



NewsNet

News of the Association for Slavic, East European, and Eurasian Studies

A Voice from the Slavic Studies Edge: On Being a Black Woman in the Field Kimberly St. Julian-Varnon, University of Pennsylvania

When I sat down to brainstorm what I wanted to say in a newsletter that would reach hundreds of ASEEEES members, I immediately thought that I had to be careful because I am an incoming doctoral student whose academic career is relatively non-existent. I was afraid of the backlash of being seen as a troublemaker or someone who “plays the race card.” My concern represents a more significant issue within my chosen field, Soviet/Russian/Ukrainian history, and academia. Beyond the ivory tower, the United States is experiencing a pivotal moment. Black people and their allies are protesting for justice and the reform of the police and other institutions that maintain the status quo of racial inequality and oppression. Higher education has started to engage in these discussions of racial discrimination and prejudice. The Slavic studies community is not immune, and as an African American woman who now has a semblance of a public platform, I need to share my experiences and thoughts for the sake of my fellow people of color (POC) in the field and for the survival of the field to which I am dedicating my life.

In June, the hashtag [#BlackintheIvory](#) began trending on Twitter. Thousands of Black academics shared their experiences with racism and prejudice, from undergraduate students to tenured faculty. I knew and had shared their ordeals. I was not surprised by any of their stories. Instead, I felt relief. I knew it was not just me who felt alienated and alone [in an overwhelmingly white field](#).¹ It was a depressing confirmation because it was not better to be Black elsewhere in the academy.

My experience in the field is relatively unique. I am one of a handful of Black people who work on Russian/Soviet/Post-Soviet history. Until I did an informal Twitter poll last summer, I thought I was the only Black person other than Dr. Allison Blakely working on the region in the entire United States. According to my informal research, there are five of us, three men and two women, including me. How many fields can say that their Black members could be counted on one hand? I am fortunate that I have made friends in Slavic Languages and Literatures because that discipline has more Black and POC scholars, though you

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can count them on three hands. The lack of institutional data on diversity in the field is a problem that an informal group of minority scholars is trying to solve because it erases our presence. How can you claim systemic racism or prove that the prejudice you face is not just an anomaly if N=1?

As an undergraduate at Swarthmore, I finally indulged in my fascination with Russia and the Soviet Union. Swarthmore is special to me because it was there that I found other Black students. After a childhood of being the only or one of a couple of Black students in a class, I finally had classmates who looked like me. My freshman year (2008), my best friend and roommate, Jacqueline Bailey-Ross, took Farsi and Russian, while I took Dr. Robert (Bob) Weinberg's first-year seminar "Angels of Death: Russia under Lenin and Stalin." From the first week of class, I loved every minute of it. I took every course on Russia, the Soviet Union, and Eastern Europe that Swarthmore offered. I started Russian in my junior year because I wanted to read primary sources in Russian, and I overheard Professor Sibelan Forrester speak Russian in her office one day. My senior year (2011), I attended my first ASEEES conference. I wanted to go because I saw a roundtable on POC in the field. There were other students like Jacqueline and me, and I wanted to meet them. At that roundtable, I met Jennifer Wilson, Raquel Greene, and Amarilis Lugo de Fabritz, all of whom are outstanding women of color who hold PhDs in Slavic Languages and Literatures. I also learned about the struggles they faced being POC in the field. However, meeting them cemented my decision to pursue graduate studies and eventually earn a PhD in Russian history.

I attended my second ASEEES convention as a first-year M.A. student in fall 2012. I was excited because it was in New Orleans, yet that convention is burned into my memory because I felt like an outsider. While waiting on a panel to start, a couple of scholars chatting with each other asked me to clean up a spill in the conference room. It was then that I realized two things. The first, that I did not have my name tag on and the second, that these people thought I was a member of the hotel's janitorial staff, although I was not wearing a hotel staff uniform. I did not go to any more panels that day.

I was angry, and my feelings were hurt. Why did people think I did not belong here? I was taking Russian. I was a graduate student at Harvard. I studied under Terry Martin and Serhii Plokhy, but none of that mattered. My credentials were invisible, my Blackness was not. This is a recurring feeling for me when I attend conferences in my field. In a round table at the following year's ASEEES (2013) conference,

I remember incredulous faculty members asking how Swarthmore was able to have three Black female students (me, Jacqueline, and Latavia S. Agada who was two years ahead of us) taking Russian. I tried my best to explain that, at Swarthmore, no one asked us why we took Russian. Black students took Russian, German, Arabic, Chinese, etc. No one told us it was unusual for minority students to torture themselves learning Russian declensions. Now, I know that I was fortunate because I was never alone at Swarthmore. Jacqueline took advanced Russian while I was in intermediate. We both took Weinberg's history classes, and the Russian department and History department were welcoming to us and our interests. But in graduate school, the overwhelming whiteness of my department and field took a heavy toll on me.

At Harvard, I became interested in Ukrainian history after taking a course with Dr. Plokhy. His classes were engaging, and he was a highly supportive mentor. I continued with Ukrainian history and decided to write my MA thesis on subjectivity and the Holodomor. This topic required archival research in Ukraine that summer. Everyone in my cohort was excited to book their flights and establish their plans for archival and field research. I was too until I started researching racial attacks in the region. I was increasingly nervous about spending the summer in-country on my own. The first trip to the archives is stressful enough, but now I had to develop measures to secure my safety.

After I was flippantly told to "just get over" my qualms, I went to Professor Plokhy and had a long conversation with him. He understood me and promised that he would use all of his connections in Ukraine to help me when I got there. My Russian professor, Oleh Kotsyuba, put me in touch with his cousin Yuliya, so I would know at least one friendly face when I arrived. I thought it was going to be okay. However, in June (2013), when it came time to pack my bags, I was not okay. My parents had made the same mistake I did. My mom Googled "racism in Ukraine," and what she saw frightened her. She begged me not to go and asked me why I had to go in the first place. Soon after, I canceled my flight and called Bob to let him know that I was not going. I do not remember how long we spoke, but by the end of our chat, I knew that I had to rebook my flight and get to the archives. Without the mentorship and support of Robert Weinberg and Serhii Plokhy, I would have stayed in Texas, and my career would have ended before it began.

Overall, I enjoyed my time in Ukraine and met many generous and kind people, including Orysia and Markian, two then-graduate students from Stanford, who helped

me decipher the archives in Kyiv and showed me around the city. Yet, I cannot forget the feelings of loneliness, isolation, and fear. In terms of lodging, I booked hostels in Kyiv and Odesa because I knew being outside of the center of the city could be dangerous. I also knew that in a hostel there at least would be other people, so maybe I could make some friends while traveling. I carefully studied the maps of each archive to plan my route in the safest way possible. For me, doing archival research meant being in a constant state of hyperawareness. I was always on alert while walking in public. I made sure to put my back to the wall in the subway car and was near an exit at all times, so if a group of skinheads got on, I could see them and hopefully leave the subway car before they saw me. I got long extensions so my hair would look more European, my way of trying to limit the exoticism of my presence, which in hindsight is laughable. I could not erase my Blackness, no matter how straight my hair was.

Another aspect of my experience in Kyiv was that I rarely went out at night and never went out at night by myself. My schedule was repetitive. I woke up, went to the archives, got an early dinner, and was back in my hostel before sunset. Even the nice hostel hostess knew of the potential danger and told me streets and areas to avoid. I was so lonely that when I heard two young women speaking English, I went up to them and asked them if they were Americans. That's how I made friends and experienced Kyiv at night for the first time. Thanks to my two friends and Yuliya, I was able to see more of the city than my hostel and the archives.

In Odesa, I was fortunate that the hostel owner was an American expat and held nightly group outings. I was very thankful for this because the isolation was harming my mental health. I safely explored the city and fell in love with

it. Staying at hostels meant I could avoid the problematic logistics of trying to find an apartment to rent in Ukraine as a POC. The issues POC face [in finding housing and employment in the region](#) have been documented,² which is one of the reasons I scoffed when a regional expert told a group of minority students that the best way to learn Russian was to pick up and move to the region.

When I returned stateside, I told my parents about the good days in the archives and the beauty of Ukraine. My cohort and I exchanged travel stories, but I did not tell anyone close to me about the bad parts of my experience until a few years ago. Even now, when I talk about what happened in Ukraine, white colleagues say it was just xenophobia or I am projecting my foreign gaze onto Ukraine/the region. These are some of the things I went through: I was always stared at. People laughed at me. On my way back to the hostel, a group of men followed me and verbally harassed me because they thought I was a prostitute and asked me, "how much?" and "are you working?" The worst event was when I ran into a group of skinheads on my way up the subway escalator. There was a small group of men and only me. I started to accept that something terrible was going to happen to me, and there was little I could do to stop it. I cannot express the fear nor the relief I felt when the neighboring police stopped them. I ran to the hostel and did not leave until the next morning. It is hard to articulate the mental toll my time in Ukraine took on me, and it is difficult to process trauma alone. How could I explain to my parents, who grew up in the segregated South, that I was experiencing harassment because of my skin color on the other side of the world? I know I am not alone in being silent about the negatives of my time in the region. We keep quiet because we do not want to put our work or careers in jeopardy.

My experiences in Ukraine and the field contributed to my departure from Slavic studies. I spent six years away from the work that I loved, struggling to decide whether or not to apply for doctoral programs in Russian and Soviet history. I honestly thought about switching to American history because it would be easier for my family and me. My decision to return means I will expose myself to the same people who denied my experiences with racism, and who harassed a close friend of mine until she left the field. Once again, I will put myself in an unsafe situation to do the research my dissertation requires. I had to face my husband and parents and explain why I had to do Soviet history. They still hold considerable reservations about my research.

When applying to doctoral programs, I asked prospective dissertation advisors how they would handle a situation in which I am attacked or assaulted while doing archival



research in Russia. I needed to know the answer to this question because it is a genuine possibility that I and other POC undergraduate and graduate students must face. To do our work, we have to place ourselves in precarious situations. Imagine your child telling you they have to live in a country where people who share their skin color are regularly attacked and harassed. How would you feel? That is the reality for our families and us.

Besides doing research in-country, I have to deal with not being taken seriously as a historian of the Soviet Union and the former Soviet Union. Often, historians presume I am an Americanist. Even the racist responses to my public writing on the region say I know nothing about Russia. These are examples of why I was unsure about pursuing research on Black experiences in Russia/the Soviet Union. I did not want to be seen as the token Black person in the field who writes about Black issues. These perceptions can negatively affect my career. However, my time in Ukraine led me to wonder if other Black people had been to the region, and if so, what was their experience? I want to write about the lives of these individuals because their stories deserve to be told. Thanks to the women of color in the field like Amarilis Lugo de Fabritz and Sunnie Rucker-Chang, we are building a network of students and faculty of color in Slavic Studies. We can share our experiences, warn others of the mistakes we made, discuss ways to stay safe in-country and have a sense of camaraderie that I needed earlier in my career.

Slavic studies face contemporary issues of higher education, including [declining class sizes and department closures](#).³ Now, we must confront racism and prejudice. There are students of color interested in the languages, politics, history, art, and music of Eastern Europe and the post-Soviet region. It should not be rare to see a person of color at the yearly meeting of the largest academic organization in the field in the United States. ASEES's statement on police brutality and its direct acknowledgment of racial discrimination in the field is a definite step in the right direction. However, meaningful change requires the active involvement of individual institutions and scholars within the field.

In the past few months, a high-profile scholar in the field wrote an article that used racist tropes to victim-blame individuals who were killed by the police. Another scholar described diversity as "fluff." At the same time, White scholars have compared their experiences with xenophobia in the region to the racism students of color face. These instances demonstrate how much work we have to do.

Furthermore, the field must mentor and support students

of color once they recruit them. It is not enough to have a POC in your department. Faculty members and administrators must be ready to help them navigate discrimination, harassment, racism, and prejudice. Mentorship and allyship are the cornerstones of recruiting and keeping all students, no matter their background.

As I see calls for papers and social media campaigns promoting racial diversity in higher education, I am cautiously optimistic. It is my sincerest hope that systematic change occurs in academia. POC should be equitably represented in the ranks of faculty, graduate students, and undergraduates. My research topic and contemporary events have converged, but in five years, when the political and cultural focus on racial justice has shifted, I need my field to still care and be focused on diversity and inclusion. Racial justice cannot be important because it is en vogue in academic discourse.

People of color in this field need our colleagues, professors, and administrators to continue fighting for us and hold their colleagues and institutions accountable. There is a growing number of allies in the field, but that number must increase. We have a considerable amount of work ahead of us, but it must be done. Our community of scholars cannot afford to lose any more bright minds.

In closing, my criticisms of the field and the post-Soviet region come from my deep love for both. I have been asked why I would return to the field if things were so hard for me. My only response is that I truly love what I do. I was giddy reading archival documents in Ukraine. The lives of Soviet citizens and visitors to the USSR and the Russian empire fascinate me. I also want to improve popular American perceptions of the region I care about. Most of all, I want to be one of the last scholars of color in the field who wonders if there is anyone else like them or if they belong.

Kimberly St. Julian-Varnon is an incoming doctoral student in History at the University of Pennsylvania. She studies Imperial Russia, the Soviet Union, and the post-Soviet region.

Author's note: The title is an homage to Jeff Sahadeo's outstanding book, *Voices from the Soviet Edge: Southern Migrants in Leningrad and Moscow* (Ithaca: Cornell University Press, 2019).

Endnotes

- 1 Amy Harmon, "For a Black Mathematician, What It's Like to Be the 'Only One,'" *New York Times* (February 18, 2019).
- 2 Ksiusha Savoskina, "Ja kazhu, shcho z Detroita, - i liudy odrazu dumaiut', shcho ia bandyt'." 5 istorii pro rasyzm v Ukraini," *Hromadske* (June 9, 2020).
- 3 Ani Kokobobo and Colleen Lucey, "If You Thought US-Russian Relations Were Bad Now, Wait Another 10 Years," *The Russia File: A Blog of the Kennan Institute* (July 23, 2020).

NEW FROM SLAVICA PUBLISHERS

Heather R. Perry, Emre Sencer, and John Deak, eds. *The Central Powers in Russia's Great War and Revolution, 1914–22: Enemy Visions and Encounters*, xx + 354 p., 2020 (ISBN 978-0-89357-435-2), \$44.95.

This multiauthor collection of essays analyzes Russia's Great War and Revolution from the perspective of the Central Powers and their encounters with Russia and the Revolution. The peoples of the Central Powers, from elites to civilians, understood the violent clash of armies in a variety of ways. Essays highlight the kaleidoscope of military and civilian experiences and deal with topics of how soldiers, civilians, and intellectuals perceived Russia, and how these understandings translated into security goals, utopian plans for conquered territories, and interethnic violence.



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Charles J. Halperin. *Ivan IV and Muscovy*, viii + 409 p., 2020 (ISBN 978-0-89357-501-4), \$44.95.

In many ways Ivan the Terrible's personality and reign remain mysteries. This anthology will attempt to shed new light on a variety of issues related to Ivan's person and 16th-century Muscovy, including accounts of the *oprichnina* written by Germans in his service, intrafamilial strife and foreign slaves in Muscovite society, the role of clergy in the documentary life of the Muscovite laity, the Muscovite perception of the political culture of the Crimean Khanate, diplomatic relations between Ivan IV's Muscovy and Lithuania, coinage, Ivan and the *rusaskaia zemlia*, Ivan as a charismatic ruler, and a historiographical analysis of Ruslan Skrynnikov's *Tsarstvo terrora* and *Reign of Terror*.

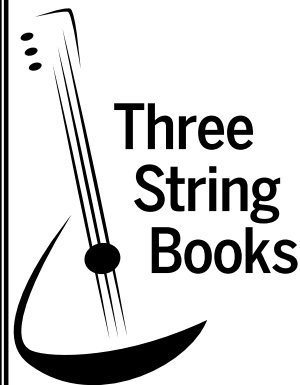
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Three String Books is an imprint of Slavica Publishers devoted to translations of literary works and belles-lettres from Central and Eastern Europe, including Russia and the other successor states of the former Soviet Union.

Anna Starobinets. *Look at Him*, trans. **Katherine E. Young**, xii + 151 p., 2020 (ISBN 978-089357-503-8), \$19.95.

In this groundbreaking memoir, Anna Starobinets chronicles the devastating loss of her unborn son to a fatal birth defect. A finalist for the 2018 National Bestseller Prize, *Look at Him* ignited a firestorm in Russia, prompting both high praise and severe condemnation for the author's willingness to discuss long-taboo issues of women's agency over their own bodies, the aftereffects of abortion and miscarriage on marriage and family life, and the callousness and ignorance displayed by many in Russia in situations like hers.



Alexander Rojavin, trans. and ed. *The Predictability of the Past: Three Contemporary Russian Plays*, viii + 234 p., 2019 (ISBN 978-089357-476-5), \$29.95.

A bear self-begets in an ordinary Russian family's bathroom, Pushkin accidentally survives his duel with d'Anthès, and the ill-fated family of a small boy born in prerevolutionary Russia stumbles through the 20th century all the way into the 21st, where the not-so-distant past is faded in the minds of the newest generations. But does that make the past irrelevant? Three plays accurately portray a Russia that is constant—constantly in flux, with both its present and its past changing from day to day. With time flowing forward, backward, and even sideways, the three plays in this book serve up an unflinching reflection of Russia's tumultuous timeline.

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Information and Secrecy in the Russian/Eurasian Space

Articles

GREGORY AFINOGENOV
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2020 ASEES Distinguished Contributions to Slavic, East European, and Eurasian Studies Award

Established in 1970, the Distinguished Contributions to Slavic, East European, and Eurasian Studies Award honors eminent members of the profession who have made major contributions to the field through scholarship of the highest quality, mentoring, leadership, and/or service to the profession. The prize is intended to recognize diverse contributions across the Slavic, East European, and Eurasian studies field. The 2020 award is presented to **Katherine Verdery**, Julien J. Studley Faculty Scholar and Distinguished Professor of Anthropology at the City University of New York's Graduate Center.

Professor Katherine Verdery has profoundly shaped Russian and East European Studies and core debates in the social sciences. An anthropologist of political, economic, and cultural transition in East Central Europe, and particularly Romania, Verdery is a leading ethnographer of the region and theorist of socialism and postsocialism.

Verdery earned a BA in Anthropology from Reed College and a MA and PhD in Anthropology from Stanford University. Pathbreaking doctoral fieldwork provided the basis of Verdery's first book, *Transylvanian Villagers: Three Centuries of Political, Economic, and Ethnic Change* (University of California Press, 1983), which became a key text in the study of ethnicity. With her next book, *National Ideology Under Socialism: Identity and Cultural Politics in Ceaușescu's Romania* (University of California Press, 1991), Verdery explored the production of national identity, returning to the question in her foundational article, "Whither 'nation' and 'nationalism'?" (Daedalus, 1993). The award-winning books that followed, *What was Socialism, and What Comes Next?* (Princeton University Press, 1996), *The Political Lives of Dead Bodies: Reburial and Postsocialist Change* (Columbia University Press, 1999), and *The Vanishing Hectare: Property and Value in Postsocialist Transylvania* (Cornell University Press, 2003), have been enormously influential in disciplines beyond anthropology, including history, sociology, and political science.

Together with Gail Kligman, Verdery undertook a ten-year project with an interdisciplinary team of researchers in Romania to produce *Peasants Under*

Siege: The Collectivization of Romanian Agriculture, 1949-1962 (Princeton University Press, 2011), a model of collaborative research. With her most recent books, *Secrets and Truths: Ethnography in the Archive of the Romanian Secret Police* (Central European University Press, 2014) and *My Life as a Spy: Investigations in a Secret Police File* (Duke University Press, 2018), Verdery has turned a critical eye to her own decades



of research, analyzing the 2,700 pages of her Securitate police file to pose questions about the nature of anthropological research and the role of surveillance in contemporary life. *My Life as a Spy* was reviewed in scholarly journals and in major media outlets in the U.S. and in Romania, where the Romanian translation sold out in a matter of weeks.

Verdery has held teaching positions at Johns Hopkins University, the University of Michigan, and City University of New York Graduate Center, training multiple generations of scholars, who describe her as the model they aspire to as they mentor their own students. Verdery has chaired each of the anthropology departments in which she held professorships, she has directed Michigan's Center for Russian and East European Studies, and she has served as the President of AAASS/ASEEES, among many other roles in the organization and in service to the profession.

In light of her brilliant, wide-reaching scholarship, and her extraordinary leadership and mentorship, ASEES is pleased to present Katherine Verdery with a Distinguished Contributions Award in recognition of her singular influence on Slavic, East European, and Eurasian Studies.



Reflections on Our 2019 ASEEES Pedagogy Roundtables

Kathryn Julian, Westminster College, and Johanna Mellis, Ursinus College

So often big research conferences are dominated by long papers being read aloud, scholars meeting with publishers to promote their next book project, or listening to a keynote speaker for the complimentary wine hour. While these activities can be enriching and worthwhile, as people who went into academia to teach, we find ourselves sometimes frustrated that there is not more of an emphasis on pedagogy when it is such an important contribution to our societies. We started these teaching roundtables partially out of frustration that there is no real space where we can discuss the work that consumes the majority of our time: teaching.

To that end, we've long admired the pedagogy conversations and sharing of teaching ideas and materials among American historians on Twitter. Not only do many Americanists have a tradition of sharing resources on social media, but they also established an open-access and collaborative U.S. American history textbook, *The American Yawp*. The ability to swap ideas and even ask field-specific questions of colleagues in the midst of teaching a course is invaluable to those of us early in our careers, who often struggle to balance scholarship, teaching, and new jobs. In the last few years, a few ASEEES scholars began tweeting about pedagogy too. After "meeting" on Twitter, at ASEEES in 2018 we decided to develop an interdisciplinary teaching roundtable on "Engaging Approaches to Teaching" for the 2019 conference. Colleagues across disciplines responded enthusiastically to the idea, prompting us to develop a second roundtable. These roundtables provided a space within ASEEES to share teaching ideas in addition to scholarship.

Participants came from institutions ranging from small liberal arts colleges to research universities to community colleges to high schools. In every case, innovative teaching and engaging students proved central to our work as teacher-scholars. We all wanted to discuss the effectiveness of active teaching approaches and collaborating across disciplines while teaching ASEEES-related courses and topics. Active and engaging pedagogy typically involves more student-centered learning than other teaching strategies. Through our discussions, it became apparent that all of us try to meet students where they are in terms of prior knowledge and skills. We realized that one of our primary shared goals in the classroom is to challenge them in creative ways to build upon and apply their skills.

A few questions informed our student-centric approach to pedagogy: How could we formulate projects that simultaneously challenged and engaged a diversity of students? How could we best create an inclusive classroom through the act of teaching, beyond our boilerplate course policies? How could we adapt our pedagogy to emerging technologies, and express the relevance of European and ASEEES-specific material to their lives in concrete ways? What follows is a brief overview of some of our teaching ideas from the roundtables related to these questions.

The idea of student-professor collaboration quickly emerged as a common theme for us. Some educators approach this kind of collaboration with concern, as they wonder what could happen when we give up some class authority to students. Yet each of us presented different approaches to collaborative teaching in the classroom, whether through personalized assignments or student-led discussions and projects. We have all found ways to invite students into the course subject, encourage them to share their existing knowledge, and apply their knowledge, rather than just memorize and regurgitate information. The teaching strategies that emerged in our discussions revolved around three main themes: experiential learning, an integrative approach that combined different disciplines and fields, and community-based learning.

It is no surprise that many of us discussed the value of, and students' enthusiasm for, project-based assignments, considering the numerous studies demonstrating how non-traditional projects increase student learning and skill building. We will highlight just a few of the final projects that produced a lot of class (and audience) enthusiasm. As Rachel Rothstein of The Weber School explained it best, the customizable aspect of projects enables students at all levels to succeed and dive more deeply into the material on their own. Students greeted her Imagined Autobiographical Journal project—where she gives each student the identity of a Jewish person and they conduct research and create evidence-based historical journal entries—with great energy and creativity. Some of them even started signing their emails to her using their project name. In a similar vein, Johanna Mellis tasked students in her Nationalism and Memory in European History course to work in groups to develop proposals for a commemorative project about a minoritized community in European history. In addition to building teamwork

through the group dynamics, they tangibly experienced the process and power of shaping historical narratives, as well as thinking through how to engage the public through history. Some of the most memorable ideas included detailed plans for a school commemorating the forced evacuations of British children during WWII, and a goddess-like statue of Greece's first feminist, Kalliroi Parren. Although she taught the course in 2018, History majors at Ursinus College still rave about the commemoration project today (to her Chair's delight!). Sarah Zarrow at Western Washington University noted the challenges of teaching Jewish history to students who lack experience with Jews and Jewish history, and their related concerns with talking about the topic. By assigning students to write an op-ed, she has them make connections between Jewish history and the present. They moreover learn to express their ideas to broader audiences using less clunky language than what they might attempt to use in a traditional paper, which undoubtedly makes for easier reading. Johanna Bockman assigns an even more research-oriented final assignment for her Post-Soviet Life Around the World course. Students complete a Fulbright application by selecting a country from the former Soviet Bloc, conducting research on it, and developing concrete projects to pursue in their proposals.

Experiential projects task students to explore new ways to think about politics, language, or history. Projects like Rachel's or Sarah's challenge students to think of the subject matter as a lived experience – to empathize with the people they're studying, to draw on research to craft their own stories, and express their ideas in creative ways that others will find engaging. When students personalize the subject matter, it moves subjects like the Holocaust beyond Hitler and Anne Frank, and pushes them to reflect critically on their own time period. The four aforementioned assignments require students to conduct research on a specific country and topic and apply skills and knowledge learned throughout the course in a non-traditional format aimed to convince audiences beyond the classroom of their validity. Importantly, a student's ability to succeed in these kinds of assignments is not predicated on their prior experience with traditional academic writing, which tends to favor majors and students with more privileged educational backgrounds. Importantly, projects illustrate to students the value of conducting and using evidence-based research in a variety of ways. By writing a grant proposal, op-ed, or crafting a commemoration plan, students recognize the practical application of their work beyond the term paper and the academic classroom. These kinds of non-traditional

projects build skills that students can easily transfer to other jobs and tasks. Working on these assignments therefore creates more student buy-in than a traditional research paper. This is especially the case since most of our students do not pursue academic careers.

Integrative learning, or making connections across curricula and disciplines, likewise creates a learning environment where students feel more encouraged to contribute their own knowledge and experiences. Kimberly St. Julian-Varnon detailed how she makes connections to her own research and weaves Soviet and Russian history into her U.S. survey courses. Her students at San Jacinto College-Central in Houston, Texas, rarely encounter global issues, much less Soviet history, before entering her classroom. She exposes them to a range of perspectives through film, music, and non-U.S.-centric sources. This approach enables her students to learn about the United States during the Cold War from an outside perspective. At a community college, where instructors are often over-burdened and classes large, drawing the students in with different media or surprise connections—how was the U.S. Civil Rights Movement connected to the Soviet Union?—is critical to involving students and showing them different approaches to learning. Situating U.S. history within global issues forces students away from the comfort of regurgitating facts they learned from an often American-oriented high school curriculum. History becomes more dynamic and contingent. Kimberly's integration of various world perspectives into her teaching demonstrates that even in challenging settings it is possible to create a collaborative, discussion-based classroom.

Tony Lin, who teaches Russian and Slavic studies at Boston College, demonstrated other innovative ways of pushing students to learn outside of their comfort zones. An accomplished pianist, Tony integrates music into his language teaching. In order to get students to feel, grasp, and express the contours of the culture they study, he insists that students sing aloud in class. Tony admitted that some students often feel awkward about singing in class. Few forget, however, the subject material or singing with their peers. They simultaneously and physically made the connection between different disciplines, in this case between music and linguistics. In another example, Tony tasks students with developing a campus tour in the language of study. These kinds of activities ensure that students engage with, and also produce, authentic materials that are connected to their human experience and thus speak to them as the post-millennial generation.

A final way to foster experiential learning is to engage with

local communities. For public-facing scholars, community-engaged learning informs curricula design and student engagement. Kathryn Julian explained that she wants students to understand that the histories we study are not confined to the classroom, the textbook, or the college campus, but are also embedded in communities close to home. Kathryn highlighted an instance from a History of Russia survey course. As an alternate assignment, students joined Kathryn at a Russian Orthodox Church in East Tennessee. They participated in a long Vespers service, where they witnessed firsthand the icon-focused rituals they had read about in primary sources and Russian literature. During the Q&A afterwards, the priest's discussion veered into pro-Putin nationalism. In a class debriefing, students enthusiastically discussed nationalism, religion, and what culture means to a diaspora community. While engaging with the local community can often result in the unexpected, these interactions allow us and our students to recognize history as something authentic, active, and immediate.

Engaging our students, creating inclusive learning environments, and relaying the relevance of our subject matter - whether medieval Russian literature or post-Soviet politics - all demand that we remain adaptable and constantly seek improvement. We experienced this firsthand in separate instances in 2018-2019. In spring 2019, Kathryn taught history at a small college in rural Appalachia where the student body was fairly diverse, but the faculty was overwhelmingly white. One of her Black students respectfully challenged the relevancy of the European history courses she taught. He had gone through the public-school system learning a sanitized, white-oriented version of history from women who looked like her. Kathryn thought she had been doing good work to decolonize her syllabi, to look at colonialism and include marginalized voices, for example by broadening her Holocaust course to include North Africa. But this student was right—as was the Black student who independently suggested a similar thing to Johanna Mellis in fall 2018. After Johanna's Nationalism and Memory in European History course ended, the student asked why they had not discussed the experiences of Black Europeans, who surely existed. Their questions were excellent and much-needed. What were the connections of this history to their lived experiences? We realized there was just as much that we could learn from our students as they could from us. With the rise of superb work on related topics in the last decade and more, such as our region's contribution to Western colonialism and the Black experience in Russia and USSR by Lenny Ureña Valerio, Zoltán Ginelli, Jennifer Wilson, Kimberly St. Julian-Varnon, and others, we really do

not have any excuse for not listening to our students' well-founded suggestions. The classroom needs to be a collaborative space that invites students to contribute to the body of knowledge, draw connections to their own experiences, and personalize the history we are learning. The two students demonstrated their level of comfort with us as white female professors, and pointed to a level of inclusivity and student-professor collaboration we had tried to imbue in the class. As the two brave students indicated however, our work was not, and is not, done.

As we approach the specific uncertainties of the fall 2020 semester—the ongoing impacts of COVID-19 on our teaching environments, the ever-more disastrous job market, the antiracist protests and nationwide calls to dismantle the white-supremacist narratives of American history and our own academic institutions—these questions are all the more urgent. This reflection on the roundtables is not a comprehensive set of proposals about how to address these incredibly complicated issues in our teaching. Rather, we offer them as suggestions for how we can collaborate as teacher-scholars and create a learning environment receptive to students' needs and changing circumstances, as well as to innovative methods and ideas. While we do not claim to be experts on antiracist pedagogy, we are continuing to contribute to conversations on how to make our classrooms and curricula more antiracist and equitable, as noted above. We willingly admit that our pedagogy and curricula are works in progress. This is why opportunities like our ASEEES pedagogy roundtables—where we can test new ideas, receive criticism, and learn from other teacher-scholars—are so critical.

Kathryn Julian is an Assistant Professor of History at Westminster College in Salt Lake City and received her Ph.D. at the University of Massachusetts Amherst in 2017. She is completing a book on Catholic religious orders and sacred space in East Germany. Her current research and teaching focuses on memory cultures, public and digital humanities, and truth and reconciliation. @kjulian_history

Johanna Mellis is an Assistant Professor of World history at Ursinus College, where she teaches courses on world/global history, oral history and memory, sport history, the Cold War, and colonialism. Her book manuscript-in-progress explores local-global cultural experiences and interactions during the Cold War through the lens of Hungarian athletes, Socialist sport leaders, and the International Olympic Committee. She is also a co-host of the End of Sport podcast. @JohannaMellis.



Responses of Libraries to the COVID-19 Pandemic and Implications for Research

Janice T. Pilch, Rutgers, The State University of New Jersey

The COVID pandemic has placed unprecedented challenges on libraries and archives to keep vital sources of information, educational resources, and research and archival material available to their users and the global public. This article focuses on efforts of libraries and archives in Central and Eastern Europe and Eurasia to maintain access to resources during the crisis and offers a general look at the pandemic's effect on access to research material, based on available information.¹

Libraries across the region have managed closures and restrictions differently based on national and regional orders and institutional guidelines. Governments have taken varied approaches, in some cases mandating the closure of all institutions, in others attempting to keep library activity as close to normal as possible, and in still others delegating decisions to local authorities and individual library directors.

Closures and reopenings

When the COVID-19 virus emerged as a worldwide pandemic, libraries were forced to make immediate decisions. By mid-March, libraries in the region had started

to close. For example, public library buildings started closing in Poland from March 9-10, in the Czech Republic from March 11, in Estonia when a state of emergency was declared on March 12, in Slovenia from March 13, in Serbia when a state of emergency was declared on March 15, and in Lithuania from March 16-30.

National libraries are reported to have closed to the public in nearly all countries of the region. Reopenings began in April and May, most commonly as a phased process subject to change. As of July 24, the following conditions were reported to be in effect for this sample of national libraries:

- The National Library of Armenia closed on March 16. Reopening details were not clear.
- The National Library of Azerbaijan closed on March 11. Reopening details were not clear.
- Although a quarantine was not mandated in Belarus, the National Library of Belarus closed as a precautionary measure from April 7-June 15.
- The National and University Library in Zagreb, Croatia, entered its first phase of reopening on April 27 and from May 25 was operating with fewer restrictions.
- The National Library of the Czech Republic, closed on March 11,² partially reopened from May 4-11, offering limited services.
- The National Library of Estonia, the University of Tartu Library, and Tallinn University Library all closed on March 13 in response to the state of emergency declared on March 12. The National Library of Estonia reopened on May 19.
- The National Széchenyi Library of Hungary reopened services gradually from June 8-16.
- The National Library of the Republic of Kazakhstan in Almaty closed on March 16 and reopened on June 14.
- The National Academic Library of the Republic of Kazakhstan in Astana closed on March 16. Reopening details were not clear.
- The National Library of the Kyrgyz Republic closed on March 17 and reopened for a short period from May 26-June 5 with restrictions, but under a mandate from the Ministry of Culture, Information and Tourism it closed again on June 5.
- The National Library of Latvia closed on March 13 and reopened on May 25.
- The National Library of Lithuania reopened under



National Library of Armenia

Photo by Gohar Martirosyan CC BY-SA 4.0

Source: <https://commons.wikimedia.org/w/index.php?curid=42897242>

restrictions on April 27.

- The National Library of the Republic of Moldova closed on March 16 and reopened on May 18 on a restricted basis, fully reopening to the public on June 1.
- In Poland, a reopening date of May 4 was announced subject to decisions of local authorities but reconsidered on May 5 and closings were extended; the National Library of Poland reopened on June 8.
- The Russian State Library in Moscow closed in response to the self-isolation order announced by the mayor of Moscow on March 29 and reinforced by President Putin's March 25 announcement of a "non-working week" to take effect from March 28-April 5. Similar strict measures were quickly adopted in other regions of Russia. The library reopened on June 16.
- The National Library of Russia in Saint Petersburg announced on June 20 that it had reopened, with limited access by appointment.
- The National Library of Serbia closed when the state of emergency was declared on March 15. Reading rooms were partially reopened for users on April 21. The emergency was lifted on May 6 and the library fully reopened on May 25 with restrictions.
- The National and University Library of Slovenia reopened on April 30.
- The National Library of Tajikistan never closed for quarantine and continued to operate under safety restrictions and requirements.
- The Vernadsky National Library of Ukraine closed on March 17. Reopening details were not clear.
- The Yaroslav Mudryi National Library of Ukraine in Kiev closed on March 17 and reopened on July 1 with restrictions for staff and visitors.
- The Alisher Navoi National Library of Uzbekistan closed on March 20. Reopening details were not clear.

Managing with onsite restrictions in place

While operating under restrictions and in preparation for reopening, libraries and archives have adopted a wide range of measures related to onsite services and use of physical material, including risk assessments, limits on onsite users, and mechanisms for counting users such as advance reservations and appointments, ticketing, and counters. They have implemented means to minimize contact and maintain social distancing, such as traffic control and one-way lanes, separation and removal of furniture, and by closing reading rooms and rest rooms and postponing events. They have enhanced cleaning procedures and distributed hand sanitizer; instituted procedures for quarantine of materials after use; implemented contact-less services for safe distribution of library material, such as curbside, drive-through, "click

and collect" services, "take away" service, "book bags," remote lockers, home delivery, and postal delivery. They have developed protocols for handling people exhibiting symptoms; distributed protective equipment such as screens, face shields, masks, and gloves; conducted safety training; taken measures to restrict contact among staff; and allowed staff to work remotely. In addition, policies require regular updates and plans for lockdown in the event of an increase in infection rates.

Enhancement and promotion of online access to digital library and archival material

Efforts to maintain access to and availability of resources entail promoting awareness of subscription-based collections and digitized freely available collections, acquiring new e-resources, making use of temporary free access to e-content offered by publishers, and compiling information about open access internet resources.

Many libraries have sought ways to provide broader access to their copyrighted digital collections. For example, the National Library of the Czech Republic, along with public university libraries, negotiated a national agreement with DILIA, the Theatre, Literary, Audiovisual Agency, a collective copyright management agency, to make their digitized collections available remotely. The agreement, dated March 16, 2020, opened over 206,000 monograph and serial titles, including copyrighted works, to students and faculty at public and private universities, to read, although not to download or print.³

A more typical approach was to aggregate materials through portals that provided access to a wide range of digital reading and educational material through a single site, such as the site created by the Moravian Regional Library which until May 17, 2020 also had access to the national digital library for university students offered by the National Library of the Czech Republic.⁴ Croatian libraries report having expanded e-lending to the entire population.

In academic libraries, efforts to provide remote access through new types of online article request services have led to broader accessibility. For example, AGBU Papazian Library at the American University of Armenia reported setting up new ways to contact librarians remotely through an array of request forms and "Ask-A-Librarian" services.⁵

In late April, IFLA's Document Delivery and Resource Sharing Section launched a new service to support enhanced interlibrary cross-border document delivery with the expectation of maintaining the service through August 31, 2020. The project is run on a voluntary basis

by libraries and is free of charge to borrowing libraries, although there is no clear legal mechanism under copyright law supporting the enhanced cross-border activity.⁶

The re-prioritization of library budgets in favor of licensed digital resources has been a successfully pandemic strategy. It has also caused concerns over long-term collection building for regions in which print publications are still prevalent. Several area studies groups in the U.S. have issued statements opposing the prioritization of e-content over print collections. The ASEEES Committee on Libraries and Information Resources developed a statement urging continued collection development in all formats.⁷

Publishers to the rescue

Perhaps most significantly, publishers across the globe generously stepped up to offer temporary free access to e-books and e-journals in a broad range of disciplines to enable continued research and education in all fields of inquiry for the duration of the pandemic. Libraries were quick to negotiate temporary access, for which end dates vary by provider, and also to enhance existing access by broadening access to the general public, providing remote access to content typically made available only onsite, lengthening log-in periods, and extending single-user access to multiple simultaneous users.

The list of publishers and vendors who provided such enhanced access is long. They include East View Information Services, ProQuest E-book Central, Springer, DeGruyter, Sage, Elsevier ScienceDirect, Wiley, Gale, and JSTOR.

Benefits to users have been notable. The National Library of Belarus reported having free access to some 300 scholarly databases covering all fields of inquiry, including those of Elsevier, Wiley, Cambridge University Press, and Oxford University Press.⁸ The National Library of Kazakhstan reported having access from April 15 to seventeen databases provided by EBSCO to all scholarly institutions in Kazakhstan. The Vernadsky National Library of Ukraine reported gaining access to scholarly and educational resources of Oxford University Press, EBSCO, and Project MUSE.

Copyright issues

Governments have stepped up with innovative strategies for promoting lawful access to digital resources, engaging in regional, national, and international cooperation. In addition to the Czech Republic's initiative for an agreement negotiated with its collective copyright management agency, Hungary took the unusual step of amending its copyright law on April 16, 2020, to allow for digital uses of textbooks, portions of books, and newspaper and journal articles and other materials for educational use within secure electronic networks of educational institutions.⁹

In some cases, individual libraries made decisions less officially. A survey conducted by the Russian State Library reports that during the pandemic some libraries, without special agreements, provided registered users with remote access to all of their electronic documents, many of which are normally accessible only onsite due to copyright restrictions, while others complied strictly with copyright law.¹⁰

The screenshot shows the National Library of Belarus website. At the top, there is a search bar with the text "Search" and a magnifying glass icon. Below the search bar, there are four navigation tabs: "Home", "Virtual", "Virtual Services", and "Virtual Reading Room". The main content area features a purple header for "COVID-19: Scientific Resources of the World's Leading Publishers". Below this header, there is a paragraph stating: "The world's leading publishers and information aggregators open up temporary access to scientific electronic information resources in connection with the aggravation of the epidemiological situation caused by the coronavirus infection COVID-19." This is followed by another paragraph: "Prompt and free access to the materials that were previously available only by subscription will increase the effectiveness of research, support public health responses and accelerate the discovery of treatment methods." Below these paragraphs, there is a list of partner organizations: American Medical Association, American Society for Microbiology(ASM), American Society of Clinical Oncology, American Society of Nephrology, Annual Reviews, BioOne, bioRxiv, Brill, Cambridge University Press, and Elsevier.

A controversial effort is that of the Internet Archive, a private digital platform based in San Francisco that extended access to approximately 1.4 million copyrighted books to the global public without licenses or permissions through its National Emergency Library (NEL), launched on March 24. After the Internet Archive refused to comply with author and publisher requests to close the site, four

publishers filed suit on June 1, charging the Internet Archive with copyright infringement on a massive scale.¹¹ Publishers

National Library of Belarus COVID Virtual Reading Room
Source: <https://www.nlb.by/en/services/virtual-services/virtual-reading-room/covid-19-scientific-resources-of-the-world-s-leading-publishers/>

maintain that the NEL is an expansion of the Internet Archives' already illegal activity involving "controlled digital lending." The Internet Archive claims that its providing full-text unlicensed global digital access to copyrighted works is a "fair use." The NEL closed on June 16.

In the U.S. on March 31, the HathiTrust digital repository announced its Emergency Temporary Access Service to allow students, faculty, and staff from eligible member libraries online reading access to materials unavailable to them in their print library collections due to closures. The HathiTrust is not planning indefinite access to this service, which is more carefully calibrated to comply with law, but it did not establish a cutoff date.¹²

Finally, international library advocacy groups have addressed copyright and other intellectual property issues raised by the pandemic. For example, an open letter to the Director General of the World Intellectual Property Organization, dated April 3, requested action to guide member states on implementation of flexibilities to support remote education, research, and access to culture.¹³

Looking to the future

There is no question that libraries and archives across the globe have done everything they could, sometimes exceeding legal restrictions, to mitigate the disruption caused by COVID-19 pandemic. There also little doubt that the focus on online services and digital content during the health crisis has brought to the surface challenges that they will continue to address. The massive increase in use of online library services and the surge in online content will likely have an ongoing impact into the future, long after the pandemic eases and physical library and archive buildings have reopened their doors.

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Endnotes

1 This overview is based on survey findings and other sources: "COVID-19 and the Global Library Field," International Federation of Library Associations and Institutions (IFLA), last modified July 24, 2020, accessed July 24, 2020, <https://www.ifla.org/covid-19-and-libraries>; "Public Libraries in Europe and COVID-19: Findings from NAPLE Members, April 2020," April 30, 2020, and "Public Libraries in Europe and COVID-19: Re-opening Strategies: Findings from NAPLE Members, May-July 2020," July 15, 2020, National Authorities on Public Libraries in Europe (NAPLE), accessed July 24, 2020, <https://www.culturaydeporte.gob.es/cultura/areas/bibliotecas/mc/napleweb/presentation.html>; Rossiiskaia gosudarstvennaia biblioteka, Biblioteki v period bor'by s COVID-19, accessed July 24, 2020, <https://www.rsl.ru/ru/2professionals/biblioteki-v-period-borbyi-s-covid-19/>; EBS Lan', Budushchee nastupilo, ili Kak biblioteki spasli mir, online conference, May 19-21, 2020, accessed July 24,

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Collective Zoom Guilt and the Russian Studies Classroom

Kelly McGee, Middlebury Institute of International Studies at Monterey

Written at the onset of the COVID-19 crisis, this essay remains relevant as many colleges and universities continue to operate within the online environment for the fall 2020 semester.

Administration asks you to attend a Zoom meeting. “Be sure to look your best!” stares at you in bold font from the bottom of the e-mail. How do you react? Do you add steps to your morning routine in order to look especially professional (whatever that means)? Do you refuse to turn on your camera? If you haven’t received one of these messages, congratulations, you have not had to worry about it.

The insistence on holding meetings over Zoom—implied or otherwise—is academic administration’s way of maintaining control over the non-teaching responsibilities with which faculty and staff are grappling during the time of COVID-19. “Shall we do this over Zoom?” is a way of trying to ensure that we rise from the depths of our sleep chambers and make sure our curlers are out before we hit “Start video.” Zoom and other visual platforms mandate that the faculty or staff member be physically bound to a space while working from home in order not to be distracted from extraneous household demands. Would it still be a “real” meeting if it were held over the phone and participants simultaneously folded their laundry? The fact of the matter is that a lot of these Zoom meetings, if held in office, would actually be conducted as phone calls. This detail seems lost on the COVID-era workforce. Confining faculty, staff, and other employees to a visual space where they can be seen and tracked is a fleeting effort to control a situation that is, quite frankly, impossible to maintain.

There are times when the Zoom format is productive and necessary. Zoom tyranny, however, along with the hegemony of visual learning, has encroached upon classroom instruction during this crisis. Of course, not all faculty members or instructors have been advocates for consistent synchronous teaching over Zoom, but “collective Zoom guilt” serves not only as a way to manage administrative duties, but also as a barometer for legitimacy of classroom instruction and contact hours. There seems to be a silent despotism telling us that we have not *really* conducted class if it has not been held via Zoom. The visual model has become the baseline for what is acceptable in transposing a traditional classroom to the virtual space. Why? Because it simulates the illusion that students and instructors are bound to a learning space

together, just as they would be in person.

Such platforms have advantages. Breakout rooms, for example, provide a productive space for discussion, and they provide classroom attendees with at least a little visual variation. However, the fact that Zoom has become the backbone for what constitutes a “real” class is not sustainable for remote learning in the long-term, especially considering that many college and university campuses will not reopen for the fall semester.

Like most other instructors, I initially panicked about moving my second-year Russian language course online when my institution shifted from the face-to-face to virtual format. The additional challenge arose from the conflict between the higher stakes of graduate learning and the limitations of online language instruction. In my case, I experienced few technology bloopers. However, some of my colleagues did not have the same luck.

My academic training in cinema naturally led me to gravitate towards visual resources as a way to take advantage of asynchronous class time. It quickly became evident, however, that the students were not receptive to watching films. I initially thought that if students were not in a synchronous classroom then they would view the assignments with less disdain, since watching the movies could coincide in some respects with their personal schedules. But the problem was not that they were uninterested in screening films. It was that they were tired of screen time. Some research has shown that the Zoom model actually curbs the productivity of participants due to the distraction of their own images on screen. Instead of listening and engaging, participants are tempted to analyze themselves in the mirror or focus on the appearance of others.

With the popularity of podcasts as a new media platform, I am surprised that instructors have not more widely recognized the value of audio resources. Audio tools decrease screen time and allow the listener, in circumstances as extraordinary as these, not to be bound, ball and chain, to their spaces and screens, but to also accomplish baseline daily tasks that keep getting pushed to the margins of our lives as a result of working from home. Audio resources provide a chance to accomplish

the unexpected labor that comes along with working from our living spaces. Because remote work has blurred the lines between our public and private spaces, many people—staff, faculty, instructors, and also our students—never have a break from the workspace. Household chores and caring for children and family members occur in the same space as meetings and instruction and balancing the budget. Audio resources provide a chance to combine labor and to alleviate stress after the workday has ended. Rather than closing the professional day and gearing up for domestic business in the evening, if we want to multitask, there should be no shame in doing so. We should not have to hide that in between calls or meetings or office hours we are also doing the dishes. We should be able to tend to our personal lives since we are already devoting the bulk of our “good” energy to our professional ones.

For those of us who need to prepare class in between disinfecting groceries and repressing the almost perpetual state of existential dread, here are some useful audio resources for the Russian Studies classroom:

For Content:

Most professionals in the field are aware of [Sean’s Russia Blog](#), the leading podcast on Russian and Eurasian history, politics, and culture, hosted by Dr. Sean Guillory, University of Pittsburgh.¹ For a content course at any level of university instruction, the *SRB Podcast* has plenty of material to stimulate class discussion or debate. Adapting it for a language-based course involves a bit of creativity since the podcast is conducted in English, but students can still listen to the podcast for content. The instructor can also assign exercises indirectly related to episode content itself. For example, asking students to look up the experts that Guillory interviews and come to the language class prepared to discuss the expert’s educational background and their interests is a productive activity for a language course in which the students do not have enough vocabulary to expand on content in the target language.

For Language Learning:

[The Slow Russian Podcast](#) by Daria Molchanova is a hidden gem for language courses, as it requires little extraneous planning for the instructor and serves as interesting listening practice for students.² Episodes address a variety of topics, and the host speaks Russian slowly in a way that students should be able to absorb a decent portion of content. This is an assignment for which instructors can easily prepare while multitasking around the house, waiting in line to get in the grocery store, or kickboxing in the basement. The same goes for the students. Instructors

2020 ASEES Board of Directors Elections

We are pleased to announce the slate of candidates for the 2020 election for positions on the ASEES Board of Directors: Vice President/President-Elect and two Members-at-Large, serve three-year terms from January 1, 2021 to December 31, 2023. We thank them for their willingness to stand as candidates to serve on the ASEES Board.

Candidates for Vice President / President Elect

- **Adeeb Khalid**, Carleton College
- **Joan Neuberger**, University of Texas, Austin

Candidates for Members-at-Large

- **Katherine Bowers**, University of British Columbia (Canada)
- **Theodora Dragostinova**, Ohio State University
- **Paul Goode**, University of Bath (UK)
- **Sunnie Rucker-Chang**, University of Cincinnati

For more information on the election including the candidate bios, visit [our website](#).

may want to couch content in context, like any other assignment and then during the next synchronous class session, an informal question and answer conversation can provide an easy start to instruction.

For the Literature Classroom:

[My Chekhov Audio Books](#) provides a platform to listen to Chekhov’s literature.³ There are, of course, other platforms that showcase audio books by numerous other authors, but English companion texts are easy to find, which provide students with a complement to the Russian version. For some of the audio stories, Russian transcription is provided, so students have the option to synchronously listen or return to the text later. Of course, such resources are an excellent complement to the reliable hard copy itself! For more variety, [Loyal Books](#) provides other classical pieces of Russian literature with readings recorded by volunteers. Here, students can choose to listen to short stories, novels, or even Aesop’s Fables.⁴

The [Listening Gallery of Poetry](#) provides audio readings of Russian poetry through Northwestern University.⁵ This is an excellent resource for short-form listening exercises and a productive way to encourage student interest in Russian poetry.

Russian Songs:

Anyone can search for Russian music on YouTube as a teaching resource, but [Lyrics Gaps](#) provides an opportunity for students to listen and check their understanding.⁶ On this site, students have the opportunity to fill in the gaps to the lyrics of the songs they are assigned. It does require the use of some screen time, but songs can be reviewed away from the computer and the accompanying activities can be optional. Instructors can customize these lessons, and songs are provided for various stages of language learning. There is even a karaoke option!

For Interactive Activities:

Although it does require some use of video, the Flipgrid platform allows students to record their answers to audio or video prompts posted by the instructor. Students record their responses and are able to listen to themselves speaking, listen to their peers, and feedback. It is a productive asynchronous way to practice verbal speaking skills with low stakes.

The Radio:

No, students are not going to understand every line of a radio broadcast in the target language but asking them to listen to the radio for 10-15 minutes per day is a flexible assignment. More importantly, it is an easy resource to which they can return for infinite supplemental listening practice. Asking students to come to class prepared to provide a short summary of what they heard is a good warm-up exercise and even a productive assignment for discussion.

As I have heard over and over again: these are not normal circumstances and educators cannot treat them as though they are. However, the problem is that as teaching and learning online becomes more and more normalized, we *forget* that these are not normal circumstances. Being able to let go and embrace learning formats that are not necessarily visual may help students get more out of their assignments. In trying as best we can to mimic the traditional classroom environment, we have actually accomplished something far from it. The advantage of experimenting with audio learning, in some ways, corresponds more closely to the traditional classroom or lecture hall setting than a Zoom session. Classroom settings use visual tools to enhance instruction, but that instruction is rarely dependent on them. Audio resources insist that we all listen. Even though there is the possibility of multitasking while using such resources, we can still practice listening as opposed to being distracted by images. Many of these audio resources existed long before Zoom and the college and university setting rarely engaged with

Zoom on such an intense level prior to March. So why have we left audio behind in favor of this simulacrum? We do not need to be bound to synchronous classes and maximize the visual format to provide quality instruction during this crisis.

Kelly McGee is Deputy Director for the Graduate Initiative in Russian Studies at The Middlebury Institute of International Studies at Monterey. She has worked for several years as ASEES Convention Program Coordinator.

Endnotes

- 1 <https://srbpodcast.org/>
- 2 <https://realrussianclub.com/slowrussianpodcast/>
- 3 <http://my-chekhov.ru/audiobooks.shtml>
- 4 <http://www.loyalbooks.com/language/Russian>
- 5 <http://max.mmlc.northwestern.edu/mdenner/Demo/listening2.htm>
- 6 <http://www.lyricsgaps.com/ru>



Study Abroad

- Russian as a Second Language (Moscow, St. Petersburg, Irkutsk, Vladivostok, Bishkek, Kyiv)
- Language and Environment (Irkutsk)
- Language and Society (St. Petersburg)
- Policy and Conflict in the Post-Soviet Space (Kyiv)
- Central Asian Studies (Bishkek)
- Diplomacy & International Relations at MGIMO (Moscow)
- Semester at HSE (Moscow)
- Russia and the Asia-Pacific (Vladivostok)
- Spring Break: Introduction to Russia (Moscow and St. Petersburg)
- The Cuba-Russia Connection: Studies in Cultural Diplomacy (Havana and St. Petersburg)
- St. Petersburg Summer School (media, energy, museum studies)
- Security and Society in the Information Age (Warsaw)

Custom (Faculty-Led) Programs

- Logistics (visas, housing, transportation)
- Academics (lectures, seminars, roundtables)
- Experiential learning (service learning, travel, workshops)
- Cultural programming (excursions, performances)
- Program development and promotion

Archive Assistance

- Visas
- Translation
- Archive orientation
- Remote research services

SRAS Family of Sites

- Folkways.today
- GeoHistory.today
- PopKult.org
- MuseumStudiesAbroad.org
- SRASStudents.org





What's in a Name? Are We Slavic, East European, Eurasian, or All of the Above?

Ani Kokobobo, University of Kansas

Back in April, the Kansas Board of Regents approved a name change for my department at the University of Kansas. We went from being the Department of Slavic Languages and Literatures to the Department of Slavic and Eurasian Languages and Literatures. This change was one that we all voted on and deliberated on at length before submitting a formal request. Some of the thoughts and considerations that went into that decision-making are worth our broader discussion as a field.

With notable exceptions, most PhD-granting departments in language and literature in our field are designated as departments of Slavic Language and Literatures. As probably one of the only Albanian Slavists in the field, I tend to hedge a bit around being housed in a Slavic Department because I also work on Albanian Studies, which is intricately connected to Serbian Studies and other Slavic Studies in the Balkans. Likewise, my Albanian heritage, recent historical events like the Yugoslav Wars, and the instances of genocide against Albanians in Kosovo make me sensitive about doing Albanian studies within the confines of a strictly Slavic Department. Before we get ahead of ourselves – let me also declare that I've studied BCS, published on BCS authors and have nothing but love and respect for that language and cultural output. But two things can be true at the same time.

Over the years I found myself increasingly identifying as a Russianist. The difference is minor, but in identifying as a Russianist I nod to my immediate research activity rather than more capaciously engaging the boundaries and outlines of the profession at large. And yet, the boundaries of the profession should be talked about. In fact, such discussions may even relate to how we could be approaching questions of race and ethnicity as a field. With some exceptions in nearby Italy, I don't expect there to be any Albanology departments cropping up anytime soon. So the question for me, as a native speaker of a less commonly taught language like Albanian, has always been about where such languages belong, and whether our field, small and precarious in its own right, should take the step of making room and intellectual space for them?

In order to recognize the growing diversity of the field, in 2008, members of our national professional organization, the American Association for the Advancement of Slavic Studies (AAASS) voted to change the name of the Association to the equally lengthy, but more inclusive,

ASEEES, the Association for Slavic, East European, and Eurasian Studies. Yet, even as the national organization has changed its name, departments that offer a PhD degree in our field traditionally have retained some version of the Slavic Languages and Literatures name. It has been interdisciplinary area studies centers, like KU's Center for Russian, East European, and Eurasian Studies, that have been more inclusive in their names. Over time, we are seeing gradual movement toward more inclusiveness in PhD-granting units too, as the UCLA Slavic Department recently changed its name to the Department of Slavic, East European, and Eurasian Languages and Cultures. I presume that one of the motivations for doing so was the presence of a Turkic language, Kazakh, in that department, as well as Romanian and Hungarian, both of which are non-Slavic, Eastern European Languages.

The KU Slavic Department was in a similar position. As we were thinking about our department and how the work it does is fundamentally different from that of our area studies center, we tried to reflect this difference in our name. We do not teach any Eastern European languages that are not Slavic languages – so we evaluated our options and decided on Slavic and Eurasian to ensure that we were visibly separate from our CREEES area studies center. The need to preserve this boundary is something that we need to think about, in larger part to avoid any unwanted mergers.

The designation Eurasia is used in our field to indicate the expanse of Russia, the Caucasus, and Central Asia, which bridges Europe and Asia. In adding Eurasian to our department designation, we hoped to reflect the ways in which our work and interests went beyond Eurocentrism and into the Caucasus, Central Asia, and even Turkey. Our department had already been intellectually trending toward Eurasia in both our language and cultural offerings. We regularly offer nine languages: Russian, Old Church Slavonic, Bosnian/Croatian/Montenegrin/Serbian, Polish, Slovene, Ukrainian, Czech, Turkish, and Persian/Dar/Tajik/Farsi. While some of these languages are Slavic, others are simply culturally significant to our regional area of study. Turkish is the gateway language for Turkic languages spoken in Central Asia, like Kazakh, and it is also relevant in Balkan Studies due to a long history of Ottoman occupation in that region. Likewise, Persian is actively taught in the Tajik dialect in the department. Prior to the pandemic, the department also launched

a new Russian study abroad program, “Jayhawks on the Steppe,” in the Russophone hub at Nazarbayev University in Nur-Sultan, Kazakhstan, for students to learn Russian, while also acquiring basic conversational Kazakh.

Outside language study, the department has been offering courses that extend into the broader Eurasian territories, such as “SLAV 626: The Cultural Impact of the Ottoman Empire on the South Slavs,” and “TURK 316/516: Turkish Culture Through Film and Literature.” Faculty have published on or are researching a range of Eurasian topics, including on presence of Islam and Turkish influences in the Balkans, which is a significant area of expertise in our unit; Islam in the North Caucasus; Central Asian cinema and literature; Soviet gulag sites in Central Asia, and similar topics.

Moreover, since our university does not have a dedicated Middle Eastern Studies department, Turkish and Persian were languages that were left without an intellectual umbrella. By expanding our identity, we made room for them. Many other universities have other languages, like Hungarian and Romanian, that do not have a dedicated intellectual home. Once again, it seems that we should try to be inclusive of these non-Slavic but regional languages, because most of them are LCTLs, and if we do not make space for them, they could cease to be taught altogether. And what a terrible loss that would be to our students and universities.

In closing, I want to pivot to the present moment and also link back to strong statements put forward both by ASEES and AATSEEL in response to recent incidents of police brutality and racism. Our field has historically struggled with diversity, and lately Russia is occasionally aligned with xenophobia, racism, homophobia, and other problematic ideologies. In this context, it is imperative for our academic departments and the field at large to underscore the underlying diversity of the region. In our case, we felt that by adding Eurasian to our name – thus implicitly gesturing more closely toward the role of Islam, non-white demographics, and the plurality of smaller nationalities in the Russian Federation and the post-Soviet republics – we reflected this diversity more faithfully. As we deliberate collectively about ways to be more inclusive, we may wish to consider how that inclusiveness may begin with our names.

Ani Kokobobo is Associate Professor and Chair of the Department of Slavic and Eurasian Languages and Literatures, and Interim Director of the Center for Russian, East European and Eurasian Studies at the University of Kansas. She teaches and researches nineteenth-century Russian literature and culture; she is currently at work on her second book about Leo Tolstoy and his ideas on gender/sexuality.



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PROFESSIONAL DEVELOPMENT IN RUSSIA



Letter to ASEEEES Members

Dear Colleagues,

It's hard to believe that the summer is coming to an end and a new academic year will begin in whatever shape or form despite the pandemic. We're all facing many personal challenges including; in-person or online teaching and dissertation research without being able to travel to the region, worries about schooling or care for our children, and financial difficulties due to job losses or furloughs. In these trying times, we also see the importance of family, friends, community, and camaraderie. We will get through these difficult days together.

During the summer, our Executive Committee, the Board and several standing committees met and worked on various challenges the association faces in these unprecedented times. Most importantly, after reaching out to you for counsel, we decided to move the convention online and are now planning its shape. We have also initiated a series of webinars, convening a group of seasoned researchers to discuss their methods of dealing with both the increasingly unstable political situation in some parts of our region and research plans derailed by the pandemic. We will continue this project during the fall and at the annual convention. The key problem that calls for an expedient solution is how to support our younger colleagues whose research plans have been turned upside down due to discontinued or reduced funding, and whose networks in the region have either never materialized or atrophied.

At the heart of ASEEEES is a sense of community. Our annual convention has long been the way of nourishing our community by gathering, in person, to share our ideas, meet new colleagues, and have a drink or a meal together with our old friends. This year's virtual convention will be different in form but the same in spirit. We will still share our research and ideas and have opportunities to meet old and new colleagues in the field. The drinks and meals in person may be difficult to replicate virtually, but we will still celebrate together. The virtual format in fact may provide new opportunities to broaden our community. Those who could not join us in person in the past due to the distance and cost can now take part. To make sure all can participate, we are offering low registration rates and registration waivers. We are also encouraging undergraduate participation by providing free registration.

As we become increasingly aware of the lack of diversity in our community, we are working to raise our BIPOC membership and make sure that students and scholars of color are at the center of our field, not on its margins. In realization of these goals, we support and encourage the work of the [Committee for the Advocacy of Diversity and Inclusion](#) and are collaborating with the REEES National Resource Centers to offer a new series of programs, including a webinar series and a mentoring program.

Finally, we want to recognize the generosity and activism of ASEEEES members. Faced with the dramatic disruptions to our personal and professional lives caused by the pandemic, a group of scholars quickly mobilized to think of ways to support each other and address emerging problems. The new [Working Group for Solidarity in REEES](#) is now affiliated with ASEEEES. The Executive Committee stands behind this initiative, and we invite our members to learn about its objectives and get engaged in its activities. The group holds bi-monthly meetings and has started a mutual aid campaign.

Wishing you all good health!

Jan Kubik
President

Professor of Political Science, Rutgers, The State University of New Jersey
Professor of Slavonic and East European Studies, University College London

Lynda Park
Executive Director

52nd ANNUAL ASEEES CONVENTION

Nov. 5-8, 2020
VIRTUAL EVENT

While we will certainly miss reuniting with colleagues and friends, we are delighted to offer a dynamic virtual convention with opportunities to share new research and teaching methodologies, to network casually and more formally, and to mentor scholars. We are looking forward to bringing you special events, including meetings, film screenings, literary events, and wellness breaks.

How does a virtual convention work?

Sessions will be presented over Zoom or a similar video platform. Speakers can make their remarks live or can pre-record their presentations, which will be played during their scheduled panel/roundtable. We will provide more instructions and offer training in early fall.

What are the registration fees for this convention?

The registration fees are 50% of the in-person convention rates. Those who generously pay the “register & donate” rate will allow us to offer registration waivers.

	Register by Oct 7	Register and donate by Oct 7
Member	\$72	\$144
Member Retiree	\$41	\$82
Member Income <\$30K	\$29	\$58
Member Student	\$24	\$48

*Rates will increase after October 7. To see the rates for nonmembers, or to register: aseees.org/convention/registration

Are Registration Waivers available?

Yes! We’re offering registration waivers for:

- Those financially impacted by the COVID-19 pandemic
- Graduate students and scholars in Russia (thanks to a grant from the Carnegie Corporation)
- Graduate students presenting papers related to Russian studies (thanks to an external grant and donation)
- All undergraduate students

Will there still be an Exhibit Hall?

Yes, we will be featuring exhibitors on the ASEEES website, and on the virtual platform. Members will be able to meet with publishers in the virtual format. Revised exhibitor, advertising and sponsorship opportunities [are now available](#).

What about networking possibilities?

We know that everyone looks forward to the convention to meet friends, talk with editors, and/or make new connections. ASEEES is working on ways within the virtual convention to allow more casual, unstructured gatherings. We’re open to hear your suggestions and experiences.

And special events?

We will be able to offer a full complement of special events, including:

- ASEEES Slavic Digital Humanities Workshop
- ASEEES Opening Reception, Annual Meeting of the Members, Presidential Plenary
- “Toward More Relevant and Inclusive SEEES Pedagogies: Strategies, Experiment, Questions”
- Vice-President Designated Roundtable: “Bringing the Environment into the Curriculum”
- ASEEES Book Award Presentations and President’s Address
- Film Series, Affiliate Group Meetings, and Literary Events

TO LEARN MORE

FAQ

TO REGISTER





2020 Convention Opportunity Grant Recipients

Grant recipients, listed below and on page 22-25 will present their research at ASEES 52nd Annual Convention.

Betty Banks, European University Institute (Italy), “Miscommunication as Internationalism in the USSR and Mozambique”

Sielke Beata Kelner, Independent Scholar, “Passport Anxiety: Romanian Emigration in the 1980s”

Svitlana Biedarieva, Iberoamerican University (Mexico), “Faces of the Conflict. Ukrainian Art after 2014”

Olga Dubrovina, University of Padova (Italy), “The Eternal Russian Question - to Be or to Seem: Consistencies of Moscow’s Public Diplomacy Strategies for Western Europe”

Saygun Gökarıksel, Bogazici U (Turkey), “Rethinking Law and

Politics beyond Liberal Legalism and Nationalist Populism in Poland”

Maksym Klymentyev, Independent Scholar, “Russia’s Ultimate Indian Gift Gamble: Notes on Symbolic and Commemorative Implications of 2014 Takeover of Crimea”

Pierre-Louis Six, Sciences Po Lyon (France), “Building a Bridge between State Diplomacy and Cold War Journalism: MGIMO and the Meždunarodniki (1943-1964)”

Malcolm Spencer, Ural Federal University, Yekaterinburg (Russia), “A Factory of Errors’: Conflicting Signals and Party Priorities in the Regional Operations of SverdTASS, 1936-1940”



2020 Davis Graduate Student Grant Recipients

Zulfiyya Abdurahimova, Harvard U, “Minority Politics in Post-Soviet Azerbaijan: Special Status for the Jews?”

Nataliia Aluferova, Russian Presidential Academy of National Economy & Public Administration (Russia), “Methodological Challenges in Qualitative Research among the Mountain Jews: Public vs Private”

Oleksandr Avramchuk, U of Warsaw (Poland), “Rethinking History and Nation. Polish-Born Émigré Intellectuals in Search of a ‘New’ Ukrainian Nation”

Polina Baitsym, Central European U (Austria), “Descendants of the Great Masters: Constructing the Origins of the Socialist Realist Tradition in Soviet Ukraine”

Lucija Balikić, Central European U (Austria), “Biologization of the Yugoslav identity as a Response to the Discourses of Crisis in the Interwar ‘Sokol’ Gymnastics Movement”

George Bodie, U College London (UK), “Socialist Internationalism beyond Legitimacy: Affect, Cosmopolitanism, and Decolonization in the German Democratic Republic”

Ivana Čagalj, U of Silesia (Poland), “Unity and Rebellion in the Literary and Political Works of Five Priests/Intellectuals from

the Imotski-Herzegovina Border Area”

Nadzeya Charapan, Vilnius University (Lithuania), “Ethnographic Open-Air Museum as an Agent of Silent Rebellion? Case Study from Estonia and Latvia”

Katherine Crofts-Gibbons, King’s College London (UK), “Does Mobilisation Work? Protest and Concessions in Kyrgyzstan, 1991-2010”

Oskar Czendze, UNC at Chapel Hill, “Interwar Poland as a Place of Alienation: American Jews Encounter their Families and Friends”

Tiöma fum Dökter, Polish Academy of Sciences (Poland), “Wymysorys – The Fight for Recognition”

Severyan Dyakonov, The Graduate Institute of International and Development Studies (Switzerland), “Soviet Influence in Indian Politics: Making Indo-Soviet Friendship Societies in the 1950/60s”

Nikolay Erofeev, U of Oxford (UK), “Komsomol Building Youth Residential Complexes (MZhK): Collective Housing, Self-Help Construction and Self-Management in the Late-Soviet Russia, 1969-1992”

Adam Farkas, Eotvos Lorand U (Hungary), "The Soviet Union, the United States and Nuclear Fear: Albert Szent-Györgyi's Political Life, 1945-1973"

Piotr Franz, European U Viadrina (Germany), "The Making of Fascists: Warsaw's Private Schools and the Radicalization of Nationalists in Pre-war Poland"

Zoltan Ginelli, Leipzig U (Germany), "The Clash of Colonialisms: The Race Between Hungarian Communist and Anti-Communist Anti-Colonialism in the Third World"

Elena Gorbacheva, U of Helsinki (Finland), "Environmental Mobilization in Russia: Case-Study of Protests Against the Shies Landfill Construction"

Aleksandr Grishin, European U at St. Petersburg (Russia), "Anxiety and Rebellion after the Manège Affair: On the Film Adaptation of Arkady Averchenko's Rat on a Serving Tray (1963)"

Grigory Hakimov, U of Massachusetts, Amherst, "Depoliticizing Environmental Activism in Russia: Discursive, Institutional, and Legal Aspects"

Elvira Ibragimova, Central European U (Austria), "Running Cities in Times of Crisis: Politics, City Administration and Project Realization in Interwar Belgrade and Zagreb"

Kamila Kocialkowska, U of Cambridge, (UK) "The Group of Painterly Plastic Realism: Facelessness in Russian Painting post-Malevich"

Nataliia Laas, Brandeis U, "Gendered Knowledge of the Economy: Urban Women at Customer Conferences during Late Stalinism"

Oksana Maistat, Humboldt U of Berlin (Germany), "Soviet Film Distribution during the Transition to the Planned Economy"

Jade McGlynn, U of Oxford (UK), "Great Patriotic War and World War Two Analogies in Russian Media Coverage of Ukraine and Syria"

Antonia Miejluk, Durham U (UK), "Soviet Snapshooters: Amateur Photography and Leisure in Interwar Soviet Russia"

Elizabeth Mostowski, U of Illinois, Urbana-Champaign, "Witnessing and Collective Memory in Avrom Sutzkever's 'Tsu Poyln'"

Madlen Nikolova, U of Sheffield (UK), "Paving the Road to Authoritarianism with Liberal Expertise"

Polina Popova, U of Illinois at Chicago, "I Recommend Burning the Book: The Curious Case of Vera Smirnova"

Varvara Redmond, U of Warsaw (Poland), "Judaism in the Kitchen: Ritual Space of the Mountain Jewish Women of Dagestan"

Katja Rippert, Freie Universität Berlin (Germany), "From Internationalist Aspiration to Stalinist Terror: Greek Communist Emigrants Persecuted in the USSR, 1936-38"

Diana Sacilowski, U of Illinois, Urbana-Champaign, "Envisioning 'Lost Potentialities of the Past': Reading Tokarczuk's 'Dom Dzienny, Dom Nocny' through a Bergsonian Lens"

Isabel Sawkins, U of Exeter (UK), "'Tragedy. Valour. Liberation': A Russian Nationalist Holocaust Memory at Auschwitz-Birkenau State Museum"

Serenity Stanton, U of Illinois, Urbana-Champaign, "Desperation and Retribution: Examining Infanticide in Chekhov's Short Fiction"

Anastasiia Strakhova, Emory U, "Desirable and Undesirable Emigrants: Late Imperial Russia's Attitudes towards the Departure of Ethnic Jews, Poles, and Germans"

Svetlana Ter-Grigoryan, The Ohio State U, "'The Propaganda of Pornography': Soviet Reforms and Discourses on Obscenity, Morality, and Personal Freedom in the era of Glasnost, 1986-1991"

Bozhin Traykov, U of Alberta (Canada), "Trajectories of Anticommunism in Bulgaria"

Marcia Vinha, Hebrew U of Jerusalem (Israel), "Ivan Bunin: Cursed Days and Biblical Trauma"

Tomasz Waškiel, U of Wroclaw (Poland), "Politics of Forgetting: Blank Pages in the Official Historical Narrative of Kazakhstan"

SLAVIC REVIEW SUBMISSIONS ANNOUNCEMENT

Due to the ongoing COVID-19 pandemic, we at *Slavic Review* have had to reconsider how we do our work. Handing off paper files is nearly impossible while maintaining safe social distancing, and the health and safety of staff has to be the top priority. Therefore, as of August 16, 2020, *Slavic Review* will use ScholarOne for all submissions, review requests, and review reports. We will nonetheless strive to maintain our personal contact with you. We will be posting updated instructions to our website. As always, please email us at slavrev@illinois.edu with questions.



2020 Russian Scholar Grant Recipients

Nataliia Aluferova, The Russian Presidential Academy of National Economy and Public Administration, “Methodological Challenges in Qualitative Research among the Mountain Jews: Public vs Private”

Evgeniia Anufrieva, Volgograd State Technical U, “Women and Children of Stalingrad: Survival Strategies (based on oral history research)”

Evgeniia Belskaia, NRU Higher School of Economics, (Roundtable speaker)

Ilia Bykov, St. Petersburg State U, “Selective Moderation in the Russian-Speaking Communities in VK.com”

Sergei Golunov, Institute of World Economy and International Relations, “Ethnic and Religious Issues in Post-Soviet Volgograd Province: From Outburst of Radicalism to Relative Calm”

Mikhail Gribovskii, NRU Tomsk State, “‘The Rebellious Professor’: A Protest Activity in the University Environment of the Early Twentieth Century”

Mariia Gur’eva, European U at St. Petersburg, (Roundtable speaker)

Mikhail Ilchenko, Russian Academy of Sciences, “Global Urbanism and New Architectural Conservation Initiatives in Eastern Europe: Shaping Local Identities”

Ekaterina Kamenskaya, Urals Federal U, “The Managed Reality: Images of the Socialist System’s Conflicts Formed by the Soviet Press (Mid-1960s to Mid-1980s)”

Asya Karaseva, European U at Saint-Petersburg, “Making the Enemy out of the Environment: New Discourses on Everyday Security in Russia in the 1990s”

Ekaterina Khonineva, Russian Academy of Sciences, “The Consequences of (Electronic) Literacy: Protest Online Activity of Russian-Speaking Catholic Traditionalists”

Polina Kislitsyna, European U at Saint Petersburg, “‘The Appearance of the Internet was like a Tectonic Shift in My Life’: The Role of the Internet in Life Stories of Russian Non-Heterosexuals”

Elizaveta Korneeva, NRU Higher School of Economics, “Regional Political Cultures and Electoral Authoritarianism in Russia: Factors of Regional Authorities’ Success”

Iuliia Kozitskaia, NRU Higher School of Economics, “Kazakh Akyns on the Pages of International Literature Journal”

Dmitrii Kozlov, NRU Higher School of Economics, “Side-Effects of Soviet Self-organization: Students’ ‘Strikes’ during Campaigns for the Help to Collective Farms in the 1950s”

Irina Makhalova, NRU Higher School of Economics, “Trials against Collaborators in Crimea during and after World War II: Comparative Perspective”

Elena Marasinova, NRU Higher School of Economics, “The Seal of Confession in 18th-Century Russia”*

Ekaterina Mikhailova, Independent Scholar, “Development and Decay in Post-Partitioned Bolshoy Ussuriysky Island and its Urban Vicinity”

Anton Panov, Russian State U of the Humanities, “Revolt, Diplomacy, War, and Religion: Russian-American Relations in the 19th and 20th Centuries”

Marina Raskladkina, Independent Scholar, “Language Shift and Historical Trauma in the Upper Kuskokwim, Alaska: Agents of Influence”

Alexei Shmelev, Russian Academy of Sciences, “The Russian Words for ‘Anxiety’ in the Light of Parallel Corpora”

Elena Shmeleva, Russian Academy of Sciences, “Politics in the Light of the Russian Internet Folklore”

Kristina Tanis, NRU Higher School of Economics, “Cinema at the GULAG: Film Screenings in the Soviet Camps”

Ekaterina Voronova, Russian Academy of Sciences, “Gender and Intergenerational Conflict in Soviet Family (1950-1970)”

Elizaveta Zabolotnykh, Russian Academy of Sciences, “Wedding Practices of Mountain Jews (based on field research in Derbent, 2019)”

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2020 Regional Scholar Grant Recipients

Ardak Abdiraimova, Kazakh Academy of Transport and Communications (Kazakhstan), "The Uses of Children's Labor in Kazakhstan in War-Time Years: Non-Childish Experience"

Zuzanna Bogumil, Polish Academy of Sciences (Poland), "Vernacular Strategies of Working through the Traumatic Past: Memory, Religion and Local Communities in Poland"

Wojciech Browarny, Wrocław U (Poland), "Modernization and Anxiety: Tadeusz Różewicz's Experience of Changes in Mongolia, China, Hungary and Poland after World War II"

Ruben Elamiryan, Russian-Armenian U (Armenia), Public Administration Academy of Armenia, "Prospects for the Transformation of Armenia's Foreign Policy after the Velvet Revolution"

Tomislav Galović, U of Zagreb (Croatia), "Croatian Glagolitic and Old Church Slavonic in the Middle Ages: From Rebellion to Acceptance"

Nataliia Ivchuk, Rivne State U of Humanities (Ukraine), "Women in the Holocaust: Survival Strategies in the General District of Volhynia and Podolia"

Tatjana Jojovic, U of Montenegro (Montenegro), "The Im(possibility) of Revolution in the Early Post-Millennium Era: The Noise of Russian Art Activism"

Denys Kiryukhin, Skovoroda Institute of Philosophy (Ukraine), "Outmigration from Ukraine: The Dynamic and the Key Reasons"

Volodymyr Kulyk, National Academy of Sciences (Ukraine), "The Meaning of Belonging: Fluidity of Ethnonational Identities in Post-Soviet Ukraine"

Ostap Kushnir, Lazarski U (Poland), "Re-Imagining Ukraine: Decentralized and Contested Land Endeavouring to Discover Indigenous Governance"

Jessie Labov, Central European U (Austria), "Digitized Tamizdat: East-West Networks of Texts, People, and Ideas during the Cold War"

Marzena Maciulewicz, U of Warsaw (Poland), "Source of Anxiety or a Promise of Change? The Sense of Agency among Inhabitants of Mitrovica, Kosovo"

Maria Mayerchyk, National Academy of Sciences (Ukraine), "Uneventful Rebellion: New Forms of Queer Feminist Activism in Post-Maidan Ukraine"

Agnieszka Mrozik, Polish Academy of Sciences, "Absent but Useful: Making Use of Communist Women in Contemporary Polish Academic and Popular Writing"

Sergei Mudrov, Polotsk State University (Belarus), "Religion and Identity: How the Orthodox Church Constructed National Identity in Belarus"

Rasa Navickaite, Central European U (Austria), "Archaeology of Gender and Nation: Marija Gimbutas' Reception in Post-Socialist Lithuania"

Petru Negura, Institute for Legal, Political, and Sociological Research, Chisinau (Moldova), "Nation-Building and Resistance to Schooling on the Romanian and Soviet Peripheries (1918-1930): A Comparative Study of Bessarabia and Transnistria"

Elvis Orbančić, Croatian Academy of Sciences (Croatia), "The Glagolitic Region of Istria and Peasant's Rebellions"

Olga Plakhotnik, Center for Cultural-Anthropological Studies (Ukraine), "Sexual Citizenship and Debates about Homonationalism in Post-Maidan Ukraine"

Piotr Puchalski, Pedagogical University of Kraków (Poland), "Emigrants into Settlers: Managing Poland's Peasants in South America (until 1945)"

Varvara Redmond, University of Warsaw (Poland), "Judaism in the Kitchen: Ritual Space of the Mountain Jewish Women of Dagestan"

Naira Sahakyan, Yerevan State U (Armenia), "The Journal Bayān al-Haqā'iq and the Salafi Reformers' Agenda in the Early Soviet Dagestan"

Nari Shelekpayev, European U at St. Petersburg (Russia), "Planning & Building the Tselina: Soviet Urban Design Projects and Komsomolskie Stroiki in Northern Kazakhstan, 1957-1970"

Katarzyna Stanczak Wislicz, Polish Academy of Sciences (Poland), "From 'Existential Threat to the Nation' to Fear of Unhealthy Food: Food Panics in Poland, 1980-1988"

Ulzhan Tuleshova, Al Farabi Kazakh National U (Kazakhstan), "Kazakh Noblemen throughout the Time: Biography of Salimgirei Dzhanturin within Imperial Service, Duma and Kazakh National Movement"

Alexandr Voronovici, NRU Higher School of Economics (Russia), "Communism and the Ukrainian Question in East European Contested Borderlands in the 1920s"

Katarzyna Zielinska, Jagiellonian U (Poland), "Between Resistance and Submission: Doing Gender in the Polish Catholic Missions in Sweden"



Publications

Libora Oates-Indruchová's book, *Censorship in Czech and Hungarian Academic Publishing, 1969-89: Snakes and Ladders*, was published by Bloomsbury Academic in May 2020.

Oates-Indruchová explores to what extent censorship affected scholarly publishing in state-socialist Czechoslovakia and Hungary, and how writers responded to intellectual unfreedom. Divided into parts looking at the institutional context of censorship, the full trajectory of a manuscript from idea to publication, the author and their relationship to the text and language, this book provides insight into the ambivalent, beneficial, and detrimental effects of censorship on scholarly work from the Prague Spring of 1968 to the Velvet Revolution of 1989. The book also brings the historical censorship of state-socialism into the present, reflecting on the cultural significance of scholarly publishing in the light of current debates on the neoliberal academia and the future of the humanities.

Angelo Segrillo's two books *The Decline of the Soviet Union: An Analysis of the Causes* and *Russia: Europe or Asia? The Question of Russia's Identity in the Discussions Between Westernizers, Slavophiles and Eurasianists and an Analysis of the Consequences in Present-Day Russia* were recently released by the University of São Paulo.

The Dissidents: A Memoir of Working with the Resistance in Russia, 1960-1990, by Peter Reddaway, was published in February 2020 by Brookings Institute Press.

In the last decades before the Soviet Union collapsed in 1991, dissidents within the country worked to expose the tyranny and weakness of the Soviet state. Reddaway spent decades studying the Soviet Union and came to know these dissidents and their work, publicizing their writings in the West and helping some of them to escape the Soviet Union and settle abroad. In this memoir he tells their stories and also captures the human costs of the repression that marked the Soviet state: the forced labor camps, the internal exile, the censorship, the use and abuse of psychiatry to label those who found fault with the Soviet system mentally ill. Reddaway's book also places the work of the dissidents within the context of the secretive politics inside the Kremlin, where a tiny elite competed for power—even as the Soviet system was crumbling around them.

Archie Brown authored *The Human Factor: Gorbachev, Reagan, and Thatcher, and the End of the Cold War* (Oxford University Press, April 2020.)

In this analysis of the role of political leadership in the Cold War's ending, Brown shows why the popular view that Western economic and military strength left the Soviet Union with no alternative but to admit defeat is wrong. To understand the significance of the parts played by Mikhail Gorbachev, Ronald Reagan and Margaret Thatcher in East-West relations in the second

half of the 1980s, Brown addresses several specific questions: What were the values and assumptions of these leaders, and how did their perceptions evolve? What were the major influences on them? To what extent were they reflecting the views of their own political establishment or challenging them? How important for ending the East-West standoff were their interrelations? Would any of the realistically alternative leaders of their countries at that time have pursued approximately the same policies?

The Cold War got colder in the early 1980s; however, by the end of the decade, East-West relations had been transformed, with most of the dividing lines removed. Engagement between Gorbachev and Reagan played a crucial part of that process of change. More surprising was Thatcher's role; she formed also a strong and supportive relationship with Gorbachev. Promoting Gorbachev in Washington as "a man to do business with," she became, in the words of her foreign policy adviser Sir Percy Cradock, "an agent of influence in both directions."

ASEEES FIRST BOOK SUBVENTION PROGRAM

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Roma Rights and Civil Rights: A Transatlantic Comparison, by Sunnie Rucker-Chang and Felix B. Chang, was published by Cambridge University Press in March 2020.

Roma Rights and Civil Rights tackles the movements for, and expressions of, equality for Roma in Central and Southeast Europe and African Americans from two complementary perspectives: law and cultural studies. Interdisciplinary in approach, the book engages with comparative law, European studies, cultural studies, and critical race theory. Its central contribution is to compare the experiences of Roma and African Americans regarding racialization, marginalization, and mobilization for equality. Deploying a novel approach, the book challenges conventional notions of civil rights and paradigms in Romani studies.

Soviet Architectural Avant-Gardes: Architecture and Stalin's Revolution from Above, 1928-1938, by Danilo Udovicki-Selb, was published by Bloomsbury Academic in May 2020.

Conventional readings of the history of Soviet art and architecture show modernist utopian aspirations as all but prohibited by 1932 under Stalin's totalitarianism. *Soviet Architectural Avant-Gardes* reveals how the relationship between the Party and practicing architects was much more complex and contradictory than previously believed, and shows how the architectural avant-garde was able to persist at a time when it is widely considered to have been driven underground. In doing so, this book provides an essential perspective on how to analyze, evaluate, and "re-imagine" the history of modernist expression in its cultural context. It offers a new understanding of ways in which twentieth-century social revolutions and their totalitarian sequels inflected the discourse of both modernity and modernism.

Stepchildren of the Shtetl: The Destitute, Disabled, and Mad of Jewish Eastern Europe, 1800-1939, by Natan Meir, was published by Stanford University Press in July 2020.

Memoirs of Jewish life in the Eastern European shtetl often recall the hekdesh (town poorhouse) and its residents: beggars, madmen and madwomen, disabled people, and poor orphans. In this work, Meir recovers the lived experience of Jewish society's outcasts and reveals the central role that they came to play in the drama of modernization. Jewish marginal folk were often made to bear the burden of the nation as a whole, whether as scapegoats in moments of crisis or as symbols of degeneration, ripe for transformation by reformers, philanthropists, and nationalists. Shining a light into the darkest corners of Jewish society in Eastern Europe *Stepchildren of the Shtetl* reconsiders the place of the lowliest members of an already stigmatized minority.

Vladimir Sorokin's Discourses: A Companion, by Dirk Uffelmann, was published by Academic Studies Press in April 2020.

Sorokin emerged as a prose writer in Moscow's artistic underground in the late 1970s and early 80s, and became visible to a broader Russian audience only in the mid-1990s, with texts shocking the moralistic expectations of traditionally minded readers by violating not only Soviet ideological taboos, but also injecting vulgar language, sex, and violence into plots that the postmodernist Sorokin borrowed from nineteenth-century literature and Socialist Realism. Sorokin became famous when the Putin youth organization burned his books in 2002 and he picked up neo-nationalist and neo-imperialist discourses in his dystopian novels of the 2000s and 2010s, making him one of the fiercest critics of Russia's "new middle ages," while remaining steadfast in his dismantling of foreign discourses.

Woodrow Wilson and the Reimagining of Eastern Europe, by Larry Wolff, was published by Stanford University Press in January 2020.

At the 1919 Paris Peace Conference, where the victorious Allied powers met to reenvision the map of Europe in the aftermath of World War I, President Woodrow Wilson's influence on the remapping of borders was profound. This book traces how Wilson's emerging definition of national self-determination and his practical application of the principle changed over time as negotiations at the Paris Peace Conference unfolded. Wolff exposes the contradictions between Wilson's principles and their implementation in the peace settlement for Eastern Europe, and sheds light on how his decisions were influenced by both personal relationships and his growing awareness of the history of the Ottoman and Habsburg empires.

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Institutional Member News

BARD COLLEGE NEWS

Michael Freese, Director of Bard Programs at Smolny, has been voted Best Faculty of 2019/2020 by Smolny students.

Bard Abroad, in conjunction with Smolny College, held the Bard-Smolny: Летнее Языковое Кафе from June 8th - July 3rd with students from a multitude of different institutions across the US and Smolny College. Special guest speaker Gregory Feehan, who works as a translator at Yandex in Saint Petersburg gave a career talk.

Bard-Smolny is implementing a “virtual” program for the fall 2020 semester.

THE KENNAN INSTITUTE AT THE WILSON CENTER

Please note that during the coronavirus outbreak, the Wilson Center and Kennan Institute will be postponing onsite meetings and events. KI also anticipates that new scholar arrivals will likely be postponed, however it is working to provide awarded scholars the option to work remotely. At this time, it is unclear when this situation might end, or whether it will continue on into the summer and fall. Please visit <https://www.wilsoncenter.org/kennan-institute-fellowships-and-internships> for the latest updates.

George F. Kennan Fellowships

George F. Kennan Fellows will be based at the Wilson Center in Washington, DC for three-month residencies. Fellows will receive access to the Library of Congress, National Archives, and policy research centers in Washington, DC, as well as the opportunity to meet with key experts and officials. While conducting research, the George F. Kennan Fellows are expected to actively participate in discussions with the policy and academic communities, including speaking engagements at the Wilson Center as well as potentially outside of Washington DC, and attending meetings, conferences, and other activities organized by the Kennan Institute and Wilson Center. Upon completion of the fellowships, the grantees become alumni, for whom Kennan will continue to offer opportunities for collaboration and engagement. There are no citizenship requirements for this grant.

Please note applicants have an option to apply for the fellowship as individuals or as part of a team. If applying as a team of two (or three) applicants, the applicants must be citizens of at least two different countries. The goal of such joint fellowships is to promote collaborative research projects among US, Russian, and Ukrainian experts. Fellowship Teams will: Produce joint paper(s) for policy-relevant publications; Present work at D.C., Russia, and/or Ukraine events; Conduct meetings and engage with policymakers in DC.

Competitions for the fellowships will be held twice yearly with the following application deadlines: March 1 and September 1. Applicants must submit a completed applications: <https://www.wilsoncenter.org/opportunity/george-f-kennan-fellowship>.

Title VIII Short Term Scholarships

The next competition is for Title VIII-Supported Short-Term Grants, which allow US citizens whose policy-relevant research in the social sciences or humanities focused on the countries of Eurasia, to spend up to one month using the library, archival, and other specialized resources of the Washington, D.C. area, while in residence at the Kennan Institute. The deadline for these grants is September 30, 2020.

Please see the website for more details: <https://www.wilsoncenter.org/opportunity/kennan-institute-title-viii-supported-short-term-grant>.

Scholars in Residence

The Kennan Institute welcomes its current and incoming scholars:

Title VIII Research Scholars

- Andrey Shlyakhter, Director of Education, Hermiona Education; Center Associate, Davis Center for Russian and Eurasian Studies, Harvard University, “Smuggling Across the Soviet Borders: Contraband Trades, Soviet Solutions, and the Shadow Economic Origins of the Iron Curtain, 1917-1933,” Dates pending.
- Lauren Woodard, Analyst, Government Accountability Office, “Russian State Mobilizations of Compatriots and Diasporas,” Dates pending.

Title VIII Summer Research Scholars

- Ian Bateson, Independent Journalist, “A Real Country: Ukraine After Revolution and During War”
- Matthew Honegger, PhD candidate, Department of Music, Princeton University, “Soviet Cultural Diplomacy and the Origins of Soviet-U.S. Musical Exchange, 1925-1960”

Title VIII Short Term Research Scholars

- Lauren Brown, Associate Professor of History, Marymount Manhattan College, “Cold War, Culture Wars, War on Terror: The Art of Public Diplomacy in a Post-Cold War World,” Dates pending.
- Michael Corsi, Graduate Student, the Ohio State University, “An Empire of Cities: Tsaritsyn, Stalingrad, and Russian Urbanization in the Modern Era,” Dates pending.
- Kathryn Hendley, Professor of Law and Politics Science, University of Wisconsin-Madison, “The Potential for Young Lawyers to Reimagine the Role of the Legal Profession Under Authoritarianism: The Russian Case,” Dates pending.
- Emil Sanamyan, Senior Fellow, Institute of Armenian Studies, University of Southern California, “Finding an Organic Narrative: The April War and the Armenian Revolution,” Dates pending.
- Stephen Woodburn, Professor of History, Southwestern College, “Against the Tide: Late Imperial Conservative

Thought,” Dates pending.

George F. Kennan Fellows

- Nicholas Danforth, Senior Visiting Fellow, German Marshall Fund, “Russian-Turkish Relations Beyond the Myth of Historical Enmity”
- Maria Danilova, Freelance Journalist, “The Time of Women” Mehmet Kasikci, PhD Candidate and Teaching Associate, Department of History, Arizona State University, “Making Sense of Catastrophe: Experiencing and Remembering the Kazakh Famine”
- Iliya Kusa, Analyst in International Politics, Ukrainian Institute for the Future, “Ukraine Foreign Policy in the New International Environment,” Dates pending.
- Andrew Monaghan, Director of Research on Russia, Oxford Changing Character of War Centre, Pembroke College, “The Importance of History to Contemporary Russian Ways of War”
- Marianna Muravyeva, Professor of Russian Law and Administration, University of Helsinki, “Defining Family Violence in the Courtroom: Performing Justice and Gender”
- Viktoriia Svyrydenko, Deputy Director, Marin Drinov Bulgarian and Balkan Research Centre, V. N. Karazin Kharkiv National University, “Remembering the Imperial Past: Public Space and the Politics of Memory in Post-Soviet Ukraine,” Dates pending.

ZIMMERLI INVITES PUBLIC TO EXPLORE COLLECTION ON E-MUSEUM

The Zimmerli Art Museum at Rutgers University has launched eMuseum, providing online visitors access to search more than 7,000 images of artwork in the institution’s collection. Text information for some 18,000 additional works is also available. Museum staff continue to upload images weekly to increase access for visitors.

Online visitors may search the collection via the “Collection” tab on the Zimmerli’s home page. In addition, a user may save “Favorites” after creating a free individual account.

The Zimmerli is one of more than 800 clients worldwide using eMuseum software by [Gallery Systems](#) to make its art collection searchable from personal devices.

The database reflects the Zimmerli’s permanent holdings, initiated when the museum was founded as the Rutgers University Art Gallery in 1966. Early collection strengths include American Art and European Art. In the 1990s, donations of [Russian Art and Soviet Nonconformist Art](#) expanded the breadth of the collection. Visitors are able to search by these collection categories, as well as the mediums of painting, sculpture, photography, and works on paper (which includes the museum’s original illustrations for children’s books).

Please note that the Zimmerli remains closed to the public and all programs are suspended until further notice. News regarding operations will be posted on the [museum’s home page](#).

Association for Slavic, East European, and Eurasian Studies (ASEEES)

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www.aseees.org

Association for Slavic, East European and Eurasian Studies (ASEEES), established in 1948, is a nonprofit, nonpolitical, scholarly society and is the leading private organization dedicated to the advancement of knowledge about Russia, Central Eurasia, and Eastern & Central Europe.

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Announcements submitted to all regular columns are published free of charge. *NewsNet* frequently publishes unsolicited material. All submissions should be e-mailed to: newsnet@pitt.edu. **Deadlines for submissions (ads, articles, announcements)**

January issue—1 Dec; March issue—1 Feb; June issue—1 May; Aug issue—5 July; October issue—1 Sept



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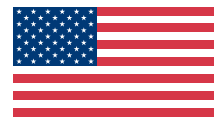
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Affiliate Group News

AATSEEL AWARDS

AATSEEL invites nominations for the following awards: Excellence in Teaching (Secondary); Excellence in Teaching (Post-Secondary); Distinguished Service to AATSEEL; Outstanding Contribution to the Profession; and Outstanding Contribution to Scholarship.

To nominate someone, verify that the candidate has not already won an AATSEEL award in the relevant category. The nominee must be an AATSEEL member and should be available to receive the award at the AATSEEL conference in early 2021. AATSEEL welcomes nominations in smaller fields, international nominations, and other perceived professional lacunae. The nomination should include the prize category, a brief testimonial and rationale as to why the candidate deserves the award, and the candidate's academic affiliation and email. To submit a nomination by September 1: <https://www.aatseel.org/about/award-nomination-form.htm>.

AWSS AWARDS

The Association for Women in Slavic Studies (AWSS) is accepting nominations for the Mary Zirin Prize, which recognizes the achievements of independent scholars of any gender identity and encourages their continued scholarship and service in SEES fields. The committee encourages applications from those working in the field of women's or gender studies. For the purpose of this award, an independent scholar is defined as a scholar who is not employed at an institution of higher learning, or an employee of a university or college who is not eligible to compete for institutional support for research. Nominations are due September 1, 2020 and must include: (1) a nomination letter, no more than two pages long, double-spaced; (2) the nominee's current CV; and (3) a sample publication. The nomination letter should describe the scholar's contribution to the field, as well as work in progress. Nominations should be sent to Ellen Elias-Bursac.

The Outstanding Achievement Award recognizes the work of a scholar in the field of Slavic, East European, and Eurasian Studies who has also served as a mentor in this field to students/colleagues who identify as female. Nominations letters should detail what the nominee has achieved in Slavic Studies in terms of scholarship, other professional accomplishments, and mentoring of female students/colleagues. In addition, please provide a short list of references with accompanying email addresses. Email nominations to Paula Michaels.

The AWSS Graduate Research Prize supports promising graduate-level research in any field of Slavic/East European/Central Asian studies by a woman or on a topic in Women's or Gender Studies related to Slavic Studies/Eastern Europe/Central Asia by a scholar of any gender. A completed application consists of 1) a 2-3 page proposal that explains the project, how the funds will be used, and why this funding is necessary

for continued progress on the project; 2) a CV; 3) a detailed budget and timeline; and 4) two letters of recommendation. Submit application materials in MS Word or PDF. Recipients must be or become AWSS members. Applications and letters of recommendation should be emailed to Sharon.Kowalsky@tamuc.edu by September 1, 2020.

NADS STUDENT ESSAY CONTEST

The North American Dostoevsky Society (NADS) invites its members to nominate outstanding student essays. Self-nominations are also welcome. The topic is open; however, Dostoevsky and his works should be the main focus of the essay.

To nominate an undergraduate student essay, please send an email containing the student's name, email address, institutional affiliation, and the title and level/number of the course for which the essay was written (e.g. BIOL 322 "Dostoevsky and Spiders") to Vladimir Ivantsov. Attach the essay as a .pdf without identifying information about the author. The essay should be less than 4000 words; 12 font size, double-spaced; it should consistently follow either MLA or Chicago style and contain full bibliographic information on the used source.

To nominate an graduate student essay, email the student's name, email address, and institutional affiliation to Greta Matzner-Gore. Attach the essay as a .pdf containing no identifying information about the author. The essay should be no more than 8000 words, with the same formatting and citation instructions as above. Submissions will be accepted on a rolling basis until June 1 2021.

SHERA GRANTS

The Society of Historians of Eastern European, Eurasian, and Russian Art and Architecture Publication Grant supports the realization of publications in the field of Russian, Eastern European, and Eurasian art and architecture. The grant is intended to offset the expenses associated with the publication of an art-historical monograph, edited volume, or exhibition catalogue. Book projects must have been accepted by a publisher in order to be considered. Funds may be directed toward production costs and do not fund research, writing, or editorial labor. Applications are due October 15: shera-art.org/grants/publication-grant.php.

Emerging Scholar Prize, also due October 15, aims to recognize and encourage original and innovative scholarship in SEES art and architectural history. Applicants must have published an English-language article in a scholarly print or online journal, or museum print or online publication within the twelve-month period preceding the application deadline. Additionally, applicants are required to have received their PhD within the last 5 years and be a member of SHERA in good standing at the time that the application is submitted. shera-art.org/grants/emerging-scholar-prize.php.

ACADEMIC FELLOWSHIPS IN RUSSIA

Provided by a grant from Carnegie Corporation of New York, Academic Fellowships in Russia supports U.S. graduate students, faculty, and independent scholars as they conduct field research for 3-9 consecutive months on topics within the social science disciplines in Russia.

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