANCE	English permeation of national, regional and supranational academic, scientific, business, public, media and political affairs English as resource for integration into a new empire of the “world mind”
MULTILINGUALISM	Strive for functional survival of other languages as both foreign languages and languages of regional cooperation: Scandinavian, Finno-Ugric, Baltic, Slavic and Romance tongues Languages of cultural heritage and immigrant minorities
ACADEMIA & SOCIETY	Promotion of foreign language multilingualism as a marginalization tactic, especially for developing economies
MEDIA & POLITICS	The power, strategies and resources of academia and society to stimulate language learning and use of non-dominant languages English media in the Baltic Sea region Regional media on English and regional languages National and supranational language policies

Table 1: Issues of Interest for Language Development Discussions

⁴ <http://www.englishineurope.postgrad.shef.ac.uk/>

⁵ [http://www.ucl.ac.uk/scandinavian-studies/language-diversity/Language Diversity in the Nordic Countries and the UK 4.pdf](http://www.ucl.ac.uk/scandinavian-studies/language-diversity/Language_Diversity_in_the_Nordic_Countries_and_the_UK_4.pdf)

⁶ <http://norden.diva-portal.org/smash/get/diva2:702612/FULLTEXT01.pdf>

⁷ [http://www.sprakforsvaret.se/sf/fileadmin/PDF/Norwegian threatened.14.4.07doc.pdf](http://www.sprakforsvaret.se/sf/fileadmin/PDF/Norwegian_threatened.14.4.07doc.pdf)

⁸ <http://www.timeshighereducation.co.uk/news/fears-for-norwegian-as-english-papers-rewarded/201271.article>

⁹ <http://www.translingual-europe.eu/slides/SabineKirchmeierAndersen.pdf>

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SEMINAR & ROUND-TABLE DISCUSSION IV

Sustainability of Academia in the Baltic Sea Region:

June 11
15:00-16:00

Challenges of Local & Global Markets vs. Anglo-Saxon World Dominance¹⁰

“Dear Humanists, science is not your enemy”

Steven Pinker
Harvard University

“A world class higher education is mission critical to Britain as a nation, earning our way to a better standard of living.”

Liam Byrne MP
British Shadow Minister for Universities, Science & Skills

“Humanists are feeling a bit beleaguered these days. And who can blame them? Enrollments in humanities courses are in steady decline nationwide, and everyone’s looking for a cause. Some blame the decline on the tough economy and the relentlessly vocational focus of students. Others attribute it to the “anti-intellectual moment” in which we’re now living. Still others place the blame right in the laps of humanists who have “lost faith in their own enterprise.” They’re committing their own form of career suicide. And then some fault the ever-increasing encroachment of science. For nowadays science tries to answer all questions, including what’s good, beautiful and true.¹¹” (Steven Pinker, Harvard University). And indeed, today, we have an array of tools that allows to tap not only into the matter of the Universe (e.g. hydron colliders), geological, biological and social evolution (computer modeling), but also into the parsing, encoding and representational mechanisms of the human brain (e.g. fMRI) – the brain that is able to examine the structure of the surrounding world and that has been creating the history, arts and values of the humankind.

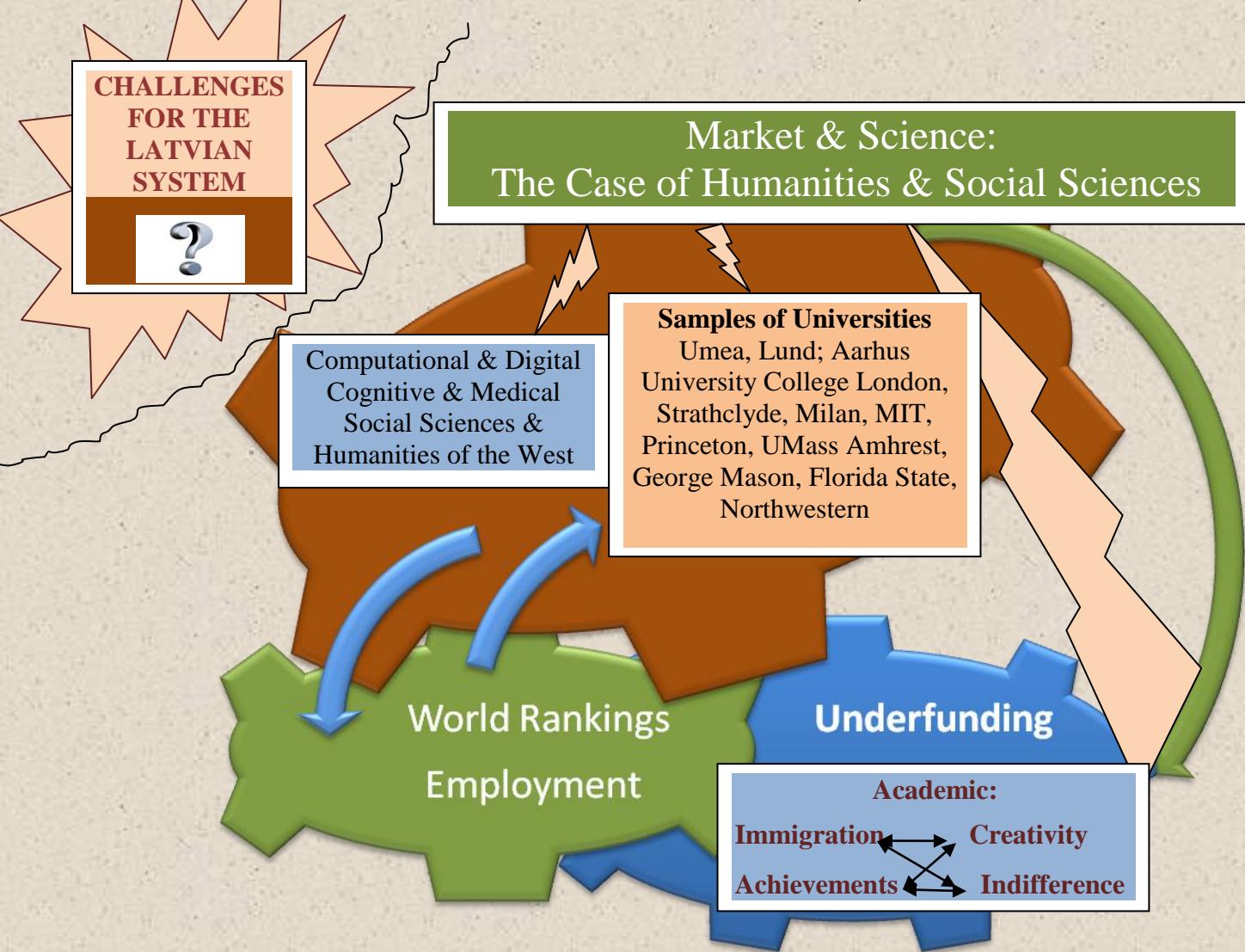
Employment market demands along with technological progress, which on the global scale seems to advance computer science, physics, medicine and brain studies, appear to call for the necessity to transform humanities and [social sciences to “respond to the complex problems and challenges affecting the future of humankind in the 21st century”] (John Brewer, Queen’s University in Belfast).¹²

The aim of this section of the seminar is to address global challenges in higher education and science and discuss the Latvian reality, which in the context of the global world, should create its adequate academic niche. The areas of particular interests are social sciences and humanities, which, in Latvia, do not seem particularly up-to-date at the level of interdisciplinary development - in the West these disciplines merge with computer and cognitive sciences, medicine, physics etc, yielding such new areas as cognitive social sciences, medical social sciences, computational social sciences, digital humanities etc.

¹⁰ <http://www.politicsfirst.org.uk/2014/liam-byrne-mp/>

¹¹ <http://www.openculture.com/2013/08/steven-pinker-dear-humanists-science-is-not-your-enemy.html>

¹² http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uuid=B294E8AA-9D86-FDD3-42F7-B3C66D9A222B



SUSTAINABILITY OF HIGHER EDUCATION IN THE BALTIC SEA REGION:

Regulations, reality and future models of higher education in the Baltic Sea Region, European Union and Anglo-Saxon world

CHALLENGES FOR THE LATVIAN SYSTEM OF HIGHER EDUCATION:

❖ PROLIFERATING ECONOMIC CHALLENGES & EDUCATION:

How do proliferating economic challenges in society affect the development and demand for the overall higher education/science and particular disciplines?

How do European and Anglo-Saxon academic and political tendencies affect the development of the Latvian academic and related public sectors?

❖ **LATVIAN MARKET REALITY & ACADEMIA:**

Do commercialization and market-orientation of the Latvian higher education system overall and humanities and social sciences in particular have the capacity to promote faster development of the system? Why does the recent university system reform of the British government attempt to transform universities into more market-sensitive structures?¹³

“Higher education has a fundamental value in itself” (UK Department for Business, Innovation & Skills, 2011).¹⁴ Does this view translate into a market-related reality of Latvia? What is the de facto value of higher education knowledge, skills and diploma in Latvia: Market demands and responses, salary grades, society and state attitudes, evaluations and actions?

What can the Latvian higher education system and science learn from Scandinavian and British models, the latter, “despite growing international competition, [...] is second in the world for excellence and the UK is the most productive country for research in the G8, producing more publications and citations per pound of public funding than any other major country.”¹⁵

Can recent social sciences and humanities models, such as computational cognitive social sciences, be developed in Latvia? Can Cognitive Behavioral Therapy in the form of computerized priming paradigms be developed to address potential reservations of Latvian social sciences and humanities students? The role of the departments of psychology, physics and computer science in such developments

❖ **SUBALTERN KNOWLEDGE & TABOO SUBJECTS IN ACADEMIA:**

Consistently with Musolff (2012, 2014)^{16 17}, taboos are the instruments that cultures use to navigate social, political and language developments. Thus, is their existence justified? Do discussions of such themes contribute or impede social and academic advancements?

Do such subjects stem from universal features of human societies, such as “tribal” solidarity and delusion, or specific features of cultures, social classes, professions etc?

Do such subjects limit free speech, and thus, perhaps the development of a democratic thought?

Useful links: <http://www.youtube.com/watch?v=B0W9sSqeJnA> (Steven Pinker)

¹³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32409/11-944-higher-education-students-at-heart-of-system.pdf

¹⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32409/11-944-higher-education-students-at-heart-of-system.pdf

¹⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32409/11-944-higher-education-students-at-heart-of-system.pdf

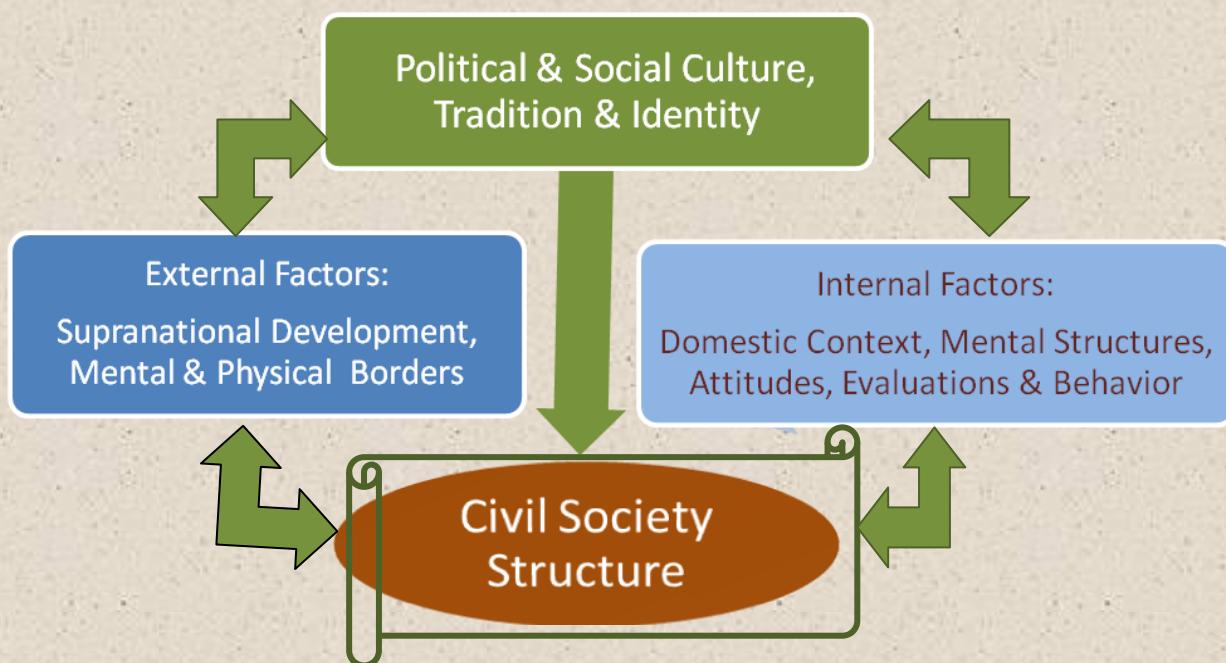
¹⁶ https://ueaprints.uea.ac.uk/40512/1/Language_and_Intercultural_Communication_12-1.pdf

¹⁷ <http://www.goethe.de/ges/spa/sui/en12464944.htm>



❖ **STRUCTURE & DEVELOPMENT, CAUSES & EFFECTS OF CIVIL SOCIETIES:**

Potency in the Nordic and Anglo-Saxon worlds and weakness in Latvia



- ❖ **ACCULTURATION OF TRADITIONAL & RECENT IMMIGRANT ETHNIC GROUPS;
VARIOUS SOCIAL & CULTURAL SUB-GROUPS,** such as homosexuals, communities promoting FGM, child marriage etc.

- ❖ **REGIONALISM VS. ETHICAL, SOCIAL & LEGAL ASPECTS OF GEOPOLITICS:**
Recent and current movements and their future prospects in the Baltic Sea Region, the UK, Spain

- ❖ **DEMOCRACY VS. STATE & SUPRANATIONAL BUREAUCRACY IN EUROPE:**

Does the European bureaucracy limit public and social democracies and their impact on social policies in the EU member states? Does the European bureaucracy stimulate the crisis of nation-states and trigger the necessity to redefine the concept of democracy? The case of emerging British “rebellion”

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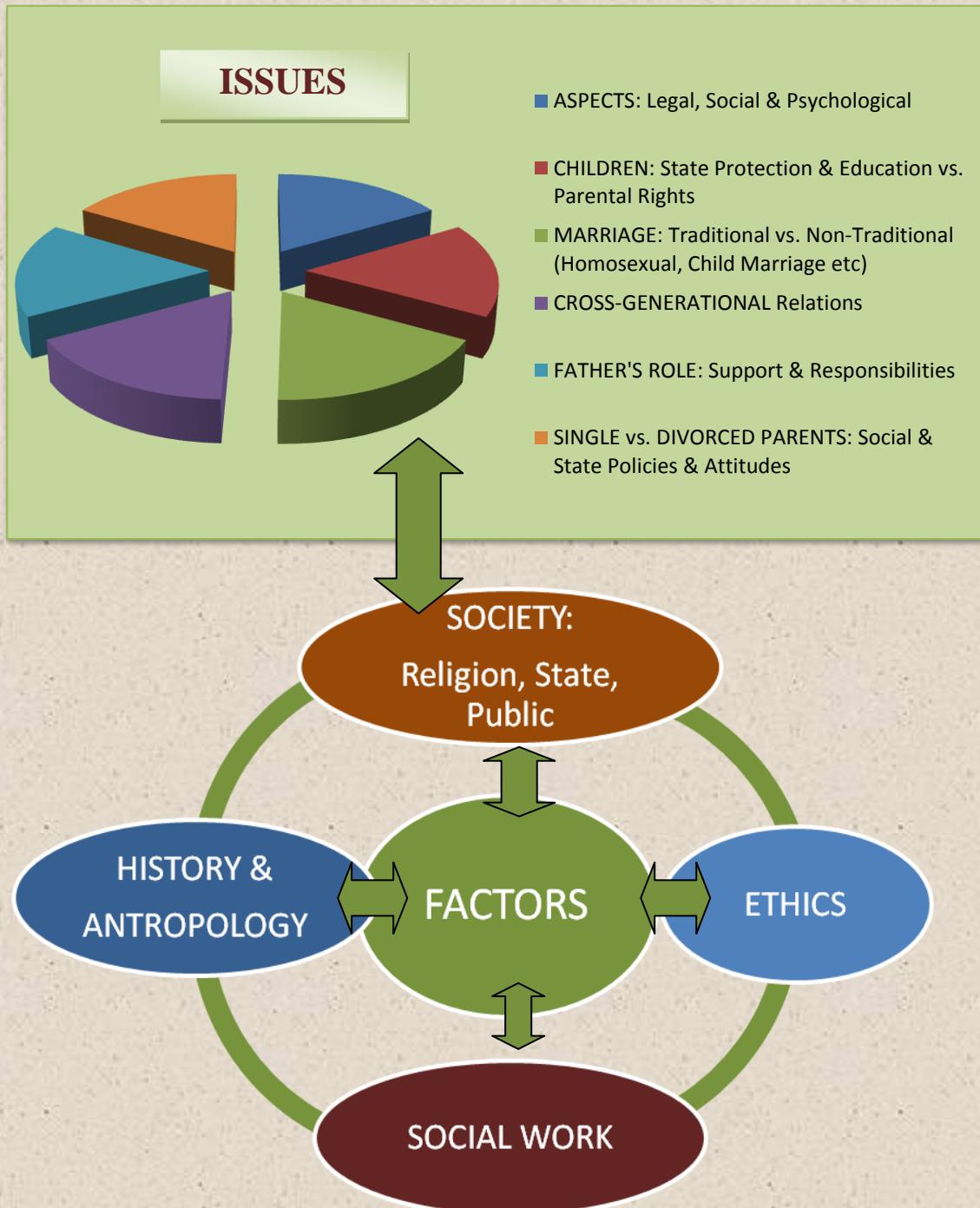
SEMINAR & ROUND-TABLE DISCUSSION VI

Evolution of the Family Structure in

Scandinavia, Anglo-Saxon World & Latvia

June 13
14:00-16:00

- ❖ **ETHICS:** Animal treatment & child education
- ❖ **NORDIC, ANGLO-SAXON & LATVIAN FAMILY:**
Public image in the context of public believes & reality



ADDITIONAL THEMES

- ❖ “Will wedding bells stop ringing?”
- ❖ “No stigma”
- ❖ “Changing rituals”
- ❖ “The controversy of same-sex marriage”
- ❖ “Accepting attitudes early on”

http://www.nordicreach.com/its_about/lifestyle/135/