

## A Word from the Director

For the first time in its history, the 2003 Summer Workshop in Slavic, East European and Central Asian Languages (SWSEEL) is offering instruction in Pashto, Tajik and Uyghur. These new languages are critical components in preparing specialists who will be able to understand the complex political and ethnic contexts of present day Afghanistan, Tajikistan and Xinjiang, respectively.

Language developers working at IU's Center for the Languages of the Central Asia Region (CeLCAR) have created original materials for the Pashto and Uyghur courses. Talant Mawkanuli, Uyghur materials developer, is teaching SWSEEL's Uyghur course. He is complementing his language instruction with a variety of cultural activities, including a lecture on the "Cultural Survival of the Uyghur Community in Central Asia."

CeLCAR language developer Khwaga Kakar, a native of Afghanistan, produced and organized materials for first-year Pashto as part of her broader goal of preserving the Pashto language and culture. As instructor at SWSEEL, she is using a variety of authentic materials, such as poems, music, newspapers and video to introduce students to her native language and will join Yasmin Noor in August to give a lecture on Afghan culture and society entitled "Salaamun."

Karim Usmanov, Head of the Faculty of Foreign Languages at Khujand State University, Tajikistan, is the Tajik instructor for SWSEEL. Utilizing a draft version of his "Introductory Tajik Manual," Professor Usmanov is focusing on the "contemporary struc-

tural characteristics" of the Tajik language.

The introduction of Pashto, Tajik and Uyghur to the SWSEEL course offerings reflects the IAUNRC's commitment to providing a rich program in the languages of the Central Asian region and their cultural contexts. SWSEEL, which began in 1950 as a workshop devoted to Slavic and East European languages, has be-



Visiting Center scholars Nikolai Tsygmpilov and Rashit Zagidullin and CEUS students Tristra Newyear, Melissa Cakars and Jane van Tjyl at Lotus Blossoms, a multicultural arts festival for Bloomington's school children.

come the most prominent center for Central Asian language instruction in the United States.

Besides the new Pashto, Tajik, and Uyghur courses, the 2003 SWSEEL program is seeking to improve the instruction of its traditional Central Asian language offerings—Turkmen, Azeri, Uzbek and Kazakh. Using materials developed under a National Security Education Program (NSEP) grant, 2003 SWSEEL instructors are beta-testing CenAsiaNet's online video modules, which provide much-needed authentic learning materials for languages that are only now acquiring adequate traditional materials such as textbooks, dictionaries and audiotapes. The NSEP materials are available free of charge to anyone with Internet access at

<CenAsianet.org>.

The expansion and the refinement of SWSEEL language courses help IU meet the growing interest in the political transitions unfolding within and along the borders of Central Asia. Enrollment in SWSEEL's Central Asian language courses has nearly doubled since the terrorist attacks of 9/11 and the ensuing conflict in Afghanistan. A number of students have been attracted to the study of Central Asia because of expanded employment opportunities both in the government and private sectors.

SWSEEL's Central Asian courses are possible thanks to a variety of funding sources. Along with a coalition of a dozen other area studies centers from around the country, IAUNRC contributes some of the money it receives from the US Department of Education to support Central Asian language courses. The summer Central Asian language programs also receive vital funding from the Social Science Research Council and the National Security Education Program. Indiana University, a long-time supporter of SWSEEL, has strengthened its support this year. Besides its traditional contribution of the salary of the summer Introductory Uzbek instructor, IU has granted nine fee remissions, and for the first time this year it is paying the salary of a language pedagogy specialist who is working closely with all teachers of Central Asian languages.

William Fierman,  
Director, IAUNRC

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## Behind the Scenes: Planning Navruz Festival at IU

**T**he 5<sup>th</sup> annual Indiana University Navruz Festival was held Saturday, March 29 on the IU Bloomington Campus. The Navruz Student Association planned and presented the celebration, which honors the ancient Zoroastrian New Year holiday and marks the arrival of spring in the countries of Central Asia, the Near East, and the Caucasus. The IAUNRC interviewed graduate student Chris Whitsel, treasurer and member of Navruz Student Executive Committee, to learn more about the planning of the festival at IU.

As early as September, the Navruz Student Committee met to elect an executive board and to divide duties for the planning of the spring 2003 Navruz celebration. Not only does the group seek an auditorium for performances including music, poetry, slideshows, personal narrations, and country presentations, but they also need space for cooking traditional regional dishes and a dining hall that can accommodate upwards of 300 people. Planning during the year is a collaborative effort among students, faculty, and foreign scholars from Azerbaijan, Kyrgyzstan, Kazakhstan, Uzbekistan, Afghanistan, Iran, and Turkey.

Though a variety of people from many cultures cooperated during the planning process, a large degree of cohesion and agreement existed within the group. "As opposed to being something that could be another device separating

these countries, it's something that actually brings them all together... Everyone recognizes that Navruz is a festival of spring and new life," stated Whitsel.

One of the special experiences of Navruz was the preparation of food for the event. Some of the Central Asian scholars were delighted to learn, for ex-



IU Visiting Professor Shahyar Daneshgar performs in the Mamedov Family Ensemble.

ample, that animal fat from the butcher in the U.S. cost them no more than the meat, since in some of their countries lamb fat only comes at an additional price. Once in the kitchen, students, scholars, and other volunteers had to establish patterns and routines for cooking native dishes in a sterile, U.S. kitchen setting with American-style pans and utensils. "First you get all this chaos with people saying 'well this

won't work, it's not the exact pan,' and then an hour or so later, you look around and everyone's cooking away and people are helping each other." Whitsel was impressed by the interaction and spirit of volunteerism in the kitchen, as American students rotated between country groups to assist with food preparation as needed.

Despite the cohesion among Navruz participants, the mixed group of planners and presenters differed in their organizational styles. Some of the musical performances, for example, were put together only on the morning of the presentation. "We had such talented musicians that at the last minute they could offer to accompany someone on their guitar." Other groups, however, planned and practiced their portion of the program far in advance of the actual day of celebration. "It's interesting to see how it works... getting everyone going and coordinating is a big rush at the end and a lot of work, instead of taking care of it piece by piece. The time frame that different people and groups work on is different."

*The Navruz Celebration at IU and the Navruz Student Committee are open to all members of the IU community. Check the IAUNRC's website for updates on next year's organizational activities and springtime festivities.*

## IAUNRC's Visiting Scholars Spring Semester 2003

**A**hynai Yespembetova, a PhD candidate from Kazakh State National University, is conducting research in economic and social geography at IU as a third year fellow of the Faculty Development Program sponsored by the Open Society Institute. She is a full-time lecturer in economic geography and tourism at Kazakh American University and plans to defend her dissertation this year.

**N**ikolai Tsyrempilov is a research fellow of the Institute of Mongolian, Tibetan, and Buddhist studies at the Russian Academy of Science. A native of Buriatia, Nikolai came to Bloomington under the IREX Regional Scholars Exchange Program to study Sino-Tibetan relations with Dr. Elliot Sperling at CEUS.

**Z**arema Kasendeyeva is a Professor of Economics at the Kyrgyz-Russian Slavic University. She is visiting IU for the second time on the Faculty Development program of Open Society Institute. While at IU, Ms. Kasendeyeva has been studying macroeconomics and international business issues with Dr. Roy Gardner of the Economics Department.

## Former CEUS Student Assists Web Development in Azerbaijan

**K**erry Cosby currently works as the Director of Project Harmony's Azerbaijan School Connectivity Program (ASCP), an organization devoted to developing the Internet as an educational tool in Azerbaijan. He received his M.A. in Central Eurasian Studies in 2002, after completing his thesis on the Basmachi, the guerilla fighters that resisted Soviet encroachment in Central Asia.

There is a great deal of discussion in the field of international aid about how development organizations can use the Internet to promote civil society. A key issue is the ability of the Internet to generate a "virtual public sphere" – a forum for the free discussion and dissemination of political opinions, ideas, and issues.

Many challenges face Internet projects in Azerbaijan, including basic access. Pres-

**"...Azerbaijanis are transforming the Internet into a domain for generating and refining opinions as well as devising strategies for the challenges facing them."**

ently the Internet is still not available to most Azerbaijanis. Yet there are signs that the "virtual public sphere" is blossoming. For example, the private forums [www.azeriforum.net](http://www.azeriforum.net), and [www.aztop.com/forum/](http://www.aztop.com/forum/) have appeared in the last few years. Moreover, Azeri and Russian language Internet newspapers have started forums dedicated to the nation's current political issues. Through these resources, Azerbaijanis are transform-

ing the Internet into a domain for generating and refining opinions as well as devising strategies for the challenges facing them.

To become active participants in this emerging public sphere, individuals must learn to move through what has been called "information glut" and "data smog." This is a primary goal of Project Harmony's Azerbaijan School Connectivity Program (ASCP), funded by the US State Department, Bureau of Education and Cultural Affairs. ASCP designs online civic education modules in close collaboration with parents, teachers and government officials to develop tools to navigate through vast amounts of information. Currently, we are cooperating with the Azerbaijani Parliament to create a project entitled "Model Azerbaijan," a civic education initiative that teaches the structures, procedure and functions of Azerbaijan's legislative branch of government.

"Model Azerbaijan" arose from a general discussion in the Azerbaijani media about the need for transparency in government. Of course, transparency can only be of use to those who understand the governmental system. Without such knowledge, searching in the "data smog" can seem almost Sisyphean. "Model Azerbaijan" gives students and teachers the opportunity to visit with Parliamentarians, attend lessons on the structure of parliament and its roles and responsibilities, and to work in geographically dispersed groups via WebCrossing® online discussion software. The project is designed to simulate the creation of Parliamentary law. During the simulation phase, students

search for information on the Internet to help them design legislation. In this way, the project furnishes students with the knowledge and skills to sort through the smog so that in the future they will be able

**"Model Azerbaijan" gives students and teachers the opportunity to visit with Parliamentarians, attend lessons on the structure of parliament and its roles and responsibilities, and to work in geographically dispersed groups...."**

to make informed decisions about information from newspapers, Internet sites, television, and radio. By involving educators, we will help them conduct similar projects in their classes. Thus the reach of the project extends to an even larger group of students and promotes civil society by providing citizens with the tools they need to take part in the public sphere.

As ASCP's Program Director, I firmly believe that our program is of tremendous benefit to the Azerbaijani people in these challenging times. Project Harmony staff (both Azerbaijanis and Americans) closely monitor the local press to ensure that our projects address issues relevant to Azerbaijanis. In this way, we can together create activities that are of importance to the participants and have meaning for the present and future of the country.

*Contributed by Kerry Cosby*

## Hungarian Chair Symposium

**T**his year the György Ránki Hungarian Chair Symposium hosted a discussion on twentieth-century Hungarian foreign policy. The March 29 conference, "Between East and West: Hungarian Foreign Policy in the 20th Century," hosted His Excellency Ambassador András Simonyi of the Embassy of the Republic of Hungary to the U.S. The György Ránki Hungarian Chair, Professor Ignac Romsics, and Professor Mihály Szegedy-Maszák of the Department of Central Eurasian Studies also took part.

Much of the discussion at the symposium focused on the Trianon Peace

Treaty of 1920, when Hungary lost one-third of its territory and population to Romania, Czechoslovakia, and Yugoslavia. Symposium participants agreed that efforts to "revise" the treaty and restore Hungarian territorial integrity belong to the past, and insisted that Hungarian foreign policy should now focus on the legal protection of Hungarian minorities living in neighboring countries such as Romania. Several speakers noted the importance of reassessing the history of Hungarian foreign policy as Hungary renegotiates its relationship with Europe and re-

evaluates its position between East and West.

For many years the György Ránki Hungarian Chair Symposium has brought scholars, experts, and students together in Bloomington to discuss their ideas and present their research. It is open to the public and provides an excellent opportunity for those interested in understanding the complexities of Hungarian politics, culture, and history.

## There's Gold in Them Thar Skills!

**J**ohn McKane, a student of Central Eurasian Studies, is currently working as a Fascell Fellow in the U.S. Embassy in Tashkent, Uzbekistan. John's interest in Central Asia developed during his work toward a BA in Religious Studies at Kenyon College. Under the guidance of Professor Devin DeWeese, he is currently working on his MA thesis focusing on Muslim shrine pilgrimage, its roots, and contemporary meaning in present-day Uzbekistan. His thesis examines the shrine of Sultan Uveys Bobo located in the Autonomous Republic of Karakalpakstan, approximately 120km south of Nukus.

"What are you going to do with that degree?" "Central-what studies?" "Wow, what is life like in Pakistan, anyway?" These are just a few questions that any given student in the Central Eurasian Studies Department may encounter throughout the course of his or her studies, and even careers. Interest in Central Eurasia from practically every sphere of world affairs, from diplomacy to business, skyrocketed after September 11, 2001, and is continuing on an upward trend. While the American public and indeed most governments in the

"Western" world are just starting to catch up on learning the ins-and-outs of "the 'Stans" and "the 'Balts", scholars of CEUS have been dissecting and studying these regions for decades. Students of Central Eurasian Studies are in the unique position of knowing the histories, languages, literatures, and religions of nations that now form the backbone of the U.S. government's political and economic policies on the Eurasian continent.

The transition from life as a CEUS student into the "working world" has been a welcome challenge. Of course, motivating myself to leave CEUS, RIFIAS, the friends and professors, the incredible staff, and the comfortable environs of beautiful Bloomington, Indiana was in itself a challenge. The first step in the job hunt came in the form of a mass email announcing an open competition for positions in U.S. embassies through the State Department's Fascell Fellowship Program. The Fascell program provides wonderful opportunities for people with area studies and language backgrounds to work in nations of the Former Soviet Union (e.g., CEUS students!).

Since arriving in Uzbekistan in March 2001, my life has changed in more ways than I ever thought possible. I have

had the privilege of working with some of the most talented and intelligent people I have ever met who, especially since September 11, 2001, have been working in very difficult circumstances and have proved themselves to be extremely dedicated professionals. The education I received at CEUS has been a great asset during the course of my work in Embassy Tashkent. Looking back, this looks like a "cheerleading piece" for CEUS, but I assure you that was not my intention.

My main point is this: never mind the random questions from concerned and/or confused relatives and friends when you tell them what you study. The languages, histories, and religions you study in CEUS can have strong market value in today's political and economic climate. "Salom" to everyone in CEUS, and if you have any comments/questions, feel free to contact me:

*Contributed by John McKane*

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## Tenth Annual ACES Conference

**I**ndiana University hosted the tenth annual Central Eurasian Studies Conference on April 12, 2003. Organized by the Association of Central Eurasian Students (ACES), the conference showcases IU's expertise in the cultures of the Inner Asian and Uralic worlds, and offers a chance for scholars from around the world to read papers and meet with one another.

This year over 45 speakers participated, including presenters from Israel, Turkey, Buriatia, Australia, Azerbaijan, and Uzbekistan. Conference panels addressed topics from a wide variety of disciplines, including economics, history, political science, education, and culture.

Robert McChesney, Professor of Middle Eastern Studies and History at New York University, delivered the keynote lecture, presenting a paper entitled "Timur's Tomb: Politics and Commemoration." Professor McChesney's presentation detailed how renovations to Timur's burial sites reflect changes in the cultural meaning of monuments and memorials (Copies of the paper are available at the RIFIAS library in Goodbody Hall or at <http://www.indiana.edu/~rifias/>).

The conference ended with a musical performance by the Mamedov Family Ensemble of Azerbaijan and the Silk Road Ensemble. Organized by Shahyar Daneshgar, a visiting Assistant Professor at IU, the Ensembles enacted Sufi musical

traditions from Turkey, Central Asia, Azerbaijan, and Iran.

A number of IU units provided funding for the conference, including the IAUNRC, the Department of Central Eurasian Studies, the Office of International Programs, Commitment to Assist Student Initiatives, the Russian and East European Institute, the Ottoman and Modern Turkish Studies Chair, and the College of Arts and Sciences. The main organizers of this year's conference were CEUS students Kristie Combs, Todd Ramlo, Luke Potoski, Ron Sela, Federica Venturi, and Nicole Willock.

## Lotus Blossoms: Bringing Inner Asia to the Schools

For the second year in a row, staff and visiting scholars of the IAUNRC participated in Lotus Blossoms, a multi-cultural arts

event gives students a chance to explore the cultures of Inner Asia by playing games, making crafts, and attending presentations on the music, dance, and arts of its peoples.

The IAUNRC presented the cultures of Inner Asia by teaching the students about domestic architecture in Central Asia and Mongolia. Using models and books from the Center's collection, graduate student volunteers showed the Lotus Blossom participants the housing structures of Inner Asia and the myriad ecologies and lifestyles of the region that inform them. Center staff also gave children paper models of yurts to cut out and decorate themselves.

Graduate students from CEUS and visiting Center scholars used their linguistic skills to teach students about the diversity of languages and writing systems in the Center's area. For example, Buriat scholar Nikolai Tserympilov, along with visiting scholar Rashit Zagidullin from Kazakhstan, helped students learn more about Tibetan, Mongolian, and Russian by writing the children's names and talking to them about these languages. Offering demonstrations of writing in ancient Mongolian and other Inner Asian charac-

ters, calligraphers were one of the most popular features at the bazaar, with their tables frequently surrounded by excited children waiting to see their names written in the ancient and modern scripts of the region.

Lotus Blossoms provides an excellent venue for the IAUNRC to pursue its goals of disseminating accurate informa-



Visiting scholars Nikolai Tserympilov and Rashit Zagidullin



Local school children learn about Central Asia at the Lotus Blossoms Festival.

festival for Bloomington's school children. Lotus Blossoms presents music, dance performances, demonstrations, and activities fairs for various schools in the Monroe County School District. The

tion on the Inner Asian and Uralic areas. Besides allowing students and scholars to come into direct contact with school children, it also shows teachers possibilities for incorporating material about the region into their classrooms.

## The First Baltic and Finnish Film Festival at IU

The Baltic and Finnish Studies Association (BAFSA) hosted the first Baltic and Finnish Film Festival in February and March of this year. Showcasing one film from each country, the festival offered an introduction to film-making in the region and to the respective countries and cultures that constitute it.

Lithuania opened the series with RIE-SUTU DUONA (Rye Bread), a 1977 film directed by Arunas Zebrenas, which has been called "one of the most lyrical films in Lithuanian cinema." The grotesque and the tender intertwine in this realistic account of growing up and coming of age in a Lithuanian village.

While "Rye Bread" is a classic of Lithuanian cinema, the rest of the program constituted new productions, such as Estonia's RISTUMINE PEATEEGA (The Highway Crossing, 1999). Based on a highly popular contemporary Estonian drama, the film explores the relationship between money and

happiness through a fairy-tale motif. Witty dialogue and allusions to both world cinema and 1990s life in Estonia spring up throughout this study of fundamental human values in a rapidly changing modern society.

Latvia's historical BAIGA VASARA (Dangerous Summer, 2000) takes us to the impending war that shaped Latvia in the summer of 1940. An equally important story-line in the film is the fate of two young lovers. For them, not unlike their homeland, the summer was too dangerous for a happy end.

The film series closed with a grand surprise: a screening of internationally renowned director Aki Kaurismäki's MIIES VAILLA MENNEISYYTÄ (The Man without a Past, 2002) - an Academy Award Nominee for best foreign film. Kaurismäki's film constituted another of his deeply touching studies of human life. Set (and shot) in their respective countries, the films offered a great deal of cultural detail that evoked feelings of warm rec-

ognition for those familiar with the region and that sparked interest in those who were not. All of the films nevertheless transcended the narrow boundaries of nations and cultures. Viewers witnessed people of other languages and traditions deal with the same ethical and moral issues that people may face at any time and place.

The Baltic and Finnish Studies Association hosted the festival in an effort to illuminate the complexities of the region and to introduce its films to a broader audience. The number of Baltic and Finnish films with English subtitles is limited, and the newest releases shown at film festivals are often not yet available for the general public.

*Contributed by Püübi-Kai Kivi  
Estonian language instructor*

## Scholars Discuss Publishing of Tibetan Language Texts

At IU on March 13, 2003, the Department of Central Eurasian Studies, with the support of the IAUNRC, sponsored a roundtable discussion on the state of Tibetan-language publications. Several leading figures in the Tibetan publishing industry participated, including Dbang Phyug, Don grub Rdo rje, Ljang Bu, and Bsod nams Don grub. IU's Tibetan-language instructor and author, Dge 'dun Rab gsal, translated for the benefit of the non-Tibetan speakers in the audience. The Chair of the Department of Central Eurasian Studies, Professor Elliot Sperling, acted as moderator.

The debate at the roundtable revolved around the concept of *'dzin skyong spel gsum*, which can be translated as "upholding, preserving, and spreading." This terminology is most frequently applied in a religious context

"Ljang Bu... provoked a lively discussion by drawing an analogy between the state of publishing Tibetan-language texts and a dilapidated house, an allusion to the destruction inflicted upon the monastic centers in Tibet..."

when referring to a historical figure's ability to "uphold, preserve, and spread" the Buddhist doctrine. The roundtable applied them to the state of publishing Tibetan-language texts and the general idea of cultural preservation.

The four guests brought very different backgrounds to the discussion. Don grub Rdo rje, the senior member of the group, has lived in Beijing for almost 50 years. A representative of the Central Nationality Press, he witnessed the transformation in the publishing industry from translating the works of Chairman Mao to publishing one of the most important dictionaries in the field of Tibetan studies, the *Bod Rgya Tshig mdzad Chen mo*. The first volume of this work has been translated into English.

Dbang Phyug of the Central Tibetan Press talked about the current structures for the publication of Tibetan-language works in the People's Republic of China (PRC). There are two publishing houses in the Tibetan Autonomous Region, eight publishing houses in other areas of China, thirty-four Tibetan-language magazines and twenty newspapers. In his discussion, Dbang Phyug related a story on the preservation of the Gesar tales, a Tibetan oral epic that constitutes "a vast treasure of Inner Asian literary culture." Dbang Phyug focused on a famous bard forced to sweep the streets during the Cultural Revolution. In the early 1980s, word spread of the bard's understanding of the Gesar epic and a project began to record his rendition of the tales on tape at Lhasa University. Dbang Phyug also mentioned that the best-selling Tibetan-language works within Tibet usually deal with traditional subjects, including Tibetan medicine, sutra, and history.

Ljang Bu, Bsod nams Don grub, and 'Jigs med Dbang rgyal represented another point of view. They all live in exile and are concerned about the state of Tibetan-language publications within the PRC. Ljang Bu, a poet living in France, provoked a lively discussion by drawing an analogy between the state of publishing Tibetan-language texts and a dilapidated house, an allusion to the destruction inflicted upon the monastic centers in Tibet, the locus of all publishing activities prior to the Chinese Communist take-over in 1959. Bsod nams Don grub, an illustrator of children's books and other texts at Bod kyri Dus bab (Tibet Times), insisted that more children's books should be written in Tibetan and published in the PRC. Both visitors from the PRC agreed. An IU visiting scholar from Drepung Loseling in India, 'Jigs med Dbang rgyal, asked about the state of publishing Buddhist works by important spiritual leaders – a reference to the current Dalai Lama

Both visitors from the PRC said it was possible to publish Buddhist books in both Tibetan and in Chinese as long as they didn't contain any political content.

The final topic in the discourse dealt with works authored by ethnic Tibetans who write in a more common language, i.e., Eng-

"Ljang Bu argued that the works by such authors as Jamyang Norbu who writes in English... cannot be considered "Tibetan literature" because cultural orientation and ethnicity are not necessarily the same."

lish or Chinese, as a means to reach a wider audience. Ljang Bu argued that the works by such authors as Jamyang Norbu who writes in English and Tashi Dawa who writes in Chinese, cannot be considered "Tibetan literature" because cultural orientation and ethnicity are not necessarily the same.

The IU roundtable followed the opening of the La-rtse Tibetan library in New York City on the weekend of March 8-9. Former IU language instructor, scholar, and director of the La-rtse Tibetan Library, Pema Bhum, invited many leading figures in the Tibetan publishing industry, drawing guests from all over the world. Taking advantage of this rare opportunity, Professor Elliot Sperling invited Dbang Phyug, Don grub Rdo rje, Ljang Bu, and Bsod nams Don grub to visit Bloomington. During their stay, they were able to see IU's rich holdings in Tibetan literature and to discuss the current state of Tibetan publishing. The diverse views represented at the roundtable contributed to the scholarly discussion and debate on the publication of Tibetan-language writings.

Contributed by Nicole Willock

## Central Eurasian Express

The *Central Eurasian Express*, a publication for students of Inner Asian and Uralic studies, published five issues this year. The *Express* is dedicated to target-language communication among students of the Kazakh, Uzbek, Turkish, Persian, Mongolian, Tibetan, Estonian, Finnish, and Hungarian languages, respectively. Introductory, intermediate, and advanced-level students submit articles, while advanced

students do minimal editing of the submissions. Language instructors correct neither grammatical nor syntactical errors in the articles – the idea is to use the *Central Eurasian Express* as an in-class "tool" to identify and work through common mistakes in language composition.

Central Eurasian graduate student Owen Witesman formats and compiles the language newsletter. With the support of the IAUNRC, *Central Eurasian*

*Express* is distributed to students of Central Eurasian languages in the U.S., Canada, and throughout the world. For more information, or to submit a contribution or make a suggestion, please contact language coordinator Beatrix Burghardt at [bburghar@indiana.edu](mailto:bburghar@indiana.edu).

## Global Voices in Song Volume 2: Songs of Hungary

IU Professor of Music Mary Goetze recently developed the second volume of *Global Voices in Song*, an interactive CD-ROM series designed to facilitate the teaching of music to singers, ensembles, and students. Sponsored by the Inner Asian and Uralic National Resource Center, "Songs of Hungary" focuses on Hungarian folk and composed music. The CD-ROM includes recordings of Hungarian children's groups, solo performers, the Hungarian Radio Choir, and the Folk Song Group of Boldog.

*Global Voices in Song* places Hungarian music in context to give students a deeper understanding of the traditions and culture that inform it. The interactive CD-ROM provides an overview of Hungarian history, articles on Hungarian culture and language, and video of Hungarian choral groups and children singing and performing.

Traditionally music has been transmitted only through a printed score, but with *Global Voices in Songs*, interested students can hear "the vocal style, timbre and pronunciation" of Hungarian folk music, and view the movements and dance that animate traditional Hungarian song.

Individuals and groups in both the U.S. and Hungary joined forces to develop the project. The collaboration started during spring of 2000, when the International Vocal Ensemble – a chorus in the IU School of Music "specializing in vocal music from the world's cultural traditions" – focused its repertoire on Hungarian vocal music.

Professor Goetze invited former IU music student Erzsébet Gaál, a native of Hungary, to be the primary advisor for the project, providing "Songs in Hungary" with a live model able to teach the music based on direct knowledge of the songs and their context. Dr. Jay Fern of IUPUI co-produced the CD-ROM with Dr. Goetze in 2002.

Using folk songs and contemporary arrangements, the collaborators set out to present an example of the evolution of choral music in Hungary in the 20<sup>th</sup> century, largely inspired by Zoltán Kodály, a Hungarian composer and educator who devoted his career to collecting and transcribing folksongs.

The International Vocal Ensemble later met folk music expert Ibna Budai and contemporary composer Katalin Pócs through an interactive satellite link-up between IU-

Bloomington and Budapest. Video and audio recording for the *Global Voices in Song* project followed during the summer of 2000, when Dr. Goetze and Dr. Fern traveled to Hungary to capture the music at its source.

Produced to illuminate the cultural architecture of Hungarian vocal music, *Global Voices in Song* is also a teaching tool. The CD-ROM provides suggestions for lesson plans in music classes and other learning environments.

The creation of innovative CD-ROMs is part of a broader effort on the part of Professor Goetze to enhance the teaching of song and the cultural nuances that imbue it. With the support of the IAUNRC and other IU units, Professor Goetze offers a summer seminar for teachers interested in learning new ways to bring multicultural education to life through music. The workshop provides prototypes of multimedia materials for educators to utilize in their teaching. This year's workshop was held at the IU Bloomington campus on June 27-29. For more information about *Global Voices in Song, Volume 2*, see <<http://www.gbbalvoicesinsong.com/>>.

## Mongolian Throatsingers Teach at IU

For several months in fall semester 2002, Indiana University hosted two musicians and instructors, Odsuren and Battuvshin, from Mongolia. Together, the guests led an eight-week course on the history and technique of throatsinging, a vocal style that allows performers to sing two tones at once. This technique has deep roots in Inner Asia and is practiced primarily in Tuva (Russian Federation) and western Mongolia. However, throatsinging has become popular around the Mongolic world and is performed today from Kalmykia in European Russia to Inner Mongolia in China. Throatsinging has also caught the interest of many musicians and music lovers around the world.

The IU class focused on showing the students, many of whom were unfamiliar with the techniques, how to generate and manipulate the

overtones crucial to throatsinging. Odsuren and Battuvshin also demonstrated some of the repertoire associated with throatsinging and passed them on to the



Battuvshin and Odsuren play Mongolian instruments at one of their many lecture demonstrations.

students. Peter Marsh, a recent Ph.D. graduate from Indiana University in Mongolian Studies, provided crucial

translation and interpretation support, deepening students' understanding of Mongolian culture and music. The students were enthusiastic and even performed together for Mongolian New Years this February, long after the course was over.

Odsuren and Battuvshin, again with the help of Peter Marsh, also participated in an interactive video lecture/demonstration for several Indiana secondary schools through the ISIS program. This performance is available online through the IAUNRC's website at <http://www.indiana.edu/~iaunrc/mongolia.html>. A studio version of the same presentation can be borrowed from the Center. It gives a short and colorful overview of contemporary Mongolian

culture, music, and the role of throatsinging along with extensive songs and music.