Dear Colleagues and Friends of CEERES,

In this newsletter we will reflect on an incredibly busy and productive year, and in a new, completely online format. Like so many of our peer centers, we will circulate CEERES News through our website as a means of being more environmentally conscious, as well as to save resources which will be re-allocated into the various programming we will produce in 2017-18.

In this past academic year we launched the CEERES of Voices author series with the Seminary Co-op Bookstore. This author-centered series features readings and conversations on books from or about Central and Eastern Europe, Russia, Central Eurasia, and the Caucasus. The books being discussed are identified in various ways: through publishers’ contacts with the bookstore or through faculty requests to CEERES to host the author; we look forward to hearing your suggestions and trying to produce as many of these events as time and resources will allow. We also continued to populate and expand the materials on our multimedia blog, East from Chicago, which has featured articles about CEERES-sponsored events and a series of interviews, some with CEERES of Voices authors, some with scholars who were invited to one of our conferences, and some with CEERES-affiliated faculty discussing their own research. We are delighted to use the blog to increase our electronic profile and to feature descriptions of innovative and thought-provoking scholarship and literature.

CEERES also co-sponsored a full calendar of academic lectures, conferences, and cultural programming. Highlights of our multidisciplinary programming include: a screening of Alexander Sokurov’s Francofonia, with video interview of Sokurov and contextualization by Dragan Kujundzic (U. Florida); “Doubly Neglected: Orthodox Women Monastics in the Balkans”, a lecture by Milica Bakić-Hayden (U. Pittsburgh); a series of events to celebrate the life and work of Czech director and animator, Karel Zeman; “Sex, AIDS, and the Dystopic Impulse”, a lecture by Kateřina Kolářová (Charles U., Prague); and international conferences on Mobilizing Gender: Secularism, Nation and Remaking Europe and Intellectual Revolution. These events and several other public lectures will be described in more detail in other sections of this newsletter.

This year saw increased collaboration with other post-secondary institutions and community organizations. CEERES worked with the Czech Consulate in Chicago to host an Inaugural Evening of Czech Series in September, which featured an address by His
Excellency Mr. Lubomír Zaorálek, Minister of Foreign Affairs of the Czech Republic and musical performance by Mr. Ivan Král, Grammy Award-winning, Czech-American singer and songwriter. CEERES co-sponsored a program at Loyola University in April featuring Damir Imamović to promote his new book and latest album of traditional sevdah music from Bosnia-Herzegovina. We also assisted members of the Bulgarian community in Chicago with a celebration in honor of beloved author Aleko Konstantinov on the 120th anniversary of his death, which took place at Regenstein Library in May.

CEERES also continued our tradition of providing outreach and professionalization activities for educators and students, as is mandated by our National Resource Center grant. Miha Rittmann, an alumna of The College, gave a public presentation and a workshop for students discussing her path from UChicago to a career as a researcher with Human Rights Watch. Along with our colleagues at the UIUC Russian, East European and Eurasian Center (REEC), we hosted 76 high school students of Russian and their teachers at the Illinois Olympiada of Spoken Russian in Cobb Hall in March. Together with the other UChicago area centers, we ran an International Education Conference in November for K-16 educators and we hosted another group for a two-day Summer Institute for Educators in late June. Lenore Grenoble (Linguistics) and Victor Friedman (Linguistics, Emeritus) ran a Grammar Writing Workshop in May for 20 graduate students and one language lecturer. Finally, another collaborative partnership – that of the UChicago area centers with the Pulitzer Center on Crisis Reporting – brought Pulitzer journalists to five City Colleges of Chicago (CCC) campuses for public presentations and classroom visits in the fall and spring. As part of our vibrant partnership with CCC, CEERES has sent staff, students, and alumni to various campuses to give lectures in several honors classes.

This letter only gives a snapshot of the activities CEERES has supported this year, but will hopefully inspire you to read further in this issue and will entice you to attend our events – or even suggest ideas for future programs – in the next academic year. Your support is greatly appreciated. We wish you a safe and productive summer and look forward to seeing you in 2017-18.

Susan Gal
Mae & Sidney G. Metzl Distinguished Service Professor in the Department of Anthropology, Department of Linguistics, and Director, CEERES

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As scholars of central Europe at the University of Chicago and [as administrators of higher education], we write to express our deep alarm and opposition to the recent amendments to the Hungarian National Higher Education Act and to the existential threat they pose to the Central European University.

These developments have RIGHTLY elicited vigorous protest from observers around the world. The range of contributors and the force of their arguments remind us that the fate of universities has deep resonances across public life, with the ability to both reflect and destabilize the political and social environment. Efforts to weaken universities have implications for all of civil society.

Given these entanglements, we believe reflection on the historic and civic roles of universities in central Europe is needed to clarify the damaging, long-term consequences from this course of action. The autonomy and health of universities has been essential to the development of successful nation-states in central Europe, and the loss or decline of Central European University would prove destructive, not only to Hungary, but to Europe generally.

The present attack on the CEU violates Hungary’s own rich traditions of higher learning and scholarly culture that took shape in the decades around World War One. This tradition was rooted in cross-national economic and political exchange and peaceful advance based on the broadening of knowledge, and it relied upon the openness of the country’s universities.

In the mid 19th century, universities in the Habsburg Empire were restructured according to a new model that, in the words of Wilhelm Humboldt, “treats the problem of knowledge as one that has not yet been fully solved.” This principle reoriented their work – away from devotion to fixed systems and ideas, and toward the creation and dissemination of knowledge. Where universities in central Europe had been guardians of the past, they now embraced creative inquiry and a profound openness to
new influences and flows of information. In turn, universities gave powerful impulses to development in the societies in which they were situated.

On the one hand, the drive to build expertise and innovation fostered cultures of science, humanistic reflection and improved human welfare. Significant advances in the arts, sciences and new fields took place not because universities mandated approaches to problems or extruded unwanted influences, but because – at their best – they encouraged independent minds, who had the freedom to express their own intellectual personalities and experiences. Centers like Budapest, Prague and Vienna produced scholarly milieus that were distinct and fiercely inventive, yet also indebted to exchanges from across the Empire and Europe.

Hungary has given the world a deep tradition of intellectual excellence, and many of the towering figures of that tradition were shaped by this turn-of-the-century, scholarly milieu. One thinks of Karl Mannheim and the Polányi brothers in the social sciences; the interventions of Lukács in philosophy and literary criticism; the compositions of Kodály and Bartók; and the achievements in medicine, mathematics and physics from Szent-Györgyi, Szilárd and von Neumann. The disciplines of these figures are unrecognizable without them. It is no exaggeration to say that that the heritage captured in Hungary’s universities and National Academy is entwined with an international world of scholarship.

The Central European University has adopted this intellectual heritage, and seeks to continue and extend it, both for Hungary and for the broader region. As an English-language graduate institution, with accreditation in New York State as well as in Hungary, it is unique in the region. Organized to transition from a communist system of higher education to one equipped to partner with a revamped, European system, CEU has been a striking success, born out in impressive numbers of European Research Council grants and collaborations with universities and research centers across the continent. The CEU offers MA degrees and PhDs in 13 departments in the social sciences and humanities. Its Political Science Department and Department of International Relations are among the top 50 in the world.

The CEU’s role as a generator of fruitful intellectual networks and new talent and ideas is evident in its student body and its faculty. With about 1500 students from 130 countries, the CEU provides a cross-cultural experience that counteracts the isolation of mono-national visions. This is an education in itself, which the CEU works to make available more broadly, with more than half its students receiving full scholarships directly from the CEU. Only about 400 students are from Hungary, with many from neighboring countries (Romania, Ukraine, Russia, Central Asia) but also from the US, France, Canada, India and elsewhere, making informal contacts and learning a key feature of the CEU experience. The faculty is similarly diverse: 400 from 46 countries, so that the range of approach can truly be called diverse, with a deliberate emphasis on “open inquiry” in an “open society,” with debate, critique and deliberation as modes of solving social problems.

The research emphases of the CEU address both global concerns and those of the region. The departments and disciplines study emerging democracies, transitional economics, media, urban development
and rule of law – among other issues – and work in the spirit of free inquiry that invites new approaches. For instance, the CEU has established departments of Cognitive Science, Network Science and Gender Studies, as well as Centers for understanding the problems of Roma and Europe’s migrants. The CEU’s president and rector (Michael Ignatieff) has said that the CEU’s goal is “bringing men and women together around a shared respect for knowledge... dedicated to the task of teaching our students that knowledge is the only sure guide to moral choice and public policy.”

It is evident that the CEU preserves an eminent service mission from the turn of the century, when universities functioned as crucibles of public enlightenment for burgeoning populations. Elite intellectual culture and research were joined with education in a dual sense: first, because intellectuals had the responsibility to spread scientific culture and expertise to a broader world through instruction and mentorship; and second, because students were meant to participate in the pursuit of knowledge and the uses of knowledge for progressive goals.

Around World War One, this mandate was vital to the success of rapidly changing civil societies, which made new demands on public life. Until then, higher education in central Europe had been the preserve of traditional elites, who were destined to enter professions like the civil service, law and the clergy. Now, however, universities experienced massively expanding enrollments from the middle and lower-middle classes, who required new curricula to prepare them for both an expanded world of professions and the demands of democratic participation. Universities provided the means for upward mobility to large new parts of the population by responding to new employment markets in engineering, management, education and other fields. They were also tasked with cultivating an educated citizenry, who could govern effectively and wisely the nation’s civic institutions.

At the start of the 21st century the CEU has embraced a similar mission, and the students of the entire region would feel its loss acutely. The offerings of CEU enable them to study in the region while accessing a world of knowledge that prepares them for work in both eastern and western Europe, and indeed on other continents. The work of the CEU also benefits students at other institutions of higher education in Hungary and the region, for they have come to rely on collaborations and partnerships that grant access to the CEU’s singular resources, such as an outstanding library, a particularly wide range of intellectual expertise, and an Institute for Advanced Study that brings scholars from around the world to Budapest. The CEU participates much more broadly in enriching the higher education of the region than is evident from a simple description of its offerings.

What the loss of the CEU would mean to the youth of central Europe is reflected in the post-graduation trajectories of CEU alumni, who number about 13 thousand over the 25 years since its establishment. The graduates are employed in business (40%), in education (30%), and in government, diplomatic service and international organizations (30%). The CEU’s innovative Business School and Environmental Studies programs have been crucial in developing the knowledge infrastructure for modern economies and democratic governance. In the difficult economic situation of
today, the CEU gives unmatched preparation for employment and leadership in international contexts, with networks and training that are recognized globally.

The CEU today, at the start of the 21st century, is reaching across national boundaries, aiming for the same goals set a century ago of educating young people for establishing institutions of justice and inclusion in civic life. We call on the government of Hungary to negotiate and consult with the leaders of the CEU to safeguard the continuity of this invaluable resource that strengthens Hungarian tradition.

* * *

The pictures used in this article were taken by jennifer.ang and are (in order of appearance):

- Marching under the setting sun
- #istandwithCEU
- Untitled

These images were shared under the Creative Commons license.

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Susan Gal is the Mae & Sidney G. Metzl Distinguished Service Professor of Anthropology, of Linguistics, and of Social Sciences in the College and Director of the Center for East European, Russian and Eurasian Studies (CEERES).

John W. Boyer is the Martin A. Ryerson Distinguished Service Professor of History and the College and Dean of The College.

In April two CEERES affiliated faculty members were among the 228 elected members of the 2017 class of American Academy of Arts and Sciences: Professors Lenore Grenoble (Linguistics) and Tara Zahra (History). Founded in 1780, the American Academy is one of the oldest and most prestigious honorary societies in the country. It brings together leaders from academia, business and government to respond to some of the most pressing challenges facing the nation and the world. To mark this occasion both Prof. Zahra and Prof. Grenoble sat down with one of their graduate students to talk about their past work and how they see their working continuing to develop.

Tara Zahra is a professor in the History Department. Her research interests are grounded in transnational and comparative approaches to the history of modern Europe, with a focus on Central and Eastern Europe. In her conversation with Ben Van Zee ( ), they discussed how her goal to integrate the histories of Central and Eastern Europe into a broader European context and how current scholars of the Habsburg Empire and East/Central Europe are no longer taking their
direction from scholars of Western Europe, but instead are “shedding new light on bigger questions that are of interest to historians of Europe and the world more generally.” When it comes to issues like nationalism, empire, borderlands, and sovereignty “in the last 10 to 15 years at least we have been a little bit more ahead of the game, setting agendas rather than just imitating what has been done elsewhere.”

Lenore Grenoble is the John Matthews Manly Distinguished Service Professor and chair of the Department of Linguistics. She specializes in Slavic and Arctic indigenous languages, and conducts fieldwork in Siberia and Greenland. Her conversation with Adam Singerman (🔗) covered a wide range of topics, from food in the Arctic to Prof. Grenoble’s interesting new research in West African languages. They also discussed the broader impact that the study of endangered languages has in the larger field of Linguistics. Prof. Grenoble explained that the work on endangered languages is being used in speech processing and speech recognition, specifically overcoming the problem of recognizing different pronunciations in a language like English.

The purpose of the American Academy is to serve the nation by championing scholarship, civil dialogue, and useful knowledge. It is that last goal, to champion “useful knowledge” that served as an interesting point of intersection in how both Profs. Grenoble and Zahra understand the larger import of their work. At the core of their views on the usefulness of knowledge is their awareness of the audiences that exist outside their own fields of specialization. Prof. Zahra said that, when writing for a broader public, her work “inspires people to think about the past in a different way and maybe then helps them to think about the present world that we live in in a slightly different way.” Prof. Grenoble focuses on addressing the needs of those communities she studies. As Prof. Grenoble explains, “What communities care about at the end of the day, and at the beginning of the day, is their language. And they want resources for their language.” This understanding of usefulness has then influenced her work on the Greenlandic dictionary project and a reader in Evenki.

You can watch the full interviews with Profs. Grenoble and Zahra here. And you can find their book recommendations in our CEERES Reading list included in the CEERES Newsletter.

From the Director:

I am delighted that two of our CEERES faculty have been elected to the American Academy of Arts and Sciences this year: Tara Zahra and Lenore Grenoble. (See the interviews with them on our blog.) This is a signal honor in any year, but two at once is amazing. It indicates the importance, quality and wide-ranging influence of their scholarship. Equally important, it demonstrates the high respect and appreciation for both by scholars across the United States, for it is each nominee’s colleagues from all over the country who decide who will be elected. This honor makes CEERES stronger in national perspective.

I know I express the sentiments of all CEERES affiliates -- as well as my personal appreciation -- in saying that we are very proud to have Lenore’s and Tara’s presence. It adds luster to our already excellent CEERES faculty group.

Congratulations to both of them, and we wish them future productivity and innovative scholarship.

Susan Gal, Director
CEERES: Our year in review

CEERES Reading List

One of the newest media-based initiatives here at CEERES this year has been the introduction of our new YouTube Channel. Our focus has been producing a collection of interviews with authors, scholars, and others. One way to appreciate the diversity of events that we have worked on this year is to take a look at the variety of books our interviewees have recommended. The list has everything from ancient epics to theoretical physics!

Domnica Radulescu:

- The Lover by Marguerite Duras
- Candide: Or Optimism by Francois Voltaire
- The Bell Jar by Sylvia Plath

Max Bergholz recommends:

- Memory of Fire Trilogy by Eduardo Galeano
  Genesis, Vol. 1
  Faces and Masks, Vol. 2
  Century of the Wind, Vol. 3
- Ethnicity Without Groups by Rogers Brubaker
- Rage for Order: The Middle East in Turmoil, from Tahrir Square to ISIS by Robert Worth

Martin Vopěnka recommends:

- Black Holes and Time Warps: Einstein’s Outrageous Legacy by Kip Thorne
- Metamorphosis by Franz Kafka
- The Gulag Archipelago by Aleksandr Solzhenitsyn
  Volume 1
  Volume 2
  Volume 3

Éric Fassin recommends:

- “Gender: A Useful Category of Historical Analysis” by Joan Scott
- Sex and Secularism by Joan Scott
- 2014 conference, Habemus Gender in a special issue of Religion and Gender

Agnieszka Graff recommends:

- Undoing Gender by Judith Butler’s
- “Feminism, Capitalism and the Cunning of History” by Nancy Fraser
- “After Gender the Destruction of Man The Vatican’s Nightmare Vision of the ‘Gender Agenda’ for Law” by Mary Ann Case
- Anti-Gender Campaigns in Europe: Mobilizing against Equality edited by David Paternotte and Roman Kuhar

Sarah Green recommends:

- Ethnographies of Grey Zones in Eastern Europe: Relations, Borders and Invisibilities edited by Ida Harboe and Martin Demant Frederiksen

Linda Zeman-Spaleny and Ludmila Zeman recommend:

- The novels of Jules Verne
- The Aeneid by Virgil

Tara Zahra recommends:

- Plutotopia by Kate Brown
- The Habsburg Empire: A New History by Pieter Judson
- The Wandering Jews by Joseph Roth

Lenore Grenoble recommends:

- Smilla’s Sense of Snow by Peter Hoeg
CEERES Events

CEERES co-sponsored a number of lectures, conferences, and other events through the 2016-2017 academic year.

This chart gives a good sense of just how many events CEERES contributed to, financially or logistically, this year.

### CEERES Co-Sponsored Events

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<th>Event Type</th>
<th>Count</th>
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<td>Roundtable Events</td>
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<tr>
<td>Public Lectures</td>
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<tr>
<td>Educator Outreach/Professional Development Programs</td>
<td>6</td>
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<tr>
<td>Performance Art</td>
<td>6</td>
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<td>Film Screenings</td>
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<td>Author Events</td>
<td>9</td>
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<td>Information Sessions</td>
<td>4</td>
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<tr>
<td>Cultural Events</td>
<td>3</td>
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### Lectures and Film Screenings

Prof. Bakić-Hayden is a scholar in religious studies from the University of Pittsburgh and in October she gave a lecture on Orthodox Women Monastics in the Balkans. Her paper was based on ethnographic research conducted among women monastics in Serbia over the course of the last decade. Bakić-Hayden’s research attempts to understand the appeal of monasticism for contemporary women in Serbia and explain the rise in the number of women that have entered monasteries in the period following communism and the wars of the 90s. You can read Nada Petkovic’s (UChicago, Slavic) excellent description of the lecture at the East from Chicago Blog.

* * * *

Dragan Kujundžić is Professor of Germanic and Slavic Studies, and Film and Media Studies at the University of Florida and on October 20, 2016 he helped us celebrate the renowned Russian film director Alexander Sokurov and his latest film Francofonia. For the first part of the evening, Kujundžić contextualized Sokurov’s work in a lecture adapted from his essay “The Museum Fever of the Old World: A Conversation with Alexander Sokurov” (2015). This lecture can be viewed at the CEERES YouTube Channel. Following Kujundžić’s lecture, we screened Cinemuse: Selfie With Sokurov, which is based on his interview of Sokurov at the Lenfilm movie studio in St. Petersburg on September 25, 2015. The evening concluded with a screening of Sokurov’s Francofonia, which follows the Louvre director Jacques

Cultural Events

One of our cultural events jumpstarted the 2016-2017 year a bit early. On September 23, CEERES was one of many sponsors of an event that celebrated the unique connection between the University of Chicago and the establishment of Czech statehood. Bohem Lizec, Consul General of the Czech Republic in Chicago, presented a short video that detailed this connection and His Excellency Mr. Lubomír Zaoral, Minister of Foreign Affairs of the Czech Republic gave an address. The evening was capped by a musical performance by Mr. Ivan Král, Grammy Award-winning, Czech-American singer and songwriter.
On February 2, Kateřina Kolářová, Assistant Professor of Cultural Studies at the Department of Gender Studies at Charles University in Prague, presented a theoretically dense, analytically layered, and thought-provoking excerpt from her manuscript on the intersections of disability, race, sexuality, and post-socialism in the Czech Republic. The event was sponsored by the Disability Studies Reading Group, Center for East European and Russian/Eurasian Studies, and Center for the Study of Gender and Sexuality. Kolářová’s lecture, “Sex, AIDS, and the Dystopic Impulse: The Affective Politics of Racialized Displacements” examined the shift from optimism to discontent in the political system in the Czech Republic following the fall of communism in November 1989. Kateřina Kolářová calls this shift dystopic disaffection and main thrust of the talk was Kolářová’s analysis of how this disaffection is portrayed in three films by the Polish émigré film director Wiktor Grodecki. For a fuller discussion of this fascinating lecture, see the piece Michaela Appeltova (UChicago, History) wrote for the East from Chicago Blog.

On February 15, David Satter (Filmmaker and Author) joined William Nickell (UChicago, Slavic) and Eleonor Gilburd (UChicago, History) to discuss his new film Age of Delirium: The Dramatic Story of the Last Years of the Soviet Union, which presented the story of the fall of the Soviet Union as lived and experienced by the Soviet people and showed what it meant to live in a state based on a utopian ideology and how truthful information led to the Soviet Union’s rapid and unstoppable collapse. The film is based on David Satter’s book, Age of Delirium: the Decline and Fall of the Soviet Union.

On February 21, 2017 we welcomed David Ost, Professor of Political Science at Hobart and William Smith Colleges in Geneva, New York, and frequent visiting professor in Poland. His lecture, “Why Poland Matters: East European Lessons for the Time of Trump,” looks at the recent developments in Poland, following the Law and Justice Party’s electoral victories. His talk is about how Poland’s recent history tells us so much not just about Poland, but about our world today. Prof. Ost’s lecture can be seen in its entirety on the CEERES YouTube channel.

In March, University of Chicago graduate and Central Asia researcher for Human Rights Watch, Mihra Rittmann, returned to campus for several events. On March 6th she gave a lecture on the challenges and insights of doing human rights research in Central Asia. Rittmann also wrote about these challenges in a piece for the East from Chicago blog. On March 7th she met with current undergraduate and graduate students to discuss her path from the University of Chicago to her work in human rights. Mihra Rittmann is a researcher for Human Rights Watch and works primarily on Kazakhstan and Kyrgyzstan, covering a wide range of human rights issues including labor rights and freedom of assembly, association, and speech.
In the Fall of 2016 we collaborated with the Seminary Co-op to bring a number of interesting writers to Chicago: Franz Nicolay, Lidiija Dimkovska, Mark Slouka, Sergei Antonov. CEERES faculty and students served as interlocutors for these engaging events. In January 2017 CEERES and the Bookstore decided to formalize this partnership and we created A CEERES of Voices, an author-centered series of readings and conversations on books from or about Central and Eastern Europe, Russia, Central Eurasia, and the Caucasus. We also began to record interviews with these authors and their interlocutors. These conversations not only covered the most recent works by these authors, but also touched on their writing process and the books that had influenced them.

We launched this series in January with a discussion of Domnica Radulescu’s new book, *Country of Red Azaleas*, which she describes as “book about surviving trauma through friendship and love and creativity.” And in her conversation with Maria-Sabina Draga Alexandru she discussed the three books she would take with her to that proverbial deserted island.

In February we continued the series with a discussion of Max Bergholz’s book, *Violence As A Generative Force: Identity, Nationalism, and Memory in a Balkan Community*. In his conversation with Victor Friedman, Max described how “in many ways the book began when I opened these [files] and discover this place called Kulen Vakuf.”

CEERES of Voices returned in the spring with Czech author and publisher Martin Vopěnka to discuss his novel, *The Fifth Dimension*. In describing the inspiration for this novel, Martin explained in his conversation with Esther Peters that he had studied theoretical physics as a young man, despite his interest in becoming an author. He considered those years of study a waste once he turned to writing fulltime, until he began writing The Fifth Dimension which was influenced by concepts in theoretical physics and “so after 20 years I saw that everything bad, it can be good.”

The series ended at the end of April with a discussion of Serhiy Zhadan’s newly translated novel, *Voroshilovgrad*. His conversation with Roman Ivashkiv, lecturer at UIUC, will soon be up on the CEERES YouTube channel. They had a wide ranging conversation covering Zhadan’s poetry, music, and novels. They also discussed the current political situation in Ukraine. It was a wonderful conclusion to the first year of our new partnership with the Seminary Co-op and we are looking forward to continuing this partnership in the upcoming year.
Mobilizing Gender

On March 31, 2017 Jennifer Cole (Comparative Human Development) and CEERES Director Susan Gal organized a one day conference that examined the entanglement of gender, nation, sexualities and secularism in Europe, East and West. The conference brought together some of the major scholars whose work – theoretically, empirically, methodologically – touches upon the central issues at play. The cross-disciplinary discussion featured three keynote speakers from Europe – Sarah Green (University of Helsinki), Agnieszka Graff (University of Warsaw) and Eric Fassin (Université de Paris 8)– chosen to represent issues in West, East and South, drawing from both the humanities and the social sciences. For a full description of the questions and underlying phenomena that inspired this event, please read Jennifer Cole and Susan Gal’s description on the East from Chicago Blog. You can also read Zoe Berman’s (UChicago Graduate Student in Comparative Human Development) reflection on the conference at the blog.

Additionally, the keynote speakers spoke with members of the University of Chicago community about the papers they presented at the conference and how their work more broadly addresses issues of nationalism, gender, and sexuality. They also gave us an exciting list of reading recommendations that can be found in our CEERES Reading List.

In the opening plenary, anthropologist Sarah Green (University of Helsinki) explored relationships between desire, borders, and locations, in particular their contemporary and historical intersections on Lesvos, an island situated between Greece and Turkey. In her conversation with Janet Connor, Prof. Green discussed the unexpected and unplanned directions her research has taken throughout her career.

Dr. Agnieszka Graff (University of Warsaw) led the second plenary of the day with an incisive discussion of international efforts to eradicate liberal ideologies of gender and sexuality. Through an analysis of Poland’s “anti-gender” movement, Graff offered explanations and implications of the rise of what she envisions as a transnational right-wing “war on gender.” In her conversation with Kinga Kosmala, she discussed how “for the first time in decades speaking from the position of observers of Polish political developments we have something of interest to say to people in the West.”

Éric Fassin (Université de Paris 8) closed the conference with a substantive exposition of what he refers to as the “actualité sexuelle”, the shifting gendered tensions that define the present transnational moment, using the example of France to consider how sexual nationalisms function in both national and geopolitical frameworks. In his conversation with Alexander Shams, a graduate student at the University of Chicago, Éric discussed how his work “has been about gender forever.”
On Thursday, March 2nd, CEERES in partnership with the Franke Institute for the Humanities, the Film Studies Center, the Department of Slavic Languages and Literatures, the Prague Committee of Chicago Sister Cities International, and the Consulate General of The Czech Republic in Chicago, presented a series of events that celebrated the life and work of Czech director and animator, Karel Zeman. We were fortunate to have Ludmila Zeman and Linda Zeman-Spaleny (daughter and granddaughter of Karel) join us for the day.

The afternoon’s events began with a lecture by Malynne Sternstein (Slavic Languages and Literatures) and also included a screening of Inspirace (1948), an early short film by Karel Zeman done entirely with glass puppets. Later that evening we screened Film Adventurer Karel Zeman, a biographical documentary film.

Before the day’s events got started, Ludmila Zeman and Linda Zeman-Spaleny (daughter and granddaughter of Karel) join us for the day.

On the centenary of the Russian revolutions of 1917, Prof. Robert Bird and CEERES hosted a symposium analyzed the concept of intellectual revolution, which traced some of its global reverberations, and reflected upon the very notion of an intellectual revolution. The invited speakers each focused on a specific text or image of the intellectual revolution, tracing the media and networks of its production, dissemination, translation, and circulation over time and space.
This event consolidated and built on cross-disciplinary networks and conversations established at a series of recent conferences, including “The Russian Intellectual Revolution” (Moscow, 2014) and “Comparative Intellectual History: Russia and China” (Beijing 2016). It sets the stage other events related to the Russian revolutions in fall 2017, including major exhibitions at the Smart Museum and at the Special Collections Research Center. It also introduced a longer-term project “Revolutionology” that will construct a database of revolutionary texts with metadata that will allow for the digital visualization of their global circulation over space and time, for which Robert Bird has received funding from the Neubauer Collegium for Culture and Society.

CEERES Outreach

CEERES continued in its mission to be a vibrant resource for the University and broader Chicago community. We are especially gratified to be including in this year’s newsletter more personal accounts of how our outreach is bridging the distance between the University and the Chicago community for students and educators. CEERES has also continued to partner with our sister Centers (CEAS, CMES, and CLAS) to put on two professional development programs each year. We are also excited to be able to report that our partnership with the Pulitzer Center on Crisis Reporting is continuing and that we were able to help them form a Campus Consortium partnership with City Colleges of Chicago. In October this partnership helped bring Karim Chrobor to three different City Colleges, where he was able to show his documentary Wasted and discuss the problem of food waste with students. In April this same partnership helped to bring Misha Friedman to City Colleges. He spoke to students on three campuses (Olive-Harvey, Malcolm X, and Harry S Truman Colleges) over two days about his photography and stories most recently featured in the Pulitzer Center e-book, “To End AIDS.”

International Education Conference (IEC)

This year’s conference, entitled “Power in Transition? International Politics and Troubled Elections,” took place on November 4, 2016. The conference was the product of cooperation between the Center for East Asian Studies, Center for East European and Russian/Eurasian Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Neighborhood Schools Program, Oriental Institute, UChicago Engages, and the International House Global Voices Program. The aim of the conference was to help educators find new ways to bring international politics into
their classrooms and engage their students in a discussion about the role of elections throughout the world. The day began with CEERES Associate Karl Rahder’s keynote address “Democratization in the South Caucasus: Elections, Dissent and Conflict.” Maria Casa, Director, National Program & Outreach Administration from the Council on Foreign Relations (CFR) also spoke to educators about the different resources that CFR provides educators. In the afternoon Heidi Diedrich, Executive Director, ART WORKS Projects for Human Rights and Gabriel Velez, Ph.D Student at the University of Chicago gave presentations about the work they do with youth communities in Chicago and abroad. You can see Heidi’s (Youth Advocacy in an Image-Driven World) and Gabriel’s (We are the Future: Teaching Youth about Peace and Human Rights in Colombia and Beyond) presentations at the UChicago Educator Outreach YouTube Channel. Information and resources from all the speakers can be found here. We maintain information and resources from our past conferences, all of which can be found here.

Olympiada of Spoken Russian

By Meredith Clason

On March 18, 76 students from five high schools and community-based Russian programs traveled to Chicago, IL to participate in the third autonomous Illinois ACTR Olympiada of Spoken Russian. This event represents one of about 15 annual regional pre-college Russian language competitions across the United States under the auspices of the American Council of Teachers of Russian (ACTR). Each student prepares for individual conversations with three judges who assess and grade their knowledge and language proficiency in the following categories: everyday conversation, recitation of a poem and discussion surrounding a prepared text, and Russian civilization. In addition to demonstrating their language skills and cultural proficiency, the Olympiada provided participants the opportunity to network with students and teachers of Russian from other schools, to hear a short performance by Golosa, a Chicago-based Russian choir, and to eat blini from Crepe Bistro, a restaurant serving Russian-French cuisine.

This year’s Olympiada and was again a collaborative effort of the University of Chicago’s Center for East European and Russian/Eurasian Studies (CEERES) and the University of Illinois at Urbana-Champaign’s Russian, East European and Eurasian Center (REEEC). This activity is an important component of our Centers’ K-12 outreach programming, and we are happy to see continued growth in the numbers of students competing at our Illinois Olympiada. Hosting this event on our cam-
puses gives us the opportunity to promote the longstanding Russian language programs at UIUC and UChicago; both universities offer 5+ years of Russian and study abroad programs, as well as Foreign Language and Area Studies Fellowships for students who continue to study Russian (and other regional languages) in their undergraduate (UIUC) and graduate studies (UIUC and UChicago).

Erik Houle (UChicago Slavic Languages & Literatures) served as the state chair and worked with an expert panel of judges: Dmitriy Dolzhnikov, Marina Ermolaeva, Ksenia Ershova, Monica Felix, Maria Iakubovich, Zdenko Mandusic, Iosif Rybakov, Tamara Vardomskaya, and Yuliya Tsutserova. Staff from the two centers (Meredith Clason and Esther Peters, UChicago, and Maurreen Marshall, UIUC) worked behind the scenes on logistics for the event. The Chicago Language Center served as the venue. Thanks also to Mark Trotter, the Olympiada National Co-Chair, who patiently answered at least 100 questions along the way.

It was a joy to host this group of students; they competed bravely, performed brilliantly, and were professional and courteous. The students represented three high schools: Pritzker College Prep (teachers: Phillip Stosberg, Rebecca Kaegi and Lauren Nelson), The Noble Academy (teacher: Filipp Velgach), and Glenbrook North High School (teacher: Svetlana Borisova), and two community-based schools, By the Onion Sea (teacher: Julia Denne) and the Madison Russian School (teacher: Julia Velikina).

At each regional Olympiada an outstanding contestant in both the regular and heritage categories is chosen for special recognition in the form of a book prize and letter from the ACTR President, Dan Davidson. This year, Nadia Segura from Pritzker College Prep High School received the honor in the regular student category and Daria Chudnovsky from By the Onion Sea was acknowledged for outstanding achievement in the Heritage category.

To all of the students, teachers, parents, judges, volunteers: thank you for your patience, your time, your hard work, your expertise, your talent, and your love of Russian language and culture. Congratulations to everyone on a job well done.

Next year’s Olympiada will take place at the University of Illinois in Urbana, IL.

Star student travels to Moscow for international competition

By Grace Bickers and Meredith Clason

After a spectacular performance at the Illinois ACTR Olympiada of Spoken Russian in March 2016, one talented high school student had the opportunity to travel to Russia to compete in an international competition with other students from across the world. Amelia Parkes is a homeschooled student in her senior year who has been studying Russian remotely with Julia Denne at the By the Onion community school for the past four years. Last spring Amelia took home an Outstanding Achievement Award at the Illinois Olympiada and was subsequently nominated for the XIV International Olympiada of Russian Language, which took place...
in Moscow in November 2016. It was Parkes’ first trip to Russia and this experience only deepened her desire to continue her study of Russian and to return for more protracted study during college.

Parkes began her study of Russian language and culture in middle school, though she says she has loved foreign languages as long as she can remember. After years of studying French and Latin, she was looking to start a new language with a different alphabet. Parkes learned of By the Onion Sea and began lessons with Denne via Skype and the two have been meeting for one or two hours a week ever since. During each lesson they work on reciting and translating poetry, as well as more traditional grammar drills and exercises.

The years of study under Denne served Parkes well at the International Olympiada, where she was one of five students chosen to represent the U.S. delegation in the Young Orator competition and received the third place prize for her speech. The Olympiada also included an opening ceremony in which each delegation presented about their country, a timed essay, an oral exam on Russian culture, and a daylong comprehensive exam.

In addition to the testing, Parkes and other competing students had the opportunity to visit a local high school, tour Red Square, and shop for souvenirs on the Arbat. “It was truly a lifetime experience for me,” Parkes explained about the trip, “I had dreamed of visiting Russia since 9th grade...I could hardly believe it was happening when I finally got to see the Red Square for the first time. I was actually so excited when I saw St. Basil’s Cathedral that one of my teammates asked me if I was okay!”

By providing opportunities for talented young students like Parkes, the Olympiada contests help to promote the learning of Russian language and culture among American teens. The competitions are organized under the auspices of the American Council of Teachers of Russian (ACTR) and take place in about 15 regional centers across the country. The international Olympiada in which Parks participated is held every four years. The 2016 Illinois Olympiada was a collaborative effort of the University of Chicago Center for East European and Russian/Eurasian Studies (CEERES) and the University of Illinois Russian, East European and Eurasian Center (REEEC). The event is an important outreach activity which supports our mission as National Resource Centers to engage and support foreign language and international initiatives in K-12 education.
This two-day professional development workshop, entitled **Global Competency at Work: Practicing International Journalism at the Local Level** brought together award-winning journalists supported by the Pulitzer Center on Crisis Reporting and digital educational resources created by Pulitzer Center and UChicago to address the incorporation of current global issues in the classroom. The institute included presentations by Pulitzer Center grantee journalists and hands-on curriculum building workshops lead by the journalists and by Pulitzer Center education staff.

The presentations covered a wide range of issues and regions:

- Widows in Uganda and India
- The global impacts of depleted groundwater resources
- Using Multimedia to Report on Political Unrest in Russia
- American Migrant Crisis
- Religion and Environment in China
- Women’s Voices from Saudi Arabia

Participants left with the tools to incorporate new content into their classes, as well as connections to journalists working on these issues.

As a French and Global Studies teacher, I try to prepare my American students for global citizenship, for being capable of confronting the world in which they live, and for being adept ambassadors for peaceful co-existence. My curriculum design promotes a dual mission: proficiency in a language other than English and better understanding of diverse cultures that can lead to greater appreciation of people representing these cultures.

For language professionals, September 11th was a catalyst for asking ourselves many critical questions. “Teachers of language, teachers of languages and cultures in a multilingual and multicultural world [found themselves asking] what should, what could we read into and out of these events for our work in the past and the future” (Byrnes, 2004)?

What is the mission of world language (WL) education and what should the role of WL educators be?

I, like many WL educators feel very strongly
that our role as cultural educator is at the very heart of what we do: to expose students to culture through its most important medium, i.e., language.

We believe that the heightening of cross-cultural awareness and understanding ought to be an intentional design of WL instruction, not merely a by-product of communicative competence:

“Intentionality is the key word.... Before the events of September 11, I believed that a rich and stimulating buffet of linguistic and cultural delights, served to students who would help themselves, or not, would yield an esthetically pleasing, nutritious and well-balanced meal.... I was wrong. Students helped themselves to some of the items... but skipped over others.... Thus, it became apparent that we who believe that a major thrust of our work as teachers of language and culture is promoting the cross-cultural understanding of our students can no longer assume understanding will be a natural by-product of instruction: We must make it an explicit objective” (Allen, 2004).

In this post-9/11 world, it is more critical than ever to foster American students’ ability to “see through the lens of those who speak other languages” (Wesche, 2004) so that they can understand “the other,” their response to American culture and their reaction to events, past and present, involving America. The design of a WL curriculum ought to include the development of intercultural awareness and understanding.

World language educators must require their students to have” authentic encounters with writers and speakers [of the foreign language they are studying]” (Wesche, 2004), not simply exposure to superficial, stereotypical views about people of other cultures, living in lands where languages other than English are spoken.

The WL classroom should be a place where teachers:
- encourage safe conversations about pre-conceived attitudes toward other cultures;
- help students develop open minds toward difference;
- dispel myths, discourage stereotypes;
- provide rich, authentic imagery of other cultures through language study, but also through the study of literature, art, music, film, and food;
- allow students to experience the culture--to feel it, to hear it, to see it, and to taste it--which helps them better understand similarities and differences.

In this context, I greatly appreciated the recent Summer Institutes on Global Journalism (2016 and 2017), sponsored by the Pulitzer Center on Crisis Reporting and by the area centers at the University of Chicago. I heard presentations by journalists who had created stunning documentary films, depicting their very personal, authentic, first-hand intersection with a variety of cultures from Saudia Arabia, Afghanistan, Mexico, and Syria, to name a few.
In addition to the visual media, the Summer Institutes included workshops on how to use the Lesson Builder feature of the Pulitzer Center’s website. This feature includes already prepared multimedia lesson plans that are ready to bring back to the classroom. In addition, CEERES and the Pulitzer Center offered to link students to staff and to journalists by bringing them into classrooms, personally, or via real-time Skype sessions.

I had the pleasure of meeting Dr. Esther Peters, Outreach and Communications Coordinator for CEERES, at the 2016 Summer Institute and she generously offered to personally do some outreach of her own and visit my classes. It was an offer I could not refuse.

This past April, I invited Dr. Peters to speak to my Global Studies classes (students aged 14-18). She also spoke to students in the 4th grade class of Parker teacher Maureen Cuesta. It was a full day of talks by Dr. Peter on a broad array of topics including how she became interested in the Czech language and literature and her personal experience of leaving the comfort zone of her own family, friends, language and culture to live abroad. She also enhanced all of our students’ geographical literacy by showing them maps of where the Czech republic was situated and where she lived (regrettably, due to their own geographical isolation, despite efforts of social studies, history, and world language teachers in the US, American high school students, in general, rank very poorly in their knowledge of geography compared to high school students in other countries).

My students were truly inspired by Dr. Peter’s visit and expressed enthusiasm for participating in a study abroad program in college. It is this kind of access to “up close and personal” stories that are the richest and the most transformative experiences for my students.

I am most appreciative of Dr. Peters and CEERES for providing this kind of outreach to students. I have already begun planning future visits for Dr. Peters to my new crop of global studies students for the 2017-18 school year. It is the start of a beautiful relationship! And to think that before the most recent Summer Institutes, I was unaware of the very existence of CEERES.

Bibliography:


Victor Friedman (Linguistics and Slavic, Emeritus)

**Book Publications**


**Articles**


**Bozena Shallcross (Slavic Languages and Literatures)**

**Book chapters**


**Article**


**Reprint**

“Requiem for a Canon? The Peculiar Case of the Trans-Atlantic Canon,” in *A History of Polish Literature and Culture: New Perspectives on the 20th and 21st Centuries*, Tamara Trojanowska, Joanna Niżyńska, & Przemysław
Czapliński, eds. (Toronto: University of Toronto Press, 2017), refereed, 16 pp.

Olga Solovieva (Comparative Literature)

Lectures


“War Photography and Avant-garde Performance in Kurosawa Akira’s The Lower Depths (1957),” Lecture at the Australian National University, December 2016

Prof. Solovieva was also instrumental in bringing Serhiy Zhadan to Chicago for a reading at the Ukrainian Museum of Contemporary Art and Seminary Co-op. Keep an eye out on the CEERES YouTube channel for an interview with Zhadan recorded at his Seminary Co-op event.

CEERES Associates

Perry Sherouse (Anthropology, Brown University)


Ben Whisenhunt, Associate Member (College of DuPage)

He is co-editor (with Norman E. Saul) of a new series called Americans in Revolutionary Russia published by Slavica Publishers. Americans in Revolutionary Russia is focused on bringing back into print the observations and experiences of Americans who were witnesses to war and revolution in Russia between 1914 and 1921. There were numerous accounts by Americans from a variety of perspectives. These men and women offer a rich perspective on the tumultuous events that gripped Russia during this time. Most of these books have not been republished since they were first issued a hundred years ago. This series offers new editions of these works with an expert introduction, textual notation, and an index. The first two volumes by Julia Grant Cantacuzene and Albert Rhys Williams have been published. More will be published later this year. Find more information here https://slavica.indiana.edu/series/Americans_in_Revolutionary_Russia

He is also co-managing editor (with Norman E. Saul) of a new ejournal called Journal of Russian American Studies (JRAS). The Journal of Russian American Studies (JRAS) is a peer-reviewed journal focused on the history of Russian-American studies from the 18th to the 21st centuries. Its aim is to be a forum for the latest scholarship regarding the history of the intricate relationship between Russia (broadly defined) and the United States. The journal welcomes submissions and publishes articles and book reviews in English and Russian. The first issue was just posted in May 2017. The second issue should be out in October 2017. The journal is currently accepting manuscripts, books to review, interest from scholars for reviewing books and/or manuscripts. Find more information here https://journals.ku.edu/jras
Ksenia Ershova (Linguistics)

Awarded an Association for Slavic, East European, and Eurasian Studies Dissertation Research Grant to conduct fieldwork on West Circassian.

Jessica Kantarovich (Linguistics)

Successfully defended her second QP on “The rise of ergativity in Chukoto-Kamchatkan.”

Jeffrey Geiger (Linguistics) Polish

Nicholas Huzsvai (History) BCS

Roy Kimmey (History) Hungarian

Patrick Lewis (Anthropology) Turkish

Rose Malloy (History) Slovene

Benjamin Van Zee (History) Polish Armenian

Armen Abkarian (CMES) Armenian

Phi Beta Kappa, elected Spring 2016:

• Amber Shay Frankland

The George V. Bobrinskoy Award for Excellence in Undergraduate Studies in the Department of Slavic Languages and Literatures:

• Amber Shay Frankland

The Anna Lisa Crone Award for the Best Honors BA Thesis Achievement in Russian and East European Studies:

• Sien Hasker

Department of Anthropology Mark Hanna Watkins Post-Field Fellowships:

• Eric James Triantafillou

Fulbright U.S. Student Program Fellowships:

• Amber Shay Frankland

Mellon Humanities Dissertation Fellowships:

• Kaitlyn Jane Tucker

Title VIII Research Scholar Fellowship:

• Benjamin Coleman Van Zee