



REELification

NEWS FROM INDIANA UNIVERSITY'S RUSSIAN AND EAST EUROPEAN INSTITUTE

David Ransel, Director
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Roma-Romanian Relations by M. Benjamin Thorne

On November 19 I had the rare privilege of briefing Colleen Graffey, the Deputy Assistant Secretary of State for Public Policy, Bureau of European and Eurasian Affairs. Graffey visited Bucharest as part of a larger tour of East European states to discuss the application of new information technologies (such as Twitter) as a form of soft diplomacy. The Romanian Fulbright Commission, on behalf of the US Embassy, asked me to speak with Graffey on minority issues in contemporary Romania. Initially, I planned to provide Graffey with a basic outline of each minority group in Romania and the respective challenges each group faces, but events immediately before the day of our meeting led me to focus solely on Roma, and in particular on articulating why Romania's treatment of Roma is pertinent to US interests.

Two days earlier, in the Czech city of Litvínov, 500 neo-Nazis were joined by at least as many ordinary local inhabitants in an attack on the Roma community there. While this kind of violent incident has not occurred in Romania for some time, and the particularities of anti-Roma extremism in the Czech Republic differ considerably from those in Romania, it provides an opportunity to pause and reflect on the situation here. In October, for example, human-rights activist István Haller embarked on a hunger strike as a means of calling the world's attention to Romania's failure to comply with a judgment of the European Court of Human Rights that requires the government to implement community development projects within Hădăreni, Plaieși de Jos, and Casinul Nou, communities in which anti-Roma violence took place in the early 1990s.

In addition to the humanitarian aspects, the Roma issue is of importance to the United States for several other reasons. The stability and vitality of democratic institutions and civil society in Romania are in the best interests of the United States and the European Union. Romania is located in a key strategic area, if the United States or NATO should require staging operations either in the Balkans or in the broader Black Sea region. The country could potentially play a key role as a logistical support base, transit point, or grounds for conducting exercises. This is only the case if Romania remains firmly in the camp of liberal democracies.

Romania periodically experiences two phenomena relevant to US foreign policy and its efforts to encourage stable democracy. The first involves outbursts of Romani dissatisfaction with the government, often manifested in riots which in the recent past have effectively shut down administration in large portions of the capital. In November 2006, for instance, a decision by Bucharest's power company to shut off electricity to the largely Romani neighborhood of Rahova in response to arrears in billing sparked a serious riot. The neighborhood was essentially barricaded against city authorities and violence was narrowly averted only after populist politician Gigi Becali paid off the outstanding electricity bill.

The second result of this struggle has been the migration of thousands of Roma to other European nations, where they increase domestic tensions.

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INSTITUTE STAFF

David Ransel, Director
 Mark Trotter, Assistant
 Director/Outreach Coordinator
 Andrew Burton, Advisor/Assistant
 Director for Student Services
 Marianne Davis, Administrative
 Secretary

GRADUATE ASSISTANTS

Jeremy Stewart, Publications
 Editor
 Michelle Lawrence, Website
 Administrator
 Dan Tam Do, Outreach Assistant
 Jennifer Evans, Library Assistant

CONTACT INFORMATION

Russian and East European
 Institute
 Ballantine Hall 565
 Indiana University
 Bloomington, IN 47405-6615
 Phone: (812) 855-7309
 Fax: (812) 855-6411
 Email: reei@indiana.edu
 www.indiana.edu/~reeiweb/

IU Awards for REEI Alumni

1994 Irene Meister
 College Distinguished Alumni
 1998 Stephen Cohen
 College Distinguished Alumni
 1999 James F. Collins
 Honorary Doctorate
 2004 Richard Miles
 Distinguished Alumni Service

REEI Awards

DISTINGUISHED ALUMNI

1988 Alexander Rabinowitch
 1988 Charles Gati
 1995 Gale Stokes
 2000 Helena Goscilo
 2002 Howard I. Aronson
 2002 William Hopkins

DISTINGUISHED SERVICE

1988 Theofanis Stavrou
 1988 Robert F. Byrnes
 1989 Karen Niggle
 1996 Robert W. Campbell
 1997 Charles Jelavich
 1997 Janet Rabinowitch
 2000 William B. Edgerton
 2007 Denise Gardiner

Roma-Romanian Relations

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Indeed, the influx of Roma from Romania has vexed Europe since the fall of Communism. Last year Roma immigrants from Romania living in Italy met with violence in the streets and angry declarations from the government in Rome.

Segregation and mutual mistrust between Roma and Romanians make reconciliation difficult. The current plight of Roma in Europe cannot be understood, much less ameliorated, without recognizing the painful legacy of the Holocaust and the manner in which racist thinking, combined with the rationalizing efforts of the modern nation-state, have continued to shape perceptions of Roma in these regions, and the policies affecting them. As Hungary, Romania, Germany, Austria, and other states come to grips with what it means to belong to a united Europe, the issue of how Roma are treated constitutes a serious challenge to the European Union's commitment to democracy and human rights. These problems require continued efforts of government organizations working in concert with Roma NGOs. Such macro-level attempts will have little success, I fear, without sustained efforts at dialogue on the local level, where the day-to-day triumphs and challenges of Romanian-Roma relations continue to unfold.

After the briefing, Graffey and I had the opportunity to address Romanian alumni of the US-Romanian Fulbright Exchange and field questions from the audience. Not surprisingly, my presentation met with a certain amount of reserve. After the talk, however, one woman approached me and introduced herself as a journalist from TVR 1, one of the public television stations in Bucharest that focuses on cultural matters. She asked if I would be willing to grant her an interview about my research that would eventually air on her station. Flattered, and grateful that someone approached my topic with

an open mind, I agreed. When we met for the interview several weeks later, however, I was a little disappointed by the journalist's demeanor. Instead of a straightforward interview on my project, the conversation felt more like an argument. I was constantly asked to defend my position that the deportations of Roma merited scholarly study and continued to be a taboo subject that further alienates the Roma community from mainstream Romanian society. The interview has not been scheduled for an air date yet. I have been told that a string of newsworthy events, from the recent parliamentary elections to the fighting in Gaza, are behind the delay. I suspect, however, that the sensitive nature of the topic may be the primary reason.



Benjamin Thorne

M. Benjamin Thorne is a PhD student in the Department of History. He is currently in Romania working on his dissertation on the deportations of Roma to Transnistria during World War II.

Dedovshchina in the Russian Military

by David Stira

In January 2006, reports of a grisly crime within the Russian military surfaced in the Russian and international media. On New Year's Eve, drunken elder soldiers forced 19-year-old Andrei Sergeevich Sychov, along with several other first-year conscripts, to sit in stress positions while beating them mercilessly. Sychov did not receive medical attention until January 4, 2006. In the meantime, his body became diseased, which resulted in amputations of his genitals as well as both legs. Sychov's gruesome story continues to bring attention to the informal system of control by elders that exists in the Russian military, known as *dedovshchina*. *Dedovshchina* not only tarnishes the image of the Russian army at home and abroad but is also an indicator of broader problems in the military.

Until last year, Russian men between age 18 and 27 were required to serve at least two years in the armed forces. Starting in January 2008, the term of service was reduced to one year. Only a small percentage of young men (9 percent according to British media) actually fulfill their service requirements. Numerous exemptions exist in the conscription statutes, most of which serve to shield the male offspring of wealthier families. Out-and-out bribery is also common, since families fear what might happen to their sons while in service. The reduction of compulsory service from two years to one may in fact reduce incidences of violence, but for at least the past twenty years first-year conscripts were habitually subjected to brutal hazing rituals by superiors.

The word *dedovshchina*, which incorporates the root *ded*, a colloquial word meaning "grandfather," and



Russian Soldiers

the pejorative suffix *-shchina*, is usually translated as "rule by elders." Essentially, newcomers are hazed by older conscripts for their first six months or year of service in

the Russian army. The method of hazing can be a less-serious offense such as verbal abuse or assignment of humiliating tasks on base, or, in more extreme cases, it can entail physical abuse.

Dedovshchina

as an informal institution is indicative of larger problems in the Russian military. Soldiers are often underpaid or not paid at all, a circumstance that leads elder soldiers to steal money and belongings from younger soldiers. Information that came to light in 2007 suggests that forced prostitution is another means by which elder soldiers exploit younger ones. Alarming as these physical abuses may be, the most significant effects of *dedovshchina* may be the psychological damage to soldiers and the resulting poor morale throughout the Russian army. For example, in 2005, while official statistics stated that only 16 soldiers died due to hazing, a further 276 soldiers committed suicide. Domestic and international interest groups attribute this abnormally high suicide rate mainly to the psychological effects of *dedovshchina*.

Officers and high commanders either cast a blind eye toward hazing or are powerless to stop it. In any case, one possible explanation for the failure of officers to prevent abuses is that officers and conscripts go through their careers quite separately. Officers and conscripts have separate residences and rarely interact outside of military exercises and training. Until recently, those higher up the chain of command had been oblivious, or at least indifferent, to *dedovshchina*. When the Sychov case broke, defense Minister Sergei Ivanov publicly stated, "I think nothing serious happened ... Otherwise, I would have certainly known about it." As more details came out he vowed to crack down on *dedovshchina*, though progress remains to be seen.

One positive change that has emerged in the aftermath of this scandal is the ever-increasing prominence of the Union of Committees of Soldiers' Mothers of Russia. The UCSMR has received significant attention in Russia not only for its opposition to the war in



Russian mothers at a
press conference in Moscow

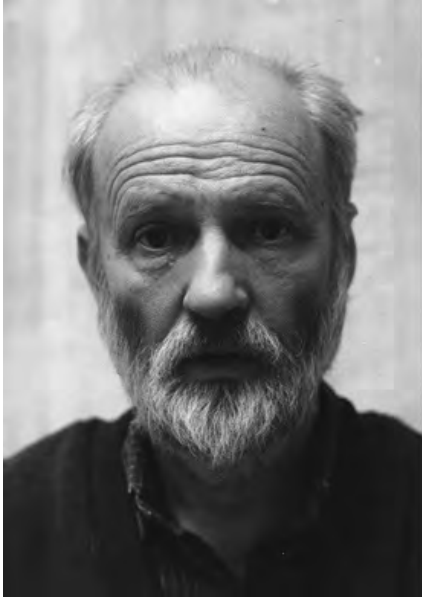
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The Object Animation of Jan Švankmajer

by Laura Ivins-Hulley

"Never violate objects!"

So Czech surrealist filmmaker Jan Švankmajer instructs us in his *Decalogue*, a manifesto that conveys his artistic point of view and the wisdom he has acquired over half a century. Throughout his career, which began



Jan Švankmajer

in a marionette theater in the late 1950s and includes stage puppetry, animation, live-action filmmaking and sculpture, Švankmajer has stayed true to this maxim, giving materials such as clay or stone as prominent a role in his films as any human actor.

In his early "stop motion" animations Švankmajer

explored the ways in which objects can communicate as well as their relationship with the human world. Although often allegorical, these films deal with limitations in human interaction and the strained socio-political environment of Communist Czechoslovakia. By embracing imaginative exploration, they escape many of the pitfalls of didacticism.

One such early film, *Hra s kameny* (*Game with Stones* 1965), depicts industrial regularity and consumption by, as the title suggests, playing with rocks. Time is the driving mechanism of the events on screen, with order being created and then deconstructed as the complexity of interaction between the stones increases. At first the stones arrange themselves in neat lines and squares, organized by size, color and type. With each passing sequence, they enact more and more human-like performances, coming together in the shape of a body or face and acting out consumption and communication. However, with complex interaction comes destruction of both the stones themselves and the container that enabled their play. They crumble and then break through the bottom of the bucket, eliminating the possibility for any more "games." Here, Švankmajer offers a criticism

of human relations guided by industrial principles. He has returned to this theme of consumptive or destructive communication throughout his career, perhaps most famously with *Možnosti dialogu* (*Dimensions of Dialogue* 1982).

Another early Švankmajer film combining social critique and a playful treatment of inanimate material is *Tichý týden v domě* (*A Quiet Week in the House* 1969), in which a man carries out a covert mission to blow up what seems to be a small and insignificant house. Over the course of the week in which he prepares his explosives, he peeps through a hole in the wall at the peculiar things living out a colorful life on the other side. The man's actions are repetitive, highly regulated and ritualistic. The objects, on the other hand, disrupt expectations, though many of their actions seem ultimately self-defeating. The film communicates a political message, and yet Švankmajer's instinctive trust in the image, and in imaginative potential itself, permits a broad spectrum of interpretation.

At this point in his career Švankmajer had to trust the image because government oversight of media production was a pressing reality in Czechoslovakia. Filmmakers had to communicate social critiques through subtext and visual codes. Still, at the time he made *A Quiet Week in the House*, Švankmajer did enjoy a certain amount of latitude in the choice of his subjects. Work



A scene from *A Quiet Week in the House*

produced by animation studios typically generated less scrutiny than documentaries or narrative features. In addition, Švankmajer filmed *A Quiet Week in the House* on the heels of the Prague Spring, before the oppression of "normalization" had set in. These circumstances combined to make such political works possible, but Švankmajer and fellow artists quickly saw these opportunities disappearing.

During the period of normalization the animator suffered long periods when the authorities did not allow

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Švankmajer

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him to produce films. In fact, Švankmajer confirmed in an interview with Peter Hames that the Communist Party used his *Dimensions of Dialogue* as an example of ideologically incorrect filmmaking. Although this undoubtedly proved a difficult time for him, it also led to the experiments that helped him discover the true “life” of objects he had searched for throughout his career. These experiments partially consisted of “gestural sculptures,” where Švankmajer would abandon the tool and the eye’s aesthetic in favor of direct contact between his hands and the material, usually clay.

The influence of these experiments on his subsequent films emerges most clearly in *Zánik domu Usherů* (*The Fall of the House of Usher* 1980), adapted from Poe’s story. This film contains no human actors. Instead, objects and spaces perform a somewhat abstract interpretation of the work, while the narrator, Petr Čepek, tells the story. In one sequence, a large lump of clay jumps out of the swamp and through the window of a mansion. As the narrator reads a poem called “The Haunted Palace,” the clay molds itself in a dance that creates an impression of the animator’s hands.



Dancing meat in *Lunacy*

Today, Švankmajer has largely moved away from shorts and into feature filmmaking, but a preoccupation

with the life of the inanimate continues to inform his artistic practice. A team of bones forces Alice out of the White Rabbit’s home in *Něco z Alenky* (*Alice* 1988), clay makes an appearance as a baby Golem in *Lekce Faust* (*Faust* 1994), and dancing meat punctuates the live-action



Baby Golem from *Faust*

performances in *Šílení* (*Lunacy* 2005). Švankmajer is currently working on his sixth feature, entitled *Přežít svůj život (teorie a praxe)* (*Surviving Life (Theory and Practice)*). It is rumored to feature animation heavily, and it will be interesting to see how he continues his devotion to the object.

The following Švankmajer titles are available at REEI: *Alice* (1988), *Little Otik* (2002), *The Ossuary and Other Tales*, and *The Collected Shorts of Jan Švankmajer*.

Laura Ivins-Hulley is a PhD student in the Department of Communication & Culture, focusing on Film and Media.

Romanian Studies Conference Announcement

The Romanian Studies Organization is pleased to announce the second annual interdisciplinary Romanian Studies Conference to take place on February 27 and 28, 2009!

Holly Case, Associate Professor of History at Cornell University, will deliver the keynote address entitled: “A Powerful Example: Regional Networks around Romanian Problems.”

For more information please visit <http://www.indiana.edu/~reeiweb/index/romania.shtml#conference>

A Tribute to Nina Perlina

by Lina Khawaldah

In May 2008, the IU Department of Slavic Languages and Literatures and its affiliates assembled to honor and celebrate Professor Nina Perlina on the occasion of her retirement after 20 years with the department. Although intended as a celebration, the gathering was a bittersweet event for her graduate students. As we exchanged memories and signed cards wishing Professor Perlina a long and enjoyable retirement, we could not find the words to toast her. While friends and colleagues took turns toasting Professor Perlina and her career, the opportunity for her students to offer their own toast came...and passed. We sat in silence, confounded.

Despite our strong feelings for Professor Perlina, we could not conjure up the words to express them directly to her on this special occasion. As I struggle in this article to capture Professor Perlina's significance to each and every one of us, it occurs to me that I am not writing about her, but for her. My greatest fear is the same as it has been all the years I have known her: I do not want to disappoint her. Even in retirement, she continues to be my teacher.

I began course work with Nina my very first semester, but I "met" her through Katya Vernikov, who had already been working with Nina for a number of years. My colleague, Stuart Mackenzie (Stu), received the same introduction to Nina's teaching when he first came to IU. Katya pointed out Nina's warm but effective style to Stu early on. "[Katya] urged me to listen closely to the structure of Nina's lectures," Stu remembered. "Nina's style is friendly, and the lectures have such a warm, engaging, conversational tone to them that an unengaged student might identify them as informal sequences of tangential thoughts, offered in the spirit of a seminar. The attentive student, however, hears the same lectures in a much different way, discerning a remarkably tight interrelation of ideas, with an endpoint bringing together the answers to all of the questions raised therein."

Stu recognized a remarkable attribute of Nina's

teaching: her ability to express complex concepts and substance in a comfortable way. "I have always marveled at the fact that Nina will make these carefully structured and detailed expositions with no notes or visual aids," Stu said, "as though entire books, as yet unwritten, reside in her mind, only to find occasional verbal expression in her teaching. It's a real treat when this happens."

Galina Krivonos (Galya) and I were often classmates in Nina's courses. Though she has been away from Bloomington for some time now, Galya promptly jumped at the opportunity to express how fortunate she feels to have been Nina's student. "What I value most in

her as a mentor is the intellectual stimulation she provides to her students. Her critical thinking and holistic vision of literature are exciting to observe and contagious in the best meaning of the term. You come out of one of her lectures or seminars energized, ready to rediscover what you thought were familiar texts on a deeper and more informed level. Her ability to make great intellectual leaps between literary texts,



Nina Perlina and George Fowler receive the Outstanding Mentor Award from graduate student Jennifer Sanders in 2003

styles, periods, languages, and academic disciplines allows you...to go beyond a single critical paradigm or a specific area of knowledge. But at the same time you always feel that there is a wise guide helping you navigate the vast complexity of Russian literature."

Nina was a guide and a true mentor everywhere she went. In her presence, the 5th floor hallways or the Wells Library elevator banks were intellectually stimulating spaces. Even here Nina asked about her students' courses and projects, providing ideas for research projects and suggestions for readings. She could casually make a comment that would plunge her students into work. Indeed, Galya and I owe our first conference presentations and published book reviews partly to these "hallway exchanges." Bora Chung says she is indebted to Nina for introducing her to her dissertation topic and for helping her "navigate through the labyrinth of Russian libraries."

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Tribute

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A number of years ago a close friend noted that listening to me talk about Nina, she would have thought that I was worrying about pleasing or seeking the approval of my mother. This observation was fairly accurate. I completed most of my coursework with Nina, and, from my very first semester, she has been urging me on in the stern yet tender manner reminiscent of a caring mother. As I was interviewing her for this article, Professor Perlina yet again came through as Nina, the gentle guide, subtly directing me to questions I had not even thought of, the answers to which I eventually realized on my own.

Professor Perlina also stands out as an inspiring and exemplary scholar who has taught us not only about literature but also about the academic rigor that every researcher must demand of herself. Courses she particularly enjoyed teaching included: "Dostoevsky," "Gogol," "Gogol and Bulgakov," "Jewish Characters in Russian Literature," and "The City as a Mythopoetical Image in Literature." The unnamed "City" from the last seminar is the "most abstract and intentional city in the whole world." It is Nina's birthplace: Petersburg.

Nina was born two years before World War II



Gertsen Pedagogical University

began. Fortunately for her, and for us, she lived through the Siege of Leningrad and the post-war years. Nina witnessed the Stalinist repressions, the day of Stalin's death, and his funeral. She experienced the *otpepel* (the Thaw) and the *zamorozki* (the Stagnation period) which followed. These experiences inform both her life and her teaching.

Nina studied in the Leningrad Gertsen Pedagogical Institute (now the Saint Petersburg Gertsen Pedagogical University). As Nina says, she "was truly fortunate to study in this 'not so great' institute, because great

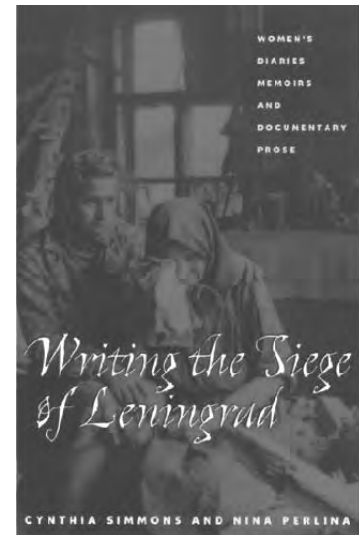
literature and language specialists taught there...only because they were not allowed to hold positions in educational institutions of greater stature due to their nonconformism to official demands on their views."

In 1974, Nina left the Soviet Union and came to Boston. She was accepted into graduate school at Brown University where she again studied with a number of well-known specialists. She received her PhD from Brown in 1977 after defending her dissertation on Dostoevsky. She went on to work in a variety of universities before finally completing her journey from Leningrad to "Tsvetograd," as she calls Bloomington.

At Nina's retirement celebration, a number of my colleagues expressed in various ways that she will be sorely missed. In early September she was in the 5th floor hallway as usual, inquiring about my dissertation topic ideas and giving me suggestions. Just two weeks ago, she "caught" me in front of Ballantine Hall room 502 and, with a sparkle in her eye, sent me to look at an article, suggesting how to use it to my advantage.

I am not the only one still interacting with Nina. Despite her "retirement," Nina is present, planning a reading group and working on opportunities for graduate students to work at the Pushkinskii Dom. Nina pursues her own research interests while remaining with us as our teacher and mentor.

Lina Khawaldah is a PhD student in the Department of Slavic Languages and Literatures



Nina Perlina's book
Writing the Siege of Leningrad

Outreach Notes

CSSIE Workshops help Indiana High School Teachers

by Dan Tam Do and Mark Trotter

Since April 2007, REEI and four other IU area studies centers have teamed with the IU Center for Social Studies and International Education (CSSIE) to contribute expertise and manpower in a series of teacher training workshops designed to assist high school teachers in implementing twelve Indiana Department of Education standards associated with Geography and History of the World. These standards are a newly developed alternative to an earlier Indiana History of the World course for high school students. So far, workshops have been held in Indianapolis, Greencastle, Connersville, Charlestown, and Evansville.

School of Education professor and REEI-affiliate faculty member

Terry Mason, who directs the CSSIE, explains that the project got under way when the CSSIE offered to assist the REEI, the Inner Asian and Uralic National Resource Center, the East Asian Studies

Center, the African Studies Program, and the Center for Latin America and Caribbean Studies with the K-12 component of their Title VI-funded outreach missions. As a link between these area studies centers and the public schools, CSSIE was in a position to address a growing desire on the part of schools to internationalize the curriculum. This interest was kindled not by a mandate from state or federal education authorities but by what Mason describes as “a general awareness that we are living in an interdependent world” and the recognition that student success depends on mastery of topics such as geography, history, cultures, and religions of the world. In Indiana this interest resulted in the creation of the “Geography and History of the World” course for ninth- and tenth-graders. The CSSIE workshops enable each area studies center to furnish teachers with specific area

content that can be incorporated into the course and to suggest methods and strategies for teaching that content.

One challenging aspect of the workshops is a disciplinary divide between geography and history that both teachers and workshop presenters must overcome. According to Mason, most teachers come to the workshops with a background in either geography or history but not both. Nicole McGrath, an IU PhD candidate in history who has presented at workshops on “States, Nations, and Nation-States,” found it “easy to discuss the historical development of nationalism and nations” but “had a much harder time accounting for the impact of geography on the development of Russia and Eastern Europe.” Nevertheless,

addressing the divide can be an eye-opening experience. For McGrath, “incorporating geography was a great exercise,” which compelled “me to expand my outlook and the kinds of arguments I was using.”

Teachers also contend with logistical challenges posed by the workshop schedule. Mason mentions that it can be hard for teachers to get paid time off to attend the workshops.

Despite the challenges, Mason observes that teachers are enthusiastic about the workshops when they are able to attend. Jenna Bergren, a social studies teacher at Fishers High School in Fishers, Indiana, values the workshops because they address specific ways to implement one or more of the twelve standards and thus provide teachers with “something to work from rather than coming up with it all by ourselves.” Ben Stellwagen, another IU doctoral student in history who has presented on “States, Nations, and Nation-States,” remarked on the “receptivity of teachers to the incorporation of under-studied regions of the world into their curriculum and lesson plans.” Stellwagen attributed some of the teacher interest in these areas to “a series of current events in the region that made national news,” citing, in the case of Russia and



Melissa Cakars (IU PhD in History, 2008) at a CSSIE workshop in Jeffersonville, IN in June 2007.

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Outreach Notes

CSSIE Workshops

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East Europe, the Russian-Georgian conflict, the arrival of Russian warships in Venezuela, and anti-Western rhetoric of Russian government leaders.

Benefits of the workshops extend beyond the community of teachers. McGrath considered the workshops mutually beneficial experiences for presenters and teachers. "Although we are providing a service and resource to Indiana high school teachers, they're doing the same for us. These presentations are an opportunity to open a dialogue and to help one another." Casual interactions between presenters and teachers that take place during breaks and at lunch enable them to "talk in more detail about what has been presented, how the teachers felt about it, and how they thought they could use the information we had presented." Learning about "the teachers' impressions of their students and discussing their expectations of their students gave me a new perspective on my work as a graduate instructor and new ideas about how I can be a better teacher," McGrath added. Additionally, Stellwagen pointed to the potentially

broader impact of such workshops, in claiming that "it is by teaching our educators that we might collectively help to create an informed, critical, and active citizenry."

Preparations are now under way for a new cycle of workshops on "Conflict and Cooperation," the third standard to be addressed in this project. The current semester will feature workshops in Indianapolis, Jasper, and Monroe County.

Teachers and administrations who would like more information about this project should contact Christi Jones at jonesc@indiana.edu.

Dan Tam Do is a graduate student in the REEI and SLIS Master's Programs

Mark Trotter is assistant director and outreach coordinator for the Russian & East European Institute



INDIANA UNIVERSITY – 14th Annual

INTERNATIONAL STUDIES SUMMER INSTITUTE 2009

U.S. & International Educators – Grade Six and Above



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(French, Spanish, German)
June 19 - 21, 2009

SPECIAL OPPORTUNITY FOR INDIANA TEACHERS
(Focus Group Participation)
June 27, 2009

**** NEW DATES ** JUNE 21 - 27, 2009 ** NEW DATES ****

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IU Welcomes Visiting Scholar Davor Džalto by Lauren Butt

Indiana University welcomes visiting scholar Davor Džalto, an artist and scholar of the history and theory of art who serves on the faculty of arts at Megatrend University in Belgrade and on the faculty of culture and media at the University of Niš in Serbia.

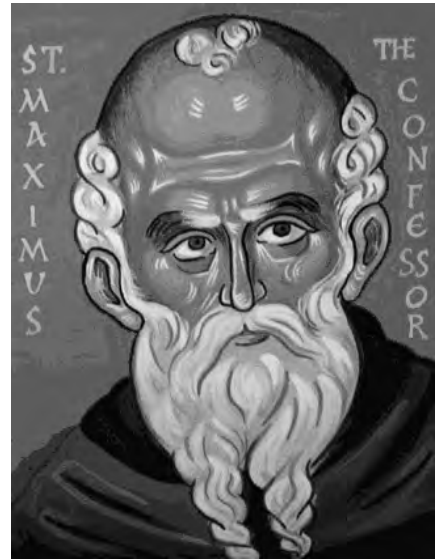


Self Portrait by Davor Džalto

Born in Travnik, Bosnia and educated at Albert Ludwig University in Freiburg, Germany, Džalto uses Orthodox theology as a perspective on modern art. His dissertation subjected art of the 1960s and 1970s to a theological interpretation. As an artist, Džalto's work includes icon paintings, installations and performance pieces, all of which complement the approach that informs his scholarship.

Though still in his twenties, Džalto has published three books. *Decem concepti i termini* outlines ten concepts crucial for understanding modern and contemporary culture and has proved particularly useful in Džalto's work as a teacher in Belgrade. *Testimony of Icons*, Džalto's latest book, discusses the message and meaning of icons in the modern world. In this work Džalto uses the Orthodox theological theory of his dissertation to understand the importance of iconography, an art that is often seen as old-fashioned and outdated. Džalto has also published an exhibition catalog of a collection of his work shown in Austria.

While at Indiana University, Džalto will utilize the resources available here to further his academic research. He will also work with both the Russian and East European Institute and the Department of Art History to develop courses and a series of public lectures. In the second half of the semester, Džalto will teach a course on the theology of icons and perspectives of Orthodoxy, entitled "The Icon in the Cultural Context of Eastern and Southern Europe." Džalto feels that there is a lack of knowledge about Orthodoxy in the West and believes that understanding its manifestations and importance will broaden people's views of the world.



St. Maximus by Davor Džalto



A Composition by Davor Džalto

Additionally, he hopes to work with art history students by teaching a course about theory and perspectives on the history of modern art.

To view more of Davor Džalto's artwork, please visit <http://flexibleart.net/DAVORweb/indexdavor.htm>

Lauren Butt is a graduate student in the REEI MA Program

Area Studies Conference

by David Ransel

The Russian and East European Institute is proud to announce the conference "Area Studies in the Future of Higher Education" to be held from February 26-28, 2009.

The purpose of the conference is to mark the 50th anniversary of the Russian and East European Institute and the lesser decennial anniversaries of other Indiana University area studies programs and to look to the future. The area studies approach emerged after World War II and was promoted by scholars who had served in the Office of Strategic Services and other government agencies during the war and who understood the need to arm Americans with a knowledge of the languages and societies of other world regions if we were to fend off the ideological challenge of communism. The programs usually started with university and private foundation support and then received major government funding beginning in 1959 under Title VI of the National Defense Education Act.

The conference asks what area programs that originated in the Cold War era have to offer in an age of globalization and in the context of such developments as the rise of universalist analytical models in the social sciences, the massive retreat of Americans from mastery of foreign languages, and the progressively more instrumentalist approach of the Department of Defense to language training. Area studies programs also increasingly collaborate with professional schools and furnish professionals-in-training with the perspectives of the humanities and social sciences. Accordingly, we ask how such programs can be best aligned or articulated with changing national needs and

evolving university structures that emphasize professional specialization and corporate financial models.

Secondarily, we wish to consider how the expertise represented by the area studies programs at Indiana and other universities can be most effectively applied to the education of our undergraduate students. Although our political leaders have continued to support the Title VI area studies centers, the training provided

in them has focused on graduate-level expertise. At the request of Congress, the National Research Council studied the area studies programs and two years ago issued a report that argued for redesigning these programs to educate a broad range of college students in addition to the current emphasis on high-level specialists. The American Council on Education has likewise demonstrated the failure of most American institutions of higher education to provide their students with minimal competency in foreign languages and international knowledge. Only 9 percent of college students study a modern foreign language and only a fraction of these study languages other than Spanish. Indiana University is

exceptionally well endowed with international expertise in the College of Arts and Sciences and, to a lesser extent, in our professional schools. What can be done to furnish our student body more broadly with global competency, including knowledge of the history, politics, and economics of other world regions, understanding of cultural differences, and mastery of foreign languages (especially the critical but less commonly taught ones)?

More information and a schedule for the Area Studies Conference are available at: <http://www.indiana.edu/~reeiweb/2009asc/>



Former President Herman B Wells pioneered area studies programs at Indiana

Russian Military continued from page 3

Chechnya and advocacy in *dedovshchina* cases, but also in matters of pension reform and veterans' care. Awareness of the Sychov case began when a military doctor anonymously informed UCSMR of the ghastly injuries inflicted on Sychov. Only after that did the story spread to domestic and international media. Furthermore, the Committee of Soldiers' Mothers in St. Petersburg received an anonymous tip that uncovered a forced-prostitution scandal there in 2007. Most of the crimes committed in the army's ranks in the past have been hushed up by

the government. These Committees of Soldiers' Mothers across Russia allow soldiers to force the government to at least acknowledge the crimes committed by Russian military personnel. The situation is far from resolved, but the rise of advocacy groups such as the UCSMR is certainly a positive development.

David Stira is a graduate student in the REEI MA Program

Upcoming Events

February

February 26-8 Area Studies in the
Future of Higher Education
Multiple Sessions
Georgian Room

February 27-8 Annual Romanian Studies
Student Conference
Multiple Sessions starting at
5:30 PM on Feb. 27
IMU Walnut Room

February 28 Annual Central Eurasian
Studies Conference
Rooms and Time TBA

March

March 7-9 Weekend of Hungarian Culture
Workshop and Performances
Multiple Sessions
HPER and IMU University Club

March 9 Hungarian Independence Day
Program & Reception
5:30 PM – 7:30 PM
IMU University Club

March 11 Slavic/East European Career Night
6:30 PM – 8:00 PM
Career Development Center
625 N. Jordan Ave

March 12 Czech Film Series presents *Little Otik*
by Jan Švankmajer
7:00 PM
Lindley Hall Room 102

March 25 “Poland and the Jews:
Before and After the Holocaust”
Lecture by Jan Gross
7:30 PM
IMU Oak Room

March 27-8 IU Ballet Theatre:
Variations on a Russian Theme
Indiana University Musical Arts Center

March 28 Illinois Indiana Regional
Olympiada of Spoken Russian
Lafayette, Indiana

April

April 3 Post-communism Roundtable on
“Citizenship and Post-Communism”
9:00 AM – 4:00 PM
IMU Oak Room

April 4-5 Ránki Symposium on
Environmental Issues in Hungary
Room and Time TBA

April 9 Czech Film Series presents
I Served the King of England
by Jiří Menzel
7:00 PM
Lindley Hall Room 102

April 21 REEI Spring Reception
4:00 PM – 6:00 PM
IMU University Club

April 22 Slavic Spring Tea Awards Ceremony
4:30 PM – 7:00 PM
IMU University Club

For information on future REEI activities please see our online calendar at
www.indiana.edu/~reeiweb/events/events.shtml

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Faculty News and Publications

Christopher Atwood (CEUS) presented several papers summarizing chapters from a book manuscript he is working on, tentatively entitled *Tribal Mirage: Khans, Pastures, and Families on China's Inner Asian Frontier*. These included "What Were the Qonggirads in the Yuan: A Segmentary Lineage, a Descent Group, or a Principality?" presented at the conference "Family and the State in Chinggisid and Post-Chinggisid Central Eurasia" in Bloomington on September 5, 2008; "Mongols and Kazakhs: Two Alternative Types of Inner Asian Nomadic Social Structure," presented at Seoul National University on October 30; and "How the Mongols Got a Word for Tribe—and What It Means," presented at the East Asian Colloquium at Indiana University on November 7. In two other invited presentations he surveyed aspects of the history of Mongolistics, presenting "Paul Pelliot and Mongolian Studies" at the colloquium "Paul Pelliot. De l'histoire à la légende," at the Collège de France and Académie des inscriptions et belles lettres in Paris on October 3; and "The Academic Tradition of Mongolian Studies in the U.S.A." at the conference "Academic Traditions of Mongolian Studies," at Dankook University on October 29.

Maria Bucur

(History) is the author of the article "An Archipelago of Stories. Gender History in Eastern Europe," which has just appeared as a part of the forum "Revisiting Gender: A Useful Category of Historical Analysis" in the December 2008 issue of the *American Historical Review*. In



January 2009 she participated in the American Historical Association's Annual Convention in New York City as a commentator on a panel dealing with transnational perspectives on biopolitics.

Jacqueline Byrd (Herman B Wells Library) is the author of "The Slavic Cataloging Manual," which will appear in *Slavic and East European Information Resources*, volume 10, no. 1, 2009. The article discusses The Slavic Cataloging Manual (SCM), available on the World Wide Web since 1994.

Bernd Fischer (History – IPFW) published an Albanian translation of his edited volume, *Balkan Strongman*. Additionally he published "Resistance in Albania during the Second World War: Partisans, Nationalists and the SOE" in *The Second World War: Volume IV The Home Fronts*, edited by Jeremy Black. His fall and winter presentations included "Albania at War as a Fundamental Work of Albanology" in Tirana at the Conference in Celebration of the Fundamental Works of Albanology in December and "Kosovo since Independence: An Overview" at the AAASS Conference in November. He was also recently appointed as a Senior Research Associate at the Albanian Institute for International Studies.



Charles J. Halperin (REEI) has published "The Minority of Ivan IV" in *Rude and Barbarous Kingdom Revisited: Essays in Russian History and Culture in Honor of Robert O. Crummey*, edited by Chester Dunning, Russell Martin, and Daniel Rowland. (Slavica Publishers 2008).

Mike Keen (Sociology – IU South Bend) was appointed Director of IU South Bend's Center for a Sustainable Future. His publications over the last year include "Post-komunistička demokratizacija i sociološka praksa u srednoj i istočnoj Europi," co-published with Janusz Mucha in *Hrvatska sociologija: Razvoj i perspektive*, edited by Denisa Krbec (Sveučilišna tiskara).

Padraic Kenney (History) published the essay "Pranks for the Post-Coms" about prankster performance art in post-communist Eastern Europe in *Modern Painters*, December 2008. He also presented a paper, "What was Transnational About 1968?" at a conference on the Prague Spring in Toronto, and another one entitled "The Communist in the Cell, or, the Riddle of the Locked Room" at the AAASS Convention in Philadelphia.

Sarah D. Phillips (Anthropology) became editor-in-chief of the journal *Anthropology of East Europe Review* during fall 2008. She and Maria Bucur organized a year-

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Faculty News and Publications

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long seminar (sponsored by the Institute for Advanced Study) on “Gender and Citizenship in the Post-Cold War World.” For the AAASS meetings in Philadelphia, Phillips organized a panel on gender and class in Eastern Europe and presented a paper based on her recent book, *Women’s Social Activism in the New Ukraine: Development and the Politics of Differentiation* (IU Press 2008). During the fall semester she also gave an invited talk on women in Ukraine at Miami University of Ohio. Phillips received a CAHI faculty fellowship for fall 2008 to work on her second book, *Mobile Citizens*, about disability experiences and rights activism in post-Soviet Ukraine.

David Ransel (History) published “Life on the River: The Education of a Merchant Youth,” Chapter 3 of *The Human Tradition in Imperial Russia*, edited by Christine Worobec (Rowman & Littlefield, 2009).

Bronislava Volkova (Slavic) published “Death as a Semiotic event” in *Kosmas*, vol. 22, No.1, 2008. She also published “Four Poems,” translated with Clarice Cloutier, in *Between Texts, Languages, and Cultures, A Festschrift for Michael Henry Heim*.

Timothy Waters (Law) is teaching the seminar “Drawing Lessons about Law and Democracy from the Yugoslav Wars.” This is the first course in the IU Law School to focus primarily on a Balkan topic and will be offered again in future years.

Christina Zarifopol-Illias (Slavic) was invited by the Board of Trustees of the Institute of International Education (IIE) to serve on the Fulbright National Screening Committee for English Language Teaching Assistantships in Eastern Europe. The process involved reading and rating 80 applications prior to meeting with fellow committee members and recommending a limited number of candidates for further consideration. The meeting of the Fulbright National Screening Committee took place in New York on December 5, 2008. Thomas A. Farrell, Deputy Assistant Secretary for Academic Programs, US Department of State, met with the committee members to thank them for their public service and hosted a lunch in their honor at the United Nations.

Student News

Student Updates

Melanie Bulhon (REEI/SPEA) has accepted an internship in Frederick, Maryland with the Aircraft Owners and Pilots Association (AOPA). AOPA, a not-for-profit organization, works with pilots, the Federal Aviation Administration, the US Congress, and other organizations on behalf of general aviation. Melanie’s internship in AOPA’s Regional Affairs office this summer will focus on state and local policy issues related to general aviation airports.

Lauren Butt (REEI) will be interning in the Public Affairs section of the US Embassy in Sarajevo this summer. Additionally she presented a paper entitled “Nation (Re)Building: Memory and Historic Preservation in Bosnia, Croatia and Serbia” at the IU Anthropology Graduate Students Association (AGSA) symposium “Self and Society” in February.

Laura Linderman (Anthropology) presented a paper entitled “Memory in the Periphery: A Divided Village on the Georgian-Turkish Border” at the IU AGSA symposium “Self and Society” in February.

Amy Luck (REEI) passed her thesis defense in November, 2008. Her thesis is entitled “The Other Side of Silence: Mentoring Romanian Orphans in Transition.”

Emily Young (REEI/MIS) has accepted an internship with the State Department. She will be working in Washington, DC with the Bureau of Economic, Energy and Business Affairs in the International Communications and Information Policy section.

Student News

Student Graduations: MA Degrees

The following students graduated with REEI MA degrees during the 2008-2009 school year. Their names are followed by the titles of their master's essay and the names of the chairs of their advisory committees in parentheses:

Laura Belden- "The Art of Survival: Life and Work in the Soviet Gulag." (Janet Kennedy)

Robert Vranian- "Georgia's Westward Aims and Russia's Efforts to Prevent the Realization of These Aims." (Dina Spechler)

Alumni News

Brant Beyer (REEI/SPEA MA/MPA 2008) is working as the project manager for West European Studies and the European Union Center at Indiana University. He is managing the "European Union in the 21st Century" overseas program and is helping to organize the Comparative Regulatory Policy Conference, which will be held at IU in fall 2009.

Patrick Burlingame (REEI/Kelley MA/MBA 2008) has begun his second rotation with GE Capital in Warsaw, Poland at Bank BPH.

Michael A. Lally (REEI MA 1992) has been assigned to the U.S. Embassy in Ankara, Turkey as Commercial Counselor. He will study intensive Turkish in preparation for his assignment. A career Foreign Service Officer, his overseas postings include Ukraine, Kazakhstan, Azerbaijan, Afghanistan, and Mexico.

Elizabeth Raible (REEI/SPEA MA/MPA 2008) is a Program Associate with American Councils for International Education in Serbia. Currently she is working on high school programs in South East Europe.

Indiana University Press Announcement

In March 2009, IU Press will publish two new titles by REEI alumni: *Gender Violence in Russia: The Politics of Feminist Intervention* by Janet Elise Johnson and *Indian Films in Soviet Cinemas: The Culture of Movie-going after Stalin* by Sudha Rajagopalan. Also in March, IU Press will publish *Jewish Public Culture in the Late Russian Empire* by Jeffrey Veidlinger, IUB Associate Professor of History and the Alvin H. Rosenfeld Chair in Jewish Studies. Veidlinger is also Associate Director of the Borns Jewish Studies Program and an REEI faculty member.

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