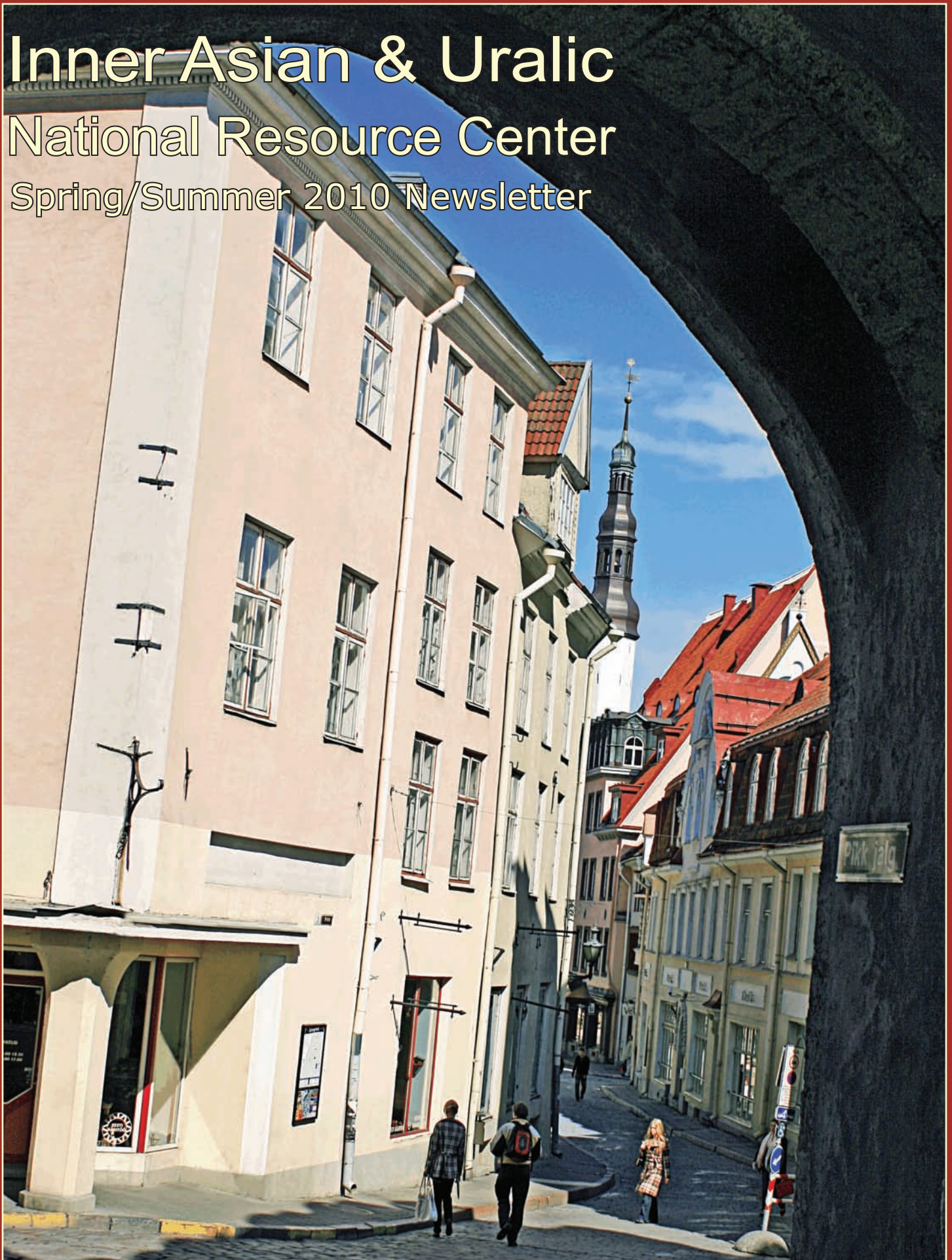


Inner Asian & Uralic National Resource Center Spring/Summer 2010 Newsletter



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The Inner Asian and Uralic National Resource Center (IAUNRC) at Indiana University is a United States Department of Education Title VI-grant institution dedicated to increasing the general and scholarly understanding of the Inner Asian and Uralic region and peoples. The Inner Asian and Uralic National Resource Center Newsletter is a biannual publication prepared by the Center's graduate assistants. To submit questions, comments, and suggestions about the newsletter or to request further information regarding the services of IAUNRC, please contact the office at: iaunrc@indiana.edu.

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The IAUNRC regularly posts announcements, outreach materials and services, and events on its website:
<http://www.indiana.edu/~iaunrc/>

On the Cover: One of the oldest streets in Tallinn, Estonia, the Pikk Jalg (Long Leg) merges onto Pikk (Long) street. Pikk Jalg and many houses on Pikk Street date back to the 14th century
Copyright 2007, Piibi-Kai Kivik

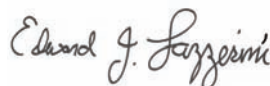
Newsletter Editor: Nora Webb Williams

A Word from the Director

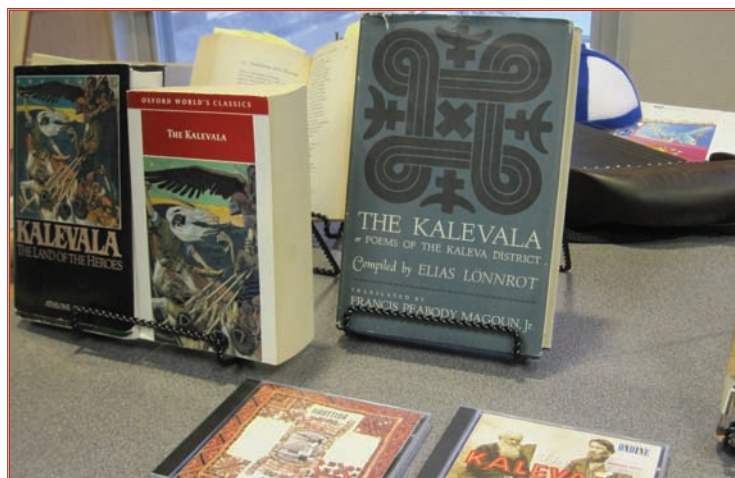
The months since our last newsletter have been dedicated mostly to preparation of the Center's proposal for Title VI funding over the next four-year cycle beginning in the 2010-2011 academic year. I am happy to announce that we have submitted our proposal with time to spare after I shamelessly exploited my staff for many months and stretched their goodwill and dedication to our mission beyond that required by their job descriptions or their physical and mental endurance.

My three graduate assistants—Nora Williams, Michael Hancock, and Kris Rees—were especially skillful in gathering the mounds of information that were essential to providing substance to our proposal. By her efficiency, our office manager, Kristi Elkins, made searches for arcane tidbits almost always successful, and ensured that basic record keeping was never lost sight of. Toivo Raun, the Center associate director and otherwise professor of Russian and Baltic history, was remarkably good-humored during our efforts to make sense of what Congress, through the U.S. Department of Education, expected of us as we formulated section after section of our narrative and pondered the frequent ambiguities embedded in the RFP. Above all, our persistent assistant director, Kasia Rydel-Johnston, kept us organized, targeted, and on schedule, all the while contributing to the production of the proposal narrative, reminding us of the long list of tasks that demanded attention, dragging me out of my sometimes utopian musings (and drowsiness) to deal with the possibilities that would more realistically appeal to Washington, and seeing to the final collation of the full proposal for dispatch to the Education Department. Everyone worked very hard for me, thereby making my leadership role a piece of cake. For that I am eternally thankful.

Sincerely,



Edward J. Lazzerini



*Various versions of the Kalevala, IAUNRC staff photo
For more information on the Kalevala celebration, see page 3*

Global Voices:

The power of Central Eurasian music

by IAUNRC staff

Dr. Mary Goetze believes that music is at the heart of intercultural understanding. A professor emerita and former chair of the Music in General Studies department at Indiana University, she has written, "From watching my students 'take in' songs while also receiving information about the culture, I am convinced that this experience has been transformative and has affected positively their attitude towards the people whose music we have sung."

This philosophy has informed Dr. Goetze's work as an educator and musician, most prominently in the creation of the International Vocal Ensemble at Indiana University in 1995 and in the continued development of the Global Voices series.

The goal of the Global Voices project is to bring music from foreign cultures into American classrooms. With recordings from countries as diverse as Zimbabwe, Brazil, and New Zealand, the series has been very successful with teachers and students. In the midst of this wide range of musical exploration, Dr. Goetze and Global Voices have forged a special connection with Central Eurasia. In 2010, this partnership will result in a new DVD installment in the Global Voices Comprehensive project. With volumes about Azerbaijan and Kyrgyzstan already in circulation, the Inner Asian and Uralic National Resource Center (IAUNRC) eagerly anticipates this newest addition, which will focus on Mongolia.

The Central Eurasian Connection

In 1997, the (IAUNRC) facilitated a visit

from a group of Tuvan throat singers. The visit included a workshop with the International Vocal Ensemble. "After that," says Dr. Goetze, "We began to work together with the IAUNRC."

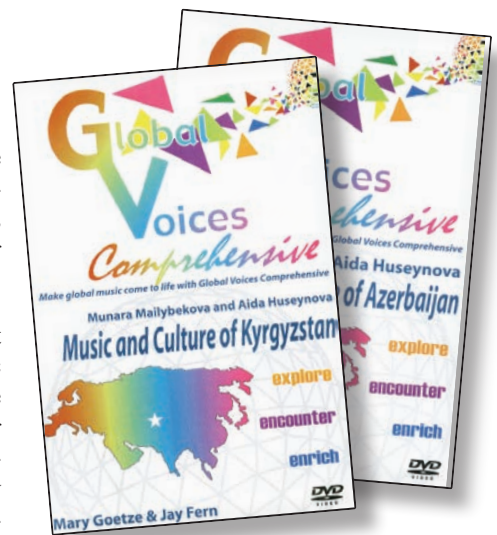
The first IAUNRC-supported project was a Global Voices volume on the music of Hungary, produced with the assistance of Erzsébet Gaál, a musician and educator who received her doctorate at Indiana University. Dr. Goetze and her collaborator Jay Fern travelled to Budapest to gather materials on the music and culture of Hungary. One of the most fruitful aspects of this project was the tracing of a folk song through a number of incarnations: as a unison choral version, a solo piece, and an arranged adaptation for multiple parts. Ultimately, a new piece by a contemporary Hungarian composer was commissioned to present a novel take on the traditional theme.

The final Hungary collection includes an audio CD, an interactive CD-ROM, a VHS tape, and an accompanying booklet. All of the materials were created with teachers in mind: sample lesson plans and teaching techniques are included to help bring the music, especially the well-documented children's action songs, to life.

Global Voices Comprehensive

The partnership between the IAUNRC and Global Voices continued with the creation of the Global Voices Comprehensive series. These volumes are designed to bring together the various musical and cultural traditions of a specific country into

one interactive DVD. The first, on Azerbaijan, was completed in 2007 and brought Dr. Aida Huseynova, who was profiled in the Fall/Winter 2009 edition of this newsletter, into the Global Voices collaboration. "She is meticulous with details," says Dr. Goetze of Dr. Huseynova, "and



a wonderful scholar." In addition to audio and visual recordings, the DVD contains cultural background on Azerbaijan and a 95-page electronic book by Dr. Huseynova.

In 2008, the second Global Voices Comprehensive volume was produced, this time focusing on Kyrgyzstan. As with the earlier Azerbaijan volume, the production consisted of both a research trip to the region and extensive collaboration with a Kyrgyz musician and teacher, Munara Mailybekova, who provided extensive knowledge about the regional musical traditions.

The Azerbaijan and Kyrgyzstan editions of the Global Voices Comprehensive series are available free of charge through the IAUNRC. During the two years that the DVDs have been available, over one hundred and fifty copies have been distributed to locations around the United States.

Next Stop: Mongolia

In 2008, Dr. Goetze traveled with her husband to Mongolia to collect materials for the latest DVD compilation. This volume was produced, as in the past, in collaboration with Dr. Huseynova with technical support from Jay Fern and Kristen Bellisario. Mongolian musicologist Erdenechimeg Luvsannorov provided the local musical expertise. Dr. Luvsannorov, a former visiting scholar, lives and works in Bloomington. "She has two doctorates, reads and writes in several languages, and has 14 books published, mostly in Mongolian, primarily on Mongolian music," says Dr. Goetze, "She is a very well-credentialed scholar... and this project provides her an opportunity to share her vast knowl-



Dr. Erdenechimeg Luvsannorov, Dr. Mary Goetze, and Dr. Aida Huseynova, Global Voices Collaborators

VOICES continues on page 8

Kalevala Anniversary: Celebrating 175 Years

On Sunday, February 28, students, faculty, and Bloomington community members gathered to celebrate the 175th anniversary of the Kalevala, the expansive epic poem from Finland. The Kalevala, which is often compared to the works of Homer, was first published by Elias Lönnrot in 1835. Lönnrot's volumes were the result of eleven poetry-collecting expeditions throughout the bordering territories of Finland and Russia. Travelling exclusively on foot, Lönnrot met with famous rune singers to record songs and poems describing the adventures and trials of a large cast of mythical characters. More than just a simple collection of folk tales, the Kalevala is now regarded as one of the foundations of Finnish national identity and culture.

Surrounded by various editions and translations of the Kalevala as well as a poster exhibition of works from a Kalevala-based course taught at Indiana University Bloomington in fall 2009, guests at the celebration enjoyed a series of brief presentations covering the history of the Kalevala and its impact in Finland, Estonia, and Hungary. Presenters included Professor Toivo Raun, Lecturer Tapio Hokkanen, Associate Instructor Piibi-Kai Kivik, Lecturer Valeria Varga, and PhD Candidate Matthew Caples. After video clips from a documentary film and a recording of a musical setting of a section of the Kalevala, the program closed with a kantele demonstration by Hsin-Wen Hsu. The creation of the first kantele, a zither-like instrument from Finland, out of the jawbone of a giant pike is described in one portion of the Kalevala. ☞



Kalevala posters at the anniversary event,
IAUNRC staff photo

The 17th Annual ACES Conference: Report from the Association of Central Eurasian Students

by Nicholas Kontovas, ACES 2009-2010 Secretary

The Association of Central Eurasian Students (ACES) held its Seventeenth Annual Conference on Saturday, March 6 in the Indiana Memorial Union. ACES was founded by graduate students in Indiana University Bloomington's Department of Central Eurasian Studies (CEUS). It is a forum for Indiana University students working on matters related to Central Eurasia – regardless of their own departmental affiliation – to come together, exchange ideas, voice student concerns, and organize and promote events related to Central Eurasia here on campus.

The Conference – which is held every year in late winter or early spring – was first organized to showcase the research of students and young scholars working on Central Eurasia, both within the University and elsewhere. Prospective participants submit their abstracts via the organization's website (<http://www.iub.edu/~aces>) throughout the winter, after which a panel of organization members composed of students from various disciplines selects the very best applicants to present their research before an audience of nearly one hundred other scholars of Central Eurasia.

This year, as in years past, the one-day conference consisted of four sessions with four simultaneous panels, organized thematically based on the regional and disciplinary focus of the panel's participants. Panels were graciously chaired by members of the CEUS faculty, in hopes of bringing younger generations of scholars in contact with well-established figures in the field of Central Eurasian Studies. This year's panel titles included: Turkish Studies, Nodes of Identity, Tibetan Studies, Aspects of Imperial and Soviet Rule in Central Asia, Communications and Media, Linguistics, Mongolian Studies, Cultural Aspects of Central Eurasia, Economics, Turkic Folklore and Literature, Explorations in Central Asian Historiography, Contemporary Religious Issues, Spheres of Competition in Post-Soviet Central Asia, Xinjiang/Uyghurs, and Representation and Nationalism in Kazakhstan: Past, Present and Future.



Participants at the 2010 ACES Conference,
IAUNRC staff photo

In addition to the panels listed above, this year's conference was fortunate to play host to a special Sinor Exchange Panel, named after Distinguished Professor Emeritus of the CEUS department, Denis Sinor. The panel featured members of the program of Central Eurasian Studies at Peking University, including Program Chair Professor Luo Xin, who delivered a presentation on exciting new archaeological finding in northern Xinjiang.

Prof. Stephen Dale of Ohio State University delivered the plenary lecture for this year's conference. His excellent presentation on "Babur and Late Timurid Culture" drew a sizeable crowd, and provoked discussion which continued well into the closing dinner. The invitation of Stephen Dale coincides with the foundation of the Baburiana Society here at IU, dedicated to the study of Babur, the 15th-16th century founder of the Mughal dynasty in India.

The 17th Annual ACES conference was made possible in part by the support of the Inner Asian and Uralic Resource Center and the Department of Central Eurasian Studies. The conference was led by ACES president Nicholas Walmsley, vice-president Lennea Carty, treasurer Jonathan North Washington, and secretary Nicholas Kontovas. ☞

Travels in the Field:

A CEUS student begins a career in Mongolia

by Robin Charpentier

Robin Charpentier was a Master's Degree student in the Mongolian Studies Program, Central Eurasian Studies' Department, from 2006-2009. She is currently interested in conducting independent research in Mongolia, improving her Mongolian and Russian language skills, and learning Clear Script Oirat.

Mongolia is increasingly becoming a destination point for Western scholars from a variety of disciplines. This is primarily because many of the barriers to conducting research, such as language and geographic isolation, are being gradually overcome as Mongolia continues shifting toward a market economy. The American Center for Mongolian Studies (ACMS) was founded to help scholars navigate the intricacies of the Mongolian research environment and serve as a home base and an access point for collaborations with Mongolian scholars. Although Mongolia was relatively inaccessible to US and Western scholars before 1990, after the democratic revolution they began coming to Mongolia in increasing numbers. Initially, during the transition period, these scholars struggled to carry out their work in the country due to a lack of coordinated services and institutional support. Because the ACMS facilitates their research efforts, Western scholars can begin their work immediately upon arrival in Mongolia, making their time here more productive.

As Resident Director of the ACMS, I help promote collaborative research among Mongolian and the Western scholars and develop research and other resources to support their scholarly work in Mongolia. This includes continually developing our library, hosting a seminar series, offering an intensive summer Mongolian language program, and serving as a clearinghouse of information about who is coming and going to Mongolia, funding opportunities available, and new programs and activities

in Mongolia. In addition, four full-time Mongolian staff members provide logistical support, IT and library services, and assistance with written and oral translation.

On a personal level, I am happy to be working here to promote research in and about Mongolia, especially because this was my study area in CEUS. It is very exciting to have such ready access to the people, books, and resources here in Mongolia that fuel my research interests. I am particularly interested in the Oirats, their history,

and their present status in Mongolia. Interestingly, I am the second student of Professor Atwood to become the ACMS Resident Director; Peter Marsh, Ph.D., now at California State University, was the first. There has not been much time to get homesick for Bloomington though; a well-worn path exists from Bloomington to Ulaanbaatar as evidenced by the 12 students and faculty members who came from Bloomington to Mongolia last year alone.

Since I arrived in Ulaanbaatar six months ago, I have personally met the 9th Jibzundamba Khutugtu, the British, French, Canadian, and German Ambassadors, a group of Hazarra students 'returning' to Mongolia to learn, inter alia, about their roots, the presidents of the major universities, advisors to the Mongolian President, David Sneath and Midori. I've had dinner with Morris Rossabi and his family, gave a talk at the 80th anniversary celebration of the oldest academic institution in Mongolia, attended a Mongolian wedding, toured the legendary archives at Gandan monastery, and attended several meetings and conferences at the Government Palace. I have been interviewed on Mongolian radio (Voice of Mongolia), appeared in Mongolica magazine (complete with a NYC-style



The 9th Jibzundamba Khutugtu, on the occasion of his historic first visit to Mongolia October-November, 2009. Photo by Robin Charpentier



Robin Charpentier, ACMS Resident Director

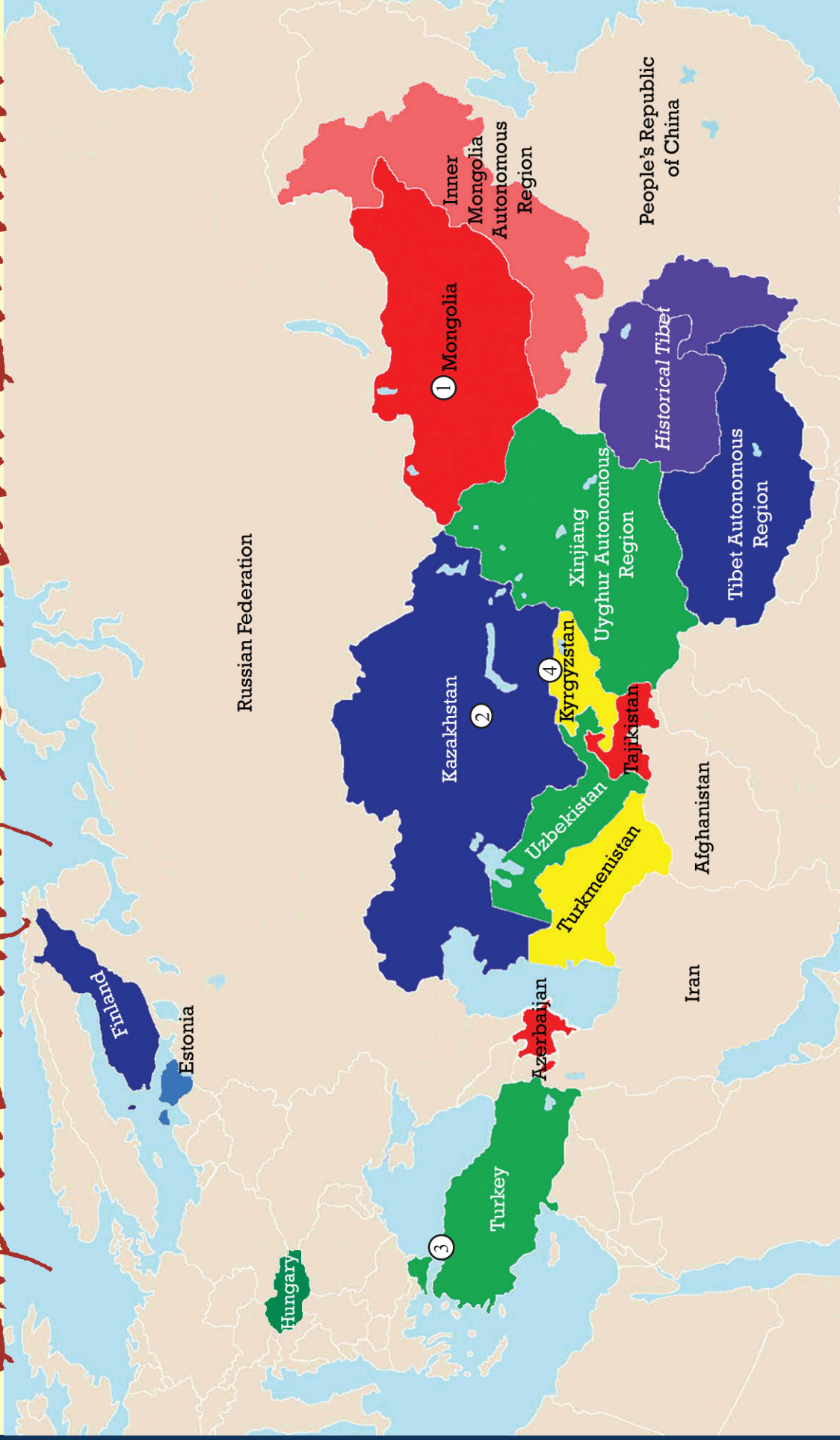
studio photo-shoot), and have been spotted by friends on the Mongolian evening TV news a host of times.

Perhaps the most enjoyable part of my job is meeting the many researchers and scholars from universities around the world who come to Mongolia for either short or long-term research. I am also privileged to meet on an almost daily basis with Mongolian scholars and researchers from a variety of disciplines and institutions. The biggest thrill, for me, is learning, first-hand, about the research being conducted in and about Mongolia, directly from the scholars who are making the discoveries. What could be more exciting? ☸

IAUNRC Films Becoming Increasingly Popular

An impressive number of Eurasian film festivals were initiated this year on the Indiana University Campus. Many of these film festivals took advantage of the rich offerings available through the Inner Asian and Uralic National Resource Center. Mongolian, Finnish, Estonian, Kazakh and other regional films were all loaned to various festival organizers and university faculty. Films were shown to language classes and to public audiences with filmmaker permission. The IAUNRC collection of DVDs has been growing over the past few months to include both popular cinema selections such as *Tulpan* and less known titles such as *Moilkhon*. ☸

Explore Today's Central Eurasia



A map of Central Eurasia for K-12 students from the IAUNRC at Indiana University, Bloomington

Please note: Xinjiang, Inner Mongolia, and Tibet (including Historical Tibet) are all part of the present-day People's Republic of China.

News from Central Eurasia

① Mongolians Survive a Winter Disaster

After a long hard winter, Mongolia is facing continued challenges. In the winter of 2009-2010, temperatures hovered around minus 30 degrees Celsius and snow covered 90 percent of the country. This type of disastrous winter, called a "dzud," had a devastating impact on the livelihoods of Mongolia's people. Many Mongolians are herders in rural areas; the harsh weather killed over 3.3 million head of livestock. As winter comes to an end, the government faces questions about how to prevent a similar disaster in the future. International aid donors, including a number of UN agencies, would like to see a comprehensive plan with proposed steps to change the economic situation in Mongolia. However, Mongolia's first priority has been to provide direct relief to its struggling citizens.

Relevant Indiana Grade 7 Standards: 7.3.14

Relevant Indiana High School Standards: WH.9.6



*A Mongolian family who withstood the winter dzud
Used with permission: Andrew Cullen, Copyright 2003 Open Society Institute, www.EurasiaNet.org*

③ Istanbul: European Capital of Culture 2010

Throughout 2010, Istanbul will celebrate its designation as a European Capital of Culture. The title provides Istanbul the opportunity and funding to demonstrate its rich cultural heritage. While Turkey is not a member of the European Union, it has long aspired to join the organization and campaigned heavily for the honor of being a Capital of Culture. Unfortunately, there have been some allegations of corruption and conflict within the Istanbul organizing committee which has clouded the designation. Two other cities, Pecs (Hungary) and Essen (Germany), were also named Capitals of Culture. While the outcomes of the program in Istanbul are unpredictable, it will certainly be a fascinating year for the cultural life of this ancient city.

Relevant Indiana Grade 7 Standards: 7.1.12, 7.3.2

Relevant Indiana High School Standards: WH.8.11, GHW.5.1



The OSCE Chairman-in-Office, Kazakhstan's Secretary of State and Foreign Minister Kanat Saudabayev, speaks to journalists at a news conference in Vienna, 14 January 2010. Used with permission: OSCE/Susanna Löff

② Kazakhstan Begins OSCE Chairmanship

In a controversial decision, Kazakhstan has assumed the rotating chairmanship of the Organization for Security and Co-operation (OSCE) in Europe for 2010. The OSCE is a regional security organization with 56 participating countries from Central Asia to North America. The organization promotes human rights and political transparency, two areas in which Kazakhstan has been criticized.

As chair, Kazakhstan will host meetings and conferences on a variety of topics. Kazakhstan leadership has said that they will use the chairmanship to focus OSCE attention on global diversity and varieties of governance.

Relevant Indiana Grade 7 Standards: 7.2.4

Relevant Indiana High School Standards: WH.8.10, WH.8.11

④ Crisis in Kyrgyzstan

As this newsletter went into its final editing phase, widespread protests, violent crackdowns, and political upheaval were spreading throughout Kyrgyzstan. Especially prominent were events in Bishkek, Kyrgyzstan's capital. According to official sources, 83 people were killed in Bishkek during the anti-government protests, police crackdown, and riots on April 7. A number of police officers were also injured. President Kurmanbek Bakiyev fled to the south of the country. Bakiyev's position and future remain unclear. Websites with good coverage of the continuing events include registan.net, eurasianet.org, and rferl.org.

Relevant Indiana Grade 7 Standards: 7.2.5, 7.3.1

Relevant Indiana High School Standards: GHW.7, GHW.10

21st Century Classroom: The IAUNRC's latest endeavor in outreach

by IAUNRC staff

When someone mentions the term "Video Conferencing," what does the average person think about? The concept is so new that even the terminology is uncertain: people seem unclear whether to speak about the phenomenon with a compound word (videoconferencing) or two separate words (video conferencing). If you have heard the term before, it was probably in the context of business and e-commerce, with lawyers and marketing executives listening to impassioned phone calls accompanied by video feeds. Or perhaps you imagine a combination of Microsoft promotional advertisements, with documents, spreadsheets, and presentations flinging data and information along telephone lines.

For the IAUNRC, video conferencing is a chance to put those with knowledge in front of those seeking knowledge, at least virtually. To help create the virtual presence in the room, whether that room is filled with junior high school students or senior citizens, our presenters make use of a variety of multimedia resources that can easily be sent between video conference (VC) units.

"As a tool to promote learning about our region, video conferences are unmatched."

The technology of the process is different from a chat-style experience in that it is more substantial than a simple phone-call-with-web-camera. The difference lies in the dedicated VC equipment. Several different rooms around Indiana University's campus are equipped with Polycom and Tandberg units, two of the biggest names in VC technology today. A VC's defining characteristic is the high quality of the video feed itself.

Typically, a standard phone call using a web camera and VOIP (Voice Over Internet Protocol) is characterized by grainy video and a low frame-rate, creating a stocky, old-movie feel. In contrast, modern VC equipment acts something like the component switcher used with home enter-

tainment systems, allowing the user to seamlessly switch between various video feeds, whether those feeds are a computer screen, a map or document camera, or the image of the presenter. Together with the high-bandwidth of the connection, it becomes possible to share high-resolution resources with the receiver of the conference, meaning everything from still photographs and music to full-motion video and live-action face-to-face discussion. These technologies have greatly enhanced the potential of VCs.

The IAUNRC maintains a profile on an online VC database at CILC.org, the Center for Interactive Learning and Collaboration, a non-profit corporation based in Indianapolis. Since joining CILC in early summer of 2009, the IAUNRC has gone from having one or two VCs each semester to an average of two VCs a week. Our presentations, focused on our target area, include the following: History of the Silk Road, An Introduction to the Aral Sea Disaster, Central Asian Architectural Adventures, Peace Corps Perspectives in Central Asia, Marco Polo's Travels, and Baikonur & the Soviet Space Program.

A typical video conference takes place between the Content Provider (the IAUNRC in this case) and the Program Requestor (often a school or community center). The IAUNRC works together with the Virtual Indiana Classroom system to schedule rooms around campus and connect with various schools, senior citizen centers, libraries, and college campuses around the country. After the connection is established, the presenter introduces him- or herself, says a few words about Bloomington, Indiana and tries to emphasize the interactive nature of the talk.

Michael Hancock, a second year Master's student in Central Eurasian Studies, is in his second year as outreach graduate assistant at the IAUNRC and as such has become a veteran video conferencing presenter. "I like to say that I am not a TV show," says Hancock. "The students can ask me questions; I'll stop and try to answer them. I can hear and see them; I'm not a DVD."

VIDEO continues on the next page

Video Conferences by the Numbers

Video Conferences (VC) by IAUNRC staff have become one of our most popular forms of outreach. A quick look at the program results since their introduction in 2008:

6

Presentation topics

(History of the Silk Road, the Aral Sea, Central Asian Architecture, Peace Corps Perspectives, Marco Polo, the Soviet Space Program)

15

States where VCs were hosted

(Alabama, Arizona, Florida, Maine, Maryland, Michigan, Missouri, New Jersey, New York, North Carolina, Ohio, Oregon, South Carolina, Virginia, and Wisconsin)

42

Total conferences held since 2008

32

Conferences held between October 2009 and February 2010

88

Participating educators

(From fifth grade to post-secondary classrooms)

1,009

Participating students

1,266

Total conference participants

(Including members of the general public)

VIDEO continues from the previous page

Presentations tend to last twenty minutes to an hour, and invariably end with a time for questions and answers. "It's certainly easier with a facilitator on their end," says Hancock, "whether that's a teacher, professor, or director of some kind. One of the most difficult things about video conferencing is the illusion of eye contact. You think you're looking straight at the student you want to address, but who knows how it appears to them? Combine that with the fact that you're constantly addressing rooms full of total strangers, and one can understand how important it is to have a strong presence in the room."

As the IAUNRC VC program expands, there are natural hiccups along the way. Some are technological – audio and visual materials do not always perfectly transfer from presenters to participants. Other challenges are program related, as graduate students adapt their lecture style to the more interactive format offered, and often demanded, by modern classrooms. However, as a tool to promote learning about the IAUNRC region, VCs are unmatched. Presenters can reach literally hundreds of students a week, in locations ranging from Maine to Arizona, without ever leaving the IU campus. ☞

VOICES continues from page 2

edge with an English speaking audience."

As with the previous Global Voices Comprehensive DVDs, the Mongolian version features a wide range of musical styles, instruments, and songs, as well as a detailed section on Mongolian geography, history, and culture.

The collaborators have encountered some new challenges in the creation of the Mongolian DVD. For example, where the previous Kyrgyz DVD included line-by-line English subtitles to accompany the video song clips, the structure of the Mongolian language is not conducive to line-by-line translation. The English and Mongolian texts will instead be provided in a complete song form.

However, the chance to make Mongolian music and culture more accessible is worth the challenge. Dr. Goetze has been intrigued by what she has discovered in Mongolian musical traditions: "When I first heard Erdene talk about how Mongolian music reflects the physical landscape of Mongolia, I was skeptical. But after being there, I understand it. There really are 'long songs,' with these long musical phrases, that come straight off the steppes and the Gobi. Now when I hear a 'long song' I get the feeling of looking out on the wide expansive landscape."

The Global Voices Comprehensive Mongolia DVD will allow students, teachers, and the general public to experience and understand the music and culture of a distant land. Dr. Goetze and the IAUNRC hope that the DVD will help connect the world through music.

The Mongolian Global Voices Comprehensive DVD will be completed by mid-summer 2010. For more information on how to receive Global Voices materials or for more information on the Global Voices series, please visit the IAUNRC website or www.globalvoicesinsong.com. ☞



Dr. Erdenechimeg Luvsannorov, and Dr. Aida Huseynova Global Voices Collaborators

Navruz in Bloomington: Annual celebration welcomes spring

by IAUNRC staff

On Saturday March 27, Bloomington students, faculty, staff, and Bloomington community members gathered to celebrate Navruz, a Central Asian holiday to honor the coming spring. Typically held on the spring equinox, the IU celebration was held a week late

in order to accommodate spring break.



Uzbek language students perform at Navruz, IAUNRC staff photo

As in years past, the celebration involved a concert with music, poetry, and dance. This year the plov cook-off was replaced by a potluck of traditional dishes and was held at the Leo R. Dowling International Center. The varied flavors at the feast enticed a large crowd of over 150 guests.

This was the 15th annual Navruz celebration; last year's celebration was a smaller event that centered around the plov competition. This year the concert involved Indiana University faculty and students, including language classes and student organizations such as the Kazakh Student Association.

The 2010 Navruz celebration was made possible with support from the IAUNRC. It was organized by the Navruz Student Association, which was led this year by President Michael Hancock and Vice President Margaret Sullivan. ☞



Students at the Navruz potluck, photo by Liz Lola Teifer

Interview: Professor Toivo Raun

IAUNRC Associate Director on his career and field

by IAUNRC staff

Dr. Toivo Raun is a Professor in the Department of Central Eurasian Studies and an Adjunct Professor in the Department of History. He has served as the Associate Director of the Inner Asian and Uralic National Resource Center since the fall of 2008. He recently made time for the following interview about his academic career and field.

IAUNRC: Please tell us a bit about your background. You have a long history with Indiana University. How did you come to be here?

Prof. Toivo Raun: I do have a considerable history with Indiana University and an even longer one with Bloomington, where I spent the formative years of my youth. I began my higher education at Swarthmore, took my PhD in Russian history at Princeton, and then moved to California for my



Dr. Toivo Raun at the Kalevala celebration, IAUNRC staff photo

first teaching job. I first came to IU as a visiting professor in 1987-88 and returned as a permanent faculty member in 1990, based in the Department of Uralic and Altaic Studies (since 1993, Central Eurasian Studies). My early association with Bloomington resulted from the fact that my father, Alo Raun, was a professor of Uralic linguistics at IU until his retirement in 1975.

IAUNRC: Were there any experiences or

mentors you had as a student that were key in your academic career?

TR: At Princeton, Cyril Black, my mentor in Russian history, strongly encouraged me to write a dissertation in Estonian history at a time when such a topic was hardly in the academic mainstream. In terms of experiences, my dissertation research year in Finland stands out. It not only laid the basis for my thesis, but also allowed me to acquire a new specialty in Finnish history that has served me well throughout my career.

IAUNRC: What are some of the areas in which you have done research in the past?

TR: My dissertation was on the Revolution of 1905 and the rise of a movement for Estonian national autonomy in late tsarist Russia. A key early publication, from 1981, was a collaborative work with four colleagues on *Russification in the Baltic Provinces and Finland, 1855-1914*. My *Estonia and the Estonians*, first published in 1987, has appeared in three editions in the Hoover Institution's Studies of Nationalities series and in Finnish and Hungarian translation. I have also published a number of comparative articles in Baltic and Finnish history on the period from the mid-19th century to the present.

IAUNRC: What is the focus of your research now?

TR: I am working on several topics in cultural and social history, including the early rise of literacy in the Baltic region and the Estonian experience in World War I, which remains a neglected subject. Most importantly, I am focusing on the issue of cultural survival and the evolution of competing identities among the Baltic peoples in modern times.

IAUNRC: What courses have you developed? Are there any courses you particularly enjoy?

TR: At IU, I have taught a wide range of courses on Baltic, Scandinavian, Uralic, and Russian history. I have offered both broad surveys (Modern Scandinavia and the Baltic States, Uralic Peoples and Cultures) as well as more focused courses that are able to treat a country, region, or topic in some depth (Finland in the 20th


Century, Baltic States Since 1918, Estonian Culture and Civilization, Ethnic Relations in the Post-Soviet West). I have especially enjoyed my graduate class *Empire and Ethnicity in Modern Russian History*, which focuses on the themes of imperialism and national identity and draws students from several disciplines and programs.

“The number of PhDs in Baltic Studies in North America has boomed in the past two decades...IU has been the leading producer of these PhDs.”

IAUNRC: Please describe your field and its representation at IU.

TR: One of the most interesting aspects of my field—Baltic and Finnish history—is that it is located on the border of traditional geographical divisions. The Baltic states are part of both Russian and East European history, and Finland is closely connected to Scandinavia and to Russia. At IU, this bridging of regions means that several programs have an interest in this area. Particularly important is the fact that IU regularly offers three years each of Estonian and Finnish language courses.

IAUNRC: What do you see as the strengths and weaknesses of your field?

TR: The number of PhDs in Baltic studies in North America has boomed in the past two decades, and Estonia and the other two Baltic states are increasingly included in comparative works. A recent survey showed that IU has been the leading producer of these PhDs during both the past century and the last two decades. On the other hand, the relative political and economic success of the Baltic states in the transition from communism, achieved non-violently, have tended to reduce government interest in funding Baltic studies. As the rigid political divisions of the Cold War era have broken down, one of the most exciting developments in my field is a growing tendency to view the Baltic states and Finland—and their histories—in the larger context of the entire Baltic Sea region. 

Spring 2010 Visiting Scholars:

International guests expanding their ranges

by IAUNRC staff

Each semester, Indiana University welcomes visiting scholars from all over the world. The Inner Asian and Uralic National Resource Center routinely hosts visiting scholars from a variety of programs and assists visiting scholars in conjunction with the Department of Central Eurasian Studies. Spring 2010 brought four such scholars to campus. In interviews the scholars all praised the Indiana University campus and resources; each noted that the Bloomington campus is perhaps the perfect place to conduct their various research projects. More information about each scholar is included below:

Yasunori Takeuchi

Yasunori Takeuchi is a PhD student in Linguistics at Kyoto University, Japan on his first visit to the United States. He plans to submit his doctoral thesis next year. Mr. Takeuchi's visit to Indiana University was made possible by the Japan Society for the Promotion of Science (JSPS), through which he received a research fellowship for young scientists and researchers overseas. During his three months at Indiana University, Mr. Takeuchi worked with his advisor, Professor György Kara of CEUS, to conduct research for his dissertation. Regarding his work, Mr. Takeuchi writes, "My overall research objective has been to reconstruct the Kitan Language from the point of historical linguistics. The Kitan language is generally known as an undeciphered language, of which sources are written in the Kitan scripts or phonetically annotated in Chinese characters in Chinese documents. I mainly studied the phonology of Kitan language at IU."

Cholpon Turdalieva

A native of Kyrgyzstan, Cholpon Turdalieva came to Bloomington through the Central Asia Research and Training Initiative (CARTI), a program administered by the Open Society Institute. Dr. Turdalieva holds a dual PhD in History of Kyrgyzstan and Anthropology and is an Associate Professor of Anthropology at the American University of Central Asia in Bishkek, where she teaches courses such as the Anthropology of Violence and the History of Kyrgyzstan. CARTI is a very competitive two-year program: recipients of the fellowship travel to the United States for a total of twelve weeks which they can

choose to take as one block or split into two visits. Dr. Turdalieva was on her first visit to IU and plans to return for her second six week visit next year. On the benefits of the program, she says, "You have a lot of opportunities to realize your research ideas and teaching goals; you gain practical and theoretical skills by which you can distinguish a more advanced perspective on teaching and research. CARTI gives scholars a strong foundation."



Clockwise from upper left: Rustam Sulaymanov, Enkhtsetseg Sosorbaram, and Yasunori Takeuchi. Not pictured is Cholpon Turdalieva.

In conjunction with her advisor, Assistant Professor Ron Sela, Dr. Turdalieva developed a plan for her time at IU that included observing courses and researching her project topics, primarily imperial dominance and Central Asian travelogues from the 19th century. In addition, Dr. Turdalieva presented at the Central Eurasian Studies Colloquium on February 17 with a lecture entitled "Kyrgyz Identity through the Lens of the 19th Century Travelogues." Dr. Turdalieva hopes to publish some of the research that she has worked on at IU, including an anthology of travelogue sources.

Enkhtsetseg Sosorbaram

Enkhtsetseg Sosorbaram came to IU from Ulaanbaatar, Mongolia, where she is a lecturer in the Department of International Economic relations in the School of Foreign Service at the National University

of Mongolia. She teaches courses on international and Mongolian economics. Her visit to IU was made possible by a Faculty Development Fellowship from the Open Society Institute. As Ms. Sosorbaram says, "The main goal is to promote young scholar and lecturers in post-Soviet countries, to provide them with the opportunity to be in Western universities to develop course curricula and research." The program lasts for two years, with a four-month visit to the United States each year. This was Ms. Sosorbaram's first visit to the United States.

As a visiting scholar at IU, Ms. Sosorbaram observed four courses in economics and one in Mongolian history under the guidance of Department of Economics Professor Michael Alexeev and Department of Central Eurasian Studies Associate Professor Christopher Atwood. She enjoyed participating in classes and gaining a different perspective on the history of her own country. After her time at IU, she plans to expand her course syllabi to incorporate new materials and to continue to develop her research and writing skills.

Rustam Sulaymanov

Rustam Sulaymanov is a faculty member at Westminster International University in Tashkent, Uzbekistan, where he teaches courses on economics and finance. He was in the United States for almost five months on the Fulbright Junior Faculty Development Program (JFDP), which is administered by the US Department of State. Becoming a JFDP scholar is a long process, involving an application, interview, and TOEFL exam. At IU, Mr. Sulaymanov was advised by Professor Michael Alexeev of the Department of Economics. Together they constructed a schedule of courses for Mr. Sulaymanov to audit, including classes on monetary policy and macroeconomic theory. As per JFDP program requirements, his schedule also includes a course on the history of the American education system. Having completed a Master's degree in England, Mr. Sulaymanov is no stranger to foreign education systems. However, as an instructor, Mr. Sulaymanov has a particular interest in evaluating the interactive teaching methods at IU.

Mr. Sulaymanov has presented his research at two academic conferences on campus. After the completion of the JFDP program he plans to develop courses and publications with the materials and experiences he has gained here. ☞

Inner Asian & Uralic National Resource Center

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