



NewsNet

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

The Local and the Global in Czech Gender Studies

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Although gender studies began to develop as an academic discipline only after 1989 in Czecho(Slovakia), it gained international reputation already by the mid-1990s, when several Czech and Slovak (by then) feminist scholars contributed to the East-West debates on the relevance of feminism for post-state-socialist societies. The pioneering efforts of the former dissident, the sociologist Jiřina Šiklová, toward the institutionalization of the discipline became almost legendary among both European and North American gender studies communities, while Hana Havelková's early theoretical insights belong, arguably, to the most frequently cited works by a Central East European scholar on gender in post state socialism.¹ Several articles on post-1989 Czech feminism and feminist discourse appeared in American and European scholarly publications also in the 2000s.² The purpose of the present article is to attempt an outline of a general trajectory of Czech gender research, its institutional base, and its positioning towards international theoretical discussions on gender since the demise of state socialism.

With reference to the 1990s East-West debates, it is frequently asserted by Czech and international scholars that feminism was rejected in the Czech Republic in the early years of transformation from state socialism. This, I argue, is an erroneous interpretation of the body of writing generated within these debates. First, Havelková, Šiklová, Jiřina Šmejkalová and other authors do not declare *their* rejection

of feminism, but explain why Czech women rejected it. Second, the latter assertion is never critically analyzed, but merely reproduced.³ If it were analyzed, it would become immediately apparent that the claim of feminism being rejected by Czech women is not based on empirical research that would warrant such a general conclusion (among other factors, no funding for gender research was available from Czech sources then), but on contemporary media discourse that at the time more or less demonized feminism. What goes unnoticed in the references to this early post-state-socialist Czech feminist scholarly writing is that far from rejecting feminism, these scholars became oriented in feminist and gender theory in a relatively short time to the extent sufficient to debate it with their Western counterparts as peers. In short, they were *developing* feminist theory by trying to analyze its relevance for post-state-socialist societies, including the grounds for the presumed rejection of feminism by "Czech women."

In fact, despite the hostile media environment throughout most of the 1990s and generally unfriendly predisposition of educational institutions and publishers to feminist thinking, gender studies and feminist topics took an early hold in Czech academia. University courses first appeared in 1991; their number, disciplinary variety and geographical distribution across the Czech Republic have been increasing since, and they have generally attracted

Inside This Issue • August 2013 • v. 53, n. 4

The Local and the Global in Czech Gender Studies by Libora Oates-Indruchova, Boltzmann Institute	1	'We are in for a Shock': Teaching Soviet History at Nazarbayev U by Zbigniew Wojnowski, Nazarbayev U	13
Other Scholars: LGBT Scholars in Russia by Dan Healey, U of Reading	5	Publications	15
Beyond 'Publish or Perish': The Many Paths to Administrative Careers for Academics by Jennifer Long, Georgetown U	10	Institutional Member News	17
		Affiliate Member News	20
		In Memoriam	21
		Calendar	24

substantial student interest. For publishers, gender themes transformed from a taboo to an attractive (also commercially) successful area.

The first formal institution, the NGO Prague Gender Studies Center was founded by Šiklová in 1991 with the support of Ann Snitow (New School for Social Research) and Network of East-West Women. In the first years of its existence it spread its activities wide from activist to academic pursuits. The academic interests moved gradually to universities and today the organization, under the name Gender Studies o.p.s., focuses mainly on policy issues and consultancies.⁴ Czech gender studies progressed substantially since this first modest institutional beginning.

Today, there are numerous individual researchers, courses at most Czech universities and academic initiatives (some of these almost of a grassroots nature), as well as three dedicated institutional units: the research team on Gender & Sociology established in 1990 by Marie Čermáková at the Institute of Sociology of the Czech Academy of Sciences in Prague; Gender Studies Program at the Department of Sociology at Masaryk University in Brno that offers a double-major BA in Gender Studies (established in 2004), as well as a specialization in Gender Studies within an MA in Sociology; and the Department of Gender Studies at the Faculty of Humanities of Charles University in Prague, offering an MA in Gender Studies (since 2005) as well as a number of BA courses for the whole Faculty (this unit is also the most direct descendant of the gender studies courses organized by the Prague Gender Studies Center).⁵ Each of these units has had to face their own struggles motivated by the hostility toward feminist research and suspicions regarding the scientific legitimacy of gender studies on the part of certain institutional structures and powerful individuals within those structures. They are routinely accused of being activists rather than academics and of gender studies having an ideological bent (as if other social sciences did not), and just recently, the commissioned academic evaluators of one of the units expressed the objection to further institutional development of the discipline on the grounds that gender studies was merely a “fashionable” subject of study (that amongst the repeated calls from the political leadership that education needs to respond to the demands of the market). Nevertheless, all three are successful in obtaining research funding and student enrollment and, particularly, the two Prague teams have established also their public presence as expert resources on issues of gender.

Each of the three units has its specific profile in terms of the subject of this article: how they position themselves toward contemporary international feminist

discussions and gender theory. The Gender & Sociology team engages mainly in empirically oriented projects and projects of applied research. It is thus the main supplier of sociological data on gender in the Czech Republic and also for European comparative studies. Its research output is well published domestically and internationally. While still under the leadership of Marie Čermáková, most of the current team members are in their thirties, a “second generation” of Czech gender studies scholars who took feminist approaches and gender theory from the beginning as tools immediately applicable to their research projects. Development of gender theory for a post-state-socialist society is not a key concern, although some of the researchers have begun to move more in that direction in the recent years. Gender Studies Program in Brno draws on local resources, with all of its young faculty obtaining their PhDs in Sociology in Brno in the 2000s. The research projects completed there have mainly qualitative focus and explore issues previously addressed by international feminist discussions in domestic context. By definition, these projects are small-scale, funded from Czech sources and the outputs published in Czech venues or in proceedings from international conferences. Unlike the disciplinary grounding in sociology of the previous two units, the faculty around the Department of Gender Studies in Prague brings together scholars from a broad spectrum of humanities and social sciences, covering, among others, philosophy, history, literature, sociology, legal studies and cultural studies. This perhaps prefigures diversity also in terms of research approaches that range from locally focused policy research, through original qualitative inquiries within the Czech context that are also theoretically related to wider contexts, to theoretical work with international ambitions. Similar to the Gender & Sociology team, the department and its faculty have successfully applied for local and international funding and the team members orient themselves more or less equally toward Czech and international publications. Some of the team members also serve as resource persons or are members of Czech and European expert groups on gender policies.

I argue that this last unit has the greatest degree of continuity with the theoretical discussions of the 1990s and despite, or perhaps thanks to, the generational and disciplinary diversity of its faculty. The East-West debates ceased by the late 1990s and with them also an interest in active development of feminist theory in Czech gender studies. With domestic—and increasingly also European—funding becoming available for gender research in the Czech Republic, the focus of research moved to empirical projects. These handled existing feminist theory skillfully, but only rarely or not at all included in their theoretical considerations

the Czech feminist work from the previous decade. A reason for this discontinuity could be that the theoretical articles of the 1990s were largely published in English or German abroad, while their authors published different kind of articles in Czech—“consciousness-raising” articles that explained basic gender studies concepts to the Czech audience. Their international work, the work with a reach beyond the local context and beyond mere application of existing approaches, was not well known at home. Another reason could be that the generation of researchers who became active in the 2000s were no longer primarily interested in comparisons with state socialism, because that period did not have such personal experiential relevance to them as to the researchers in the decade earlier. The end of the first decade of the 21st century seems to have been marked with another turn in the general orientation of Czech gender research in all three research units: a renewed interest in original theoretical work and in state-socialist legacy in terms of gender.

So far the largest project that explicitly included both these renewed interests has been completed at the Prague Department of Gender Studies; and it is hardly a coincidence that it was developed and led by Hana Havelková. The project, “Transformations of Gender Culture in Czech Society, 1948-1989”, was funded by the Czech Science Foundation and ran from 2009 to 2011. It brought together a team of more than a dozen researchers with different disciplinary backgrounds and representing several cohorts of Czech gender scholars—from the “first generation” to current PhD students. Each researcher worked on her or his own sub-project, tapping into new areas of inquiry, textual, visual, archival and oral sources, and theoretical considerations. The collective monograph from the project is now being edited by Havelková and myself, but it is already clear that it will not be the only substantive published result, but that the team project energized further interest in continuities and discontinuities from state socialism among the authors and several further monographs are likely to emerge in the coming years. This way of re-visiting state-socialism in research follows a more general international trend of diversifying the still dominating dichotomous Cold-War perspective, as well as branching out into the so far unexplored areas of research. Finally, it follows an emerging trend among the latest cohort of East European gender scholars (distinct from those one generation away from the end of state socialism) to mine archival and oral sources in order to pose questions about the relevance and lasting consequences of the past for the gender culture of the present.

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- Věšínová-Kalivodová, Eva. 2005. “Czech Society in-between the Waves.” *European Journal of Women’s Studies* no. 12 (4):421-35.

(Endnotes)

- 1 Some of the best examples of the early writings by both Šiklová and Havelková are (Šiklová 1993a, 1993b; Havelková 1993a, 1993b, 1997).
- 2 Nash 2002; Ferber 2003; Šmejkalová 2004; Věšínová-Kalivodová 2005; Argent 2008.
- 3 The early work by Šmejkalová includes: (Šmejkalová-Strickland 1994, 1995).
- 4 The organization’s website: <http://www.genderstudies.cz/> .
- 5 Institutional websites of the three units: <http://www.soc.cas.cz/departments/en/4/42/Gender-Sociology.html> (Gender & Sociology); <http://www.gender.fss.muni.cz/home-eng.html> (Gender Studies Program, Brno); http://www.fhs.cuni.cz/gender/o_nas_eng.html (Department of Gender Studies, Prague).



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Other Scholars: LGBT Studies in Russia

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It has never been easy to discuss lesbian, gay, bisexual and transgender (LGBT) issues in Russia, and it just got harder. In June 2013 the Kremlin signed into law a ban on “propaganda for non-traditional sexual relations among minors,” as part of a wider campaign to control the private lives of Russian citizens using religious and nationalist ideology. The law, and the campaigns imposing earlier versions of the ban at the local level, have brought the question of queer citizenship in Russia to the fore.¹ A culture war about sexual and gender diversity in Russia is now raging, and while the dominant political and social voices in the United Russia party and the Russian Orthodox Church are profoundly homophobic, there has probably never been as much positive scrutiny in Russian media of the issue since the decriminalization of male homosexuality in April 1993. If there is a happy side to this story, it is that liberal Russia now better understands LGBT issues than it ever did before.²

This year, Russia’s LGBT citizens could have used their considerable energy and exciting creativity to mark the twentieth anniversary of the decriminalization of male homosexuality (as well as the eightieth anniversary of Stalin’s adoption of the ban in 1933-1934) with reflection on the legacies of Stalinist homophobia, and celebration of the freedom and still incomplete citizenship inaugurated two decades ago. Instead, this year they have had to fight an insulting and harmful law sponsored by their own government.

The deadline for this *NewsNet* piece coincided with the enactment of the “propaganda” ban, and as both approached, I hesitated to begin writing: I worry that I am exposing scholars of LGBT studies in Russia to further persecution by describing their work. However, the work I describe here is in the public domain and international public awareness of the new scholarship about LGBT issues in Russia may serve to protect its authors. LGBT studies in Russia are not institutionalized in the academy, but they have a toehold on the margins; given the enthusiasm of a young generation of scholars, a government decree will not suppress interest in LGBT studies.

In Russia today, critical theory, psychology, sociology, law and history are the main disciplines where LGBT interests can be found. The relative prominence of psychology and sociology is perhaps explained by society’s view of these disciplines as appropriate homes for sexualities studies, at least in the view of philologist Ol’ga Demidova (Herzen University, St. Petersburg) commenting in a 2010

round-table “Homophobia, Higher Education, Scholarship, and Society” in St. Petersburg.³ The same scholar, and others in some disciplines in Russian institutions have reported the need (which existed well before the recent homophobic political campaign started) to “camouflage” LGBT themed work under innocuous rubrics such as “literary decadence” or “identity formation”.

“Russian LGBT studies are at their very beginning,” wrote Valerii Sozaev in 2011, “so it is not surprising that they demonstrate a fragmented and derivative character.”⁴ Sozaev, an activist associated with the St. Petersburg queer organisation “Vykhod” (Coming Out), was pointing to the lack of academic funding and institutional support that underlies much of the work he introduces in a volume from an international, interdisciplinary conference on LGBT studies held in the northern capital in October 2011. The “derivative character” of this work is, ironically, one of the effects of its homelessness: with a modest degree of support, and basic freedom to operate in Russia, LGBT scholarship would undoubtedly find much that is intrinsically Russian in LGBT lives, past and present, and thereby strengthen Russia’s national voice in an emerging global conversation in this scholarly field.

Despite these reservations and obstructions, there are concentrations of work that stand out. The most interesting reflects intently on how the insights of LGBT studies can be applied, adapted, modified or rejected by scholars working in Russian contexts; the general mood is gloomy, however. At the 2011 St. Petersburg conference, Ol’ga Pospelova of Arkhangel’sk argued that the environment of Russian humanities and social sciences was intellectually and structurally resistant to the challenges of LGBT inquiry. Russian scholarship was insufficiently “risk-taking and flexible” and, moreover, inadequately integrated with global intellectual activity. Serious public discussion of sexuality had become difficult to launch, and society and authorities rejected any tampering with a fixed discourse around gender and sexuality (“traditionalist revanchism” as labelled by Sozaev in a more recent account).⁵ An even more downbeat assessment was offered by Oleg Kliuenkov, also of Arkhangel’sk: LGBT studies are “doomed” in Russia because of political limitations, historical experience, and conservative mentality.⁶

Others see Russia’s intellectual environment as hostile to LGBT studies because of faults in this style of intellectual inquiry. The “engaged” nature of LGBT studies engenders mistrust in the Russian context: the object of study is supposedly too closely identified with the researchers

themselves. This is the diagnosis proposed by Anastasiia Sheveleva of Moscow, who argues that this engagement by the LGBT researcher makes more sense in Western scholarly contexts after a half-century of sustained questioning there of hierarchies of value, of canonical scholarship, and the embrace of “the personal is political” as a point of departure.⁷ Russia lacks this heritage of a revolution in values and so the rejection of LGBT studies comes from more than crude social prejudice; it also stems from the convention of mistrust of “subjectivism” in scholarship. Sheveleva suggests that LGBT studies should develop a more rigorous critique of its “engagement” to establish its credentials in the national context.

She also argues that LGBT scholars must examine the strategies of the gender studies movement in Russian academic life and adopt those that seem productive. Although she does not elaborate, my impression is that the “big tent” strategy of the leading gender scholars in contemporary Russia already includes considerable sympathy for LGBT-themed research. The annual conference of the Russian Association of Researchers in Women’s History (RAIZhI) is a fascinating illustration of an institutional “big tent” within which LGBT ideas are debated.⁸ In October 2012 in Tver, the conference hosted a handful of papers that examined questions of LGBT identity (Sergei Mozzhegov, Ph.D. candidate at Moscow Higher School of Economics; Dmitrii Isaev, St. Petersburg State Pediatric Medical Academy; my own paper on Vadim Kozin’s diary) and many others that used third-wave feminist approaches in theory, or historical studies of sexuality, which were open to queer readings. For example the work of Irina Rodulgina on eighteenth-century women’s sexuality depends on sophisticated cross-grained readings of legal documents.⁹ RAIZhI’s conferences allow regional social and gender studies associations sensitive to diverse sexualities to network: The Centre for Youth Studies in St. Petersburg Higher Economic School directed by Elena Omel’cheko, and its affiliate, the independent social studies centre “Region” in Ul’ianovsk; the European University of St. Petersburg’s Gender Studies programme (under sociologist Anna Temkina); the Samara Gender Studies group; and many others.

Other important arenas for LGBT studies are festivals, informal networks, and literary collaborations that showcase queer cinema, art, and creative writing. The Side-by-Side (*Bok-o-Bok*) Film Festival, and Vykhod’s *KvirFest*, both based in St. Petersburg, are important vehicles for affirming LGBT identities and exploring in popular forums the complexities and joys of queer studies. The September 2012 *KvirFest* included exhibitions of feminist art, of queer writing, seminars on queer activism and the philosophies behind it; discussions of queer parenting, youth, aging, and families. The group of women writers around the Moscow journal *Ostrov* (edited by Ol’ga Gert) and the Archive of Gays and Lesbians (curated by Elena Gusiatskaia) have

generated a major body of literary material on women’s same-sex love.¹⁰ The series *Russkaia gei-proza* published by Moscow-based magazine *Kvir*, showcases men’s and women’s short fiction too.¹¹ An interesting research project on LGBT identities in contemporary Russia could use this new fiction as its primary source material.

Hanging over many organisations that are mentioned here are convictions for, or the threat of prosecution as, “foreign agents”.¹² In addition, many abusive prosecutions under the ban on “propaganda for non-traditional sexual relations” may well take place as the Kremlin manufactures a moral panic around “non-traditional” sexuality to distract discontent about the economy and slowing growth. There are also new threats to academic independence emerging, which may curtail the autonomous pursuit of LGBT topics, and which are set to continue to starve Russia’s academic life of the benefits of internationalization. The state has equipped itself with the means to harass and obstruct the evolution of an indigenous LGBT studies, and one awaits the outcome of current events with trepidation.

(Endnotes)

- 1 See http://ntc.duma.gov.ru/duma_na/asozd/asozd_text.php?nm=135-%D4%C7&dt=2013 (accessed 11 July, 2013). On the bans in St Petersburg and Arkhangel’sk regions (among others) see, e.g., <http://en.rian.ru/russia/20120913/175939700.html> (accessed 11 July 2013). Some time ago I commented on the recent invention of “traditional sex” as part of the emergence of political homophobia in Russia, but at that time the alliance between politicians and the Russian Orthodox Church had not been cemented, and the piece I wrote now seems striking for the absence of religion in the rhetoric of homophobia of the early Putin years; see Healey, D. (2008). ‘Untraditional Sex’ and the ‘Simple Russian’: Nostalgia for Soviet Innocence in the Polemics of Dilia Enikeeva. In T. Lahusen & P. H. Solomon Jr. (Eds.), *What is Soviet Now? Identities, Legacies, Memories* (pp. 173-191). Berlin: Lit Verlag.
- 2 For examples of sympathetic discussions in mainstream media, see the special issues of *Afisha* no. 3 (339) 25 February – 10 March 2013; and *Bol’shoi gorod* no. 7 (296) 18 April 2013.
- 3 “Kruglyi stol ‘Gomofobii, vysshaia shkola, nauka i obshchestvo’, 6 apreliia 2010” 163-199, in Valerii Sozaev, ed., *Vozmozhen li kvir’ po-russki? LGBTK issledovaniia. Mezhdistsiplinarnyi sbornik* (St Petersburg: LGBT organizatsiia Vykhod, 2010), comments at 167.
- 4 Valerii Sozaev, “Ot sostavitelia”, in Valerii Sozaev, ed., *LGBTK issledovaniia: aktual’nye problem i perspektivy. Materialy mezhdunarodnoi mezhdistsiplinarnoi nauchnoprakticheskoi konferentsii posviashchennoi pamiati I. S. Kona* (St Petersburg: LGBT organizatsiia Vykhod, 2011), 6.
- 5 Ol’ga Pospelova, “Kto i pochemu boitsia kvir-issledovaniia v Rossii?”, in Sozaev, ed. *LGBTK issledovaniia*, 15-16. For Sozaev’s diagnosis of “twenty-first century revanchism” as the cause of recent homophobic politics, see Sozaev, “Russia in the 21st Century: A Culture War Caused by Traditionalist Revanchism” in Igor’ Kochetov, et al., *The Situation of Lesbian, Gay, Bisexual and Transgender People in the Russian Federation (Last Three Months 2011-First Half 2012)* (St Petersburg: The Russian LGBT Network, n.d.), 6-17.

6 Oleg Kliuenkov, "LGBT v Rossii: Vyzovy i reaktsii", in Sozaev, ed. *LGBTK issledovaniia*, 19-20.

7 Anastasiia Sheveleva, "Osobennosti LGBTK-issledovaniia i ikh prelomlenie v russkoiazychnoi nauchnoi srede", in Sozaev, ed. *LGBTK issledovaniia*, 16-17.

8 Rossiiskaia Assotsiatsiia Issledovatelei Zhenskoi Istorii (RAIZhI); on its October 2012 conference, see my blog entry: <http://unireadinghistory.wordpress.com/2012/10/09/gender-history-is-thriving-in-russia/> (accessed 12 July 2013).

9 Rodulgina argues that Russian researchers in LGBT history have been slow to adopt western techniques "but this will soon be overcome"; see Irina Rodulgina, "Rossiiskaia istoricheskaia nauka i gomoseksual'nost': istoriia voprosa, metodologiia, perspektiva" in Sozaev, ed. *LGBTK issledovaniia*, 18. For another example of sophisticated gender history work, examining homosexual patronage networks see Leonov, M. M. (2009). *Salon V. P. Meshcherskogo: Patronat i posrednichestvo v Rossii rubezha XIX-XX vv.* Samara: Izd-vo Samarskogo Nauchnogo Tsentra RAN.

10 *Ostrov* is published 4 times/year; see <http://www.journal-ostrov.info/> (accessed 12 July 2013). For a major collection of stories see Smirnova, I. (Ed.). (2006). *Antologiia lesbiiskoi prozy.* Tver': Kolonna Publications.

11 See e.g. Vladimir Kirsanov, ed. (2008) *Ruskaia gei-proza 2008.* Moscow: Kvir, 2008; and various other volumes published under this series: <http://shop.gay.ru/products/17211.html> (accessed 12 July 2013).

12 Vykhod and Bok o Bok have been deemed "foreign agents" by Petersburg courts and fined: http://www.gazeta.ru/social/news/2013/06/19/n_2983489.shtml (accessed 12 July 2013).

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Professor Suny is a world-renowned historian and political scientist with an admirable breadth of interests across the Eurasian field in both spatial and temporal terms. He is particularly noted for his studies of the Caucasus in the Soviet and post-Soviet period: he was the first holder of the Alex Manoogian Chair in Modern Armenian History at the University of Michigan (1981-1995), and the founder and director of the Armenian Studies Program there. He is the author of seven scholarly monographs, including *The Baku Commune 1917-1918* (Princeton University Press, 1972); *The Making of the Georgian Nation* (Indiana University Press, 1988, 1994); *Looking Toward Ararat: Armenia in Modern History* (Indiana University Press, 1993); *The Revenge of the Past* (Stanford University Press, 1993); and *The Soviet Experiment* (Oxford University Press, 1998). He is also the editor of many collections of essays, including *Making Workers Soviet* (Cornell University Press, 1994); *A State of Nations: Empire and Nation-making in the Age of Lenin and Stalin* (Oxford University Press, 2001); and *A Question of Genocide: Armenians and Turks at the End of the Ottoman Empire* (Oxford University Press, 2011). Professor Suny's provocative and pioneering work on nationalism is an obligatory citation not just across the Eurasian studies field, but also beyond, and he has recently also made contributions to the developing field of history of emotions.

Professor Suny has served as chairman of the Society for Armenian Studies. He has also served on the editorial boards of *Slavic Review*, *International Labor and Working-Class History*, *International Journal of Middle East Studies*, *The Armenian Review*, *Journal of the Society for Armenian Studies*, *Armenian Forum*, and *Ab Imperio*. He was elected President of the American Association for the Advancement of Slavic Studies for the year 2006. Regarded by affection by former students and colleagues alike, he is a model of collegiality, and an exemplum, in the truly international scope of his interests, for the Association of Slavic, East European, and Eurasian Studies in its post-Soviet and post-Cold War present.

The Award will be presented on November 23rd, 2013, at ASEEES 45th Annual Convention, in Boston, MA.



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Vol. 14, no. 3 (Summer 2013)

Articles

JAMES H. MEYER
Speaking Sharia to the State

ANTON FEDYASHIN
Sergei Witte and the Press

MAYA HABER
Concealing Labor Pain

GREGORY AFINOGENOV
Andrei Ershov and the Soviet Information Age

Review Essays

EUGENE M. AVRUTIN
Pogroms in Russian History

STEPHEN V. BITTNER
A Negentropic Society?

JULIANE FÜRST
Where Did All the Normal People Go?

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NEW FROM SLAVICA PUBLISHERS

REGION: *Regional Studies of Russia, Eastern Europe, and Central Asia* (ISSN 216-4307).

Published by Slavica on behalf of the Institute of Russian Studies at the Hankuk University of Foreign Studies in Seoul, Korea, *REGION* is a peer-reviewed international journal that explores the history and current political, economic, and social affairs of the former Soviet bloc. This journal distinguishes itself by its (g)locally oriented perspective, one that stresses both local adaptation to global phenomena and that adaptation's transnational or even global significance. *REGION* regularly publishes articles on concrete local issues written by local Eurasianist scholars. At the same time, with an editorial board spanning the Eurasian and North American continents, the journal seeks to transcend not only national but also academic and professional boundaries. The current issue (vol. 2, no. 2) features Trevor Erlacher, Yulia Gradszkova, Alexander Libman & Vladimir Kozlov, Jeremy Morris, Alla Nedashkivska, Ararat L. Osipian, and Sergei Zhuk. *REGION* is included in Project MUSE's Premier Collection.

Carol Apollonio and Angela Brintlinger, eds. *Chekhov for the 21st Century*,

382 p., 2012 (ISBN 978-0-89357-392-8), \$34.95.

In this volume, Carol Apollonio and Angela Brintlinger have brought together leading scholars from Russia and the West for a wide-ranging conversation about Chekhov's work and legacy. Considering issues as broad as space and time and as tightly focused as the word, these are 21 exciting new essays for the 21st century.

Genevra Gerhart, with Eloise M. Boyle. *The Russian's World*, 4th ed., 476 p., 2012 (ISBN 978-0-89357-380-5), \$49.95.

A revised, expanded, and updated edition of a book that has become a classic in the field, *The Russian's World* represents an attempt at the impossible: to describe for non-Russians what Russian common knowledge might be. New features include material on computer terminology and Internet resources.



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Beyond 'Publish or Perish': The Many Paths to Administrative Careers for Academics

Jennifer Long, Georgetown University

The View from 35,000 Feet: Evaluating the Field

Academic administrators are often asked for career advice and we want to be relevant and helpful. While interest in Europe and Eurasia remains strong and placement data for programs are quite good, “our area” is susceptible to the vicissitudes of U.S. foreign policy toward the region, international events that portray the region in a less-than-flattering light, and is a wide and diverse region that is increasingly difficult to define as “an” area. Advising students on the skill-set they need means staying up to date on a variety of professional sectors that don’t always overlap easily. Add to this mix the cuts in U.S. government funding for scholars and programs focusing on Europe and Eurasia,¹ and the situation seems challenging.

Addressing these issues to provide practical information was the purpose of the panel, “Academic Careers Outside the Classroom: Becoming an Academic Professional,” at the 44th annual ASEES Convention in New Orleans last November. Joining me on the panel were Lynda Park, Jeff Pennington, Matthew Rosenstein and Chair William Pomeranz, to share our experiences of our own paths toward career development as well as our advice to students.² While some of the themes were familiar, we were also able to put forward ideas that those in the audience could use as they plan what to do with their hard-earned degrees.

One of the first issues discussed was why one would consider an academic career outside of teaching: the difficulty in securing a tenure-track position³ and the changing nature of higher education⁴ were two motivators. Since many who in an earlier era would have continued on the path toward teaching at the college and university level are now finding that path narrowing, the panel’s discussion focused on other options at universities and programs and how graduates can best position themselves to take advantage of opportunities. We concluded that there are many avenues for those who would choose a career as an academic professional and offered practical advice about how to accomplish this goal.

The View From the Ground: Improving Your Chances of Securing the Position You Want

Panelists’ own career paths highlight the different ways to “get where you’re going”: while some of us completed the PhD, others walked away at the ABD moment to pursue opportunities that presented themselves, either full-time positions or work abroad. The first lesson is that students should be open to these types of opportunities, as one never knows the impact they could have on career development.

For some the “road not taken” will quickly fade from memory, but for others it brings real regret.

A second theme that emerged was that students/graduates should continually seek to add to their skill set – start with a realistic assessment of what you’re good at and then add to it where possible. This starts with thinking beyond just applying for teaching or research assistantships. Consider positions that will include administrative or management responsibilities. Think about internships related to your field, even those that are unpaid, if that is financially feasible (know that you might be able to earn academic credit for unpaid internships). Research Institutes like the Kennan Institute offer the ability to be paired with a researcher and to engage with a serious intellectual community. Perhaps you might be able to work with or lead a student group. The attention to detail required for event planning, the Excel skills needed for budgeting, the supervisory experience of managing student workers – these are all relevant to a multitude of employment sectors and helpful additions to a resume. Short-term jobs or small assignments will give you experience and may provide opportunities down the road: write book reviews and, if you travel, write a blog. Social media skills are now a critical part of every job, so grab opportunities to build these skills and use them. Put together a diverse tool kit and then make sure these skills are reflected in your current resume. (Related to this, don’t forget that if you’ve been awarded a research grant then you should make sure these skills are part of what you say about yourself!)

Panelists highlighted the importance of building your network: taking the time to do homework on the types of places, gatherings or conferences where one can meet those in the field of choice, making the time for this effort and then making the most of these opportunities are all crucial to career success. Get to know your professors: ask them to offer you mentoring advice, to share their contacts and to introduce you to colleagues at events or conferences. Faculty understand that part of their job is to prepare and promote the next generation and the vast majority are happy to help. Treat your fellow students as an important part of your incipient professional network, which means showing them respect and utilizing opportunities to partner with or critique each other as a way to develop your professional skills. Joining professional organizations like ASEES is crucial to plotting a successful career path. Participating in productive groups like this can both offer networking connections as well as help keep you up to date on trends in the field and opportunities. ASEES conducts webinars on a variety of useful topics and there are professional development panels at the

annual conventions. Nine such panels are scheduled for the convention in Boston. If you have not already established an account on LinkedIn, now is the time. Graduate programs, professional associations and employers are using this tool to promote themselves, advertise positions and screen applicants, and establishing your presence in this medium is crucial. Remember to utilize social media and networking in its most positive ways, always being mindful of the data trail you leave behind.

The first step to finding out about positions is to take advantage of resources at your institution. Academic programs are excellent sources for job-related information, providing general ideas about career paths, specific job posting and resources affiliated with your particular degree program. Your next stop should be your school's Career Center. The information they readily can give you about jobs and employers, including searchable databases, makes it easy to begin your job search. Many career centers also track employment data, which you can use to identify students or alumni who have worked for specific employers. You could then reach out to those individuals to gather "insider" information. Counselors also offer individual sessions as well as workshops on general presentation skills, specialized talents like case-based interviewing techniques and "The 30 second pitch." Career counselors will also work with you to tailor your resume to accurately reflect your diverse skills and valuable experience and help you draft cover letters that are appropriate for the different positions for which you may be applying.

Crucial advice for job-seekers: research the organizations to which you are applying and customize both your cover letter and resume/CV for each application. Ask if you can have an informational interview, which is an opportunity to "pick the brain" of a current or former employee. Informational interviews help you identify which skills and experiences the employer values most, which in turn, is very helpful when crafting a tailored cover letter. Panelists offered numerous examples of applicants who had not taken this advice – addressing the letter to the wrong organization or individual or communicating in the cover letter a lack of understanding of the job being sought. While this advice is clearly in the "common-sense" category, it's worth noting how easy it is to stand apart from the rest of the applicant pool by taking this advice. This is related to the general advice of utilizing specialized resources like career counselors – different employment sectors have their own criteria for scrutinizing applicants and identifying what skill sets they're seeking. What gets you ahead in the private sector may be very different from the non-profit sector, and it's important to be aware of these differences when one is applying. Seeking out advice that can help you achieve this, and having someone proofread your documents before you apply, can be that simple action that gets you through the door.

Finally, the panelists' own experiences underscore the value of considering academically-related careers outside of academia: professional organizations, think-tanks and academic program management. These are options that deserve serious consideration. Panelists felt it important to reiterate that students in our field have a wide variety of options for career choices and can be well-positioned to take advantage of them, with research and preparation. Adopting these recommendations for the job search and utilizing other available resources are the first steps to building a successful career. And with the changes in the Eurasian-European field generally, current graduates are poised to be able to make significant contributions across employment sectors. Despite the obstacles we currently face, graduates can call upon a wide variety of resources to successfully embark on a fulfilling career after graduation.

(Endnotes)

- 1 See Laura Adams, "The Crisis of US Funding for Area Studies," *NewsNet* (March 2013: vol. 53, n. 2,
- 2 Panelists: Jennifer Long is Associate Dean of Finance and Administration, Edmund A. Walsh School of Foreign Service, Georgetown University; Lynda Park is Executive Director of the Association for Slavic, Eurasian and East European Studies (ASEEES); William Pomeranz is Deputy Director of the Kennan Institute, Woodrow Wilson Center; Jeffrey Pennington is Executive Director of the Institute of Slavic, East European and Eurasian Studies and Co-Director of the European Union Center of Excellence at UC Berkeley; and Matthew Rosenstein is Associate Director of the European Union Center at the University of Illinois
- 3 *The Chronicle of Higher Education* consistently offers information about challenges securing tenure-track positions as well as debates about the tenure system.
- 4 Adding to the fact that colleges and universities have been hard-hit by the financial crisis of the last few years, we also are facing challenges posed by online education and increasing competition from universities abroad that will change established operating procedures.

Upcoming ASEEES Webinar

August 27, 2013, 12pm

Embracing Change: Marketing Yourself for Employment Outside of the University Setting

In this webinar, Mary Arnstein, ASEEES Communication Coordinator, will discuss approaches for academics and PhD students considering non-faculty positions, including how to convert a CV to a resume and how to specifically tailor their experience to the jobs for which they are applying. Members can register here: <https://netforum.avectra.com/eweb/StartPage.aspx?Site=ASEEES&WebCode=webinars>

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'We Are in for a Shock': Teaching Soviet History at Nazarbayev University

Zbigniew Wojnowski, Nazarbayev University, Kazakhstan

"We're in for a shock" – I overheard two students chatting in Russian as they browsed through my "History of Kazakhstan" syllabus last August, clearly assuming I did not understand a word they said – "they're going to teach us something completely different to what we learnt at school." Here I was – a Pole with a British PhD in Ukrainian history, facing a group of fifty Russian-speaking Kazakhs, about to discuss an article published in the *American Historical Review*. Talk about a crisis of legitimacy.

Why should "we" teach "them"? The faculty at Nazarbayev University is made up almost entirely of foreigners. Yet this is a quintessentially Kazakhstani institution. Opened in 2010 and funded from state budget, it aims to prevent a major brain drain by providing free Western-style education at home. Taxi drivers in Astana have on occasion forced me to justify why their government spends taxpayers' money on bringing people like me to Astana. "You teach Soviet history?! We already know it!"

NU was originally envisaged as a technical school, and President Nursultan Nazarbayev still stresses that the university's goal is to produce a new generation of engineers and scientists. Humanities and social sciences were almost an afterthought, added under pressure from the university's foreign partner institutions.

History at Nazarbayev University

In a city where fancy skyscrapers overshadow Khrushchev-era blocks of flats, my first challenge has been to prove that the past is worthy of attention. "History of Kazakhstan" is a compulsory subject for all NU undergraduates and most of my students will major in engineering or economics. Although they may have a real flair for the humanities and/or a natural disdain for basic math, parental pressure seems to limit their choices. Forced to memorise a series of dates and names in high school, freshers tend to approach history classes with a certain dread.

Still, as we sit in a classroom overlooking Astana's new Left Bank, something of a mixture between Washington D.C. and Star Wars, I hope that some future bankers and civil servants find inspiration in the story of Tselinograd – the "old" Soviet-era town that starts about two miles down the road. Many students are optimistic about their job prospects in Kazakhstan's new capital, and the city's orientation on the future is refreshing. But most of my undergrads find it almost unthinkable that Astana's old Soviet suburbs were also once portrayed as an embodiment of modernity. Tselinograd was built as part of Khrushchev's Virgin Lands campaign, an

ambitious project that embodied the hopes and fears of de-Stalinisation. Tselinograd's gradual decline after the end of the Thaw raises troubling questions about the future of new Astana. "Will the capital retain its momentum when Nazarbayev is no longer around?" – I ask as nervous laughter spreads around the classroom.

Students at NU are different from what I was used to in Britain. For the most part, they had no experience writing essays or analysing primary sources in high school; they need a lot more hand-holding than the average British undergraduate. Yet they also tend to be more outspoken and direct, interrupting my lectures to ask a million questions and, occasionally, to argue against me. I have never before had so many students visit my office hours simply to talk about readings that they found surprising or provocative. When a group of engineers came to discuss Sakharov's views on progress and technology, I knew I had partly succeeded in making history appear relevant.

The Politics of History in Kazakhstan

While undergraduates ask daring questions, it is difficult to predict what role they might play in Kazakhstani society. They will likely have a different vision of their country than their future friends and colleagues, not least because our faculty do not follow the standard "History of Kazakhstan" curriculum approved by the Ministry of Education.

"At first I did not know what you meant," said a student whom I had warned that a topic she had chosen for her independent research project was politically touchy. She had just delivered a clear, gutsy presentation about communist party elites in late Soviet Kazakhstan in front of 50 other students. She did not altogether reject what she had believed before and she refrained from drawing binary distinctions into "Western" and "Kazakhstani" views on the past. Still, she was visibly excited to learn something new. "You know, I have never worked with primary sources before, and I assumed it had all been very simple: people strove for independence and then they won. That's what we were taught at school, but now I'm just not sure what to think."

Taught in universities up and down the land, "History of Kazakhstan" is part of state-sponsored attempts at nation building, and I would hate for my teaching to destroy the sense of civic and social responsibility displayed by many of our students. It is encouraging to see that some of the most thoughtful NU undergrads have begun to question established ways of thinking in and out of the classroom, but have not turned cynical or disengaged. Several women, in particu-

lar, have taken a public stance on important issues that are still taboo among the older generation. Although the university administration has yet to come up with a proper equal opportunities policy, for example, the student newspaper is planning a piece on homosexuality in Kazakhstan.

Building a University

To be sure, it is at times frustrating to work at an emerging institution. For one, library resources are poor. There are also more mundane problems: students tend to lose concentration when sparks fly out of plug sockets in hastily constructed lecture halls. The administrators have gone out of their way to make our lives in Astana comfortable, but bureaucratic hurdles abound in the day-to-day functioning of the university. Working at the Faculty Senate, I have been involved with the drafting of policies to govern a range of issues from maternity cover to research leave. I have been particularly aggravated by the general lack of trust between the university administration and the expat faculty, as both parties often suspect each other of ill intent.

On the other hand, the service part of the job can also be fun. In November 2012 I travelled to Taldykurgan – a pleasant little provincial centre near the Chinese border. Along with staff from the admissions department and a colleague from the School of Science and Technology, my task was to advertise NU in local high schools. Headmistresses greeted us with Kazakh delicacies and one inspector from the regional education office played the dumbra. We inadvertently caused panic among local government officials as, in Soviet tradition, we turned up on their doorstep with flowers to express gratitude for “years of fruitful cooperation” – they had hastily laid out all their accounting documentation on the assumption that the delegation from Astana had come to inspect their finances. Talking to school teachers gave me a better understanding of where our students come from, and the whole experience made me more at home in Kazakhstan and at Nazarbayev University.

But more importantly it feels that there is a lot at stake here, and it is exciting to participate in building an entire university from scratch. The School of Humanities and Social Sciences, in particular, seems to have attracted a young faculty with a penchant for adventure, and I’m sure it would be difficult to repeat the same kind of social experience at a more established institution. NU is also an exciting place to study the Russian Empire, the Soviet Union, and its successor states, gathering a large number of specialists with an interest in Eurasia, often at an early stage of the academic career. Research funding is generous and, while things are sometimes slow to take off the ground, the departmental seminar series and a work-in-progress reading group bode well for NU’s research culture. The more challenging task will be to establish fruitful cooperation with other Kazakhstani institutions. Things are still up in the air, but I am optimistic that NU will find its place in modern Kazakhstan.

**ASEEES WELCOMES
NEW MANAGING EDITOR OF *SLAVIC REVIEW***
We are delighted to announce the new managing editor of *Slavic Review*, Faith Wilson Stein. She is a doctoral student in Comparative and World Literature at the University of Illinois, Urbana-Champaign, currently completing her dissertation, "Wallpapering the Novel: Economics, Aesthetics, and the Realist Home." Her research interests include eighteenth- and nineteenth-century English, Russian, and French literature; theories of the novel; economic analysis; and the history of medicine. She served as a *Slavic Review* Editorial Assistant from August 2012 to July 2013. She earned her BA in Comparative Literature, with a Minor in Russian, from UC Berkeley.



Harriet Murav (L), Editor; Faith Stein (R) Managing Editor

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Publications

Jonathan L. Larson recently published *Critical Thinking in Slovakia after Socialism* (University of Rochester Press, 2013).

Critical Thinking in Slovakia after Socialism examines the putative relationship between critical thought and society through an ethnographic study of post-1989 Slovakia. Drawing on original fieldwork and anthropological theories of language and culture, Jonathan Larson traces patterns of social analysis and criticism in Slovak political discourse.

This important volume, bringing together scholarship on East Central Europe, liberalism, education, and the public sphere, gives students of modern history, politics, and culture a fresh perspective on a skill deemed essential to civil society.

Homo Imperii: A History of Physical Anthropology in Russia, was authored by Marina Modilner (University of Nebraska Press, 2013); the series was edited by series editors Regna Darnell and Stephen O. Murray.

It is widely assumed that the “nonclassical” nature of the Russian empire and its equally “nonclassical” modernity made Russian intellectuals immune to the racial obsessions of Western Europe and the United States. *Homo Imperii* corrects this perception by offering the first scholarly history of racial science in prerevolutionary Russia and the early Soviet Union. Modilner places this story in the context of imperial self-modernization, political and cultural debates of the epoch, different reformist and revolutionary trends, and the growing challenge of modern nationalism. By focusing on the competing centers of race science in different cities and regions of the empire, *Homo Imperii* introduces to English-language scholars the institutional nexus of racial science in Russia that exhibits the influence of imperial strategic relativism.

Reminiscent of the work of anthropologists of empire such as Ann Stoler and Benedict Anderson, *Homo Imperii* reveals the complex imperial dynamics of Russian physical anthropology and contributes an important comparative perspective from which to understand the emergence of racial science in nineteenth- and twentieth-century Europe and America.

Larisa Fialkova and Maria Yelenevskaya recently published *In Search of the Self: Reconciling the Past and the Present in Immigrants' Experience* (ELM Scholarly Press, 2013).

Kate Brown authored *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (Oxford University Press, 2013).

While many transnational histories of the nuclear arms race have been written, Brown provides the first definitive account of the great plutonium disasters of the United States and the Soviet Union.

In *Plutopia*, Brown draws on official records and dozens of interviews to tell the extraordinary stories of Richland,

Washington and Ozersk, Russia—the first two cities in the world to produce plutonium. To contain secrets, American and Soviet leaders created plutopias—communities of nuclear families living in highly-subsidized, limited-access atomic cities. Fully employed and medically monitored, the residents of Richland and Ozersk enjoyed all the pleasures of consumer society, while nearby, migrants, prisoners, and soldiers were banned from plutopia—they lived in temporary “staging grounds” and often performed the most dangerous work at the plant. Brown shows that the plants’ segregation of permanent and temporary workers and of nuclear and non-nuclear zones created a bubble of immunity, where dumps and accidents were glossed over and plant managers freely embezzled and polluted. In four decades, the Hanford plant near Richland and the Maiak plant near Ozersk each issued at least 200 million curies of radioactive isotopes into the surrounding environment—equaling four Chernobyls—laying waste to hundreds of square miles and contaminating rivers, fields, forests, and food supplies. Because of the decades of secrecy, downwind and downriver neighbors of the plutonium plants had difficulty proving what they suspected, that the rash of illnesses, cancers, and birth defects in their communities were caused by the plants’ radioactive emissions. Plutopia was successful because in its zoned-off isolation it appeared to deliver the promises of the American dream and Soviet communism; in reality, it concealed disasters that remain highly unstable and threatening today.

An untold piece of Cold War history, *Plutopia* invites readers to consider the nuclear footprint left by the arms race and the enormous price of paying for it.

Popular Perception of Soviet Politics in the 1920s. Disenchantment of the Dreamers by Olga Velikanova was published in early 2013 by Palgrave Macmillan.

The first study of popular opinions in post-revolutionary Russia, this volume is based on new documentation of OGPU and party surveillance on the population, extracts from private letters, diaries, British Foreign Office reports and talks leaked by OGPU informants. These archival sources show an increasing disenchantment of a generation, which resulted in revolution. The population resisted the Soviet mobilization campaigns, which promoted workers-peasants unity, the achievements of socialism and new socialist patriotism. The Bolsheviks failed to reach a national consensus and unite the nation around the great aim of socialist construction. The story of the legitimacy crisis at the end of the 1920s presents an important argument in the explanation of why, in 1927, when faced with economical, political and social crisis at home and in foreign politics, the Bolsheviks started changing their politics in favour of the more oppressive and dictatorial methods.

The Readers of Novyi Mir: Coming to Terms with the Stalinist Past (Harvard University Press, 2013), was written by Denis Kozlov, an Assistant Professor of History at Dalhousie University.

In the wake of Stalin's death in 1953, the Soviet Union entered a period of relative openness known as the Thaw. Soviet citizens took advantage of the new opportunities to meditate on the nation's turbulent history, from the Bolshevik Revolution, to the Terror, to World War II. Perhaps the most influential of these conversations took place in and around *Novyi mir* (New World), the most respected literary journal in the country. In *The Readers of Novyi Mir*, Kozlov shows how the dialogue between literature and readers during the Thaw transformed the intellectual life and political landscape of the Soviet Union.

Powerful texts by writers like Solzhenitsyn, Pasternak, and Ehrenburg led thousands of *Novyi mir*'s readers to reassess their lives, entrenched beliefs, and dearly held values, and to confront the USSR's history of political violence and social upheaval. And the readers spoke back.

Victims and perpetrators alike wrote letters to the journal, reexamining their own actions and bearing witness to the tragedies of the previous decades.

Kozlov's insightful treatment of these confessions, found in Russian archives, and his careful reading of the major writings of the period force today's readers to rethink common assumptions about how the Soviet people interpreted their country's violent past. The letters reveal widespread awareness of the Terror and that literary discussion of its legacy was cen-

tral to public life during the late Soviet decades. By tracing the intellectual journey of *Novyi mir*'s readers, Kozlov illuminates how minds change, even in a closed society.

A new online anthology, called *Twenty-first Century Russian Poetry*, features 50 exceptional contemporary Russian poets, translated by equally gifted poets. All the work was written between 2000 and 2013.

Contributors include Stephanie Sandler, Philip Nikolayev, Alex Cigale, Matvei Yankelevich, Elena Fainailova, Dmitry Kuzmin, Katia Kapovich, Phil Metres, Maria Khotimsky, Elena Dimov, Maxim Amelin, Maria Stepanova, James Kates, Polina Barskova, Eugene Ostashevsky, Oleg Dozmorov, Alexander Ulanov, Sergei Gandlevsky, Irina Maximova, Alexander Skidan, Tatiana Shcherbina, Vladimir Gandelsman, Olga Zilberbourg, Maria Rybakova, Irina Mashinski, Alexei Tsvetkov, and many more. <http://bigbridge.org/BB17/poetry/twenty-firstcenturyrussianpoetry/twenty-first-century-russian-poetry-contents.html>



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Victor Agadjanian, Arizona State University
Research: "International Labor Migration and its Consequences for Socioeconomic Development and Political Stability in Uzbekistan"

Lori Amy, Georgia Southern University
Research: "Mobilizing Memories: Ex-Political Prisoners as Palimpsests of Citizen and Nation in Albania's 2012 Hunger Strikes"

John Ashbrook, Sweet Briar College
Research: "On Being European: How European Union Accession Shapes Croatian Identities"

Quintin Beazer, Florida State University
Research: "The Dangers of Discretion: Bureaucratic Leeway & Regulatory Uncertainty in Russia's Regions"

Max Bergholz, Concordia University
Research: "None of Us Dared Say Anything: Mass Killing in a Bosnian Community During World War II and the Postwar Culture of Silence"

Michele Commercio, University of Vermont
Research: "Retraditionalization from Below: Women's Attitudes in Post-Soviet Kyrgyzstan"

Linda Cook, Brown University
Research: "Tajik Labor Migrants to Russia: Their Access to Health and Welfare Services"

Julie Fairbanks, Coe College
Research: "Space and Place-Making in Greater Sochi, Russia"

Benjamin Gatling, Duke University
Research: "Adaptation, Revivalism, and Religious Politics: Sufi Life in Tajikistan"

Kathryn Hendley, University of Wisconsin
Research: "Explaining Antipathy Towards Mediation in Russia"

Idil Izmirli, George Mason University
Research: "Ukraine's Locus of Instability: Escalating Inter-Ethnic and Inter-Religious Conflict in Crimea"

Erica Johnson, University of North Carolina- Chapel Hill
Research: "Tensions in Health: Building Primary Health Care Systems in Central Asia"

Paul Josephson, Colby College
Research: "Russian Rivers in Russian History: A Political, Environmental, and Cultural History"

Slavko Komarnytsky, North Carolina State University
Research: "Water Safety Across Borders in Central Asia"

Andrew Konitzer, University of Pittsburgh
Research: "The Forensics of Patronage: Identifying the Linkage between Parties and Public Sector Employment in Serbia"

Larisa Kurtovic, DePaul University
Research: "The Nationalist Order and Party Patronage in Post-Dayton Bosnia-Herzegovina"

Jody LaPorte, Wittenberg University
Research: "The Politics of Wealth in Post-Soviet Georgia"

Joanna Mishtal, University of Central Florida
Research: "Understanding Advocacy Work in the Struggle for 'In Vitro' Regulation in Poland"

Ausra Park, Siena College
Research: "Politics of Human Trafficking: Governments' Political Games and NGOs"

Michele Rivkin-Fish, University of North Carolina
Research: "The Unmaking of Russia's Abortion Culture: Historical Roots of Contemporary Reproductive Politics"

Elton Skendaj, Florida International University
Research: "Building Democracy and State Institutions in Post-War Kosovo"

Curt Woolhiser, Brandeis University
Research: "A Gift to the Nation: The Social Identities and Linguistic Practices of Student-Age 'New Speakers' of Ukrainian and Belarusian"

THE KENNAN INSTITUTE AT THE
WILSON CENTER

New Director of the Kennan Institute

The Kennan Institute welcomes its new director as of July 15, 2013, Matthew Rojansky. Mr. Rojansky, who was previously the Deputy Director of the Russia and Eurasia Program at the Carnegie Endowment for International Peace, is an expert on U.S. relations with the states of the former Soviet Union, especially Russia, Ukraine, Belarus and Moldova. He has advised governments, intergovernmental organizations, and major private actors on conflict resolution and efforts to enhance shared security throughout the Euro-Atlantic and Eurasian region. Mr. Rojansky succeeds Blair A. Ruble, who is currently Director of the Wilson Center's Program on Global Sustainability and Resilience and Senior Advisor to the Center's Kennan Institute.

Grant Opportunities

Please note, all grant opportunities listed below are contingent on continued funding by the Program for Research and Training on Eastern Europe and the Independent States of the former Soviet Union (Title VIII) of the U.S. Department of State. Please check the Kennan Institute website for the most updated information: www.wilsoncenter.org/kennan.

KENNAN INSTITUTE TITLE VIII SHORT-TERM GRANTS

KI offers Short-Term Grants to scholars whose research in the social sciences or humanities focuses on the former Soviet Union (excluding the Baltic States), and who demonstrate a particular need to utilize the library, archival, and other specialized resources of the D.C. area. Policy-relevant research is preferred. Academic participants must either possess a doctoral degree or be doctoral candidates who have nearly completed their dissertations. For non-academics, an equivalent degree of professional achievement is expected.

Short-Term Grants provide a stipend of \$3,200 for 31 days. While the Kennan Institute cannot provide office space for Short-Term scholars, we do provide a carrel with a computer and internet access. Travel and accommodation expenses are not directly covered by this grant. There is no official application form for Short-Term Grants. The applicant is requested to submit a concise description (700-800 words) of his or her research project, C.V., a statement on preferred dates of residence in Washington, D.C., and two letters of recommendation specifically in support of the research to be conducted at the Kennan Institute. Please note, the recommendation letters must be signed. Applicants should also state their citizenship status in their materials. Applications may be submitted via e-mail, fax or post. Please see address and contact information on our website. If sending a hard copy, the application must be in clear, dark type, printed on one side only, without staples.

Grant recipients are required to be in residence in Washington, D.C. for the duration of their grant. Four rounds of competitive selection for Short-Term Grants are held each year. The next closing date is September 1, 2013. Only U.S. citizens are currently eligible for Short-Term Grants.

KI TITLE VIII RESEARCH SCHOLARSHIPS

Title VIII Research Scholarships lasting three to nine months are available to academic participants in the early stages of their career (before tenure) or scholars whose careers have been interrupted or delayed. For non-academics, an equivalent degree of professional achievement is expected. Eligibility is limited to the postdoctoral level for academic participants, although doctoral candidates in the process of completing a dissertation may apply (the dissertation must be successfully defended before taking residence at the Kennan Institute). Applicants must be U.S. citizens. Research proposals examining the countries of Central Eurasia are eligible. Those proposals related to regional Russia, Ukraine, Central Asia, Belarus, the Caucasus, and contemporary issues are particularly welcome. The Title VIII Research Scholar grant offers a stipend of \$3,300 per month, research facilities, computer support, and some research assistance. Grant recipients are required to be in residence at the Institute in D.C. for the duration of their grant.

One round of competitive Title VIII Research Scholar selection is held per year. The deadline for receipt of applications and supporting materials is December 1, 2013. Application materials must be submitted by mail; materials sent by electronic mail or facsimile will not be considered. Please see address and contact information on our website. Decisions on appointment will be made in mid-February; grantees are able to commence their appointments as early as July.

The Research Scholar Program is supported by the Program for Research and Training on Eastern Europe and the Independent States of the Former Soviet Union (Title VIII) of the United States Department of State.

KI TITLE VIII SUMMER RESEARCH GRANTS

Scholars who conduct research in the social sciences or humanities focusing on the former Soviet Union (excluding the Baltic States), and who demonstrate a particular need to utilize the library, archival, and other specialized resources of the Washington, D.C. area should consider applying for the summer research grants. The summer grants must be used between May-September 2014, and grant applicants are required to hold an MA degree or higher. The Summer Research Scholarships will provide a stipend of \$6,400 for 62 days (\$103.22/day), research facilities, computer support, and some research assistance. Travel and accommodation expenses are not directly covered by this grant. Applicants are required to submit a concise description (700-800 words) of his or her research project, C.V., a statement on preferred dates of residence in Washington, D.C., and two letters of recommendation specifically in support of the research to be conducted at the Institute. All of these materials may be submitted via e-mail except for the letters of recommendation. The letters should be sent, with signature, either by fax or post. Please see address and contact information on our website. Applicants must be U.S. Citizens. Applications should be submitted in clear dark type, printed on one side only, without staples. Closing date is December 1, 2013.

Scholars in Residence

Each year, the Kennan Institute sponsors between 35-40 scholars to conduct humanities, social science, and policy research in Washington, D.C. KI welcomes the following scholars:

Title VIII-Supported Short-Term Scholar

Brian Bonhomme, Associate Professor of History, Youngstown State U. "The Role of the North Pacific in the Formation of Russian National Identity."

Fulbright-Kennan Institute Research Scholars

Tetiana Maliarenko, Professor, Faculty of Law and Social Science, Donetsk State U of Management. "In Search of Peace: Improving Conflict Prevention and Response Policies."

Oksana Nesterenko, Associate Professor, Yaroslav the Wise National Law Academy. "Protection of Whistleblowers and Education Programs as Strong Guarantees for Transparent Government."

ANN ARBOR IN RUSSIAN LITERATURE:

REVISITING THE CARL R. PROFFER & ARDIS LEGACIES

The University of Michigan's Center for Russian, East European, and Eurasian Studies and Weiser Center for Emerging Democracies will present a symposium, "Ann Arbor in Russian Literature: Revisiting the Carl R. Proffer and Ardis Lega-

cies," on September 20-21, 2013 in Ann Arbor.

The symposium will commemorate the 75th anniversary of the birth of U-M Professor Carl R. Proffer (1938-1984), an outstanding scholar renowned for his books on Gogol and Nabokov. In his brief 46 years Proffer contributed to the field of Russian literature as an author, translator, editor, and publisher, and put Ann Arbor on the map of Russian literature in perpetuity. In 1971 with his wife Ellendea, also a scholar, author, and translator, he founded Ardis which became the foremost Western publisher of Russian and Soviet literature, including reprints and translations of classics as well as works banned by the Soviet authorities. Symposium presenters will explore Ardis Publishers' consequential role as a citadel of Russian literature and U-M's rich legacy as a center for the study of dissent in the Soviet Union and as a refuge for Soviet writers and artists (including Joseph Brodsky, poet-in-residence at U-M, 1972-1981). In addition, attendees will have the opportunity to see an exhibit of items from the University Library's Ardis Archive.

For complete information on event locations, hotels, maps, and sponsors, visit

www.i.umich.edu/crees/events/specialevents/proffertribute

The Harvard Academy for International and Area Studies

The Harvard Academy Scholars Program 2014-2015

The Academy Scholars Program identifies and supports outstanding scholars at the start of their careers whose work combines disciplinary excellence in the social sciences (including history and law) with a command of the language, history, or culture of non-Western countries or regions. Their scholarship may elucidate domestic, comparative, or transnational issues, past or present.

The Academy Scholars are a select community of individuals with resourcefulness, initiative, curiosity, and originality, whose work in non-Western cultures or regions shows promise as a foundation for exceptional careers in major universities or international institutions. Harvard Academy Scholarships are open only to recent PhD (or comparable professional school degree) recipients and doctoral candidates. Those still pursuing a PhD should have completed their routine training and be well along in the writing of their theses before applying to become Academy Scholars; those in possession of a PhD longer than 3 years at the time of application are ineligible.

Academy Scholars are appointed for 2 years by the Harvard Academy for International and Area Studies and are provided time, guidance, and access to Harvard University facilities. They receive substantial financial and research assistance to undertake sustained projects of research and/or acquire accessory training in their chosen fields and areas. Some teaching is permitted but not required. The Senior Scholars, a distinguished group of senior Harvard University faculty members, act as mentors to the Academy Scholars to help them achieve their intellectual potential.

Post-doctoral Academy Scholars will receive an annual stipend of \$65,000, and pre-doctoral Academy Scholars will receive an annual stipend of \$31,000. Applications for the 2014-2015 class of Academy Scholars are due by **October 1, 2013**. Finalist interviews will take place in Cambridge on **December 5**. Notification of Scholarships will be made in January, 2014. For complete information on how to apply visit:

www.wcfia.harvard.edu/academy.



Affiliate Member News

AATSEEL ANNUAL CONFERENCE JANUARY 9-12, 2014

The 2014 conference will be held at the historic Drake hotel in downtown Chicago, within easy reach of the Modern Language Association (MLA) conference. In addition to scholarly panels, participants can attend advanced seminars, roundtables, workshops and other special events. Advanced Seminars will be led by Clare Cavanaugh (Northwestern) on poetry and biography and by Michael Flier (Harvard) on medieval Slavic culture. The AATSEEL conference is a forum for exchange of ideas in all areas of Slavic and East/Central European languages, literatures, linguistics, cultures, and pedagogy. For more information, visit: http://www.aatseel.org/program/2014_call_for_papers/

AWSS UPCOMING EVENTS

The Association for Women in Slavic Studies Annual Meeting, Awards Ceremony, and Reception will take place on Friday November 22, 2013, from 7-8:45pm during the ASEES Convention at the Boston Marriott Copley Place, 4th Floor - Grand Ballroom Salon B.

The 6th Biennial AWSS Conference on the theme of "Women, Gender, and Revolution" is scheduled for Thursday, April 10, 2014 at the Ritz Carleton Hotel in Atlanta, Georgia. The conference is being held at the same location as the Southern Conference on Slavic Studies (SCSS); panels are scheduled on April 11-12, and attendees can participate in both conferences. A Call for Papers will be issued in Fall 2013.

AWSS SEEKS NOMINATIONS FOR PRIZES

Mary Zirin Prize

Deadline: September 1, 2013

The Zirin Prize is named for Mary Zirin, the founder of Women East-West. Working as an independent scholar, Zirin produced and encouraged fundamental works in Slavic/East European Women's Studies and has been instrumental in the development of the AWSS. The Prize aims to recognize the achievements of independent scholars and to encourage their continued scholarship and service in the fields of Slavic or Central and Eastern European Women's Studies.

The Committee encourages nomination of candidates at all career stages. For the purpose of this award, an independent scholar is defined as a scholar who is not employed at an institution of higher learning, or an employee of a university or college who is not eligible to compete for institutional support for research (for example, those teaching under short-term contracts or working in administrative posts). We welcome nominations from CIS and Central/Eastern Europe.

Nominations must include: (1) a nomination letter of no more than two-pages double-spaced, describing the scholar's contribution to the field and work in progress; (2) the nominee's current C.V. and (3) a sample publication (e.g., article or book chapter). Nominations should be sent to Marilyn Smith at msmith@fivecolleges.edu.

Graduate Research Prize

Deadline: September 1, 2013

The Prize is awarded biennially to fund promising graduate level research in any field of Slavic/East European/Central Asian studies by a woman or on a topic in Women's or Gender Studies related to Slavic Studies/East Europe/Central Asia by either a woman or a man. Graduate students who are at any stage of master's or doctoral level research are eligible.

The grant can be used to support expenses related to completion of a dissertation, as well as travel, services, and/or materials. Nominations and self-nominations are welcome. In addition to two letters of recommendation, please send a CV, a letter of application in which you outline how the money will be used and why it is necessary for progress on the project and, if appropriate, a list of archives and/or libraries or other research resources that you plan to use. Email completed submissions to Nicole Monnier (recommenders may send their letters as emails OR as email attachments) at monniern@missouri.edu.

Graduate Essay Prize

Deadline: September 1, 2013.

The Graduate Essay Prize is awarded to a chapter or article-length essay on any topic in any field or area of Slavic/East European/Central Asian Studies written by a woman, or on a topic in Slavic/East European/Central Asian Women's/Gender Studies written by a woman or a man. This competition is open to current doctoral students and to those who defended a doctoral dissertation in 2012-2013. If the essay is a seminar paper, it must have been written during the academic year 2012-2013. If the essay is a dissertation chapter, it should be accompanied by the dissertation abstract and table of contents. Previous submissions and published materials are ineligible. Essays should be no longer than 50 double-spaced pages, including reference matter, and in English (quoted text in any other language should be translated). Please send a copy of the essay and updated CV to each of the three members of the Prize Committee. Please address any questions to the chair of the prize committee.

- Adele Lindenmeyr, Committee Chair, Adele.lindenmeyr@villanova.edu
- Janet Johnson, Johnson@brooklyn.cuny.edu
- Sharon Kowalsky, sharon.kowalsky@tamuc.edu

Outstanding Achievement Award

Deadline: September 15, 2013

The Outstanding Achievement Award recognizes the work of a scholar in the field of Slavic Studies, who has also served as a mentor to female students/colleagues in this field. To nominate, please 1) write a letter detailing what your candidate for this award has achieved in Slavic Studies in terms of a) scholarship or other professional accomplishment and b) mentoring of female students/colleagues; 2) provide a short list of references with accompanying email addresses so that the committee can contact

Continued on page 22



In Memoriam

Charles Jelavich, age 90, passed away in Bloomington, Indiana in late April of this year. Born on November 15, 1922, in Mountain View, California, Charles graduated from Mountain View High School in 1940 and earned a BA in 1944 from the University of California at Berkeley, where he met Barbara Brightfield. Charles and Barbara wed in September 1944 and celebrated their 50th wedding anniversary shortly before Barbara died in 1995. Charles served in the United States Army from 1944 to 1946 and was stationed in post-war Berlin during the final year of his enlistment. After his military service, Charles returned to the University of California at Berkeley, where in 1949 he completed his doctorate in History and joined the faculty. From 1961 to 1993, Charles and Barbara taught in the History Department at Indiana University. His many books on the Balkans and related topics include *South Slav Nationalisms -- Textbooks and Yugoslav Union Before 1914* (Ohio State University Press, 1990) and *The Establishment of the Balkan National States, 1804-*

1920 (University of Washington Press, 1977), one of five that he and Barbara co-authored. Charles worked internationally and nationally to promote Slavic studies as a member of the U.S. Committee on International Exchange of Persons (1971-74) and the editorial board of both the American and East European editions of *Slavic Review*. He served as Vice President of the American Association for the Advancement of Slavic Studies, in 1986 and became President in 1987. Following Barbara's death, Charles established an ASEES book award in her name.

Excerpted from *REEFication*, Vol. 37 No. 2, Spring 2103

Continued from page 21

these referees discreetly for further information. The committee recommends that this list include both peers and students/staff. Please email your letter and list by September 15, 2013, to Karen Petrone (Chair) at: petrone@uky.edu; Choi Chatterjee at cchatte@exchange.calstatela.edu; Adele Lindenmeyr at: adele.lindenmeyr@villanova.edu.

CFP: CENTRAL SLAVIC CONFERENCE

The conference will be held November 7-10, 2013, at The Hilton at the Ballpark in St. Louis, Missouri. <http://webs.wichita.edu/?u=isamw&p>

The Central Slavic Conference is pleased to invite scholars of all disciplines working in Slavic, Eurasian, and East European studies to submit proposals for panels, individual papers, roundtables, and poster presentations at its annual meeting, to be held in conjunction with the 2013 International Studies Association Midwest Conference.

Proposals should be submitted by email to CSC President Dr. David Borgmeyer (dborgmey@slu.edu) by September 1, 2013. All proposals should include:

- Participant name, affiliation, and email contact information;
 - For individual paper / poster presentation: title and brief description (limit 50 words);
 - For panels: panel title + above information for each participant and discussant (if applicable);
 - For roundtable: roundtable title and participant information.
- Limited funding is available to provide graduate students with travel stipends.

Charles Timberlake Memorial Symposium is dedicated to the scholarship of longtime CSC member Charles Timberlake. Those interested in participating should contact symposium

coordinator Dr. Nicole Monnier at monniern@missouri.edu.

Graduate students who present at the CSC Annual Meeting are invited to participate in the Charles Timberlake Graduate Paper Prize competition. Submissions should be sent electronically to prize coordinator Dr. Nicole Monnier at monniern@missouri.edu no later than October 25th, 2013.

ECRSA NEWS

Eighteenth-Century Russian Studies Association (ECRSA) elected the following officers:

President: John W. Randolph (U of Illinois at Urbana-Champaign); Vice-President/President-Elect: George E. Munro (Virginia Commonwealth U); Treasurer: Steven A. Usitalo (Northern State U); Webmaster: Amanda Ewington (Davidson College).

Also, the ECRSA in late 2012 launched ВИБЛИОФИКА: an E-Journal of Eighteenth-Century Russian Studies. This "is a peer-reviewed scholarly journal devoted to the culture and history of the Russian Empire during 'the long eighteenth century' (1660-1830). The journal is open to submissions in all relevant disciplines and in all the major languages in which eighteenth-century Russian studies is researched. We define 'Russian' broadly, meaning more-or-less 'Rossiiskaia,' or the Russian empire, inclusive of non-Russian ethnicities, nationalities, and confessions." (<http://vivliofika.library.duke.edu/>).

Finally, the ECRSA will award the third annual Marc Raeff Book Prize at the ASEES's annual convention in November, 2013 (please see <http://www.ecrsa.org/> for details).

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

203C Bellefield Hall, 315 S. Bellefield Avenue
Pittsburgh, PA 15260-6424
tel.: 412-648-9911 • fax: 412-648-9815
e-mail: aseees@pitt.edu www.aseees.org

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

ASEEES Staff

Executive Director: Lynda Park, 412-648-9788, lypark@pitt.edu
Communications Coordinator: Mary Arnstein, 412-648-9809, newsnet@pitt.edu

Membership Coordinator: Jonathon Swiderski, 412-648-9911, aseees@pitt.edu

Convention Coordinator: Wendy Walker, 781-235-2408, wwalker@pitt.edu

Financial Support: Maureen Ryczaj, 412-648-9911, aseeesfn@pitt.edu

NewsNet (ISSN 1074-3057) is published five times a year (January, March, June, August, and October; however, the June edition is only available on line.) ASEEES members receive Slavic Review (the ASEEES quarterly of Russian, Eurasian, and East European Studies), and NewsNet. Affiliates receive only NewsNet. Institutional members receive one copy of each publication, while premium members receive two copies. Membership is on a calendar year basis. Individual membership is open to all individuals interested in Slavic, East European, and Eurasian studies. Institutional membership is open to all education-related organizations in the field of Slavic, East European and Eurasian studies. ASEEES' office is located at 203C Bellefield Hall, 315 S. Bellefield Avenue, Pittsburgh, PA 15260-6424.

Subscription to NewsNet is \$28.00 for U.S. subscribers and \$44 for non-U.S. subscribers. Prices include shipping. Single copies are \$7.00 each. To subscribe or order back issues, contact Jonathon Swiderski. Back issues are available up to two years only. Periodicals postage paid at Pittsburgh, PA, and additional mailing offices. POSTMASTER: Send address changes to: ASEEES, 203C Bellefield Hall, 315 S. Bellefield Avenue, Pittsburgh, PA 15260-6424.

Membership:

If you are interested in becoming an individual or institutional member, visit: <http://www.aseees.org/membership/html>

Submission of materials

Announcements submitted to all regular columns are published free of charge. NewsNet frequently publishes unsolicited material. All submissions should be e-mailed to: newsnet@pitt.edu

Deadlines for submissions (ads, articles, announcements)

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

INDEX OF ADVERTISERS

ACTR/ACCELS	12, 16
Harvard Academy Scholars Program	19
IREX	4
Kritika	9
Lemko Association Excursion	7
Slavica Publishers	9

ADVERTISING

Appropriate ads are accepted for NewsNet on a space-available basis. Please see page 14 of this NewsNet for new advertising specs and rates

**Forthcoming in Slavic Review
Fall 2013**

MOSCOW: A GLOBAL CITY?

Introduction

Sarah Hudspith, Special Section Guest Editor

Queer Space, Pride, and Shame in Moscow
Francesca Stella

Moscow after the Apocalypse
Mark Griffiths

*In Search of the Fourth Rome: Visions of a New
Russian Capital City*
Vadim Rossman

ARTICLES

*Decembrists, Rebels, and Martyrs in Siberian Exile:
The "Zerentui Conspiracy" of 1828 and the Fashioning of a Revolutionary Genealogy*
Daniel Beer

*From Violence to Silence: Vicissitudes of Reading
(in) The Idiot*
Alexander Spektor

Shostakovich's Turn to the String Quartet and the Debates about Socialist Realism in Music
Katerina Clark



Calendar

2013

September 2-4. UACES 43rd Annual Conference, Leeds, UK. To find out more, visit www.uaces.org/leeds.

September 18-20. The Moscow Patriarchate (1589-1721). Power, Belief, Image, and Legitimacy. An international and interdisciplinary conference. University of Leipzig, Germany, Center for Area Studies. <http://www.uni-leipzig.de/~cas/>

September 20-22. Post-Dissident Studies: Between Collaboration and Dissent in Central Europe

A Graduate Student Conference, Sponsored by the Department of Germanic Languages and Literatures, Harvard University

September 20-21. CREES and Department of Slavic Languages and Literatures at the University of Michigan will host “Ann Arbor in Russian Literature: Revisiting the Carl R. Proffer and Ardis Legacies.” <http://www.i.umich.edu/crees>

September 26-28. The Russian department of the language centre at the European UVIadrina to host workshop on “Interactive Methods and New Materials for Russian as a Foreign Language in Higher Education.” www.sz.europa-uni.de/russisch

October 2-5. Inter-Asian Connections IV: Istanbul. This conference aims to effect a paradigm shift in the study of the Asian expanse, re-conceptualized as a dynamic and interconnected historical, geographical, and cultural formation stretching from the Middle East through Eurasia, South Asia and Southeast Asia, to East Asia. Organized by SSRC, Yale U, the National U of Singapore (NUS), the Hong Kong Institute for the Humanities and Social Sciences (HKIHSS) and Koç U. <http://www.ssrc.org/programs/interasia-program/>.

October 18-19. Conceptualizing the Human in Slavic and Eurasian Culture, An Interdisciplinary Graduate Student Conference Princeton University, Department of Slavic Languages and Literatures

October 27-30. International Silk Road Congress and ACTR Conference: “To Rethink a Region of Commerce, Cooperation and Peace”, will be held in Istanbul, Turkey. <http://silkroadcongress.org>

November 7-10. Central Slavic Conference and Charles Timberlake Memorial Symposium, St. Louis, MO <http://webs.wichita.edu/?u=isamw&p>

Nov. 21-24. ASEEES 45th Annual Convention at Boston Marriott Copley Place in Boston, MA <http://aseees.org/convention.html>

2014

April 25-26. War and Peace in the Life of Language: A Symposium on the Role of Extra- and Intralinguistic Conflicts in the Development of Language Theory and Practice, University of Nottingham (UK)