



INNER ASIAN & URALIC

NATIONAL RESOURCE CENTER

Spring/Summer 2011

IU launches Volga-Kama Initiative
Remembering Denis Sinor
The 2011 18th annual ACES conference

CONTENTS

A Word from the Director	2
Remembering Denis Sinor	3
Estonia in the news	4
IU's new Volga-Kama Initiative	5
For Educators: News and Map	6-7
Cultural immersion	8
Field reports: Mongolia	9
Dancing Across Eurasia	10
Navruz celebrations at IU	11

.....

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.

IAUNRC
Indiana University
Goodbody Hall 324
Bloomington, IN 47405

Tel: (812) 856-5263
Fax: (812) 855-8667
Email: iaunrc@indiana.edu

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

On the Cover: The Qolsharif mosque complex in Kazan', Tatarstan. Read more about the IAUNRC's latest initiatives in the Volga-Kama Administrative Region on p. 4. *Photo by William Routard.*

Newsletter Editor: Margaret Sullivan

A Word from the Director

As the first year of the current Title VI cycle draws to an end, the IAUNRC can look back on 2010-2011 with pride at the level of accomplishment it continues to enjoy. Outreach in various forms, including videoconferencing across the U.S., remains our signature activity, enjoying further growth in the number of schools to which we provide information and resources for classroom use on the countries and cultures of our region. The Center has also been significantly involved in the development of IU's "Volga-Kama Initiative" in cooperation with two other Title VI Centers on campus and the Sinor Research Institute for Inner Asian Studies. More details about this exciting venture can be found later in this issue of our newsletter, but an important aspect of it is the inauguration of instruction of Tatar during IU's Summer Workshop in Slavic, East European, and Central Asian Languages. The one sad note this year was the passing of Professor Emeritus Denis Sinor, a giant in the field of Central Eurasian Studies, whose long career at IU witnessed the very creation of Central Eurasia as a region of study and its academic association with the University. Readers will find a modest but heartfelt tribute to Sinor in the pages that follow.



Visiting scholar Komiljon Sharipov assists Bloomington students with Central Asian crafts at the Lotus Blossoms festival in March. More coverage of the IAUNRC's outreach events can be found on page 10 and 11.

Remembering Denis Sinor

IAUNRC founder leaves behind “spectacular and lasting” legacy at IU

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

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

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



Denis Sinor

for 14 years.

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

Sinor’s body of work—which includes eight authored books, 13 edited books, and over 160 articles—has received numerous recognitions, including major prizes and awards from the Government of Hungary, the Guggenheim Memorial Foundation,

UNESCO, as well as universities, research institutions and academies of science throughout the world.

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

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

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

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

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

Dr. Barbara Kellner-Heinkele, Secretary-General of the Permanent International Altaistic Conference, concluded her remarks by discussing Sinor’s more adventurous side, such as his travels to the North Pole in 2004, at the age of 88.

“I like to think that now he is on a motorbike ride to the splendid horizons on which he kept his eye,” she remarked.



Left: Colleagues and friends of Denis Sinor sing the Hungarian national anthem at a memorial service on March 4.

Estonia steps forward

Ambassador's visit celebrates milestones



Ambassador of Estonia to the US Väino Reinart speaks at IU's Estonian Independence Day celebration on February 21.

On February 21, Indiana University marked the 93rd anniversary of Estonian independence with a visit by Väino Reinart, Ambassador of Estonia in the United States. The Ambassador's visit recognized IU's long-standing role as a center of Estonian and Baltic studies, as well as a number of recent milestones in Estonia's history.

The Independence Day celebration featured Ambassador Reinart's remarks on Estonia's long road since the founding of the Republic of Estonia in 1918. The Siilikased Ensemble of Indianapolis, a group of musicians specializing in Baltic traditional and folk music, played a concert of Estonia favorites, including a number of Estonian bagpipe tunes. Students and members of the Indiana University Estonian community contributed songs and poetry.

"Estonia has been a beacon for freedom and independence throughout the last century, remarked Cody Behles, a Master's student in the Department of Central Eurasian Studies. "I am glad to be able to celebrate the 93rd anniversary here at IU."

On February 22, the Ambassador delivered a lecture entitled, "Estonia's Reintegration into the International Community Since 1991," which highlighted the political and economic gains made since Estonia

became independent two decades ago. Among the challenges he discussed were Estonia's experience as a small country in the European Union and its complicated relations with its eastern neighbor Russia.

Despite nearly 50 years of rule as a republic of the Soviet Union, Estonia has experienced one of the most successful transitions to a market economy. On January 1, 2011, Estonia became the newest adopter of the euro currency, bypassing earlier initiators such as Hungary and the Czech Republic. At a time when Europe is struggling with debt crises and bailouts, Estonia recently won the praise of the Organization for Economic Cooperation and Development (OECD) for its quick recovery from the 2008 financial crisis.

Estonia also frequently receives accolades for its investment in innovation-led economic growth; "E-stonia" is rated as one of the most wired countries in the world and topped the 2011 Freedom House "Freedom on the Net" study.

In addition, Estonia's capital city Tallinn is celebrating a year as a 2011 European Capital of Culture. Tallinn, as well as Turku, Finland, were selected from cities across Europe and will host numerous festivals, cultural events, and sporting competitions throughout the year.

Estonia's milestones: European integration

1991: Declares independence from the USSR

2000-2006: Leads "Baltic tigers" in economic growth

2004: Becomes EU and NATO member state

2007: Signs the Treaty of Lisbon

2010: Chosen to head new EU cybersecurity agency

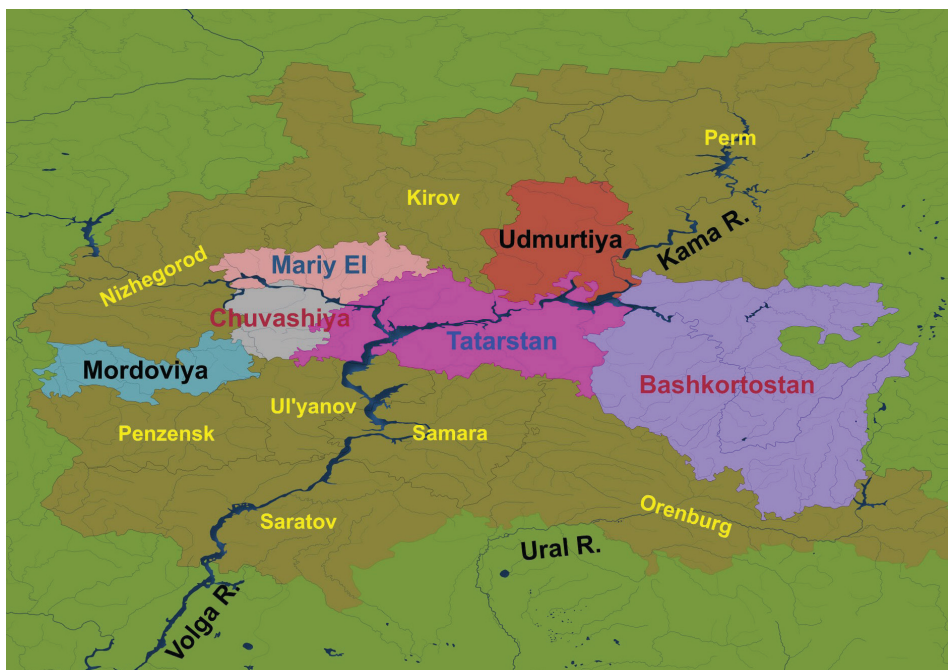
2011: Adopts the euro as its currency

2011: Tallinn selected as European Capital of Culture

2011: Tallinn voted world's highest internet freedom

Below: Members of the Siilikased (Hedgehogs) Ensemble of Indianapolis perform on traditional Baltic instruments





New IU initiative explores history, modernity in Volga-Kama region

This spring, the Inner Asian and Uralic National Resource Center announced a new partnership supporting the study of the Turkic- and Uralic-speaking peoples and cultures of the Volga River valley. The Volga-Kama Initiative is a multidisciplinary partnership among several academic units at Indiana University and seeks to bring increased academic attention to the Volga-Kama region of the Russian Federation, the historical center of Tatar culture and home to a number of Russia's Turkic and Uralic minorities. The Initiative aims to increase awareness of the people, cultures, languages, and social and policy issues of the contemporary Volga region, as well as to develop resources for the study of the region's history.

One unique feature of the initiative is its partnership with three institutes of higher education in the republic of Tatarstan, each of which offers a different perspective on the historical and contemporary Volga region: the Kazan Federal (Volga Region) University, the Russian Islamic University, and Institute of History in Honor of Sh. Marjani, all located in the city of Kazan' in the Republic of Tatarstan. The Initiative also plans to build cooperation between IU's libraries, the Lobachevka library and the Tatarstan National Archives in Kazan'.

The Volga-Kama Initiative has already made possible a number of visits by faculty

from the Initiative's partner institutions. Dr. Leyla Almazova, Senior Researcher at the Institute of History, presented a series of lectures on contemporary Islam in Russia, focusing on the growing role of Islam in scholarship and education in the Republic of Tatarstan. Dr. Alla Salnikova, Professor of History at Kazan' State University and a visiting lecturer of the IU Institute for Advanced Studies, delivered a lecture entitled, "The Rediscovery of Childhood in Russia," which explored the life experiences of children in contemporary Tatarstan.

In conjunction with the launch of the Volga-Kama Initiative, Indiana University's Summer Workshop for Slavic and East European Languages (SWSEEL) will offer intensive courses in Introductory Tatar this summer for the first time in the workshop's history, joining a select group of institutions in the US offering Tatar language instruction. Future projects of the Initiative include the organization of academic exchanges and symposia, a multifaceted study of Islam in public life in the Republic of Tatarstan, and the publication of several digital collections of records and documents from the region.

The Volga-Kama Initiative is supported by the IAUNRC, the Denis Sinor Research Institute for Inner Asian Studies, the Russian and East European Institute, and the Islamic Studies Program.

Introducing the IAUNRC's 2011 visiting scholars

Dr. Komiljon Sharipov came to IU as a Fulbright scholar in November; he is a professor of linguistics at Khujand State University in Khujand, Tajikistan.



Sharipov applied to the Fulbright program after becoming interested in ethnolinguistics, a field that he says has a long academic tradition in the US. Sharipov is working on a project entitled "Ethnolinguistic interpretation of mythological lexicon in modern communication," comparing mythological lexicon in Tajik, Uzbek and English. He is also working on an English-Tajik-Uzbek mythological dictionary. Sharipov says he has benefitted from classes and the resources of IU's library.

"I'm very thankful to the people and government of the US and the Fulbright program for the chance to visit Indiana University," he said. "IU is a leading university with great opportunities for researchers, and I have enjoyed it very much."

Sharipov says that Bloomington has been a welcoming home for his family. "I have found many friends here, and my children enjoy American school very much," he said. "Bloomington really is a town of flowers, and the nature here is amazing!"

Dr. Aytan Mammadova is visiting IU on a Junior Faculty Development Program (JFDP) fellowship. A native of Sumgait, Azerbaijan, Mammadova teaches linguistics at Baku State University.

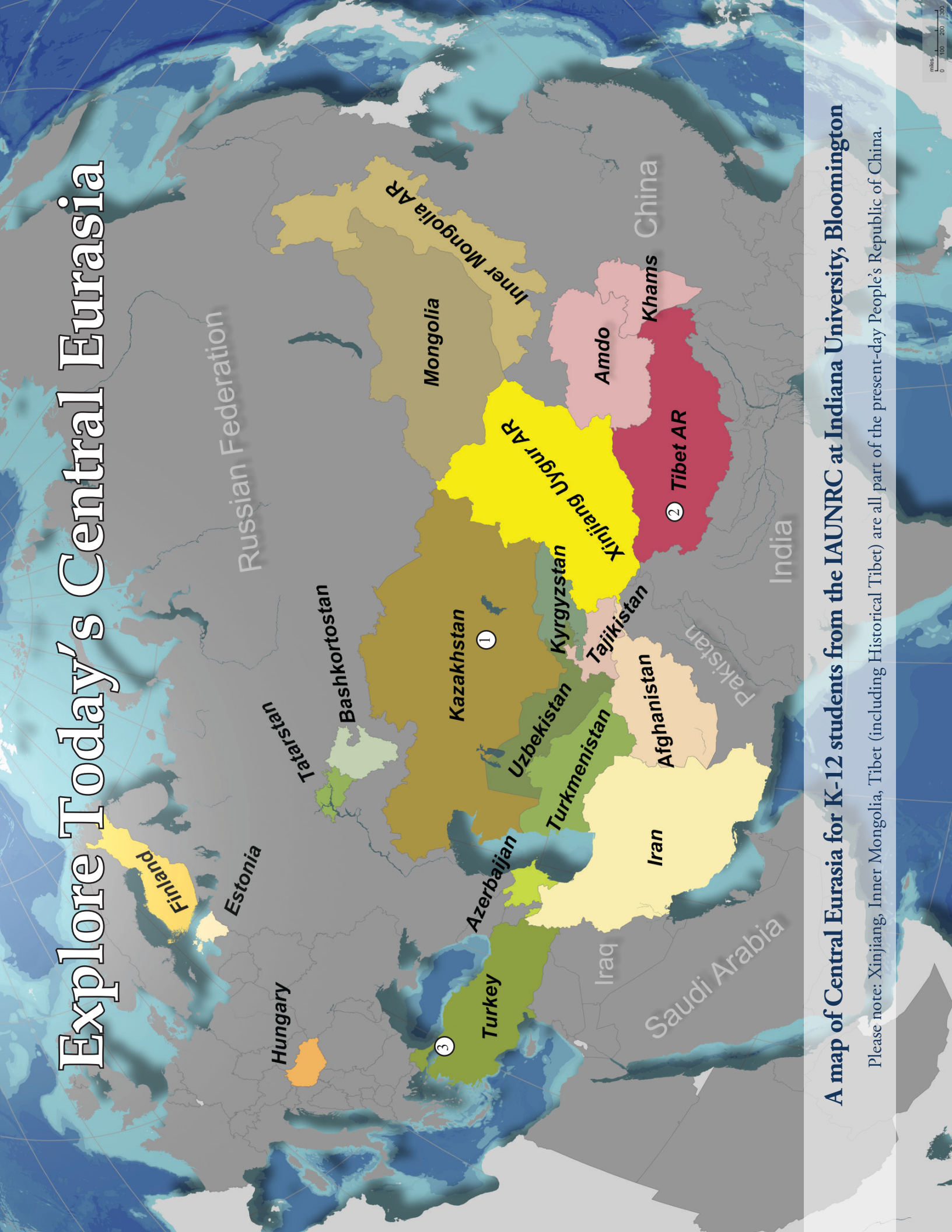


In addition to a full course load at IU, Mammadova has avidly volunteered at IAUNRC outreach events. "I try to use every opportunity to have a fruitful time here, such as attending classes and participating in events and celebrations," she said.

For Mammadova, the less formal atmosphere of American education has been an adjustment. "The most surprising thing

SCHOLARS continues on p. 10

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, Tibet (including Historical Tibet) are all part of the present-day People's Republic of China.



Elections in Kazakhstan: ① Neither free nor fair?

On April 3, Kazakhstan's incumbent president Nursultan Nazarbaev secured another five-year term after winning 95% of vote in presidential elections.

The election received widespread criticism from the international community. President Nazarbaev's competition declined to two challengers after several candidates failed to pass a mandatory Kazakh language test, and international monitors cited numerous irregularities.

Nazarbaev had called for early elections a year ahead of schedule after Kazakhstan's Constitutional Council vetoed a referendum on extending Nazarbaev's current term until 2020.

Nazarbaev has been president of Kazakhstan since it gained independence in 1991. His term limits have been extended numerous times; in 2007, a referendum was passed by Kazakhstan's parliament eliminating term limits. In 2010, Kazakhstan's parliament designated Nazarbaev a "Father of the Nation."

Dalai Lama Steps Down ②

On March 10, the Dalai Lama announced that he will step down as the political leader of the Tibetan Government in Exile.

The Dalai Lama, who will remain the spiritual leader of the Tibetan people, fled to Dharamsala, India, along with other Tibetan leaders in 1959 after prolonged clashes with the Communist Party of China. Since then, the Dalai Lama has headed the Government in Exile from India and acted as an advocate for Tibetan rights and Tibet's autonomy.

The Dalai Lama leaves an existing elected prime minister as the acting head of the Tibetan Government in Exile, but many experts are speculating how his departure from Tibetan politics will impact the movement for greater autonomy.



Above: The 14th Dalai Lama; photo by Jan Michael Ihl.
Top left: A billboard depicting Kazakhstan's president



A man displays a controversial newspaper during protests in Istanbul. Photo by Mushon Zer-Aviv.

Protests in Istanbul target crackdown on journalists

On March 8, thousands of people took to the streets in Istanbul to protest a recent crackdown against journalists by the Turkish government.

Protestors cited recent cases against journalists who have been critical of the ruling Justice and Development Party, as well as journalists who have reported on large criminal investigations.

The protests echo recent criticism Turkey has received from the US and European governments about its record of press freedom and the arrest of journalists, particularly in connection with Turkey's candidacy for EU membership.

The arrests of journalists come at a time when Turkey is working to approve a new constitution that will more closely align with EU membership requirements and protect individual freedoms.

Hands-on in Turkey

School of Ed offers opportunities for immersion

Indiana University offers a unique opportunity for education majors seeking to broaden their cultural horizons while developing their teaching skills. The Cultural Immersion Projects program links student teaching experience in Indiana with an eight-week teaching and immersion trip in locations throughout the world, including Kenya, India, and Costa Rica. This year, the IAUNRC is partnering with the School of Education to help prepare students to teach and learn in Turkey. Kathryn Derloshon, an alumna of the Cultural Immersion Project in Turkey, offered some insights into her experiences and the impact of the program on her career aspirations.

How did you find out about the Cultural Immersions Project?

I first heard about the program through a friend who decided to teach in Kenya through the program. She was so excited to teach abroad, and the seed was planted in my head for me to go too. Around a year later, I saw the flyers around the building and noticed that Turkey had been added as an option, and I knew right away that was where I wanted to go.

Had you traveled overseas prior to this program?

I had traveled overseas before to South Korea twice and to Romania twice, and I love being overseas. I want to eventually work overseas one day and so I thought that by doing this program, I would be able to gain insight and experience as to what it means to have a teaching job overseas, as well as make connections for my future.

Did you choose Turkey as your destination, or were you assigned to this location?

I chose Turkey as my destination. I have always wanted to travel to Turkey and this was the perfect opportunity, because not only would I be traveling to Turkey, I would be living and interacting with the natives and would really be able to experience life in Turkey other than what a tourist would experience.

What were your expectations about Turkey prior to participating in this program?

I had heard so many things from so many people, I wasn't sure what to expect. I knew that people would be open to share

and teach me about their country, and that was exactly what my experience was like.

Describe your experiences in Turkey.

I took the city bus everyday to work/school, which was crazy! Traffic in Istanbul is rather hectic, and so I would just read on the bus or listen to my music in order to be distracted from the jumble of traffic. I would then teach for the majority of the day and return back to the campus where I was living. In the evening, I would have dinner with some of my friends and usually get Turkish coffee and have my coffee grinds that were left in the cup read to learn about my future. Every day was different, but usually consisted of teaching and spending time with friends that I had made.

My perceptions of Turkey did not change as much as were formed. I didn't want to go in with ideas of how I thought it would be because I didn't want to be uncomfortable or surprised if I was wrong (which I most likely would have been). And so, instead, I just let my views form while I was there based on experiences.

Do you have any advice for students traveling to Turkey for the first time?

I would definitely recommend going to Turkey to anyone interested! My best piece of advice for anyone traveling to any country (not just Turkey) would be to talk to the locals. Do not feel nervous because "they don't speak English and I don't speak Turkish". They are there to help and they know the land better than any other person you will find because that is their home. I was a bit lost many times, and even though there was a language barrier, I was always led in the right direction with a smile.

Do you have any plans for studying more about Turkey in the future?

I am applying to the summer language SWSEEL program this summer and will hopefully be accepted to learn more Turkish. I plan on returning very soon to teach. Many job offers were given to me and I plan on taking full advantage of the opportunity. Going overseas to teach has opened many doors, and I am very excited for my future in teaching abroad.

Kathryn Derloshon is a graduate of the School of Education at Indiana University.

Highlights: 2011 ACES Conference

by Nicholas Walmsley

The Eighteenth Annual Central Eurasian Studies Conference took place on Saturday, March 5, 2011 on the Bloomington campus of Indiana University. The conference brought together more than 130 academics, students and members of the public to present and discuss papers on all aspects of the states, peoples and cultures of Central Eurasia.

Since its inception in 1994, the conference has become one of the largest in the field and attracts scholars from both the United States and overseas. This year participants travelled from as far afield as Kazakhstan, the People's Republic of China, Kyrgyzstan, Tajikistan and Uzbekistan.

More than 50 presenters discussed their research on thematic panels with topics including "Secular and Religious Identities in Contemporary Kazakhstan" and "The Art of Remembrance in Estonian and Finnish Culture."

The conference keynote address was presented by Dr. Nicola Di Cosmo, Henry Luce Foundation Professor of East Asian Studies at the Institute for Advanced Study, Princeton. Professor Di Cosmo, who received his doctorate from the Department of Central Eurasian (formerly Uralic and Altaic) Studies at IU, spoke on the subject of 'Ethnogenesis, Co-evolution and Political Morphology of the Earliest Steppe Empire: The Xiongnu Question Revisited.'

The conference was organized entirely by officers and student volunteers of the Association for Central Eurasian Students (ACES), a graduate student organization housed in IU's Department of Central Eurasian Studies.

Other organizations that supported the conference include the Inner Asian and Uralic National Resource Center, the Departments of Central Eurasian Studies, Economics and History; the School for Public and Environmental Affairs; IU Student Association, the Graduate and Professional Student Organization, and the Sinor Research Institute for Inner Asian Studies.

Nicholas Walmsley is president of the Association of Central Eurasian Students.

Spotlight: Mongolia

Thoughts on halfway around the world

by Teresa Nichols

When I was about twelve I had my first Mongolian experience: “I Rode a Horse of Milk White Jade,” by Diane Lee Wilson. Though I was attracted to the story because of the strong female character and her beloved horse, the image of the vast steppe stayed with me through the years. Like many historical and science fiction novels I read, I liked the idea but never really expected to experience it myself. When I started my undergraduate studies at the University of Pittsburgh, however, I discovered that they were the only school in the US with an undergraduate field studies program in Mongolia. I had met the program director over dinosaur fossils in Wyoming the summer of my freshman year, and she set about convincing me to study museums and cultural identity through the program. I was studying Chinese archaeology at the time, but the memory of that book and Pitt’s unique program was too serendipitous to pass up.

Mongolia was both my first study abroad experience and my first independent research project. Both aspects were plagued with uncertainties and frustrations, like most firsts. Even with my extremely rudimentary language skills, though, visiting so many museums and cultural sites and talking with people who were so passionate about sharing their culture made a big impact on me. Though Indiana University students are fortunate to have the option of taking courses on Central Asia and Mongolia specifically, it is very rare for the average US citizen to know much about this part of the world. Trying to simultaneously experience daily life and culture in the capital city, Ulaanbaatar, and understand how museums shape and are shaped by larger dialogues on cultural identity and archaeological knowledge allowed me to understand and appreciate Mongolia on still more levels.

One of the most important aspects about living in another country or studying another culture is realizing just how many assumptions you hold about the world around you and the way things are ‘supposed’ to be. Milk that only is refrigerated after opening the box, horses pulling much less



Left: The author at Yolyn Am gorge in southern Mongolia. Photo by Teresa Nichols.

reliable motorcycles, and ice in the Gobi desert (Yolyn Am in Gobi Gurvansaikh National Park) are just some examples. Though these sorts of eye-opening experiences can happen anywhere, I also came to value things that are uniquely Mongolian and that make it such an interesting place for my current doctoral research. Though every nation has its legendary figures, Chinggis Khan holds a unique place of importance in past and present narratives of Mongolian cultural identity. Chinese influences and Manchu political control under the Qing Dynasty, Russian influences and Communism from 1924-1990, and the growing international influence on its current democratic, capitalist system have shaped Mongolia since the end of its empire. But as it stands on the brink of the 21st century with the rest of the world, it continues to look back over hundreds of years to renew its people.

This mixture of cultural tradition and new, sweeping changes and challenges in one small country speaks to larger issues of globalization around the world. Through the Mongolian case study, we can see broader concerns. For my personal research, these concerns manifest in how the top-down approach to development that many international non-governmental organizations (INGOs) utilize impacts grass-roots cultural organizations and the

programs they can offer. This impact is not necessarily negative, but organizational effectiveness is often tied to its public perception and legitimacy. Especially in dialogues of cultural authenticity and the defining characteristics of national identity, grass-roots based organizations and INGOs play markedly different roles. Who has the cultural knowledge and legitimacy to define national heritage? Who has the right to define and preserve global heritage? Who foots the bill and what are the strings attached?

As I grapple with these questions in my research design and look ahead to my return to Mongolia this summer for site feasibility research, it seems very strange to think that a children’s book would encourage me to first visit a place that has now become so important to my work. If nothing else, it reminds me about the importance of communicating early and often how wondrous and diverse the world is, and how much we should appreciate it. I certainly do not expect my writings to reach as broad of an audience, but I hope the work we do here at IU on Central Asia encourages more people to remember just how relevant and important halfway around the world is to here.

Teresa Nichols is a PhD student in the Department of Anthropology. She is studying Mongolian on a FLAS language fellowship.

Dancing Across Eurasia

IAUNRC celebrates traditional dances through new workshop series

This February, the IAUNRC launched its newest outreach program, a series of three dance workshops highlighting national dances from across Eurasia. More than 45 individuals participated in the three workshops, including IU students, faculty and staff members; high school students, and members of the Bloomington community.

Andrea Conger, a PhD student in anthropology at Indiana University, led the dance workshops, drawing on her extensive experience studying folk and traditional dance forms in Hungary, Romania, Turkey, and across Eurasia. Conger has performed as a professional dancer with the Ethnic Dance Theatre in Minneapolis and the Gabriele Choir in Budapest, among others. Conger says she enjoyed getting to know the Bloomington community through dance.

"Being new to the area, seeing this level of enthusiasm and excitement about dance was wonderful and very encouraging," she said. "Bringing together minds and bodies is one of the things I strongly believe in, and classes like this offer a fun, educational way to do this."

Each dance workshop highlighted traditional folk and national dances from a different region of Eurasia. The first focused on Finland and Hungary, including a complex Finnish partner dance. The second workshop traveled southward to Turkey and the European Roma commu-



nity, where dancers mastered the basics of belly dancing as well as the quick footwork that accompanies Roma music. In the final workshop, dancers learned about the dance traditions of Afghanistan and Uzbekistan, including the use of dance in storytelling.

For many participants, the workshops provided an opportunity to return to dancing or to apply their dance background in new ways. "I gained confidence in my ability to learn new dances," wrote one participant. For others, the workshops allowed

them to explore new regions and cultures. "I got an idea of how people live and [am] better able to understand them and relate to them," commented another participant.

The IAUNRC plans to offer similar workshops in the future.

"I would absolutely love to teach more workshops and am actively seeking further opportunities to bring dance to the Bloomington community," said Conger. "It is my sincere hope that these types of classes will continue to be offered."

Left: Andrea Conger demonstrates Turkish bellydancing techniques to workshop participants. Above: Participants join hands for a group dance.



SCHOLARS continued from p. 10

about the US education system is seeing teachers sitting not at but on the desks during their lessons," she said. "If I did something like that at my home university, I would be penalized!"

However, Mammadova is also enthusiastic about using technology in the classroom and hopes to implement student computer presentations in her own lessons.

The IAUNRC is also honored to host JFDP scholars Aigul Yessengalieva and Ulbossyn Zhanatayeva, both of Kazakhstan.



IU celebrates Navruz

Clockwise from top left: Dancers pose in traditional Kazakh costumes in the Navruz concert on March 25; visiting scholar Aigul Yesengalieva tells a story of Central Asian heroes at the Monroe County Public Library on March 20; graduate assistant Amarantha Byer and visiting scholar Komiljon Sharipov offer advice as a Bloomington students construct a model Kyrgyz yurt at the 2011 Lotus Blossoms festival; Yestay Muratov plays the *dombra* at the Navruz concert; Department of Central Eurasian Studies senior lecturer Shahyar Daneshgar, left, leads a concert of Central Asian music at a Navruz reception on March 26. *Photos by I-Tsung Lin and Vincent Malic.*



The IAUNRC Podcasts New! Spring 2011 Lectures

"Huns and Turks" *Dr. Christopher Beckwith*
 "The Mongols and Information Exchange:
 Arabic Medicine in 13th- and 14th-
 Century China," *Dr. Paul Buell*
 "The Manchu Conquest of China as
 'Just War,'" *Dr. Nicola di Cosmo*
 "Ethnogenesis, Coevolution and
 Political Morphology of the Earliest
 Steppe Empire: the Xiongnu Question
 Revisited," *Dr. Nicola di Cosmo*

Check the website for the latest podcasts!
www.indiana.edu/~iaunrc/news/podcasts.shtml



INNER ASIAN & URALIC NATIONAL RESOURCE CENTER

Goodbody Hall 324, Indiana University
Bloomington, IN 47405

Institute for Curriculum and Campus Internationalization (ICCI)

May 22 - 25, 2011

Indiana University Bloomington



Registration Fee: \$175.00. For more information and to register <http://www.indiana.edu/~global/icci/>