

Inner Asian & Uralic

National Resource Center

Fall/Winter 2006 Newsletter



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The Inner Asian and Uralic National Resource Center (IAUNRC) at Indiana University is a United States Department of Education Title VI grant institution dedicated to increasing the general and scholarly understanding of the Inner Asian region and Uralic peoples. The Inner Asian and Uralic National Resource Center Newsletter is a biannual publication of the IAUNRC prepared by the Center's graduate assistants. Questions, comments, and suggestions may be sent to the Newsletter Editor at iaunrc@indiana.edu. For further information regarding the services of IAUNRC, please contact:

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IAUNRC also regularly posts announcements, outreach materials and services, and networking opportunities on its website at:
<http://www.indiana.edu/~iaunrc/>

On the Cover: One of Huun-Huur-Tu's horsehead stringed instruments

A Word from the Director

Even specialists focusing on the Inner Asian region and Uralic peoples have often been confused about the division of labor between IAUNRC and the Department of Central Eurasian Studies (CEUS). The confusion increased when, in 2002, IU received funding for the Center for the Languages of the Central Asian Region (CeLCAR). Below is a brief outline explaining the tasks of these three institutions and a bit about the relations among them.



CEUS is a department in the College of Arts and Sciences at IU which, as any other department, offers courses, hires faculty, designs curricular requirements for degrees, etc. Unlike most departments, CEUS offers no bachelor degrees, only MAs and PhDs. Nevertheless, many CEUS courses are open to undergraduates. In terms of territory and peoples covered, CEUS roughly coincides with IAUNRC. The most important difference is that IAUNRC does not cover Iran or Persian culture outside of Central Asia; therefore, in this area, CEUS, which covers Iran, offers courses that are not part of the IAUNRC domain.

Much of the IAUNRC budget supports courses in CEUS, especially language courses that IU might not otherwise offer without the contribution of Federal funds. IAUNRC and CEUS work closely together in sponsoring programs, the largest and most important of which is the SWSEEL, our summer intensive language institute. Because IAUNRC is a Title VI center supported by the US Department of Education, many of its activities involve constituencies beyond CEUS, including other units at IU, other universities, and primary and secondary schools across the state and country.

IAUNRC cooperates closely with CeLCAR, whose primary task is to develop, test, and disseminate materials for studying languages of the Central Asian region. This cooperation takes many forms, including an initiative just getting under way to develop better proficiency tests for Central Asian language learners. This, as many other CeLCAR initiatives is national in scope, since many other centers across the US also contribute to these projects.

Confusing? No doubt. However, the web of close ties helps us leverage our collective strength and allows us to carry out our mandate in the most effective and efficient fashion.

Sincerely,



Dr. Nurlan Nurkinovich Akhparov (left) gives a presentation entitled "Healthcare System in Kazakhstan: Challenges During the Transition" with the assistance of translator and SPEA student Ainur Aiyphkanova (right).

Nobel Peace Prize Nominee Visits Indiana University

Although released from a Chinese prison less than two years ago, Nobel Peace Prize nominee Rabiye Kadeer was confident and upbeat as she spoke to a standing room-only crowd for nearly 90 minutes with the assistance of her translator, Alim Seytoff. Kadeer delivered a lecture entitled "The Cultural Crisis Facing the Uyghur People," and then took questions from the audience. She offered the audience insights into the successes and hardships in her own life as she underwent a transformation from wealthy businesswoman to exiled human rights activist. Seytoff, the General Secretary of the Uyghur American Association, hailed Kadeer as the leader and mother of the Uyghur people, a Turkic Muslim people living mainly in the East Turkestan People's Republic of China's Xinjiang Uyghur Autonomous Region (XUAR) and in nearby Central Asian countries.

Kadeer spent most of her life in north-western China, but did not emerge as a leading figure in the Uyghur community there until the 1980s. She took advantage of economic reforms under Deng Xiaoping and founded a trading company that offered employment to a large number of Uyghurs in the XUAR. Successful management of this company launched Kadeer into the economic elite of China as she became one of the richest people in China. As she observed during her lecture, the government encouraged success in business and soon rewarded her with a number of honors, including membership in the Chinese People's Political



Rabiye Qadeer speaks about Uyghurs in Xinjiang

Consultative Conference (CPPCC), a national governmental advisory body.

Kadeer's fate changed as her growing dissatisfaction with the Chinese government's policies in the XUAR led to her arrest and imprisonment in 1999. Kadeer used her membership in the CPPCC as a platform for critiquing the central government's policies and relied on her status to conduct investigations into the mistreatment of Uyghurs. Despite being regu-

larly congratulated for her efforts, she said that she was typically ignored and warned to avoid meddling in political affairs. Kadeer refused to confine her activity strictly to her business interests and was placed under house arrest. Eventually released, she sought contact with a United States Congressional delegation and was arrested on the charge of passing state secrets to foreigners. She contended during her lecture, however, that "It wasn't a secret [the condition of Uyghurs in the XUAR]. I just told them what was happening."

While the United States, the European Union and several human rights organizations campaigned for her release, Kadeer spent five years in solitary confinement. In early 2005, she unexpectedly received word one night that she was free on medical leave and would be discharged into the custody of the United States. Having been granted asylum in the United States, Kadeer lives in the Washington, DC area and continues to sharply criticize Chinese policies in her homeland while serving as Director of the Uyghur American Association and Uyghur Human Rights Project. She also continues to advocate for the release of her three sons and a daughter, who are currently imprisoned by the Chinese government.

A complete audio recording of Rabiye Kadeer's lecture is available on the IAUNRC website at: [http://www.indiana.edu/~iaunrc/media/20060825Rabiye_Kadeer_IU\(16kpbs\).mp3](http://www.indiana.edu/~iaunrc/media/20060825Rabiye_Kadeer_IU(16kpbs).mp3)

Turkish Culture Flourishes in Indiana

Several events during the Fall semester at Indiana University celebrated Turkish culture. From films to coffee to music, members of the IU and Bloomington communities had many chances to explore historical and contemporary aspects of Turkey in a variety of venues around campus.

During the first three Thursday nights in September, the Indiana University Art Museum was open late for the inaugural Coffeehouse Nights program. Visitors to the Art Museum experienced art from a new angle when coffee, art, and music came together with each evening featuring a different one of the museum's three galleries. September 7 celebrated Turkish culture. Although coffee originated in Africa and became an exclusive commodity of Arab traders, the Turks were both the first to use coffee as a drink and also the first to establish café culture starting with the opening of the first coffee shop opened in Constantinople (Istanbul) in 1475.

The Silk Road Ensemble, led by Department of Central Eurasian Studies Lecturer Shahyar Daneshgar, played at the event. The ensemble promotes the rich and colorful cultures and civilizations of peoples of Central Eurasia and the Middle East. As he explains in a press release, "We believe that arts in general, especially music, are the best media to encourage healthy dialogue among the citizens of the

world. Music recognizes no boundaries and can penetrate the mind and souls of the listeners without being judgmental."

Visitors were able to enjoy a variety of coffee samples and baklava while they relaxed in the Art Museum's beautiful atrium and Angles Café & Gift Shop. Over 400 students and community members enjoyed the pairing of art and music, and an art-and-coffee scavenger hunt added to the fun by encouraging visitors to find featured pieces of art. The Art Museum hopes to continue hosting similar evenings in upcoming semesters.

The Mathers Museum of World Culture at Indiana University's Bloomington campus opened a special exhibit this October entitled *Laughter on a Stick: Turkish Shadow Theater*. The exhibit showcases changes in Turkish shadow puppetry across several historical eras from its inception as a form of urban entertainment in the sixteenth century until the present day. Despite the humorous content and comical characters of the shadow theater, this form of entertainment also provides a window into the complex development of Turkish culture in face of modernization. Yasemin Gencer, a graduate student in Central Eurasian Studies at Indiana University, is the curator of the exhibit, which will remain on public display until April 1.

The Indiana University Turkish Student Association sponsored a Turkish film series, which including screenings of four films over the course of the fall semester with plans for another four films in the spring. This semester's offerings included *Dongel Karhanesi* (2005), *Why were Hacivat & Karagoz murdered?* (2005), *15 Minutes Slow Burning* (2006), and *Zurgurt Aga* (1986). The film series is a new event that Turkish graduate students Abbas Karakaya and Burcu Karakhan started in Fall 2005. Their appreciation of Turkish film previously led them to found the annual Bloomington Turkish Film Festival in 2004. The third annual is scheduled to coincide with celebration of Navruz next spring. The Turkish Film Festival highlights the artistic accomplishments of the Turkish cinema by sharing Turkish films with the public.

This article was written with the assistance of Emily Powell and Abbas Karakaya.

For more information about Coffee Nights visit the IU Art Museum's website at <http://www.iub.edu/~iuam/>. To learn more about Turkish shadow puppetry see the Mathers Museum's website at <http://www.indiana.edu/~mathers/>. The IU Turkish Student Association website at <http://www.indiana.edu/~tsa/> provides more information about the TSA's events.

Turkish Adventure

Cunda (Junda), a Turkish island on the Aegean Sea, was both my home and work place for approximately seven weeks this past summer. Thanks to a Foreign Language and Area Studies (FLAS) fellowship from the IAUNRC, I was able to participate in an intensive Ottoman and modern Turkish summer school hosted by Harvard and Koç Universities. My summer consisted of seemingly endless passages of Halide Edip Adıvar, Arabic and Persian grammar, and afternoons of İlber Ortaylı's Osmanlı *Yeniden Keşfetmek (To Discover the Ottomans Anew)* as well as articles from daily newspapers. Flipping through pages of the dictionary and hours of meditation over the script and various passages became second nature, yet it was my school colleagues, the cultural ambiance of the island, and Asli Cavuşoğlu's family that made the deepest impressions.

Despite its size, Cunda is yet another impressive example of Anatolia's cultural mosaic. Greco-Turkish music filled evenings with Turkish cuisine, which was consumed in the white-stone houses so famous in Greece. Turkish and Greek tourists strolled along the cobblestones of the boardwalk, primarily on the weekends; yet, when August arrived, Cunda's visitors became more diverse and included German, British, and French travelers.

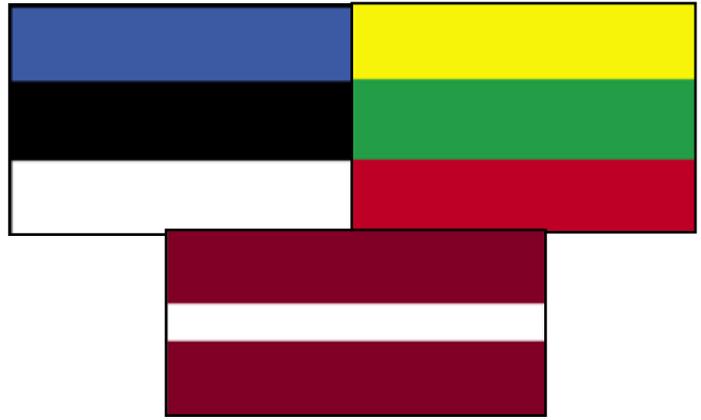
In July, when we started our program, we were the first group of foreign visitors and consisted mainly of graduate students from the U.S. and Britain. As art historians, anthropologists, linguists,

philologists, and historians we congregated in the afternoons and evenings to work together on our assigned passages while enjoying two of the island's specialties: *kabakçiçeği dolması* (stuffed zucchini flowers) and *papalina* (anchovy-like fish). Since Turkey is well known for its cuisine, mentioning dining experiences is almost obligatory.

Central to my summer experiences were my Turkish friends from Indiana University; in fact, their relatives housed me in both Istanbul and Cunda for the duration of my nine-week stay. In Istanbul, I experienced this historic city both as a tourist and as an inhabitant thanks to the hospitality that their relatives extended to me.

In Cunda, another friend's in-laws took care of me for seven weeks at their summer house, which was six kilometers from the town center. Most mornings I rose early, had breakfast with Asli (my host) and her family, and thereafter walked through the nature preserve on my way to school. The sights were breathtaking; the Aegean Sea, the islands, and the rising sun over the town seemingly so far away. As I came into town, I generally stopped to chat with the *bakkal* (corner grocer), usually about U.S. diplomacy or contemporary Turkish politics (all was dependent on that day's headlines) and to buy a *simit* (sesame seed breadstick). When I arrived at school, I changed and got ready for 5-6 hours of class. In the late evenings, after our study sessions, I returned to the summer home by taxi only to find Çağlı (Asli's

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Baltic Studies Report

Indiana University hosted the thirteenth annual Baltic Studies Summer Institute (BALSSI) from June through August 2006. Aside from its role as a major training program in Baltic languages, this past year's BALSSI was especially significant because of the high average enrollment per class compared to the twelve previous summers. The large number of BALSSI participants, 28 students in five language classes, is a testament to the benefits of a unique language training opportunity and a wider interest in studying the Baltic countries of Estonia, Latvia and Lithuania.

A consortium of American universities founded BALSSI in 1994 as a means of pooling their resources to support the study of Estonia, Latvia and Lithuania through summer language training. Along with language courses and occasional culture courses taught in English, participants also benefit from lectures, films, concerts and a Midsummer celebration outside the classroom. Another distinctive feature of BALSSI is that it moves to a new host university every two years. As one of the leading primary centers for Baltic Studies in the United States, Indiana University has hosted BALSSI in 1998, 1999, 2005 and 2006. UCLA will host the program in 2007. This rotation of sites is indicative of the great level of cooperation that makes the program possible. Eleven universities including Indiana University support this program, which also receives funding from a variety of other organizations such as the Association for the Advancement of Baltic studies and ethnic heritage societies. This financial support allows BALSSI to extend low tuition rates and a variety of fellowships to its participants.

Participants in BALSSI hailed from diverse backgrounds, which contributed to a variety of motivations for studying Baltic languages last summer. While most of the participants are graduate students, a number of undergraduate students also attend BALSSI. Many participants find that a Baltic language is a necessary research tool and others wish to discover a part of their heritage. Still others find that attending BALSSI during the summer is the only chance they have to complement their work during the year with additional study of the Baltic region.

Toivo Raun, Professor of Central Eurasian Studies and Adjunct Professor of History at Indiana University, believes that the Baltic region's economic success after joining the European Union further contributes to general interest in the Baltic states. Professor Raun stated in an interview that the Baltic states are a model of successful post-Soviet economic and political transition, which other countries of the former Soviet Union can and should emulate. Consequently, the Baltic states are an important subject for scholarly inquiry. American scholars play an especially important role in studying this region because they often do so using a regional comparative perspective relying upon knowledge of all the Baltic states. BALSSI fulfills a unique role in supporting this process by exposing all participants to Baltic languages and cultures.

This article was written with the assistance of Toivo Raun, Professor of Central Eurasian Studies and Adjunct Professor of History. For more information about BALSSI visit <http://depts.washington.edu/baltic/balssi/>.



Aimee Dobbs (front, second from right) and fellow class members

Visiting Scholars

Balogh Balázs is a senior fellow at the Hungarian Academy of Science's Institute of Ethnology and former curator of the Museum of Ethnology in Budapest, Hungary. He holds a PhD in European Ethnology from Eötvös Loránd University and is the author of numerous publications about twentieth century Hungarian village life.

Lola Dodkhoudoeva is a Senior Scientist in the Department of Paleography at the Tajik Academy of Sciences in Dushanbe, Tajikistan. Her current research investigates Pre-Mongol secular and spiritual authorities based upon epigraphic monuments of Samarqand and other written sources.

Dávid Janesics is a doctoral student at Eötvös Loránd University in Budapest, Hungary pursuing a degree in sociology with a specialization in change management. He has participated in several research activities related to this field. He is visiting through the Hungarian Rezler Scholar program.

Sitora Khatamova is from Uzbekistan. She received her Bachelors Degree from the World Languages University in Tashkent. She has worked as an English teacher. As a Fulbright Foreign Language Teaching Assistant, she hopes to improve her English skills and learn new instructional methods.

Tokusu Kurebito is an associate professor at the Tokyo University of Foreign Studies. Before pursuing a PhD in Linguistics from Kyoto University, he earned MA degrees from the Inner Mongolian University and Hokkaido University. He currently researches the folktales of the reindeer-breeding Chukchi people.

Maral Meredova is a mathematician from Turkmenistan who holds a Doctor of Science degree in mathematics and a Master of Arts in economics. She has authored more than 40 publications based on her economic and mathematical research. During her time at IUB, she hopes to study models of openness in international trade.

Nasiba Mirpochoeva is from Tajikistan. She graduated from Khujand University in 1999 and since that time has worked at as an English instructor in the university's Department of Foreign Languages. She is here in the United States with the Fulbright Foreign Language Teaching Assistant program.

Arif Mohammad Mujaddedi is from Afghanistan. He graduated from Kabul University with a Bachelors Degree in English language and literature. He has worked as a translator and has also taught English in a private institute in Kabul. He is in the United States with the Fulbright Foreign Language Teaching Assistant program.

Lobsang Shastri has served as a librarian at the Library of Tibetan Works and Archives in Dharamsala, India since 1989. Prior to employment at the Library of Tibetan Works and Archives he was a translator for Gyatsho Tsering. He earned his shastri degree, the equivalent of a bachelor's degree, in 1985.

Aigul Kazhenova holds a doctorate in economic sciences from the Kazakh State University in Almaty, Kazakhstan. She is currently a lecturer in the Department of Management at Suleyman Demirel University. Her current research is focused on the economic, social and cultural impacts of advertising in high-income societies.

Mentoring a Scholar from Azerbaijan

Each semester the IAUNRC and other organizations on the Indiana University campus host a variety of scholars from other countries that come to Bloomington in order to conduct research and gain exposure to American culture at an American institution of higher learning. These programs are not possible without the efforts of professors willing to share their time with visiting scholars. The most successful visit to IU is one when visitor and host both benefit from the experience.

When I agreed to be a faculty mentor for a young historian of the United States from Azerbaijan I had no idea what I was getting into - perhaps a formal welcome, a lunch or two during the semester and then a goodbye. The three years I was Sabina Manafova's mentor proved to be far more interesting.

Sabina began the Open Society Institute (OSI) program in January, 2005. Trudging through snow to my office that first time she probably wondered why she left the moderate climate of Baku. I helped Sabina find history classes to audit, conferences to attend, books to read, curriculum ideas to try out. She soaked up new knowledge about the Cold War, the American presidency, civil rights, and other key subject areas. She experienced new ways of teaching history. Sabina learned a great deal about American history. Her students and colleague at Western University and elsewhere will benefit for years to come from her vast knowledge and deep understanding.

Like all good students, Sabina also learned outside the classroom and library. She became a real Hoosier patriot. During her three semesters in Bloomington she traveled to two dozen states across the nation, even taking a spring break trip to Florida. She always returned to Bloomington as though she was coming home. She began to know this particular place well and to understand the many different kinds of people who live here. In this small Indiana town Sabina built a foundation for understanding of a foreign culture at a depth that short-term visits cannot possibly provide.



Madison and Manafova pose for a picture with other OSI conference attendees



Madison and Manafova attend a conference

Whatever Sabina learned, I, the "mentor," learned too. I had a few vague ideas about Azerbaijan and the region. Sabina gently became my instructor, from the food to the politics. I read more and learned about issues such as the new oil pipeline. I noticed when an American official visited the region. I traveled with Sabina to the annual OSI conference last spring at Brown University, where I heard very interesting presentations from scholars across Central Eurasia.

Sabina happily became engaged just before her last semester at Indiana University, so my wife, Jeanne, and I learned a great deal about Azeri dating, weddings, and families. We missed Sabina's wedding in late August, but we felt the joy across the thousands of miles separating Baku and Bloomington.

Of course I'm a better informed citizen. But I'm a better historian too because of what Sabina taught me. One of the major challenges facing United States history (and most national histories) is provincialism. My American students sometimes seem to think that their nation is the world. Sabina came to my class to help these IU students see face-to-face a smart, articulate young person from a part of the world most never knew existed. And my conversations with her pushed me again and again to walk into my American history classroom knowing that I needed to help students see where in this large, changing world the United States was. Perhaps, indirectly, my students will sense that there is a city named Baku where a young historian, recently married, knows and loves Bloomington and Indiana University.

This piece was contributed by James H. Madison, Thomas and Kathryn Miller Professor of History at Indiana University Bloomington.

Lotus Festival: Sounds of Hungary and Inner Asia

Bloomington hosted the thirteenth annual Lotus World Music and Arts Festival in early October. The Lotus Festival brought more than 25 individual musicians and musical groups to several venues around town over the course of four days. The festival featured performances of musical styles from around the world, including several performers drawing their inspiration from the musical traditions of Central Eurasia. Lively Gypsy instrumental music combined with the melodious sounds of Tuvan throat-singing and Tibetan song to bring hundreds of eager listeners closer to distant lands.

The Carpathian Folk Quartet opened the first night of performances with their fast-paced interpretation of traditional Gypsy (also known as Roma) folk music. Violinist Attila Jakab, cimbalom player Sándor Kuti, folk viola player Laszlo Mester, and folk bassist Robert Doór were little more than blurs at times as they filled the hall with the sounds of popular village songs

and classical compositions by Bach and Kodály. These selections demonstrated the development and wide-ranging appeal of Roma music in Central and Eastern Europe over the centuries.

Yungchen Lhamo's ethereal voice entranced listeners during several performances during Lotus Festival. Although far from the snow-capped mountains of Tibet, Yungchen Lhamo's songs punctuated by Buddhist-inspired commentary gave the audience a chance to share in some aspects of traditional Tibetan culture. The highpoint of the performances came when Yungchen Lhamo invited the audience to chant "Om" – a syllable imbued with significance in Tibetan Buddhism – as a musical backdrop to a song that brought her to tears on at least one occasion.

Huun-Huur-Tu is a musical ensemble from the Tyva Republic of the Russian Federation located in southern Siberia. These four performers specialize in the vocal technique known

as throat-singing, which allows a performer to hold several notes at one time. Accompanying themselves on instruments that they made with their own hands, Huun-Huur-Tu showcased several styles of throat-singing. Horses and nature figured prominently in their songs, both as inspiration for lyrics and as the source for expertly imitated sounds.

In addition to the music, Lotus Festival also featured exhibitions of Tibetan and Mongolian culture sponsored by the Tibetan Cultural Center. Attendees could explore several traditional Mongol tent-like dwellings known as *gers*. Other items on display included two pieces of artwork often used as an aid for meditation in Tibetan Buddhism: a *mandala* made of colorful sand symbolically representing a Buddhist landscape and a *thangka* made of tiny beads depicting a Buddhist deity. Festival-goers also had the opportunity to view photographs of Tibet and Tibetan-style butter sculptures.



Huun-Huur-Tu performs traditional Tuvan music

Turkish Adventure (Cont.)

Continued from page 3

mother) regularly engaged in some sort of Turkish Scrabble tournament with the neighbor in spite of the midnight hour.

Although these experiences may not seem remarkable, they were extremely valuable for establishing cultural connections and for language learning. Cunda's isolation and small population, my personal connections to the island, made for both a productive and pleasurable experience.

This contribution was written by Aimee Dobbs, who is currently pursuing her doctorate in the IUB Department of History. Her primary research interests are education policies and the establishment of non-Russian schools in late Imperial Russia and the Soviet period as well as

the formation of nationalism among the Russian Empire's Muslim groups.

She would like to thank her friends that have provided her assistance in her studies and during her stay in Turkey. Burcu Karahan and Abbas Karakaya are PhD students in the Department of Comparative Literature and Department of Central Eurasian Studies, respectively; Çağlayan Çavuşoğlu is a graduate of the IU Kelley School of Business MBA program.

To learn more about the Harvard-Koç University Intensive Ottoman and Turkish Summer School please visit <http://www.fas.harvard.edu/~nelc/ottomansummerschool.html>

Please visit our website to see more pictures of Aimee Dobbs' Turkish Adventure and to view other student accounts about recent experiences abroad.

The IAUNRC encourages all students wishing to write about their experiences in the regions or with the peoples of interest to the Center to send submissions via email to iaau@indiana.edu.

Indiana University Commemorates the 1956 Hungarian Revolution

October 23, 2006 marked the fiftieth anniversary of the beginning of the 1956 Hungarian Revolution. The uprising, a student-led protest against the then in-power Stalinist regime, was brutally crushed by Soviet troops on November 10, 1956. To commemorate the anniversary, several Indiana University organizations sponsored a program at the University Club. The proceedings included an address by Visiting György Ránki Hungarian Chair Ágnes Fülemile as well as a poetry reading and several musical selections. A brief reception featuring examples of authentic Hungarian cuisine concluded the evening.

Opening remarks included an announcement that Professor Emeritus Denis Sinor had received a letter from the Ambassador of Hungary to the United States, His Excellency András Simonyi. In this letter it was noted that, in recognition of Professor Sinor's considerable achievements towards furthering the exchange of knowledge between the United States and Hungary, the President of the Republic of Hungary awarded the Order of Merit of the Republic of Hungary to Professor Sinor.

Professor Fülemile followed this announcement with a commemorative address that, while acknowledging the considerable pain and suffering endured by the Hungarian people during the 1956 Revolution, remained forward thinking and optimistic. It called for historians and anthropologists to record the stories of the few surviving participants in the 1956 Revolution. She views this as a necessary step in creating a record that would respect and honor these heroes, who made the lives of contemporary Hungarians much easier than that of their parents.

As Professor Fülemile spoke, her words were underscored by the simultaneous projection of images from 1956, which conveyed the grim reality of this twelve-day period in Hungarian history. She described how the initial protests began at the University of Debrecen, and quickly erupted into a nationwide expression of discontent over the post-war economic stagnation resulting from the Soviet-inspired centralized economic model.

Describing the uprising as the first armed protest against Soviet-style authoritarian dictatorship, Fülemile asserted that these events are a glorious page in international history books. However, it is important to recognize the events of 1956 as they occurred, and from this recognition it is possible to understand the events in an appropriate context. In explication of this idea, she discussed how the Hungarian Revolution was particularly unusual as Hungary existed then, and continues to exist today, as a small nation in linguistic isolation from its neighbors and the world at-large.

Fülemile's address was followed by a stirring a cappella performance of Zoltán Kodály's *Főlszállt a páva (The Peacock Takes its Perch)*. An impassioned recitation of *1956 te csilag*, a poem directly concerned with the Hungarian Revolution, written by renowned Hungarian poet György Faludy preceded a performance of Rudolf Maros' *Strophes* accompanied by vibraphone and harp. Throughout the program a candle could be seen burning as homage to the revolution and war of independence, memorializing the heroism and martyrdom of the thousands of people killed in pursuit of a free Hungary in 1956.

The 1956 Hungarian Revolution Commemoration at Indiana University was jointly sponsored by the Hungarian Cultural Association, the Inner Asian & Uralic National Resource Center, and the Russian and East European Institute.

In 1979 the Hungarian Chair at Indiana University was established by agreement between the Hungarian Academy of Sciences and Indiana University. The first person to hold the Chair was Professor György Ránki, whose work contributed greatly to the field of Hungarian Studies.

After his untimely death in 1988, the Chair was renamed the György Ránki Hungarian Chair in his honor. Ágnes Fülemile is the twelfth scholar to hold this position. She is a senior researcher at the Institute for Folklore of the Hungarian Academy of Sciences.



Visiting György Ránki Hungarian Chair Ágnes Fülemile speaks about the 1956 Revolution

Outreach Corner

Each year the IAUNRC sponsors a variety of outreach activities involving schools, community organizations, and public events. High school teachers frequently request material and guest speakers from our center to enhance their classroom presentations. Below is a letter from a teacher wishing to explain his experiences with the Center.

My name is Steve Ohl and I have used Indiana University's guest speakers from the Inner Asian and Uralic National Resource Center for several years. I teach a Current Issues class at Bedford North-Lawrence High School, but I also believe these speakers would provide interesting contemporary information to sociology and geography classes.

I have invited Fatima Morrisroe and Leila Zakirova, as well as a couple of other speakers from the IAUNRC to my classroom. The students have enjoyed their presentations. The information seems much more interesting to students when they get it directly from a native source. If your class is similar to mine, discussions of other countries policy and behavior often come up. Our perception of other countries is often shaped by what we see in the media and our own culture. Being able to see and hear these people brings a more human, rational face to an area of the world that seems distant and sometimes manic. My students have found the presentations educational, entertaining and insightful. I find myself looking forward to hearing them and they always generate some questions while the speakers were present to answer them. The students often have comments that can lead to more discussion the next day. Help add some more variety to your classroom – take this department up on some free, interesting material.

Thanks IU!

Steve Ohl

The IAUNRC welcomes all opportunities to work with educators in order to integrate the peoples and places under its purview into classroom curricula. Please visit our website to learn more about our outreach activities and how the Center can help you.

From CEUS to the Cotton Fields

Shortly after graduating from the Department of Central Eurasian Studies (CEUS) in 1999, my professional life began as a consultant in water resources management and agriculture projects in Central Asia for international donors and financial organizations. Many of my colleagues possess degrees in economics, natural resource management, agronomy, engineering, and sociology or anthropology. They are often curious upon learning that my degree is in “Central Eurasian Studies” (and that it was actually possible to study Central Asian languages in the United States). Answering questions about the degree has given me some time to reflect upon its value.

The primary advantage of an area studies program is the ability to acquire in-depth area knowledge. This has allowed me to provide other project team members with data and insights into project areas (such as local governance) that sometimes allow us to avoid costly mistakes. Moreover, knowledge of the Uzbek language greatly facilitates fieldwork in this country, and also makes me aware of what is lost in other countries when I must use Russian

or an interpreter. Similarly, I am more inclined than most of my colleagues to delve as deeply as possible into a country’s history and culture before working in a new area (such as Laos in 2005 or, more recently, Moldova).

Entering an area studies program forced me to work harder than most of my colleagues in other departments, because it was necessary to acquire methodological tools from the disciplines relevant to my focus, as well as obtain area knowledge. This has been a challenge for me as a graduate student and professional. At the same time, being able to work with professors from such a varied background (most notably, Drs. Fierman, Bregel, Shahrani, DeWeese, and Clark) ingrained a multi-disciplinary approach from the outset of my studies. Being accustomed to a multi-disciplinary approach has helped my work because tools from various disciplines often are required (for example, a sound irrigation project requires attention to engineering, hydrological, economic, institutional, social, environmental, and other aspects).

A major strength of the CEUS approach to area studies is that the program encourages

students to spend as much time as possible on the ground in the countries of their specialization, and professors provide students with the requisite skills and opportunities to do so. Much of my work is spent on-site for agriculture and irrigation projects or research in remote areas of the world. Experience gained in Central Asia as a graduate student in CEUS helped to prepare me for working in often-difficult conditions.

Finally, the main benefit of any graduate program is that it teaches one how to acquire new methodologies and knowledge in a systematic manner. Since leaving CEUS, I have been lucky to work in the field that has always been my focus. Engaging that field as a professional has entailed as much study and growth as my entire graduate education. However, it has led me down avenues that I never imagined (including a recent foray into the field of disaster management and mitigation), and which I hope will continue to surprise me.

This piece was written by Mike Thurman, who graduated with from the IU Department of Central Eurasian Studies MA Program in 1995.



The Carpathian Folk Quartet (left) and Yungchen Lhamo (right) perform at the Thirteenth Annual Lotus Festival.