

Inner Asian & Uralic

National Resource Center

Newsletter

Winter 2003

A Word From the Director

On October 21, 2003 Distinguished Professor Emeritus Denis Sinor donated his life estate (two houses and land) to the IU Foundation for the establishment of the Faculty Fellowship in Central Eurasian history in the Department of Central Eurasian Studies. The fellowship will greatly enhance CEUS, perhaps even permitting establishment of a new professorship.

It seemed especially appropriate on this occasion to ask Professor Sinor to share some of his reminiscences relevant to the history of our Center. This issue replaces the usual "Word from the Director" with Professor Sinor's response....

The administrative antecedents of the Department of Central Eurasian Studies (CEUS) at Indiana University reach back almost a half a century; its scholarly underpinnings are rooted even further in time and space.

In the spring of 1956, supported by a grant from the Ford Foundation, the recently established Department of Uralic and Altaic Studies of Columbia University called a conference that resulted in a "Report on Uralic and Altaic Studies" submitted to the Ford Foundation and to the American Council of Learned Societies (ACLS) on September 30, 1958. The moment was extraordinarily auspicious. The National Defense Education Act (NDEA) had been enacted a few weeks earlier, bringing in its wake unprecedented development in teaching and research relative to non-western languages. John Lotz - then chairman of the above-mentioned department - saw the extraordinary opportunities presented by

the NDEA and had the good fortune of receiving sympathetic help from some key people at the U.S. Office of Education and the ACLS. The result of their collaboration was a contract be-



The Center has funded a second series of photographs by Zilola Saidova, a former Photojournalism student of IU.

tween the two under Title VI of the NDEA for research and studies in Uralic and Altaic languages. Between June 1959 and September 1974 close to \$700,000 was spent on 116 projects carried out by 74 principal investigators representing 42 institutions.

In 1956 - almost simultaneously with Columbia University - an interdepartmental Uralic and Altaic Program was established at Indiana University under the chairmanship of Lotz's close friend Thomas A. Sebeok. In 1960 he launched the Indiana University Uralic and Altaic Series which for many years provided a publication outlet for the products of very uneven quality of the program directed by John Lotz. The two men worked closely together and carried in them as their common Hungarian scholarly heritage, the a priori

conviction of the existence of an Uralic and Altaic (or Uralo-Altaic) linguistic family. There was, however, a hitch: neither of them had any acquaintance with anything connected to the Altaic

world. They were in search of Altaists. Lotz brought to Columbia Karl H. Menges, while Sebeok tried to entice me to come to Indiana University.

By the late 1950s I think I had an acceptable reputation in the field of Altaic studies which, coming from Paris, I had introduced to the University of Cambridge in 1948. I saw no reason to exchange my post in arguably the best university in the world for that in a little-known university located in a land that was just recovering from McCarthyism. But I had a sabbatical coming up in Cambridge and was not hostile to the idea of getting double salary for a semester. So I accepted a one-semester visiting professorship.

In December 1961 I disembarked in New York from the old
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Inner Asian & Uralic
National Resource Center

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Xinjiang Specialist Gardner Bovingdon

This fall, the IAUNRC welcomes Dr. Gardner Bovingdon to the Central Eurasian Studies Department. Professor Bovingdon specializes in the Xinjiang region of China, also known as Eastern Turkistan. His research and teaching concentrations involve the politics and histories of the region.

When he first heard that a Xinjiang Studies faculty position was opening up in the Central Eurasian Studies Department of Indiana University, Dr. Bovingdon reacted with incredulity. "I thought it was a joke," Bovingdon later recalled. His doubts were strong enough for him to contact then-department Chair Dr. Elliot Sperling to inquire about this "too-good-to-be-true" position. His dream position came true as he was later delighted to accept the job offer.

Dr. Bovingdon completed his doctorate at Cornell University in 2002, and has pursued teaching and post-doctoral work with Yale and Washington Universities. Throughout these years, Dr. Bovingdon was aware of Indiana University's potential as an ideal environment for conducting his research on Central Asia. Joining the faculty of this academic community had long been a goal, since "the great concentration of talent and resources for studying Central Asia [makes] IU the ideal place for Central Asian studies in the United States and possibly the world."

Teaching at IU has granted Dr. Bovingdon an opportunity to adapt his research interests to the university classroom. In his first semester with the Central Eurasian Studies Department, he has developed his dissertation topic into a course entitled "Politics in Xinjiang." He has organized the course thematically to address issues such as administrative structure, demographics, political economy, religion, ethnic and regional divisions, resistance, and the international context. Bovingdon reports that the "cleverness, interest and background of his students have made it a very lively class—

it worked out extremely well."



Dr. Gardner Bovingdon

His second course, "The History of Xinjiang," developed with the help of fellow faculty members, required quite a bit of new reading on his part. Including over two thousand years of history, the course spans pre-historical archaeological records through the revolution of 1949. Bovingdon again shares credit for the success of the course with the excellent - and enthusiastic - students, who complete their historiographical study of the region by analyzing the dichotomy between official and dissident nationalist views of history.

Besides teaching, Professor Bovingdon's activities include a multiyear project with the East/West Center in Honolulu studying conflict in East and Southeast Asia. Serving as principle investigator of the Xinjiang group, Dr. Bovingdon works alongside Central Eurasian Studies Tibetologist Elliot Sperling and scholars from around the world to study regions where separatist movements challenge established states.

Professor Bovingdon continues his research on Politicized Historiography in China, and is further developing ideas

put forth in a paper delivered to the Association for the Study of Nationalities. This study considers how state-sponsored migration has established what Bovingdon calls "mobile constituencies" in a number of states.

Looking toward the Spring semester, Professor Bovingdon has accepted several invitations to conferences and colloquia around the country, including a Contemporary Xinjiang Conference at Berkeley, a symposium on "Collective Memories of the Chinese Revolution" at the Woodrow Wilson Center in Washington, and an invited speaker's series at Michigan State addressing Borders and Security, where he will present a talk entitled "China's Central Asian Problem: Defending Borders in a Globalizing World."

SWSEEL News

For the summer of 2004, the Inner Asian and Uralic National Resource Center will once again join IU's Summer Workshop on Slavic, East European, and Central Asian Languages (SWSEEL) to offer instruction in seven languages of the Inner Asian region. The program includes two years of Kazakh, Turkmen, Uzbek, Azerbaijani, and Uyghur (the second year being offered for the first time), as well as first-year Tajik and Pashto. The 2003 summer program set a record for the number of students enrolled in Inner Asian languages (49), with more than half representing institutions other than IU. Funding, including Foreign Language and Area Studies Fellowships (FLAS), is available for qualified students both through IU and, frequently, their home universities.



Hungarian Specialist Lynn Hooker

Dr. Lynn Hooker joins the Central Eurasian Studies faculty this year as a specialist in Hungarian music and East European identities and minority issues. This fall marks her return to the Bloomington campus after initiating her Hungarian language studies with the Summer Workshop in Slavic and East European Languages in 1994 and 1995.

Dr. Hooker brings to the Indiana University faculty expertise in music historiography and studies of race, nationality, and minorities in Eastern Europe, particularly those of Transylvania and the Romani (Gypsies). For a scholar of Hungarian music, IU-Bloomington's combined strength in music and Hungarian Studies was an irresistible lure. She looks forward to availing herself of both the riches of the campus's libraries and the intellectual stimulation of her new colleagues.

Dr. Hooker's dissertation (University of Chicago, 2001) addressed the early twentieth-century Hungarian music scene in which composer Béla Bartók matured. Most Hungarian composers of that period aimed for an identifiable national style; Bartók considered that style both old-fashioned and not truly national. In her writing, Dr. Hooker argued both that the "Hungarian" style of Bartók's predecessors was both far more sophisticated than Bartók's own discussions indicated, and that Bartók himself owed more to that style than he would admit. One aspect of her research that she is currently expanding is the controversial role of nineteenth-century Hungarian composer Ferenc Liszt in the Hungarian musical life of the early twentieth century, and specifically in Bartók's musical thought. This fall she presented her study of the 1911 celebration of Liszt's centennial, and Bartók's contribution to that celebration, to the annual meetings of the Royal Music Association and the American Musicological Society. This study will act as the opening of her monograph on the changing concepts of musical "Hungarianness" in the late nineteenth and early twentieth centuries.

A newer aspect of Dr. Hooker's research has involved participating in Hungarian music and dance events, mostly camps in North America, but also one camp in Transylvania and several "táncházak" (dance parties – literally, "dance houses") in Budapest. Dancing and playing the fiddle with

Hungarian "folkies" has allowed her to observe how problems of ethnicity and aesthetics are worked out through the discourse of music and dance. She is glad to report that it is also a lot of fun. Her particular focus is the multifaceted identities of participants in the movement, including diverse groups ranging from rural



Dr. Lynn Hooker

Transylvanian Romani bards to urban recording artists of Budapest and members of the Hungarian folklore community in North America. Dr. Hooker has recently presented some of the results of her research to the Society for Ethnomusicology in a paper on "Gypsiness and Gender in the Hungarian Folk Music Revival."

In her first semester at Indiana University,

Dr. Hooker is teaching courses on Hungarian Folk Music and Budapest as National and International City. Dr. Hooker incorporates many elements of her own research into her folk music course, examining Hungarian musical performances among rural, urban, and international communities. In exploring different aspects of the city of Budapest, Dr. Hooker presents anthropological and sociological perspectives of the city. This course also considers the role Budapest plays in the international spread of the *táncház* movement and the internationalization of the world music circuit.

Looking toward the Spring semester, Dr. Hooker will be offering a course devoted to Transylvania. She incorporates her own research interest in historiography into this regional study, examining Transylvania from Romanian, Hungarian, and German national perspectives. Dr. Hooker is particularly enthusiastic about this course as an opportunity for drawing together students of Hungarian as well as Romanian history to study "The Soul of Transylvania."

Professor Hooker also will be teaching a course on Béla Bartók. This course will survey Bartók's musical and scholarly output, and will examine how his work responded to the artistically and politically changing climate of east-central Europe in the first half of the twentieth century. In addition, it will use scholarship from before and after 1989 to explore how Bartók's legacy has been interpreted on both sides of the Iron Curtain.

Ataturk Commemoration

Students of Turkish Studies and other members of the Turkish student community assembled on November 10th for a program of poetry and music entitled "Let's Remember Him." This commemoration of the life of Ataturk, founder of the modern Republic of Turkey, included readings of the poetry of Nazim Hikmet in Turkish and English. The remembrance focused on honoring the struggles and bravery of those who fought and sacrificed to build an independent Turkish nation in the early 20th century. Students were joined by retired Professor Emeritus İlhan Basgoz, who participated in the poetry reading. Professor Basgoz shared with the gathering the importance and influence of Hikmet's sentiments. He also recited a portion of "The Epic of the Liberation War," a poem that he had memorized in his youth by the then-imprisoned and banned poet.



Students gather in memory of Ataturk

The Finnish-American Experience

Hailing from the farming town of Toivola, Michigan, Indiana University graduate student Hilary Virtanen has received a Foreign Language and Area Studies Fellowship this year to support her research of the Finnish-American experience. Established by Finnish immigrants in 1892 in the Upper Peninsula of Michigan, Toivola has in some ways preserved ancient elements of Finnish language and culture. In many ways, however, the community has become part of a uniquely American type of Finnish culture, and it is upon these cultural and linguistic similarities and differences that Virtanen has elected to focus her academic endeavors with IU's Department of Folklore and Ethnomusicology.

Like other areas experiencing a rebirth of interest in ancestral language and culture, the Finnish American community around Toivola has formally introduced its heritage language into the public school curriculum. Depending upon demand, up to two years of Finnish is offered as a high school foreign language. Technology and networking have facilitated developing a Finnish education program in the schools of the area, as synchronous television cable links enable students in several communities to share one "virtual" Finnish classroom.

With her studies at Indiana University, Virtanen has begun to compare the Finnish language of her home community with that of the Finnish Studies program of the Central Eurasian Studies Department. She has found the differences between standard Finnish and "Finglish" to be marked in many cases, where the influences of English vocabulary, grammar, and orthography upon the Finnish language abound. For example, she notes neologisms in slang terms such as "battu" for "cigarette (butt)," and cites the common problem of homonym misuse.

However, none would argue that Finglish is merely a substandard or inferior dialect of standard Finnish. Virtanen notes the substantial commitment of certain Finnish linguists to studying American Finnish as a window into the past or linguistic "time capsule." American Finnish speakers are therefore a precious linguistic resource for

these scholars, since many aspects of 19th century Finnish vocabulary, expressions, and songs that were transported by immigrants have been preserved in North America, but may have been lost over time in Finland.



Image courtesy of Finnish Designs

Virtanen also studies the holiday traditions of Finnish Americans, comparing their contemporary celebrations with those practiced in Finland. While many holidays such as Christmas are celebrated in similar ways, others have been adapted to the new environment of North America. For example, Finns typically celebrate the ancient holiday Juhannus on the lakeshores of Finland during the longest day of the year. This celebration of nature dates to pre-Christian times and marks the importance of sunlight and lakes to Finnish culture. Since the immigrant communities in America reside at lower latitudes and further inland than their Finnish kin, they neither experience the long, bright summer days of Finland nor necessarily orient their lives and celebrations around waters. For these reasons, though the holiday has been retained in immigrant communities as cultural heritage, the focus has shifted somewhat from celebrating nature to celebrating community and fellowship.

In comparing the Finnish American holidays she grew up with to those popular in

contemporary Finland, Virtanen has found a couple of celebrations to be entirely Finnish American creations. One such example is St. Urho's Day, which falls on March 16th, just before St. Patrick's Day. This holiday has grown in popularity among Finnish Americans since 1956, and is based upon an invented legend in which St. Urho saves the grape harvest of Finland from a swarm of giant grasshoppers, chasing them away by shouting "Heinäsiirkka, heinäsiirkka, mene täältä hiiteen!" (Grasshopper, Grasshopper, go from here to the realm of the devil!). In some communities, St. Urho's Day is the main annual celebration of Finnish heritage, though the holiday is virtually unheard of in Finland.

With her coursework in Finnish Studies, Virtanen continues to build upon our understanding of the dynamic and generative forces at work in the language, traditions and celebrations of immigrant communities like Toivola, as they have sought to preserve and affirm their identities during periods of radical change.

The Sopers' Visit



On September 4th, 2003, Central Eurasian Studies benefactors Mr. and Mrs. Quentin and Genevieve Soper were invited to the IU Bloomington campus. Their visit included meetings with Dean Subbaswamy (College of Arts and Sciences), Dean O'Meara (International Programs), and Uzbek Language Instructor Malik Khojaev. They were also recognized for their generous contributions to the field of Central Eurasian Studies at the evening CEUS reception.



Turkish Cinema at IU

The Central Eurasian Studies Department will be offering a new course on Turkish Cinema in the Spring 2004 semester. Though IU has hosted a number of Turkish Film Series in recent years, this year's course will provide students a greater deal of structure for the formal study of Turkish Cinema. In recent years, CEUS doctoral student Filiz Cicek has been involved with informal screenings of Turkish films at IU. Consistent student interest and attendance at these recreational events gave her the idea of bringing Turkish films to the classroom. She therefore set herself to work developing a course devoted entirely to Turkish Film.

An eclectic mix of art and culture, the content of her course should interest a broad body of students. Cicek plans to incorporate her background in Fine Arts into the course, and looks forward to drawing students of Film Studies, Turkish Studies, Folklore, and other departments into her classroom. The course will span several film periods from the 1960s through contemporary times, and will include a number of genres. With the course, Ms. Cicek hopes to explore the history, geography, and cultures of Turkey through its films, while placing equal focus on the artistry and creativity of the films as art.

Breaking new ground with this course has not been an easy undertaking, however. One of the main problems encountered in developing this course from scratch has been locating Turkish films with English subtitles. Even more problematic has been collecting essays, articles, and other course reading materials in English. The paucity of English language resources on Turkish cinema has required Ms. Cicek to translate a number of readings herself.

Nevertheless, Ms. Cicek is optimistic that her extra efforts will pay off. She is particularly looking forward to experiencing student reactions to Turkish films, especially those of students accustomed to the pace and style of American productions. By including films that are radical departures stylistically from the typical Hollywood fare, she hopes to share with students different ways of using film to convey sentiments and ideas. Cicek also looks forward to seeing student reactions to Turkish remakes of popular American classics, such as the Turkish version of *Star Wars*. Above all, she hopes that the seminar format will grant students an opportunity to profit from one another's impressions, opinions, and perceptions as they explore Turkish culture through film.

CeLCAR Visiting Scholars 2003-2004

Avaz Nurov is a Senior Lecturer and Instructor at the World Language University in Tashkent, Uzbekistan. He is teaching Uzbek at Indiana University on a Foreign Language Teaching Assistantship Fulbright Fellowship.

Kirgizbek Kanunov is a Fulbright Visiting Scholar at Indiana University pursuing a non-degree program of studies and working as a Tajik Language Developer at the Center of Languages of the Central Asian Region.

IAUNRC Visiting Scholars

Academic Year 2003-2004

Myagmar Saruul-Erdene is a teacher at the School of Mongolian Studies of Mongolian State Pedagogical University, where he also received a Ph.D. in Linguistics. At IU he works with Mongolian Studies and Linguistic professors researching historical connections of Altaic Languages, particularly Mongolian and Turkic.

Abdikerim Kurbanaliev is an Associate Professor and Dean in the Department of Computer Sciences and Economics at Kyzyl-Kia Humanitarian Pedagogical Institute at Batken State University in Kyrgyzstan. Mr. Kurbanaliev is at IU developing Ecology courses through the Junior Faculty Development Program.

Bakhytzhan Nigmatova is the Language Department Chair at the Kazakh Institute for Law and International Relations. She is at Indiana University on the Junior Faculty Development Program studying human rights, children's rights, and international adoption.

Charymukhamed Shallyiev is an Associate Professor in the Department of World Economics and International Economic Relations at the Turkmen Institute of National Economics. Mr. Shallyiev is at Indiana University as part of the Junior Faculty Development Program. While here, is developing a course on US foreign policy toward Central Asia, East Asia and the European Community.

Muhabbat Yakubova is an Assistant Professor in the English Department of Tajik State Pedagogical University. At Indiana University, she is working to create a language education curriculum. Ms. Yakubova is a part of the Junior Faculty Development Program.

Fall Semester 2003

Alma Kudebayeva is a Senior Lecturer of Economics at Kazakh State National University. She is at Indiana University on a Fulbright Fellowship to study economic growth and poverty.

Spring Semester 2004

Nazikbek Kydyrmyshev is doing post-graduate studies in History at Bishkek Humanities University in Kyrgyzstan. He will study at Indiana University as a member of the Open Society Institute's Faculty Development Fellowship Program.

Zarema Kasendeyeva is a Professor of Economics at the International University of Kyrgyzstan. She is a participant in the Open Society Institute's Faculty Development Fellowship Program, and will be studying Economics while at IU.

International Association for Tibetan Studies Conference 2003

Indiana University's Tibetan area specialists once again actively participated in the global development of scholarly discourse at the tenth seminar of the International Association for Tibetan Studies (IATS). The largest and most important gathering of Tibetologists in the world, the IATS is held every three years in various host countries. Indiana University hosted this event in 1997. The Tenth Seminar, held at St. Hugh's College of Oxford University, commemorated the founding IATS conference in Oxford in 1979. At that time the late Michael Aris convened a group of some seventy scholars at St. John's College, among whom were Central Eurasian Studies professors Christopher Beckwith and Elliot Sperling. One measure of the growth in Tibetan Studies is the fact that the seminar has outgrown St. John's, and was moved to a venue capable of catering to the 441 registered participants.

As a junior scholar interested in the development of Tibetan studies, I took this opportunity to ask professors Sperling and Beckwith about the changes in the field since the founding Oxford conference. Professor Elliot Sperling recalled that in 1979 most scholars were quoting the works of the pioneering Italian Tibetologist, Giuseppe Tucci and his contemporaries. Furthermore, at that time, "only a handful of scholars had been to Tibet, and very few could even order a meal in Tibetan much less converse freely." Since then, growth in this field has meant that scholars need a knowledge of both the classical and spoken languages. Another shift occurred in the 80s, when, "we entered the post-Tucci age. We started discussing each other's works and discoveries. This created a contemporary community, with pioneers such as Luciano Petech remaining active." At the 2003 conference, Professor Sperling chaired the panel entitled

"Heroes and Heroines: History, Morality and Nationality," and presented a paper on "Zhao Erfeng Reconsidered." He has been on the IATS advisory board since 1998.



IATS 1979 Oxford Conference Participants.

Professor Christopher Beckwith stated in a separate interview that "there has been a tremendous increase in the number of specialists within the field of Tibetan studies." Although Tibetan Buddhist culture and literary studies remains the mainstream, just a look at the long list of panels at the Tenth Seminar reveals the diversity within the field, which spans such topics as Tibetan medicine, art and architecture, literature, identity and change, Tibet and

IATS Tibetan Language panels and the daylong Tibetan Empire panels. He delivered a paper entitled "The Sonority Sequencing Principle and Old Tibetan Syllable Margins" at the conference.

Both professors mentioned that one of the biggest changes witnessed, especially evident at the Tenth Seminar, is the fact that so many Tibetans are now able to attend the IATS. This substantial representation included sixty Tibetans from the People's Republic of China. Drawing participants from twenty-seven different nations, the Oxford IATS bridged the gap between Tibetologists working in different locations around the world.

IU alumni and graduate students also contributed to the conference:

Dr. Luran Hartley gave a lecture on "The Ascendancy of the Term *Rtsom-rig* in Tibetan Literary Discourse." Professor Dan Martin delivered a paper on "An Early Tibetan History of Tibetan Medicine". Professor Johan Elverskog presented a paper entitled "Tibetanization and Mongolian Buddhism." Professor Geoff Childs delivered a lecture called, "mNa' mas and Nyal bus: Tibetan Marriage, Fertility and Illegitimacy through Time and Space." Professor Yael Bentor presented his findings on "Transforming Ordinary Birth, Death and Intermediate State into Three Bodies: Some Polemical Issues." Professor Tsuguhito Takeuchi delivered a talk on "Old Tibetan Buddhist Texts from post-Tibetan Empire Period." Federica Venturi gave a paper called "Notes on a *dkar chag* of Sa skya [Monastery]." Current CEUS student Kristina Dy-Liacco, along with former IU faculty and director of the La-rtse library, Pema Bhum, ran an information table on the La-rtse Library for the duration of the conference.



IATS 2003 Oxford Conference Participants.

Photos courtesy of The Aris Trust Centre, Wolfson College, Oxford.

its neighbors, eminent figures, etc. Professor Beckwith convened the first Medieval Tibeto-Burman Language Symposium (MTBLS) at the Leiden IATS in 2000 and the second MTBLS at the Oxford conference, where he chaired one of the two sessions. He also chaired the daylong

Contributed by Nicole Willock

Advanced Uzbek in Samarkand

The shades of blue and beige of the massive Registan and the bustling bazaars of Samarkand provided the backdrop for the Advanced Uzbek

Summer Language Program of the IAUNRC, the Center for Languages of the Central Asian Region, and the Office of Overseas Studies at Indiana University. The Samarkand State Foreign Languages Institute hosted several students, including myself, for two months while we studied Uzbek and immersed ourselves in Uzbekistan's vibrant cultures. Our weekdays were packed with four hours of in-class language instruction, often followed by local excursions for language practice and sight-seeing. Our enthusiastic teachers went to great lengths to ensure that we not only improved our language skills, but also enjoyed Samarkand.

eating two meals each night, which defies the 10 pounds I lost while I was there!



Students of Advanced Uzbek with their teachers.

We each lived in local homes during our entire stay, allowing us to see firsthand the life of an Uzbek – or in our cases, Tajik – family. They welcomed us in, prepared the most amazing food, and treated us like... well, family. My 12 year old host-brother, Aziz, took me around the city each week, introducing me to the sights, family, and friends. Dinners at friends' and relatives' homes were common; I often found myself

We traveled outside of Samarkand several times, visiting the local mountains, the ancient cities of Shaxrisabz, Bukhara, and Khiva, and the vast desert of Karakalpakistan. We were all struck by the extreme difference in dialects throughout Uzbekistan and the pervasiveness of the Tajik language within Samarkand and Bukhara.

Interacting with local people in a local lan-

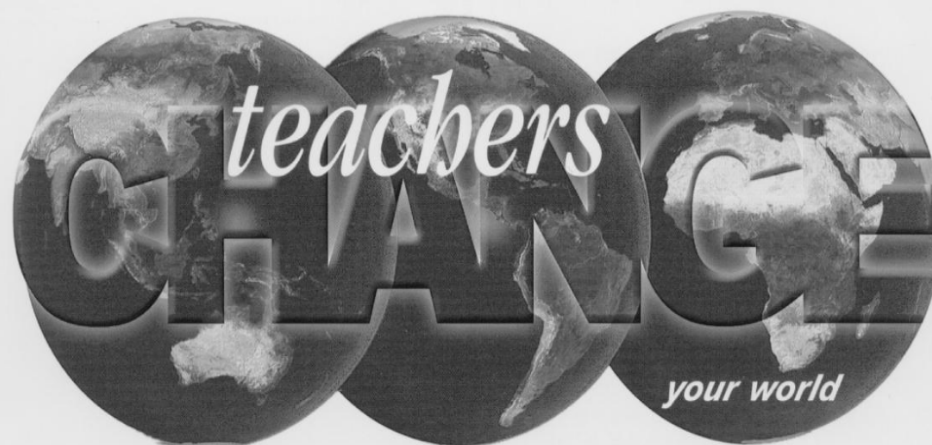
guage was certainly exciting. They would, without exception, address us first in Russian. When we would respond in Uzbek, they would light up and ask all sorts of questions. Their openness was amazing.

Watching over these people, however, is their notoriously heavy-handed government. Presidents Karimov and Putin visited Samarkand while we were there, forcing the closure of streets and business throughout the city. Secret police lined the main streets, often standing no more than thirty feet apart. They would question and scrutinize the pedestrians, haphazardly forcing them to open their bags, change direction, cross the street, return to their homes.... The scene was surreal.

Nonetheless, the people persevere. They struggle to bring home a decent wage, provide for their families, and deal with the injustices of their society. Yet, they still welcome in guests like us. To each and every one of them, I say, "Rahmat."

Contributed by Ryan Eddings

INDIANA UNIVERSITY'S 9th Annual
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JULY 11 - 24, 2004

GRADE 7-12 TEACHERS ARE INVITED TO JOIN US ON INDIANA UNIVERSITY'S BLOOMINGTON CAMPUS FOR THE INTERNATIONAL STUDIES SUMMER INSTITUTE. MORE INFORMATION AND AN APPLICATION CAN BE FOUND ON OUR WEBSITE. FEEL FREE TO CALL 812/855-0756 OR EMAIL: ssi@indiana.edu

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New Russian Language Option for CEUS MA Program

CEUS students specializing in post-Communism and nationalism have a new option to fulfill the language requirement for the study of Central Asia. These students may now choose Russian as their Language of Specialization. The option requires mastery of Russian equivalent to the completion of the fourth year. The department expects that this will attract students who are enrolled in professional school, have professional experience, or anticipate working in more than one country of the region.

(Continued from page 1)

Cunard ship "Mauretania" to be received by Lotz who immediately offered me an ACLS contract. Clearly, there was money in plenty.

I found Bloomington a rather ridiculous place, and, as for IU, while the Auditorium was impressive, the library was abominable, and the students, how should I put it charitably, did not compare well with those of Cambridge. Yet there was a positive side: I was received with much friendship and understanding by the famous Herman B. Wells, then in his last semester as President and by the formidable John Ashton, Dean of the Graduate School. I had the feeling that (contrary to the constant restraints experienced in Cambridge) they would "let me loose," giving me free rein to build what I was capable of building. I was also encouraged by the sympathetic understanding of my colleagues in the Program which included some first-rate scholars, such as Alo Raun, Felix Oinas, Fred Householder. Shortly before my arrival, the young John R. Krueger also came so that I should not be alone in the "Altaic" section. In my view the Uralic and Altaic Program was a fake construct, so typical of so many American universities then and now, set up to ride with the tide of some fashion. The present mushrooming of "Central Eurasian" programs across the land illustrates my point. Formally it belonged not to the College of Arts and Sciences but only to the Graduate School, a meaningless affiliation since the Program could offer no degree. Faculty listed in the Program received their salaries through established Departments and viewed the Program as an extra distraction. Sebeok's interests had shifted toward Semiotics, so in the fall of 1963 Ashton asked me to become chairman of the Program. (In the fall of 1962 I had resigned in Cambridge.)

I had two priorities. The first was realized, if I remember correctly, in 1966 when the Program was transformed into a Department authorized to award M.A. and Ph.D. degrees. Our first brochure used a rather stern language:

"There can be no doubt that Uralic and Al-

taic Studies present a greater than average challenge to students. Thus, those desiring to enter the Department should show greater than average ability, stamina and purposefulness. The Department does not wish to attract numbers but welcomes talented students who desire to engage in a slightly unconventional program. To cater to the needs of students of exceptional caliber, the faculty must be exceptional. Indeed it is...."



An image from Ms. Saidova's new series "Lives of Women."

I was not exaggerating. Uralic and Altaic Faculty was busily collecting various honors, including Guggenheim Fellowships. By 1981 we shared eight of them, a powerful argument used to good effect with the Deans at IU and also in Washington which, since 1963 recognized us as a National Defense Education Center - the only one of its kind in the country. In the fall of 1967, 16 specialists taught 39 courses to 286 enrollments within the new Department. Language teaching was provided on a three-year level in Finnish, Estonian, Uzbek, and Tibetan, and on a four-year level in Hungarian, Turkish, and Mongolian.

My other priority was to enlarge the scope of our offerings to include area studies. The question was: what area should we cover? While, linguistically, Finnish may be connected with Turkish, there is no common ground between the specific civilizations and histories of the Finns and the Turks, and no linguistic link exists between Tibetan and Turkish. This problem could never be solved, so the best thing was to ignore it and this was the reason why, under my chairmanship, and even beyond, the Department

remained one of Uralic and Altaic Studies (note: "Studies" and not "Languages").

Let me now switch the scenery and go back in time. In 1940, in Paris I conceived an historico-cultural entity which I called Central Eurasia. Three years later, in 1943 at the Catholic University (Institut Catholique) of Toulouse I offered a series of lectures "Introduction B l'Histoire de l'Eurasie Centrale," probably the first

ever course given under such a title. In 1954 in a chapter "Central Eurasia" of *Orientalism and History* (Cambridge 1954, 2nd ed. IU Press 1970) I attempted to define the region in English. In 1963 appeared, in French, my *Introduction B l'étude de l'Eurasie Centrale* in which I gave the bibliographical foundation of the study of the area. In the titles of my two books, *Inner Asia. A Syllabus* (Bloomington 1969, revised 1971) and of *The Cambridge History of Early Inner Asia* (1990), I used the term "Inner Asia," but the contents were, indeed, focused on Central Eurasia. In the introduction of the *Cambridge History* I wrote "... the cultural area which we are here concerned: [is] Central Eurasia, or to use a less cumbersome though less accurate term, Inner Asia."

The challenge we faced was considerable. We had to convince the administration of the University, the key-staff of the Office (later Department) of Education and, indeed, American academe at large that Uralic-Altaic, a.k.a. Inner Asian a.k.a. Central Eurasian studies as conceived by us constituted a legitimate academic undertaking and that Indiana University was uniquely prepared and capable to pursue in this field research and instruction on the highest level found anywhere in the country - and with the exception of Bonn and Budapest - anywhere in the world outside the Soviet Union. Modesty was not our hallmark. The fact that the headquarters of the Permanent International Altaistic Conference (PIAC) have been at Indiana University since 1962 and that the gold medal of the Indiana University Prize

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for Altaic Studies, established in the same year is viewed as the most prestigious specific recognition of outstanding work in the field, has helped to maintain our international reputation. The system worked because Indiana University was impressed with the help received from Washington which, in turn, rightly appreciated the unstinting support received from the university's administration. But the basis of it all was uncompromising high standard in teaching and active publishing. Nor was "outreach" neglected, there was no year without us organizing several conferences and symposia either on campus or elsewhere in Indiana.

Without undertaking some archival research it would be invidious and dangerous to name the many persons who at the Office (Department) of Education, at the ACLS and, last but not least, at Indiana University recognized the uniqueness, even the "fun" (and I use the term advisedly), of what I used to call the "show." Yet, two names must be mentioned, those of Herman B. Wells who even after his retirement paid much attention and gave support to the De-

partment and of John W. Ryan, IU's president (1971-87) without whose wisdom and active help we would not have been able to accomplish a legerdemain which was and will remain an unparalleled event in American academe: the establishment in the Department in 1979, at the height of the Cold War, of a Hungarian Chair, endowed by the Hungarian Academy. To the best of my knowledge there is no similar instance of a "communist" country making an endowment of an American university. The act is one of *sui generis*.

Following my retirement from the chairmanship in 1981, under my second successor Christopher Beckwith, the name of the Department was changed from "Uralic and Altaic Studies" to "Central Eurasian Studies." At that time I silently disapproved of the change partly because "one does not change the name of a winning team" (and a winning team we were) and also, because I thought, just as I did in connection with the *Cambridge History*, that the term was too arcane and the Powers in Washington D.C. and elsewhere got already used to "Uralic and Altaic." Why confuse them?

Who could have imagined that a few years later with the disintegration of the Soviet Union and the turmoil in Afghanistan, Central Asia and Central Eurasia would receive much attention from our government and beyond.

For more than twenty years I have now watched the lives of my three babies: the CEUS Department, the IAUNRC, and the Research Institute for Inner Asian Studies (RIFIAS) about which I had no time now to talk. Just as is the case with my children, grand-children and great-grand-children I do not like everything I see, - but I do not try to interfere. "The show goes on" and I am confident it will continue to play a leading role in a now widely recognized field of scholarly and academic endeavors. The Jean and Denis Sinor Faculty Fellowship is intended to lend support to it.

Contributed by Dr. Denis Sinor

IAUNRC Biographical Questionnaire

The IAUNRC Needs Your Help

The staff at the IAUNRC would like to find out more about those who have taken coursework in Inner Asian and Uralic studies over the years. Provide any information that you see fit to share with us. Please take the time to fill out this form and return it to the Center.

Universities attended other than IU and Degrees Received/Expected

Current or past line of work/employer

Honors/Awards/Distinctions/Publications

Name _____
Street Address _____
City, State ZIP Country _____
Phone Number _____
E-mail Address _____

Please mail, e-mail, or fax your response to:

UNRC
Indiana University Tel: 812.856.5263
Goodbody Hall 324 Fax: 812.855.8667
Bloomington, IN E-mail:
47405 iaunrc@indiana.edu

Or submit your response online at:
<http://www.indiana.edu/~iaunrc/>
(click on "Biographical Questionnaire" under the "People" Menu item.)

Mongolian Language Instruction On-line

The idea to create a listening practice site for Mongolian language learners came to Dr. Peter Marsh and me in Ulaanbaatar over some Korean food. I began to bemoan the fact that I could not understand a word the people around me were saying, despite my apparent success in my Mongolian language classes. Peter related a similar shock when he first arrived to Mongolia. Despite the careful training we had received at IU, we could not understand a wide range of spoken Mongolian, which varies among speakers of different generations, professions, and regions.

"One of the main weaknesses in our Mongolian education, as we saw it, was our lack of access and exposure to authentic listening materials."

Our observations inspired us to come up with a possible solution. One of the main weaknesses in our Mongolian language education, as we saw it, was our lack of access and exposure to authentic listening materials, to recordings or moments with people speaking in their usual way and at their customary speed. Except for video recordings of Mongolian news programs from the SCOLA network, students of Mongolian have few options, especially compared to

students of more commonly taught languages. We decided that we could create this kind of very simple, but very necessary language learning materials using the Internet and streaming audio technology, so that students around the world could have access to more listening comprehension materials. We finally came up with a name, Sonsow uu? or "Have you heard?" for the site, and thanks to a generous grant from the IAUNRC, charged forth with the project.

Peter enlisted long-time friend Tserenchumt Ligden, a Mongolian language teacher and head of Bridge College in Ulaanbaatar, to help us gather the necessary materials. Tserenchumt collected and recorded various examples of people of different ages from the different regions of Mongolia. Peter then worked with Saruul-Erdene Myagmar, a Visiting Scholar at the IAUNRC, to transcribe and create exercises to guide listening.

The site was designed and programmed by a team of Russian web developers and programmers headed by Dmitri Morenkov, who has a Master's in Mongolian Studies, and Alex Godunov, who along with working on Sonsow uu? also programmed sites related to the Duma elections in Russia. In our work with Dmitri

and Alex, we encountered one of the biggest challenges to our project. The Russian design team made the website too advanced for the IU Veritas server. This complication not only chal-

"Sonsow uu? is the Mongolian question, 'Did you hear it?' This website is designed to help those learning Mongolian-as-a-foreign-language improve their listening comprehension of Khalkha Mongolian, the standard dialect of Mongolia's official language."

lenged many of our ideas about Internet and computer technology in the former USSR; it also challenged our original concept of what the most difficult phase of the project would be. We expected the most difficult part to be gathering materials and getting copyrights. However, the hardest step has been getting the site moved in its entirety to an IU server where it could remain permanently and receive updates. The move is currently underway to <http://www.indiana.edu/~sonsow>, but students of Mongolian can already access the site at <http://tbgtorama.ru>.

Contributed by Tristra Newyear

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