A Letter from the Director

The first half of 2015 was a busy and exciting time for CEERES. We co-sponsored a number of engaging lectures, including Jessica Greenberg (UIUC) speaking on “After the Revolution: Youth, Democracy and the Politics of Disappointment in Serbia,” John Feffer (Foreign Policy in Focus) on “Backlash on East-Central Europe: What Happened to the Promise of 1989?,” and Kate Brown (University of Maryland) on “Dispatches from Dystopia: History of Places Not Yet Forgotten.” On April 6th, journalist, author, and Hyde Park native David Satter gave a talk on “Russia’s Real Stake in Ukraine” to an audience of 150 students, faculty, alumni, and community members at International House. We also supported a number of conferences, panels, and workshops, including events on the “Aftermath of the Armenian Genocide,” and “Prosody Today: Comparative Perspectives on the Study of Verse.” In addition, CEERES co-sponsored several author events at the Seminary Co-op Bookstore, including Vladimir Pistalo on Tesla: A Portrait with Masks, Boris Fishman on A Replacement Life, and Czech Ambassador Michael Žantovský on Havel: A Life.

CEERES also supported language pedagogy and acquisition programs. This spring CEERES hosted the first autonomous IL ACTR Olympiada for Spoken Russian, in which over 70 high school students competed in front of native Russian judges. Along with other area centers, we supported a 4-day ACTFL Oral Proficiency Interview (OPI) workshop as well as “Strategies for Building a Successful Polish Language Program,” a professional development workshop organized by Kinga Kosmala and Erik Houle from UChicago’s Department of Slavic Languages and Literatures.

Our capstone event this year was a conference on Language in Dagestan, which brought together 14 scholars from Dagestan and elsewhere in the Russian Federation, as well as France, Germany, and the United States to discuss a variety of approaches to the many Nakh-Daghestanian languages. Themes included typology, historical linguistics, grammatical analysis, and sociolinguistics. The conference grew out of a long tradition of support for the study of the Caucasus held at the University of Chicago. The teaching of languages and linguistics of the Caucasus began about 50 years ago, when Howard I. Aronson, now Professor Emeritus in Linguistics and Slavic Languages and Literatures, began teaching Georgian. From 1979 until 2007 there were 20 conferences at Chicago concerned with the languages and cultures of the Caucasus. The 2015 Language in Dagestan conference was the 21st. The series began in 1979 with the first Conference on Non-Slavic Languages of the USSR (affectionately known as captive languages), which was held every 2 years until 1997 and produced 8 volumes of conference proceedings. Beginning in 1983, Professor Aronson also organized conferences on the Cultures of Caucasus, which likewise continued biennially until 1997. There were two inter-disciplinary conferences — one organized by Professor Aronson in 1999 and one by CEERES in 2007. Dagestan figured in one way or another in all the previous conferences and was the focus of this, the most recent. Chicago was also the home institution for the Society for the Study of Caucasus, and the American Research Institute of the South Caucasus (ARISC) was founded at a meeting held in Chicago in 2006. Also, in 2012-2013, CEERES sponsored a lecture series “Connecting with the Caucasus”. This year, Lezgian — one of the main Dagestanian literary languages — was the focus of the Linguistics’ Department field methods course, and students in that department have been working on both Georgian and Abkhaz, a Northwest Caucasian language. In July of 2015, I will teach a course on the Structure of Lak, another Daghestanian literary language, at the Linguistic Society of America’s Summer Institute, which will be held here at UChicago for the first time in many decades. Given both Chicago’s traditional strength and continued interest in the Caucasus, we at CEERES hope that the University will continue to support courses and programming in this significant field even after I retire in October 2015. In connection with my upcoming retirement, I will step down as CEERES Director on June 30th, and Susan Gal, Mae and Sidney G. Metzl Distinguished Service Professor of Anthropology and Linguistics will take the helm on July 1st. Directing CEERES has been one of my most rewarding experiences in my 22 years on the faculty of UChicago, and I thank all those who helped make it so.

--Victor A. Friedman, Andrew W. Mellon Distinguished Service Professor in the Humanities, Department of Linguistics and CEERES Director
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CEERES News is the biannual newsletter of The Center for East European and Russian/Eurasian Studies at The University of Chicago.

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A Thank You Note

As many of you already know, Victor Friedman will step down as Director of CEERES in June 30, prior to retiring in October 2015. You may also know that it was Victor who brought me to Chicago to work as his Associate Director, one of the most interesting, challenging, and rewarding jobs anyone could have. It has been just shy of a decade since Victor and I sat in an office in Judd Hall and produced our first successful proposal for NRC and FLAS funding. I am delighted and proud to have helped CEERES evolve into the vibrant and productive organization that it is today. I am grateful to Victor for his vision, his leadership, and his encouragement through the years and wish him every happiness in his retirement. CEERES will be in very capable hands with our incoming Director, Susan Gal (Mae & Sidney G. Metzl Distinguished Service Professor in Anthropology and Linguistics). I look confidently into the future, knowing that CEERES has a solid base on which to continue its forward trajectory.

Meredith Clason
Associate Director, CEERES

Book a CEERES Speaker

CEERES is always happy to work to schedule guest speakers to visit Chicago area schools and cultural centers. CEERES faculty and students not only study our world region, but also use their regional expertise to illuminate issues in art, history, culture, and politics. A CEERES guest speaker is thus a tremendous resource that can enhance learning in a variety of contexts. To explore the possibility of arranging for a CEERES speaker, please contact ceeres@uchicago.edu or the CEERES outreach coordinator at 773-702-0875.
Learning Languages, Living Culture:
Reflections on learning East European and Russian/Eurasian Languages

This year, languages have received a good deal of attention, from Lenore Grenoble’s (Linguistics) keynote address at the Humanities Day on “Languages in Danger” to the College’s website feature “What Speaks to You?” to the Chicago Public Schools’ launch of a Bilingual Seal. In order to complement this spotlight on languages, CEERES has assembled a number of stories from faculty, students, and staff on learning East European and Russian/Eurasian languages.

The Turkic Languages: a Guidebook to Eurasia?

By Kagan Arik (Lecturer, Near Eastern Languages and Civilizations)

Note: Excerpted from an article original published in the Winter 2015 CMES newsletter

More than 50 geoglyphs were recently discovered in northern Kazakhstan, consisting of geometric shapes, created by stacking stones or by sculpting the ground, and ranging from 90 to 400 meters in size. Archeologists from Kostanay University, Kazakhstan, and Vilnius University, Lithuania, are examining the symbols using ground-penetrating radar, aerial photography, and carbon dating. Remnants of ancient structures and fireplaces suggest that they were the locations of ritual activities. By whom these were built, and for what purpose, remain mysteries for now. Following the discovery of the Tarim Basin “mummies” and the Siberian Warrior Queen tomb, this is yet another installment in the ever-expanding field of Ancient Eurasian archeology. Geneticists and linguists now point to Central Eurasia as one of the major nodes of anatomically modern humans’ development and global dispersion. Indeed, geneticists opine that some of the major chromosomal haplogroups of Europe, Asia, and even the Americas initially appeared in Central Eurasia, specifically in an area now within the borders of modern Kazakhstan. Linguists have similarly declared that language families as diverse as Indo-European, Dravidian, Uralic, Altaic, and Sino-Tibetan may have originated in Central Eurasia. Much has recently been published regarding the phylogenetic connection between the Yeniseian languages of Siberia and the Na-Dené language family of North America.

Not far from the geoglyphs, in what is now Northeast Mongolia, near the Orkhon River in which young Temüjin fished, stands the funerary inscription for Prince Köl Tigin of the Kök Türk Ashina imperial clan, commissioned in the 8th century by his elder brother Bilge Kaghan and composed in the Old Turkic language. It begins with a pithy summation of the origins of humankind: “Üze kök tāngri, asra yağız yir kılındıkda, ekin ara kişi oğlu kılınmiş”. “When the blue sky above and the dark earth below were created, between the two of them was created the child of the human being” (or, the “son of man”, as it might be glossed in the gendered Eng-
lish language). Regardless of whence they came, a portion of these “children of human beings” ended up speaking what we now call Turkic languages. Turkologists such as Karl Menges and Nicholas Poppe group this sprawling family of at least 35 related modern languages geographically: Southwestern, Southeastern, Northwestern, Northeastern, and Central Turkic. A significant portion of linguists (the “Altaicists”) posit a genetic relationship between Turkic languages and other language groupings, such as Mongolic, Manchu-Tungus, Koreanic, and Japonic. Roy Andrew Miller and others provide compelling arguments in favor of this Altaic family, containing languages with noticeable typological similarities. Other linguists focus more on interaction than on genealogy and examine contacts between Turkic languages and neighboring languages belonging to families such as Indo-European, Semitic, or Sino-Tibetan.

The Turkic language family itself, distributed over the entirety of the Eurasian landmass, presents numerous opportunities for investigation. In far Northwestern Asia, practically bordering the Bering Strait, the Sakha (a.k.a. Yakut) tell tales of nomadic reindeer-herding ancestors in their Turkic language. Six thousand miles away, in Moldova, the Gagauz speak another Turkic language while tending vineyards and brandy stills. Between these two geographical extremities lie Turkic languages such as Turkish, Azeri, Tatar, Kazakh, Kyrgyz, Uzbek, Uyghur, Tuvan, and many more. The populations, lifestyles, and environments are as diverse as almost any on Earth, and their languages are not even necessarily mutually intelligible at first glance. Closer examination reveals that they all consist of a Turkic base (though sometimes including a non-Turkic substratum), organically blended with mostly lexical (sometimes also phonological or syntactic) elements from other languages, yielding vibrant contemporary vernaculars used by over 200 million people.

The Southwestern Turkic group, including Turkish, Azeri, Turkmen, and Gagauz, has the largest number of speakers. The Southeastern Turkic group includes Uzbek and Uyghur, spoken by over 35 million people. Volga Tatar and Bashkir, both in the Northwestern branch (also including the language of the Judaic Karaim), total over 10 million speakers. Kazakh and its Central Turkic relatives Kyrgyz, Karakalpak and Noghai have over 15 million speakers. The bards and poets of the Kazakh steppe and the Khan Tengri Mountains still sing heroic epics, such as Manas and Alpamysh, for days and nights on end, in these alliterative tongues which equally express the impermanence of the world as seen by a Sufi dervish, and the bravery of a mounted steppe warrior. The Northeastern branch, including languages such as Altai, Tuvan, and Khakas, conserves many features of ancient Turkic languages. Vocabulary associated with ancestral Turkic Shamanism is alive and well in these Siberian languages, alongside Sanskrit and Tibetan vocabulary associated with Buddhism. Meanwhile, the international lexicon of modernity has now entered all of these languages, via French, English, Italian and German, in the case of Turkish, or via Russian, in the case of many Turkic languages of the former Soviet Union.

The Turkic languages reflect a process of human migration across the Eurasian continent. This process of migration is evidenced by non-Turkic loanwords gleaned en route. Turkish, for example, retains words of Chinese, Sanskrit and Mongolian origin, in addition to Arabic, Persian, Greek, Armenian, South Slavic, Italian, Spanish, French, English, and German loanwords. Similarly, many of the aforementioned non-Turkic languages, as well as Russian, contain Turkic loanwords.

Language and culture are intimately related, so studying Turkic languages, and the processes that have shaped their evolution, could elucidate some of the more mysterious areas of Eurasian history. In a sense, by virtue of its vast geographical dispersion and its interactions with virtually all other language families in Eurasia, the Turkic language family may contain evidence of linguistic and cultural links between areas of Eurasia that would otherwise seem disparate and remote from each other. While we may never know who fashioned the geoglyphs recently discovered in Kazakhstan, we are already fully equipped to mine the linguistic substrate of the Turkic languages.
Empathy, Humility, & Slovene
By Kaitlyn Tucker (PhD Candidate, Slavic)

Foreign languages are frequently marketed as tools. We entice students to study languages so that they can study abroad, read in the original, or land a job in an exotic corner of the world. In this way, the acquisition of language is instrumentalized in the service of some other, practical, end. Many of those ends are indeed worthy pursuits (hats off to the student who learns Russian to read Pushkin), but what this approach loses is an appreciation of the activity of learning language itself.

Learning a language is an exercise in empathy. It is, arguably, the best way we have to figuratively put yourself in someone else’s shoes. When you learn a foreign language, you learn to think in different categories. For instance, in my primary research language, Slovene, the Dual still exists as a grammatical category. In other words, there is a pronoun between “I” and “we” that denotes precisely “the two of us.” Once you have learned the dual, you quickly realize how pervasive the quantity of two is, how much of the world falls into this category between the singular and the plural. Suddenly, using the collective plural “we” when speaking about yourself and one other person feels excessive, baggy. You come to appreciate the precision and intimacy of the dual, even if the complex declension patterns are somewhat less charming.

However, the difficulty of learning a foreign language brings with it another virtue: humility. As all students of foreign languages know, it is humbling to be an adult with the linguistic capabilities of a 3-year-old. It is humbling to misunderstand, and to be misunderstood, both of which are inherent in the process of learning a language. A few summers ago, while on a hike in the Julian Alps, I stopped for breakfast at a small outpost. After a genial chat with the waitress, I happened to mix up the words žganci (traditional Slovene buckwheat porridge) and žganje (hard liquor). You can guess which one I ordered for breakfast.

We should learn languages in order to learn languages. Not because learning languages provides valuable opportunities (although it may), but because it teaches the ever elusive lesson that there are multiple ways of seeing the world, and because struggling to express oneself in a non-native language is a humbling experience—one that millions of people around the world are forced to have every day. We shouldn’t learn languages to make us better students or employees; we should learn languages to make us better humans. Learning languages is not just a means to the ends of academic or professional success. The experience of learning languages is itself valuable, because empathy and humility are ends in themselves.

Mongolian & Engaged Research
By Emma Hite (PhD Candidate, Anthropology)

I am a doctoral candidate in the Department of Anthropology conducting dissertation research in Mongolia on a Fulbright-Hays Doctoral Dissertation Research Abroad fellowship. Since my first FLAS/Title VI award in 2010, studying the Mongolian language has been a significant part of my academic research and professional development. Studying the Mongolian language necessarily includes learning about Mongolian culture: spatial politics that govern domestic and ritual spaces, ideas and practices that shape the broader landscape and relationships to tangible cultural heritage, and a rich vocabulary developed by a traditionally nomadic pastoral society. These phenomena all influence how I view and conduct my dissertation research, which examines the human-animal relationships of the Xiongnu/Khunnu Empire in daily life and ritual practice.

On a practical level, speaking Mongolian allows me to engage with scholars, students, and community members who have little or no English-language proficiency. Archaeological fieldwork and laboratory research necessarily involve speaking Mongolian, whether I am teaching a hands-on bioarchaeological methods practicum to undergraduates from the National University or asking a local herder about the ruins of a Buddhist monastery near his grazing flocks. I have learned a tremendous amount about how people in different communities from a variety of class and educational
Before navigating the shifting seas of BCMS, I (as the expression goes) immersed myself in German, Russian, and last but not least French. And sadly, sometimes time constraints kept me at the shallow end of some pools.

Thus, thinking on it further, not only my field research, but also my relatively short time on planet earth becomes unimaginable without foreign language study and especially the tireless teachers. I am deeply indebted to all those professional instructors dedicated enough to painstakingly lead wayward tongues and minds through pronunciation, aspect, case, declension, and clitic word order. While some accounts have suffered, I remain adamant that my knowledge bank is forever better for the time invested. Now I have come even to feel a sense of crisis when my skills dull from a lack of regular use, when my words seem derivative of a learner accorded less time and patient guidance — akin to those of noble souls trying to make fire by rubbing together Rosetta Stones in the wee hours after work.

To an anthropologist-still-in-training, slowly coming to understand when strict standards, including the linguistic, are being followed and when they are flouted offers a world of valuable commentary on social life. Without tongue-in-cheek or a single ironic bone-in-body, I sincerely hope CEERES and operations like it are forever in bloom.

**Investing in Bosnian/Croatian/Montenegrin+Serbian**

**By Owen Kohl (PhD Candidate, Anthropology)**

If you are looking for confirmation that language study, foreign or otherwise, will lead you to financial security, political influence, or other forms of pipe-dream celebrity status (even of the peculiar Ivory Tower sort), you had best look to another blurb.

My (downwardly) mobile ethnographic research was only made possible through time-consuming attention to the disentangled-yet-interwoven Bosnian/Croatian/Montenegrin+Serbian successors of the language once widely known as ‘Serbo-Croatian.’ Zagreb, Sarajevo, and Belgrade are endlessly interesting, manageably-sized metropoles, but my time would have been wasted in each if I had not spent many hours already overwhelmed in classrooms prior to my longer – and no less overwhelming – visits. For the past decade or so, I have also grown increasingly comfortable parlaying ‘anthropologese’ into chapters of a drafty dissertation that (who knows?) may yet bud one day into a modest book. Time and temporality are thus regularly on my mind.

Only language can make that spring finally flower. Or see the whole scheme dashed by an inattention to watering the garden of an always-emergent vocabulary, threatened on all sides by the weeds of a limited imagination, injured confidence, or the incessant tick of unrelated punch clocks.

**The Language Hub at the University of Chicago**

**By Catherine C. Baumann (Senior Lecturer, Germanic Languages and the College, and Director, Chicago Language Center)**

In response to a 2004 faculty committee report on language teaching and learning, the Deans of the Division of Humanities and of the College took the initiative to create a University-wide Center for the Study of Languages (CSL), now named the Chicago Language Center (CLC). The new center consolidated and significantly enhanced the support for language learning across an array of academic disciplines, especially in the language, literature and civilization programs of the Division of Humanities and the growing number of Title VI area studies centers. The Chicago Language Center has a four-fold goal: 1) to provide modern classroom facilities and multimedia resources in support of language teaching and learning for students, faculty and instructors; 2) to provide a state-of-the-art research and development center with appropriate staffing and equipment for the development of teaching materials and in support of research in second-language acquisition, language
pedagogy, and linguistics; 3) to provide professional development opportunities in language pedagogy and the use of technology in language instruction; and 4) to provide for the daily business center and office needs of language faculty, lecturers, and graduate student instructors. The center opened its doors to students and instructors in January, 2007, and has met and exceeded its stated goals since that time.

The University of Chicago Language Center serves the needs of learners and teachers of languages across the campus of the University of Chicago. It provides modern, flexible teaching spaces and state-of-the-art research and materials development facilities. It is the hub for language pedagogy on campus, endeavoring to support and sustain the instruction of around sixty languages taught each year – more than almost any other campus in the country. Among its staff are specialists in technology, curriculum development and assessment, available to advise and consult all instructors, from tenured faculty, to full and part time lecturers, to graduate students.

The CLC inaugurated the Summer Language Institute in Summer, 2014, and will initiate the English Language Institute (for non-native speakers of English on our campus) in Summer, 2015. In 2015-2016 the CLC will begin to support shared language courses, making languages at Chicago available to learners on other campuses and enabling Chicago students to broaden and intensify their language study with access to language courses offered by our peers. The CLC’s goal, in the broadest sense, is to support the teaching and learning of languages as a component of all disciplines and programs across the University of Chicago.

Speaking Russian in Illinois High Schools

By Meredith Clason (Associate Director, CEERES)

On March 14, 72 students from four high schools and community-based Russian programs came together on the campus of The University of Chicago to participate in the first 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 prepared for individual conversations with three native speakers of Russian who judge their competence and proficiency in the following categories: everyday conversation, recitation of a poem or text, and Russian civilization. In addition to this opportunity to demonstrate their language skills and cultural proficiency, the day-long event allowed students to meet and mingle with students and teachers of Russian from other schools and included Eastern European food, a pedagogical presentation by Dr. Elisabeth Elliott (Northwestern University) on an innovative Russian Intercultural Dictionary project, informal campus tours, and a performance by the University of Chicago Russian choir, Golosa.

This year is the first year of an Olympiada including only schools in the state of Illinois; since 2009, the competition was a regional cooperation including students from both Illinois and Indiana, and organized by Mark Trotter, Associate Director of the Russian and East European Institute at Indiana University. The inaugural year...
Graduate students and faculty from the Departments of Slavic Languages and Literatures at the University of Chicago and the University of Illinois at Urbana-Champaign gathered for the 2015 Interdisciplinary Forum on Slavic Studies, a joint meeting of the 34th Annual Slavc Forum and the 5th Slavic Graduate Student Association Conference. Presentations explored the theme from various disciplinary perspectives within the Slavic world as well as along its peripheries in Eastern Europe and Central Asia. The conference provided a platform for graduate research on the history, literature and languages of the region.

David Satter, one of the world’s leading commentators on Russian affairs, gave a talk on “Russia’s Real Stake in Ukraine” in which he discussed the politics and economy of Russia following the dissolution of the U.S.S.R. in light of current events in Ukraine. A Russia scholar and former Moscow correspondent, Satter is the author of three books on Russia and the Soviet Union.

Graduate students and faculty from the Departments of Slavic Languages and Literatures at the University of Chicago and the University of Illinois at Urbana-Champaign gathered for the 2015 Interdisciplinary Forum on Slavic Studies, a joint meeting of the 34th Annual Slavc Forum and the 5th Slavic Graduate Student Association Conference. Presentations explored the theme from various disciplinary perspectives within the Slavic world as well as along its peripheries in Eastern Europe and Central Asia. The conference provided a platform for graduate research on the history, literature and languages of the region.

Kate Brown (University of Maryland, Baltimore County) discussed her new book, Dispatches from Dystopia: Histories of Places Not Yet Forgotten. Taking readers to ruined mining towns in Kazakhstan and Butte, Montana, and other unlikely locales, Dispatches from Dystopia delves into the very human and sometimes very fraught ways we come to understand a particular place, its people, and its history. Kate Brown is a Professor of History at UMBC. She is the author of A Biography of No Place: From Ethnic Borderland to Soviet Heartland, which won a handful of prizes including the American Historical Association’s George Louis Beer Prize for the Best Book in International European History.

Daghestan is the linguistically most complex and in recent years politically most volatile republic in the Russian Federation. The linguistic complexity is millennia old. Political volatility by some metrics is more recent. Bordering as it does on Azerbaijan, Georgia and Chechnya, as well as other units in the Russian Federation, in addition to its Caspian Sea Coast, the linguistic and political connections of the various ethno-national groups in Daghestan, add to this complexity. The Language in Daghestan conference provided the opportunity for scholars to take stock of the field, assess the contemporary state of knowledge, and discuss new directions of investigation.

Recent Events

as a sole Illinois Olympiada was co-sponsored by 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) and held at the University of Chicago Language Center. The competition itself was run by the Cori Anderson (Coordinator of the University of Chicago Slavic Language Program), the state chair, and an expert panel of judges, who are all native speakers and experienced instructors of Russian: Irina Avkhimovich (University of Illinois), Nina Weida (Middlebury College), and Maria Iakubovich (University of Chicago). A team of staff and graduate students coordinated the details of the event.

The group of students was extremely impressive; they competed bravely, performed brilliantly, and demonstrated very professional and conscientious behavior. The students represented two high schools in the Chicago Public Schools system, Pritzker College Prep (teachers: Phillip Stosberg, Rebecca Kaegi and Lauren Nelson) and Noble Street College Prep (teachers: Paco Picon and Josh Bloom), and two community-based schools, By the Onion Sea (teacher: Julia Denne) and Charodei (teacher: Anna Karasik).

At each regional Olympiada and 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. Joselin Romero from Pritzker College Prep received the honor in the regular student category, and Vera Kotelnikova from By the Onion Sea in the heritage student category. Next year’s Olympiada will be held at the University of Illinois at Urbana-Champaign.
Upcoming Events

2015 Summer Teacher Institute
Inequality: Conditions, Consequences, Solutions
June 29-July 1, 2015

This three day Institute incorporates interdisciplinary perspectives on one of the world’s greatest problems: inequality. With an eye toward curriculum development, presentations and discussions will draw on comparative and international examples to explore causes and possible remedies to social and natural disparity.

The Ninth Macedonian-North American Conference on Macedonian Studies
November 12-14, 2015

The Macedonian-North American Conference on Macedonian Studies is a bilateral scholarly event that has taken place every three years since 1991 with the participation of North American and Macedonian scholars. The conference brings together both established and younger scholars to discuss issues of import to the study of Macedonia and Macedonian. In the past, contributions have come primarily from linguists, historians, anthropologists, and literary scholars in the field of Macedonian studies. The conference will include a screening of Milcho Manchevski’s film Mothers (2011). Co-sponsored by the United Macedonian Diaspora and CEERES.

In Empire’s Long Shadow:
Modern Constructions of Central Eurasia, 1900-1941
February 26-27, 2016

As empires crumbled in the wake of World War I, political developments and the formation of national institutions were accompanied by rapid changes in language, literacy, gender and religion. By the beginning of World War II Central Eurasia had taken shape as a set of nations with distinct cultural traditions, some of them practically unheard of prior to 1918. The legacies of colonialism and rapid modernization continue to pose major challenges, even after many of these states became fully independent in 1991. The conference will bring together students and faculty from the University of Chicago with senior scholars in the field.
The Czech New Wave: Proximity, Historicity, Automaticity
April 29, 2016

From the whispers that open Loves of a Blonde to the ‘intimate lighting’ deployed to illuminate quotidian Czech existence, the films of Czech New Wave can be seen to persistently foreground positions and issues of proximity, intimacy, and ‘closeness.’ To explore and celebrate Czech New Wave on the 50th anniversary of the release of its “manifesto” film, Pearls of the Deep, this one-day event will include a roundtable discussion and film screenings.

New Databases & Other Electronic Resources

Amerikán národní kalendář: As part of the Library’s Digital Projects program, issues from 1882-1923 (scattered volumes missing) have now been digitized from ACASA holdings, and are now available in pdf format.

Dostoyevsky Research Series 1974-2013: The first installment in this digital collection consists of v. 1-20 of the series Dostoevskii: Materialy i issledovanii. Access available through our online catalog, the Database Finder and from the Slavic LibGuides. Each volume is treated as a separate e-book. Click on “D” in the Title Index and scroll down to the volume(s) you’re looking for. [volumes in print format at: PG3527.D66 Regenstein bookstacks].

Literaturnaia Gazeta Digital Archive [1929-2014]: Access available through our online catalog, the Database Finder and from the Slavic LibGuides.

Patrologia Orientalis: The Patrologia Orientalis Database (POD) is a collection of patristic texts from the Christian East, including works, recorded in non-Latin languages, that come from geographical, cultural, or religious contexts somehow linked to Rome or the Eastern Roman Empire. Texts are in Arabic, Armenian, Coptic, Ethiopian, Greek, Georgian, Slavonic and Syriac, published with a Latin, English, Italian or French translation. Currently the original text is available as a PDF and only the PO translation is search-able. Original language texts will be searchable.

New Reference Titles: A Selection


Krokodil. (Moskva) 1923-1944. 22 reels of microfilm. AVAILABLE FROM THE CENTER FOR RESEARCH LIBRARIES. [Chicago has scattered holdings for these early years in print and on microfilm, but lacks many of the issues in this newly filmed microfilm copy].


Babii IAr -- poslednie svideteli / avtor idei Aleksandr D'ukov ; avtor st'shenariia, shef-redaktor Sergej Golovchenko ; rezhisser Viktoriiā'Necheva. Moskva: 2013. [DVD].


Other Notable Acquisitions
Faculty News

Philip Bohlman (Music)

Awards
Mellon-funded project, “The Global Midwest,” Humanities without Walls “A History of World Music Recording” (with James Nye [Chicago], Harry Liebersohn [Illinois, Urbana-Champaign], and Ronald Radano [Wisconsin, Madison]).

Publications

Victor Friedman (Linguistics, CEERES Director)

Publications
Books


Articles


The Effects of the 1913 Treaty of Bucharest on the Languages Spoken in Macedonia. On Macedonian Matters: From the Partition and Annexation of Macedonia to the Present, ed. by


Reviews

Interviews for Public Media

Lectures
Romksite Dijalekti vo Skopje [Macedonian: The Romani Dialects in Skopje], Inaugural Lecture for series Colloquia Linguistica, Macedonian Academy of Arts and Sciences, Skopje 31 October 2014.
The Albanian Admirative, Center for Slavic and East European Studies, The Ohio State University, 9 March 2015.
A Tale of Two Standards or The Religion of the Albanian is the Land of the Albanians, University of Stellenbosch, South Africa, 19 March 2015.
France before the French: Forty Thousand Years in Forty Minutes, University of Chicago Alumni Association tour of Provincial France, 3 June 2015.

Malynne Sternstein (Slavic)

Appointments
Director of the Master’s of Arts Program in Humanities (MAPH).

Susanne Wengle (Political Science)

Appointments
Assistant Professor, Department of Political Science, Notre Dame University.

Publications

Alan Yu (Linguistics)

Appointments
Professor, Department of Linguistics, University of Chicago.

Sunny Yudkoff (Germanic)

Appointments
Senior Lecturer in Yiddish Language, Department of Germanic Studies, University of Chicago.
Norman Ingham (1934 - 2015)

Dr. Norman W. Ingham, 80, died Monday, April 27, 2015, at Orchard Valley of Wilbraham.

He was born Dec. 31, 1934, in Holyoke, son of the late Earl M. and Gladys M. (Rust) Ingham, and though he lived in many places, he considered Granby his true home. Norm graduated from Middlebury College in 1957. He was also a Fulbright Scholar and studied in Berlin. He earned a master's degree in Russian from the University of Michigan in 1959, and he received his Ph.D. in Slavic languages and literature at Harvard University in 1963. Norm studied in the Soviet Union (Leningrad 1961) and Czechoslovakia (Prague 1963 to 1964).

He taught at Indiana University from 1964 to 1965, Harvard University from 1965 to 1971, and was a professor of Russian literature at the University of Chicago from 1971 to 2006, specializing in the Medieval period, and also teaching modern literature, humanities, and Russian civilization.

He was a member of several genealogical societies, including the National Genealogical Society and a contributing member of “The American Genealogist.” He is a published author. His works include the book: “Ingham Genealogy The Descendants of Joseph Ingham of Saybrook Connecticut, and many articles on Russian Literature. He appeared in “Who's Who in America.”

Norm truly believed that education was the key to one's success. He once said about the importance of language study in education: “A person can't be considered truly educated who hasn't mastered at least one language other than his or her own native language.” He was fluent in Polish, Russian, Czech, Spanish, English, French, Italian, Old Church Slavonic, and Greek. He was methodical in everything he did, and remained a true gentleman throughout his life. Norm was not a religious person, but he respected other's spiritual beliefs, and even received a special permit to perform the marriage of his grandniece.

Norm was very close to his extended family and friends, whom he regularly spent time with. He felt that holidays were a particularly important time for family to gather. He was the designated family historian, saving all family memorabilia such as photos and papers as reminders of how important family was to him. He remained close to his friends, particularly Tom Feininger, Peter Salmon, and Warren Wellman, and spoke weekly with colleagues from the University of Chicago and those he met while working on genealogies. He had an intelligent, dry sense of humor. He loved telling people that his family descended from famous people and royalty, like Humphrey Bogart, Ralph Waldo Emerson, Glenn Close, Harry Truman, Clara Barton, and Princess Diana. He enjoyed playing poker, golf (saving the scorecards from every game), watching basketball and old movies, going to and listening to opera, collecting stamps, and reading. He also collected National Geographic magazines.

Norm was predeceased by his brothers Myron and Nelson. He is survived by two nieces, Patricia Gelinas of Granby, and Judith Ingham of Montague; five nephews, Lewis Ingham, Bill Ingham and Earl Ingham all of South Hadley, Richard Ingham of Stafford Springs, Connecticut, and Larry Ingham of Ayer; several great-nieces and nephews; many great-great-nieces and nephews; and his sister-in-law Jeannette Ingham.
Kathryn Franklin (Ph.D. 2014, Anthropology)

Appointments
Lecturer in Anthropology, Department of the Liberal Arts at the School of the Art Institute of Chicago.

Awards
Project Discovery/ARISC Collaborative Heritage Management Grant, “Vayots Dzor Medieval Silk Road Heritage Corridor Archaeological Survey,” (w/ Astghik Babajanyan).

Maureen E. Marshall (Ph.D. 2014, Anthropology)

Awards
ARISC Junior Fellow, “Lived Experience in the Late Bronze Age South Caucasus.”

Recent Ph.D.s
Rodrigo Adem, Department of Near Eastern Languages and Civilizations
Muhammet Zahit Atçıl, Department of Near Eastern Languages and Civilizations
Natalie Belsky, Department of History
Yasemin Bilgel, Department of Political Science
Cihangir Gündoğdu, Department of Near Eastern Languages and Civilizations
Joela Magdalena Jacobs, Department of Germanic Studies
Chien-Chih Lin, The Law School
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Alexander Israel Orwin, Social Thought
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Ersan Taşdelen, Department of Near Eastern Languages and Civilizations

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John Doyle, Slavic Languages & Literatures, Turkish
Roy Kimmey, History, Hungarian
Kara Peruccio, NELC, Turkish
Giovanni Ricci, Anthropology, Czech

and to our 2015-2016 FLAS recipients!

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Menachem Kranz, Divinity, Yiddish
Patrick Lewis, Anthropology, Turkish
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