Russians in Bloomington in the 1960s
by Gary Wiggins

Current residents of Bloomington and Monroe County probably do not know that at the height of the Cold War, Russians were flocking to Bloomington. Russian language instruction in the US Air Force Language Program and the IU Department of Slavic Languages and Literatures led to a huge influx of Russians in the early 1960s. This article briefly reviews the history of those programs and highlights a few of the dozens of Russians who lived here at the time.

During World War II, IU began a long partnership with the US military to teach Slavic languages. The Slavic Studies Program, which evolved into the Department of Slavic Languages and Literatures, was formed in 1947. From 1959-68, IU hosted the Air Force Language Program to teach Russian to enlisted airmen. In one year as many as 55 instructors taught in the intensive nine-month program.

Most, but by no means all, of the Russians in Bloomington depended solely on the IU Slavic Department or the Air Force Language Program for their means of livelihood. Polk’s Bloomington City Directory for 1960 lists Alex and Anna Borovkoff at 215 N. Indiana Avenue and shows The Russian Kitchen also at that address. The 1962 City Directory has Basile and Antoinette Gonczarow at 412 E. 9th Street, one room of which contained Russian-language books for sale. The building that housed The Brigantine Restaurant at the SE corner of Kirkwood and Walnut (now The Trojan Horse) was owned by Wladimir Iosifovich Ushakow (d. November 2006). He also owned various apartments in Bloomington. Several Russian families also took students into their homes.

Bloomington in the 1960s had a very large Russian community. The decade was an ideal time for IU students to study the Russian language. While many Russians moved away when the Air Force Language Program ceased, there remained a corps of instructors who contributed a great deal to the splendid reputation that IU gained in the teaching of Russian during the 20th century. To honor them, a plaque in Ballantine Hall 502 is dedicated to the émigré Russian language teachers of the IU Slavic Department and its Summer Workshop. It lists the following: Anna Ivanovna Borovkova, Aleksandra Sergeevna Četverikova, Margarita Petrovna Fedulova, Ekaterina Leonidovna Kuleshova, Natalia Lvovna Lopato, Galina Aleksandrovna McLaws, Zinaida Nikolaevna Malenko, Aleksandr Dmitrievich Martianov, Vera Grigorievna Oussenko, Moisej Ilarionovich Sednev, Galina Selegen, Tatiana Yakovlevna Sklanchenko, Lidia Prokofievna Slavinskaya, Marianna Ioakimovna Soudakova, Stepan Petrovich Soudakoff, Wladimir Iosifovich Ushakov, Maria Fëdorovna Zalucki, and Elena Florianovna Zardetskaya.

There is an amusing story about Margarita Petrovna Fedulova’s difficulty in making the trip to Bloomington. Unfortunately, she mistakenly went to Bloomington, Illinois instead of Bloomington, Indiana. Exhausted, she finally arrived on a bus, but fainted as she came out the door. The first person Margarita Petro-
vna saw when she came to was a man in bib overalls speaking Russian to her. She thought to herself that Bloomington must be paradise because here even the janitors speak Russian. It was actually Dr. John F. Beebe, the academic director of the Air Force Language School in 1959-60, who had come to meet her. He often wore bib overalls around campus.

Margarita Petrovna was known to some of her students as “the maternal tractor.” She wanted only those students with good grades in her classes, and she was a hard task mistress. I remember that she would literally take cigarettes out of the hands of students who were smoking during the break from her intensive second-year Russian class. Margarita Petrovna would stamp them on the floor and warn the students of the hazards of smoking with a stern Ne kurit’! “Don’t smoke!”

The Russian population in Bloomington swelled in the summers of the 1960s when year-long residents were joined by Russians who taught only in the eight-week Russian workshops. Anna Ivanovna Borovkova gives a vivid description of the vibrant intellectual atmosphere surrounding the summer workshops in a 1966 Novoye Russkoye Slovo article. Russian residents and students could take advantage of lectures about Russian art, literature, and culture given by E. E. Klimov, poetry readings by I. V. Chinnov, and a lecture by T. Ya. Sklanchenko. This last was about the famous performance of a play based on the collection of Vosnesensky’s poems Antimiry (Anti-Worlds) which she saw the previous year in Moscow. Seven Russian films were shown in Bloomington during the summer, and Mussorgsky’s opera Boris Godunov was performed by the IU School of Music. The students themselves presented Valentin Kataev’s play Kvadratura Kruga, (Squaring the Circle) directed by A. D. Martianov.

Russian Orthodox Church services were performed at the house at 639 N. College Avenue during the period 1965-1968 by Rev. Michael J. Bylinsky, an instructor in the Air Force Language Program. Another Russian Orthodox priest, Vladmir Nikolaevich Strelnizki, who taught in the AF Language Program from 1959-63, also led services. During the 1960s, the congregation met in various locations in Bloomington, including Beck Chapel on the IU campus. Easter was always a very important holiday and cause for much celebration among the Russian community in Bloomington.

In the 1960s, Russians in Bloomington contributed a great deal to the intellectual life of the city and the university. Although relatively few remained after the heyday of Russian language teaching in the 1960s, some or their descendants were still living here at the time of this writing. Among them are Galina McLaws, Slava Ushakow, Raisa Strelnicki, and Boris Solnzeff.

A longer version of this article can be found on the REEI website at http://iub.edu/~reeiweb/Russians_in_Bloomington.shtml. Another version of this article has appeared in the Monroe County Historian (Vol. 2010, Issue 3), the newsletter of the Monroe County Historical Society.

Gary Wiggins is IU Librarian Emeritus.

Would you prefer to receive REEIfication electronicaly?

Please email us at reei@indiana.edu to receive the newsletter by email instead of in paper form.
A Tribute to Denis Sinor

On January 12, 2011, the Inner Asian and Uralic National Resource Center, the Russian and East European Institute, IU, and the field of Central Eurasian studies lost a great scholar and colleague, Distinguished Professor Emeritus Denis Sinor. Professor Sinor came to IU in 1962 as one of the world’s foremost scholars of Central Eurasia’s history and cultures. Within just a few years of arriving in Bloomington, he had transformed the landscape of the university, creating a new emphasis on the diverse lands, languages, and cultures of Eurasia.

Among Sinor’s many contributions to IU and to the field of Eurasian studies was the creation of the Uralic and Altaic Language and Area Center in 1962. Under his leadership, the Center grew to become, in 1981, the Inner Asian and Uralic National Resource Center.

Sinor was born in Hungary in 1916 and educated in Hungary, Switzerland and France. He served in the French army during World War II and participated in French Resistance efforts, all while carrying out research and teaching at academic institutions in France. Before coming to Bloomington, he taught in the Faculty of Oriental Studies at Cambridge University for 14 years.

At IU Sinor founded the Department of Uralic and Altaic Studies (now the Department of Central Eurasian Studies) in 1965 and the Asian Studies Research Institute in 1967 (now the Sinor Research Institute for Inner Asian Studies), both of which he directed. Professor Sinor was named a member of the IU President’s Circle in 2005.

Sinor’s body of work—which includes eight authored books, 13 edited books, and over 160 articles—has received numerous recognitions, including major prizes and awards from the Government of Hungary, the Guggenheim Memorial Foundation, and UNESCO, as well as universities, research institutions and academies of science throughout the world.

Dr. Edward Lazzerini, Director of the IAUNRC, said of Sinor, “Denis Sinor was ‘old school,’ a scholar and gentleman with decidedly European bearing and values rooted more in the 19th than 20th centuries. Yet he was able to make his way successfully in more modern times, thereby bequeathing a legacy that will continue to inspire those who knew him and those who will only have heard of him.”

On March 4, IU held a memorial service in Sinor’s honor. Current and former university administrators, colleagues and former students of Sinor, and representatives of the Hungarian and Hungarian-American communities shared memories of Sinor’s engaged scholarship, friendship and sharp wit.

András Bácsi-Nagy, Deputy Chief of Mission of the Embassy of Hungary to the United States, conveyed the condolences of Hungary’s Foreign Minister. “We want to express our deep sorrow at the loss of Denis Sinor,” he said, “but we also want to express our nation’s pride in our outstanding son.”

Vice President for International Affairs Patrick O’Meara spoke of the continued impact of Sinor’s work and commitment to the university. “Denis transformed Indiana University; his effect has been spectacular and lasting,” he commented.

President Emeritus of IU John W. Ryan recalled the earliest days of cooperation between IU and the government of Hungary and Sinor’s role in the establishment of the Hungarian studies chair over an interrupted Thanksgiving dinner.

Dr. Barbara Kellner-Heinkele, Secretary-General of the Permanent International Altaistic Conference, concluded her remarks by discussing Sinor’s more adventurous side, such as his travels to the North Pole in 2004, at the age of 88. “I like to think that now he is on a motorbike ride to the splendid horizons on which he kept his eye,” she remarked.

*This article has been reprinted with the permission of the Inner Asian and Uralic National Resource Center of IU.*

---

**New Hungarian Professorship Established**

The Fulbright Commission Hungary and IU has established a Hungarian Visiting Professorship which will bring Hungarian expertise to the fields of economics and other social sciences on the Bloomington campus. The new agreement was signed by Huba Bruckner, Executive Director of the Fulbright Commission Hungary (Center); Karen Hanson, Bloomington Provost and IU Executive Vice President (Left) and Patrick O’Meara, Vice President for International Affairs (Right) on February 15. The first participant will be selected during the 2011-12 academic year.

*Photo courtesy of the IU Office for the Vice President of International Affairs. For more information, see [http://www.indiana.edu/~ovpia/blog/?p=97.]*
Regional High School Students Excel at Russian Olympiada

by Olia Bueva and Mark Trotter

On March 19 the lovely campus of the Indiana Academy for Science, Mathematics, and Humanities in Muncie came alive with the enthusiasm and trepidation of high school students who gathered there to compete in the ACTR Illinois-Indiana Regional Olympiada of Spoken Russian. Although only three schools participated in this year’s event, the turnout of 28 contestants from Indiana Academy, Noble Street College Prep (Chicago), and Rickover Naval Academy (Chicago) was the second best showing on record in the four years of the regional competition’s existence. Once again, the REEI provided organizational and financial support for the event, together with the University of Chicago Center for East European and Russian Studies and the University of Illinois Russian, East European, and Eurasian Center.

Faithful readers of REEification will recall that the Illinois-Indiana Olympiada is one of approximately fifteen regional high school Russian language competitions that take place annually across the United States under auspices of the American Council of Teachers of Russian. The event offers students an opportunity to engage in conversations with native speakers of Russian, meet students and teachers of Russian from other institutions, and demonstrate their prowess and achievements in Russian language study by participating in a competition with three separate categories that focus on everyday conversation, poetry recitation, and Russian civilization.

Noble Street Russian teacher Josh Bloom (REEI MA 2009) points out that preparation for the Olympiada is a useful and challenging supplement to the Russian language curriculum at his school: “Among other things, the Olympiada helps students better know Russia’s geography. It also helps them to be more successful as speakers of Russian by honing their skills in making conversation about common topics--music, art, one’s self, one’s home, and more. All of the Olympiada materials provide students with a richer understanding of Russian culture.” In addition, the involvement of an institution of higher education like IU as well as the opportunity to converse with native Russian speakers extends the relevance of a contestant’s language proficiency and cultural expertise beyond the confines of the high school, suggesting ways in which students can apply their accomplishment with Russian in future academic and professional pursuits. “The experience of participation in an event like this proves to the students that they can use the language outside the classroom,” Josh Bloom adds. “Some of our students are interested in majoring in either Russian or other Eastern European language. If nothing else, potentially, they could use their language proficiency to place out of first semester Russian and continue their study at a higher level, reducing the amount of language credits required for graduation, thus, saving money and time.”

On hand to serve as judges of the student performances were Ekaterina Cervantes, who teaches at Bloomington High School North; Maria Staton, assistant professor of English at Ball State University and a former teacher of Russian at Indiana Academy; and Veronika Trotter, a graduate student in Slavic Languages and Literatures who has taught Russian for many years at IU. The team of judges garnered high praise from Indiana Academy Russian teacher Heather Rogers. “When they found out the judges were native speakers, my students were a little intimidated, but I think they were put at ease by all three judges. I already have several juniors expressing interest in the Olympiada next year, now that they know what to expect. Hopefully that excitement will hold.” Rogers also praised the structure of the competition for complementing and validating the focus on developing oral skills and cultural competence which distinguishes her classes.

After performing before the judges, contestants had the chance to relax and mingle with other Russophile peers, play Russian scrabble, and watch Russian cartoons. Following announcement of the results, the Olympiada ended on a suitably festive note thanks to the talents of Jeff Holdeman, IU Slavic Languages Coordinator, who presented a program of Russian folk and popular songs, accompanying himself on the acoustic guitar. Holdeman’s rendition of “Katiusha” inspired judge Ekaterina Cervantes to ascend the stage and perform an impromptu dance to the song that celebrates her namesake.

Kalah Gallapoo, a senior at Indiana Academy, delivered the highest-scoring performance at this year’s Olympiada and plans to attend IU this fall.

continued on page 5
The Fourth Annual Romanian Studies Conference held on March 25-26 was a great success. Its interdisciplinary focus attracted up-and-coming scholars from some of the country’s leading research centers, such as University of Michigan, UC Berkeley, Columbia, University of Illinois, and of course, IU. The conference was honored to have as its keynote speaker Professor Stella Ghervas, a visiting associate professor from the University of Chicago’s Department of Political Science, who presented the talk “How Far from Europe? Romanian Society between Orthodoxy and Modernity.” Her recent work includes the widely reviewed and critically acclaimed *Reinventer la tradition. Alexandre Stourdza et l’Europe de la Sainte-Alliance* (Reinventing Tradition. Alexandru Sturza and the Europe of the Holy Alliance).

The conference consisted of five panels, each with its own thematic focus and disciplinary approach. The first panel’s presenters introduced museums, maps, and the concept of memory as ways to reexamine the spatial and social construction of Romanian history, while the participants on the second panel sought to locate agency and authenticity within Romanian socialism. The third panel introduced three novel approaches to studying the country’s history through multinational political-economic activity, as well as political activism and identity across Romania’s vibrant German and Jewish communities. The last two panels focused on post World War II reconstruction processes within the country, and the subsequent sharp break from the past that led to forty-five turbulent years of communism.

Thanks to the help of REEI Director and Romanian Studies faculty mentor, Professor Maria Bucur, as well as Professors Lynn Hooker, Christina Illias, Padraic Kenney, and Aurelian Craiutu, the conference enjoyed an impressive student turnout. Many thanks also go out to the Romanian Studies Organization (especially Erin Biebuyck, Michael Young, and Ben Thorne), whose hard work and dedication contributed to the success of this year’s conference. We are confident that the following years will continue to attract quality scholarly work and generate increased interest in Romanian studies.

**Romanian Studies Conference Attracts Rising Scholars**

by Catalin Cristoloveanu

The Fourth Annual Romanian Studies Conference held on March 25-26 was a great success. Its interdisciplinary focus attracted up-and-coming scholars from some of the country’s leading research centers, such as University of Michigan, UC Berkeley, Columbia, University of Illinois, and of course, IU. The conference was honored to have as its keynote speaker Professor Stella Ghervas, a visiting associate professor from the University of Chicago’s Department of Political Science, who presented the talk “How Far from Europe? Romanian Society between Orthodoxy and Modernity.” Her recent work includes the widely reviewed and critically acclaimed *Reinventer la tradition. Alexandre Stourdza et l’Europe de la Sainte-Alliance* (Reinventing Tradition. Alexandru Sturza and the Europe of the Holy Alliance).

The conference consisted of five panels, each with its own thematic focus and disciplinary approach. The first panel’s presenters introduced museums, maps, and the concept of memory as ways to reexamine the spatial and social construction of Romanian history, while the participants on the second panel sought to locate agency and authenticity within Romanian socialism. The third panel introduced three novel approaches to studying the country’s history through multinational political-economic activity, as well as political activism and identity across Romania’s vibrant German and Jewish communities. The last two panels focused on post World War II reconstruction processes within the country, and the subsequent sharp break from the past that led to forty-five turbulent years of communism.

Thanks to the help of REEI Director and Romanian Studies faculty mentor, Professor Maria Bucur, as well as Professors Lynn Hooker, Christina Illias, Padraic Kenney, and Aurelian Craiutu, the conference enjoyed an impressive student turnout. Many thanks also go out to the Romanian Studies Organization (especially Erin Biebuyck, Michael Young, and Ben Thorne), whose hard work and dedication contributed to the success of this year’s conference. We are confident that the following years will continue to attract quality scholarly work and generate increased interest in Romanian studies.

Catalin Cristoloveanu is an MA student in History.
Before coming to Bloomington, you taught Russian at a number of universities. How would you evaluate the Russian program at IU? What are its strengths and weaknesses?

The greatest strength of IU’s Russian language program is its vitality and ability to reinvent itself. One of the oldest programs in the nation, it is experiencing what can only be described as a radical reinvention, and I feel fortunate to be a part of this process. I adore my colleagues for their burning passion for Slavic studies and acute intellectual curiosity, and I simply love the students. No matter how badly it pours outside or how high the snow is, you will always be rewarded by their enthusiasm and energy, their generosity and talents. I am confident that in a couple of years we will be one of the nation’s top Russian language programs. This is particularly reinforced when considering our great enrollment figures, which significantly exceed national statistics. For example, the 2009 MLA survey showed an 8.2% increase in Russian language enrollment, as compared to 2006 - at IU there was an astounding 77.7% increase for the same period.

Russian is not an easy language for American students to learn. What do you think is most challenging for them?

It’s true; Russian does pose a number of challenges for American students. Some of these challenges are due to the systemic differences between Russian and English languages, others are nothing more than popular myths. They say that the Russian alphabet (Cyrillic) is as indecipherable as a prehistoric rune, yet if you ask our first year students how long it took them to learn the Russian alphabet, the average answer would be 15-20 minutes. So much for the myth! The systemic challenges, on the other hand, are quite fascinating and should be treated as such, rather than as perilous hurdles. For instance, if you want to say that last night you went to a movie, you will have to choose between six verbs depending on whether you made your trip on foot or rode your bike, whether it was a round trip or something happened on your way to the theater. In other words, you will start thinking like a Russian, considering variables that are usually ignored in your own language and culture. Some 80 years ago, American anthropologist Benjamin Lee Whorf advanced the linguistic relativity hypothesis that states that one’s language shapes one’s worldview; foreign language classrooms offer a great testing ground for this hypothesis. More significant challenges, however, stem from the general institutional curriculum that allocates a fixed number of hours for a foreign language instruction, be it Spanish, Arabic or Russian. For instance, according to the Defense Language Institute’s estimate, a highly-motivated adult learner needs 360 instructional

continued on page 7
hours to reach an intermediate level of proficiency in Russian. By comparison, it would take this type of learner only 240 hours to reach the same level of proficiency in Spanish, French or Italian. IU’s two-year Russian language instruction offers 240 hours. What’s astounding is that so many of our Russian language students do, in fact, reach an intermediate level of proficiency over such a short course of study, while simultaneously enrolled in at least three or four more courses, all while working a part-time job.

What advice would you give to students who strive to master the language of Tolstoy?

Start with Chekhov. On a serious note though, reading skills are transferable from one language to another, and one can start reading literature as early as in their first semester of Russian. This is not to say that it will be *War and Peace*. Students need to be patient and create their own path with a number of smaller goals more appropriate for their current linguistic level and gradually growing in difficulty, eventually leading to the ambitious goal of reading big novels in the original.

*It is commonly believed that age, social distance, aptitude, motivation, personality, learning styles and learning strategies affect language acquisition. Which factor do you consider to be the most influential in successful language learning?*

I would rate motivation as a superior factor that makes people overcome various obstacles. Knowledge of factors that affect learning is important, but it should not be prescriptive. As long as one can take on an identity of a learner (i.e., maintain intellectual curiosity and not being afraid of taking risks), anything is accomplishable. Once I had a student who began learning Russian at 65 plus years of age. She had all the odds against her, including arthritis, but miraculously, not only did she acquire advanced proficiency in her new language within a couple of years, her studies also seemed to help her overcome her physical pain and looming disability.

*What is a perfect class for you?*

A class where we learn, where all participants are fully engaged in sharing knowledge, experience, and passion. When a class becomes a community.

This semester you are teaching a course on contemporary Russian culture. Are there any cultural concepts or realities in Russia that you find hard to explain to American students?

I was surprised with the students’ highly developed cultural sensibilities and perceptiveness. While it is hard, sometimes, to overcome certain pre-existing views of Russian culture that adult persons may have, students in my class are open-minded, curious, and able to interpret cultural data fairly, applying critical thinking.

*You wrote a book on the interlanguage pragmatics of apologizing. Is it the language function that you would recommend Russian learners acquire first?*

It’s not so much language functions that set apart learners from native speakers, but the way these functions are performed. For instance, when apologizing, one can stress her own responsibility for the mishap and offer a detailed explanation of her improper behavior. This is a standard American way. Russians, on the other hand, often evoke fatalistic sentiments, as if they simply didn’t have any other choice but to breach social norms, then they immediately jump to offering a repair or compensation. Extensive explanation is perceived as affected and insincere.

*What are your current research interests?*

Currently, I examine linguistic impoliteness – a really fascinating topic. As my data show, there exist discernable cultural patterns of impoliteness. For instance, Americans prefer banter and mock bullying while Russians engage in whining and self-deprecation. What is even more interesting, both cultures provide correspondent pre-established formulas for performing these types of impoliteness.

*What are your hobbies and interests outside the scholarly world?*

I don’t really have time for hobbies, but whenever I can, I love getting together with friends talking for hours on end. I just hope they are not angry with me for quoting their speech patterns in my research!

Professor Maria Shardakova will be teaching SLAV-R 201 Intermediate Russian I (4 CR) and SLAV-R 592 Methods of Russian Language Instruction (3 CR) during IU’s Fall 2011 semester.

REEI is pleased to announce its first photo contest. Current and former REEI-affiliated students are encouraged to submit an original photograph taken in an REE country for publication in October’s issue of REEIfication. Entries of an attached JPEG image with caption should be sent to reei@indiana.edu with a subject line of “ATTN REEI Photo Contest.”
New REEI AV Library Acquisitions (Selected)

Title in English (Original Title). Director. Format. Year. Language.

**Russian and CIS Feature Films**

*Battleship Potemkin*, two-disc edition with original Meisel orchestral score.
Sergei Eisenstein. DVD. 1925. Russian w/ English sub.


*The Bright Path (Svetlyy Puti)*. Grigori Alexandrov. DVD. 1940. Russian.

*Burnt by the Sun 2 (Utomlenye Solntsem 2)*. Nikita Mikhalkov. DVD. 2010. Russian w/ English sub.

*Bury Me Behind the Baseboard (Pokhoronite Menia Za Plintusom)*. Sergei Snezhkin. 2009. Russian w/ English sub.


*Paper Soldier (Bumazhnyi soldat)*. Alexey German Jr. DVD. 2008. Russian.

*Room and a Half, or, A Sentimental Journey to the Homeland*.

*The Edge (Kraj)*. Alexey Uchitel. DVD. 2010. Russian w/ English sub.

*Trial on the Road (Proverka na dorogakh)*. Alexei German. DVD. 1985. Russian.


**Russian Documentary Films**


**Eastern European Feature Films**


*Saturday Night Dance (Balul de sambata seara)*. DVD. Geo Saizescu. 1968. Romanian w/ English sub.


*West (Occident)*. DVD. Christian Mungiu. 2002. Romanian w/ English sub.

**Eastern European Documentary Films**


Ambassador Visits IU for Estonian Independence Day

The IU Baltic and Finnish Student Association celebrated Estonian independence with Ambassador Väino Reinart and his wife, Kaire Jürgenson, on February 21 in Faculty Room of the University Club at the IMU. It was the first visit by the Estonian Ambassador to the United States to IU. Gathered for the event (Left to Right) were Indrek Park, Kelsey Horne, Bart Pushaw, Zachary Kelly, Professor Toivo Raun, Piibi–Kai Kivik, Ambassador Reinart, Kaire Jürgenson, Bethany Dusseau, Ian Priser, Sayon Ko, and Alfred Strickholm. Reinart gave the opening remarks, which were followed by poetry and song as well as a performance by the Indianapolis band Siilikese (The Hedgehogs).

Faculty/Staff News


**Ben Eklof** (History) lectured on “Higher Education Reforms in Russia Today: How the Bologna Process is Playing out in the Provinces,” at the Teachers’ College of Columbia University on March 25. In February, he spoke to students at the Kelly School of Business (IUPUI) on “Understanding Russia’s Troubled Transition: Geopolitics, Culture and Society.”

**Padraic Kenney’s** (History) article “Siły elektromagnetyczne, fale radiowe i rewolucje demokratyczne. Czy istnieje historia trans graniczna?” (Electromagnetic Forces, Radio Waves and Democratic Revolutions: Does Transnational History Exist?) appeared in the inaugural issue of *Wolność i Solidarność: Studia z dziejów opozycji wobec komunizmu i dyktatury.*

**Alex Rabinowitch** (Emeritus, History) has received a travel grant from IU to support research for his primary book project, “The Impact of Military Crises of 1919–1920 on the Development of the Soviet Authoritarian Political System,” in the former KGB archives in Saint Petersburg.

**David Ransel** (History) stayed in Sapporo, Japan from January 12 through March 18 as a visiting scholar at the Slavic Research Center of Hokkaido University, working on the project “Civic Identities in Late Soviet and Post-Soviet Russia” and delivering a talk on “What is Public, What is Private: Sale of National and Natural Heritage Sites to Private Developers in Contemporary Russia” on February 24.

**Olia Bueva** is an MA student at REEI.  **Mark Trotter** is Assistant Director and Outreach Coordinator for REEI.
Faculty/Staff News
continued from page 9


Student News

Heidi Bludau (Anthropology) attended the Regional Policy Symposium on Gender Issues in Eastern Europe and Eurasia, funded by the United States Department of State’s Title VIII Program and implemented by IREX and the Woodrow Wilson International Center for Scholars’ Kennan Institute in Washington, DC on April 5 – 8.

Ramajana Hidic Demirovic (History) presented her paper “Bohoreta’s Theater en Saraj: Gendering Sephardic Politics during January Dictatorship” at the Crossing Borders: New Approaches to Modern Judeo-Spanish (Sephardic) Cultures conference on April 4 – 5 at UCLA.

Adam Julian (REEI) has been awarded a Fulbright fellowship in support of his travel to Moldova for research in the 2011-12 academic year.

Chris Molnar (History) was awarded a year-long fellowship at the Berlin Program for Advanced German and European Studies, a residential program based at Free University in Berlin.

Colleen M. Moore (History) has been awarded an IU College of Arts and Sciences Dissertation Year Research Fellowship for the 2011-2012 academic year.

Amy Simon (History) has published her article, “Guilt or Shame?” in Answering Auschwitz: Primo Levi’s Science and Humanism after the Fall (Fordham University Press).

Nick Sveholm (History) has been awarded a Fulbright fellowship in support of his travel to Romania for research in the 2011-12 academic year.

Emily Young (REEI, SLIS) presented her paper, “Democracy, Gender and Debate in the LiveJournal Blog of the Russian President,” at the Georgetown University Round Table on Languages and Linguistics (GURT) March 10-13 in Washington, DC.

Alumni News

Anna Muller (PhD History, 2009) received an offer of an instructorship at the European Studies Center of the University of Florida, Gainesville.

Jeremy Stewart (MA/MBA, 2009) became the lead on his finance team in the Business Management Group at Intel Corporation in February. In this role he manages and coordinates a group of fifteen people across different divisions at Intel in preparing the company’s long term financial forecasts. He is also responsible for providing financial analysis to support work done by Intel’s team of economists and the company’s capacity planning group.

Are you on Facebook? The Russian and East European Institute is! “Like” us and receive REEI updates on your newsfeed. Check it out at www.facebook.com/IUREEI!
Giving Opportunities

**General Fund**
The REEI general fund supports a wide range of educational and outreach activities on campus and in the wider community.

**Robert F. Byrnes Memorial Fellowship**
This fellowship honors the memory of REEI’s first director by supporting an outstanding incoming MA student. The current award consists of a stipend and fee remission for the first year of study and is renewable for an additional year.

**McCloskey Fund**
This fund commemorates the life and work of former Congressman and REEI alumnus Frank McCloskey, who dedicated himself to the advancement of peace and democracy in the Balkans, by supporting a biennial exchange program that sends an IU student to study in the Balkans and a student or scholar from the Balkans to study in Bloomington and Washington, DC.

**Daniel Armstrong Memorial Research Paper Awards**
This competition is dedicated to the memory of IU Slavics alumnus, teacher, scholar, and administrator, Professor Daniel Armstrong (1942-1979). Awards are presented to students for papers written in a class devoted to some aspect of Russian, East European, or Central Eurasian studies.

Gifts from thoughtful friends like you supplement the modest support that the Russian and East European Institute receives from state and federal sources. Your generosity enables REEI to maintain a high standard of education for its students, encourage innovative research on the region, and engage with the broader community through a variety of outreach activities.

To learn more about opportunities for giving to REEI and the activities that your gift will support, please visit our website at [www.indiana.edu/~reeiweb/](http://www.indiana.edu/~reeiweb/) or contact Mark Trotter, Assistant Director of the Russian and East European Institute, at martrott@indiana.edu or (812) 855-7309.

Please detach along the line above and return this form with your credit card information or check to:
Russian and East European Institute, IU Foundation PO Box 2298, Bloomington, IN 47402-2298

You may choose to support one of the following Russian and East European Institute gift funds:
- REEI General Fund 32AS32012
- Robert F. Byrnes Memorial Fellowship 38AS32027
- McCloskey Fund 38AS32035
- Daniel Armstrong Memorial Essay Fund 38AS32019

Name________________________________________
Address________________________________________
City________________________________________ State_______ Zip ________
Phone___________________________ Email_________________________

Enclosed is my contribution of: 
- $1000  
- $500  
- $100  
- $50  
- $____

Payment Method:
Credit Card:
- ___Visa       ___MasterCard       ___Discover       ___American Express

Card number_________________________________ Exp.Date ___________________
Signature ___________________________________

Or please make your check payable to: Indiana University Foundation. Your gifts are tax-deductible as allowed by law.

Thank you for your support.
IN-STATE TUITION and FUNDING AVAILABLE for all languages:

1st through 6th year Russian

1st year Arabic, Azerbaijani, Bosnian/Croatian/Serbian, Czech, Georgian, Hungarian, Kazakh, Macedonian, Modern Greek, Polish, Romanian, Tajik, Tatar, Turkish, Ukrainian, Uyghur, and Yiddish.

1st through 2nd year Dari, Mongolian, Pashto and Uzbek