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THE NEWSLETTER OF THE INDIANA UNIVERSITY RUSSIAN AND EAST EUROPEAN INSTITUTE

David L. Ransel, Director
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The Estonian Environment Ten Years After the Restoration of Independence

by Eve Nilenders

The following is an abridged version of a speech delivered as part of a program at Indiana University commemorating Estonian Independence Day.

This year marks the tenth anniversary of the restoration of Estonian independence. It is appropriate to speak about the Estonian environment at this time because environmental issues served as a catalyst in the movement to reestablish the Estonian state.

The first spark occurred in February 1987, when Moscow's plans for a phosphorite mine near Rakvere (northern Estonia) were discussed on a popular television nature show. The proposed mining operations threatened 40 percent of Estonia's water supply. Taking advantage of the Soviet policy of glasnost, Tartu University students protested the mining plans, and mass demonstrations and public meetings ensued in Tallinn and Rakvere throughout the summer and fall. As a result of the public outcry, the phosphorite project was delayed and, ultimately, canceled.

Out of these events emerged an Estonian Green Movement, the first in the Soviet Union. It was founded in May 1989 and made its presence felt in a 5000-strong rally in Tallinn the following month.

The success of these early environmental protests helped to galvanize support for other protests and organizations that paved the way for independence. Many of the leaders of the Popular Front, which spearheaded the movement for autonomy, were closely associated with the Green Movement. A common thread that ran through many of the groups that emerged in the late 1980s (including the Estonian Heritage Society, the Green Movement, and the Popular Front) was the theme of restoration—of Estonia's historical and cultural monuments, its environment and its independence.

An environmental balance sheet for the past ten years would reveal some areas of success—some promising trends—but also a few persistent problems. One encouraging trend is that pollution levels have fallen sharply over the past decade. In terms of water pollution, Estonia's discharges of nitrogen and phosphorous, two nutrients whose overabundance have long threatened the Baltic Sea, were reduced by over 60 percent between 1990 and 1998. Air pollution has fallen at a similar rate.

In 1992, the Helsinki Commission identified 132 environmental hot spots in the Baltic Sea region that posed serious threats to the sea and the region's inhabitants. Of the 13 hot spots in Estonia, all except one have managed to reduce emissions over the period of the program. However, pollution reduction is proceeding much more slowly than expected—none of the remaining sites has reached even 50 percent of the specified goal. The details concerning the two Estonian hot spots that have been removed from the list indicate a Pyrrhic victory of sorts. These hot spots—and others along the eastern Baltic—are no longer considered a threat only because they have reduced or stopped production, rather than because they have successfully applied new technologies, as is the case at many delisted industrial hot spots in the Nordic countries.

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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

New from Slavica Publishers

The Learning and Teaching of Slavic Languages and Cultures

Olga Kagan and Benjamin Rifkin, eds.
704 pp., 2000 (ISBN 0-89357-292-6), hardcover, \$39.95.

This major collection of essays surveys recent methodological developments in the art and science of teaching Slavic languages and cultures. The volume spans the full range of Slavic and reflects the rich diversity of approaches in this field, with three principal goals: 1) to illuminate for all Slavists the state of the art for foreign languages in general in keynote papers; 2) to showcase current research in the Slavic field in the refereed papers; and 3) to raise important questions for consideration for the years to come in response papers. The final section of resource essays includes eight articles, which catalogue the textbooks and reference works available to support the teaching of individual Slavic languages. These essays are also available in their entirety on our web site (follow the links from the books home page at <http://www.slavica.com/teaching/kaganrifkin.html>). The editors, contributors, and publisher are all committed to maintaining and updating these on-line resources in the future as well.

The 37 articles are grouped into eight thematic sections:

1. The Proficiency Movement and Beyond (2 articles)
2. Culture in the Language Classroom (4)
3. Affective and Cognitive Issues (6)
4. Assessment (4)
5. Technology (5)
6. Heritage Learners (4)
7. Teacher Training and Education (4)
8. Textbooks, References and Resources (8)

Kritika 2.1

Special Issue: The State of the Field: Russian History Ten Years After the Fall
From the Editors: "A Remarkable Decade"

Symposium

Nancy Shields Kollmann: "Convergence, Expansion, and Experimentation: Current Trends in Muscovite History-Writing"
Gary Marker: "The Ambiguities of the 18th Century"
Thomas C. Owen: "Recent Developments in Economic History, 1700-1940"
Alfred J. Rieber: "From Reform to Empire: Russia's New Political History"
Gregory L. Freeze: "Recent Scholarship on Russian Orthodoxy: A Critique"
Alain Blum: "Social History as the History of Measuring Populations: A Post-1987 Renewal"
V.P. Buldakov: "Scholarly Passions around the Myth of Great October: Results of the Past Decade"
Gabor T. Rittersporn: "New Horizons: Conceptualizing the Soviet 1930s"
Oleg Khlevniuk: "Stalinism and the Stalin Period after the Archival Revolution"
Loren R. Graham: "The Birth, Withering, and Rebirth of Russian History of Science"
Bruce W. Menning: "A Decade Half-Full: Post-Cold War Studies in Russian and Soviet Military History"

Review Articles

Laura Engelstein: "Culture, Culture Everywhere: Interpretations of Modern Russia, Across the 1991 Divide"
David Rowley: "Interpretations of the End of the Soviet Union: Three Paradigms"
Plus five in-depth reviews

Director's Notebook: The Year in Review

by David L. Ransel

This newsletter closes the academic year 2000/2001 and also marks the end of my fifth year as director. I want to take this opportunity to thank the many persons who contribute to the success of the institute, including staff, faculty, students, alumni, and university administrators. The spirit of cooperation that flourishes among all these people is extraordinary and greatly eases the job of the director and senior staff.

The students have been a particular source of enthusiasm and energy for our programs. We have always benefited from a large number of weekly meetings for language practice and celebrations of national holidays of the countries we study. But I cannot remember when these events have been so enthusiastically developed and attended as they have been this year. Students do the major part of the work in organizing these events. Weekly meetings include the Russian tea hour on Tuesdays and Russian lunch at the Dowling Center on Wednesdays, and on a variety of other days Polish, Romanian, Hungarian, Bulgarian, Estonian, Latvian, and Finnish coffee hours. The annual Polish studies Christmas party is a treasured and always heavily attended event. It was joined this year by new gatherings of similar scope: Dowling Center receptions for Romanian studies and Baltic-Finnish studies.

We are proud, too, of our long tradition of national-day celebrations for Hungary, Finland, Estonia, and Latvia whose programs combine solemnity and gaiety in equal measure, not to mention marvelous spreads of food from the nations being celebrated. This year a new celebration was added. A Bulgarian independence day event broke upon us with such passion and beauty that it left everyone in delighted exhaustion. Renne Traicova, a dual-degree student in REEI and SPEA, last year's Byrnes Fellow and a graduate assistant at REEI this year, was the principal organizer. She recruited and introduced to us the large Bulgarian student

community in Bloomington, furnished superb musicians from the School of Music and a groaning board of tasty foods. A wonderful addition to our national day celebrations!

While the teaching and service contributions of our faculty are the heart and soul of the daily work of the institute, the extraordinary productivity of our faculty in advancing knowledge through research publication is sometimes forgotten or taken for granted. In order to bring greater attention to this aspect of their work, we inaugurated this year a spring reception and book party at which the authors and editors of book publications in the past two years were recognized and their works displayed. In subsequent years, the reception will display works published in the previous year. We were happy to see our many active and retired faculty, staff, students, visiting scholars, alumni and friends at the reception, which is more than a book party. It is also one of our opportunities to thank publicly all of the people who support the work of the institute and its affiliated programs.

International cooperation is an increasingly important part of what we do at REEI. I wanted to report on an unusually productive synergy that has been developing over the past few years between REEI-affiliated faculty and students and the IU Oral History Research Center (soon to be renamed the Center for History and Memory). We began working with oral historians in Romania as early as 1996 and mounted a major workshop in Cluj-Napoca in 1997 to inaugurate the Center for Oral History at Babeș-Bolyai University. We subsequently brought scholars from that center to IU for additional training. Professor Maria Bucur and Dr. Barbara Truesdell of IU have been the key persons involved with this work. This semester, with their cooperation, REEI won a grant from the Aspera Foundation to partner with a new oral history program at Transylvania University of Brasov. This summer Barbara Truesdell,

Maria Bucur, and graduate student Jill Massino will be in Brasov to train Romanian students and teachers and to cooperate in their research on the history of Brasov under the communist regime. Their efforts to create an "oral history archive of life under communism" will focus on the memory of World War II, deportations to the Soviet Union, gender relations, and ethnic relations.

At the same time, Alexander Rabinowitch, who served as director of REEI and dean for international programs, returned from a research trip to St. Petersburg with the news that people at the European University of St. Petersburg wanted to start an oral history program and had heard about IU's reputation in this field. We put together a team of our most experienced people and developed a grant proposal in partnership with our St. Petersburg colleagues for a study of war and memory, focusing initially on the memory of the Leningrad siege. Alex Rabinowitch, who for many years taught a course on World War II in Russia, and Nina Perlina, professor of Slavic literature and editor of a volume of women's memoirs of the siege (in press), will back up the oral history team as advisors with specialized knowledge of the people and events of the time.

True to REEI's legacy of giving as much attention to East European affairs as to Russian, we have again this year mounted a number of major events focusing on Eastern Europe or on the relations between Eastern Europe and Russia. Early in the school year, a major conference on "Polonophilia and Polonophobia of the Russians" brought leading scholars to IU to present work on the importance of Polish culture and politics in shaping Russian identity and in mediating the relationship of Russia to the European world. Professor Bozena Shallcross and I cooperated in organizing the conference, and we are now at work on publication of the essays presented there.

This semester a number of leading East European intellectuals visited campus to participate in a series of round tables, discussing critical issues of politics and social relations in the countries of the region. Among the visitors were Mikos Haraszti, a Hungarian dissident writer and political activist, and Mihaela Miroiu, a leading Romanian expert on issues of gender and on right-wing politics in Eastern Europe. Geoff Eley, a history professor at the University of Michigan, also participated. Our own faculty specialists on these issues, Maria Bucur, Jeffrey Isaac, and Jeffrey Wasserstrom, played the principal role in organizing the visits and were central to the challenging discussions that emerged from them on questions of human rights, women's equality, political violence, and threats to democracy.

The adjustment of our program to the continually changing shape of world politics and global economic integration continues. Close cooperation existed for many years between REEI and our sister programs in the centers for West European studies and Central Eurasian studies, allowing graduate and undergraduate students to fashion individual programs of study that combined elements of the three programs. The boundaries between these programs will become even more porous now that we have developed a cooperative undergraduate major in European Studies, which is currently moving through the bureaucratic approval process. The new major can be entered through any of the three cooperating programs, each of which will maintain its separate and distinctive identity, traditions, and focus. At the same time, the College of Arts and Sciences is putting together an undergraduate major in International Studies. We are cooperating closely in this effort. We believe that it is long overdue and will greatly increase campus-wide undergraduate interest in international affairs. The program is being designed with a

strong foreign language component and incentives for study abroad.

Other signs of the strength of REEI as we emerge from the post-cold war adjustment can be seen in the rebuilding of key elements of our teaching departments. Our traditional strength in economics is sustained by Michael Alexeev and Roy Gardner with backup of a more theoretical orientation from Michael Kaganovich. Robert W. Campbell, though "retired" for a few years, has taken on lengthy foreign tours, consulting in Ukraine, Uzbekistan, and Kyrgyzstan, and continues to guide

tory in the near future.

I am particularly pleased with the renewal of our strength in political science. Jack Bielasiak and Dina Spechler continue to teach and write on the East European transition and Russian foreign policy respectively. To their efforts are now added those of Henry Hale, who arrived in August to teach Russian and comparative politics, and Aurelian Craiutu, a Romanian-born specialist in political philosophy who will begin teaching courses on East European political ideas next fall. I am also happy to report that Professor Yvette Alex-Assensoh, a specialist in urban politics in the United States, is teaching this year on a Fulbright in Zagreb and has received a research grant to compare minority politics in Croatia with those elsewhere.

Rigorous language instruction has always been a hallmark of IU's programs in Russian and East European studies, and our training in other fields relies on the expertise of our scholars and teachers in the Department of Slavic Languages and Literature. Like its counterparts around the nation, the department is going through a period of adjustment. The department experienced a spike in enrollments at the time of perestroika and Gorbymania, but this was unusual and unsustainable. Enrollments at IU, as elsewhere, have retreated to the levels common in the 1970s and early 1980s. The department is adjusting to these more familiar conditions and developing plans for the future that will consolidate its strengths and ensure its continued support of the other segments of our training programs. Finally, the Summer Workshop in Slavic, East European and Central Asian Languages, under the guidance of Jerzy Kolodziej, celebrated its 50th anniversary last year and is still going strong. Last summer, instruction was offered in 14 languages of the region, and we expect to

The inaugural REEI book party

REEI students through their master's thesis work. Nicholas Spulber, too, continues a vigorous research and publication program and has just completed a major historical study of Russian economic transitions from early modern times to the present.

Our Department of History, despite some losses to retirement, is still among the largest in the nation. Ben Eklof, Jeffrey Veidlinger, and I cover Russia proper, while Hiroaki Kuromiya teaches about Russia and Ukraine, and Toivo Raun about Russia and the Baltic. Alexander Rabinowitch in retirement remains an active researcher, a frequent visitor to Russia, and mentor to graduate students. Maria Bucur, our newest specialist on Eastern Europe, is rapidly rebuilding our traditional strength in that field, and the department has just made a commitment to assist her in this effort by hiring an additional person in East European his-

The Geography of Nationalism in Late Nineteenth Century Czech Landscape Painting

by Kathlaine Nyden

On May 16, 1868 thousands of spectators gathered to view a procession of monoliths ceremoniously paraded through the streets of Prague to their final destination, the future site of the National Theater. These stones, excavated from politically and historically significant sites throughout the Czech countryside, formed both a literal and a metaphorical foundation for the first Czech language theater in Prague and underscored the symbolic role of the Czech geographic landscape in the theater's creation.

Nineteenth-century depictions of the Czech countryside were charged characterizations of the Czech homeland, the quintessential example of which can be seen in the thematic mural programs commissioned for the National Theater. In this series, the artistic team of Mikolas Ales, Frantisek Zenisek, and the landscape painter Julius Marak actualized the national landscape for theater patrons. The images codify the rhetoric of cultural and political nationalism, creating a virtual iconography of national identity. To culturally literate audiences, the monumental mural programs recast specific sites of national political importance, thereby reconstructing the geographic kingdom within the National Theater building.

Throughout the National Theater, examples actualizing the nation are found. For example, located above the main staircase, on the left, is *Allegory of the Czech Lands*. Heraldry, the Bohemian crown jewels, and a lion appear alongside the personification of the Czech lands Moravia, and Silesia. *Prague*, on the right, is seated in glory holding the city's coat of arms and staff. Her crown resembles the battlements of Prague's ancient castle, which is represented in the distant landscape. These allegorical representations of the homeland are explicit examples of nationalism. But there is a unique mural cycle in the National Theater, which is consistently overlooked by scholars.

Julius Marak's landscape cycle ap-

pears to lack explicit nationalist subject matter. Otakar Novy suggests that "The romantic paintings...of Julius Marak...were to remind visitors that they are on the soil of the historical lands of the Czech Crown." This analysis of Marak's imagery is too simplistic and fails to evaluate critically the landscape cycle. On one level, Marak's images appear to be straightforward depictions of Bohemia, the western-most region of the Czech lands. But further examination of the images' style, content, and context suggest a different agenda.

In the painting *Rip*, a young female Bohemian peasant gazes at the distant mountain for which the image is named. According to legend, the site is associated with a prominent fifth-century bellikose ruler from whom the Czechs claim descent. The central focus of the image is this illuminated mountain in the background, which is presented to the viewer by the peasant. She connects the contemporary nation with this ancient settlement and thereby creates an unbroken and uncorrupted hereditary link between the past and the present. Furthermore, the National Theater's main foundation stone, quarried from this mountain, bears the inscription, "From [where] Rip Father Czech acquired his home, perfect to the time of White Mountain; now in Mother Prague it will rise again from the dead." The geographic specificity of this landscape imagery functions as a map in which this politically and historically significant site—the same site from which the theater's foundation stone was culled—is recast as a politically charged monument to Czech resurrection.

The image *Blanik* functions in much the same way. According to legend, the mountain of Blanik shelters a cavalry of sleeping Taborite warriors who may be called upon to defend the nation when the need arises. Compositionally similar to *Rip*, the central focus is the mountain bathed in light. It is not simply a bucolic

landscape. It is both a repository and a reminder of latent power. The uniqueness of Marak's landscape imagery is apparent when compared with the work of other landscape artists.

In another example, *Hradcany*, Prague's medieval castle is situated on a hilltop surrounded by valleys and bathed in silvery light. Marak eliminates visual obstacles from the structure's immediate surroundings so that our site-line is unimpeded. We view the castle from a position well above the foreground structures, but still at a slightly lower angle than the castle complex. As a result, it appears solitary and physically inaccessible. Located in the historic center of Prague, this castle was erected by the Premyslid Prince Borivoj on a hill that was home to an ancient Slav settlement.

Czech legends affirm that whoever occupied the castle ruled the Czech lands. During the last half of the nineteenth-century the castle was uninhabited, and there was no Bohemian crown prince. This myth is particularly relevant to Marak's cycle in view of its location in the royal box of the National Theater.

Stanley Kimball suggests that the royal box was a "political symbol purposely included [in the National Theater] to emphasize the existence of the Bohemian kingdom as distinct from the Empire." In addition to Marak's paintings, the canopy of the royal box was decorated with a replica of St. Vaclav's crown rather than the imperial two-headed eagle. When Prince Rudolf attended the theater's opening, he did so as an imperial representative, not as Czech royalty, but seated in the box he was surrounded by politically charged images of the Bohemian kingdom. The mountains Blanik and Rip, as well as Prague's castle, represent latent power and recall earlier times when the nation, through a show of force, sought independence from foreign oppression.

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Reflections on Directions in the Slovene Media

by Tinca Stokojnik

In the seventh century, Slovenes were living in their own state for the first and last time until 1991. The state was called Karantanija, and the Karantanians voted for their aristocracy. Pretty impressive for a time when tribal wars pervaded Europe and power was often transferred by violence.

Despite early democratic inclinations Slovenes had to re-learn democracy after regaining independence ten years ago. Tito had steered Yugoslavia away from the Soviet model of communism, and the social order differed in many ways from the oppressive communist systems of other eastern European states. Nevertheless, building democracy in Slovenia has proved to be a challenge.

The media played a major role in shaping a political agenda that led Slovenian representatives to walk out of the Yugoslav government in 1991. The two main players were *Mladina*, a liberal weekly news magazine, and “Radio Student,” a quirky, radical radio station transmitting in Ljubljana and its outskirts. They each attacked the Yugoslav government in their own way. *Mladina* took a serious journalistic approach by serving as a watchdog and exposing the wrongdoings of communist party officials. Radio Student took a punk approach in terms of musical content and a general anti-establishment ethic. Radio Student journalists expressed their views through alternative youth culture and abrasive political commentary. These two media outlets not only played a political role, but also led a movement towards civic journalism.

After independence was achieved, *Mladina* continued publication and became one of the most respected news outlets in the country. It is especially notable for its investigative journalism. However, conservatives have no appetite for it because of its liberal leanings. A magazine called *Mag* is now successfully serving the conservative part of the population. Radio Student also continues to

broadcast but has drifted toward the political center. It continues to serve as a major training ground for Slovene journalists.

Other post-independence media have had more difficulty. In Slovenia, most of the old media outlets still exist while new ones have perished quickly after trying to make room for themselves in a sparsely populated country. The main reason for their failure is market competition and dependence on advertising revenue. Naturally, only those publishers that already commanded a wide audience survived.

There were three attempts at establishing new daily newspapers in the 1990s, all marked by different political orientations. First came *Slovenec* (*The Slovenian*), which took its name from a conservative newspaper that existed in the early 20th century, at the time of the emergence of the first Yugoslavia (The Kingdom and later the State of Slovenes, Croats and Serbs). The first *Slovenec* was the organ of the Christian Democrats, one of the most important parties at the time. After 1991, the Christian Democrats again became one of the strongest political parties in Slovenia. They established *Slovenec* with their eyes set on past glory. The then prime minister, a Christian Democrat, funded the paper with 2 million German marks in the name of diversifying the Slovene media scene. It did not work. Although Slovenians are over 90 percent Catholic and usually vote in substantial numbers for the Christian Democrats, the paper folded after six unprofitable years.

A year after *Slovenec* appeared, the left-wing *Republika* hit the newsstands in 1992. It was seen as a political project—a baby of the Christian Democrats’ competitor, the Liberal Democrats, who are currently the ruling party in Slovenia. Much like *Slovenec*, *Republika* soon perished as well.

These two failures scared most poten-

tial new media moguls from attempting to make it in the Slovene market. In 1998, however, the owners of the popular conservative magazine *Mag* tried again. They established *Jutranjik* (*The Morning Paper*). No luck again. This newspaper folded after fewer than 20 issues.

This leaves Slovenes with four dailies, three of which have very familiar names since they have been around for decades. *Delo* (*Work*) is by far the most successful. The largest Slovene newspaper since World War II, it had a solid infrastructure and quickly emerged as a Slovene media giant. Its circulation averages around 90,000. The company that owns *Delo* also publishes the tabloid *Slovenske Novice* (average circulation 110,000 copies). *Delo* is connected with the company Delo Revije that publishes 17 magazines and controls more than 50 percent of the Slovene magazine market. Two other daily newspapers have survived the market transition: *Dnevnik* (*The Daily*), along with its weekly tabloid *Nedeljski dnevnik*, and *Vecer* (*The Evening*), which is popular mainly in the northeastern region.

Broadcasting is divided between public and private radio and television operations. The public broadcast corporation is RTV Slovenia. It is a conglomeration of the old TV Ljubljana, which changed its name to TV Slovenia and offers two programs, and Radio Slovenia, which has three channels.

Before December 1995 not much could be said of private television stations. There were some, but they were limited to very small areas and their earnings were insignificant. In 1995, however, POP TV emerged, backed by Central European Media Enterprises (CME), a US company that now pervades most of the commercial television market in eastern Europe. POP TV immediately succeeded with its predictable feed of primarily American programming. Scandinavian Broadcasting System (SBS) followed suit in 1997, buying the fledgling Kanal A television

station and becoming successful in a similar way. A year ago CME bought Kanal A, which continues to provide its own programming. These two channels command most of the Slovene television audience.

Radio Slovenia has much competition from a wave of new commercial radio stations. Most offer contemporary dance music, hourly news bulletins, and never-ending “contact shows” in which listeners call in and engage in essentially mindless chat and music requests.

The Slovene media have adapted—more or less successfully—to the new market situation. Slovene democracy could benefit from the addition of more media voices, but this is not likely to happen. The market is simply too small since the Slovene population hovers slightly below 2 million.

The political orientation of most Slovene media is neutral, although the mainstream media are often attacked by conservative politicians and commentators as “leftovers from the past,” “government propaganda” (the government has for most of the time been predominantly left of center), or are even accused of being vehicles for a mysterious communist conspiracy led by current president Milan Kucan. These accusations are exaggerated. Nothing this exciting is happening in Slovene media. But the centrist blandness of Slovene media may be a problem in the long run. Investigative reporting is limited to the efforts of *Mladina* and *Mag* magazines and public television’s news program “Odmevi” (“Echoes”). In a democracy that is still growing, critical media are necessary. Slovene journalists do not need to go back to the revolutionary journalism that led to independence, but keeping some of that relentlessly critical spirit alive would be healthy for Slovene democracy.

Tinca Stokojnik
is a graduate student from
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School of Journalism.

Gender Studies at the University of Latvia

by *Mara Lazda*

One of the highlights of my dissertation research year in Latvia (1999-2000) was the opportunity to work with the nascent Gender Studies Center at the University of Latvia.

The center was founded in January 1998 on the initiative of several university women lecturers led by Irina Novikova, now the center’s director, Ieva Zake, and the center’s coordinator, Elizabete Picukane. Women’s and gender studies were beginning to grow in the 1990s, but lacked an interdisciplinary approach, and these scholars sought to create such a forum for communication, research, and, most significantly according to Novikova, training for young scholars of gender studies. After the center’s founders convinced the university community of the significance of gender studies, they received space and a telephone line from the university. International organizations, however, continue to provide the bulk of the center’s material and academic support.

In the last three years, the center has made significant contributions to the development of gender studies in Latvia and abroad. One of the main goals of the center is to introduce women’s and gender studies into the core curriculum at the university, and each semester teachers from the center offer several courses in Latvian, English, and Russian on such topics as gender and poverty, gender and law, and gender and religion. For course instruction, the center draws on the expertise of scholars from several Latvian universities and colleges as well as visiting lecturers from Great Britain, the United States, Australia, Norway, and Finland, such as Oystan Holter, R. W. Connell, and Aili Nenola. In addition, the center reaches out beyond the academic sphere to work with local women’s non-governmental organizations.

One of the first steps in developing gender studies in Latvia, Novikova be-

lieves, is to make gender studies literature available. The center has built a small library—based largely on donations from the Soros Foundation, Network of East-West Women, and Nordic Institutions—and seeks to make this scholarship accessible in Latvian and Russian. Scholars at the center also produce books. Forthcoming publications include *Too Early? Too Late? Feminist Ideas, Discourses, Languages* (a Latvian-Nordic collection of essays in Latvian); *Anthology of Contemporary Feminist Theories* (in Latvian); and Nira Yuval-Davis’ *Gender and Nation* (in Russian).

The center’s international partnerships have facilitated the training of PhD scholars in gender studies. In July 2000, the center held a PhD training seminar sponsored by the Nordic Academy of Advanced Study called “Gender, Religion, Ethnicity: Comparative Cultural Anthropological Perspectives,” which brought together scholars and PhD students from Latvia, Lithuania, Estonia, Northwestern Russia, Finland, Sweden, and Denmark. This year’s seminar is sponsored by the Higher Education Support Program and the Soros Foundation and is titled “Men and Masculinities.” These seminars are significant not only for the opportunity they provide for gender studies scholars, but also because they are helping to build an academic community between Northeastern and Northwestern Europe.

Thanks largely to the energy and dedication of its founders, the Center of Gender Studies at the University of Latvia has succeeded in creating a much-needed forum for the study of gender in Latvia.

Mara Lazda is a PhD candidate in the History Department. For more information on gender studies in Latvia, write to: University of Latvia. Center of Gender Studies. Office 133. Raina Blvd. 19 Riga LV 1586, Latvia.

Dov-Ber Kerler Assumes Dr. Alice Field Cohn Chair in Yiddish Studies

Dov-Ber Kerler, one of the foremost authorities on Yiddish linguistics today, has been appointed to the Dr. Alice Field Cohn Chair in Yiddish Studies at Indiana University. His appointment should position IU as a leading center of Yiddish language and literature, not just in North America, but worldwide.

At Oxford University, where he previously taught, Professor Kerler was Porter Foundation Fellow in Yiddish Language and Literature as well as a member of the Oxford Center for Hebrew and Jewish Studies. He was also associated with the faculty of Oriental Studies and the faculty of Medieval and Modern Languages and Literatures at Oxford.

Kerler is one of the few scholars born after World War II who is at home in the Yiddish, Hebrew, and Slavic cultures. His recent book, *The Origins of Modern Literary Yiddish* (Oxford University Press, 1999), is among the first systematic attempts to trace the beginnings of modern literary Yiddish. It is a significant contribution to the study of the crystallization process of literary languages, tracing the origins of modern literary Yiddish to generally forgotten authors of the eighteenth century. A second book, edited by Professor Kerler, *Politics of Yiddish* (Alta Mira Press, 1998), is devoted to examining the politics of Yiddish language, literature, ethnography, and scholarship. Kerler's articles include notable studies of Old Yiddish literature, Soviet Yiddish language and literature, modern Yiddish stylistics, the correlation of Yiddish dialectological evidence with non-linguistic cultural features of East European Jewry, and interrelationships between modern Hebrew and Yiddish.

The son of Moscow dissident Yiddish poet Joseph Kerler, Dov-Ber Kerler grew up in a household steeped in modern Yiddish literature, and he excelled as a boy in both Yiddish and Russian. Upon his emi-

gration to Israel at the age of thirteen, he turned to modern Hebrew language and literature and then went on to specialize in Yiddish at Hebrew University in Jerusalem. He completed his doctorate at Oxford in 1988 and that year was appointed as a research fellow at Lincoln College, Oxford.

In addition to his scholarship and

Dov-Ber Kerler at the REEI book party

teaching, Kerler demonstrates remarkable energy in academic administration and editing. He has edited and published three volumes of *Oksforder yidish*, two volumes of *Winter Studies in Yiddish*, two volumes of *Avrom Nokhem Stencl Lectures*, and four volumes of the literary journal *Yerushalayimer almanakh*. In 1984, he began to co-direct, with Professor Dovid Katz, the world-renowned Oxford summer program in Yiddish. A decade later, they initiated *Yiddish Pen*, for three years the world's only literary and academic monthly in Yiddish. In the summer of 1999, he organized at Oxford the Graduate Seminar in Yiddish Studies and the first International Workshop on Yiddish Theatre, Drama, and Performance. He has

also contributed to the revival of Yiddish in Lithuania by serving as the director and a member of the faculty of the intensive Yiddish summer program at the University of Vilnius.

Kerler's ability to clarify linguistic matters to non-specialists comes to the fore most vividly in his classroom teaching. At Oxford, Professor Kerler taught a wide range of courses, including "Sociology of Yiddish," "Modern Yiddish Poetry," "Yiddish Poetry in the Soviet Union," "Readings in Pre-Modern Yiddish Literature," "Advanced Yiddish," and a graduate course on Yiddish dialectology. He also taught courses at the Moscow State University of Humanities.

At IU, Professor Kerler will continue his work on a history of literary Yiddish and will edit with J. Berkowitz a new periodical of Yiddish scholarship, *Oksforder Shriftn*. He will also complete texts for elementary and intermediate level Yiddish courses and edit with V. Chernin an anthology of Yiddish poets born after World War II.

Kerler's appointment as the Dr. Alice Field Cohn Chair is made possible by a major gift to the Jewish Studies Program from Alice and Ted Cohn of New York City. Alice, a devoted Yiddishist, graduated from IU in 1945 and has had a distinguished career as a psychologist and psychotherapist. Ted Cohn is a leading consultant on the management of family firms and the author of several books on business and the economy. Thanks to the Cohns' vision and generosity, Yiddish language, literature, and culture courses, long a dream for the Jewish Studies Program, will now become a permanent reality at IU.

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When Is Bulgarian Independence Day?

by *Renne Traicova*

On March 1 a commemoration of Bulgarian Independence Day was held at Indiana University. In many countries, secular holidays are based on honoring historic events or the birthdays of national heroes. History, however, is rewritten and reinterpreted by different generations and does not remain statically defined. Hence, it is plausible that independence day is also a dynamic concept that changes over time. This is especially true for societies that are undergoing fundamental political and economic changes such as the ones in Eastern Europe after the collapse of communism. Bulgaria, with its long and perplexing history, is one of those countries in which the date and meaning of Independence Day are ardently debated among scholars, politicians, students, and others.

Before the events of 1989, Bulgaria had no publicly stated doubts that September 9, 1944 was the appropriate national independence day. On this date the Red Army stormed into Bulgaria, “liberated” the country from the Nazis (although Bulgaria officially sided with Germany in World War II), and established a communist regime. After 1989, however, March 3, 1878, the date that marks the country’s liberation from 500 years of Ottoman occupation, was declared to be the official national holiday. On this date the Treaty of San Stefano between the Russian and Ottoman governments was signed. This document stipulated that Bulgaria was being “liberated” and established as an independent nation, with access to the Aegean Sea in the south and the Black Sea in the east. Precisely why Bulgarian historians and politicians decided to make this the official national holiday is at the center of the current debates regarding independence day. Why not choose the date when the Bulgarians, first among all Slavic people, received the Cyrillic alphabet or the date when Bulgaria converted to Christianity? These two events, one may argue, underlie the initial formation

of separate (or independent) Bulgarian national identity and Bulgaria’s contribution to European and Slavic civilization. Why not the date on which the Congress of Berlin redefined the boundaries of Bulgaria (shortly after the Treaty of San Stefano)? On this date, the Bulgarian borders came to closely resemble the current boundaries of the country. Why not leave September 9, 1944 as Independence Day? After all, people had been celebrating this date for decades before switching to March 3 in 1989. If one adheres to the literal meaning of the word “independence,” it might be appropriate to make October 5, 1908 Independence Day. On this date Prince Ferdinand declared Bulgaria to be officially independent from the Ottoman Empire. This list could be extended even further, considering that Bulgaria has had three officially declared states in its history. How about First Independence Day, Second Independence Day, and Third Independence Day? Why choose March 3, when the current Bulgarian borders are not even close to matching the boundaries established under the Treaty of San Stefano? The answer to this question rests in past and present interpretations of political and historical reality.

Skeptics argue that March 3, 1878 should not be considered independence day because they believe that the motives of the Russian Empire were not so much to liberate Bulgaria as to establish a Russian protectorate state and reassert their influence on the European continent. In order for Russia to have strategic influence in the Balkans, it needed to establish itself as the “protector” and “liberator” of the Balkan peoples. In 1812 the tsar enthusiastically supported the Greek national liberation movement, and in 1830 he signed an agreement with the sultan for the independence of Greece and for the autonomy of parts of Serbia. By the 1870s Bulgarians began to organize a movement for the reestablishment of the

Independent Bulgarian Orthodox Church and the creation of an independent state. These efforts culminated in a significant Bulgarian uprising against Ottoman occupation in 1876. This event was followed by a two-year Russo-Turkish war and the establishment of a Russian protectorate in Bulgaria. Given these developments, skeptics contend that the Treaty of San Stefano “sold” Bulgaria to Russia and therefore should not mark the official independence day of Bulgaria. But every empire or nation has strategic or political interests. The bigger problem here, some critics contend, is that Bulgaria did not actively take part in the San Stefano Agreement. They argue that it is inappropriate for Bulgaria to celebrate the victory of another country as its national holiday.

Over thirteen centuries, Bulgaria has been conquered and liberated many times. Deciding which liberation date should be the official Bulgarian Independence Day is rather subjective. Valid arguments are made for each of these days, but ultimately the decision is subject to the scrutiny of the current political regime. March 3, 1878, however, did lay the foundation of Bulgarian statehood after a five-century interruption. Whatever the historic realities may have been, this event revived the dormant national spirit of the Bulgarian people. Perhaps the symbolic value of this date as a marker of the rebirth of a nation is more important than historical realities or interpretations if it instilled and continues to instill a sense of national pride in the people of Bulgaria. The debate over independence day, however, may be waning as Bulgaria heads towards losing its sovereignty yet again—this time by voluntarily joining the European Union.

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

Graduations

PhD Dissertation Defenses

Slavic Languages and Literatures

Natalie L. Borovikoff (February 2000): "Unaccusativity and Movement in Russian: Integrating Formal Syntax and Discourse Functions"

Andrea McDowell (January 2001): "Situating the Beast: Animal Imagery in Nineteenth- and Twentieth-Century Russian Literature"

History

Barbara Allen (March 2001): "Worker, Trade Unionist, Revolutionary: A Political Biography of Alexander Shliapnikov, 1905-1922"

Won Yong Park (October 2000): "Struggles for Proletarianizing Higher educational Institutions: Rabfaks During the First Decade of Soviet Power, 1919-1928"

Economics

Stefan Reiss Osborne (July 1999): "Taxation and Evasion in the Presence of Extortion by Organized Crime"

Lyaziza G. Sabyrova (August 2000): "Inflation, Investment, and Savings under Market Reforms: Essays on the Dynamics of Transition"

Business

John Velis (February 2001): "Three Essays on Fixed Exchange Rates and Devaluations"

Master of Arts Degrees

Russian and East European Institute

Janis Cakars (April 2001): "Nonviolence and the Latvian Independence Movement, 1986-1991"

Hyun Hee Do (August 2000): "Globalization of the Telecommunications Market in Russia and the Czech Republic: The Mobile Telephone Services Market"

Dennis Metro-Roland (April 2001): "Recollections of a Movement: The Memory and History of the National Organization of People's Colleges in Hungary"

Central Eurasian Studies

David Bell (December 2000) No Thesis needed.

Kara D. Brown (December 2000): "Learning to Integrate: The Education of Russian-Speakers in Estonia, 1918-2000."

Thomas Cooper (May 2000): "The Borders of Trianon: Blunders and Regrets."

Marshall K. Gilbert IV (June 2000): "History, Memory and the Future on Display: The Turkestan Exhibition of 1890."

William King (March 2000): "Central Asia and Eurasian Trade in the Early Medieval Period: Towards an Evaluation of the Silk Road"

Mika Natif (December 2000): "Patronage of Art and Architecture under the Timurid Dynasty in Central Asia."

Mariya Niendorf (August 2000): "Into the Steam, Into the Dream: The Finnish Sauna as a Rite of Passage."

Nikolai Sadik-Ogli (May 2000): "Don't Shoot Väinämöinen! Dada and Futurism in Finland, 1912-1932"

James Wilde (August 2000): "A Fenyegető Veszély: Remény, Szorongás és Valóság Miklós Wesselényi and Nationality Issues in 1830-1848 Hungary."

Film Festival Celebrates Andrzej Wajda

by Mark Betka

A near-capacity crowd was in attendance for the Bloomington premiere of *Pan Tadeusz* as the Polish Studies Center's Andrzej Wajda Film Festival drew to a close on Friday, March 2. In three segments from February 15 to March 2, the festival provided students, faculty, and the Bloomington community with an opportunity to enjoy a wide variety of Wajda's works.

Designed as a comprehensive retrospective of Wajda's career, the festival featured some of his early works, through his examinations of Poland's struggles during the turbulent 1970s and 1980s, to his more recent attempts to bring the literary world to the big screen. Professors Bozena Shallcross (Slavics), Dodona Kiziria (Slavics), and Michael Berkvam (French and Italian studies), and graduate student Lee Roby introduced the films. The opening remarks were designed to provide those guests who were new to Wajda with a substantive background in a particular film's theme, historical context, and subtle messages. Those who were more familiar with Wajda's works enjoyed the opportunity to exchange views during the informal discussion that followed each showing.

Broad themes provided the framework for each segment's films. The first, "Reflections on WWII and the Fate of Poland," examined the experiences of Poles during and immediately after the war and featured *Canal* and *Ashes and Diamonds*. The second, "People and Politics in the Polish People's Republic," looked at Poland's political struggles across several decades through *Man of Marble* and *Man of Iron*. The final segment, "From Literary Classics to Classic Films," showcased Wajda's ability to transform the written word from paper to celluloid and featured *Danton* and *Pan Tadeusz*.

Mark Betka is a graduate student in REEI and SPEA.

The Estonian Environment

continued from page 1

One particularly successful sector in Estonia has been wastewater treatment, a principal source of Estonia's water pollution and one often neglected in the Soviet era. Due largely to the interest of international development banks, the Nordic countries, and the European Union, numerous investment projects are underway to renovate or construct treatment plants in cities and even many smaller towns.

The verdict is still out on the uranium enrichment facility at Sillamäe, long one of the greatest environmental threats to the Baltic Sea. There, a large unstable dump containing 1200 tons of uranium waste materials and oil-shale ashes sits only several dozen meters from the Gulf of Finland and is now filled with a radioactive lake. Despite recent efforts at remediation, a severe storm could still cause the embankment to collapse and release the contents of the dump into the Gulf of Finland.

The Estonian environment also faces new and subtler threats. As one of the most economically successful countries of central and Eastern Europe, Estonia's growing prosperity has meant changing lifestyles. Nowhere is this more evident than in transportation choices. Since 1990 the number of passenger cars has roughly doubled—the bulk of these without catalytic converters—and automobile fumes now form the single largest source of air pollution in Tallinn. In this same period, the number of trips Estonians took by rail or public transportation has fallen sharply.

Two recent developments highlight other ongoing challenges that Estonia faces in balancing economic growth with environmental protection. Ida-Viru county in northeastern Estonia, home to much heavy industry and high unemployment rates, has written to the Ministry of Environment to protest a draft law increasing environmental taxes 20 percent annu-

ally over the next 12 years. Ida-Viru county's industries already pay 80 percent of Estonian environmental taxes. Meanwhile, on the island of Saaremaa, plans for a deepwater port have been delayed because of a suit brought against the local council by the Estonian Ornithological Society, the first instance of an Estonian environmental NGO suing a local government. The environmentalists argue that the port would threaten a rare bird species as well as the nearby Vilsandi National Park, Estonia's first nature pre-

Estonia's largest tree, which also featured on its currency.

serve. The port, which many had hoped would attract tourism to the region, may be built in Latvia instead.

Estonia's environmental future is also being shaped by its bid for European Union membership. In many ways, membership is likely to be a mixed blessing. On the one hand, Estonia has already benefited from European Union funding for projects through PHARE, the EU's program to aid economic restructuring in Central and Eastern Europe. However, Estonian environmentalists have sometimes criticized the emphasis that this assistance has taken, such as extensive investment in road construction and renovation at the expense of other more environmentally friendly forms of transport. Furthermore, while the harmonizing of Estonia's environmental legislation with EU directives is well underway, implemen-

tation of EU environmental directives will prove quite costly for Estonia.

Estonia's environmental policies will also be influenced by its membership in many Baltic regional environmental organizations. The Baltic Sea has developed into a locus for cooperation precisely because of the environmental problems common to the countries along its shores. The Baltic Sea is home to one of the oldest international environmental regimes, established by the Helsinki Commission in 1974.

In addition to the immediate environmental gains of cooperation, there are likely to be other far-reaching benefits as well. Baltic environmental cooperation has helped to build a community of scholars and researchers. It has also enabled an exchange of technical expertise and the development of commercial ties, particularly with the Nordic countries.

The Estonian state has worked to establish itself as a good international partner in environmental matters. It has been consistent in monitoring and providing data to the Helsinki Commission and to the European Environment Agency; the latter even ranked Estonia its fourth strongest partner.

Estonia's environmental future holds numerous challenges. Yet the experience of the past fifteen years suggests that the Estonian environment will continue to improve as long as the Estonian government and public maintain their commitment to environmental principles, and Estonia and its neighbors continue to embrace environmental cooperation.

Eve Nilenders is a graduate student in the School of Public and Environmental Affairs and the Russian and East European Institute. She is also the current president of the Baltic and Finnish Studies Association.

Student News

Kara D. Brown (Education) won an IREX grant to conduct dissertation research in Estonia next year.

Melissa Cakars (History) won an IREX grant for ten weeks of Mongolian language study in Ulaanbaatar this summer.

David Fisher (History) is presenting a paper at the Midwest Historians of Russia Workshop in Madison, Wisconsin, April 20-21, on "Russia and the Crystal Palace in 1851."

Kristin Gilbert (History/Education) joined the REEI staff in February as a part-time clerical assistant.

Kira L. Griffitt (Cognitive Science) won the Chair's Award in Russian Language Proficiency. Her teachers describe her as a "language sponge."

Kurt Hartwig (Folklore) is currently conducting dissertation research in the Czech Republic, supported by a US Department of Education Fulbright-Hays grant. He is researching strategies of mimesis (the assumption of a character by a performer) and the circumstances of its use.

Janet Johnson (Political Science) won a post-doctoral fellowship in the Havighurst Center for Russian and Post-Soviet Studies at Miami University in Ohio for the academic year 2001-2002.

Adam Leary (Linguistics) won an Institute of International Education Fulbright grant and is currently conducting dissertation research in Hungary. His study addresses speech timing and speech rhythm in Hungarian.

P. Matthew Loveless (Political Science) presented the paper "Satisfaction with Democracy in Eastern Europe: Disparity Between Constituencies" at the Midwest Slavic Conference on March 31.

Andrea Rossing McDowell (Slavics) is currently completing a second master's degree in Higher Education Administration and Student Affairs. She successfully defended her dissertation in Slavic

languages and literatures in January.

Kathrine Metz (Anthropology) was invited to participate in the Social Science Research Council Dissertation Writing Workshop in Seattle, March 23-25.

Nikita Nankov (Comparative Literature/Slavics) published a book in Bulgarian titled *In the Hall of Mirrors (V ogledalnata staita)*, Sofia: Sonm, 2001) in March. The book is a collection of seven long studies exploring the interactions between European and Bulgarian modernism in a comparative light. The book was published with the support of a grant by the Swiss foundation for culture Pro

Helvetia, Réseaux Est-Ouest. It appears in the series "Readings" ("Prochiti") of Sonm Publishers, one of the leading Bulgarian publishers of European philosophy and cultural studies.

Dana Ohren (History) won an IREX grant for seven months of dissertation research in Russia on the subject of ethnic minorities in the Russian army of the late imperial period.

Matthew Pauly (History) gave a paper titled "The Kobzar in the Labor School: The Ukrainian Variant of a Soviet Educational System, 1922-1930" at the Association for the Study of Nationalities con-

Central European Teaching Program Holds Meeting at IU

by Alex Dunlop

On March 24, Indiana University hosted the Second Central European Teaching Program (CETP) Reunion and Conference. The program was originally founded as "Teach Hungary" by IU alumna (CEUS MA, 1998) and former REEI advisor Lesley Davis in 1991. Today it places English language teachers in Hungary, Poland, Romania, and Latvia and has plans to expand into Slovakia and Lithuania next year.

The program is based at Beloit College in Beloit, Wisconsin, a small liberal arts college with a commitment to international affairs and student exchange. Over the last ten years more than 350 people have participated in the program, and 45-50 are expected to join this August. Lesely Davis conceived of the program while teaching in Hungary. With demand for English teachers far outstripping supply, Hungarian school administrators urged her to help find Americans to fill English-language teaching positions.

The IU meeting was meant to bring together program administrators and alumni to evaluate the program and plan for its future. It also included an informational session that was open to the public. Members of the IU community came to the Hoosier room in the Indiana Memorial Union to learn about the program.

Bloomington is a frequent second home for CETP alumni who, after returning to the US, wish to further the interests and skills they developed while living in Central Europe. Because of its strength in academic and professional education, IU is a natural second step for many former CETP teachers. Many have enrolled in REEI or the Central Eurasian Studies Department and have taken advantage of the dual-degree programs, especially with SPEA and the Kelley School of Business. Others are building on their teaching experience through the Wright School of Education.

Alex Dunlop is a graduate student in the Russian and East European Institute and former director of the Central European Teaching Program. For more information on the Central European Teaching Program, see <http://www.beloit.edu/~cetp>.

ference at the Harriman Institute, Columbia University, New York City, April 5-7.

Elizabeth Peterson (Linguistics) is currently conducting dissertation research in Finland, supported by a Fulbright grant from the Institute of International Education. She is investigating how Finland, a country with a non-Western language, has adapted to the need to use English to become a viable member of the Western market. She will specifically explore the forms of English politeness used by Finns.

Lynn Sargeant (History) was awarded a Future Faculty Teaching Fellowship from IUPUI and the University Graduate School.

Julie Thomas (History) and **John Tarpley** (History) have been awarded John H. Edwards Fellowships for next year.

Nathaniel Wood (History) published "Ways of Looking at Nationalism: A Limited Historiographical Essay and Demonstrative Exegesis" in *Histor-yka: Studia Metodologiczne*, a Polish journal that focuses on historical theory and method.

Terri Ziatic (Economics) was recently named a member of the global research project "Explaining Growth in Russia and the Commonwealth of Independent States." This project is sponsored by the Global Development Network and the Economic Education and Research Consortium in Russia. She is part of the team investigating economic growth in Tajikistan. The project began with a conference in Moscow in early February and consists of an extensive country study to be completed within one year.

Faculty News

Bob Arno (Education) was named Chancellor's Professor.

David B. Audretsch (SPEA) and Zoltan J. Acs won the International Award of Entrepreneurship and Small Business Research.

Matthew Auer (SPEA) chaired the panel, "Implementation and Enforcement of International Environmental Policies" and presented the paper, "Evaluating International Environmental Cooperation: A Baltic Sea Case" at the 42nd Annual Convention of the International Studies Association in Chicago, Illinois, February 20-24, 2001. Auer also published (with Rafael Reuveny and Lisa Adler) "Environmental Liability and Foreign Direct Investment in Central and Eastern Europe," in the *Journal of Environment and Development*, Vol. 10, No. 1, March 2001: 5-34. On March 9, he gave a lecture titled "Geographical Determinants of Environmental Politics of the Baltic Sea Region," to geography students at Indiana University.

Jack Bielasiak (Political Science) received a RUGS Grant-in-Aid for his project "The Institutionalization of Electoral and Party Systems in Post-communist States."

Linda Dégh (Folklore, Distinguished Emerita) recently joined the editorial board

of *Cultural Analysis*, a new interdisciplinary journal. She presented a paper titled "The Bucovina Székely Identity in North America" at the international convention of the Federation of East European Family History Societies in Salt Lake City, September 22-25, 2000. On May 25 she gave a joint presentation with **Paul Marer** (Business, Emeritus) on "Hungarians in North America, 1850-2000" at the Ethnographic Museum in Budapest. The talk was part of the Centenary Congress of the American-Hungarian Educator's Association. This semester Dégh is teaching two intensive courses at Debrecen University. She also plans to conduct six weeks of fieldwork in the Calumet region of northwestern Indiana this summer. With four graduate students, she will research the identity concept of Hungarian Americans. The European Folklore Institute (Budapest) is publishing a collection of her essays on the Hungarian-American diaspora later this year.

Roy Gardner (Economics) will be a visiting faculty member and consultant at the Economics Education and Research Consortium, National University-Kyiv Mohyla Academy, in Kyiv, Ukraine from May 1 to June 24. During this time, he will lecture on game theory, supervise numerous MA theses, and consult with government agencies and think tanks on economic policy.

Sue Grimmond (Geography) recently received funds from NSF (Geography and Regional Science and International Program on Central and Eastern Europe) to initiate a project to measure and model surface-atmosphere exchanges of heat, mass, and momentum in Lodz, Poland. The aim is to gain greater insight into the causes of urban climates. This is a collaborative undertaking with faculty and staff in the Department of Meteorology and Climatology at the University of Lodz. The project will also involve work in Marseilles, France and Baltimore, Maryland.

Henry E. Hale (Political Science) presented "Commitment Problems and Ethnofederal Collapse" at the Association for the Study of Nationalities conference at the Harriman Institute, Columbia University, April 5-7.

Mark T. Hooker (REEI) presented the paper "Tolkien Through Russian Eyes" at the Midwest Slavic Conference on March 31.

Charles Jelavich (History, Emeritus) delivered a presentation titled "Yugoslavism in Habsburg and Interwar South Slavic Education, 1870-1941" at the University of Minnesota on April 5. The lecture was part of a one-day conference on "Austria in the Heart of Europe."

Owen V. Johnson (Journalism) presented the paper "Testing the Limits: The Changing Roles of Journalists in East Central Europe" at the conference, "Journalism After the USSR: Ten Years Later," on February 1. The conference was organized by the European Consortium for Communications Research in cooperation with the Faculty of Journalism, Moscow State University. He presented "Transitions Problem of Mass Media in Post-Communist Countries," at a conference on "The Role of Local and Regional Media in the Democratization of Eastern and Central European Societies" at Warsaw University, December 14-16. He also gave a talk on "The Social Role of Journalists and the Media in Post-Soviet Russia," at a policy forum on "The Media in Russia: New Roles, New Rules" at the Bureau of Intelligence and Research, US Department of State on December 6.

Bill Johnston (TESOL/Applied Linguistics) recently signed a contract with New Directions to translate a collection of short stories by the Polish writer Gustaw Herling-Grudzinski.

Gabor Molnar (CEUS) gave a talk titled "The Historical Novel in Contemporary Hungarian Literature" at Ohio State University on February 22. Molnar argued that the ever-growing interest in historical fiction, exhibited by several postmodernist authors, is closely interwoven with a decrease in the credibility of established models of history.

David Ransel (REEI) was appointed Robert F. Byrnes Professor of History. In March he delivered a talk at the University of Tulsa on "Fertility Decline in Russian Villages." Ransel was featured, along with **Hiroaki Kuromiya** (History), in a *New York Times* article on oral history, March 10. Ransel was also interviewed for an article about an upcoming exhibit at the Indianapolis Museum of Art that appeared in *The Indianapolis Star* on March 18.

Toivo Raun (CEUS) spoke on the historical background of religion in the Baltic states at the Twentieth Annual Seminar on Religious Life, sponsored by the Appeal of Conscience Foundation and held

at the National Foreign Affairs Training Center in Arlington, Virginia on November 14, 2000. He recently published the following articles: "Culture Wars in Estonia at the Beginning of the 20th Century," *Acta Historica Tallinnensia*, 4 (2000), 49-58; "The Baltic States After the Collapse of the Soviet Union," *Hungarian Studies*, 14, no. 2 (2000), 275-284; "Estonia in the 1990s," *Journal of Baltic Studies*, 32, no. 1 (2001), 19-43.

Steve Raymer (Journalism) gave a presentation on Saturday, March 24 at the Freedom Forum's newseum in Arlington, Virginia. The presentation was part of an "Inside the Media" program in conjunction with the opening of a new exhibition on war correspondence. Raymer focused on non-combatants and the Geneva Conventions.

Thomas A. Sebeok (Linguistics/Semiotics, Distinguished Emeritus) is spending the spring semester as a visiting professor at the Institute for Linguistics and Semiotics in the University of Lugano. A high point of his stay will be an international conference on "Semiotics and the Communication Sciences," supported by the Swiss National Science Foundation. Sebeok was invited to deliver an illustrated lecture dedicated to the memory of his late friend and sometime collaborator Heini Hediger, a leading expert on man-animal communication. Long-time director of three Swiss zoos, Hediger pioneered the application of Sebeok's semiotic ideas and methods in animal taming and training. From Switzerland, Sebeok will proceed to Rome for lectures and ceremonies attendant upon the publication of his new book, *The Semiotic Self*, as well to Milan, where a book is to appear in May about his life and works.

Scott Seregny (History, IUPUI) published "A Wager on the Peasantry: Anti-Zemstvo Riots, Adult Education and the Russian Village during the First World War" in *Slavonic and East European Review* (January 2001, pp. 1-37). He also presented the paper "The Zemstvo Reconsidered," at the Southern Conference on Slavic Studies annual meeting, Alexandria, VA, March 3, 2001.

Barbara Skinner (REEI) defended her dissertation "The Empress and the Heretics: Catherine II's Challenge to the Uniate Church, 1762-1796" with distinction at Georgetown University on February 3. Her mentor at Georgetown was Andrzej Kaminski.

Denis Sinor (CEUS, Distinguished Emeritus) published "The Uighur Empire of Mongolia" in *History of the Turkic Peoples in the Pre-Islamic Period*, edited by Hans Robert Roemer (Berlin, 2000, pp.187-204) and "The First Change of Regime in Hungarian History" in *Hungarian Studies* 14 (2), (2000), pp.153-162.

Martin Spechler (Economics, IUPUI) has just published two survey articles, "Economics and Nationalism," and "Nationalism in Economic History," in the *Encyclopedia of Nationalism* (Academic Press). Several sections deal with Russia, Central and Eastern Europe. His review of *Global Transformations* recently appeared in the *Journal of Comparative Economics*. Spechler just returned from a stay at the Central European University in Budapest, where he taught international economics. He is also participating in the Global Development Network Project, sponsored by the World Bank.

Jeffrey Veidlinger's (History) book, *The Moscow State Yiddish Theater: Jewish Culture on the Soviet Stage* (Indiana University Press, 2000) was named the winner of the National Jewish Book Award in Yiddish language and literature.

Bronislava Volkova (Slavics) recently gave a bilingual poetry reading in the National Library of the Czech Republic. The reading was sponsored by the National Library, Charles University Institute of Foreign Language and Professional Preparation, Council on International Educational Exchange and the American Embassy. She was introduced by the cultural attache Chris Midura and the Czech critic Vladimir Novotny. Currently, she also has a collage exhibit in the national Library. The Endicott College (Massachusetts) team on bibliography of women's literature conducted an interview with Volkova, which will be featured in on the Internet site of this bibliography.

Alumni News

Lynn Berry (Slavics MA, 1984) is the new editor of the *Moscow Times*.

Trevor Brown (Political Science PhD, 1999) accepted a tenure-track position at Ohio State University.

James F. Collins (History MA, 1964) received the Award for Distinguished Service from the American Council of Teachers of Russian. In presenting the award, Dan Davidson, president of the American Councils for International Education called Collins' career "a model and an inspiration to young people throughout the world." Collins is US Ambassador to the Russian Federation.

Katherine Hardin Currie (REEI MA, 1998) gave birth to a healthy baby boy named Bryan Lachlan on October 12, 2000. She lives with her husband Neall in the Saratoga Springs area of New York.

George E. Hudson (Political Science PhD, 1975) is currently organizing a conference at Wittenberg University on the development of Russian civil society over the last 10 years. **Henry Hale** (Political Science) will be among the participants.

James Felak (History PhD, 1989) was elected president of the Slovak Studies Association. He also spoke on "War Crimes, Justice, and Peace" at the Baker Peace Conference at Ohio University last February.

Shoshana Keller (History PhD, 1995) received tenure and a promotion to associate professor at Hamilton College. Her book *To Moscow, Not Mecca: The Soviet Campaign Against Islam in Central Asia, 1917-1941* will be published by Praeger in late 2001 or early 2002. She has also recently published a chapter in the anthology *Of Religion and Empire: Missions, Conversion, and Tolerance in Tsarist Russia*, edited by Robert Geraci and Michael Khodarkovsky (Ithaca, NY: Cornell University Press, 2001). Her chapter is titled "Conversion to the New Faith: Marxism-Leninism and Muslims of the Soviet Empire."

David Mason (Political Science PhD, 1978) co-authored the recently published *Marketing Democracy* (Roman & Littlefield). He is currently a professor at Butler University.

Martha Merritt (Political Science MA, 1986) gave a lecture titled "Russian Foreign Policy Redux: The View from the Baltic States" at Georgetown University on March 22. Merritt is an assistant professor in the Department of Government at the University of Notre Dame and a research scholar at the Woodrow Wilson Center's Kennan Institute for Advanced Russian Studies.

Kelly Moore (REEI MA/Journalism MA, 1994) recently accepted a position as press secretary to Senator Joseph Lieberman. Previously, she served as spokesperson for the United Nations Mission in Bosnia and Herzegovina and worked in Bosnia and Kosovo for the Prosecutor of the International Criminal ("war crimes") Tribunal.

Michaela Pohl (History PhD, 1999) gave a lecture titled "Destalinization in the Steppe: The Opening of the Virgin Lands in Kazakstan" at Ohio State University on February 16. She is currently working on a book, based on her dissertation, tentatively titled *Settlers and Special Settlers in Kazakstan*.

Juras T. Ryfa (Slavics PhD, 1997) edited the recently published *Collection of Essays in Honor of the Bicentennial of Alexander Pushkin's Birth* (Edwin Mellen Press). Ryfa is currently an assistant professor at George Washington University.

Janine Wedel (Anthropology MA, 1981) won the prestigious University of Louisville Grawemeyer Award for Ideas Improving World Order. The award recognizes not only important research, but the ability to communicate one's findings effectively to a general audience so as to ensure that great ideas will not become the private treasure of academics. Wedel won primarily for the ideas she set forth in her book *Collision and Collusion: The*

Strange Case of Western Aid to Eastern Europe, 1989-1998. In this work she criticizes the relationship between USAID, the Harvard Institute for International Development, and the "Chubais Clan." *Collision and Collusion* was released in paperback last December.

Visiting Scholars

REEI is pleased to host the following visiting scholars, who are part of the American Councils for International Education Regional Scholar Exchange Program:

Serhiy Bondaruk is an associate professor in the Cultural Studies Department at Lesya Ukrainka State University in Lutsk, Ukraine. His specialty is American studies. At Indiana University he is studying "the experience of multicultural development in the USA." He is working with Dennis Rome of the Afro-American Studies Department.

Renat Nougayev is head of the Department of Sociology at the Institute of Social and Economic Research at the Tatarstan Academy of Science. He has published widely in English, most recently an article in *Annales de la fondation Louis de Broglie*. At IU he is researching sociocultural dimensions of scientific paradigm change. He is working with Noretta Koertge in the History and Philosophy of Science Department.

Mykola Polonsky is the head of certification at the Ukrainian Academy of Public Administration. He has returned to Bloomington, where he earned an MPA degree at IU in 1996, to research British privatization under the Thatcher administration and its relevance for transitional countries. He is working with Randall Baker in the School of Public and Environmental Affairs.

Czech Roma and Special Schools

by Kara D. Brown

Although the Roma (Gypsies) comprise only three percent of the population in the Czech Republic, they are marginalized economically, politically and socially. Roma unemployment in some areas is as high as 90 percent—twenty times higher than for ethnic Czechs—and there are reports of widespread discriminatory hiring practices. The Czech government has also excluded most Roma from political participation. A 1993 citizenship law prohibits virtually all Roma who have Slovak internal passports or had a petty criminal record at the time of Czechoslovakia's break-up from obtaining Czech citizenship.

While discrimination against the Roma permeates many public institutions in the Czech Republic (e.g., the police departments, the government, and the hospitals), one institution appears to limit the life possibilities of the Roma more than any other: the public education system. According to government statistics, school participation rates are low and failure rates are high among Romani students. In 1991, the proportion of Roma who had a secondary-level education was 1.2 percent (compared with 80.3 percent for the non-Romani population of the same age group). The drop out and pushout rates are high—Romani children in the Czech Republic are thirty-six times more likely to dropout or be pushed out before high school graduation than non-Roma students. As a result, only one-fifth of the Romani population complete ninth grade. At the tertiary level, Romani enrollment is dramatically low—only 0.4 percent of Romani men and 0.2 percent of Romani women enroll in universities.

One of the primary reasons for the cycle of low participation and high failure rates of Czech Romani children is connected with their placement in special schools (*zvláštní školy*). These schools were originally opened during the communist period for “mentally handicapped” (with IQs under 85) or psychologically

troubled children. In practice, however, the special schools have become “collective dumping grounds” for Romani students. These are the schools in which teachers transfer the Romani children who either fail to comprehend school lessons and pass exams, which are delivered in Czech, or who have been labeled as having behavioral problems. In the 1999/2000 academic year, 75 percent of all Romani students attended special schools, whereas only a small minority of ethnic Czech students were in these schools. Nationwide, more than half of all the students enrolled in special schools were Roma. Ondrej Gina, Sr., a leader of the Czech Roma community, reflected on the pernicious effects of these special schools: “As he [the student] comes to be an adult, he won't find work, he won't go upwards. Society will point him out as an example, as ‘That's all that can become of those people.’ That's how the rational racists have worked out the system.”

The structure of the post-Communist Czech education system has perpetuated Romani educational underachievement. There are multiple “turnstile” points in the educational path of Romani students at which they might be transferred to a special school. Just as a subway turnstile will easily allow the passenger to enter the metro system but make it impossible for that same passenger to turn around and exit through the same turnstile, the Czech special schools are institutions that are easy to transfer into but almost impossible to transfer out of.

The first “turnstile” point is encountered before elementary school when students take placement exams that are required for all children entering elementary school. All of these exams are written in Czech, which means that if Romani children do not speak Czech by the time they are of elementary school age (which the majority of Romani students do not), then they will not pass the exam. Low exam scores result in the placement of a

student into a special school. According to statistics, eighty-two percent of Romani children score below average on these tests.

A second “turnstile” point in the Czech educational system that works to the disadvantage of Czech Romani students is between elementary and high school. Until 1999, the educational system would not permit a student enrolled in a special school to continue on to high school; only students who graduated from “normal” (*normalní školy*) elementary schools could enroll in high school. Since the Romani children are fifteen times more likely to study in a special school, this regulation clearly worked against the participation of Roma in secondary and tertiary education. As a result of this filter between elementary and high schools, few Roma have advanced degrees or pedagogical training. A Romani school administrator reported that only three Czech Roma have pedagogical degrees. Thus, the structural barriers also kept Roma from being trained as teachers and participating in the educational life of other Roma.

The last major “turnstile” built into the Czech educational system is between normal and special schools. In the Czech Republic, it is rare that a child placed or transferred into a special school will transfer back into a normal school. The transfer of students from special to normal schools is complicated by the weight of the “professional” evaluation of the psychologist, teacher, or school director who originally recommended that the child be sent to a special school. The diagnosis of a professional usually outweighs the Romani parents' request to keep their child in normal school. One Czech psychologist explained, “Children are returned to normal schools very occasionally. Our aim is to make accurate diagnosis initially so that this does not have to happen. If a child has to be moved back, we haven't done our job properly.” In

short, the transfer of the student back into a normal school is considered to be a failed diagnosis, and few professionals are willing to admit to such an error.

The discriminatory aspects of the Czech education system are under attack from the international community and the Czech Romani organizations. Major international organizations such as the Council of Europe and the United Nations have sponsored international conferences on the theme of discrimination against Roma, research projects examining discriminatory practices in schools, and campaigns to promote Romani education. In April 2000, the Budapest-based European Roma Rights Center filed a lawsuit with the European Court of Human Rights in Strasbourg against the Czech Government for “the systematic racial segregation and discrimination” of twelve Romani children in Czech schools. Furthermore, in the last year, the European Union has explained to the Czech government that “the situation of minorities such as the Roma” will be taken into consideration in the assessment of the country’s attempt to join the European Union.

The second camp pushing for an improvement of Romani education is made up of Romani activist organizations. The majority of the Romani groups strive to improve the life possibilities and rights of the Roma and, specifically, to provide the Romani children with a higher quality of education. The Czech Romani organizations have challenged the inferior education offered to their children in the special schools through the creation of a variety of independent educational institutions. According to Romani leaders, by working outside the mainstream public school system, they are trying “to make the best” of the de facto racial segregation in the Czech education system. One Romani activist hopes that independent

Romani schools will be a symbol “that Roma do indeed want to learn. It will hopefully end up being a signal to individual

has not only organized committees to investigate the segregation of and discrimination against Romani students in public schools, but it has also established preparatory classes for the Romani children. Despite these positive signs, the current state of Romani education in the Czech Republic leaves many questions to be answered: Are segregated schools (i.e. Czech public schools and Romani independent schools) an effective approach for providing Romani students with a higher-quality education? Will segregated schools perpetuate stereotypes and social and cultural misunderstandings between the ethnic Czechs and Czech Roma since students will have less contact with each other? Can segregated schools promote civic solidarity in the Czech Republic? Is the creation of an independent Romani school system allowing the Czech Ministry of Education to avoid addressing and correcting the

discriminatory practices of teachers and school directors in normal and special schools?

Kara D. Brown is a graduate student in Education Policy Studies.

The Czech Landscape

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Depictions of the Czech countryside such as these are politically loaded characterizations of the Czech homeland. The artist Julius Marak actualized the national landscape and codified the rhetoric of nationalism. The iconographic programs in National Theater mural cycles use specific sites of national political importance in order to recreate and affirm Czech national identity at a time when the Austro-Hungarian Empire ruled the Czech people.

Kathlaine Nyden is a graduate student in the Art History Department.

Doors

*I knocked on the door, I stood on the doorstep
and they slammed the door in my face.*

This is how they punished me.

*I sat on the doorstep and cried
because I wanted to prove, to convince the whites
that Roma are good.*

But they threw me out. So they won!

*Oh God, teach me how I should live,
how I should love,
how I should pray,
how I should sit on the doorstep
and wait for the whites
to open the door.*

-Veronika Cibriková, Czech Romani Poet

schools and to the Ministry of Education that Roma are capable of learning and that they should not be shut out.”

The Czech Romani schools, which range from nursery school to high school, all have common goals: to create a school environment that is conducive to learning, further educational and professional opportunities, reaffirm the Romani language and culture, treat children with respect, and promote integration of the Czech Romani into Czech society. Two Romani schools have been founded since 1993 in the heavily Roma-populated areas of the Czech Republic: the Premysl Pitter Basic School (grades 1-9, in Ostrava, founded in 1993), and the Romani High School for Social Affairs (grades 10-12, in Kolín, founded in 1998).

As a result of both international and domestic pressure, the Czech government has taken some steps to address the institutional discrimination against the Roma. Since 1997, the Czech Government

The Impact of the Automated Interbank Payment System on Ukrainian Banking

by Nataliya Medzhybovska

Remarkable technological changes are occurring in Ukraine's banking sector. Today banking is the most progressive and automated sector of the Ukrainian economy. This is due to the implementation of the automated interbank payment system of the National Bank of Ukraine in January 1994.

The new system combined all the banking institutions of Ukraine into a single network. Now all commercial banks engaging in Ukrainian banking activities must use automated payments. The national bank also demands that all system participants strictly adhere to technical and technological requirements. This includes rules for the automated systems required of commercial banks, interbank communication, and the protection of banking information.

The new payment system is supported by a special software-hardware package. It provides for the electronic transfer of documents and their verification, analysis, and protection against unauthorized access. To keep the system up to date, the Ukrainian National Bank continuously develops software and hardware applications on the basis of the latest technological developments.

Despite these improvements, the degree of banking automation varies widely. This is largely due to the weak internal systems still used by many Ukrainian commercial banks. The automated interbank payments system does not regulate the manner in which banks conduct their internal business. The new system is nevertheless a step in the right direction because the reality of the Ukrainian market is that only strong, well-equipped and well-managed banks can survive. Recent events in Ukrainian banking, such as mergers and the bankruptcy of weak banks, amply demonstrate this.

The modern automated system is indispensable for bank development. Most importantly, the automated banking system promotes the stability of the Ukrai-

nian banking system at the national level. It helps ensure the safety of economic activity in Ukraine. It also increases the efficiency of banking payments and interaction of the Ukrainian economy with the world market. Currency stability may also be bolstered by the introduction of automation as part of sound state monetary policy. All of these factors strengthen trust on the part of the world business community and the Ukrainian people in the Ukrainian banking system.

At a local level, the benefits of the automated system are equally important. Automation increases the speed of transactions and reduces banking errors. Routine operations, such as the circulation of documents, are made more efficient, and banking reports are simplified. The system establishes an electronic connection with clients and increases the use of bank cards. Automation brings new tools that allow for greater possibilities regarding the creation, monitoring and use of databases and analytical forecasting models, which in turn will foster valid and timely bank decisions.

Ukrainian commercial banks are trying to develop automated systems based on the latest technology. Therefore, Ukrainian banking systems are becoming more complex, but also more effective. Ease of payment and efficiency of services is important, but the greatest advantage to using automated systems is the effect they have on people's attitudes and behavior. People who use new technology stay in touch with new ideas, welcome business opportunities and look to the future instead of the past. An automated system has the potential to transform all business activity and to make life richer by increasing the reliability of transactions and promoting inter-city and international contact.

Nataliya Medzhybovska is a visiting scholar from Odessa State Economic University.

REEI Mellon Endowment Awards, Spring and Summer 2001

Faculty Awards

Jack Bielasiak (Political Science, IUB) received a Summer Research Fellowship to support full-time writing on his project, "Institutionalization of Electoral and Party Systems in Postcommunist States."

Henry Hale (Political Science, IUB) received a Grant-in-Aid of Research to support his hiring of a research assistant for the project, "Impact of Political Organizations in the Russian Elections."

Owen Johnson (Journalism, IUB) received a Grant-in-Aid for international travel to the European Consortium for Communication Research (ECCR) symposium "Media after the USSR: Ten Years Later" in Moscow, where he presented his paper, "Testing the Limits: The Changing Role of Journalists in East Central Europe."

Dodona Kiziria (Slavics, IUB) received a Grant-in-Aid for international travel to a seminar in contemporary literary theories and criticism in Tbilisi, Georgia, where she will speak about two novels: Pasternak's *Doctor Zhivago* and Chavchavadze's *Otara's Widow*. She will also continue work on her textbook, *Georgian for Beginners*.

Roman Zlotin (Geography, IUB) received a Grant-in-Aid of Research to support his travel to Moscow in May to work on his project, "Russia and the Commonwealth of Independent States in Transition: Current Dynamics in Environmental and Demographic Conditions."

Student Award

Kathrine Metz (Anthropology, IUB) received a Student Grant-in-Aid of Travel to Conferences to support her participation in the 2001 Soyuz conference, "From the 'Internationale' to Transnational: Repositioning Post-Socialist Cultures," where she presented her paper, "Buriat? Tunkinets? Or Xongodor?: Manipulating Identity in a Post-Soviet Border Region."

IU Receives Grant from Aspera Foundation for Oral History Project in Romania

The IU Russian and East European Institute and Oral History Research Center are pleased to announce receipt of a seed grant of \$5,000 from the Aspera Romanian Educational and Charitable Foundation for a new international academic exchange project between Indiana University and Transylvania University of Brasov, Romania, in the area of oral history research.

The project will begin in June 2001 when IU Assistant Professor of History Maria Bucur-Deckard and history doctoral student Jill Massino will join three Romanian oral history scholars in Brasov to conduct a workshop on the theory and techniques of oral history research with Transylvania University students. Ms. Massino will remain in Brasov through the rest of the summer to supervise the students in their first field expedition,

during which they will interview 15-30 individuals in the Brasov region and then to begin transcribing and editing the interview materials. The interviews will be conducted as life histories. The questions will follow several important aspects in the life of post-World War II Brasov: 1) daily life in communist Romania, 2) industrialization and post-industrialization, 3) political deportations of both Romanian and German populations, and 4) gender relations under communism.

Results of the first field expedition will be posted on a dedicated web site by the end of the spring semester 2002. Aspera Foundation has indicated its intention to co-sponsor further projects in oral history that Indiana University and Professor Bucur-Deckard's team will work on in the region of Brasov or in other parts of Transylvania in the years to come. The

project's co-directors are Professor Bucur-Deckard and Professor David L. Ransel, Director of the Russian and East European Institute.

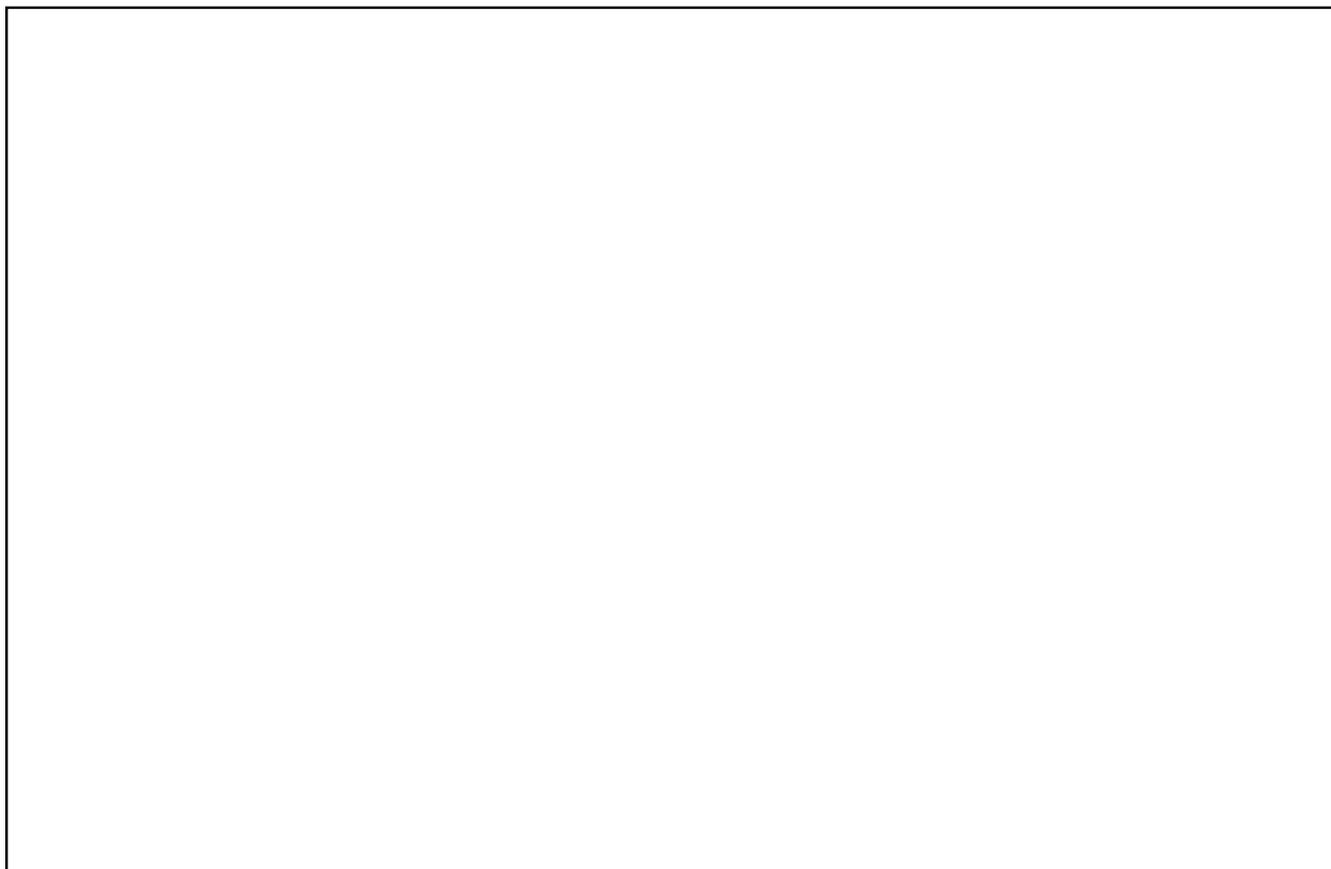
Year in Review

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continue with similar coverage in the future.

These are a few of the highlights of our programs as we finish the school year. We look forward to greeting faculty and students at our fall reception and our alumni and friends at the annual AAASS Convention on November 16, in Arlington, Virginia.

David Ransel is Director of the Russian and East European Institute.



Daniel Armstrong Memorial Research Paper Competition

The competition is dedicated to the memory of Professor Daniel Armstrong (1942-1979), IU Slavics alumnus, and teacher, scholar, and administrator at Indiana University.

Cash awards are presented to students for papers written for a class in Russian, East European or Central Eurasian studies taken during the current academic year (or during the summer sessions immediately preceding the current academic year). The papers are read during the summer by a panel of REEI faculty. The judges do not know the identities of the student writers. Papers are submitted by the Friday after the end of final exam week (5/11/01).

Awards are presented to the authors of the winning papers in September at the annual REEI Fall reception for faculty and students.

Submission Guidelines: Papers must be clean copies (may be photocopies), without comments, and author's name omitted from all pages. A cover sheet should be included with the following information: Student's name, social security number or student identification number, paper title, semester, course number, course title, course instructor.

Paper must be submitted **in triplicate** no later than **May 11, 2001** to: Jessica Hamilton, Attn: Armstrong Paper Competition, Russian and East European Institute, Indiana University, Ballantine Hall 565, Bloomington, IN 47405.

Competition is open to IU graduate students only. Papers awarded the Eva Kagan-Kans Memorial Award (Office for Women's Affairs) are ineligible. Faculty members whose student submitted papers are ineligible for judging the competition.

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