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Table of Contents

Misbehaving Women and the Russian Revolutions of 1917 Rochelle Goldberg Ruthchild, Harvard University	2
<i>"They Can Live in the Desert but Nowhere Else": A History of the Armenian Genocide: An Interview with Ronald Grigor Suny</i> Norman M. Naimark, Stanford University	9
Contingent Faculty and Slavic, East European, & Eurasian Studies: A Report by ASEEEES Committee on the Status of Women in the Profession Sharon A Kowalsky, Texas A&M University-Commerce	12
Celebrating <i>Crime and Punishment</i> at 150 Kate Holland, University of Toronto and Katherine Bowers, University of British Columbia	15
ASEEEES Prizes Calls for Submissions	17
Personages	20
Publications	21
Institutional Member News	25
Affiliate News	29
In Memoriam	31

Misbehaving Women and the Russian Revolutions of 1917¹

Rochelle Goldberg Ruthchild, Harvard University

Nineteen-seventeen is the most researched year in 20th century Russian history. Yet, with a few exceptions, accounts of the revolutionary year remain largely baritone and bass. Despite the advances made by historians of women overall, the question of the role of women and gender in the key Russian historic events of 1917 is still understudied and too often accords with traditional and/or Soviet-inspired stereotypes.

Consciousness about women and gender is not a matter of political correctness. It is a matter of accuracy. A full picture of 1917 must include the role of members of the majority of Russia's population as well as gender assumptions, in critical events of the year. Much progress has been made in researching and writing about women and gender in the first quarter of the twentieth century. But integrating this scholarship into the dominant narratives and classroom teaching is still problematic. While much about 1917 would benefit from a more thorough gender analysis, the outbreak of the February Revolution, the March 19th suffrage demonstration, the creation of the Women's Battalion, and the Constituent Assembly elections are especially significant occasions where women's and gender scholarship illuminates the 1917 narrative.

Women's suffrage is an important and understudied theme informing women's activism in the revolutionary year. Attention to the relatively quick and successful achievement of suffrage in Russia in 1917 enriches discussions of citizenship and complicates notions of Russia's backwardness. No account of 1917 in Russia can be complete without mention of the ways in which the fight for women's suffrage, the most sweeping democratic reform of the twentieth century, was an important theme and rallying point in the revolutionary fervor of that year.

The successful campaign in Russia for women's suffrage is rooted in the nature of Russia's opposition movements. From the mid-nineteenth century, Russian radicals and dissidents, unlike their counterparts in most other countries, made the "woman question" a major concern in their writings. Russia was not isolated from the west; Russian women participated fully

in international women's suffrage conferences and Russian female students enrolled in western European universities, often outnumbering local women students. Women were prominent in the revolutionary movement and their agency was critical in extending the vote and the right to run for office to women. Provisional Government and Soviet leaders did not simply grant suffrage to women. They responded to demonstrators' demands.

INTERNATIONAL WOMEN'S DAY, THE FEBRUARY REVOLUTION, AND SUFFRAGE

There is general agreement that the February Revolution began in the imperial capital Petrograd on International Women's Day (February 23 by the Russian calendar). Discussions of the role of women in 1917 downplay any connection between women's activism and women's rights. Working and peasant women, according to this narrative, were largely concerned with their economic needs. If they are assigned any role in the February Revolution, women are depicted as spontaneous bread rioters, instead of conscious political actors. The fact that the women's demonstrations which sparked the February Revolution took place on International Women's Day is considered less important than the role of male workers as the revolutionary vanguard.

Understanding the history of International Women's Day is important in understanding the 1917 Petrograd celebrations. The first and only socialist women's holiday was new; it had been just proclaimed on August 26, 1910. Searching for ways to attract more women to the cause of socialism worldwide, leading socialist women's activist Clara Zetkin called for the establishment of "a special Women's Day," whose primary purpose would be "to promote Women Suffrage propaganda," at the Second International Conference of Socialist Women, held in Copenhagen. Clara Zetkin came to view suffrage as a democratic reform advantageous to the proletariat. In naming the holiday, Zetkin used the word women, and not women workers, acknowledging that women were a separate organising category.

Many socialist women leaders evolved on suffrage. Initially they were hostile, considering voting rights a "bourgeois" demand. In 1908 Alexandra Kollontai claimed that the feminist focus on "rights and justice," was incompatible with women workers' focus on "a crust of bread." In time, noting the appeal to women workers of the suffrage movement, key activists reconsidered and reframed the issue of suffrage. The proclamation of International Women's Day reflects this change, as suffrage was recast as a key goal for the female proletariat.

Russian celebrations of International Women's Day started in 1913. From the beginning, the commemoration of International Women's Day in Russia sparked conflict as activists across the feminist-socialist spectrum claimed the holiday. Feminists emphasized the cross-class organizing of women and socialists viewed the day as a way to mobilize working class

women to join with their brothers in the revolutionary struggle. Thus in 1917 International Women's Day already had resonance among disparate sectors of Petrograd's female population. Nevertheless, there is no evidence that the largely male Petrograd socialist leaders expected the celebration of International Women's Day to be the catalyst for revolution.

The theme of the uncontrollable female can be found in several male socialists' memoirs about the outbreak of the revolution. Angry about the women who went out on the streets on February 23, Trotsky complained: "Despite all directives, the women textile workers in several factories went on strike." The Bolshevik Vasilii Kaiurov claimed that the night before, he had urged the women workers to show "restraint and discipline, yet suddenly here was a strike."

The trope of the undisciplined, disobedient woman existed side by side with the image of the

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backward female worker, who needed guidance from her more enlightened male comrades. Only one socialist leaflet was distributed for International Women's Day. The leaflet, the work of the Petersburg Inter-District Committee, has been the subject of much scholarly debate. That debate has largely centered around its initial slogans: "Down with the Autocracy! Long live the international solidarity of the proletariat! Long live the united RSDLP!" But further down, the leaflet defines the pecking order of the proletariat. Women had "only recently become part of the family of workers" and "often still are afraid, and don't know... how to make demands." Owners exploit the "darkness and timidity" of women workers, who should join in the struggles already initiated by male workers. Women workers were still under suspicion as "backward" elements of the proletariat susceptible to feminist siren songs of sex solidarity. Underscoring concerns about the revolutionary aptitude of the female proletariat and the feminist threat to class unity, the Inter-District Committee leaflet departed sharply from the original intent of the Socialist women's holiday, focusing on class, and omitting any mention of suffrage. The holiday's name, International Women's Day, morphed into "Woman Workers Day" (Zhenskii rabochii den'), or the "Woman's 'May Day'" (Zhenskoe '1-go maia').²

As Elizabeth Wood has argued, assumptions about women as backward, impulsive and untrustworthy, were very much part of the debates about women's roles once the Bolsheviks took power. But in the early stages of the February Revolution, as Choi Chatterjee and Irina Yukina have shown, women's actions belied the stereotypes. Women put into practice their revolutionary lessons more thoroughly than did their male comrades. Often the women were bold and the men hesitant; the women urged their proletarian brothers to lay down their tools and join them.³

THE INVISIBLE MARCH

The March 19 Petrograd women's suffrage march is invisible in almost all Russian and Soviet histories. If mentioned at all, the demonstration is demonized as a "bourgeois feminist" affair. Pictures of that march are often misidentified as part of the February demonstrations. The March 19th demonstrators then become generic examples of angry women spontaneously taking to the streets. In fact, a closer study of this march can tell us much about women's agency, debates about citizenship, and the connection

between women's suffrage in Russia and the global suffrage movement.

In the aftermath of the toppling of the tsarist government, as part of the widespread post-revolutionary fervor for implementing democratic reforms, the cause of suffrage resonated across class and gender barriers. Suffrage was an issue of interest not only to the educated women of the intelligentsia, but also to the female workers and peasants. Arguments for extending suffrage emphasized working women's prominent role in revolutionary events in the capital became an important argument in the arsenal of women's rights supporters on the left. Prompt action on women's rights was not decried as a frivolous demand of "privileged women" but as a natural consequence of women's courageous actions in sparking the initial demonstrations and then moving revolutionary events forward.

Support for suffrage in that time proved unifying, one to be championed by defenders of the proletariat. Alexandra Kollontai added her voice to those arguing that granting women equal rights would complete the revolution, repeating this theme in her first article in *Pravda* after her return from exile on March 18. Wrote Kollontai: "Weren't we women first out on the streets? Why now... does the freedom won by the heroic proletariat of both sexes, by the soldiers and soldiers' wives, ignore half the population of liberated Russia?"⁴

Dissatisfaction over the failure of the Provisional Government to act quickly and decisively on the issue of suffrage led to the second major foray of women into the public arena, on March 19, 1917. Poliksena Shishkina-lavein, the first female gynecologist in Russia and the President of the League for Women's Equal Rights, organized the largest women's demonstration in Russian history, demanding suffrage. An estimated thirty-five to forty thousand women took part. The march began at the City Duma on Nevskii Prospekt, in the heart of the city, and headed toward the State Duma, at the Tauride Palace. Ninety organizations joined in sponsoring the demonstration. Shishkina-lavein and Vera Figner led the march, standing in an open car.

The march and its consequences offer an opportunity to see how the Provisional Government and the Soviets worked together in the early days of the Revolution. The feminists were determined and militant,

but they were in a relatively powerful position. In the fluid situation of the first weeks after the revolution, the Soviet and Provisional Government leaders had few options. The use of force against a women's march so soon after the revolution was unthinkable and impossible.

The women in the earlier revolutionary actions of 1917 are heard but not identified. March 19th is the first time a woman leader is named and confronts powerful men at a public demonstration. An account written by Olga Zakuta, a member of the Women's League, provides details of the interaction between Shishkina-lavein, the Provisional Government and Soviet leaders. Shishkina-lavein led the crowd in demanding that the Chair of the Soviet Nikolai S. Chkeidze and the President of the Duma Mikhail V. Rodzianko give a definitive answer on the issue of giving women the right to vote. In the end, with the concurrence of Prince L'vov, head of the Provisional Government, the women won their demand, with the leaders of the Provisional Government and the Soviet in agreement. The electoral law of July 20 ratified the right of Russian women to vote and run for office in the upcoming Constituent Assembly elections.⁵

Why did the Provisional Government leaders capitulate after one demonstration when in many of the established western democracies countless suffrage demonstrations achieved little? Several factors played their part. Unlike politicians in many of the older democracies, neither the Provisional Government nor the Soviet leaders were anti-women's suffrage. Even those who, like the Kadet leader Paul Miliukov, initially opposed the female vote, had long since changed their positions. Support for women's rights became standard in the platforms of socialist and other left parties. And more conservative members of the government, like Rodzianko, now recognized that women's suffrage was part of what defined the modern state.

THE WOMEN'S BATTALION AND CITIZENSHIP

Rodzianko, like others in the government, probably contemplated granting women citizenship rights as a way to aid the military effort.⁶ Indeed, many feminist leaders, having gained the promise of full citizenship, also tied the cause of equal rights to victory in the war. They organized a number of meetings, dedicated to both equal rights and support for the troops. Buoyed by their new equal status, some

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women responded to appeals to adopt the full range of citizenship roles. In May, Rodzianko “discovered” the decorated woman soldier Maria Bochkareva and approached her about starting a women’s battalion.⁷ The idea was not new; it had been bandied about in Petrograd society and military circles. But the deteriorating military situation and the hopes raised by the revolution combined to push the notion forward. Recruitment for the Women’s Battalion emphasized women’s new rights and obligations as citizens. The Battalion also provided a means of linking the Allied cause with the international suffrage cause. Emmeline Pankhurst, the British feminist leader, encouraged by British Premier Lloyd George to aid the cause of suffrage at home by bolstering Russian women’s support for the war, visited the Women’s Battalion barracks and attended the consecration of the Battalion’s colors at Petrograd’s St. Isaac’s Cathedral.

THE CONSTITUENT ASSEMBLY ELECTIONS AND THE WOMEN’S VOTE

By the time Lenin arrived at the Finland Station on the evening of April 3, his April Theses denouncing any Bolshevik cooperation with the Provisional Government and/or other socialists, women’s suffrage was well on its way to becoming law. Six-and-a-half months later, Lenin and the Bolsheviks had seized power in the second and decisive 1917 Russian revolution. In most accounts, the night of October 24, when the Bolsheviks overthrew the Provisional Government, marks the end of democracy in general, as “under a one-party system, the right to vote had little political substance.”⁸ But the imposition of one-party rule took time. In the initial post-October period, the direction of the Revolution was not so clear. Hopeful for a popular mandate, Lenin permitted the Constituent Assembly elections to be held, beginning on November 12 and extending through most of that month. Women taking to the streets powerfully influenced the course of events in 1917, but these actions, although they had ramifications for the entire country, initially took place in Petrograd. Voting affected all adult Russian women. Again, the standard argument is that women didn’t care about the vote. But the evidence, especially the research of historian Lev Protasov, challenges this narrative.⁹

The Constituent Assembly elections were the first elections in which Russian women over the age of twenty could not only vote but run for office, the freest elections ever held in Russia until after the collapse of the Soviet Union in 1991. Over forty million votes were

cast.¹⁰ Oliver Radkey estimated the voter participation rate as about fifty-five percent. This is remarkable given the chaos and uncertainty of the period, immediately after the Bolshevik seizure of power in October.¹¹ Factors such as women’s motivation, male peasant resistance, voter intimidation, and minority group mobilization all influenced female voters’ turnout. Despite the obstacles, large numbers of women seized the opportunity to exercise their newly won rights as citizens.

In contrast to countries such as the US, where formal and informal racial and class barriers to voting affected the total vote, no such barriers existed in multi-ethnic revolutionary Russia. In urban areas like Baku, the number of Muslim women voting totaled 77 percent, with overwhelming majorities for the Muslims of Russia list.¹² Female participation often exceeded that of men. Protasov cites newspaper articles reporting gender differences in turnout. According to these sources, the percentage of rural female voters reached 77 percent; the male total was 70 percent. Urban centers, with their much higher concentration of educated and politically aware women, were expected to have higher female participation. Even so, the gap between male and female turnout was wider than expected. In the cities of Moscow province, for example, 56 percent of women voted as compared to 50 percent of men. In Yaroslavl 46.5 percent of men voted, and 67.5 percent of women.¹³ The number of soldiers still at the front no doubt affected the male turnout percentages. Overall, despite wartime conditions, Russians went to the polls at higher rates than in the US, an established western democracy where the first national election in which women voted was held in peacetime. Scholars of the US Presidential election of 1920 estimate that the female turnout averaged about 37 percent while men’s participation averaged about 55 percent.¹⁴

With the Bolshevik triumph, feminist organizations and feminist journals disappeared, as the new Soviet government closed any autonomous independent groups and publications.¹⁵ Once in power, the Bolsheviks claimed ownership of the women’s suffrage victory as part of their overall effort to claim all women’s liberation achievements and efface and demean the work of the feminists.

Twenty-five years after the collapse of the Soviet Union, the Bolshevik narrative too often remains unchallenged. Links between the events of February 1917, when Petrograd women took to the streets on International Women’s Day to spark the revolution,

the March 19 suffrage demonstration, the creation of the Women's Battalion, the July electoral law that granted full democratic rights to Russian women and the Constituent Assembly elections deserve further exploration. Indeed, women's suffrage is the most consequential achievement of the Provisional Government.¹⁶ And as a result of the suffrage victory, Lenin and the Bolsheviks gained control of a state in which women already had an experience of formally performing citizenship through voting.

Integrating information about women's entry into the public sphere in 1917, through study of their participation in demonstrations, marches with a political purpose, the various forms of female activism, and the battle for women's suffrage, enhances the understanding of the revolutionary year in relation to questions of citizenship, democratic reform, and conceptions of gender and female agency. The history of 1917 in Russia requires a full range of voices.

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(Endnotes)

1 I have based much of this discussion on the ideas put forth in my book *Equality and Revolution: Women's Rights in the Russian Empire, 1905-1917* (Pittsburgh: University of Pittsburgh Press, 2010). I am indebted to Choi Chatterjee, Linda Edmondson, Barbara Alpern Engel, Beatrice Farnsworth, Adele Lindenmeyr, Esther Kingston-Mann, Tim Mixter, Barbara Newman, Barbara Norton, Karen Offen, Melissa Kirschke Stockdale, Richard Stites, Laurie Stoff, Elizabeth Wood, and Irina Yukina for their contributions to my thinking on these issues.

2 The leaflet is in D.A. Longley, "The Mezhrainka, the Bolsheviks, and International Women's Day: In Response to Michael Melancon," Appendix F, *Soviet Studies* 41, no. 4 (1989): 625-645.

3 See Choi Chatterjee, *Celebrating Women: Gender, Festival Culture, and Bolshevik Ideology, 1910-1939* (Pittsburgh: University of Pittsburgh Press), 2002, Irina Yukina, *Russkii feminizm kak vyzov sovremenosti* (St. Petersburg: Aleteia, 2007), and Elizabeth A. Wood, *The Baba and the Comrade: Gender and Politics in Revolutionary Russia* (Bloomington: Indiana University Press, 1997).

4 Kollontai (A. Kalantai), "Rabotnitsy i uchreditel'noe sobranie" [Women workers and the Constituent Assembly], *Pravda*, March 21, 1917, 1-2.

5 For Zakuta's account, see Rochelle G. Ruthchild, ed. and trans., "Olga Zakuta, "Kak v revoliutsionnoe vremia Vserossiiskaia Liga Ravnopraviiia Zhenshchin dobilas' izbiratel'nykh prav dlia russkikh zhenshchin" [How in the revolutionary time the All-Russian League for

Women's Equal Rights won suffrage for Russian women]," *Aspasia*, vol. 6 (2012): 117-124. For the text of the electoral law see Robert Browder and Alexander Kerensky, eds., *The Russian Provisional Government, 1917* (Stanford: Stanford University Press, 1961), 1:454-61. The clause including women as eligible voters is on p. 455.

6 Rodzianko had experienced the wrath of the Tsar on the issue of universal suffrage. The autocrat remained opposed to full suffrage and further democratic reforms even at a time of utmost peril to his rule. Immediately after the start of the February Revolution, Rodzianko met with the Tsar on March 3, 1917, presenting him with a proposal for elections to a Constituent Assembly based on the four tail formula. The Tsar rejected it out of hand, writing in his diary: "God knows who thought up such nonsense!" See Nikolai Alexandrovich Romanov, *Dnevnik Imperatora Nikolaia II* [The Diaries of Tsar Nicholas II], ed. K. F. Shatskillo (Moscow: Orbita, 1991), 625.

7 Laurie S. Stoff, *They Fought for the Motherland: Russia's Women Soldiers in World War I and the Revolution* (Lawrence: University Press of Kansas, 2006), 74-6.

8 Linda Edmondson, "Women's Rights, Gender and Citizenship in Tsarist Russia, 1860-1920: the Question of Difference," in *Women's Rights and Human Rights: International Historical Perspectives*, ed. Patricia Grimshaw, Katie Holmes, and Marilyn Lake (Houndmills, Basingstoke, Hampshire: Palgrave, 2001), 153-67.

9 L.G. Protasov, "Zhenshchina v Vserossiiskoe Uchreditel'noe Sobranie" [Women in the All-Russian Constituent Assembly], in *Ot muzhskikh i zhenskikh k gendernym issledovaniiam: Materialy mezhdunarodnoi nauchnoi konferentsii 20 apreliia 2001 goda* [From Male and Female to Gender Research: Materials of the International Academic Conference April, 20 2001], ed. Pavel P. Shcherbinin (Tambov: Tambov State University Press, 2001), 46-54.

10 Mark Vishniak, *Vserossiiskoe uchreditel'noe sobranie* [The All-Russian Constituent Assembly] (Paris: Izd. Sovremennyyia zapiski, 1932), 83.

11 For the Constituent Assembly election participation figures, see Oliver Radkey, *Russia Goes to the Polls: The Election to the All-Russian Constituent Assembly, 1917* (Ithaca, N.Y.: Cornell University Press, 1989): 44-45.

12 Protasov, 47.

13 On the voting percentages, see *Ibid.*, 50.

14 J. Kevin Corder and Christina Wolbrecht, "Incorporating Women Voters after Suffrage," unpublished paper, 22.

15 Évelyne Enderlein, "'Hier Était Demain': Réflexions Sur Le Premier Congrès Feminine Pan-Russe De 1908" [Yesterday Was Tomorrow: Reflections on the First All-Russian Women's Congress of 1908], in *Nouvelles sources et nouvelles methodologies de recherché dans les etudes sur les femmes* [New Sources and New Methodologies in Women's Studies Research], ed. Guyonne Leduc (Paris: L'Harmattan, 2004), 129-43. Évelyne Enderlein was told by Arkadii Vaksberg that the list of feminist organizations and publications to be closed was compiled by Kollontai and is at GARF. I have not been able personally to consult these documents; my source is a personal conversation, March 22, 2008.

16 Vishniak, *Constituent Assembly*, 85, contends that the Provisional Government's electoral law was the model for other eastern and central European countries such as Czechoslovakia, Poland, Austria and Germany, and also for Republican Spain.

NEW FROM SLAVICA PUBLISHERS

Gwido Zlatkes, Paweł Sowiński, and Ann M. Frenkel, eds. *Duplicator Underground: The Independent Publishing Industry in Communist Poland*, xiii + 511 p., 2016 (ISBN 978-0-89357-457-4), \$34.95.

This first comprehensive English-language discussion of Polish independent publishing in the 1970s and 1980s provides wide-ranging analyses of uncensored publishing in communist Poland. It gives a broad overview, historical explanation, and assessment of the phenomenon of the Polish “second circulation,” including discussions of various aspects of underground printing, distribution, and circulation of independent publications. The documentary part of the book comprises contemporary narratives and testimonies of the participants, including printers, editors, and distributors. The

book argues that rather than being a form of samizdat, Polish underground printing reached a semi-industrial scale and was at the same time a significant social movement.

The **Americans in Revolutionary Russia** series restores to print the observations and experiences of Americans who were eyewitnesses to war and revolution in Russia in the years 1918–21. Each book includes an expert introduction and annotations, as well as an index.

Albert Rhys Williams. *Through the Russian Revolution*, ed. **William Benton Whisenhunt**, 199 p., 2016 (ISBN 978-0-89357-464-2), \$24.95.


Princess Julia Cantacuzène, Countess Spéransky, née Grant, Russian People: Revolutionary Recollections, ed. **Norman Saul, 198 p., 2016 (ISBN 978-0-89357-460-4), \$24.95.**



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The USSR and the Global South
MASHA KIRASIROVA
The “East” as a Category of Bolshevik Ideology and Comintern Administration

SAMUEL J. HIRST
Soviet Orientalism across Borders

KATERINA CLARK
Indian Leftist Writers of the 1930s Maneuver among India, London, and Moscow
Reaction by **BRUCE GRANT**

Articles
CHARLES J. HALPERIN
Contemporary Russian Perceptions of Ivan IV’s *Oprichnina*

CLAIRE KNIGHT
Enemy Films on Soviet Screens

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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.

Valentin Rasputin. *Ivan’s Daughter: Stories and a Novella*, trans. **Margaret Winchell**, viii + 308 p., 2016 (ISBN 978-089357-454-3), \$19.95.

The stories and novella in this collection of work by the late Valentin Rasputin (1937–2015), leading representative of the village prose movement and one of Russia’s greatest contemporary writers, depict life in Russia during the traumatic years following the collapse of the Soviet Union in 1991. By bringing a variety of characters to life—from young children, teen-agers, and middle-aged adults to old peasants and new Russians—Rasputin delves into the burning issues of that time, including questions of morality as well as sheer survival, and allows readers to experience the

immediate post-Soviet past together with the “ordinary folks” who were fated to live it. In addition to shedding light on the present, these works offer an armchair trip to Siberia along with the aesthetic pleasures that flow from the pen of a master storyteller.

Boris Poplavsky, Apollon Bezobrazov, trans. **John Kopper**, xxvi + 172 p., 2015 (ISBN 978-089357-453-6), \$19.95.

This novel by “recovered Surrealist” Russian émigré poet Boris Poplavsky describes in colorful, poetic detail the hand-to-mouth existence of a small band of displaced Russians in Paris and Italy, chronicling their poverty, their diversions, their intensely played out love affairs, and its namesake’s gradual transformation in the eyes of his admiring followers. Abounding in allusions to Eastern religion, Western philosophy, and 19th-century Russian literature, the work echoes Joyce’s *Ulysses* in its experimental mixing of genres, while its use of extended metaphors reveals the stylistic impact of Marcel Proust. Not published in complete form in Russian until 1993, *Apollon Bezobrazov* significantly broadens our understanding of Russian prose produced in the interwar emigration.



Three String Books

***“They Can Live in the Desert but Nowhere Else”*: A History of the Armenian Genocide: An Interview with Ronald Grigor Suny**

Norman M. Naimark, Stanford University

The 2016 Wayne S. Vucinich Book Prize was awarded to Ronald Grigor Suny for *“They Can Live in the Desert but Nowhere Else”*: A History of the Armenian Genocide (Princeton University Press). Suny’s book provides a comprehensive overview and deep analysis of an historical event that stands out not only for its senseless brutality, but also for its longstanding denial.

Can you tell us what it was like personally to research and write an in-depth study of the Armenian Genocide as an Armenian yourself, with deep roots in Armenian culture and history?

As an Armenian born in the United States, I grew up with an awareness that something horrific had happened to my ancestors. But in my family, divided as it was between Armenians from the Ottoman Empire and Armenians from the Russian Empire, there was no concentrated and repeated expression of anti-Turkish or anti-Kurdish sentiments. Stories about massacres and repeated references to lost relatives were an undertone, but the dominant voice in my political upbringing was my father, who was consistently liberal, left, and anti-nationalist. When I was appointed Alex Manoogian Professor of Modern Armenian History at the University of Michigan in 1981, I had to investigate as a historian the what, why, how, and when of the Armenian Genocide. The literature was sparse and heavily influenced by anger at and hatred of the perpetrators. My sense of outrage was equally divided between genuine personal anguish at what Armenians had suffered and anger toward those who denied, distorted, and misrepresented the historical record. I was motivated by a sense that this history should not be lost or misused and that real scholarly discussion could help heal festering wounds and perhaps end the “incomplete mourning” of many Armenians.

Writing the book came after a decade and a half of workshops that I and colleagues – Fatma Müge Göçek, Jirair Libaridian, and Norman Naimark among them – had organized, bringing Turks, Armenians, Kurds, and others together to discuss what happened in 1915 and create a body of historical research on the subject. This effort, known as WATS (Workshop on Armenian-Turkish Scholarship), was enormously successful, occurring at the same time as Turkish civil society was reconsidering the dark spots of Ottoman history. Papers from those meetings were published in a volume edited by me, Fatma Müge Göçek, and Norman Naimark, *A Question of*

Genocide: Armenians and Turks at the End of the Ottoman Empire (Oxford University Press, 2011).

I had no intention to write my own monographic synthesis about the Genocide until urged to do so by my Princeton University Press editor, Brigitta van Rheinberg, and her husband, Eric Weitz, the editor of the Princeton series on human rights. I was lucky enough to receive fellowships from the United States Holocaust Memorial Museum and the American Academy in Berlin, where the bulk of the research and writing took place. It was extraordinary to be in the midst of discussions of the Holocaust, in the museum and in Berlin, while trying to deal with this earlier holocaust (as the Armenian events were referred to at the time, since the word genocide had not yet been coined). The whole process was for me therapeutic, a kind of coming to terms with a phenomenon that defied explanation. At the same time, however, like all of my work it had a politics embedded in it. In this case it was an attempt to provide context and complexity to demonstrate that categories such as “perpetrator” and “victim” are too simple and dichotomous, and that one needed to explain the reasons a government would turn to such a catastrophic policy without rationalizing or justifying such a pathological political choice.

In analyzing the motivations and actions of the Young Turk leaders during the genocide, you use the psychological concept of “affective disposition” to understand their move towards deporting and murdering the Armenians in 1915. What is the contribution of that concept to your analysis?

My sense is that structures and environments are insufficient as causes capable of explaining action; that the mediating understandings, affective and rational readings of the world, provide the path that leads to action. Too often, scholars see political choices as simply strategic, rational, and carefully calculated, but in the real world they are considered worth making because of both the emotional and cognitive readings of oneself and others, or of the past and the possible futures. In the case of the Armenian Genocide, the Young Turks who ordered and carried out the Genocide saw the Armenians as an existential threat to their rule and to their empire that had to be eliminated. The book attempts to explain how they acquired that mindset, that affective disposition, and why they thought that the circumstances they faced and their political ambitions powerfully demanded the kinds of actions

they took. Their view of the Armenians was perverse, colored by perceptions of betrayal, based on feelings that the Armenians were taking advantage of Muslims, that they were duplicitous, not to be trusted. Yet their decisions were not decisions taken by madmen but by rational, emotional creatures who had the power to carry out their plans and were willing to do it no matter the consequences. As I put it in the conclusion to the book, "The Young Turks' sense of their own vulnerability – combined with resentment at what they took to be Armenians' privileged status, Armenian dominance over Muslims in some spheres of life, and the preference of many Armenians for Christian Russia – fed a fantasy that the Armenians presented an existential threat to Turks. Threat is a perception, in this case the perception that one of the empire's subject peoples was as great a danger as invading armies. Threat must be understood not only as an immediate menace but as perception of future peril."

More than a century after the horrendous events, how do you understand the persistence of official Turkish denial of the Armenian genocide? Will your book be translated into Turkish? What about the Armenians? Are they ready to accept a treatment of the genocide that emphasizes contingency and historical explanation versus the continuity of national enmities?

I am happy to say that the book has already been published in Turkish – by an Istanbul Armenian press, Aras – as well as in Hungarian. I am hoping that it might someday be translated into Armenian. Officially, the Turkish government still denies that a genocide took place and that the Young Turks ordered mass killing of Armenians and Assyrians. But within Turkish civil society, and increasingly within the Turkish and Kurdish intelligentsia, progressive people recognize the Genocide. Many Armenians, particularly in Armenia, still hold tight to a view that characterizes Turks, Kurds, and Ottoman governments as disposed to genocide, as intending to eliminate Armenians long before World War I. A more complex understanding of the contingency of the Genocide is difficult to accept at the moment, and some writers in Armenia have attacked me for being too "soft" on the Turks, even accusing me of rationalizing mass murder. My account is critical of nationalism and imperial domination, but for many people, both in Turkey and Armenia, nationalism is a comfortable harbor in which to shelter and look out on a world assumed to be hostile. In my view, nationalisms are radical simplifications of complex realities and tend toward ethnic isolation on one hand and interethnic antagonism on the other.

Denial is part of the Turkish state's effort to create and fortify a fragile national identity, which has been built on a history that cannot face the facts of how the

Turkish Republic came into being. Progressive Turks and Kurds, with whom I have worked, recognize the Genocide and believe that coming to terms with the collapse of the Ottoman Empire and the foundational moments of the Kemalist state are necessary for the development of a democratic Turkey.

Your book calls attention to the international context of external threats to the Ottoman Empire in 1914-15 in World War I as crucial in creating the conditions for the Armenian genocide. How do you evaluate the short-term and contingent factors of Turkish entry in the war against the growing late nineteenth-century hostility of the Ottoman authorities to the Armenians?

I argue in the book that World War I was the necessary context for the Genocide: without the war there would have been no genocide. The war turned an affective disposition into a fear upon which state actors believed they had to act. Wars have often played the role of radicalizing world views, heightening passions, simplifying reality in the hunt for enemies. The Great War did all of those things and acted as a cover for mass murder and displacement of whole peoples.

What does the Armenian genocide tell us about genocide in general? What does it tell us about the perpetrators, but also about the victims? As in many cases of genocide, did the Armenian Genocide present a problem of indifferent bystanders, both within the Ottoman Empire itself and in the international community?

Genocide is a rare and frightful phenomenon: the deliberate state-initiated program to physically eliminate a cultural, linguistic, religious, or ethnic group. The Armenian Genocide, at least in my account, shows that such policies are choices made by political actors; they are neither inevitable nor determined by structural or environmental factors, though the specific domestic and international contexts are a big part of the story of why and how such affective dispositions that can lead to genocide are generated. I emphasize the role of leaders who could have taken other paths but chose genocide. While ordinary people participated, often willingly, in the looting of Armenian property, the rape of women, killing of innocent people, including children, I see genocide as generated from above, by state authorities who gave license to kill to ordinary people.

Ronald Grigor Suny is director of the Eisenberg Institute for Historical Studies, the Charles Tilly Collegiate Professor of Social and Political History at the University of Michigan, and Emeritus Professor of political science and history at the University of Chicago. Norman M. Naimark is the McDonnell Professor of East European Studies, Professor of History and (by courtesy) of German Studies at Stanford University, and Senior Fellow of the Hoover Institution and (by courtesy) of the Freeman-Spogli Institute for International Studies.



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Contingent Faculty and Slavic, East European, and Eurasian Studies: A Report by the ASEES Committee on the Status of Women in the Profession

Sharon A. Kowalsky, Texas A&M University-Commerce

The use of contingent faculty across academia and within SEES fields specifically seems to be increasing and this represents a potentially troubling trend that needs to be addressed. Contingent faculty (here defined as full-time, non-tenure track and part-time adjunct positions, often titled “Lecturers” or “Instructors”) face job insecurity, fewer opportunities for career advancement, higher workloads, significantly lower salaries, and fewer benefits than traditional tenured or tenure-track faculty. Such positions seem to predominate in humanities fields, particularly in language acquisition. Moreover, women have often occupied such positions at greater rates than men, making the problem of contingent faculty one with disproportionately adverse effects on women in our profession. While considerable attention has been paid to the issue in general, few studies have examined the specific conditions for women among the ranks of contingent faculty within Slavic Studies fields. The brief report outlines the context of the issue and proposes some possible remedies.

The general trend in higher education has been to move toward more part-time and non-tenure-track positions. According to the US Department of Education IPEDS Fall Staff Survey, 13 percent of the country’s academic positions in 1975 were full-time non-tenure track and 30.2 percent were part-time; by 1989, those numbers had increased to 16.9 percent full-time non-tenure track and 36.4 percent part-time; in 2003, they had reached 18.7 percent full-time non-tenure track and 46.3 percent part-time.² By 2011, 75.9 percent of college instructors could be considered contingent faculty.³ The American Association of University Professors (AAUP) determined that tenured and tenure-track faculty made up only 26.88 percent of the academic labor force in 2013. The remaining 73.12 percent consisted of part-time graduate teaching assistants (12.16 percent), part-time instructors (46.65 percent), and full-time non-tenure track faculty (14.31 percent).⁴ Although these figures present a moving target, they reflect the trend within higher education to rely heavily on non-tenure track and part-time instructors. Despite this tendency, the use of contingent faculty varies significantly across institution types. Primarily instructional schools tend

to rely more heavily on part-time instructors, while research institutions generally employ more graduate instructors, more tenured and tenure-track faculty, and fewer part-time or non-tenure-track instructors. Varying institutional priorities make generalizing about the use of contingent faculty across all fields and all institutions extremely difficult.⁵

While the issue of part-time and non-tenure track employment affects all academics, women have generally less representation among permanent faculty and hold a greater share of contingent jobs. In 1998, women made up 36 percent of full-time faculty but 48 percent of part-time faculty nation-wide. Among full-time faculty, women more often held contingent positions. AAUP data from 2000 indicates that 55 percent of lecturers and 58 percent of instructors were women.⁶ In 2006, among those in non-tenure-track positions, women made up 52.4 percent and men made up 47.6 percent.⁷ In 2011, 27.4 percent of male faculty held tenure-track positions, 14.9 percent held full-time non-tenure track positions, and 38 percent held part-time positions. Among women, only 19.5 percent held tenure-track positions, while 16.5 percent were in full-time non-tenure track positions and 45.2 percent held part-time appointments.⁸ Similarly, the US Department of Education’s 2009 Fall Staff Survey indicated that 75.5 percent of college and university instructors were part-time, adjunct, or full-time non-tenure track.⁹ Of these, 51.6 percent were female and 48.4 percent were male.¹⁰

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The Coalition of the Academic Workforce (CAW) 2010 survey of contingent faculty and instructors found that among part-time faculty members specifically, 61.9 percent were female and 38 percent were male.¹¹ These data suggest that while women tend to outnumber men among contingent faculty, they are also less likely to secure tenure-track positions.

The presence of women among contingent faculty varies by field, but the problem seems to be much worse in language and literature departments. For example, the Linguistic Society of America's Committee on the Status of Women in Linguistics conducted a survey of linguistics departments in 2007. Their data suggest that among full-time non-tenure-track faculty, 88.2 percent were women and only 11.8 percent were men. Among part-time faculty, 72.3 percent were women and 27.7 percent were men. Overall, 63.6 percent of contingent faculty in linguistics were women, compared with 36.4 percent of men.¹² Similar results appear in a 2012 study of humanities fields. According to the data, women made up roughly 50 percent of all faculty in the humanities, but the majority were in art history, English, languages other than English, linguistics, and communications. At the same time, while women occupied 56 percent of contingent faculty positions for all Humanities fields, they made up 60 percent of contingent faculty in English, 60 percent in art history, 71 percent in linguistics, and 71 percent in languages other than English.¹³ Particularly in the humanities, and especially in languages, women bear most of the burden of contingent work.

Fewer data exist that focus specifically on Slavic, East European, and Eurasian studies. The 1991 AAASS Prospects for Faculty in Soviet and East European Studies indicated that among the total membership of AAASS (now ASEEES), contingent faculty made up only 6 percent.¹⁴ Among these categories, women predominated slightly at 45 percent male and 55 percent female for adjunct professors, 44 percent male and 56 percent female for lecturers, and 48 percent male and 52 percent female for instructors/teachers.¹⁵ The most recent survey (2015) of Russian Studies institutions by ASEEES did not address the issue of gender in the Slavic fields represented by the organization, nor did it directly address the issue of contingent faculty. According to the survey, seven percent of respondents held adjunct positions, although it noted that only 25 percent of those receiving PhDs within the last ten years held tenure-track positions.¹⁶ These limited data suggest that the national patterns of contingent faculty use

apply to SEES fields as well.

An informal survey conducted in 2016 by the ASEEES Committee on the Status of Women in the Profession provides some anecdotal impressions of the prevalence of female contingent faculty in SEES fields. These data suggest that most contingent faculty were employed in Slavic or other language and literature departments, and that most of them were women. For example, in Slavic departments at the four major universities with Title VI funding that completed the survey, 78.3 percent (18 out of 23 respondents) of non-tenure track faculty and 62.5 percent (five out of eight respondents) part-time instructors were women. Individual responses (53 total) reinforced these impressions. Again, while the use of contingent faculty was visible in a variety of departments, the highest concentration of women in such positions occurred in Slavic and other language departments. Of 51 reported non-tenure track faculty in Slavic departments, 38, or 74.5 percent, were women.

In these same departments 40 out of 47 part-time instructors, or 85.1 percent, were women. Similar trends are visible in other language-teaching departments, although separating instructors of Slavic languages from instructors of other languages was not possible based on survey results. While these survey results are neither scientific nor comprehensive, they provide a strong impression of the preponderance of women in contingent faculty positions within Slavic Studies fields, and particularly in language acquisition.¹⁷

The significant presence of women in contingent positions is the result of multiple factors that affect women's career choices and opportunities, as well as the varying needs and priorities of different institutions. In some cases, such positions may suit a particular faculty member as a result of her personal or family needs; in others, faculty members might be trapped by heavy workloads and few, if any, opportunities for professional advancement. Some contingent faculty have had recent success in joining unions. Although unionization still does not provide comprehensive coverage to all varieties of contingent faculty, it does provide a path forward for some by expanding their ability to exercise rights of collective bargaining. Another major development occurred on August 23, 2016, when the National Labor Relations Board voted to consider student assistants (undergraduate and graduate) at private non-profit universities as university employees under the 1935 National Labor Relations Act.¹⁸ While this ruling most likely will have

little impact on adjunct and non-tenure track faculty, who are generally no longer students, it does signal the recognition of the difficult circumstances of workers who are not traditional full-time university employees, and could help facilitate efforts to unionize contingent faculty that are underway at various universities across the country.

The Committee on the Status of Women in the Profession recognizes that individuals and institutions have differing needs regarding their faculty; nonetheless, it urges ASEEES to raise awareness of this issue, as it directly affects both gender equity and the professional development of scholars in SEEEES fields. Advocating for better employment conditions and more opportunities for job stability, financial security, and professional development will enhance the quality of Slavic programs while promoting the more equitable treatment of women in the field. To do so, better data need to be gathered, and future ASEEES surveys should consider gender as a category of assessment. One concrete measure that could be taken regarding contingent faculty is encouraging affiliated institutions to develop policies that directly address this faculty and their status at their various institutions, including course loads, working conditions, promotion mechanisms, and family leave. While establishing policies will not completely alleviate the conditions under which contingent faculty work, they can remove some of the arbitrariness from these positions and provide specific guidelines within which contingent faculty can function.

Sharon A. Kowalsky is an Associate Professor, Director of Gender Studies, Graduate Advisor at Texas A&M University-Commerce.

(Endnotes)

- 1 With assistance from the members of the 2016 Committee on the Status of Women in the Profession: Katya Hokanson, Choi Chatterjee, Betsy Hemenway, and Natalie McCauley.
- 2 American Association of University Professors, "US Department of Education IPEDS Fall Staff Survey," included in Martha West and John Curtis, *AAUP Faculty Gender Equity Indicators 2006*, <http://www.aaup.org/NR/rdonlyres/63396944-44BE-4ABA-9815-5792D93856F1/0/AAUPGenderEquityIndicators2006.pdf> (accessed 2/29/16), 7.
- 3 American Association of University Professors, "Trends in Instructional Staff Enrollment Status, 1975-2011," http://www.aaup.org/file/Simplified_Trends_Tables.pdf (accessed 2/24/16).
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- 5 American Association of University Professors, "Instructional Faculty by Rank and Reporting Category (2013)," <http://www.aaup.org/sites/default/files/files/2015salarysurvey/Fig4.pdf> (accessed 2/24/16).

- 6 American Association of University Professors, *Contingent Appointments and the Academic Profession* (2014), <http://www.aaup.org/report/contingent-appointments-and-academic-profession> (accessed 2/25/16).
- 7 "US Department of Education IPEDS Fall Staff Survey," included in Martha West and John Curtis, *AAUP Faculty Gender Equity Indicators 2006*, <http://www.aaup.org/NR/rdonlyres/63396944-44BE-4ABA-9815-5792D93856F1/0/AAUPGenderEquityIndicators2006.pdf> (accessed 2/29/16), 22.
- 8 John W. Curtis, "The Employment Status of Instructional Staff Members in Higher Education, Fall 2011," AAUP (April 2014), <http://www.aaup.org/sites/default/files/files/AAUP-InstrStaff2011-April2014.pdf> (accessed 2/24/16), 17. The data in the text omit graduate assistants at 19.7 percent for men and 18.8 percent for women.
- 9 *CAW Report: A Portrait of Part-Time Faculty Members* (2012) http://www.academicworkforce.org/CAW_portrait_2012.pdf (accessed 2/29/16).
- 10 "Survey of Part-Time and Adjunct Higher Education Faculty," conducted on behalf of the American Federation of Teachers (January 2010), <http://files.eric.ed.gov/fulltext/ED512019.pdf> (accessed 2/29/16).
- 11 These figures do not include full-time non-tenure track instructors. Table 2, *CAW Report: A Portrait of Part-Time Faculty Members* (2012) http://www.academicworkforce.org/CAW_portrait_2012.pdf (accessed 2/29/16), 18.
- 12 David J. Silva and Sarah Fauzi, "LSA Departmental Survey for Spring 2007: Summary," <http://www.linguisticsociety.org/sites/default/files/COSWL-Handout-Jan2008.pdf> (accessed 2/29/16).
- 13 American Academy of Arts and Sciences, "Trends in the Demographics of Humanities Faculty: Key Findings from the 2-2012-13 Humanities Departmental Survey," <http://www.humanitiesindicators.org/content/indicatordoc.aspx?i=461#fig484> (accessed 5/11/2016).
- 14 American Association for the Advancement of Slavic Studies, *Prospects for Faculty in Soviet & East European Studies* (1991), 22 (<http://www.aseees.org/sites/default/files/downloads/AtkinsonHistoryNCASARreport1991.pdf>, accessed 5/9/16). The survey respondents included 44 adjuncts, or one percent; 50 lecturers, or one percent, and 162 instructors/teachers, or four percent.
- 15 *Ibid.*, 26.
- 16 Theodore P. Gerber, *The State of Russian Studies in the United States: An Assessment by the Association for Slavic, East European, and Eurasian Studies* (2015), 19-20 (<http://www.aseees.org/sites/default/files/downloads/FINAL-ASEEES-assessment-report.pdf>, accessed 28 September 2016). The ASEEES survey was conducted among its membership; results regarding contingent faculty may not be accurate because such individuals may not have the resources to maintain membership in the organization.
- 17 Data collected by the CSW in July-November 2016 through a Survey sent to all Title VI Slavic Centers (four responses received) and the membership of the Association of Women in Slavic Studies (53 responses received).
- 18 "Board: Student Assistants Covered by the NLR," news release, August 23, 2016, <https://www.nlr.gov/news-outreach/news-story/board-student-assistants-covered-nlra-0> (accessed 8/24/16).

Celebrating *Crime and Punishment* at 150

Kate Holland, University of Toronto and
Katherine Bowers, University of British Columbia

The publication of *Crime and Punishment* in 1866 in the pages of the *Russian Messenger* was a revelation, giving readers insight into the human psyche that spoke to the individual's role and moral responsibility within society. Dostoevsky's novel begins when a former student, Raskolnikov, becomes wrapped up in an idea and kills an old pawnbroker; the rest of the work deals with his struggle to reconcile his rationalist action with his human conscience. At the time of its publication, *Crime and Punishment* struck a chord with the reading public, outraging liberals and radicals alike with its "grotesque" and demonizing portrayal of one of their number. This, in turn, caused political writers to defend its fictional hero. It has been read as a political pamphlet, a social document, and a psychological study. In the 21st century, media and technology advances have transformed the reading experience and the ways readers relate to texts. Most students in literature classrooms are now digital natives, many reading on e-devices, some even on smartphones. At 150, *Crime and Punishment* has lost none of its relevance, and can only gain from being read anew in the digital era. Rethinking the ways in which we contextualize, teach, and interpret Dostoevsky's novel can help make it more accessible to a new generation of readers.

The year 2016 marked 150 years since the first publication of *Crime and Punishment*. To celebrate the novel's anniversary we co-organized a global outreach program, "[Crime and Punishment at 150](#)", funded by the Canadian Social Sciences and Humanities Research Council, the University of British Columbia, Green College (UBC), and the North American Dostoevsky Society. Our goal was to celebrate Dostoevsky's novel at 150, bringing it to a wider audience, while at the same time rethinking how we read and teach the novel in the digital age. Events of the outreach program took place online and on-site in various locations across Canada and the United Kingdom. Collaboration took place between scholars across Canada, the United States, and the UK.

The highlight of the program was an [academic conference](#) that took place on the beautiful campus of the University of British Columbia in Vancouver, Canada, from October 20-22, 2016. It brought together scholars,

students, and interested readers from Canada, the US, the UK, and Australia to reconsider how we read and teach the novel in the 21st century. The conference began with a screening of an Australian adaptation of *Crime and Punishment* (Apocalypse Films, 2015), followed by a Q&A with the film's director, Andrew O'Keefe. The film relocates the murder from St. Petersburg to Melbourne, reimagining Raskolnikov as an impoverished doctoral student and bringing to the fore questions of university funding and campus politics. The next morning began with a [video-link](#) to an event organized by Connor Doak at the University of Bristol as part of the BASEES (British Association of Slavonic and East European Studies) 19th-Century Russian Literature study group. The segment included talks by Sarah Hudspith on memory in the novel and by Oliver Ready, translator of the 2014 Penguin Classics edition of *Crime and Punishment*, on the experience of translating the novel. The conference plenary session featured talks by Louise McReynolds on the role of *Crime and Punishment* in criminal trials in the years following the novel's publication, by William Mills Todd III on the novel's serialization, and by Elena

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- Cristina Vatulescu, 13-19 University Place, 3rd Floor, Dept of Comparative Literature, New York U, New York, NY 10003

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- Alexander Cooley, Harriman Institute, Columbia U, 420 W. 118th St, 1214 IAB, New York, NY 10027
- Rachel Epstein, Josef Korbel School of Int'l Studies, U of Denver, 2201 S. Gaylord Street, Denver, CO 80208
- Laura Henry, Dept of Government and Legal Studies, Bowdoin College, 9800 College Station, Brunswick, ME 04011

ED A HEWETT BOOK PRIZE

The Ed A Hewett Book Prize, established in 1994 and sponsored by the U of Michigan Center for Russian, East European, and Eurasian Studies, is awarded for an outstanding monograph on the political economy of Russia, Eurasia and/or Eastern Europe, published in 2016.

RULES OF ELIGIBILITY

- Works must be on the political economy of Russia, Eurasia and/or Eastern Europe.

The winner of the Hewett Book Prize will be chosen by:

- Andrew Barnes, Dept of Political Science, 302 Bowman Hall, Kent State U, Kent, OH 44242
- Dinissa Duvanova, International Relations, 201 Maginnes Hall, 9 West Packer Avenue, Lehigh U, Bethlehem, PA 18015
- Jessica Pisano, New School for Social Research, 79 5th Avenue, 7th Floor, New York, NY 10003

BARBARA JELAVICH BOOK PRIZE

The Barbara Jelavich Book Prize, established in 1995 and sponsored by the Jelavich estate, is awarded for a distinguished monograph published on any aspect of Southeast European or Habsburg studies since 1600, or nineteenth- and twentieth-century Ottoman or Russian diplomatic history in 2016.

RULES OF ELIGIBILITY

- Authors must be scholars who are citizens or permanent residents of North America.
- The competition is open to works on any aspect of Southeast European or Habsburg studies since 1600, or 19th- and 20th-century Ottoman or Russian diplomatic history.

The winner of the Jelavich Book Prize will be chosen by:

- Paula Pickering, Government Dept., College of William & Mary, Tyler Hall, Room 318, 300 James Blair Dr., Williamsburg, VA 23185, email: pmpick@wm.edu
- Laurence Cole, Fachbereich Geschichte, Universität Salzburg, Rudolfskai 42, A-5020 Salzburg, Austria, email: Laurence.Cole@sbg.ac.at
- James Mark, History Dept, Amory Building, Rennes Drive, U of Exeter EX4 4RJ, UK, email: j.a.mark@exeter.ac.uk

*The committee would happily accept PDF copies of books emailed to the members directly.

KULCZYCKI BOOK PRIZE IN POLISH STUDIES

The Kulczycki Book Prize in Polish Studies (formerly the ASEES Orbis Book Prize), established in 1996 and sponsored by the Kulczycki family, former owners of the Orbis Books Ltd. of London, England, is awarded for the best book in any discipline on any aspect of Polish affairs, published in 2016.

RULES OF ELIGIBILITY

- Only works originally published in English, outside of Poland, are eligible
- The book must be a monograph predominantly on Polish studies.
- Preference will be given to works by first-time authors.
- The competition is open to works in any discipline, dealing with any aspect of Polish affairs.
- Previous winners of this prize are ineligible.

The winner of the Kulczycki Book Prize will be chosen by:

- Nathan Wood, Dept of History, U of Kansas, 1445 Jayhawk Blvd., Lawrence, KS 66045
- Jessie Labov, 204 N. 35th Street, Philadelphia, PA 19104. Electronic submissions are preferred. Please send a PDF of the submission to LabovJ@ceu.edu.
- Joanna Nizynska, 2261 S. Sweetbriar Ct., Bloomington, IN 47401
- Eric Gordy, U College London (UK), e.gordy@ucl.ac.uk
- Victoria Smolkin, Wesleyan U, vsmolkin@wesleyan.edu

ROBERT C. TUCKER/STEPHEN F. COHEN DISSERTATION PRIZE

The Robert C. Tucker/Stephen F. Cohen Dissertation Prize, established in 2006 and sponsored by the KAT Charitable Foundation, is awarded annually (if there is a distinguished submission) for an outstanding English-language doctoral dissertation in Soviet or Post-Soviet politics and history in the tradition practiced by Robert C. Tucker and Stephen F. Cohen.

GRADUATE STUDENT ESSAY PRIZE

The ASEEES Graduate Student Essay Prize was established in 2006 and is awarded for an outstanding essay by a graduate student in Slavic, East European, and Eurasian Studies. The winner of the competition receives free roundtrip domestic airfare to and room at the ASEEES Annual Convention and an honorary ASEEES membership in 2018.

RULES OF ELIGIBILITY

- ASEEES Regional Affiliates and Institutional Members are invited to hold their own competitions for best essay among their graduate students, and submit the winning paper to the ASEEES Grad Student Prize Committee.
- Essay author must be a graduate student and must have written the essay in English while in a graduate program.
- Essays can be any of several formats: Expanded versions of conference papers; graduate level seminar papers; Master's thesis chapters; dissertation chapters

NOMINATING INSTRUCTIONS

- Essays should be submitted by the Chairs of the Regional Affiliates or the primary or secondary representatives of the Institutional Members. Graduate students whose institution is not an ASEEES institutional member or is not holding a competition this year, are advised to check the rules for their regional competition. Students cannot self-nominate their papers/must go through the proper nominating procedures.
- Submitter must clearly indicate the format of the essay submitted and provide an abstract.
- Essays should have a minimum word count of 7,500 and a maximum word count of 14,000 (25 to 50 pages approximately) inclusive of footnotes and bibliography. Submissions must be double-spaced and include footnotes or endnotes.
- Essays should be emailed to Mary Arnstein, Communications Coordinator, at newsnet@pitt.edu and to all members of the prize committee.

Deadline for submissions: June 1.

The winner of the student essay prize will be chosen by:

- Elena Prokhorova, College of William and Mary, evprok@wm.edu

RULES OF ELIGIBILITY

- The dissertation must be written in English and defended at a university in the US or Canada;
- The dissertation must be completed and defended during the 2016 calendar year;
- The dissertation's primary subject and analytical purpose must be in the realm of the history of domestic politics, as broadly understood in academic or public life, though it may also include social, cultural, economic, international or other dimensions. The dissertation must focus primarily on Russia (though the topic may also involve other former Soviet republics) during one or more periods between January 1918 and the present.

NOMINATING INSTRUCTIONS

- A nomination will consist of a detailed letter from the dissertation's main faculty supervisor explaining the ways in which the work is outstanding in both its empirical and interpretive contributions, along with an abstract of 700-1,000 words, written by the candidate, specifying the sources and general findings of the research. A faculty supervisor may nominate no more than one dissertation a year.
- By May 15 faculty supervisors should send each committee member listed above their letter and the 700-1,000-word abstract. (Candidates may also initiate the nomination, but it must come from their advisers.) The committee will read this material and then request copies of the dissertations that best meet the criteria, as defined in the statement above.

Nominations must be received no later than May 15

The winner of the Dissertation Prize will be chosen by:

- Juliet Johnson, McGill University (Canada); juliet.johnson@mcgill.ca
- Robert English, U of Southern California; reenglish@usc.edu
- Andrew Jenks, California State U, Long Beach; Andrew.Jenks@csulb.edu

Personages

Vitaly Chernetsky was awarded the prestigious [PEN/ Heim Translation Fund Grant](#) by PEN America for his translation of Ukrainian writer Sophia Andrukhovych's vividly detailed novel *Felix Austria*. Andrukhovych is one of her country's most exciting young novelists and the novel's themes of isolation, community, otherness and the importance of history are especially relevant, and moving, in these times. Set in a small Ukrainian city in 1900, Andrukhovych's work in Chernetsky's English rendering is keen, lifelike, and endlessly exciting and perceptive.

Nancy Condee has been appointed Director of the Center for Russian and East European Studies at the University of Pittsburgh. She succeeds Dr. Dawn Seckler (Interim Director), who has been appointed Associate Director.

The Nanovic Institute for European Studies has awarded the 2017 Laura Shannon Prize in Contemporary European Studies to **Anna Grzymała-Busse** for her book, *Nations Under God: How Churches Use Moral Authority to Influence Policy*, published by Princeton University Press. The Nanovic Institute awards the prize annually to the author of the best book in European studies that transcends a focus on any one country, state, or people to stimulate new ways of thinking about contemporary Europe as a whole, recognizing alternately books in the humanities and in history and the social sciences.

Grant G. Harris was promoted to Chief of the European Division at the Library of Congress, effective February 7, 2017. Grant has been Head, European Reading Room, since 2007 and before that a reference specialist and librarian at LC. He also handles collection development and reference services for Moldova, Romania, Kosovo, and Albania.

Ann Komaromi won the 2016 AATSEEL Best Book in Literary and Cultural Studies for *Uncensored: Samizdat Novels and the Quest for Autonomy in Soviet Dissidence* (Northwestern University Press, 2015.)

Best Book in Scholarly Translation was awarded to **Rawley Grau** for his translation of Yevgeny Baratynsky's *A Science Not for the Earth* (Ugly Duckling Presse, 2015.).

For more information on the selections, please visit the AATSEEL website: <http://www.aatseel.org/about/prizes/recent-recipients/book-prize-winners-for-2016>.

As of October 1, 2016, **Svitlana (Lana) Kryz**, Kule Chair in Ukrainian Studies and Assistant Professor at MacEwan University (Edmonton, Canada), has taken over as Editor-in-Chief of *East/West: Journal of Ukrainian Studies* (<http://www.ewjus.com/>), published by the Canadian Institute of Ukrainian Studies (University of Alberta).

Jim Peterson was recently awarded the Stanley Winters Distinguished Achievement award by the Czechoslovak Studies Association. A longtime member of the Czechoslovak History Conference, now the Czechoslovak Studies Association, Peterson served as the editor of the CSA Newsletter from 1988 until 2016.

Matthew Rendle served as guest editor of a special issue of *Historical Research* on the centenary of the Russian Revolution.

Index of Advertisers

American Councils	11
American Cultural Exchange Service`	25
Council on Foreign Relations	28
European University at St. Petersburg	16
Kritika	8
KU Summer Study Abroad Lviv	5
Learn Russian in the European Union	26
Slavica	8
Three Strings Books	8

In addition to articles and news columns, NewsNet also features a limited number of advertisements from various organizations presenting scholarly publications, products, services, or opportunities of interest to those in the Russian, Eurasian, and Central European fields. For more information, [please see our website](#).

Publications

Area Studies in the Global Age: Community, Place, Identity, edited by Edith W. Clowes and Shelly Jarrett Bromberg, was published by Northern Illinois University Press in March 2016.

This interdisciplinary book is a new introduction to area studies in the framework of whole-world thinking. Indispensable to American integration in the world, the new area studies is oriented toward sociology, geography, and cultural studies as useful frames in which to analyze political and economic processes. The authors show us more discerning ways to think about globalization and democratization. *Area Studies in the Global Age* examines the interrelation between three constructions central to any culture—community, place, and identity—and builds on research by scholars specializing in diverse world areas. The studies featured here argue for the importance of understanding particular human experience and the actual effects of global changes on real people's lives. The rituals, narratives, symbols, and archetypes that define a community, as well as the spaces to which communities attach meaning, are crucial to members' self-perception and sense of agency.

This study presents and applies a variety of methodologies, including interviews and surveys; the construction of databases; the analysis of public rituals and symbols; the examination of archival documents as well as contemporary public commentary; and the close reading and interpretation of fiction, art, buildings, cities, and other creatively produced works in their social and political contexts.

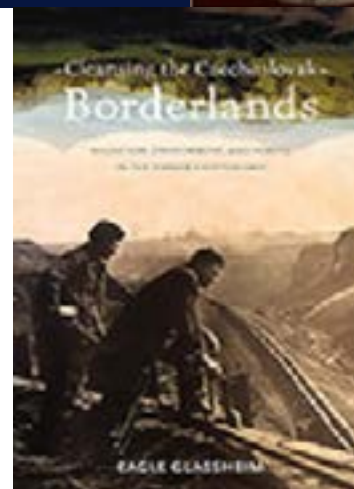
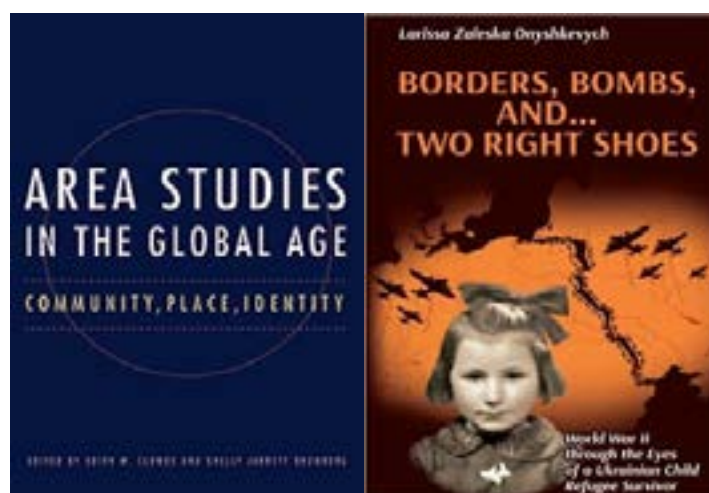
Larissa Zaleska Onyshkevych has released a memoir: *Borders, Bombs, and ... Two Right Shoes: World War II through the Eyes of a Ukrainian Child Refugee Survivor*. This book describes World War II, as experienced by a child in Ukraine (under Soviet and then Nazi occupations), and later as a refugee in Slovakia, Austria, and Germany. The book includes a detailed description of life in postwar DP refugee camps, including forced Soviet repatriations.

Cleansing the Czechoslovak Borderlands: Migration, Environment, and Health in the Former Sudetenland, by Eagle Glassheim, was released by the University of Pittsburgh Press in November 2016.

Prior to their expulsion in 1945, ethnic Germans had inhabited the Sudeten borderlands for hundreds of years, with deeply rooted local cultures and close, if sometimes tense, ties with Bohemia's Czech majority. Harnessed by Hitler in 1938 to his pursuit of a Greater Germany, the Sudetenland's three million Germans became the focus of

Czech authorities in their retributive efforts to remove an alien ethnic element from the body politic—and claim the spoils of this coal-rich, industrialized area. Yet, as Glassheim reveals, socialist efforts to create a modern utopia in the newly resettled "frontier" territories proved exceedingly difficult. Many borderland regions remained sparsely populated, peppered with dilapidated and abandoned houses, and hobbled by decaying infrastructure. In the more densely populated districts, industrial facilities scarred the land and spewed toxins into the air. What once was a diverse religious, cultural, economic, and linguistic "contact zone" became a scarred wasteland, both physically and psychologically.

Glassheim offers new perspectives on the struggles of reclaiming ethnically cleansed lands in light of utopian dreams and dystopian realities—brought on by the uprooting of cultures, the loss of communities, and the industrial degradation of a once-thriving region.



Complicating the Female Subject: Gender, National Myths, and Genre in Polish Women's Inter-War Drama, by Joanna Kot, was published by Academic Studies Press in December 2016.

Seven interwar plays by Polish women writers created a flurry of excitement and condemnation when they appeared, yet today they are almost forgotten. This groundbreaking study interrogates the feminism of these plays and their authors, who dared to question national myths, subvert genre expectations, and reinterpret definitions of subjectivity, anticipating the work of numerous women playwrights in post-1989 Poland. Synthesizing a variety of theoretical perspectives, the author produces a nuanced reading of each work and of the group as a whole. Both texts and the innovative synthetic approach will interest scholars of Polish literature, drama, and gender studies.

Lexington Books published *Living Soviet in Ukraine from Stalin to Maidan: Under the Falling Red Star in Kharkiv*, by Michael Westrate, in April 2016.

This book is a history of a group of military colonels and their wives, children, and contemporaries, covering their lives from childhood to the present. During this period, these military families went from comfortable economic circumstances, professional prestige, and political influence as part of the Soviet upper stratum, to destitution and disgrace in the 1990s. Today, many of them are part of Europe's largest ethnic minority—Russians in Ukraine.

The geographic focus is Kharkiv, a Russian-speaking city in eastern Ukraine. Based on 3,000+ pages of interview transcripts and supplemented with materials gleaned from personal, family, and institutional archives, the book investigates how families endured shifting social, cultural, and political realities.

By analyzing the lives of individuals in context, Westrate reveals how ideological, professional, gender, ethnic, and national imperatives were internalized, transformed, or rejected by the rank and file. He reveals how the subjective identities of individuals and small groups developed and changed over time, and how that process relates to the parallel projects pursued by the leaders of their countries. In the process, he shows what those experiences have to offer the study of Soviet, post-Soviet, and transnational history, bridging the boundaries created by the collapse of the USSR and exploring the foundations of both twenty-first-century Ukraine and today's conflicts.

Matylda: And I Thought Everyone Drives a Limo in Amerika, by Filip Zachoval, was released in December 2016.

This fictionalized memoir, based on the experiences of a young man from the Czech Republic traveling to the U.S. for the first time, starts with Filip's job as a dishwasher in a Pennsylvania summer camp and ends with a coast-to-coast road trip in an unreliable limousine named Matylda. In the process, he gives his reader fascinating stories of his own country's history, and a tale of self-discovery as he seeks

to understand both America and himself. Not just a means of making it from point A to point B, Matylda is a central character in this tale. She seems to guide the group of road-tripping pan-Slavic characters more than any map.

Kazakhstan in the Making: Legitimacy, Symbols, and Social Changes, edited by Marlene Laruelle, was published by Lexington Books in November 2016. Contributors include: Ulan Bigozhin; Douglas Blum; Alexander Diener; Natalie Koch; Diana T. Kudaibergenova; Marlene Laruelle; Mateusz Laszczkowski; Sebastien Peyrouse; Megan Rancier; Assel Tutumlu; Wendell Schwab and Kristopher White.

Kazakhstan boasts a rapidly growing economy, a strategic location between Russia, China, and the rest of Central Asia, and a regime with far-reaching branding strategies. But the country also faces weak institutionalization, patronage, authoritarianism, and regional gaps in socioeconomic standards that challenge the stability and prosperity narrative advanced by the aging President Nursultan Nazarbayev.

This volume offers multidisciplinary insights into the country's recent evolution. It looks at the regime's sophisticated legitimacy mechanisms and ongoing quest for popular support. It analyzes the country's fast-changing national identity and the delicate balance between the Kazakh majority and the Russian-speaking minorities. It explores how the society negotiates deep



social transformations and generates new hybrid, local and global, cultural references.

Russia in the German Global Imaginary: Imperial Visions and Utopian Desires, 1905–1941, by James Casteel, was published by the University of Pittsburgh Press in May 2016. This book traces transformations in German views of Russia in the first half of the twentieth century, leading up to the disastrous German invasion of the Soviet Union in 1941. Casteel shows how Russia figured in the imperial visions and utopian desires of a variety of Germans, including scholars, journalists, travel writers, government and military officials, as well as nationalist activists. He illuminates the ambiguous position that Russia occupied in Germans' global imaginary as both an imperial rival and an object of German power. During the interwar years in particular, Russia, now under Soviet rule, became a site onto which Germans projected their imperial ambitions and expectations for the future, as well as their worst anxieties about modernity. Casteel shows how the Nazis drew on this cultural repertoire to construct their own devastating vision of racial imperialism. Listen to Casteel's interview on a Radio Free Europe podcast, hosted on [Sean's Russia Blog](#)

Scholarship as the Art of Life: Contributions on Serbian Literature, Culture, and Society by Friends of Radmila (Rajka) Gorup, edited by Slobodanka Vladiv-Glover, was published by Slavica Publishers in 2016.

This collection of essays pays tribute to Radmila (Rajka) Jovanović Gorup's different areas of expertise and demonstrates the diapason of her scholarly and personal impact on the Slavic and linguistics scholarly communities. The essays cover a range of topics of contemporary scholarship, ranging from sociolinguistics to Danube studies and Serbian postmodern art. They represent a cross-section of scholarly debates on Serbian literature, culture, theory, sociology, and aesthetics – in fact, a microcosm of Slavic Studies and Comparative Literature, which mirror Gorup's life-long interest in diversity and transculture.

Gorup had a distinguished career, teaching B/C/S language, literature, and culture at Columbia from 1980 to her retirement in 2014, with a spell of teaching at the University of California at Berkeley (1986–93). She has made significant contributions to theoretical linguistics, Serbocroatistica, sociolinguistics, and theories of grammar.

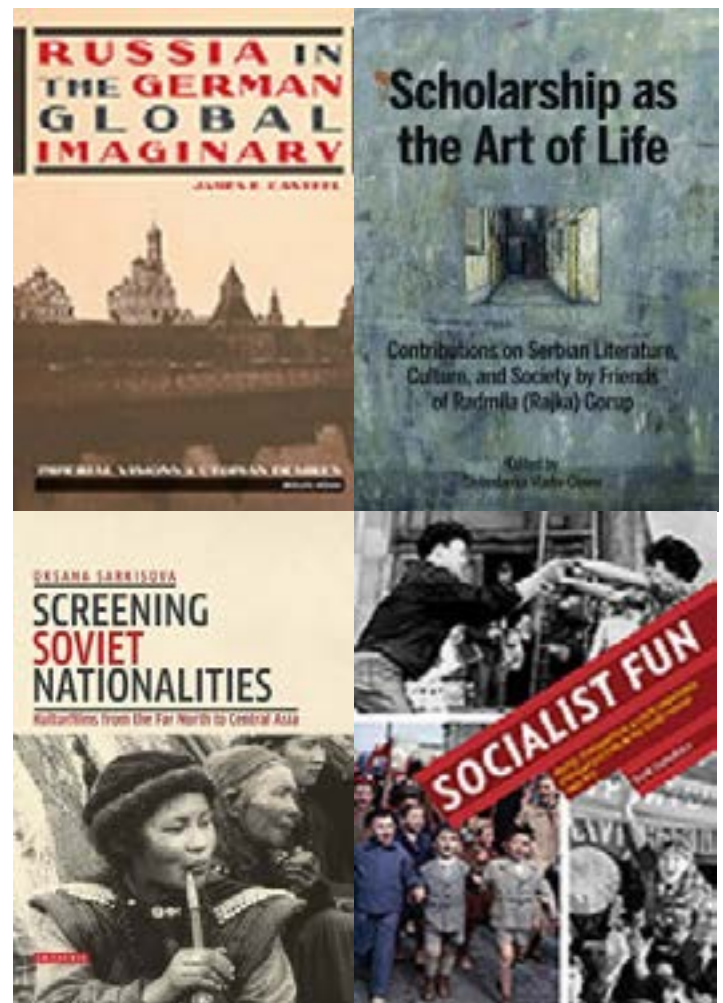
Screening Soviet Nationalities: Kulturfilms from the Far North to Central Asia, by Oksana Sarkisova, was published by I.B.Tauris & Co Ltd. in November 2016.

Filmmakers in the early decades of the Soviet Union sought to create a cinematic map of the new state by portraying its land and peoples on screen. Such films created blueprints of the Soviet domain's scenic, cultural and ethnographic perimeters and brought together disparate nations under one umbrella. Categorized as *kulturfilms*, they

served as experimental grounds for developing the cinematic formulae of a multiethnic, multinational Soviet identity. *Screening Soviet Nationalities* examines the non-fictional representations of Soviet borderlands from the Far North to the Northern Caucasus and Central Asia between 1925-1940. Beginning with Dziga Vertov and his vision of the Soviet space as a unified, multinational mosaic, Sarkisova rediscovers works by filmmakers who helped construct an image of Soviet ethnic diversity and left behind a lasting visual legacy. The book contributes to our understanding of changing ethnographic conventions of representation, looks at studies of diversity despite the homogenising ambitions of the Soviet project, and reexamines methods of blending reality and fiction as part of both ideological and educational agendas.

The University of Pittsburgh Press published Gleb Tsipursky's book *Socialist Fun: Youth, Consumption, and State-Sponsored Popular Culture in the Soviet Union, 1945–1970* in April 2016, which analyzes grassroots entertainment in the Soviet Union from 1945 to 70. Most narratives depict Soviet Cold War cultural activities and youth groups as drab and dreary, militant and politicized. In this study, Tsipursky challenges these stereotypes in a portrayal of state-sponsored popular culture.

The primary local venues for Soviet culture were the thousands of clubs where young people found entertainment, leisure, social life, and romance. Here sports, dance, film,



theater, music, lectures, and political meetings became vehicles to disseminate a socialist version of modernity. The Soviet way of life was presented and perceived as the most progressive and advanced, in an attempt to stave off Western influences. In effect, socialist fun became very serious business. Western culture did infiltrate these activities; participants and organizers deceptively cloaked their offerings to appeal to their own audiences. Thus, Soviet modernity evolved as a complex and multivalent ideological device. Tsipursky examines the Kremlin's efforts to shape young lives, consumption, popular culture, and to build an emotional community.

The University of Pittsburgh Press released *The Soviet Gulag: Evidence, Interpretation, and Comparison*, by Michael David-Fox, in November 2016.

The book offers a detailed consideration of the Gulag in the context of the similar camps and systems of internment. Chapters are devoted to the juxtaposition of nineteenth-century British concentration camps in Africa and India, the Tsarist-era system of exile in Siberia, Chinese and North Korean reeducation camps, the post-Soviet penal system in the Russian Federation, and of course the infamous camp system of Nazi Germany. This not only reveals the close relatives, antecedents, and descendants of the Soviet Gulag—it shines a light on a frighteningly widespread feature of late modernity. *The Soviet Gulag* offers new interpretations of the interrelationship and importance of the Gulag to the larger Soviet political and economic system, and how they were in fact parts of the same entity.

Ksana Blank wrote *Spaces of Creativity: Essays on Russian Literature and the Arts*, which was published by Academic Studies Press in October 2016.

In the six essays of this book, Blank examines affinities among works of nineteenth- and twentieth-century Russian literature and their connections to the visual arts and music. Blank demonstrates that the borders of authorial creativity are not stable and absolute, that talented artists often transcend the classifications and paradigms established by critics.



ASEEES MENTORING PROGRAM 2017-2018 CALL FOR PARTICIPATION

MENTORS: Mid-career or senior scholars, as well as professionals from outside the academy.

MENTEES: Graduate students or post-graduates within five years of receipt of their terminal graduate degree. Mentees must be members of ASEES.

HOW IT WORKS

- Mentors and mentees are matched by the ASEES Mentoring Committee.
- This one-year mentoring relationship is intended for September 2017 through August of 2018.
- Communications may take place as often as monthly, but are intended more commonly as quarterly conversations over the course of a year about the state of a given field; an exchange of experiences on entering these fields; and how a mentor can offer a fresh perspective on a junior colleague's plans.
- Participants are encouraged to meet once in person at the annual ASEES convention.
- Mentoring conversations are intended to be reciprocal, in the sense that junior and senior colleagues are interested in sharing ideas and experiences at different locations on a career spectrum;
- While reading of dissertation chapters or grant proposals aids every young scholar, this program defers that labor to the mentee's local networks. No commitment to reading is required of the mentor in this program.

HOW TO PARTICIPATE: [Register online by April 24.](#)

Institutional Member News

THE KENNAN INSTITUTE AT THE WILSON CENTER Title VIII Fellowships

Title VIII-Supported Short-Term Grants allow U.S. 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, DC area, while in residence at the Kennan Institute. Please see our website for more details on the Title VIII-supported fellowship program: <https://www.wilsoncenter.org/fellowship-opportunities-and-internships>.

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 at the State Department, USAID, Department of Defense, and Congress. 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.

Research Team Option: 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. George F. Kennan Fellowship Teams will: Produce joint paper(s) for policy-relevant publications; Present work at DC, 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 application – please see the [website](#) for more details.

The George F. Kennan Fellowship offers a monthly stipend of \$4,000, research facilities, and computer access. Fellows are required to be in residence at the Kennan Institute, Wilson Center in Washington, D.C. for the duration of the grant. Awardees are expected to commence their

three-month appointments within one year of accepting the fellowship.

Billington Fellowship

The Billington Fellow will be based at the Wilson Center's Kennan Institute in Washington, DC for a nine-month term (one academic year). 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 at the State Department, USAID, Department of Defense, and Congress. While conducting research, the Billington Fellow will be expected to actively participate in discussions with the policy and academic communities. These discussions can be in the form of speaking engagements at the Wilson Center and potentially outside of Washington DC, as well as attending meetings, conferences, and other activities organized by the Kennan Institute and the Wilson Center. Upon completion of the fellowship, the Billington Fellow will join our growing list of alumni, for whom the Kennan Institute will continue to offer



AMERICAN CULTURAL EXCHANGE SERVICE HIRING RESIDENT DIRECTOR IN RUSSIA

American Cultural Exchange Service (ACES) is seeking a qualified Resident Director (RD) to work on site with a group of 15 US high school students for an approximately six-week summer program in Moscow, Russia through the National Security Language Initiative for Youth (NSLI-Y) program.

For position details, visit: <http://www.idealists.org/view/job/hW7S6gBM3m3p/>

For questions, visit: www.ExploreTheWorld.org
or email Info@ExploreTheWorld.org

opportunities for collaboration and engagement.

Applicants for the Billington Fellowship must hold a PhD awarded within the past 10 years. Preference will be given to proposed research in the fields of Russian history and culture. There is no citizenship restriction on this grant.

The Billington Fellowship offers a monthly stipend of \$3,500, research facilities, a research intern, and computer access. Fellows are required to be in residence at the Kennan Institute, Wilson Center in Washington, DC. for the duration of the grant. Awardees are expected to begin their appointments within six months of accepting the fellowship. The deadline for this competition is May 15, 2017.

Galina Starovoitova Fellows on Human Rights and Conflict Resolution

The Starovoitova Fellowship is available to scholars, policy makers, journalists, civic activists, and other engaged persons who successfully bridge the worlds of ideas and public affairs to advance human rights and conflict resolution. Possible research areas include: rule of law issues; human rights; ethnic, religious, racial and cultural policies; conflict resolution; development of democratic institutions; promotion of civil society; development of civic education and related cultural issues; nation-building; nationalism and xenophobia; tolerance; or the free press.

Applicants with substantial experience from a wide variety of backgrounds (including academia, government, the corporate world, the professions, NGOs, the media) are eligible for appointment. All applicants are required to have a working knowledge of English. For academic participants, eligibility is limited to the postdoctoral level, and normally it is expected that academic candidates will have demonstrated their scholarly development by publication beyond the *Kandidat* dissertation. For other applicants, an equivalent level of professional achievement is expected.

Under the terms of the grant, the Galina Starovoitova Fellowship offers a monthly stipend of \$3,500, research facilities, word processing support, and research assistance. One 6-month and one 3-month grant are available. Grant recipients are required to be in residence at the Kennan Institute in Washington, D.C. for the duration of their grant. The Starovoitova Fellows are expected to hold public lectures on the themes of conflict resolution and human rights while conducting research on a specific topic. In addition, the Starovoitova Fellow will actively participate in discussions with the public policy and academic communities, including giving speeches and lectures at other institutions and taking part in meetings and conferences.

The application deadline for this fellowship is May 15, 2017.

The Kennan Institute welcomes the following

scholars:

Title VIII Short Term Scholars

Thomas Rotnem, Professor of Political Science, Kennesaw State University: "Sino-Russian Relations in the Arctic: Cooperation or Conflict?"

George F. Kennan Fellows

Anton Barbashin, Managing Editor, the *Intersection*; analyst at Center for Polish-Russian Dialogue and Understanding: "The Search for New Interpreters of the Liberal Idea."

Kateryna Busol, Legal Associate, Global Rights Compliance LLP: "Justice beyond Adjudication: Reconciliation Challenges for Ukraine after the 2013-2014 Revolution."

SCHOOL FOR RUSSIAN AND ASIAN STUDIES (SRAS) SUMMER PROGRAMS

Application deadlines are coming up for Summer 2017 programs in Russia, Ukraine, Georgia, Poland, and Kyrgyzstan. These program are list below as well as [here](#):

Coexistence and Religion (May 28 – June 17; Apply by March 30). Students will learn to reflect upon and better understand religious traditions, issues, questions, and values in Georgia, as well as extensively travel this diverse and picturesque country.

Russian as a Second Language (three sessions available - May 29 - Aug 4, May 29 - July 21, or June 26 - Aug 4; Apply by March 15/March 31). This is an intensive Russian language program available in Moscow, St. Petersburg, Irkutsk, Vladivostok, Kiev, or Bishkek, Kyrgyzstan. Optional Summer Seminars available in topics including art, anthropology, environmental studies, and religion.

Art and Museums in Russia (June 18 - July 9; Apply by April 1). An excursion-based three-week program. Understand how St. Petersburg's best museums collect, display, preserve, and restore their famed collections.

Learn Russian in the European Union
Daugavpils, Latvia

SEMESTER ABROAD PROGRAMS AT DAUGAVPILS UNIVERSITY

Russian Language and Russian Literature and Culture	Russian Language and Political Science
Russian Language and East European Studies	Russian Language and Natural Sciences

SUMMER IMMERSIONS AND PROJECT GO **FULLY TAILORED STUDY PROGRAMS** **INTERNSHIPS**

- nearly everyone speaks standard modern Russian as their native or primary language;
- friendly Russian-speaking host families;
- convenient for trips to Russia, Belarus, Poland, and all Baltic States;
- no visa required for students from the European Union and North America.

For more information about the "Learn Russian in the EU" language programs and services please contact us at info@learnrussianineu.com

Follow us at www.learnrussianineu.com and facebook.com/LearnRussianInEU

Optional Russian language component.

ELIGIBILITY: Applicants need not be currently enrolled in a university program. No prior knowledge of Russian (or other foreign language) required for any program. To apply, students would register on <http://www.sras.org/registration.php>, which will give access to the online application.

Please don't hesitate to contact SRAS representative Lisa Ellering Horner (lhorer@sras.org) with questions.

2017 SUMMER RESEARCH LABORATORY AT THE UNIVERSITY OF ILLINOIS

The Summer Research Laboratory (SRL) on Russia, Eastern Europe, and Eurasia is open to all scholars with research interests in the Russian, East European and Eurasian region for eight weeks during the summer months from June 12 until August 4. The SRL provides scholars access to the resources of the world-renowned Slavic, East European, and Eurasian collection within a flexible time frame where scholars have the opportunity to receive one-on-one research assistance from the librarians of the Slavic Reference Service (SRS).

The deadline for grant funding is March 15. REEEC will continue to receive applications for the Summer Research Lab after the grant deadline, but housing and travel funds will not be guaranteed. For graduate students, the SRL provides an opportunity to conduct research prior to going abroad and extra experience to refine research skills and strategies. Students will also have the opportunity of seeking guidance from specialized librarians in navigating resources pertaining to and originating from Russia, Eastern Europe, and Eurasia.

The SRS is an extensive service that provides access to a wide range of materials that center on and come from: Russia, the Former Soviet Union, Czech and Slovak Republics, Former Yugoslavia, Poland, Hungary, Bulgaria, Romania, Uzbekistan, Kazakhstan, and Kyrgyzstan. The International & Area Studies Library, where the Slavic, East European, and Eurasian reference collection is housed, contains work stations for readers, research technologies, a collection of authoritative reference works, and provides unlimited access to one of the largest collections for Russian, East European, and Eurasian Studies in North America.

CFA: 2017 CURT C. AND ELSE SILBERMAN FACULTY SEMINAR AT THE UNITED STATES HOLOCAUST MEMORIAL MUSEUM

VISUALIZING THE HOLOCAUST AND THE USE OF DIGITAL HUMANITIES IN THE CLASSROOM

June 5–16, 2017

Applications due March 24, 2017

The Mandel Center announces the 2017 Curt C. and Else Silberman Seminar for Faculty. This year's seminar will explore how Digital Humanities offers new opportunities for students and faculty to teach and learn about the Holocaust and its representation. Digital Humanities integrates digital tools into the work of analyzing and representing this past.

Mapping, data visualization, and text analysis invite new modes of thinking about the experiences of Jews during the Final Solution as well as the way survivors have remembered and commemorated this past over the course of the last 75 years. At the same time, the intersection of Holocaust studies and online tools raises issues of contemporary concern: How is knowledge about the Holocaust transmitted to audiences around the world?

This seminar will introduce participants to a range of digital tools that can be used in the college and university classroom, as well as resources held in the United States Holocaust Memorial Museum's extensive Holocaust archives. Participants will work with the Seminar leaders to create assignments and to work through exercises that can be adapted directly into course material. They will also discuss strategies for balancing Holocaust content with digital experimentation. The Seminar will examine how a critical approach to online tools can lead to better representation and teaching of Holocaust memory and history in an age of social media and "alternative facts". No previous experience with Digital Humanities is necessary: Only an interest in digital tools and a willingness to learn.

Seminar applicants must be teaching at accredited, baccalaureate-awarding institutions in North America. Applications must include: (1) a curriculum vitae; (2) a statement of the candidate's specific interest and needs in strengthening his/her background in Holocaust studies for the purpose of improving teaching; and (3) a supporting letter from a departmental chair or dean addressing the candidate's qualifications and the institution's commitment to Holocaust-related education. Syllabi of any Holocaust-related courses that the candidate has taught should also be included. Syllabi will be distributed at the Seminar to facilitate discussion of successful teaching strategies. Admission will be decided without regard to age, gender, race, creed, or national origin. A maximum of 20 applicants will be accepted. For non-local participants, the Mandel Center will defray the cost of (1) direct travel to and from the participant's home institution and Washington, DC, and (2) lodging for the duration of the Seminar. Incidental, meal, and book expenses must be defrayed by the candidates or their respective institutions. All participants must attend the entire Seminar from June 5 to 16, 2017.

E-mail submissions to: university_programs@ushmm.org. For questions, contact Dr. Kierra Crago-Schneider at kcrago-schneider@ushmm.org. Successful applicants will be notified of the results of the selection process by mid-April of 2017.

NEW COUNCIL SPECIAL REPORT:

Reducing Tensions Between Russia and NATO

This latest report from Kimberly Marten outlines how U.S. policymakers can deter Russian aggression through both robust support for NATO and clear reassurances to Russia of NATO's defensive intentions.

Read the report at cfr.org/RussiaNATOCSR

ALEXEI NIKOLSKY/RIA NOVOSTI/POOL

COUNCIL *on*
**FOREIGN
RELATIONS**

Affiliate Group News

AATSEEL CALL FOR PAPERS FOR 2018 CONFERENCE

The AATSEEL National Meeting Program Committee invites scholars to form panels around specific topics, organize roundtable discussions, propose forums on instructional materials, and/or submit proposals for individual presentations for the 2018 Conference, which will be held on February 1-4, 2018 in Washington, DC. The conference includes panels in: Linguistics Phonology, Morphology, Syntax, Historical Linguistics, Discourse Analysis, Pragmatics, Semantics, Dialectology, Sociolinguistics, Cognitive Linguistics, Applied Linguistics, Linguistics and Pedagogy, Pedagogy and Second Language Acquisition, and Literature and Culture.

Proposals for all formats should not exceed 300 words and should be submitted by April 15 or July 1, 2017. The first deadline allows for revision and resubmission of proposals, while the second deadline does not. Detailed guidelines for proposals and published program abstracts from past years are available on the AATSEEL website.

All conference participants in a proposal must be AATSEEL members (or request a membership waiver).

CFS: AWSS 2017 HELDT PRIZES

The Association for Women in Slavic Studies invites nominations for the 2017 Competition for the Heldt Prizes. To be eligible for nomination, all books and articles for the first three prize categories must be published between April 15, 2016 and April 15, 2017. The publication dates for the translation prize are April 15, 2015 to April 15, 2017. Nominations will be accepted for the following categories:

1. Best book in Slavic/Eastern European/Eurasian women's and gender studies;
2. Best article in Slavic/Eastern European/Eurasian women's and gender studies;
3. Best book by a woman in any area of SEEEES.
4. Best translation in Slavic/Eastern European/Eurasian women's and gender studies.

One may nominate individual books for more than one category, and more than one item for each category. Articles included in collections as well as journals are eligible for the "best article" prize, but they must be nominated individually. Hard copy submissions are preferred over e-versions. The prizes will be awarded at the AWSS meeting at the ASEEEES Annual Convention in Chicago, IL, in November 2017.

To nominate any work, please send or request that the publisher send one copy to each of the [five members of the Prize committee](#) by 1 May 2017.

THE CARPATHO-RUSYN RESEARCH CENTER 8TH ANNUAL SUMMER SCHOOL FOR RUSYN LANGUAGE AND CULTURE

The Carpatho-Rusyn Research Center and the Institute for Rusyn Language and Culture at Prešov University (Slovakia), announce the eighth annual 3-week Studium Carpato-Ruthenorum International Summer School for Rusyn Language and Culture (June 4-24, 2017). Participants receive intensive daily language study; lectures in history and folklore; folksong and folk dance workshops; and excursions.

Aid is available for students registered in a North American college or university, and participants may be able to earn credits for the program. Applications are due April 1, 2017. Letters requesting financial aid may be emailed to [Patricia Krafcik](#) along with a copy of the application.

18TH ANNUAL CONFERENCE OF THE CENTRAL EURASIAN STUDIES SOCIETY (CESS)

October 5-8, 2017, University of Washington, Seattle

CESS Annual Conferences have been held since 2000, currently offering up to 70 panels and attracting around 300 participants from all over the world. This year's keynote speaker will be Sarah Chayes, a senior fellow at the Carnegie Endowment for International Peace. She is the award-winning author of *Thieves of State: Why Corruption Threatens Global Security* (2016) and *The Punishment of Virtue: Inside Afghanistan After the Taliban* (2006). She is internationally recognized for her innovative thinking on corruption and its implications.

The CESS Awards Ceremony will recognize the best Book in History and Humanities, Graduate Student Paper, and Public Outreach Award. Details of how to be considered for one of these awards will be made available on the Awards section of the CESS website.

SLAVIC DIGITAL HUMANITIES PROGRAMS ANNOUNCED

For the 2017 ASEEEES convention, November 9-12, the Slavic DH Affiliate Group is putting together several lightning rounds and gathering information about other DH panels. Contact the organizers if you are interested in participating:

- Teaching in the Digital Age: Techniques and Technology in the Classroom ([Seth Bernstein](#))
- Transnational/Multilingual Digital Projects ([Jessie Labov](#))
- Digital Project Spotlight ([Andrew Janco](#))
- Games, Simulations, and Roleplaying ([Kitty Lam](#))
- Versification and Poetics ([Konstantin Starikov](#))
- Digital Initiatives Across the US ([Kat Thompson](#))
- Internet Poetry and Online Communities ([Bradley Gorski](#))
- Security and Sharing ([Andrew Janco](#))

ASEEES WELCOMES NEW AFFILIATE GROUP: FOTO KLUB

Foto Klub is committed to providing a better understanding of the history of photography in Eastern Europe and the former Soviet Union, and serves as a platform for academic discussions of visual culture, photography, photomontage and photographic media both historically and in the present day. Foto Klub focuses on:

- Enabling collaboration between students, scholars, librarians and archivists interested in Slavic and East European photography;
- Collecting and curating photography exhibitions, presentations and exhibitions about the history of Slavic, East European and Eurasian photography;
- Mentoring and advising colleagues who have an interest in photography and the history of photography;
- Raising the visibility of visual culture and photography in Slavic Studies;
- Connecting scholars of visual culture and photography in North American Slavic Studies with relevant colleagues and projects around the world;
- Representing Slavic Studies in the larger field of studying photography and photographic history, raising awareness and visibility among non-Slavists about projects and resources in our field.

OFFICERS: President: [Jessica Werneke](#), NRU Higher School of Economics (Russia); Vice-President: Deirdre Ruscitti, University of Illinois Urbana-Champaign; Secretary/Treasurer: Michael Loader, NRU Higher School of Economics (Russia)

CFA: POLISH STUDIES ASSOCIATION TRAVEL GRANT

The Polish Studies Association travel grant was established to help scholars from Poland travel to North America to participate in a major academic conference such as the annual conventions for ASEEES, MLA, AHA, AAA, ASA, etc. Applications to attend smaller conferences or symposia will be also considered, but preference will be given to those whose presentations will reach a large audience. Early-career scholars without institutional resources to cover travel expenses are particularly encouraged to request these funds. Recipients must be members of the PSA and must be planning to present a paper on a topic related to Poland. Since different conference organizers have different deadlines, confirmation of acceptance to the event is not necessary to win the award, though funds will not be disbursed until such confirmation is obtained. Please email applications to: polishstudiesassociation@gmail.com by May 1, 2017.

CFS: SRS 2017 PRIZES

The Society for Romanian Studies is pleased to announce the Ninth Annual Graduate Student Essay Prize competition for an outstanding unpublished essay or thesis chapter. The essay must be written in English by a graduate student in any social science or humanities discipline on a Romanian or Moldovan subject, broadly and inclusively understood. The 2017 prize will be presented at the 2017

ASEEES Annual Convention. The competition is open to current MA and doctoral students or to those who defended dissertations in the academic year 2016–2017. A dissertation chapter must include the dissertation abstract and table of contents; an expanded version of a conference paper must include a description of the panel and the conference paper proposal; and a seminar paper must include the seminar title and description. Submissions should be a maximum 12,500 words, including notes and bibliography. Candidates should also clearly indicate their institutional affiliation and the type of the essay submitted. Please send electronically a copy of the essay and an updated CV to [each of the four members of the Prize Committee](#) by July 1, 2017.

SRS also invites nominations for the Fourth Biennial Book Prize awarded for the best scholarly book published in English in the humanities or social sciences, on any subject relating to Romania or Moldova. To be eligible, books must be in English and published between January 1, 2015 and December 31, 2016 as indicated by the copyright date. Books may be in any academic field, with a predominant focus on Romanian or Moldovan subject matter (including subjects relating to the activities of non-Romanian ethnic groups on Romanian or Moldovan territory). Edited books, translations, reprints or new editions of works published before 2015, and non-scholarly books are not eligible.

Submissions are due by June 1, 2017. Three copies of each submitted book should be sent by mail directly to [each committee member](#). Questions can be emailed to the committee chair at A.J.Drace-Francis@uva.nl.

SOCIETY OF HISTORIANS OF EAST EUROPEAN, EURASIAN, AND RUSSIAN ART AND ARCHITECTURE ELECTIONS

Following elections in January, SHERA has elected Karen Kettering as its new Vice-President/ President-Elect. Yelena Kalinsky replaced Tamara Jhashi as the listserv administrator. Corina L. Apostol, the new web news editor, took over Amy Bryzgel's duties. Natasha Kurchanova stepped down as SHERA's President after the end of her two-year term, and Eva Forgacs assumed this position.

CFS: SLOVAK STUDIES ASSOCIATION BEST PAPER PRIZE

At its annual November 2017 meeting, during the ASEEES conference, the Slovak Studies Association will award a prize for the best graduate student paper in the humanities and social sciences about Slovakia presented in 2014 or later. Submissions must be in English, but the conferences where the papers were presented may have taken place outside the English-speaking world. The authors are to be members in good standing of the SSA and must have been graduate students at the time they delivered the papers. Submissions may be either in hard copy or electronic form, and the review committee will not return any submitted items. Send entries to [Daniel E. Miller](#), Dept. of History, U of West Florida, 11000 University Parkway, Pensacola, FL 32514 by May 1, 2017.

In Memoriam

Dorothy Atkinson, historian of Russia and long-time executive director of the AAASS (ASEEES' former name) died on January 23, 2016, in Palo Alto, California. As one of her graduate students at Stanford as well as her assistant at the AAASS for six years, I knew her well.

Dorothy Grace Gillis Atkinson was born August 5, 1929 in Malden, Massachusetts. Atkinson early excelled in school, graduating at the top of her high school class. The first member of her family to attend college, she studied history at Barnard College, graduating in 1951; she earned her MA degree in history at the University of California, Berkeley, in 1953. Atkinson married in 1950, when she was still at Barnard, and after her studies at Berkeley, like so many college-educated women of her era, she set aside her intellectual aspirations to devote her energies to raising her two children. Later, she was admitted to Stanford University's doctoral program in history, receiving her PhD in 1971. She joined the Stanford faculty as an assistant professor of Russian history in 1973 but failed to receive tenure in 1981, even though she had already published, with Roberta Manning, a pioneering collection of essays, *Women in Russia*, in 1977, and her important monograph, *The End of the Russian Land Commune, 1905-1930*, had been accepted by the Stanford University Press.

At the same time, AAASS was looking for a new institutional home. Stanford agreed to host the association, and Atkinson was appointed the executive director, a post she held from 1981 to 1995. During this period, the association achieved financial stability (even building a reserve), increased its membership significantly, and dramatically raised its national and international profile. Although Atkinson benefited from the collaboration of many other leaders in the field, in my opinion the laurels for the rebirth of AAASS belong to her. Not only was she a serious scholar, she was a visionary leader, an indefatigable fundraiser, and a dedicated and skilled administrator. She quite fittingly received the AAASS Distinguished Contributions Award in 1996. After her retirement, she remained active in various institutional leadership roles in Slavic studies for a number of years before deciding to devote the majority of her time to her beloved children and grandchildren, who survive her.

A more detailed obituary will appear in a future issue of the *Slavic Review*.

Text provided by Denise J. Youngblood, University of Vermont

Rostyk Chomiak died December 7, 2016, after a long illness, at the age of 79.

Chomiak joined the Voice of America in 1972 after five years at Radio Liberty/Radio Free Europe. His earlier journalistic career resumé, which began in the early 1960s, also included such assignments as the editor of *The Ukrainian Weekly*, reporter for the *Calgary Herald* and associate editor of the *Prolog Research and Publishing Association*. After two years at VOA, Chomiak accepted an editorial position with the African Press Branch of the US Information Agency.

After the breakup of the Soviet Union, when the U.S. government had to open embassies in the newly independent Ukraine and other former Soviet republics, Chomiak was selected as the first press attaché in Kazakhstan.

Chomiak retired from the USIA in 1994, and refocused his journalism back to the now-independent Ukraine. He spent a year in Kyiv managing the International Media Center and continued writing articles and commentaries for *The Weekly*, *Svoboda* and other media.

Excerpted from text provided by Yaro Bihun

The Departments of Slavic Languages & Literatures and Comparative Literature, Cinema and Media at the University of Washington grieve the passing of **Professor Emeritus Willis Konick** on November 30, 2016 at age 86.

Konick was a Seattle native who attended Queen Anne High School and the University of Washington, where he studied history and English, and where he ultimately earned a PhD in Comparative Literature. As a participant in one of the first academic exchanges in the former Soviet Union, he attended Moscow State University in 1958, and in 1969-1970 he was a Fulbright Scholar in the USSR. Konick taught at the University of Washington for more than 50 years, both in the Slavic Department and in the Comparative Literature Department, where he helped develop the film studies program. He was an extraordinary teacher, using unconventional techniques, improvisation, and theatrics to help his students understand literature. He received UW's Distinguished Teaching Award in 1977. He was also a generous mentor to younger faculty. He led numerous workshops in the UW Teaching Academy, though none could ever approximate his unique and brave teaching style.

Provided by Katarzyna Dziwirek, University of Washington

49th Annual ASEEEES Convention

November 9-12,
2017

Theme: Transgressions

Chicago Marriott Downtown
Magnificent Mile

Join us

ASEEES Membership

Join the 3,100 individual members and receive:

- Discounted convention registration fees
 - *Slavic Review* and *NewsNet*
 - Access to ASEEEES Commons, job, fellowship/grant announcements
 - Eligibility for travel grants, research funding, and first book subventions
 - Access to mentoring, networking and professional development opportunities

Dues structured at several levels, including Reduced Dues for low-income scholars living and working in Eastern Europe/Eurasia

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Featured Site:

[1917: Digital Resources on the Russian Revolution](#)

This site provides students, educators, and the general public a central place for online resources on the Russian Revolution, 1917.

It includes links to online texts, images, video, films, and audio pertaining to the Revolution.

Submissions and contributions are encouraged.