

Reaching Out

Inner Asian & Uralic
National Resource Center

Summer 2004 Newsletter



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Reaching Out is a biannual publication of the Inner Asian and Uralic National Resource Center. Questions, comments, and suggestions may be sent to the Newsletter Editor at iaau@indiana.edu

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The IAUNRC also posts regular announcements, outreach materials and services, and networking opportunities on its website at :

<http://www.indiana.edu/~iaunrc>

Cover Photograph by Shavkat Boltayev, Director of the [Bukhara Center for the Development of Creative Photography](#).

A Word From the Director

Language instruction and language study have always been a major component of IAUNRC activity. In recent years, partly through the expansion of the Summer Workshop in Slavic, East European and Central Asian Languages (SWSEEL), IU's Central Eurasian languages now include such regular offerings as Tajik and Uyghur. The number of languages offered, though important, is just part of a larger development. IAUNRC, in conjunction with CEUS and CeLCAR (Center for the Languages of the Central Asian Region) has been actively raising the quality of language instruction, establishing new in-country language courses, and creating opportunities for language study beyond the third year (advanced) level. In addition, IU has begun to meet particular needs of individual language learners through specialized programs, and delivered language courses through interactive distance learning arrangements.

Beginning in 2003, SWSEEL hired a language coordinator to work with Central Asian language instructors during the summer intensive courses. The coordinator visited classes, offered help in methodology, and organized biweekly discussions where instructors shared experiences and problems. During SWSEEL 2003, IAUNRC hosted a workshop for teachers of Turkic languages, and in spring 2004, together with African Studies, a workshop for teachers of less commonly taught languages.

In fall 2003, with assistance from the National Security Education Program (NSEP),

IU began to offer Introductory Uzbek to Ohio State students, who "attended" class virtually in Bloomington. In fall 2004, we will expand this to include Kazakh, and add two or three other Big Ten universities. At the advanced level, also thanks to an NSEP grant, IU established an intensive summer Uzbek course in Samarkand and a Kazakh course in Almaty (See IAUNRC Winter 2003 Newsletter at <http://www.indiana.edu/~iaunrc/newswinter2003.html>).

With IAUNRC funding, in 2003-2004, CEUS offered the individualized Advanced Directed Language Study (ADLS) option to students who needed instruction beyond the third year. In its first year of operation, three students took advantage of the opportunity to tailor advanced specialized programs in Tibetan and Mongolian. Another student who came to IU created an individualized program, which took him from no background in Hungarian through the equivalent of third year in eleven months.

We continue to look for new opportunities to provide superior language instruction to a constantly shrinking world. The rapid development of technology opens new possibilities, such as the interactive courses and the more accessible materials being developed at CeLCAR. However, our work is based on a view of technology as a means to an end, and not an end in itself.

William Fierman
Director, IAUNRC

Announcements

Central Eurasian Studies Conference Set for October 2004

The Inner Asian and Uralic National Resource Center and the Department of Central Eurasian Studies will host the 5th annual conference of the Central Eurasian Studies Society (CESS) from October 14-17, 2004. All conference panels and meetings will be held on the Indiana University campus in Bloomington at the Memorial Union. More than 400 scholars from around the world are expected to participate in the weekend gathering. Information about the conference may be found at its official website: www.indiana.edu/~cess2004. In association with the conference, the Mongolia Society and the Azerbaijani American Educational and Cultural Foundation will sponsor their own programs of panels and cultural events.

RIFIAS Catalogs Online

The Research Institute for Inner Asian Studies (RIFIAS), in cooperation with the Department of Central Eurasian Studies (CEUS) and the

Inner Asian and Uralic National Resource Center (IAUNRC), has posted its electronic library catalogs on the World Wide Web. The catalogs are fully searchable and browsable, and are accessible to the international scholarly community at the following URL: www.indiana.edu/~rifias/Library_Catalog.htm.

Consisting of a general collection and several special collections, the RIFIAS Library is one of North America's premier resources for research in the history, languages, literatures, geography, religions, and cultures of Inner Asia. The general collections comprise about 8,000 volumes. Special collections include microfilms and photocopies of out-of-print Russian publications and microfilms of Persian, Turkic, and Arabic manuscripts containing historical, biographical, and geographical information on Islamic Central Asia.

By the end of 2005, RIFIAS will begin making available on the World Wide Web digitized selections from its extensive holdings.

Mongolian Studies on Cable Television



Dr. Christopher Atwood

This year, Central Eurasian Studies Professor Christopher Atwood has shared his specialization in Mongolian Studies with a nationwide cable television audience. Granting interviews as a consultant to two networks, Dr. Atwood contributed to The History Channel's "Barbarians" series as well as The Discovery Channel's program "The Search for Khan's Tomb." Given their dramatic subject matter, Dr. Atwood suspected that the final products might appear overly sensational and weak in historical accuracy. Nevertheless, he admits that the finished

products bore several unexpected surprises.

Dr. Atwood corresponded with the writer of the Mongol "Barbarians" episode on several occasions, and finally traveled to Baltimore to grant the producers a substantial academic interview. Upon viewing the finished program, however, Atwood was somewhat dissatisfied. Citing reasons for his disappointment, he points out problems with the action-intensive focus of the show. Shot in Lithuania, the local actors were contractually barred from speaking. Thus, most of the scenes consisted of mute, Baltic-countenanced "Mongols" marauding and pillaging, fastening together yurt bindings with pretty bows, and, as Atwood puts it, "generally doing little significantly important." Though Atwood was happy that the program did include a fair amount of coverage about China and the Mongol Empire, he remarks that the program bore a distinctly Western viewpoint, focusing primarily on the westward Mongol movements.

Dr. Atwood agreed to participate in the Discovery Channel's program "The Search for Khan's Tomb" with even greater trepidation than the "Barbarians" program, recognizing that the final product could be an even more sensational event. He admits, however, that he was taken by surprise by the authenticity of the finished program. The concept behind this show was to follow one investigator's highly publicized, yet largely academically unfounded, pursuit of Genghis Khan's secret burial place. Though the topic was indeed sensational, Atwood described the finished program as an "interesting, high quality presentation ... a wonderful film." He particularly appreciated that the film was shot in Mongolia, using Mongolian people. These decisions for shooting gave the film, as he described it, "a strong sense of connection ... that Mongolia isn't just something that existed in the 13th century, it's a living culture, a living people."

Navruz Festival 2004



Clad in the colorful attire of her native Uzbekistan, a dancer represents her culture with a fast-paced, traditional Uzbek dance.

On March 27th, the Navruz Student Association of Indiana University once again delighted the Bloomington community with its annual celebration of spring. At this year's celebration, several hundred guests were entertained with skits, dances, music, and video presentations representing many of the cultures of Central Asia, the Caucasus and the Near East. Though they shared a common holiday, the participating groups displayed a remarkable diversity in celebrating the arrival of spring.

Following the concert, attendees could browse displays of cultural artifacts, posters, and information representing Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan, Afghanistan, Turkmenistan, Iran, Azerbaijan, and Turkey. But perhaps the most popular event of the day was the free sampling of many traditional dishes of the regions where Navruz is celebrated!

Lotus Blossoms

Over 600 Bloomington fourth graders participated in the annual Lotus Blossoms Festival hosted by Binford Elementary School on March 5, 2004. The activities provided by the Inner Asian and Uralic National Resource Center focused on traditional styles of housing and calligraphy in Central Asia. Visiting scholar Nazikbek Kydyrmyshev and CEUS student Chris Whitsel participated by demonstrating how to assemble a model yurt from Kyrgyzstan. They also showed students how to turn raw wool into felt, which covered the exterior of the model.



Students watch as visiting scholar Nazikbek Kydyrmyshev constructs a miniature yurt.

In another outreach activity, a number of IAUNRC-affiliated scholars demonstrated calligraphy from their respective countries, writing names and short messages for students. Among the languages represented were Kazakh, Azeri, Turkmen, Kyrgyz, Tajik, and Russian. The enthusiasm of the Central Asian volunteers sharing their cultures with young students contributed to a fruitful learning experience for all.

The Indiana University Summer Kodály Institute



Dr. Brent Gault, Director of the Indiana University Summer Kodály Institute

Many in the field of music education are aware of the contributions made by Hungarian composer Zoltán Kodály. To the general public, Kodály may

be more well known for his work as a composer, but his interest in music education and preserving the musical heritage of his country paved the way for the development of a sequential approach to teaching musical concepts that utilized traditional folk music as the main repertoire.

Kodály was interested in preserving the musical “mother tongue” of the Hungarian people during a time when the musical culture in Hungary was greatly influenced by more Germanic and Viennese styles of music. Along with fellow composer Béla Bartók, Kodály set out to collect and record the folk songs of the Hungarian people. The work of these two gentlemen resulted in the *Corpus Musicae Popularis Hungaricae*, a multiple-volume collection of children’s songs, holiday and festival songs, courting songs, wedding songs, and laments.

Tied in with his interest in folk music was Kodály’s desire to create a “musically literate” society: one that could read, perform, and appreciate the music common to the people, as well as the music of other cultures and master composers. Kodály believed that music education should be universal, and his philosophy of music education centered on three guiding principles:

1. Music is essential for human development
2. Music instruction should begin with singing
3. Music instruction should begin with the musical “mother tongue” of an area or culture: the folk song.

Using folk music as the basis for instruction, Kodály involved students and colleagues in creating a systematic approach to teaching

music literacy concepts. The approach utilized rhythmic and melodic syllables to aid in music literacy instruction, and a sequence for teaching musical concepts was devised that matched the musical material appropriate for different age levels. The first book to utilize what later became known as the Kodály Method was Jenő Adám’s *Módszéres Ének-tanítás (Systematic Singing Instruction Based on Relative Solmization)* in 1944. As the results of the method became more widely-known, the approach began receiving attention outside of Hungary. In the late 1960’s, a number of teachers from North America went to study in Hungary. As a result, the approach began to be adapted for American schools, using American folk music as a means of teaching music literacy concepts. In the mid-1970’s, the Organization of American Kodály Educators (OAKE) was founded to promote this type of music instruction in American schools. The organization currently has around 2000 members and sponsors a yearly conference that provides pedagogical workshops for attendees, and honor choir experiences for children around the country.

Indiana University has a long history of providing teacher training utilizing the Kodály Method. Graduate courses and summer workshops were developed originally by Dr. Jean Sinor, past-president of OAKE, IKS (The International Kodály Society), and long-time faculty member in the School of Music. This summer, the Indiana Summer Kodály Institute offered historical, musical, and pedagogical training to area music teachers from June 14-25. For more information about the program, please contact Brent Gault, assistant professor of music education and director of the Indiana University Summer Kodály Institute (bgault@indiana.edu).

All historical information in this paper was taken from the following sources:

Choksy, L (1988). *The Kodály Method, 2nd Edition*. Prentice-Hall, ISBN: 0135168732.

Zemke, L. (1974). *The Kodály Concept: Its History, Philosophy, and Development*. Mark Foster, ISBN: 091665608X.

Contributed by Dr. Brent Gault

IAUNRC Visiting Scholars

Spring Semester 2004

Aktam Jalilov studied political science at Indiana University as part of the Faculty Development Fellowship Program. He works as Associate Professor and Postdoctoral Researcher of the University of World Economy and Diplomacy in Uzbekistan.

Zarema Kasendeyeva is a professor of economics at the International University of Kyrgyzstan. She is a participant in the Open Society Institute's Faculty Development Fellowship Program. Ms. Kasendeyeva studied economics while at IU.

Nazikbek Kydyrmyshev is doing post-graduate studies in history at Bishkek Humanities University in Kyrgyzstan. At Indiana University, he studied as a member of the Open Society Institute's Faculty Development Fellowship Program.

Sabina Manafova is a history lecturer at Western University in Baku and is working on her Ph.D. at Baku State University. Ms. Manafova came to IU with the Faculty Development Fellowship Program, and focused on American studies.

Otchil Zakhidov lectures in the Philosophy and Culture Development Department at Khujand State University in Tajikistan. Mr. Zakhidov participated in the Faculty Development Fellowship Program, and studied philosophy at IU.

Erkingul Ubysheva is Chairman of the Governing Body for Counterpart-Sheriktesh, a local NGO in Bishkek, Kyrgyzstan. She studied Non-Profit Management at IU as part of the IREX Contemporary Issues Fellowship Program.

Environmental Conservation in Central Asia

Dr. Vicky Meretsky, Associate Professor with Indiana University's School of Public and Environmental Affairs, is bringing her specialization in conservation biology to the Central Asian region. While her primary goal is to gather information about conservation in the region to use in her conservation biology class, she also hopes to distribute her findings to colleagues interested in international conservation. To that end, she plans to explore the kinds of scientific work in conservation that are being undertaken in the region, as well as the kinds of conservation policies that are being developed, and how the science and the policy interact.

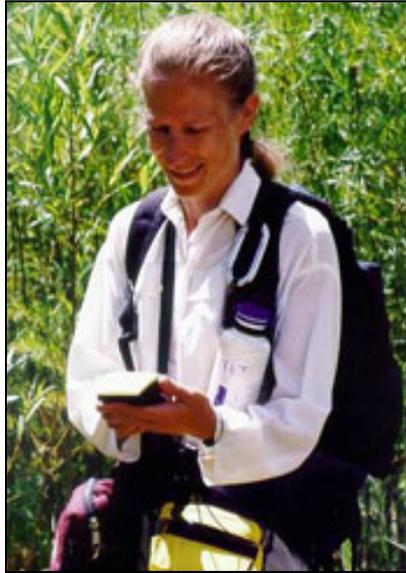
One of Dr. Meretsky's personal interests in the field of conservation biology lies in a subfield known as "adaptive management." According to Meretsky, adaptive management could play an especially important role in the future of Central Asian environmental protection. But what exactly is adaptive management, and what are Dr. Meretsky's plans for her Central Asian research?

Meretsky notes that though conservation biology has historically dealt with the scientific conflict between mankind and nature, finding solutions to these sorts of problems in today's world requires public policy. Adaptive management as a discipline emerges from this intersection of man, nature and policy, and can at times seem a rather problematic approach to preventing and resolving environmental problems. Adaptive management is distinctly experimental, a management style based upon observations of the environment recorded before and following human actions. Though the approach is theoretically preferred as a way of avoiding environmental emergencies, it is intrinsically difficult to implement, characterized as it is by a need for flexibility and adaptation on the part of both scientists, who provide expertise in recognizing changes in nature, and managers, who design and execute programs that may have positive or negative effects on the environment.

"Adaptive management is a synergy between science and management of natural resources that has not spread to other disciplines."

Dr. Meretsky intends to explore whether the science-policy landscape in Central Asia might be friendly to adaptive management as a way to understand the kinds of information and training that might be most useful for conservation-oriented people. Meretsky remains optimistic for environmental conservation in the region, but recognizes that adaptive management may be difficult to implement. She notes that Central Asian countries have inherited a top-down style of governance, which has led to a tradition of isolation among extraction industries, government agencies, and conservation groups. Adaptive management ideas work in direct op-

position to this tradition, protecting the environment by bringing together relevant environmental players to one table in the interests of



Dr. Meretsky at work in the field.
Photo courtesy of Raphael de Peyer.

transparency and information-sharing.

Confronting such a strong tradition of isolation is daunting, but adaptive management does present several advantages over other means of instituting reforms in the region. Unlike programs of large-scale democracy building, for instance, adaptive management is narrower in scope, its "field battles" are relatively small, and the pace of action can be slow and measured.

Thus, the process provides learning time for people and organizations to get used to communication tools between agencies, industries, and organizations, to experiment slowly with different degrees of transparency, and to explore the ways in which transparency can work to benefit all those involved.

Dr. Meretsky has begun her adaptive management work in Central Asia with the republics of Azerbaijan, Kyrgyzstan, and Kazakhstan. When asked why she has chosen these countries specifically, and Central Asia more generally, Dr. Meretsky points out several matches between the region's environmental, historical, and social characteristics and her own professional interests and requirements. First, she requires places safe enough for her to go visit and see for herself, areas where not only capital cities but also back country areas would be sufficiently safe for research. Second, she desires to work with only a limited number of countries at a time, but countries that show some sense of spatial ecological coherence. Third, she is interested in observing a span of countries with varying degrees of contact with the West, to observe whether Western contacts may accelerate developing transparency and networking. Dr. Meretsky also cites the spotty and scattered availability of English-

language conservation literature on Central Asia and the Caucasus as a problem she would like to help remedy. Contrasting Central Asia with the tropics, where conservationists have been investing their resources historically, Meretsky comments that "the entire Soviet space has been largely ignored, even though places like the Caucasus also exhibit great biodiversity." Dr. Meretsky reports that "just a literature review of what is already out there would be a good start" for advancing Western knowledge of the region's ecological situation.

Beginning her Central Asian work with Azerbaijan, Dr. Meretsky participated in a linkage program last summer aimed at developing a Masters of Public Affairs program at Western University in Baku. As she worked on developing the Environmental Policy part of the program, she encountered several problems of educational isolationism that mirror those addressed by adaptive management. During her time in Azerbaijan, Dr. Meretsky explored some of the institutional, cultural, and historical factors affecting information and resource sharing, factors that could compromise the nation's effectiveness in both public administration and environmental conservation.

Meretsky's work in Kazakhstan and Kyrgyzstan is still in its nascent stages of organization, but is progressing rapidly. She reports that her initial work focuses upon building networks of contacts on the ground to facilitate her research. Describing the progress of this networking, Dr. Meretsky reports that "contacts have been providing contacts in a wonderful snowball effect, and I have been accepted as a research associate at the East-West Center of the American University of Central Asia in Bishkek."

Her assessment stage of research will consider where these countries stand with respect to science and conservation, as well as general levels of transparency and cooperation among environmental actors. Working with former students has thus far proven indispensable to this networking. Dr. Meretsky reports that one student from Azerbaijan has already begun organizing informal meetings that bring government agencies, non-governmental organizations, and other relevant bodies together to discuss common issues at the same table. Dr. Meretsky cites this level of communication as crucial to conservation, which "absolutely cannot happen without this kind of connection and dialogue."

Dr. Meretsky is currently occupied with collecting visa documents, suggestions of cities and sites to visit, and regional networking contacts. For more information regarding her work, or to contribute gratefully-accepted suggestions or contacts, Dr. Meretsky may be reached at meretsky@indiana.edu or at her office telephone (812) 855-5971.

Tibetan Art with Karl Debreczeny



Mr. Karl Debreczeny, PhD candidate in Art History at the University of Chicago and IU alumnus

Karl Debreczeny, a Ph.D. candidate in Tibetan and Chinese Art History at the University of Chicago and graduate of Indiana University's Departments of Art History and Central Eurasian Studies, recently returned to the

IU Bloomington campus. His lecture, entitled "The Buddha's Law Among the 'Jang: The 10th Karma-pa's Development of his 'Chinese-Style *Thangka* Painting in the Kingdom of Lijiang," was based upon an article of the same name published in the magazine "Orientations," and includes material from his dissertation research. Taking time out from his academic pursuits with the University of Chicago, Debreczeny shared with IU a part of his work that has been several years in the making.

Even before beginning his graduate studies at IU, Debreczeny lived in Nepal for a year and a half as an apprentice to a Tibetan painter of the Karma sGar-bris school. During this time, studying under the tutelage of a master of a painting tradition that flourished in eastern Tibet and the Tibetan/ Sichuan border, his interest developed in the Chinese-Tibetan exchange of artistry. Debreczeny took advantage of IU's strengths in Tibetan history and advanced Tibetan language offerings in the Central Eurasian Studies Department, and combined this regional specialization with coursework on Chinese Art and Language. He cites his academic background in both Art History and CEUS as an advantage for his profession, where art historians who work in Tibetan primary sources, or Tibetologists with art historical training, are rare. Hoping to bridge the gap between Tibetan Studies and Art History, Debreczeny feels fortunate to be an art historian able to work in both Tibetan and Chinese primary sources, as well as a Tibetologist with a substantial art history background. He credits this combination of talents as a key asset for "blazing new paths and making new discoveries" in the field of Tibetan Art.

Debreczeny has complemented his graduate studies with several trips to China. During these trips, he has sought and procured access

to the images upon which he would base his research. During one of these visits, he discovered the set of seven paintings discussed in his lecture, and became thoroughly familiar with the multitude of bureaucratic barriers that would prove a common obstacle to his progress collecting texts and identifying unpublished paintings. Debreczeny reports that due to the strict governmental control over cultural heritage in China, obtaining permission even to examine, let alone photograph, Chinese painting collections transforms into a tedious exercise in negotiation and persuasion. Nevertheless, his persistence in the field has paid off, evident in the ever-expanding number of paintings that he has accessed and identified.

Mr. Debreczeny's promising potential as a Tibetan Art scholar has earned him a Fulbright-Hays fellowship, and was recognized more recently by the National Gallery in Washington, which awarded him a two-year fellowship to complete his dissertation. This award should allow Debreczeny to complete his field research that was cut short by the Chinese SARS outbreak, when his travel plans were significantly delayed by regional quarantines. He also plans to use this time to travel around the United States and Europe, re-searching archives and collections such as those of Joseph Rock, an American who spent 20 years living in one of the focal regions of Debreczeny's research. During the period of this fellowship, Debreczeny looks forward to catching up on processing the materials that he has already collected from his trips, translating primary texts and studying undigested materials.

Diversity Fair



On February 3, 2004, the Inner Asian and Uralic National Resource Center participated in the second annual Indiana University Diversity Fair, held at the Main Library of the Bloomington campus. Joining displays from over 30 cultural groups, departments, and student organizations, IAUNRC representatives manned a booth describing its outreach services and showcasing selections from its wealth of cultural artifacts and resources. This annual event, coordinated by the IU Diversity Committee, reaches hundreds of students and library visitors. Goals of the Fair include introducing visitors to the cultural resources available in the University community, as well as to the extensive collections and resources of the Main Library.

Language Teaching Workshop



Dr. Nina Garrett leading a LCTL workshop

The Inner Asian and Uralic National Resource Center, in cooperation with the Center for Languages of the Central Asian Region and African Studies Program at Indiana University, hosted a productive workshop for teachers of less commonly taught languages (LCTLs) on April 9 – 10, 2004. The workshop, led by Dr. Nina Garrett of Yale University, brought together 58 teachers from the Midwest and beyond. The focus of the workshop concentrated on the development, selection, and evaluation of materials, as well as the use of technology in teaching LCTLs.

Teachers also had an opportunity to share with one another their problems and experiences. The IAUNRC received many positive comments about the workshop, and plans are under way for another LCTLs workshop in the spring of 2005.

Inside the 2004 ACES Conference

Indiana University's Association of Central Eurasian Students spent much of the 2003-2004 academic year planning for the Eleventh Annual Central Eurasian Conference, held on April 3rd. This international event drew over 60 scholars from Europe, Asia, and North America to share their research and deliver lectures spanning the extraordinarily diverse field of Central Eurasian Studies. Encompassing such disciplines as political science and linguistics, religious studies and musicology, the body of lectures drew in a total attendance approaching 200 people for the day's events.

Of course, the coordination of such a large academic event requires the teamwork of a dedicated group of planners and volunteers. Looking behind the scenes at preparations for the conference, we find a network of Central Eurasian Studies students all working together months in advance to make the event a success.

Veteran planners involved in this year's conference attribute part of their success to regu-

body of volunteers. Weekly meetings enabled the officers of the association to keep close track of progress made, problems encountered, and tasks remaining to complete.



A pair of scholars representing Oxford University, Thomas Wellsford and Alexander Morrison, debate the nature of *Amlak-dars* at the ACES Conference luncheon.

No degree of planning could prevent the occasional hitch, however. This year's conference provided its share of problems, especially evident in the perennial uncertainties of lecturers traveling internationally. Because of delays with paperwork, travel visas, and funding, many presenters could not be confirmed in advance. Nevertheless, every problem encountered has granted ACES members greater experience in planning a major academic conference. Further, since the planning committee included both new and more advanced graduate students, there is a hope that the lessons learned from this year's experience will be passed on

to the planners of future conferences for ever greater success.

to the planners of future conferences for ever greater success.



IAUNRC Biographical Questionnaire

The IAUNRC Needs Your Help

The staff at the IAUNRC would like to find out more about those who have taken coursework in Inner Asian and Uralic studies over the years. Provide any information that you see fit to share with us. Please take the time to fill out this form and return it to the Center.

Name _____
Street Address _____
City, State ZIP Country _____
Phone Number _____
E-mail Address _____

Please mail, e-mail, or fax your response to:

IAUNRC Tel: 812.856.5263
Indiana University Fax: 812.855.8667
Goodbody Hall 324 E-mail:
Bloomington, IN 47405 iaunrc@indiana.edu

Or submit your response online at:
<http://www.indiana.edu/~iaunrc/>
(click on "Biographical Questionnaire" under the "People" Menu item.)

Universities attended other than IU and Degrees Received/Expected

Current or past line of work/employer

Honors/Awards/Distinctions/Publications

BalSSI Introduces Intermediate Language Levels

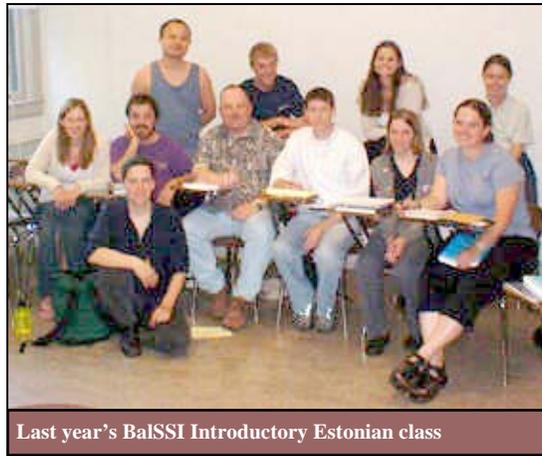
This year's Baltic Studies Summer Institute, to be held June 21-August 20 on the campus of the University of Washington, Seattle, will be breaking new ground with its expanded language level offerings. Piibi-Kai Kivik, BalSSI Instructor of Introductory Estonian, is looking forward to the opportunities in store with this year's addition of second-year Estonian, Latvian, and Lithuanian.

Kivik commented that introducing an intermediate level of these languages, particularly in her native Estonian, has become necessary as enrollment has risen and student backgrounds and interests have continued to diversify. Catering to the needs of a wide variety of students, from linguists and businesspeople to heritage speakers and Baltic Studies students, the BalSSI program has attempted to provide sufficient language instruction for students to continue with their Baltic language studies independently. But meeting the needs of such a diverse student body does require some degree of instructional flexibility.

Ms. Kivik describes this flexibility as a strength of the BalSSI program, one which

will become even more important with this year's expanded levels of instruction. Incorporating both the communicative language approach, to provide students a mastery of

pursue their Estonian professional and academic goals after completing the summer program.



Last year's BalSSI Introductory Estonian class

the basics, and additional work in reading and translation into her lessons, Kivik hopes to satisfy the needs of all types of students in her classroom. Moreover, Kivik believes that tailoring her activities to students' needs may help create an environment where students experience Estonian as a living language, and also realistically prepare them to

This year, dividing beginners and more advanced students into separate classes should provide an educational experience even more closely attuned to students' ability levels. While students will study the familiar grammar- and vocabulary-based curricula in their separate classrooms, Kivik looks forward to combining speakers of various levels with supplementary informal activities, such as coffee hours. She hopes that this combination of intensive classroom training, exposure to native speakers, and interaction with fellow students of various ability levels outside of class will provide an optimally stimulating and rewarding environment for this summer's Estonian courses.

For more information on this year's BalSSI program, including a four minute video presentation, visit the BalSSI website at:

<http://depts.washington.edu/baltic/balssi/>

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