



Inner Asian & Uralic
National Resource Center
Spring/Summer 2009 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. To submit questions, comments, and suggestions about the newsletter or to request further information regarding the services of IAUNRC, please contact:

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

Editor: Eric Schluessel

On the Cover: A traditional Hungarian dance scene (Dr. Ágnes Fülemile)

A Word to Educators from the Director

Because the IAUNRC stands as a Title VI-grant institution, reaching out to teachers and to the promising young people whom they educate forms an essential part of our office's *raison d'être*. It is important not only that we enrich the education of our youth and fulfill the promise of a balanced and well-rounded liberal arts education, but that we work to train the next generation of scholars and professionals specializing in our dynamic and changing region.

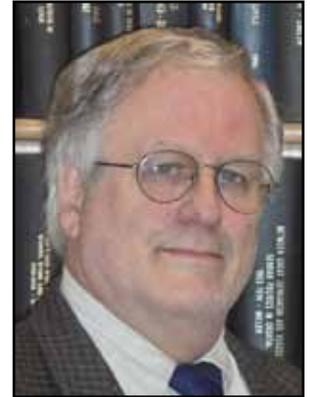
To this end, this edition of our semiannual newsletter presents, *gratis*, a special pull-out map of Central Eurasia highlighting selected current events in a format appropriate for students in grades 6-12. We present this alongside information regarding our Center's complimentary services to K-12 teachers and education institutions. Recently, the Center has also produced an interactive CD-ROM program, available by request, designed to present Central Eurasia to curious high schoolers thinking about college.

These materials comprise only a minor part of our renewed effort to attract the nation's most inquisitive young scholars to our uniquely complex and fascinating region. We hope you will join us in turning their eyes to the deserts, the steppes, and the oases of Central Eurasia.

Sincerely,



Edward J. Lazzerini



The IAUNRC Podcast

<http://podcast.iu.edu/>

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|--|-------------------------|
| 1: Azerbaijani Classical Music | Dr. Aida Huseynova |
| 2: Royalties, Nobles and Burgers in National Dress | Dr. Ágnes Fülemile |
| 3: Turkish Water Marbling | Dr. Mehmet Refii Kileci |
| 4: Selim the Grim: What's in a name? | Dr. Erdem Çıpa |
| 5: Real Absence: Picturing God in Islamic Art | Dr. Christiane Gruber |
| 6: Is Russia winning in Central Asia? | Dr. Martin Spechler |

Ottoman and Turkish Studies Lecture Series:

- | | |
|--|-----------------------|
| 1: Silencing the Secular Opposition in Turkey: The Case of Ergenekon | Dr. Hakan Yavuz |
| 2: Tayyip Erdoğan and the Transformation of Turkish Foreign Policy | Dr. Hakan Yavuz |
| 3: The Islamization of Antisemitism | Dr. Bassam Tibi |
| 4: Turkey's Secular Model in the Context of the Middle East | Dr. Deniz Tansi |
| 5: Shifting Faces of Antisemitism in Turkey | Dr. Corinna Guttstadt |
| 6: Lessons for Counter-terrorism: Turkey's Struggle Against the PKK | Dr. Soner Cagaptay |

Looking for Undergraduates, Making Expert Scholars: An Interview with CEUS Chair Dr. Christopher Atwood

By IAUNRC staff

Dr. Christopher Atwood is the Chair of the Department of Central Eurasian Studies and a respected scholar of Mongolia and of Mongol history. In February, IAUNRC staff had the opportunity to interview him. The following is an edited transcript of that interview.

IAUNRC: We last spoke with you in the Fall of 2007, when you were the new CEUS chair. It has been a year and a half. How is the department progressing? What are some of your achievements, and where do you see the program going?

Christopher Atwood: I think we've put into place a number of things that will, I hope, really increase the number of undergraduate enrollments in the department and increase undergraduate interest. Why is it important to have undergraduate enrollments and undergraduate interest? I think there are two reasons.

One is that, simply, the most reliable source of graduate funding in the American academic environment is AI (Assistant Instructor) positions. They also give graduate students teaching experience, which is essential for graduate students to get jobs. Particularly in the modern academic environment, given the supply and demand situation, a university making a hire doesn't have to choose between good researchers and good teachers. They can choose people who are awesome researchers and also excellent teachers and simply reject all of the other candidates that will apply for any particular position that comes up. Graduate students need teaching experience if they're going to get good jobs, and that will also help them for funding.

In my experience, the really top people in the field have generally started Central Eurasian *something* as undergraduates. I really think that, on the whole, it's important for us to begin to get students interested in Central Eurasia, whatever subfield it might be, at the undergraduate level. They should begin taking languages – for some, it might be really strong fluency in Russian or Chinese at the undergraduate level, then going on to study another language at the graduate level. I think that people should at least have some exposure to Central Eurasian languages – Altaic, Iranian, Tibetan, Uralic languages – at the undergraduate level. It's important to begin to train people early. We train them as undergraduates, or we give them a taste or some exposure, and they may go onto other graduate programs, but that's still producing leaders in the field.

IAUNRC: What kind of students would you like to see in the undergraduate program? What kind of person makes a good student of Central Eurasian Studies?

CA: That's a good question. We're seeing encouraging numbers already, but, because of the lead time, we won't actually be able to start enrolling people until this summer. Everything takes place very slowly. Once we actually have a lot of undergraduates, I can give you a better sense of that.

That said, let me give you my sense. Good students come in a number of shapes and sizes in terms of their intellectual interests. I think many of them will be people who are just fascinated by foreign cultures. Students who are interested in foreign cultures oftentimes are students who are looking for something abroad which they can't find at home. Those are often very good students.

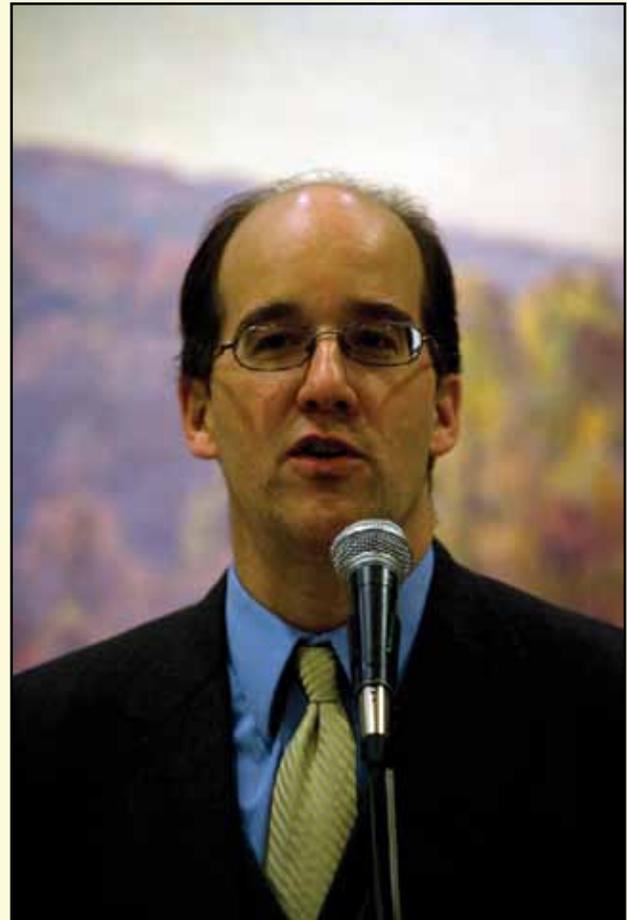
We need students who are good with languages, obviously. Sometimes you find people who are good in history or who are good in anthropology or in other fields, but who aren't very good with languages. I think they can usually find a niche somewhere in Central Eurasian Studies, if they are very committed to it. One of the things we try to do is draw on people who are very good with languages because, I think, Central Eurasian Studies makes unique demands on language skills. This is because, in most other areas of the world, you will have one dominant language, and you need to learn one language well. Ninety percent of your reading is going to be in, say, Russian. On the other hand, you

have other fields where literary traditions are much more recent and, in those areas, oftentimes the written sources are in colonial languages. Latin America would be a good case there. What makes Central Eurasia unique and difficult is that we have a large number of very old written traditions. There are multiple traditions that are interacting with each other. So, you can't just work from relatively modern European languages for written sources in the way that is common in colonial or post-colonial studies, but you also can't work from just one non-European or one less-commonly-taught language. That places unique language demands on students.

There is also the student who is interested in public service, whether in government or in non-profits. Oftentimes, that is a somewhat different profile. I had one excellent student who graduated from the Anthropology Department. She always told me the business culture is so different from the academic culture because the business culture is focused on taking an enormous, wide variety of data and boiling it down to a single decision, taking complexity and making it simple so you can make a practical decision. Academic culture is exactly the opposite. That's a different kind of cognition, oftentimes associated with a different personality, but that's another kind of person that our department exists to serve.

IAUNRC: Apart from the undergraduate program, where do you see the department heading? Expansion to other areas, perhaps?

CA: I think we have a good configuration right now. (*con't on page 4*)



Dr. Atwood speaks at the Indiana University Mongolian New Year celebration in 2008.

Events

Finnish Independence Day – December 6, 2008

Tsagaan Sar – February 20, 2009

The 2009 celebration of Tsagaan Sar, the Mongol New Year, coincided with the opening of an exhibition by Mongolian artist Soyolmaa Davaakhuu. Entitled “The Urban Mystic,” the exhibition, which ran through March 8 at Bloomington’s The Venue, displayed Soyolmaa’s eclectic style and the talent that made her Female Mongolian Artist of the Year for 2008. The opening night was also an opportunity for cultural performances by Bloomington’s vibrant Mongolian community and students of Mongol history, language, and culture at Indiana University.

Estonian Independence Day – February 24, 2009

The Sixteenth Annual Central Eurasian Studies Conference – February 28, 2009

The Association of Central Eurasian Students (ACES) hosted the 16th Annual Central Eurasian Studies Conference at Indiana University – Bloomington on February 28. The ACES Central Eurasian Studies Conference is the oldest and most well-renowned student-run conference in its field and the longest-running annual conference of its type. This year’s conference brought together graduate students, faculty and independent scholars from around the world to hear approximately 50 presentations related to the histories, cultures, societies, and peoples of Central Eurasia. Michael Khodarkovsky, a noted scholar of Russian imperial history and Professor in the Department of History at Loyola University in Chicago, delivered a keynote address entitled “The Return of Lieutenant Atarshchikov: Empire and Identity in Asiatic Russia.”

The conference was well-received by participants and attendees alike, who universally commented on the quality and depth of the presentations. The conference was made possible through the support of the IAUNRC and other academic units at Indiana University. According to Brian Cwiek, the ACES President, “This conference is our organization’s most important activity because it provides an excellent opportunity for graduate students to share their research while also emphasizing IU’s leading role in the field of Central Eurasian Studies. I would strongly encourage anyone who shares an interest to this region to attend next year’s conference.”

For more about the Central Eurasian Studies Conference, see page 8.

World Language Festival – March 7, 2009

The IAUNRC and CEUS participated extensively in the World Language Festival organized by the Center for Language Technology and Instructional Enrichment (CeLTIE) on March 7, 2009. Fifteen presentations, ranging from making small talk in Finnish to building a Kyrgyz yurt, introduced the languages and cultures of Central Eurasia to a large audience of 232. This included 175 high school students from 15 schools, undergraduates



The Siiliksed or Hedgehog Ensemble of Indianapolis, including Dr. Ain Haas (IUPUI, right), performs at Estonian Independence Day

from three universities, 32 teachers, and community members. Central Asian performances also featured prominently, as, following the opening remarks, members of the community performed a Mongolian horse head fiddle piece, a Uyghur song, and an Uzbek dance. The IAUNRC and CEUS staffed a joint booth, where Center staff and CEUS language instructors discussed the department with participants and distributed information about studying the region at Indiana University, including the IAUNRC’s recently-created CD-ROM.

Hungarian Independence Day – March 9, 2009

Third Annual Plov Cook-Off – March 25, 2009

The Nowruz (Navruz) Student Association hosted this year’s Annual Plov Cook-Off at the Leo R. Dowling International Center at Indiana University. The competition gave both prominent judges and the community at large the chance to vote for their favorite regional versions of the ubiquitous Central Asian rice dish.

This year, the judges’ choice went to Aliya Mexmonova for her Tajiki plov. People’s choice went to Kakhramon Alimov for his Uzbek plov.

ACTFL Free Professional Development Workshop for IU Foreign Language Instructors – March 27-29, 2009

The IAUNRC was the primary cosponsor of a three-day workshop on foreign and second language pedagogy led by the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL workshop leader Dr. Karl Otto presented and led daily programs on developing written and oral skills in accordance with ACTFL standards and guidelines. The workshop focused on incorporating the latest models of teaching and evaluation into the classroom, including ways to encourage students to elaborate in their target language and testing students in terms of natural linguistic practice.

Nowruz – March 28, 2009

Nowruz, the Persian and Central Asian New Year, falls on March 21 or 22 at the vernal equinox. This year, Indiana University’s Nowruz (Navruz) Student Association put on a program of celebratory poetry, music, and dance.

Roundtable on Post-Communism: “Citizenship and Post-Communism” – April 3, 2009

This year, the IAUNRC co-sponsored an annual roundtable on post-communism and post-socialism. This year’s provocation, co-authored by Dr. Sara Friedman (Anthropology) and Dr. Padraic Kennedy (History), brought challenging responses from scholars at Indiana University and elsewhere and led to lively discussion at this public event.



Aliya Mexmonova (center) receives her trophy from her mother, two-time winner and jury member Gulnisa Nazarova. People’s choice winner Kakhramon Aliyov (left) and host Michael Hancock (right) look on.

Visiting Scholars

In every issue, the IAUNRC Newsletter profiles the many visiting scholars at Indiana University who are engaged in the study of our region.

Shahin Bayramov, a PhD student and Lecturer at the Azerbaijan State Economic University, is visiting Bloomington on a Junior Faculty Development Program through the IAUNRC. He is conducting research on the European Union's European Neighborhood Policy and Azerbaijan.

Zakir Chotaev is visiting the IAUNRC from Kyrgyzstan through the Open Society Institute. This is his second residency at IU. Dr. Chotaev graduated from Ankara University, where he wrote his dissertation on international law and the use of violence as a method of control in Central Asia. Currently, he is researching US foreign policy in Central Asia.

Delgerjargal Purevsuren is visiting CEUS through the Open Society Institute's (OSI) Central Asia Research and Training Initiative (CARTI). His topic of research is "Early Inner Asian Nomads in Chinese Sources: Perception and Images." He is an Associate Professor in the Department of History at the National University of Mongolia, where he received his PhD in History in 2005.

Lobsang Tenzin is the Dean of Tibetan Medical Sciences of the Central Institute of Higher Tibetan Studies at Sarnath, Varanasi, India. He comes to CEUS under the IU-Amnye Machen Institute exchange. As a CEUS Visiting Lecturer, he will teach two classes this spring, focusing on Tibetan Buddhism and indigenous religion, and two more classes in the fall.

László Diószegi is one of the most highly-acclaimed choreographers and folk dance pedagogues of Hungary. Dr. Dioszegi has received a fellowship grant from the Hungarian-American Enterprise Scholarship Fund to co-teach a CEUS class on Hungarian Folk Dance with György Ránki Hungarian Chair Visiting Professor Ágnes Fülemile.

Amandurdy Amandurdyev is developing Turkmen pedagogical materials at CeLCAR. He originally came to IU in 1994 as a visiting scholar through IREX. Since 2007, he has taught Turkmen at SWSEEL. Dr. Amandurdyev has worked in Turkmen public schools and with the Economic Cooperation Organization. He and his family reside in Canada.

Interview with Dr. Atwood

(*con't from page 2*) I think what's good about our present configuration is that we include whole language groups, and I think, particularly for a department that focuses on language teaching, that's important. All of the Turkic languages are in one department. All of the Iranian languages are in one department. All of the Tibetan, Mongolic, and Uralic languages are in one department. And I think that's very important, particularly from the point of view of language teaching and developing a focus on language competence. Thus, I don't see any need for changes in the configuration of our department.

One of the issues that is constantly coming up is the question of the balance between specialization and broad understanding of Central Eurasia as an area. Here my sense is that another benefit of a focus on undergraduate teaching is that it will mean that graduate students are going to need to be trained in a broader set of areas. The FLAS, as a funding vehicle, encourages specialization. AI-ships, as a funding vehicle, demand that students be able to teach a broad range of things. And, when they get out, people are going to go to a job at a liberal arts college, and they're going to be asked to teach "Western Civilization," the whole thing! From this perspective, the jump from Uzbekistan to Tibet seems very small.

I have been working with the faculty to create a series of topics classes that are relatively broadly focused and that, we hope, will be a funding vehicle for graduate students: "Great Wall of China," "Mongol Conquest," "Religions and Revolutions," taught by Professor Çıpa, and "Islam, Oil, and Geopolitics," taught by Professor Bovingdon. These classes are going to demand a fair degree of flexibility among the students in terms of what they study, what they are willing to do. Again, these are basic, 100-level classes. I think that one of the results of this is a greater, better balance of generalization and specialization. Broad perspective is necessary, but also specialization, and that's going to continue to be a focus, particularly for the graduate program, but in general as well.

Another question is the curriculum for undergraduates. We have a 100-level introduction to Central Eurasia. Should that be a regular course taught by whoever is junior faculty in the department? Just as important is training the professors, the new faculty members, to think in broad terms and to get familiar with whatever his or her colleagues are doing.

IAUNRC: You also spent a year at Princeton's Institute for Advanced Studies, where you worked on three projects. [Tribe and tribalism; a source on Chinggis Khan's life; a study of history writing under the Mongol empire.] Are these projects coming to fruition? How has your own research grown and changed?

CA: The big goat in the python, so to speak, is work on the *Shengwu qinzheng lu* [a source on Chinggis Khan's life]. Obviously, it's textual work, and it's just incredibly laborious. Right now, I've completed collating all of the manuscripts. There are no editions, I'd say, that are really critical editions. Wang Guowei's comes the closest to it, but it's not really critical. Plus, there've been large numbers of better manuscripts that I've gotten access to.

Well, I finally finished the collation of it. I also collected varied character forms from the collectanea in which it is contained, which is very important from the point of view of paleography.

Now, I'm boiling that down. I've been adding footnotes, and now I'm removing footnotes by taking them out and putting them in a table of the evolution from simplified characters to complex. This was written in a very abbreviated, colloquial form with a lot of simplified characters. Over the course of transmission, it was recomplexified, made much more standardized. Now I'm sort of decomplexifying it, going back to the simplified forms, since they are often the basis for textual corruption.

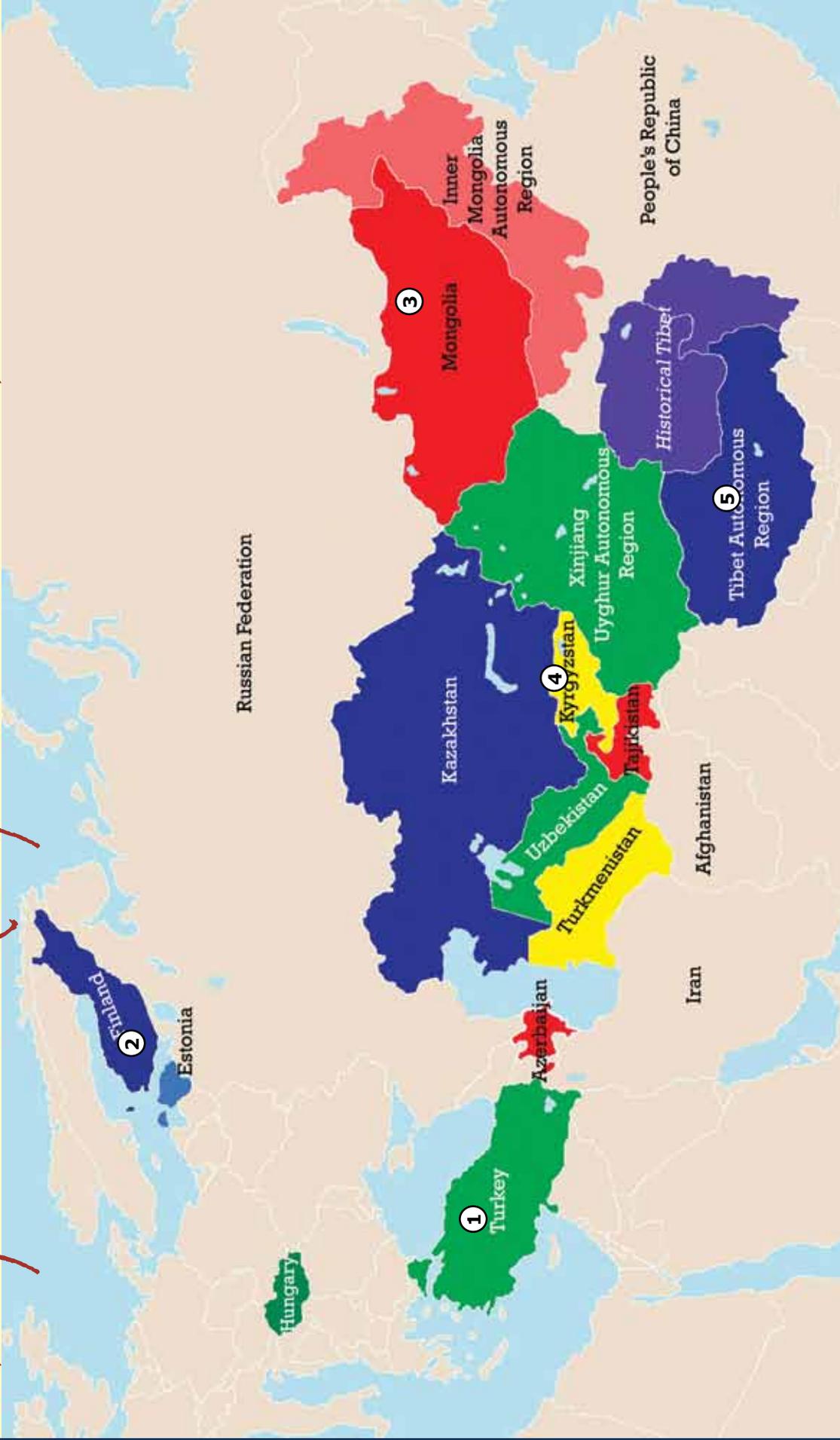
I produced my piece on tribal structure. I have a lot of chapters of that. One of the interesting things I'm still working on is a comparison of Mongol and Kazakh social structures. I think comparing the Mongols and the Kazakhs, in terms of nomadic social structure, should become as much a staple of understanding Central Eurasian social structure, as much as comparing, say, the American and the Swedish models of a modern democracy is in understanding social policy.

Kazakh and Mongolian social structures, while in some ways very contrasting, are based on very similar "infrastructures" of nomadic life.

The difficulty is, of course, that it is very hard to find anybody who has specialized knowledge of both fields. I have been asking specialists on pre-collectivization Kazakh social structure to look at what I'm writing, give me suggestions for critiques, and suggest further readings to me.

Dr. Atwood spoke at the conference "The Role of Area Studies in the Future of Higher Education," held on the Indiana University campus, February 26-28, 2009. On his office door, there is a quote from Boswell's Life of Johnson: "Somebody found fault with writing verses in a dead language ... 'I would have as many of these as possible; I would have verses in every language that there are the means of acquiring. ... I would have the world be thus told, "Here is a school where every thing may be learnt."'"

Explore Today's Central Eurasia



A teaching and learning tool for K-12 students from the IAUNRC at Indiana University

* Xinjiang, Inner Mongolia, and Tibet (including Historical Tibet) are all part of the present-day People's Republic of China.

1: Ankara, Turkey

On February 24, 2009, a member of the Turkish Parliament gave a speech in Kurdish. The politician, Ahmet Turk, defied Turkish law by speaking in Kurdish.

Kurdish is a language very different from Turkish. It is spoken mostly in eastern Turkey, northern Iraq, and Iran. Even though it is spoken by around 26 million people, Kurdish is not the official language of any state.

This is only the second time that someone has spoken Kurdish at the Turkish Parliament. Ahmet Turk explained his actions, saying, "Kurds have long been oppressed because they did not know any other language. I promised myself that I would speak in my mother tongue at an official meeting one day."

2: Jyväskylä, Finland

This year, the oldest performing tenor in the world turned 100 years old.

Vilho Kekkonen, who was born near Jyväskylä, Finland, on February 21, 1909, has sung almost all his life. When he was young, he did odd jobs, but later worked as an organist and singer for his local church. In the 1940s, he acted in films and sang in the choir of the Finnish Opera. Later, he was a choirmaster and taught singing.

Mr. Kekkonen lived through Finland's long twentieth century. He fought in the Winter War between Finland and the Soviet Union, which lasted from 1939-1940. He owes his longevity in part to his very careful and regular diet and routine.

This year, for the third year in a row, the Jyväskylä Voice Competition for Tenors was held in his honor. Operatic tenors from all over the European Union came to this quiet corner of central Finland to compete for prizes.

3: Ulaanbaatar, Mongolia

Following parliamentary elections on June 29, 2008, Mongolian citizens rioted in the streets of the capital, Ulaanbaatar. The majority of seats in State Great Khural, Mongolia's parliament, went to the Mongolian People's Democratic Party (MPDP), which ruled Mongolia under the former communist government. Eventually, in September 2008, the MPDP and the first-runner-up, the Democratic Party (DP), agreed to run the government together in a coalition.

The biggest issue in this election was how to handle mining in Mongolia. Under communism, the state owned all of the mines directly. Since the end of the one-party state in 1990, the government has allowed more and more private ownership. This has been good for investment, but, since Mongolia is a small, weak country, many feel that its resources need protection. Foreign companies often go to Mongolia to harvest minerals in very destructive ways that also have little benefit for Mongolians. This is probably why people mostly voted for the MPDP, which promised to protect the mines by keeping them under state ownership.

4: Manas, Kyrgyzstan

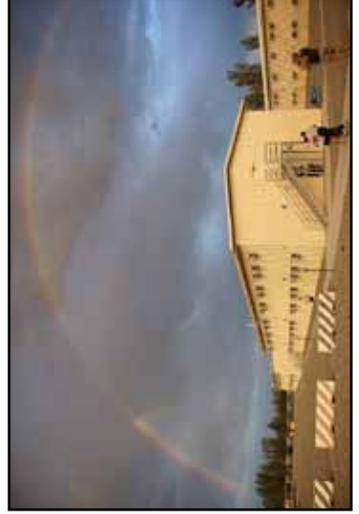
The government of Kyrgyzstan had made a final decision to close the United States Air Force base at Manas. Manas is not far from the capital of Kyrgyzstan, Bishkek, and also close to a Russian Air Force base. Kyrgyzstani President Kurmanbek Bakiyev announced the decision on February 3, 2009. He said that Kyrgyzstan would not renew the US's lease because the base is bad for the local economy and because of negative public opinion. On February 19, the Kyrgyzstani Parliament voted to close the base.

The US Air Force base has a history of conflict between locals and soldiers stationed at the base. Also, since President Bakiyev came to power in 2005, the Kyrgyzstani government has had a less friendly relationship with the United States.

Some argue, however, that Russia has put pressure on Kyrgyzstan to evict the US forces. Russia may be interested in reestablishing its power over Kyrgyzstan, which was once part of the Soviet Union.



The Potala Palace in Lhasa, Tibet



Barracks at Manas Air Force Base, Manas, Kyrgyzstan

5: Lhasa, Tibet

A year ago, in March 2008, riots erupted all across Greater Tibet, including the Chinese provinces of Qinghai, Sichuan, and Yunnan. Tibetans, who are citizens of China but whose culture, religion, and history is very different, demonstrated for greater independence and against government oppression. The riots came only a few months before the 2008 Summer Olympics in Beijing and around the time of massive and deadly earthquakes in Sichuan. The Chinese government blamed the Dalai Lama, the exiled leader of Tibetan Buddhism, for the protests. The Dalai Lama, however, now says that he and his government-in-exile do not support independence, only greater human rights and cultural freedom.

This year, the government expected similar riots. In anticipation, China has closed off Tibet to tourists and other foreigners. The Chinese military has also stationed extra personnel in major Tibetan cities.

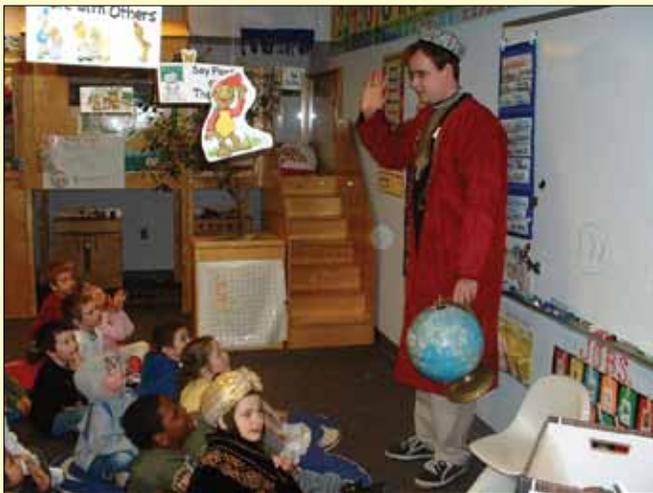
Despite suspicions, there has been little protest in Tibet this year. Tibetans, however, have also decided not to celebrate Losar, the Tibetan New Year, which is a long festival that began this year on February 25. This is a way of demonstrating that the last year has not been a happy one. Usually, Losar is a lively and bright occasion, celebrated with food, fireworks, singing, and the Tibetan yak dance.

For Educators — About the IAUNRC

By IAUNRC staff

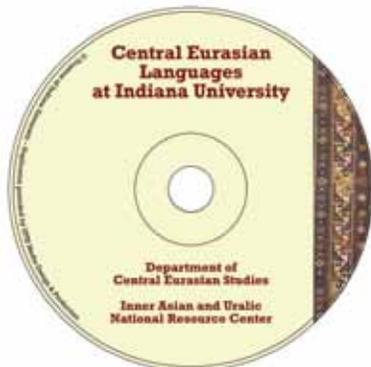
The IAUNRC's mission is to increase awareness of Inner Asia and the Uralic peoples through outreach activities targeted to a variety of audiences. We work with K-12 teachers in Indiana and across the United States to integrate our region into every level of the school curriculum. We cooperate with teachers to develop classroom materials and activities on any of these regions and on virtually any subject area, including music, politics, geography, art, history and daily life.

The IAUNRC hosts a rich collection of educational resources related to its mission. From music and movies to K-12 instructional packages to books about the region, the Center has a variety of materials available to share free of charge. The Center also serves as a point of contact with guests from the region as well as faculty and students. You can learn more about our resources and how we can help you by contacting us or by visiting our website.



Graduate student Colin Legerton talks to Ms. Edgeworth's kindergarteners about Xinjiang

In 1962, Indiana University's Bloomington campus became home to the Uralic and Altaic Language and Area Center, which in 1981 was renamed the Inner Asian and Uralic National Resource Center (IAUNRC). Over the last several decades, Indiana University has gathered leading specialists, impressive library collections, and other top-quality resources to create the nation's premier program in Central Eurasian Studies. These resources support quality training and outreach programs that continue to serve the entire country. The IAUNRC is a United States Department of Education Title VI grant institution that coordinates these resources to increase understanding of all aspects of the diverse region and peoples of Azerbaijan, Estonia, Finland, Hungary, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Tibet, Turkey, Turkmenistan, Uzbekistan and Xinjiang.



Our promotional CD includes course and funding information, as well as audio clips of regional languages and an interactive map! Students, educators, and counselors can use this CD to explore not only Central Eurasia, but a new world of academic and professional achievement. Learn about opportunities to use the languages of our region in exciting fields from engineering to business to government service!

What We Offer

The Center lends and ships the following materials for use in the classroom free of charge:

- Books, Videos, DVDs, Audio CDs
- Costumes and Artifacts
- Informational Displays

We also provide:

- K-12 Curriculum Packages
- Storytelling activities for younger students
- Guest Speakers
- **Interactive Video Presentations**

Sample topics for guest speakers and video presentations:

- Silk Road: A Highway for Things and Ideas
- Central Asian Music Then and Now
- Buddhism, Tibet, and Mongolia
- Navruz: The Persian and Central Asian New Year
- Exploring Estonia: Language and People

The IAUNRC is committed to working with you in order to develop presentations best suited to the needs of individual teachers. We offer these prepared unit plans to educators free of charge:

- Spotlight on Inner Asia: This comprehensive guide to teaching about Inner Asia helps teachers navigate through this new and challenging territory
- The Central Asia Middle School Education Project: A unit of lesson plans addressing the cultural and ecological "worlds" of Central Asia
- Common Pool Resources and the Aral Sea: Environmental issues and economics
- Introducing the Mongols: A PowerPoint-based lesson produced by the IAUNRC
- Investigating Central Asia Through Maps: Produced by Xpeditions at National Geographic
- PBS Frontline World: Kyrgystan
- Destination: Kyrgyzstan The Peace Corps/Paul D. Coverdell

All our presentations are free of charge.

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The 16th Annual Central Eurasian Studies Conference

On February 28, 2009, the Association of Central Eurasian Students (ACES) at Indiana University held the 16th Annual Central Eurasian Studies Conference. The following is the conference program.

Keynote Lecture: Michael Khodarkovsky (Loyola University Chicago): *The Return of Lieutenant Atarshchikov: Empire and Identity in Asiatic Russia*

Panel: **Language Pedagogy**

Chair: Beatrix Burghardt

Malik Hodjaev (Indiana University): *Effective use of technology in Uzbek language instruction*

Rahmon Inomkhajayev (Indiana University): *Some problems and solutions of a distance language class*

Tserenchunt Legden (Indiana University): *Modal particles common for spoken Mongolian*

Panel: **Minority Communities**

Chair: Ron Sela

Lennea Carty (Indiana University): *On the decline of Ottoman Jewry in the late sixteenth and seventeenth centuries*

Benjamin Lazarus (Georgetown University): *Turkey's IDP crisis: the consequences of internal displacement for Turkish society*

Rob Dunbar (Indiana University): *Shi'a Muslim enslavement in nineteenth-century Bukhara*

David Straub (Indiana University): *Religious dissent in Tajikistan in the late Soviet period*

Panel: **Issues in Contemporary Kazakhstan**

Chair: Zamzagul Kashkimbaeva

Zamzagul Kashkimbaeva: *Linguistic aspects of cross-cultural communication in multilingual Kazakhstan*

Alla Kim & Almira Kustubayeva: *Psychology in Kazakhstan*

Svetlana Belenkova: *Teaching medical students in Kazakhstan*

Ainur Abdrazakova: *Internationalization of education in Kazakhstan*

Gulmira Sheryzdanova: *Democracy in Kazakhstan*

Natalya Borgul: *Polylingual education in multinational Kazakhstan*

Panel: **Music**

Chair: Lynn Hooker

Elise Anderson (Indiana University): *Singing the homeland: music and musicians in Uyghur diaspora communities*

Colin Legerton (Indiana University): *Musical canon formation of the Uyghur diaspora web*

Jessie Wallner (Indiana University): *Musicians in Lhasa's Nang-ma'i Skyid-sdug and Skyor-mo-lung Musical Associations and their relevance to present-day Tibetan performing arts*

Panel: **Integration and Development**

Chair: Edward Lazzarini

Ivan Peshkov (Adam Mickiewicz University in Poznań): *Conservative adaptation trap: poverty in unstructured transition economies with traditional sectors: the cases of Mongolia, Northern and Northeastern China, and Siberia.*

Delgerjargal Uvsh (University of Notre Dame): *Amartya Sen's theory of development and status of Mongolian nomadic herders' development since 1990*

Navruz Nebakhtshoev (Indiana University): *Explaining the dynamic of minority radicalization in Tajikistan and Moldova*

Matthew Price (Indiana University): *The loss of the grey areas: changes in state control over Islamic institutions in Soviet and post-Soviet Central Asia*

Panel: **Soviet and Post-Soviet Society**

Chair: William Fierman

Michael Hancock (Indiana University): *The future of Balkhash*

Baktybek Isakov (Kyrgyz Turkish Manas University): *Nomadic society during collectivization: changes in the role of individual autonomy in*

pastoral Kyrgyz families during Soviet times

Kristine Kohlmeier (Indiana University): *Internet libel law in Tajikistan*
Aziz Burkhanov (Indiana University): *Formal and informal presidential powers in post-Soviet area: the problem of measuring*

Panel: **Societies & Cultures of Xinjiang**

Chair: **Gardner Bovingdon**

Tim Grose (Indiana University): *The Xinjiang class: education, integration, and the Uyghurs*

Gulnisa Nazarova (Indiana University): *On Uyghur nicknames*

Eitan Plasse (Harvard University): *Interpreting signs on the Silk Road: Xinjiang ethnic minorities' perceptions of Post-Soviet Central Asia*

Panel: **Islam and Society**

Chair: Devin DeWeese

Nur Khan (University of Cambridge): *Rethinking "slavery" in sixteenth-century Ottoman Istanbul*

Aynur Onur (Indiana University): *The sacred flower: pagan worshippers or true followers of Allah?*

John Dechant (Indiana University): *Islamization, the Mongols, and the Manāqib al-'arīfīn of Shams al-Dīn Ahmad-i Aflākī*

Panel: **Market Building as Nation Building in Central Asia:**

Entrepreneurs, Markets and Morals

Chair: Gul Berna Ozcan

Erica Marat: *The Early 1990s in Ferghana Valley: shortages of state and emergence of violent entrepreneurs*

Deniz Tura: *Formal institutions and entrepreneurship: the case of micro-finance*

Alisher Khamidov: *Doing business the Islamic way: jamaats and their growing economic role in the Ferghana Valley*

Gul Berna Ozcan: *Markets and morality: a typology of entrepreneurial choices*

Panel: **Linguistics**

Chair: György Kara

John Erickson (Indiana University): *Specificity and accusative case marking in Uzbek*

Andrew Shimunek (Indiana University): *Several layers of Turkic in Khotong, a forgotten Turkic language of northwestern Mongolia*

Jonathan North Washington (Indiana University): *Complex codas in Kazakh and Kyrgyz*

Ilya Yakubovich (University of Chicago): *Linguistic convergence between Bactrian and Sogdian*

Panel: **Inner Asia & Late Imperial China**

Chair: Klaus Muehlhahn

Devon Dear (Harvard University): *Protectors or predators?: money lending, violence, and the state in late-Qing Mongolia, 1861-1905*

Benjamin Levey (Harvard University): *Writing the Oirats back into history: Qing China's colonization of the Zunghar frontier, 1757-1800*

Max Oidtmann (Harvard University): *Playing the lottery with sincere thoughts: Manchu officials and the selection of incarnate lamas in the late Qing*

Elliot Sperling (Indiana University): *The Co-ne dpon-po (tusi): their origins and relations with the Ming court*

Panel: **Nationalism**

Chair: Gardner Bovingdon

Naomi Caffee (UCLA): *Reclaiming the Soviet success story: Kazakh identity in Olzhas Suleimenov's "Ode to Gagarin"*

Eric T. Schluessel (Indiana University): *Networks of reform and activism in Chinese Turkestan*

Aysen Uslu Bayramli (Beykent University Istanbul): *Turkistanis (Central Asian Turks) in exile*

Nick Walmsley (Indiana University): *The origins, manifestations and implications of elite historiography in independent Uzbekistan*

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Hungarian Dance Class Proves Major Attraction

By LAUNRC staff

When one enters the classroom of Dr. Ágnes Fülemile and Dr. László Diószegi, the energy is palpable. Thirty-five students ring the classroom, some stretching and warming up their bodies, others chatting and grabbing an evening snack. They are a diverse crowd of undergraduate, graduate, professional, and continuing students, young and old, some in Hungarian studies, others studying anthropology or dance, and a few simply curious about Hungarian folk dance.

For the first half of the class, students hear a lecture from Ágnes Fülemile, Indiana University's György Ránki Hungarian Chair. The fast-paced talks are accompanied by multimedia, incorporating everything from slides from Dr. Fülemile's fieldwork to on-line videos. One student, Marie Monts, who signed up for the class out of sheer curiosity, finds herself "entranced" by the lectures, which are rich in ethnographic detail gleaned from Dr. Fülemile's years of research. Another student, Nichole Tramel, is a graduate student in the Department of Folklore and Ethnomusicology, where her studies focus on Roma, Greek, and Balkan diasporas. For her, this is a unique opportunity to learn about Hungarian folk

dance in the context of other regional dance types: "This region is particularly useful for dance researchers, because it boasts an unusually high amount of historical conservation of European dances."

Indeed, as Dr. Fülemile carefully explained to me, Hungary is a rich source of ethnomusicological and ethnochoreological material. She and Dr. Diószegi have designed their course around this diversity, which comes from the preservation and local elaboration of archaic dance forms once common to the whole of Europe. Students engage with dance traditions from all over cultural Hungary.

Halfway through the class period, it is time to dance. Everyone gets up and clears the floor. Dr. László Diószegi leads the students through their now well-practiced paces: first through circle and leaping dances, next in groups of four, then in pairs, and lastly in men's chain dances. The circle dances reflect an ancient dance form once common to most of Europe. In these dances, participants of both genders lock arms and step in time, back and forth, twirling a lightning inner circle inside an undulating outer ring. These dances come from the Moldavian Csángós, an increasingly small Hungarian-speaking minority found in Romania. They are simple, but exciting, and this makes them accessible. Teaching these dances, says Dr. Fülemile, "gave us a good opportunity to start with beginners."

choreographer. In the 1980s, he won a lengthy streak of awards for choreography at Hungarian national dance festivals, as well as at festivals abroad. Dr. Diószegi is the president of the György Martin Folk Dance Association and teaches choreography at the Hungarian Dance Academy. In 2005, he received the Gyula Harangozó Award, the most prestigious Hungarian state award in dance. His students clearly feel very lucky to have him at Indiana University, and they follow his masterful direction closely.

He has been dancing actively since the 1970s, when he and Dr. Fülemile were part of the same folk dance group, led by Sándor Timár. This was the time of the Dance House Movement in Budapest, when young people, seeking out the

roots of Hungarian dance and musical culture, went to remote areas to learn from traditional musicians and dancers.

The Szék community in the Mezőség region became their site of pilgrimage. It was there in that "treasure box of living folk music" that urban youth found the model for their dance and music revival in the traditional dance houses where string bands still played old tunes. Today, Dr. Fülemile and Dr. Diószegi are teaching their students at Indiana University the whole "dance

sequence" of the Szék community, including couple dances that first appeared in the Renaissance and early modern periods. "From the point of view of technical complexity," says Dr. Fülemile, "music from the Transylvanian heath is the most enjoyable kind of folk dance from the Hungarian-speaking area because there are very rich motifs of steps and figures, there is a definite improvisational character, and it requires a deeper dance knowledge to really improvise the dance." Here, gender roles have begun to differentiate, but it still lacks the stiff formality of later dance forms. Men twirl and swing their female partners, holding them loosely in an open stance, almost side-to-side.



The students of the Hungarian dance class go through the steps of a circle dance led by Dr. László Diószegi (inner circle, in gray) and Dr. Ágnes Fülemile (in green)

The professors also lead their students through leaping dances, mostly from two areas of Hungary: Somogy County, which is an area known for its musical traditions, and Sárköz, which is a small region of largely Reformed Presbyterian villages. Like the circle dances, these preserve features of archaic European dance practices – this makes them especially appealing to students of traditional dance. "These dances are also easy to study, just a few steps," says Dr. Fülemile. "You can find these steps in various parts of Europe, if you look in Bretagne or Southern Italy."

Dr. Diószegi, known affectionately to his students here as "Dio," is a well-established

Finally, the students of Hungarian dance are learning the “new style” couple dances from the northern Hungarian region of Palóc. Several Hungarian composers of the 19th century, notably Franz Liszt, based their work on this late traditional music and dance in the *verbunk* and *czardas* styles. The students welcome the opportunity to learn these fresh and playful dances. “The dances introduced are challenging,” said Stacy Strand, a continuing student, “and I appreciate not feeling pandered to.”

This is not Dr. Diószegi’s first visit to Indiana University. Leslie Ham, a graduate student in Folklore and Ethnomusicology and Journalism, was among those who attended the Hungarian Dance Workshop held here in April 2008. That workshop was short, consisting only of two days of lectures and a day of demonstration. It paved the way, however, for this semester’s eight-week-long class on Hungarian folk dance, both by forming institutional connections with Indiana University and by drumming up student interest.

Many more students, however, were attracted by curiosity. Matt Park, an anthropology major, chose to study Hungarian folk dance because “I liked the idea of learning about a culture not just through books and lectures, but also through experiences. I believe that to really appreciate another person’s traditions, you have to open your mind and allow yourself to be engaged and be willing to embrace their culture.” All the same, he said, “I wasn’t really sure what to expect when I signed up for this class. I thought it sounded interesting, but I really had

no idea what Hungarian dance was all about.” Today, he is a satisfied and enthusiastic student.

The level of enrollment has been surprising. “We were also surprised and very glad,” said Dr. Fulemile, referring to the surprisingly high level of interest. “When the registration started in October, within ten days, the class was full.” This demonstrates the unique power of area studies courses and other programs such as this to attract new and curious students who might not be satisfied with the traditional university curriculum and introduce them to under-studied regions, languages, and cultures.

On March 8, 2009, the students of the

Hungarian dance class, along with their teachers, participated in another Hungarian dance workshop as part of the Weekend of Hungarian Culture in Bloomington. On March 9, they performed at Indiana University’s celebration of the Hungarian Revolution of 1848.



The class glides and twirls through a traditional Szék couple dance

Fulbright Foreign Language Teaching Assistants

By IAUNRC staff

This year, the Fulbright Language Teaching Assistants (FLTA) program has brought two teaching assistants to the Department of Central Eurasian Studies at Indiana University. IAUNRC recently had the opportunity to interview FLTAs Maija Ohvo and Solongol Tseveendorj.

Maija Ohvo came to Indiana University just in time for an explosion of student interest in the Finnish language. Maija, who is from Tampere, Finland, is completing her Master’s degree in education at the University of Tampere, specializing in teaching Finnish as a second language.

Previously, all of her practice was with immigrant children in Finnish high schools. Teaching American university students with no background and living outside of a Finnish-language environment is a new experience for her. “The students don’t work in that environment, they don’t live in that environment, so it’s very different to teach here, to teach it strictly as a foreign language in an American university than back home.” In the process, Maija has learned a great deal from Dr. Pia Päiviö, Indiana University’s Finnish language instructor. “I’ve learned a lot, especially the basics of how you start to teach a language from zero. That was a totally new thing for me.”

It may be new, but Maija’s students give her excellent reviews. She is an especially involved assistant instructor, rising to the challenges posed by an increasing interest in the Finnish language. This year, the first-year Finnish class has eleven students, so personal attention and communication during class time is important. Maija also works regularly with an advanced student to practice his conversational skills.

When Maija returns to Finland, she will finish her degree and hopefully find, she says, a job teaching Finnish as a second language. There, she hopes to apply the new skills and theoretical viewpoints she has picked up at Indiana University, particularly CEUS’s trademark “communicative method,” which emphasizes students’ own speaking and usage of the language, practicing sets of language patterns. “That’s how I see teaching. Because it’s more effective that way when you actually make the students do as much as possible. The language teaching in Finland has been for a long time overly formal. It’s beginning to move in the communicative direction, but there’s more work to be done there.”

Solongol Tseveendorj, this year’s FLTA for Mongolian, agrees. Not only has she learned to apply the communicative method to language teaching, she has had the opportunity to take classes in second language teaching. Similarly, Solongol says, she has come to appreciate

in-class communication in a broader sense, including, but not limited to, discussions between and among teachers and students. “What I really enjoy here in America is the freedom of viewpoint.”

These are values and skills that Solongol can take back to Mongolia. Having earned a BA and an MA at the National University of Mongolia, and having taught English to university students, she is prepared to return as a teacher. Like Maija, Solongol has spent her year here correcting papers, preparing course materials, and assisting the Mongolian language instructor, Tserenchunt Legden. Through these experiences, she has been exposed to the use of multimedia materials in language teaching, as well.

As for life in Bloomington, neither Maija nor Solongol knew what to expect. Maija, when she heard about her acceptance to the FLTA program, had no idea Bloomington would be such a lively university town. Solongol, on the other hand, is glad to be away from a big city. “This experience is better than I expected,” she says. “I love this campus because I love nature.”

The IAUNRC thanks both Maija Ohvo and Solongol Tseveendorj, wishes them the best in their future endeavors, and looks forward to hosting many more assistant instructors from the Fulbright FLTA program.

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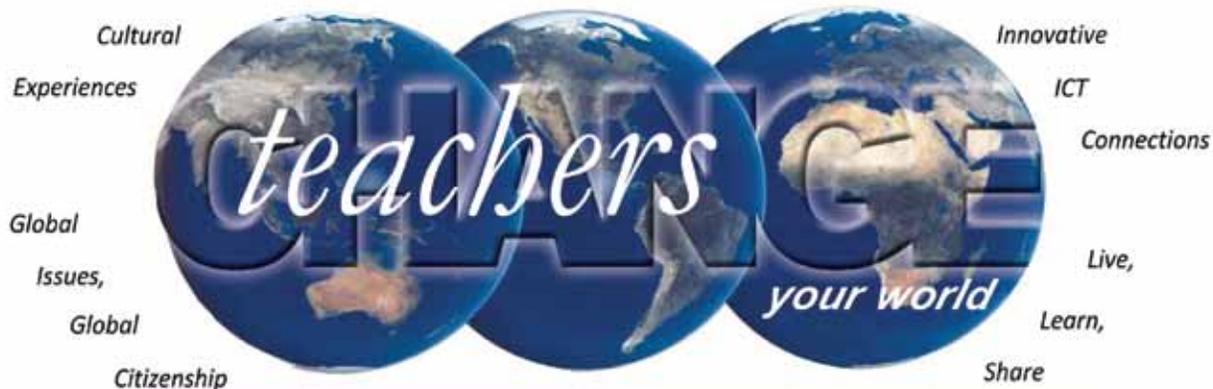


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