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Russian at Jefferson High

by Todd Golding

Often when I am talking to people about what I teach, they reply, “Oh, I didn’t know they offered Russian in high schools! When I was in school all we had was French and Spanish!” True, only a handful of Indiana high schools, indeed of American high schools, offer languages deemed to be “critical” by institutions of higher learning. I teach Russian language in Lafayette, Indiana at Jefferson High, a school with an enrollment of about 2,000 students. For the past ten years the Lafayette School Corporation has been committed to providing students with the opportunity to study their choice of two critical languages, Japanese and Russian, at the high school level. (These languages are deemed critical because of their importance for US security and business interests.) In addition, students have a chance to sample a number of languages in the Foreign Language Experience Program as early as eighth grade. Four years of high school instruction are offered in each program. Here at Jefferson our Russian program has experienced wide fluctuations in enrollment—in some years as many as sixty freshmen have enrolled in the first-year course, while in other years we have had as few as nine. Because of the public’s general lack of awareness of the availability of Russian, annual recruitment at local middle schools is one way we try to promote our unique language offerings.

Teaching Russian in the public school setting presents a host of challenges. Most people who teach Russian do so at the university level and enjoy the attention of more or less academically-minded students. The job of a high school teacher, on the other hand, requires intensive attention to behavior and varied learning styles. Russian language is potentially a very difficult subject, and teaching it in an effective, meaningful, and fun way to teenagers elicits a heightened need for creativity, innovation, and patience! The daily opportunities that teachers of French and Spanish have for sharing ideas are more limited for the high school teacher of Russian but exist nevertheless.

The American Council of Teachers of Russian has been an invaluable source for teacher networking. This summer I had the good fortune to attend its teachers study program at Moscow State University. In addition to living with a Russian family and studying at the world-renowned MGU, I was able to enjoy the unique experience of meeting people who had the same profession as I did—teaching Russian to teens! At the summer seminar each of us gave a talk regarding the problems, issues, and challenges in our line of work. Perhaps the most pressing problem addressed was that of the selection of textbooks available at the high school level. For one thing, teachers are usually limited by their state departments of education on what texts they are able to use in the classroom. The bigger issue, however, is money—whereas teachers of the more commonly taught languages are courted by numerous textbook companies, Russian enrollments are not large enough to inspire competition among scholastic publishers. At the moment, most state departments of public instruction have formally adopted only one textbook for use in the classroom, *Russian Face to Face*, published by the National Textbook Company. *Face to Face*’s strength is that it is

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IU Awards for REEI Alumni

1999 James F. Collins
Honorary Doctorate
1998 Stephen Cohen
College Distinguished Alumni
1994 Irene Meister
College Distinguished Alumni

REEI Distinguished Awards

ALUMNI AWARDS

1988 Alexander Rabinowitch
1988 Charles Gati
1995 Gale Stokes
2000 Helena Goscilo

SERVICE AWARDS

1988 Theofanis Stavrou
1988 Robert F. Byrnes
1989 Karen Niggle
1996 Robert W. Campbell
1997 Charles Jelavich
1997 Janet Rabinowitch
2000 William B. Edgerton

REEI Mellon Endowment Awards 2000-01

Faculty Awards

Henry Cooper (Slavics) received a grant-in-aid for international travel to two conferences: The Fourth North American-Macedonian Slavic Conference and The Slovenian Epic Poem on the Occasion of the 200th Anniversary of France Preserens' Birth.

Steven Franks (Slavics/Linguistics) received a grant-in-aid for international travel to the second Generative Linguistics in Poland conference, where he was the keynote speaker.

Bill Johnston (TESOL/Applied Linguistics) received a grant-in-aid of research to support his travel to Poland for consultation on three translation projects.

Alexander Rabinowitch (History) received a grant-in-aid of research to support his travel to London for research on the project "The Cheka and Red Terror in Petrograd."

Graduate Student Awards

Jennifer Day (Slavics) received a grant-in-aid of travel to support her participation in the 2000 Convention of the American Association for the Advancement of Slavic Studies where she presented her paper "Degrees of Distance: Reading Petersburg in the Poetry of Joseph Brodsky."

Heather McDougall (Political Science) received a grant-in-aid of travel to support her participation in the Forum 2000 Conference in Prague where she presented her paper "Committee Report: Civic Education, A Response to the Dilemmas of Globalization."

Katherine Metzko (Anthropology) received a grant-in-aid of travel to support her participation in the 2000 American Anthropology Association meeting where she presented her paper "Understanding When to Ask, When to Listen and When to Act."

Daniel Pennell (History) received a grant-in-aid of travel to support his participation in the 2000 Convention of the American Association for the Advancement of Slavic Studies where he presented his paper "Maniu, the National Peasants, and the Communist Takeover of Romania, 1944-47."

Donald Reindl (Slavics) received a grant-in-aid of travel to support his participation in the "Part of Speech in and across Languages" symposium where he presented his paper "Areal Effects on the Preservation and Genesis of Slavic Postpositions."

Lee Roby (Slavics) received a grant-in-aid of travel to support her participation in the 2000 Convention of the American Association for the Advancement of Slavic Studies where she presented her paper "Kieslowski's Take on 'Who is Not With Us is Against Us.'"

Lynn Sargeant (History) received a grant-in-aid of travel to support her participation in the European Science Foundation, Musical Life in Europe, 1600-1900 symposium where she presented her paper "Ambivalence and Desire: The Problem of State Support for Music Education in Imperial Russia."

Nathan Wood (History) received a grant-in-aid of travel to support his participation in the 2000 Convention of the American Association for the Advancement of Slavic Studies where he presented his paper "Becoming a 'Great City': Metropolitan Imaginations and Apprehensions in the Cracovian Popular Press, 1900-14."

International Education Week at Indiana University Adds to Traditional Teaching Methods

by *Renne Traicova*

The week of November 13–17, 2000 was designated by President Clinton as the start of an annual tradition: a week dedicated to international education. In a first-ever presidential memorandum on this topic, he urged all Americans to observe this week with events and programs that promote and celebrate the benefits of international education in an increasingly interdependent world. The federal government, through NAFSA: Association of International Educators, worked in partnership with educational institutions like Indiana University to sponsor programs that help Americans gain international exposure and broaden their intellectual and cultural horizons. As part of these efforts, REEI, the IU Office of International Services, the Center for Global Change and the Center for Latin American and Caribbean Studies received a grant to organize a series of international educational events. IU chose to use this opportunity to promote non-traditional teaching methods and to bring the latest technological advances to the classroom. With the help of international students and scholars, cultures from around the world were brought home to K-12 Hoosiers via video conferencing.

As a student from Bulgaria, I welcomed this opportunity to share a little about the history, art, religion, music, dance, and life in Eastern Europe and Bulgaria that continue to encompass my world in the United States. I made an interactive presentation to 28 students in Bruce Green's seventh grade social studies class at South Spencer Middle School. In addition, two classes from Southern Wells Junior-Senior High School and Harmony

School were able to view the presentation, but were not equipped to ask questions. I started with a quiz about this part of the world in order to gauge the students' knowledge and was quickly impressed by the answers I received. For

The author (center) teaches a Bulgarian dance with Deborah Hutton of International Programs (right)

instance, many of them knew about the Berlin Wall and its symbolic significance in world history. I enhanced the background they had from history and social studies classes with pictures from the events in 1989, icons from Orthodox churches, foods, and other traditional souvenirs and objects. However, I quickly discovered that the more personal and interactive my presentation became, the more students were interested and the more they asked questions—because

they wanted to know Bulgaria through my eyes, not just through generalizations. My family, my photos, my home, my personal life gave them a window to my world in Bulgaria and sparked their curiosity enough to keep the remaining part of the presentation interactive, with a flurry of questions on their part. Their questions revealed much of what they hold dear: family, friends, and future goals. I reassured them that these concerns are also at the core of life in Bulgaria and extend across all geographic and political boundaries. From this bridge of commonality came inquiries into the differences as well: Why trains over cars? How can folk music rival Britney Spears? Why shake your head when you agree and nod when you disagree?

Music and the display of traditional Bulgarian musical instruments were of particular interest for the students as we engaged ourselves in a Bulgarian folkdance lesson. With the sounds of bagpipes in the background, students circled the desks in their classroom, holding hands and carefully following my instructions. As the music was echoing around the room and the presentation was coming to its end, I reflected on this experience as one that was enriching not only for the students but for myself as well.

Renne Traicova is a graduate student in the Russian and East European Institute and the School of Public and Environmental Affairs.

Ideological Shifts in Russian Education in the Humanities

by *Oleg Volguine*

Humanities education in Russia reflects a wide range of complexities related to the social and intellectual transformation that Russian society is now experiencing. These changes represent the search for a new and sustainable model of education that combines the positive traditions of the past with new features to satisfy the demands of a new era.

Although Russian education is still formally under centralized control, there are no longer any strong directives concerning ideological matters. Therefore, we can see a wide spectrum of ideological thought in university classes. Some people complain that Marxism continues to make up a substantial part of the ideological atmosphere in universities. This is partially true. While a myriad of changes have occurred in Russian education in the post-Soviet period, vestiges of the old system remain.

Whether or not Marx or Lenin is specifically cited, most textbooks currently in use were written from the so-called Soviet-Marxist viewpoint. This ideology continues to play a role in our humanities education, especially in regional schools and universities, but its role is not as visible as it was in the past. You can hardly find any direct evidence of Marxist influence on the teaching of humanities. In many textbooks on philosophy, sociology, or economics, Marxism is not mentioned. Students are not encouraged to read the works of Marx or Lenin. Even students in economics departments are very often advised to read only short passages from *Das Kapital*. This somewhat ambivalent position has a number of causes: some people are shy about admitting their adherence to Marxism, some have nothing to substitute it with, and most agree that Marxism belongs to the European tradition and that it is historically inscribed into the transitional period from enlightenment to positivism and must be taught as a historical phenomenon.

Positivism as a philosophical trend is not popular today, but it is a basic element in many social disciplines such as sociology, economics, and psychology. In Russia, these disciplines are under the overwhelming influence of Western schools of thought. The Russian contribution to them made by pre-revolutionary scholars and by those who emigrated to the West after the revolution is regarded mainly as an addition to the Western tradition.

In philosophy we have a different situation. Today, the main feature of philosophical education is a strong interest in national intellectual traditions. During “perestroika” Russians discovered a huge layer of intellectual—and especially philosophical—heritage that was hidden for seventy years by communist ideologists. An interest in Russian non-Marxist authors began to grow. No courses in philosophy, political science, economics or law today would omit materials devoted to Russian philosophical thought. The most popular among them is the group of Russian Christian philosophers headed by Vladimir Soloviev. (S. Bulgakov called him “Pushkin in our national philosophy.”)

At the same time, new philosophical trends are penetrating education in the humanities. More and more often, articles and textbooks recommended to students contain materials devoted to postmodernism. French authors such as Jean-Francois Leotard, Jacques Derrida, and Gilles Deleuze are especially popular. Among Russian intellectuals, interest in this philosophy concentrates on deconstructivism. The desire to dismantle any authority is perhaps the logical result of a turn away from a totalitarian society. This causes serious problems with education in the humanities, however, by destroying any consensus regarding basic elements of teaching. Some teachers prefer to stay within the framework of classical education, and some call for a focus

on contemporary trends in philosophy with an inclination towards post-modernism. Still others are worried that post-modernism attracts students by promising them fun-filled learning that turns studies in the humanities into frivolous mind games, thus undermining the very essence of philosophy and other humanities disciplines.

Many teachers see a solution to the problem of tension between modern (postmodern) and classical education in the development of courses that are geared towards the comparative study of culture and society (*kul'turologiia*, in Russian). This approach is aimed at embracing the Western and Eastern paradigms of education, classics, modernity and post-modernity, and showing that each social and human phenomenon is the product of culture. This is a promising approach because it fulfills the most important task of university education, which is to show students that social and human reality is multi-dimensional. Ilya Prigogine, the Nobel Prize winner whose works are quite popular among Russian intellectuals, has asserted that even the natural sciences are a phenomenon of culture. Some teachers assert that this type of comparative analysis of cultures may be substituted for philosophy or sociology.

The philosophical debates in Russia today are evidence of a healthy intellectual community dedicated to finding better methods of teaching and understanding. Russian education in the humanities has great intellectual potential and will flourish if it gets financial and administrative support.

Oleg Volguine is an associate professor at Russia's Friendship University in Moscow and a visiting scholar at REEI.

Faculty Profile: Ben Eklof

by *Melissa Cakars*

Ben Eklof has taught at Indiana University since 1977, longer than any other currently serving professor of Russian history. Over his long and productive career, he has contributed greatly to his field as both a scholar and a teacher.

Eklof comes from a family of nine children and was raised on Cape Cod, Massachusetts. After graduating from high school, he received a scholarship to attend Middlebury College where he majored in history and studied Russian and French. Eklof began graduate school at Princeton University in the late 1960s with an interest in Chinese history. However, the Davis Center at Princeton, a leader in the “Annales School” of European history, influenced Eklof, and he altered his focus to Russian history. At this time, he also improved his Russian language skills by coming to IU where he studied in the summer language workshop.

At Princeton, while researching nineteenth century popular discontent, he began to examine peasant schools. He explains that these schools “were a window on peasant life” and inspired him to write his dissertation on peasant education and *zemstvos* in Moscow province. In 1972, Eklof received a Fulbright-Hays Fellowship and an IREX Fellowship for dissertation research in the USSR. In Moscow, he met and married Nadya L. Peterson, a student at Moscow State University who later completed a PhD in literature at Indiana University.

Eklof remained in the Soviet Union for two more years after his initial fellowships expired and worked as a translator for Progress Publishers and as a consultant for CBS News in Moscow. He was hired by Indiana University upon his return to the United States. Because few Americans at the time had any knowledge about daily life in the Soviet Union, Eklof immediately began teaching a popular course on contemporary life in the USSR. He continued to teach this course into the early 1990s, and is currently revising it as a history of

the Gorbachev revolution.

Professor Eklof’s first book, *Russian Peasant Schools: Officialdom, Village Culture, and Popular Pedagogy, 1861-1914*, was completed in 1986 and was very well received. Alfred J. Rieber, who reviewed the book in the *History of Education Quarterly*, stated, “This book is the definitive history of literacy and schooling among the vast majority of the Russian population between the emancipation of the serfs and the outbreak of World War I.” Eklof has also written over fifteen major scholarly articles on the topic of peasant education as well as introductions to related books. Eklof continues his work on the topic of peasant education and is currently writing about the dynamics of the Russian elementary school classroom. He is primarily interested in village culture and the daily practices of Russian peasant schools.

In 1990, Eklof co-edited (with Stephen Frank) and contributed a chapter to *The World of the Russian Peasant*. In 1993, Eklof edited *School and Society in Tsarist and Soviet Russia*, which is a collection of papers from the 1990 Fourth World Congress for Soviet and East European Studies. Along with John Bushnell and Larissa Zhakarova, Eklof edited *Russia’s Great Reforms, 1855-1881*, which is available in both Russian and English. The book is a collection of essays based largely on a conference on the Great Reforms that took place in 1989 and included Russian and American scholars.

In the late 1980s Eklof closely followed the events surrounding Gorbachev’s reforms and wrote *Soviet Briefing: Gorbachev and the Reform Period*. The book details and analyzes the events of 1987-1988 and is based on research he was conducting for his course on contemporary Soviet society and a year of work spent as a Senior Fellow at the Woodrow Wilson Center, Kennan Institute for Advanced Russian Studies. Combining his interests in education and recent Russian history, Eklof edited *Democ-*

racy and the Russian School: The Reform Movement in Education since 1984 with Edward Dneprov, a close friend and one-time Soviet Minister of Education of the Russian Federation. Eklof is currently the director of the Institute for the Study of Russian Education and editor of a journal-length newsletter on education in Eurasia. Last June he organized a conference on post-Soviet education at Indiana University.

Eklof recently completed a five-year project, editing and supervising the translation of Boris Mironov’s two-volume *The Social History of Imperial Russia, 1700-1917*—the only such work of its kind in either Russian or English.

Most recently, Eklof has launched several collaborative projects with Scott Seregny, a professor of history at IUPUI with whom he organized last summer’s conference on post-Soviet education. They are currently working on a book-length bibliography of the history of education in Russia. Eklof believes that this project will be useful to a variety of students and scholars of Russian history because the sources on this subject are numerous and cover a wide range of topics of interest to social and cultural historians, and others. Seregny and Eklof are also developing a database of teachers’ memoirs, which they have analyzed and sorted by topics discussed (e.g., rural life, discipline, hygiene, children’s receptiveness to various aspects of the school day, disease, family mores, etc.). Eklof believes that this database will be a valuable resource for understanding the daily life both of the school and of the local community in late imperial Russia.

As a teacher, Eklof puts great emphasis on writing. He believes that good writing skills are essential for all students and emphasizes this in his courses by assigning short writing exercises for every class meeting in addition to term papers and other lengthy writing assignments. A

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Polish Amber Art at St. Bridget's Church

by Amy Goldenberg

Gdansk, most often remembered as the birthplace of Solidarity, has more recently aspired to become the “amber capital of the world.” Sometimes called “northern gold” for its luminescent qualities, amber is actually a fossilized tree resin valued by artists for its versatile colors and workability. Since the world’s largest deposits of amber are in the eastern Baltic Sea region, it is not surprising that Gdansk has long been a center for the crafting of this unique substance, which serves as an important symbol of regional and national identity. St. Bridget’s church is one of the premier sites in which to witness the amber treasures of the city.

An unassuming building in central Gdansk, St. Bridget’s church hides from the main street behind the much larger St. Catherine’s. The dark interior contrasts strongly with the white walls of other nearby churches. As with so many other buildings in the city, it had a long history before its destruction during World War II and subsequent reconstruction. Under the communist regime Solidarity activists received refuge in St. Bridget’s regardless of their religious beliefs. Now, at the dawn of the new century the church will house the largest piece of amber art and architecture in the world: an amber altar.

Early in my dissertation research on Polish amber art and its use as a signifier of Polish national identity, I went to St. Bridget’s to investigate reports of an amber altar. Although the altar was still in the planning stages, St. Bridget’s clearly had a lot more to offer in the way of amber art. The church had several impressive pieces on permanent display in a glass case on the north side of the building.

When I first entered, my eyes immediately focused on an amber monstrance (an ornate piece of religious art within the Catholic tradition). As a monstrance created specifically for the turn of the millennium, the artist, Mariusz Drapikowski, presented it on the last day of 1999. This amber and gold sculpture has three main

parts: a crucifix, a tree, and a base. In this rendering, one of Jesus’ legs extends down to the tree, where a large amber tear-shaped drop falls into the center of the tree.

The tree represents the tree of life, with the amber acting as leaves and gold settings as branches curving off a golden trunk. The polished amber chunks, arranged by color and translucency, reflect light, making the piece seem to glow.

At the bottom of the tree, a sculpture of Mary stands on one side of the golden trunk while Mary Magdalene kneels on the opposite side. The amber used to represent the two women is opaque, providing contrast to the translucency of the amber in the tree. Several drops of amber blood fall between the women.

An amber stand supports the tree and its accompanying statues. On the side of the base lies an array of different gold crosses used during over a thousand years of Christianity. The top side of the base contains crests of the parish, St. Bridget and the church, as well as Gdansk’s crest and the Polish eagle. This eagle, a national symbol, is the only part of the piece in silver.

The display with the monstrance also features other religious art made with amber: a crucifix by Drapikowski, a sculpture of Pope John Paul II, a rendition of John the Baptist and Jesus. But perhaps the most impressive piece at St. Bridget’s is the replica of the Black Madonna.

The icon, an officially commissioned copy of the one at the Jasna Gora monastery in Czestochowa, will be the center of the amber altar. In the Jasna Gora monastery, one of several robes covers the icon a majority of the time that it is on display. Each robe combines numerous gems and can be placed over the icon using hooks at its side. The Lady of Czestochowa does not have an amber robe, but the replica at St. Bridget’s does. As with the robes at Jasna Gora, strategically placed openings keep the faces and hands of Mary and Jesus unobstructed. However, the amber

robe is much longer than those at Jasna Gora, making it a distinct and unique part of St. Bridget’s.

In early October 2000, the completed robe was placed on the icon of Mary and Jesus at the front of the church, as were amber crowns embellished with eagles on either side and rubies to represent 28 shipyard workers killed in December 1970. The opaque amber of the robe will contrast well with the planned translucent amber for the altar, which will be placed around the icon. Up close, one appreciates the amber’s detailed craftsmanship, while from afar the robe looks like fabric. The crowns and robe comprise the first parts in the altar construction.

As with many large undertakings, the altar construction involves people from various professions. The official Altar Committee includes artists, geologists, art historians and scholars. Mariusz Drapikowski heads the artistic side of the project. In Drapikowski’s design, the Black Madonna replica with the amber robe and crowns will be in the center of the free-standing altar. Behind and beside the icon, the amber wall of the altar, set in silver will extend far above the Madonna. There will be two smaller marble statues of Polish religious leaders framing the altar’s front.

Although Drapikowski has refined the altar design and has both a computer-generated model and a free-standing model of the altar, the details of how each piece of amber is set and connected with other pieces cannot be finalized until all the materials are collected and examined. As several artists have explained to me, it is impossible to know exactly how a piece of amber will look until someone cuts it open or polishes it. The process of amber formation includes varied exposure to the elements, which affect its texture and color. Professional artists know how to make educated guesses about how a chunk of amber will look when cut open, but they also know that the raw materials may take their work in different directions.

For this reason, the specific arrangement of the amber in the altar will be decided only after enough amber is at their disposal. The individual pieces will maintain as much of their original shape as possible, emphasizing their natural origins. Lights placed strategically within the altar will ensure that people will be able to see the amber's translucency. As Drapikowski said to me, the best way to appreciate amber's innate beauty is to keep its shape as natural as possible and view it with light shining through it.

The altar will consist exclusively of Polish amber for two reasons. First, Drapikowski and his colleagues believe that a Polish altar should be made of Polish raw materials. The amber is used as a signifier of Polish identity. Poland's craftsmen are renowned for the marvels they have created from the 40-million-year-old deposits of amber in the Baltic Sea. Second, in Drapikowski's opinion, Polish amber is the best. Because of how it is protected and preserved in the sea, its texture appeals more to some artists.

Due to the large amount of amber needed, the committee, with assistance from the Amber Association of Poland, has sought donations from artists and businesses. Many artists and firms not involved with the project directly have donated Polish amber for it. With much of the amber already gathered, Drapikowski hopes to begin construction by Easter of this year. Since the altar is projected to cover a little less than 100 square meters, its building will probably take another three years. Having the resources and expertise to undertake such a project with only Polish materials is exciting to many people in Gdansk for reasons of religion, national identity, and art. But one does not have to be Catholic, Polish, or an artist to appreciate the magnitude and splendor of the amber art at St. Bridget's.

Amy Goldenberg is a doctoral candidate in the Department of Folklore and Ethnomusicology with a minor in Russian and East European studies.

Christina Zarifopol-Illias Receives High Honors in Romania

Indiana University professor Christina Zarifopol-Illias (Slavics/Classics) recently received two special awards in Romania. On November 17, 2000, Romanian president Emil Constantinescu bestowed upon her the first of these, the national order "Faithful Service." In his speech at the presidential palace, Constantinescu called Illias a "cultural ambassador" and praised her advancement of Romanian studies and culture in the United States.

The award was first issued as a minor decoration in 1878 by King Carol I. In 1932, King Carol II elevated the status of the decoration and made it Romania's highest national order. Before the honor's discontinuation following World War II, the number of recipients was limited to 200 people. Pre-war laureates included the historian Nicolae Iorga and the diplomat and foreign minister Nicolae Titulescu. Today the decoration is designated as the highest award bestowed by the state on non-citizens. The first three to receive it since it was reactivated last August are all affiliated with Indiana University. Along with Illias, Virginia Zeani Rossi Lemeni (Distinguished Professor of Music), and Matei Calinescu (Professor of Comparative Literature, Emeritus) were honored.

Illias received the award for her work in building the Romanian studies program at Indiana University, her scholarly contributions to the field of Romanian literature, and her skillful teaching and intense promotion of Romanian language and culture in the United States. Illias consid-

ers her work a set of "fixed ideas": when she left Romania in December 1980, she promised herself never to forget the country and the people she was leaving behind and to dedicate herself to making Romania and Romanian culture better known and appreciated in the United States.

The other award that Illias received was a special medal issued in 2000 by presidential decree to commemorate the 150th anniversary of the birth of Romania's national poet, Mihai Eminescu. The award was given to Illias in recognition of the volume she published last summer of previously unknown correspondence by Eminescu (*Dulcea Doamna/Eminul meu iubit: Corespondenta inedita Mihai Eminescu-Veronica Micle [My Sweet Lady/My Beloved Emin: New Correspondence Mihai Eminescu-Veronica Micle]*). The publication of this book has been hailed as a major cultural event in Romania, and many organizations in Romania and the United States have invited Illias to speak about it. Most recently, she was invited to the Romanian Cultural Center in New York to give a talk about her book and her work at IU. Recognizing Illias's dedication to Romanian studies and to the promotion of Romanian culture, a newspaper article published in Romania on January 6, 2001 called her a "big Romanian soul in the United States." Illias modestly hopes that the attention she has received due to these awards will increase interest and involvement in IU's Romanian studies program.

Conversation Clubs, Spring 2001

Bulgarian coffee hour meets every Monday at 5:30 pm at Crazy Horse.

Estonian coffee hour meets every Tuesday at 6 pm at Bear's Place.

Finnish coffee hour meets every Thursday at 5:30 pm at Bear's Place.

Hungarian coffee hour meets every Sunday at 5 pm at the Runcible Spoon.

Latvian coffee hour meets every Friday at 6 pm at Crazy Horse.

Polish coffee hour meets at 7 pm every other Thursday at the Polish Studies Center.

Russian tea meets every Tuesday at 4 pm in Ballantine Hall 004.

Russian lunch and social hour meets Wednesdays, 12:30-2 pm at the Dowling Center.

New from Indiana University Press

THE MOSCOW STATE YIDDISH THEATER: Jewish Culture on the Soviet Stage

Jeffrey Veidlinger

This is the first book in English to trace the fascinating and tragic history of the Moscow State Yiddish Theater, founded in 1919 and liquidated by the Soviet government in 1949. Since the conventional view of the fate of the Jews in Soviet Russia is that the Soviet state pursued policies aimed at stamping out Jewish culture, it is surprising to learn that from the 1920s through World War II, secular Yiddish culture was actively promoted and Yiddish cultural institutions thrived, supported by the Soviet government. Drawing from newly available archives, Veidlinger uses the story of the Moscow State Yiddish Theater to demonstrate how Jewish writers and artists were able to promote Jewish national culture within the confines of Soviet nationalities policies. He shows how a stellar group of artists, writers, choreographers, directors, and actors led by Solomon Mikhoels brought to life shtetl fables, biblical heroes, Israelite lore, exilic laments, and dilemmas of contemporary life under the guide of socialist realism before the theater and many of its principal figures fell victim to Stalinist anti-Semitism after World War II.

432 pages, 46 b&w photos, notes, bibl., index, cloth, \$39.95

IN THE FOOTSTEPS OF ORPHEUS: The Life and Times of Miklós Radnóti Zsuzsanna Ozsváth

Miklós Radnóti, a young Hungarian Jewish poet, was shot by German guards while on a forced march from Yugoslavia back to Hungary during the final days of World War II. When his body was exhumed nearly two years later, a small book of poems was found in his coat pocket. These poems, together with the rest of Radnóti's work, solidified his reputation as one of Hungary's greatest poets. His

work plays a unique role in the history of Central European culture as some of the most beautiful poems ever written in Hungarian, as a voice against the rise of totalitarianism, and as a testimony to the destruction of Europe's Jews. Ozsváth places Radnóti within the context of the political and intellectual history of interwar Hungary, situating him as an artist who is both a Jew and a Hungarian patriot. Her sensitive translations from the Hungarian lend poignancy to this tragic and forcefully told story. The account of Radnóti's life and work explores the sources of the poet's inspiration and imagery and restores it to its extreme times and places.

304 pages, notes, bibl., index, 10 b&w photos, 1 line illus., cloth \$39.95

Now in paperback!

THE BABA AND THE COMRADE: Gender and Politics in Revolutionary Russia

Elizabeth A. Wood

How could the baba—traditionally, the “backward” Russian woman—be mobilized as a “comrade” in the construction of a new state and society? Drawing on recently opened archives, Wood explains why the Bolsheviks proved unable and ultimately unwilling to realize their ideological notions of a gender-neutral society. Focusing on the creation and activities of the *zhenotdel*, a special women's section within the Russian Communist Party, Wood reconstructs the ways in which notions of gender sameness and difference both facilitated and complicated Bolshevik efforts at state building during the Civil War and the New Economic Policy periods.

328 pages, cloth, \$35.00, paper \$18.95

THE BFI COMPANION TO EASTERN EUROPEAN AND RUSSIAN CINEMA

Edited by Richard Taylor, Nancy Wood, Julian Graffy, and Dina Iordanova

This encyclopedic guide from the British Film Institute is an invaluable map to the

rich and varied cinema of Eastern Europe, Russia, and the former USSR. Over 200 entries cover a variety of topics spanning a whole century of varied endeavor and turbulent history, from Czech animation to Soviet montage, from the silent cinemas to contemporary conflicts in the former Yugoslavia. The Companion includes entries on actors, film festivals, studios, genres, directors, film monuments, critics, producers, and technicians. In addition to a wealth of historical material on key figures, the editors provide separate accounts of the cinemas of Eastern Europe and Russia in the wake of the collapse of communism.

296 pages, cloth, \$65.00, paper, \$29.95

IVAN THE TERRIBLE

Yuri Tsivian

Although conceived of as a trilogy, Sergei Eisenstein's epic film chronicle of the reign of Tsar Ivan IV, Ivan the Terrible (1944, 1946), never reached its third installment. The first part was an instant success, winning the approval of the Kremlin and the Stalin Prize. But the second, completed shortly before Eisenstein's death, was banned and not released until 1958. With detailed cultural and aesthetic commentary, Tsivian shows how this landmark in Soviet cinema sheds light on both Stalinism and Russia's imperial past.

96 pages, illus., paper, \$12.95

Forthcoming!

MY LIFE IN STALINIST RUSSIA: An American Woman Looks Back

Mary M. Leder

Edited by Laurie Bernstein, with an introduction by Laurie Bernstein and Robert Weinberg

In January 1931 Mary M. Leder was an American teenager in Santa Monica, California. By year's end, she was living in a Moscow commune and working in a factory, thousands of miles from her family with whom she had emigrated to

Biribidzhan, the area designated by the USSR as a Jewish homeland. Although her parents returned home, Mary, who was not permitted to leave, spent the next 34 years in the Soviet Union. She became an idealistic supporter of Soviet socialism until rising anti-Semitism in the post-World War II era forced her to reconsider her loyalty. After her husband died in 1951, she applied for an exit visa, but did not receive one. Not until 1965 was she able to return permanently to the United States. An exceptional source with which to introduce the general reader to Soviet history and culture, *My Life in Stalinist Russia* sheds valuable light on ways in which ordinary Soviet citizens coped with daily life in an era of upheaval.

Pub. date: March 2001, 360 pages, 21 b&w photos, bibl., index, append., cloth, \$35.00

ARMENIAN FOLKARTS, CULTURE, AND IDENTITY

Levon Abrahamian and Nancy Sweezy, editors
Sam Sweezy, photography editor

Artistic expressions of culture reside at the core of Armenian identity and tell the unique story of how Armenians came to be the people they are today. In this book nine Armenian scholars explore the origins and meanings of Armenian identity through symbols—the world as garden, the scared mountain, the temple, the book, and the khachkar, or cross-stone—and the objects with which Armenians have historically surrounded themselves. Drawing on a wealth of sources from ancient lapidary inscriptions to medieval historiographies and modern travel books, the authors take the reader to archaeological sites to see artifacts and to visit some of the artisans who have created Armenian culture.

Pub. date: June 2001, 368 pages, 225 b&w and 61 color photos, bibl., index, cloth, \$49.95

A complete catalog is available online at <http://www.iupress.indiana.edu>

New From Slavica Publishers

CZECH THROUGH RUSSIAN

2nd, revised and expanded edition

Charles E. Townsend and Eric S. Komar

A new, substantially reworked, thoroughly reorganized, and greatly expanded version of Charles Townsend's classic textbook for graduate students.

AN ADVANCED RUSSIAN TABLOID READER

Joseph Mozur

This reader for intermediate to advanced students is drawn from the "juicy" material of tabloid journalism; subjects range from the incredible and ridiculous to the horrendous and outrageous. The language is highly provocative, peppered with social stereotypes, and frequently characterized by tongue-in-cheek understatement. It abounds in quips and expressions, which are representative of the everyday banter of relaxed conversation. Students of Russian will find that the materials in this volume provide considerable insight into the informal language of today's average Russian.

THE RUSSIAN'S WORLD

3rd, corrected edition

Genevra Gerhart

The 1993 recipient of the AATSEEL Publications Committee Special Achievement Award, Genevra Gerhart's *The Russian's World* is a unique achievement, which presents carefully selected portions of the Russian lexicon within a broad cultural context. It explains aspects of Russian culture and of Russian life (in short, "the Russian's world") in a lively and engaging manner, and contains information that is of value to students on all levels, from those just past the beginner stage to the most advanced, and with every interest, be it nineteenth-century literature or contemporary society.

THE RUSSIAN CONTEXT: The Culture behind the Language

Eloise Boyle and Genevra Gerhart

This ambitious volume sets itself the daunting task of quantifying the minimum

level of cultural literacy required for the foreign learner of Russian to function properly within educated Russian culture. Individual chapters are devoted to poetry, prose, children's literature, proverbs, music, art, theatre, geography, history, science, and other topics. The book will be accompanied by a CD-ROM containing hundreds of illustrations, sound clips, and other multimedia files illustrating the chapters of the book. This book is expected in the late spring of 2001.

KRITIKA: Explorations in Russian and Eurasian History

The quarterly journal *Kritika* is dedicated to critical inquiry into the history of Russia and Eurasia. The journal features research articles, as well as analytical review essays and in-depth book reviews, especially of works in languages other than English. The latest issue (volume 2, number 1) includes:

Forum: Christianity and Bolshevism

Avram Brown: "The Bolshevik Rejection of the 'Revolutionary Christ' and Dem'ian Bednyi's The Flawless New Testament of the Evangelist Dem'ian"; Igal Halfin: "The Demonization of the Opposition: Stalinist Memory and the 'Communist Archive' at Leningrad Communist University"; Robert C. Williams (Reaction): "Orthodoxy and Eschatology in Post-Bolshevik Culture"

Articles

Theodore R. Weeks: "Religion and Russification: Russian Language in the Catholic Churches of the 'Northwest Provinces' after 1863"; Stephen Kotkin: "Modern Times: The Soviet Union and the Interwar Conuncture"

Review Essay

Alexander Etkind: "Russian Sects Still Seem Obscure"

Plus five in-depth reviews

Russian at Jefferson High

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geared toward the younger learner. Other textbooks used at the college level would prove intimidating for high school students. Its weaknesses are far too many to discuss in this short space, but chief among them is the book's obsolescence with regard to culture. Although the text was published within the last ten years, changes in the former Soviet Union have

In March, several students will be taking advantage of the ultimate Russian cultural experience: a trip to Russia.

been sufficiently drastic to merit the release of at least one new edition in the last five years. Another key problem is the textbook's failure to provide sufficient workbook exercises that develop students' grammar competency. Although I was a dyed-in-the-wool communicative believer coming out of college, I now realize, after seven years in the profession, that students have a natural curiosity about grammar and feel more comfortable with clear sets of rules that help them on quizzes and tests. The question is not whether a new textbook is necessary—the real issue we face is whether enough programs nationwide will merit the publication of a new one, and if so, how long will we have to wait?

Yet, as most teachers in our program indicated, the lack of textbook choices for the Russian teacher can be a blessing in disguise—especially for the teacher who thrives on independence and creativity. The energy (and short attention span!) of high schoolers can definitely serve as fuel for the creative fire. Games, cultural lessons, and the use of video when done in moderation can bring life to the subject matter and help us to realize our ultimate goal—sparking student interest in the Russian people and language. For example, our school's proximity to local businesses and eateries provides ample opportunity to engage in short walking field trips that can reinforce students' command of both vocabulary, restaurant etiquette, and especially verbs of motion.

Because our school is on a block schedule (students have each class every other day for ninety-two minutes) this sort of activity is possible, if not imperative. Most recently my third-year class enjoyed an outing to a nearby diner. For the entire period students were allowed to speak only Russian and had to order in Russian while I translated their orders one-by-one to the waitress. Everything went smoothly until I had to teach them how to say "biscuits and gravy" in Russian! Picking the minds of my fellow high school teachers this summer really opened the doors to finding new methods. My hope is that in the near future there will be a unified drive to compile this sort of innovation into a published resource book for instructors and, perhaps, to prompt the release of an updated textbook.

The ACTR trip to Moscow was also a learning experience. It prepared me for our upcoming student trip to Russia. It had been twelve years since I was last in Russia, and I had a lot of catching up to do with my cultural savvy. It was also a great opportunity to acquire realia and supplies for the classroom. With the advent of the free market in Russia, the only limitation to what you can purchase for the classroom is the space in your luggage! Perhaps the most pleasant surprise was the abundance of films appropriate for the teen audience. Many American films dubbed in Russian are available and need only be converted from PAL to the American format. I found that the higher budget films like *Titanic* were almost flawlessly dubbed, and since the students already know these films, the videotapes provide an excellent listening exercise that keeps student interest and attention.

In addition to the normal Russian curriculum, Jefferson also sponsors a Russian club in which students can experience Russian culture outside the classroom. Past events have included Russian food nights, a trip to IU professor Nyusya Milman's house for Veronika Dolina's concert, and a trip to the Field Museum

of Chicago to see the Kremlin treasures. In March, several students will be taking advantage of the ultimate Russian cultural experience: a trip to Russia. It has taken two years of fund raising and a huge effort on the part of students to make this trip a reality, but we are finally going. We will visit Moscow, Saint Petersburg, and the ancient cities of Vladimir and Suzdal.

Perhaps the biggest pleasure of teaching in high school is seeing how students begin to meet Russians in and outside of school, in the workplace, at church, and, very soon, in Russia itself. With so many chances for Russian-American interaction in the post-Soviet age and with so few opportunities for our youth to take Russian, my hope and impression are that students here in Lafayette are finding and will continue to find merit in studying the Russian language and people.

Todd Golding is an IU alumnus

Faculty Profile: Ben Eklof

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graduate student who recently completed a colloquium in imperial Russian history with Professor Eklof explained that, "Although the weekly writing assignments were a lot of work, they helped to facilitate discussions, and my writing skills improved throughout the semester." Whether his students make a career of Russian history or not, Eklof wants them to learn to write well. He believes that the ability to express articulately one's thoughts in writing is one of the most valuable things an education can provide.

In his spare time Eklof enjoys spending time with his two daughters, hiking, and running. He also enjoys traveling and often visits Ireland where his brother is a librarian at the University of Dublin. Eklof even entertains the idea of retiring in Ireland one day.

Melissa Cakars is a graduate student in the History Department.

Library Notes

Recent Major Purchases at the Main Library

Records of the US Department of State relating to the internal affairs of Czechoslovakia, 1910-1944. 32 reels of microfilm.

Records of the US Department of State relating to the internal affairs of Romania, 1910-1944. 44 reels of microfilm.

Priamurskie (Khabarovsk) gubernie viedomosti, (1894-1917)

The “gubernskie viedomosti” were pre-revolutionary local government newspapers of the Russian Empire. They began publication in 1838 by order of the tsar and were eventually published in 42 cities. Each newspaper consisted of two sections: official and non-official. The official section published governor’s orders, information on new taxes, peasant rules, etc. The non-official section, much larger, featured a variety of information concerning local events. 48 reels of microfilm.

Russian Feminist Journals

Zhenskii viestnik, 1866-1868. 66 fiche

Zhenskoe obrazovanie, 1876-1891. 255 fiche.

Zhenskii zhurnal, 1926-1930. 48 fiche.

Zhurnal dlia khoziaek, 1913-1926. 102 fiche.

Archives of Russia: a directory and bibliographic guide to holdings in Moscow and St. Petersburg. New York: Armonk, 1997. 2 v. (approx. 1,200 pp.)

Arkhivy Rossii. Moskva i Sankt-Peterburg : spravochnik-obozrenie i bibliograficheskii ukazatel’. Russkoe izdanie. Moskva: Arkheograficheskii tsentr, 1997. 1,077p.

This guide, in Russian and English, forms the most complete, detailed listing yet of the archives of these two cities.

The Press of the White Movement: A Collection of Leaflets issued in Territories under Anti-Bolshevik Governments (1917-1920).

Approximately 2,500 leaflets and pamphlets published in the territory of the Volga basin, Urals, Siberia, northern and southern Russia. This includes the printed guide *Beloe dvizhenie: katalog kollektzii listovok*. Sankt-Peterburg: Izdvo Rossiiskoi natsional’noi biblioteki, 2000. 192 microfiche.

Universul (10 November, 1918-27 July, 1928). Microfilm.

Universul was the largest and most popular newspaper in Romania during the interwar period. Indiana University Libraries are now the only US repository with holdings of this newspaper from the interwar period and is currently working to acquire the rest of the issues from 1928 to 1944. The library already has the issues running from July 1944 to June 1946.

Economic Research Materials Donated

Gregory Grossman, Professor Emeritus of Economics (University of California, Berkeley) and a renowned scholar of the Soviet-type economies (STE’s), donated a large part of his archive on the second economy in former STE’s to REEI and the Economics Department. The archive consists of research papers, newspaper clippings, interview notes and tapes, as well as other materials related to the underground economy and legal private economic activities in the former USSR and other socialist countries. Most of the materials are in either Russian or English. The materials cover mainly the period of the 1970s and 1980s. Part of the archive is housed in the Student Lounge of the Economics Department (Wylie Hall 329), with the rest being stored in the IU warehouse. Please contact Professor Michael Alexeev (malexeev@indiana.edu) for more information on the archive and on access to it.

Guide to Russian Materials at the Kinsey Institute for Research in Sex, Gender, and Reproduction

REEI has provided special funding to the Kinsey Institute for hiring of a Russian-language qualified researcher, IU history doctoral student George D. Jones, to compile a “Guide to Russian Materials at the Kinsey Institute.” Over the past several months, Jones has inventoried the microfilm reels of Slavic materials originally purchased at Helsinki University by IU scholar William Hopkins in the early 1970s. Jones also went through the Russian-language materials and English-language materials dealing with Russia already catalogued at Kinsey, as well as the vertical files. The new “Guide to Materials” is nine pages long and has 56 entries. It groups materials under the following categories: homosexuality, literature, literary criticism, prostitution, rape, sex education, sex research, social mores, and journals. Most of the materials date from 1879-1914, 1926-1935, and 1964-1973. An accompanying guide to the vertical files is also nine pages long and contains a listing of English-language magazine and newspaper clippings. The clippings are from the 1930s to 1980s and cover the Soviet Union and Eastern Europe. Researchers who would like to receive a free copy of this guide may request it from REEI (contact Denise Gardiner, Outreach Coordinator, tel. 812-855-0391 or reei@indiana.edu). The Kinsey Institute’s special collections and archives are not open to the general public. Sexuality researchers should seek access to Kinsey through the application process as explained on its web site: www.indiana.edu/~kinsey.

Links to the Kinsey Institute and other major library resources at Indiana University can be found at http://www.indiana.edu/~reeiweb/library_resources.html

Alumni News

Maria Carlson (Slavics PhD, 1981) received a “Distinguished Service Award for Academic Leadership” from the International Relations Council in a ceremony in Kansas City on December 6, 2000. She was recognized for her work in international education and outreach. Carlson is Professor and Director of the Center for Russian and East European Studies at the University of Kansas.

John K. Cox (History PhD, 1995) recently received tenure and a promotion to associate professor at Wheeling Jesuit University. He is currently writing a textbook on Serbian history for Greenwood Press. His wife Katie and he have an eighteen-month old daughter, Lilly.

Lori Ellison (Economics/International Affairs BA, 2000) accepted a position in the Department of Commerce working for the Business Information Service for the Newly Independent States.

Radu Florescu (History PhD, 1969) was recognized as an honorary member by the Romanian Academy last summer. He was also recently honored by the publication of a festschrift titled *Romania, Culture, and Nationalism: A Tribute to Radu Florescu*, edited by Anthony R. DeLuca and Paul D. Quinlin, and a collection of his writings on Romania titled *Essays on Romanian History*.

Derek Johnson (History PhD, 1998) received his JD degree at the University of Iowa on December 16, 2000.

Stephen Nedell (REEI/SLIS MA/MLS, 2000) left his job as a technical services librarian at the law firm Foley, Hoag, and Elliot. He is now putting both of his IU degrees to work at the Harvard Law Library Project. He is currently preparing 19th and early 20th century European law books and periodicals for long term storage off campus. The job deals with everything from cataloging to preservation and conservation issues and requires knowledge of Eastern European and Slavic languages.

Cynthia Werner (Anthropology PhD, 1997) accepted a tenure track appointment at Texas A&M University.

Faculty News

Yvette Alex-Assensoh (Political Science) was awarded a grant in support of her project on “Minority Politics in Croatia” by the Office of Research and the University Graduate School.

Matthew Auer (SPEA) received an Outstanding Junior Faculty Award from Indiana University this past fall. This award will help him conduct an appraisal of Central and Eastern European countries’ efforts to institute environmental reforms during the 1990s. Auer is particularly interested in the Estonian situation, but he is working with several colleagues who are exploring the same question in other Central and Eastern European countries. With them, he hopes to write an edited volume of their findings.

Jack Bielasiak (Political Science) was selected by the Office of International Programs for the 2001 one-month short-term faculty exchange program with Warsaw University. Bielasiak also recently published “Poland’s Transition as Political Repolarization” in *Hungarian Studies* 14(2), 2000.

Robert Campbell (Emeritus, Economics) made several trips to the CIS last year to evaluate post-Soviet universities on behalf of foreign donor organizations that support them. The schools he visited included the European University in St. Petersburg and the Kazakhstan Institute of Economics, Management and Strategic Research. Both institutions use western teaching materials, a number of western faculty, and English as the predominant language of instruction. More recently, he has been working with the Asian Development Bank to investigate what part Azerbaijan, which recently became a member of the Bank, can play in programs of regional co-operation in the Central Asian area. Successful growth in this landlocked area made up of many countries whose markets are too small to support autonomous development will depend on economic co-operation and integration. The goal is to analyze what obstacles prevent this and how they may be overcome.

Henry Cooper (Slavics) attended a conference in Ljubljana, Slovenia in December organized by the University of

Ljubljana. Cooper was a member of the organizational committee. Titled “Romantic Poetry,” the conference was dedicated specifically to the national poet, France Prešeren, on the two-hundredth anniversary of his birth. Most of the papers focused on his epic masterpiece, “Krst pri Savici” (“The Baptism on the Savica”), which functions as the Slovene national epic. Cooper’s presentation at the conference was entitled “Translating the ‘Krst’ Not Once But Twice” and it dealt with his 1985 prose translation and his 1999 verse translation (the latter in collaboration with Professor Tom Priestly of the University of Alberta).

Andrew R. Durkin (Slavics) published “Pushkin among the Edwardians: Revision and Renewal of Cultural Memory in James and Conrad” in *Genres as Repositories of Cultural Memory*, ed. Hendrik von Gorp and Ulla Musarra-Schroeder (Volume 5 of the Proceedings of XVth Congress of the International Comparative Literature Association, gen. ed. Theo D’haen), Amsterdam-Atlanta: Rodopi, 2000; pp. 67-76.

Bernd Fischer (History, Ft. Wayne) chaired a session and gave the keynote address at the conference "Balkan Security: Visions of the Future" sponsored by the Center for South-East European Studies and the School of Slavonic and East European Studies, University College, London last June. He presented the paper "Blood-feud Violence in Albania: An Overview" at Third International Crossroads in Cultural Studies Conference, Birmingham, UK. In November, the Soros Foundation sponsored a trip to Albania where he gave two lectures: "Thoughts on Albania during the Second World War" at the Rogner Hotel, Tirana and "Albanian Nationalism in the Twenty-First Century" at the University of Tirana. While there he also gave a series of newspaper, magazine, radio and TV interviews and had meetings with Illir Meta, the Albanian prime minister, Joseph Limprecht, the US ambassador and others. Also while in Albania, he published a book and an article. The book is the Albanian translation of his *Albania at War, 1939-1945* (*Shqiperia gjate Luftes, 1939-1945* Cabej MCM Press, Tirana, 2000, 430 pp.). The book was the national number one best seller for the week of December 20. The article is "Perceptimi dhe realiteti mbe aftesite ushtarake te Shqiperise ne shekullin e njezete" ("Perceptions and Reality in Albanian Military Effectiveness") published in the journal *Perpjekjes* (Vol. VI, No. 15-16, 2000, pp. 136-142).

Steven L. Franks (Slavics/Linguistics) was an invited speaker at the conference "Generative Linguistics in Poland-2," in Warsaw last December, where he spoke on "The Internal Structure of Slavic Noun Phrases, with Special Reference to Bulgarian." The trip was funded by REEI and the Polish Studies Center. He also spoke at the AATSEEL conference on "An Interarboreal Analysis of Bulgarian DPs." His book, with Tracy King, *A Handbook of Slavic Clitics*, was awarded "Best Work of Scholarship in Slavic Linguistics for 2000" by the AATSEEL Publications Committee. Franks also recently published the article "X'-invisibility, Derivational C-command and One-Substitution" in *Linguistic Analysis*.

Sue Grimmond (Geography) recently received a NATO Collaborative Linkage Grant that will allow colleagues to come from University of Lodz, Poland to Indiana University and permit her and graduate student **Brian Offerle** to make additional visits to Poland. Grimmond and Offerle are currently doing meteorological measurements in Lodz.

*Bernd Fischer with Albanian
Prime Minister Illir Meta*

Bill Johnston (TESOL/Applied Linguistics) published translations by four contemporary Polish writers in the Fall 2000 issue of *The Chicago Review* devoted to post-1989 Polish literature: "Heart in mouth" by Jerzy Pilch (pp. 285-290), an extract from Wlodzimierz Odojewski's 1999 novel "Oksana" (pp. 126-130), an extract from Magdalena Tulli's 1998 novel "In Red" (pp. 255-262), and two poems by Tadeusz Pioro (pp. 222-223). He is currently completing a translation of Jerzy Pilch's 1995 novel *Other Pleasures* for Northwestern University Press.

György Kara (CEUS) is teaching Inner Asian and Altaic studies at the University of Budapest (ELTE) this semester. As a Humboldt-Forschungspreis holder, he is also continuing his research on Ancient Turkish Buddhist texts in the Turfan Collection of the Berlin-Brandenburg Academy of Sciences.

Paul Marer (Emeritus, Business) has been appointed director of the MBA program at the International Management Center,

which is affiliated with the Central European University in Budapest.

David Ransel (REEL) published an article titled "Village Women in 20th Century Russia: Three Generations of Change," in *The Anthropology of East Europe Review*, 178:2 (Autumn, 2000), 43-52.

Sherry Ricchiardi (Journalism, IUPUI) was among keynote speakers at the "Fourth International Student Voice Conference" on the Island of Hvar in Croatia, October 4-7, 2000. The topic was "Yellow Journalism: Sensationalism, Tabloid, Infotainment." She was on the program with John Ryan, former executive editor of *The Guardian* in London and Dr. Stef Malovic, a professor in the department of journalism studies at Zagreb University. On September 29, 2000, she spoke at the Regional Conference on International Humanitarian Law, a training session for journalists, at the International Center for Education in Journalism, Opatija, Croatia. Her topic was "Humanitarian issues and mass media coverage of armed conflict." The International Committee of the Red Cross sponsored the conference. On September 20, 2000, Ricchiardi spoke at a conference on "War Reporting and the Fundamentals of International Humanitarian Law," organized by the International Committee of the Red Cross in cooperation with the Faculty of Journalism at Moscow State University. Her topic was "Conflicts and War Crimes: A primer for Journalists." The audience included faculties of journalism from Russia and Central Asia. In May 2000, she served as coordinator for a seminar for editors and media scholars titled "Conflicts and War Crimes: Challenges for Coverage," co-sponsored by The Freedom Forum and The Crimes of War Project in Washington, DC. She also served on a panel during the May conference titled "The Psychological Impact of Covering War Crimes." Ricchiardi's story out of Bishkek, Kyrgyzstan, "The Chilling Effect: In one former Soviet stronghold, hard-hitting journalism can lead to jail time," appeared in the September 2000 issue of *American Journalism Review*, Vol. 22, No. 7, pages 58-61.

Robert Rohrschneider's (Political Science) book *Learning Democracy* was voted an Outstanding Academic Book by *Choice*.

Martin Spechler (Economics, IUPUI) recently published the following articles: "Uzbekistan: the Silk Road to Nowhere?" *Contemporary Economic Policy*, vol. 18, no. 3 (July, 2000), pp. 295-303; "Regional Cooperation in Central Asia: Promises and More Promises," *Praxis*, vol. XVI (2000), pp. 4-16; "Hunting for the Central Asian Tiger," *Comparative Economic Studies*, vol. XLII, no. 3 (Fall, 2000), pp. 101-20. In January he chaired a session on transition around the world at the meetings of the American Economic Association and the Association for Comparative Economics in New Orleans, Louisiana. He also served as discussant on another panel. He is an executive board member of the latter organization. On January 8, Spechler began a stay as a visiting faculty member at the Central European University in Budapest, Hungary, where he is teaching a course on international economics.

Visiting Scholars at Indiana University

Zoltán Berényi is a visiting scholar from the Department of Political Science at the University of Debrecen, Hungary. His research focuses on the analysis of the problems of democratic participation in Central Eastern Europe. His visit is hosted by the IU Department of Political Science.

Robert Flaszak is a visiting junior scholar for the spring semester. He is a doctoral student from the Department of Philosophy at Warsaw University. Flaszak is researching the theory of consciousness in William James' philosophy. He is affiliated with the Department of Philosophy.

Jan Madey, Vice Rector of Warsaw University, will be visiting Indiana University from February 4-7.

Aleksandra Jarczewska-Romaniuk is a doctoral student from the Department of International Relations at Warsaw Uni-

versity. Over the spring semester, she will research the growing importance of transnational corporations for international economic relations.

Ágoston Tóth is a visiting scholar from the Department of English Language at the University of Debrecen, Hungary. His research focuses on the exploration of word-centric knowledge bases, with special emphasis on the investigation of the lexical component of various theories of language. His visit is being hosted by the IU Department of Linguistics.

Slawomira Zeranska-Kominek is a visiting scholar-in-residence for the spring semester and comes from the Institute of Musicology at Warsaw University. She is conducting research on the concept of poet-musician in European and Central Asian legends.

Student News

Dragos (Paul) Aligica (Political Science) has been appointed a member of the Editorial Committee for a new journal called *The Romanian Journal of Society and Politics*. It is a publication of the Civic Education Project of Romania and is due to be published in spring 2001.

D. Christopher Brooks (Political Science) received the K. Patricia Cross Future Leaders Award from the American Association for Higher Education. The award recognizes students who are committed to developing academic and civic responsibility in themselves and others.

Carrie Ellingson (REEI/SLIS) is employed at Web's Edge in Cary, North Carolina. Web's Edge is a firm that designs computer-based learning tools for various industries.

Bjorn Ingvoldstad (Communication & Culture) is doing a weekly radio show called "Letter from Lithuania" on Radio Vilnius.

It airs on Tuesdays and is repeated on Sundays. You can listen to the show on the web at www.lrtv.lt. He also reads the news on the air twice a week. Radio Vilnius' English language program airs every day at 2:00 p.m.

Janet Johnson (Political Science) was selected to participate in the Kennan Institute's "Role of Women in Post-Communist Transitions" workshop series this semester. She and approximately 15 others will convene to present and discuss their research.

Katherine Metzko (Anthropology) received a grant-in-aid of research from Research and the University Graduate School (RUGS). She is also presenting a paper titled "Buriat? Tunkinets? Or Xongodor?: Manipulating Identity in a Post-Soviet Border Region" at the Soyuz conference at the University of California, Berkeley on February 16.

Jason Vuic (History) is on a Fulbright fellowship at the Institute for Ethnology and Folklore Research in Zagreb, Croatia, collecting oral histories from families of mixed Serb-Croat marriages. In October he and other Fulbright students were guests of Croat president Stipe Mesic.

Nathaniel (History) and **Erin** (Music) **Wood** had a healthy baby girl on January 21 at Bloomington Hospital. Her name is Lydia Rachel.

Announcement

The Russian language television station NTV is now available 24 hours a day on channel 30 through Indiana University campus cable. The weekly schedule of programs is available on the web at www.ntv.ru/tvprogram.html or www.russky.com/tv/ntv. NTV may also be viewed in the language lab at Ballantine Hall 115.

New Students at REEI

John J. Burbank is a career officer and foreign area specialist in the US Army. As such he has been deployed to Bosnia, Somalia, and Saudi Arabia and has worked in Germany. He earned a Bachelor of Science degree in metallurgical engineering at Michigan Technological University and has studied at the Defense Language Institute as well as the George C. Marshall Eurasian Center for Security Studies. Burbank recently completed a three-month internship at the American embassy in Moscow where he worked in the Defense Threat Reduction Agency. At REEI, he will focus on contemporary Russian foreign policy, international economic policy, and security issues facing post-communist states. His goal is to become a defense attaché.

Alex Dunlop earned a Bachelor of Arts degree in English at the College of William and Mary in 1995. Following gradua-

tion he taught English in Tatabánya, Hungary for two years. Dunlop has spent the last two years as director of the Central European Teaching Program at Beloit College. This program recruits and places English teachers in Hungary, Poland, Romania, and Lithuania. At REEI, Dunlop is focusing on Hungarian studies. He intends to return to the region and work in the non-governmental sector.

Michael Popovich is a career officer and foreign area specialist in the US Army. He graduated from West Point in 1989 with a Bachelor of Science degree in general engineering, but he has always had a passion for history and politics. Since being selected for the Foreign Area Officer Program, he has studied at the Defense Language Institute and the George C. Marshall Center for Eurasian Security Studies. He has worked and traveled extensively throughout Ukraine, Russia,

and Central Asia. He has served as the primary assistant to the chief of the US Office of Defense Cooperation in Ukraine and as the US Central Command's chief liaison officer to the Ministry of Defense of Kazakhstan.

Naomi Wachs earned a Bachelor of Arts degree from Beloit College in 1999 with a double major in Russian and political science. She spent the last year in Moscow working with Russian non-profit organizations under the aegis of a Young Leaders for Public Service fellowship administered by the International Research and Exchange Board and funded by the US Information Agency. At Indiana University she is pursuing a dual MA/MPA degree. Upon completion of her degrees she would like to return to the former Soviet Union and continue her work in the non-profit sector.

IU Participants in the American Association of Teachers of Slavic and East European Languages Conference

December 28, 2000, Washington, DC

Faculty Papers

Steven Franks (Slavics/Linguistics): "An Interarboreal Analysis of Bulgarian DPs"

Nina Perlina (Slavics): "Dostoevskij and Vico: The Transformation of Knowing"

Faculty Chairs

Howard H. Keller (Slavics): Technology and Language Instruction

Faculty Roundtable Participants

Steven Franks (Slavics): Summer Institute for Teachers of Slavic Languages: Techniques and Technologies

Jerzy Kolodziej (Slavics): Intensive Summer Language Programs

Student Papers

Jennifer J. Day (Linguistics): "In Search of the Petersburg Theme"

Nikita Nankov (Comparative Literature/Slavics): "Osip Mandel'stam's Criticism: Utopian and/or Viable"

Vicky Polansky (Slavics): "The 'Third Truth': Mysticism and Theodicy in Ivan Bunin's 'The Dreams of Cang'"

Elizabeth Lee Roby (Slavics): "From Objectification to Authentic Communication: Kieslowski's Poetics of Vision"

Student Chairs

Nikita Nankov (Comparative Literature/Slavics): Literature and the Visual Arts: Interdisciplinary Approaches

Robert F. Byrnes/ REEI Endowed Fellowship Contributions

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