Changes are afoot! This has been a time of transition at CREEES. After twelve years of service, Nancy Kollmann stepped down from the directorship in August and is enjoying a year of leave to work on her book on “Crime and Punishment in Early Modern Russia.” I was honored to be asked to be the new CREEES director, but admitted that I was about to take a calendar-year leave myself in 2008. Fortunately, Hoover Institution senior fellow John Dunlop agreed to be the interim director during my leave. Nancy, John, and I have been working together to make this prolonged transition period as smooth as possible.

In another shift, Andrei Kunov left CREEES for other opportunities and in September we welcomed a new Associate Director, Robert Wessling. Rob’s PhD is in Slavic Languages and Literatures from Berkeley; he specializes in late-nineteenth-century Russian literature, with interests in cultural studies in Russia and Eurasia. He taught as a postdoctoral fellow in Stanford’s Introduction to the Humanities program and then worked as an undergraduate advisor. We are delighted to have Rob on board, drawing on his expertise to design new programs.

Our most startling transition has been in our physical location. After a decade of sharing building 40 on the Inner Quad with the Slavic Department, we learned in late May that due to the restructuring of several departments, we would have to move out – right after the June graduation! We've been relocated to the second floor of Encina West, where we share space with the central office of the Division of International, Comparative, and Area Studies (ICA), which brings together Stanford’s 13 area studies centers, the undergraduate program in International Relations, and the MA program in International Policy Studies. Although we miss having the Slavic Department as our neighbors, we are strengthening our ties with the other ICA centers and other programs in Encina. Among our new neighbors are our old friends: the Center for Democracy, Development, and Rule of Law (CDDRL), the European Forum, and the Stanford Program on International and Cross-Cultural Education (SPICE), all part of the Freeman Spogli Institute for International Studies (FSI).

John, Rob, and I are working to support our valiant staff as they deal with the details of physical reorganization and get the word out about where to find us. We are optimistic about the possibilities that our new location opens up to us, helping us address some of the questions that relate to Eastern Europe, Russia, and Eurasia today. During the Cold War, our part of the world was politically and culturally isolated; now, it plays a central role in global discussions of energy, arms export, international diplomacy, environmental challenges, new media, and high technology, with all its promises and dangers. Now that CREEES is physically co-located with ICA, we can discuss all these issues with the leaders of other area studies centers, and we are working together with them on new programming.

We are already benefiting from our new location. In December, the Center for Latin American Studies, the Center for African Studies, and the Center for South Asia joined us in sponsoring a talk by K. David Harrison from Swarthmore about global and local trends in language extinction. And through the other area studies centers, we are learning about things going on at Stanford that relate to our area. For example, the director of the Abbasi Center for Islamic Studies introduced us to Shahzad Bashir, a new faculty member in Religious Studies who works on medieval Islam in Central Asia – and we were delighted when Shahzad agreed to become our newest CREEES faculty affiliate. With Rob next door to the associate director of African Studies, we’ve learned about how that center reaches out to science faculty and to Stanford’s professional schools, and we’ve become inspired to do the same, recruiting faculty from Environmental Sciences and the
Further information about CREEES at Stanford is available at http://creees.stanford.edu.

The Launch of Sputnik: 50th Anniversary
Panel Discussion
Avishek Adhikari and Monica Smith

In an age where Google Earth and iPhones have become fixtures of modern society, it is hard to estimate the extent to which satellite technology has transformed the landscape of life. On the fiftieth anniversary of the launch of Sputnik, an interdisciplinary panel of experts present reflections on the legacy of the first spacecraft to be put in orbit around the earth. On October 4, 1957, the Soviet Union launched Sputnik as a part of their program to develop intercontinental ballistic missiles (ICBMs). Fifty years later, there are hundreds of satellites in orbit, many of which operate not only for military, but commercial purposes.

"No one really anticipated the widespread use by the public of satellite technology," said J. David Powell, Professor Emeritus, Astronautics, Astronautics and Mechanical Engineering. In the Soviet Union, there was no idea of the immediate and global implications of such an accomplishment. The day after the launch, the Communist Party newspaper Pravda devoted a simple small corner of their front page to Sputnik.

"The Soviet Professor David Holloway, Professor of History and Politics and Senior Fellow at FSI, began the discussion by describing the more overwhelming and unexpected impact: the launching of Sputnik had on the United States. "There is much disagreement about the significance of the Sputnik launch, especially in its immediate effects on the United States," Professor Holloway stressed. The rapid focus on the space race drove the United States to create its own artificial satellite.
Pavel Podvig, Donald Kennedy, J. David Powell, David Holloway

CREEES 2007-08 CHOPIVSKY SCHOLAR - PAVLO KUTUYEV

The Program in Ukrainian Studies welcomes Pavlo for Spring 08 quarter. The Chopivsky Fellow is supported by a generous grant from the Chopivsky Family Foundation, and brings a scholar from the National University “Kyiv-Mohyla Academy” to Stanford for one academic quarter for research. Professor Kutuyev is a Professor of Sociology at the Mohyla. For research he has visited the U.S. frequently, holding a Fulbright grant at New York University (2002), an IREX (International Research and Exchanges Board) Visiting Scholar fellowship to UC Berkeley and NYU (2001), and a Visiting Scholar fellowship at the New School for Social Research in New York (1995-96). He has also been British Academy Visiting Fellow at the University of Birmingham in England (2000) and Visiting Fellow at the Institute for Human Sciences in Vienna (1999). He is the author of four textbooks in the field of comparative sociology, and two scholarly monographs on political sociology. At Stanford, Professor Kutuyev will be working on a very interesting project in comparative history and sociology, entitled “Comparative-Historical Perspectives on Ukrainian State Building.” He plans to study three moments of political crisis – Weimar Germany 1919-33, Russia 1991-93 and Ukraine 2007 – for implications for the design of parliamentary and other political institutions in the process of democratization.

During her visit to Stanford, Volha Shatalava plans to further her research on “Belarussian and Ukrainian Poles-Soviet Nations: Two Versions of Nation-Building.” She is from Belarussian State University, History Faculty, and the Department of Ethnology and Art History. Her academic career includes being a historian, teacher of history and social and humanistic sciences researcher in Mirsk, Belarus. Since 2004 she has attended Graduate School for Social Research in the Institute of Philosophy and Sociology at the Polish Academy of Sciences. Her recent international projects include: Realization of the project “Transformation of National Identity of the Belarussians and the Ukrainians: 1991 -2004” for Center for Advanced Studies and Education in Belarus (May 2004 to March 2005). Her fellowship in the US is sponsored by the National Council for Eurasian and East European Research (NCEER).

Pasternak and Rilke: Aerial Ways of Literature (Germany-Russia)
Ijo Gruen
Slavic Languages and Literatures

This approach is more fruitful than ordering specific articles via ILL, because it provides a direct access to the context of a publication in a journal, and allows us to see potentially illuminating connections.

Beside research on Rilke, I was able to look at articles by his friend and writer, who had such an overwhelming influence on him, that he even changed his handwriting and his name from Rene to Rainer on her advice: Lou Andreas-Salome. Their relationship is well-researched, as is Lou’s biography and her contacts with great contemporaries – Nietzsche and Freud. However, it is paradoxical that there are almost more biographies of her than publications of her actual works, which one has to search in the journals where they first appeared. For example, her article “Christus der Jude,” which was the starting point of Rilke’s acquaintance with Lou, but also, and more importantly, the articles on Russian art and literature she wrote during the time together with Rilke near Munich, which formed Rilke’s first encounter with Russian culture, and which he translated into Russian, such as “Russische Dichtung und Kultur” and “Russische Philosophie und Semitischer Geist.” Again, access to these publications allowed me a direct glimpse into the context of the epoch, and the background against which Rilke’s works were viewed by his contemporaries.

In Moscow, I researched finds of “Russian State Library,” especially their dissertation and manuscript collection. I found many interesting materials directly relating to my project, and these findings will be reflected in my dissertation. In Sankt-Petersburg, I was working in “Pushkinskaia Biblioteka,” looking for documents on the reception of Rilke in Russia.

My meeting at the Bekhterev Institute with psychologist Maria Il’inna, who was working on self-help, psychotherapy and popular psychology (in its Soviet form) began by the fact that I have not had a good sense of “where it’s all coming from.” Was therapy absent in late-Soviet times? Were there practicing psychologists? Where were they? What did they do? And what were the political conditions that enabled the 1990s development of psychological guidance services in school?

When I left the field in 2006 I had a list of people likely to help me answer these questions, but no remaining time to contact them. So the first thing I did in Petersburg last month was find people likely to help me answer these questions, and these findings will be reflected in my dissertation. In Sankt-Petersburg, I was working in “Pushkinskaia Biblioteka,” looking for documents on the reception of Rilke in Russia.

I was working in “Pushkinskaia Biblioteka,” looking for documents on the reception of Rilke in Russia during the first half of the 20th century. Many thanks to CREEES and the Slavic Department for making this research trip possible!

Russian-German literary relationships, always strong throughout the modern Russian history, have especially intensified at the turn of the 20th century. Major Russian writers and poets who considered German one of their foreign languages, traveled to Germany for studies of literature and philosophy, which significantly contributed to the symbiosis movement. Examples of this strong connections span from Vsevolod Ivanov, the major theoretician and one of the leaders of “symbiosis” movement in Russia, to Alexander Blok to the major poets of the younger generation such as Chirp Mundishch who studied in Heidelberg and Marina Tsvetaeva, who in her younger years not only spent every summer in Germany, but also claimed that “German is my native language more than Russian.”

Their relationship is well-researched, as is Lou’s biography and her contacts with great contemporaries – Nietzsche and Freud. However, it is paradoxical that there are almost more biographies of her than publications of her actual works, which one has to search in the journals where they first appeared. For example, her article “Christus der Jude,” which was the starting point of Rilke’s acquaintance with Lou, but also, and more importantly, the articles on Russian art and literature she wrote during the time together with Rilke near Munich, which formed Rilke’s first encounter with Russian culture, and which he translated into Russian, such as “Russische Dichtung und Kultur” and “Russische Philosophie und semitischer Geist.” Again, access to these publications allowed me a direct glimpse into the context of the epoch, and the background against which Rilke’s works were viewed by his contemporaries.

Insightful findings were aids to the project. For example, in Sankt-Petersburg, I was working in “Pushkinskaia Biblioteka,” looking for documents on the reception of Rilke in Russia.

My dissertation is on Russian-German literary relationships on the example of Boris Pasternak and Rainer Maria Rilke. In Germany, I worked on publications and reviews of Rilke’s works published in the German periodical press in the first quarter of the 20th century. The magazines and newspapers that I looked through are not available quarter of the 20th century. The magazines and newspapers that I looked through are not available meaning, and going through the actual issues helped me a lot in creating a solid understanding of cultural surroundings of Rilke’s publications.

Each year CREEES invites graduate students to apply for summer travel and research grants administered by the Center. Ten students received CREEES research/travel grants in 2007. Here, several of them offer reflections on their experiences abroad.

During her visit to Stanford, Volha Shatalava plans to further her research on “Belarussian and Ukrainian Poles-Soviet Nations: Two Versions of Nation-Building.” She is from Belarussian State University, History Faculty, and the Department of Ethnology and Art History. Her academic career includes being a historian, teacher of history and social and humanistic sciences researcher in Mirsk, Belarus. Since 2004 she has attended Graduate School for Social Research in the Institute of Philosophy and Sociology at the Polish Academy of Sciences. Her recent international projects include: Realization of the project “Transformation of National Identity of the Belarussians and the Ukrainians: 1991 -2004” for Center for Advanced Studies and Education in Belarus (May 2004 to March 2005). Her fellowship in the US is sponsored by the National Council for Eurasian and East European Research (NCEER).
The purpose of my summer travel was to conduct pre-dissertation archival research in the Archives of Serbia in Belgrade, Serbia. My dissertation analyzes Albanian history of asserting its independence in the face of the Yugoslav initiative to annex Albania and then make it part of the Yugoslav federation between 1944-1949. During my summer research I wanted to find archival documents that would help me to determine Yugoslavia's policy toward Albania between the Second World War and the expansion of the Yugoslav Communist Part from the Cominform in June 1948, identify the Yugoslav officials who made up the opposition, and determine what Yugoslav activity in Albania helped trigger the Cominform split. I also wanted to use the libraries in Belgrade to find books and journal articles related to my dissertation topic.

At the Archive of Serbia, formerly the Archive of Yugoslavia, I found reports by Yugoslav representatives and Yugoslav military, political, and economic advisers based in Albania between 1944-1948. The Archive also contains correspondence between Yugoslav officials in Albania, the Yugoslav Central Committee and Foreign Ministry, and high-ranking Albanian officials. Last, I was able to address an important dimension of the research possible. In its research, Chekhov's development of his trademark style of "objective narration," and the journal in which it appeared, Severnyi vestnik.
This summer I studied at the Middlebury Russian Language School in preparation for a year abroad in Moscow and St. Petersburg. The program is designed as a 10-week summer camp, where a student throws away all connections to his English-language self, and devotes himself to studying Russian. This means cutting communication with the outside world, so English-language music, books and movies are all left at home. The classes are replaced with Russian classes and clubs, which are designed to facilitate rapid language acquisition.

The first few weeks of the program were the most grueling and rewarding for me. Adjusting to the environment was very difficult, particularly because it involves learning through repetitive conversations. These weeks were characterized by long discussions about the simplest topics, where you are asking, what are you eating and so forth would turn into odysseys involving learning through repetitive conversations. The friends that I made this summer have remained connected despite the end of the program. This link to other students is a great way to learn about a new program that has opened, or about a Russian reggae band or film. I found a large community of students studying Russian in the U.S., and these connections helped maintain my desire to continue studying over those 9 weeks.

Here, thanks are due to CREEES for the scholarship, which enabled me to participate this summer at the Middlebury Russian Language School. The program has proved a great help to me during my time in Russia, it has helped me comfortably transition into living with a host family, meet Russian students at our academy and argue down exorbitant taxi fares. I spent a great summer in Vermont, and I feel well prepared for my coming semester at the Smolny Institute in Petersburg.

With the financial support provided by a CREEES Travel and Research Grant, I was able to spend several weeks carrying out pre-dissertation research in Warsaw. My proposed dissertation, which I began in my summer of 2008, focuses on the "civilizing" policies of state and non-state educational organizations in Poland’s ethnically-mixed eastern borderlands (kresy) between 1918 and 1939. I wish to study how Polish and Russian education, historically conducted in the eastern areas of Poland were configured in the collective national imagination during this period both as potentially unstable territories with large ethnically-diverse, poor, undereducated, and "backward" populations and as thoroughly "Polish" outposts along the state's eastern border. By studying educational institutions and organizations, including schools, scout groups, youth clubs, summer camps, and teachers’ unions (and the individuals in whom they invested), I hope to explore the mindset of the Polish educational elite and the perceived links between education and national development.

However, rather than focusing on these issues from a merely "top-down" perspective, the historiography has done, I also aim to consider how elite ideas about educating “the nation” corresponded with the lived experiences of young people in the kresy. The project will therefore explore how children and adolescents who grew up in interwar Poland responded to the education they were offered, both inside and outside the classroom.

I split my time in Warsaw between the Archiwum Akt Nowych Documetów Stowarzyszeń (the University Archive and the Warsaw University Library with the aim of gathering a clearer understanding of the scope of available documents, particularly those related to central government and national non-state organizations. I intended this research to build on work I carried out in Summer 2006 during a CREEES-funded visit to the state archives in Lviv. In Warsaw, I gathered large collections of the Ministry of Education proved particularly useful for my purposes as they cover pedagogical development, textbooks, school planning, curriculum development, and teaching pedagogy. The Ministries of Internal and Foreign Affairs also yielded some relevant documents, including reports on inter-ethnic relations in the eastern provinces and Polish, Jewish, and Ukrainian educational-cultural associations. In addition to these government documents, I also found records of several non-state organizations, including private educational and civic societies and teachers’ unions. While time constraints limited the amount of in-depth research I could carry out, I now have a clearer idea about how the available material will relate to my proposed dissertation.

At Warsaw University Library, I made use of both the available collection of secondary literature on related topics and the vast selection of journals from the interwar years. The periodicals I read focused on Poland’s ethnic minorities and/or the kresy. I did not delve into any issue more generally; the educational, political, cultural, and economic development of the eastern borderlands including the development of Polish youth organizations throughout the 1920s and 1930s, and the role of schoolteachers in their communities. While I did not have adequate time to read each issue in detail, I determined the scope of the library’s collection, the years covered by each publication, and their overall style and purpose. I was also able to read the annual reports published by various schools, both private and state, which provide details of the day-to-day experiences of school life. As such reports suggest the high degree of interaction between school and extra-curricular activities in interwar Poland, I was encouraged to develop my project by defining "civilization" in its wider possible sense.

In addition to carrying out research at the archives and library, I had the chance to improve my Polish language skills, visit museums and cultural sites, and gain greater insights into current debates surrounding Polish history by following political developments and speaking to Poles. Even the elderly lady who lived in the apartment next door was keen to share her thoughts on interwar Polish-Ukrainian relations after only several minutes of conversation. Overall, my stay in Warsaw was both enjoyable and productive, allowing me to build a solid base for my next year’s dissertation research. I thank CREEES for their ongoing support of my project.

At first I decided I would spend this past summer studying Russian because I wanted to complete the second year of my studies. Even if I spent a summer intensively studying the language I would become fluent, and then could move on. I had not realized that the most exciting aspect of studying a language is that there is no end.

In the process of applying to summer programs during spring quarter, I began to remember why I fell in love with Russian language and culture in the first place. At the end of the school year, I had declared as a Slavic Studies Major, and had enrolled to spend the full summer studying at Smolny College, the liberal arts college associated with Bard College and St. Petersburg State University. Thanks to the generous grant from CREEES, I was able to also spend the summer at Smolny as a participant in their Summer Language Intensive program.

Over the summer my knowledge of Russian language, culture and history improved dramatically. During the day I had Russian language instruction that focused on improving my skills in conversation, grammar, phonetics, idiomatic expressions, and Russian literature. The program also provided student helpers, who became great friends. The program also organized numerous Cultural excursions directed in Russian, including a trip to Novgorod, and a road trip to St. Petersburg. The program placed me with a host family, in the historic Petrogradskaya Storona, just a quick walk away from the Peter and Paul Fortress. My evenings were spent talking with my babushka, learning about her experiences during World War II, her opinions on current politics, and telling her about my experiences growing up in America. When I was not at home, I was usually enjoying the White Nights of St. Petersburg with my new Russian friends. Officially I spend 22 classroom hours learning Russian each week, but outside of the classroom my knowledge of the language and understanding of Russian culture continued to expand.

It is an amazing opportunity to be fully immersed in studying Russian. Because of my progress over the summer, I was able to take two of my academic classes this semester in Russian. This summer experience also increased my curiosity about Russia. I came to Russia wanting to experience what I thought to be a final trip would allow me to move on from Russian studies, but instead it instilled in me a stronger desire to study Russian language and culture.

This experience has expanded my interest and curiosity in Slavic studies. I am grateful to the Centers for Russian and Eastern European Studies for supporting undergraduate academic exploration by providing the Slavic Summer Russian Language Study Grant.

Oddly enough, the Kolyma is earning its place in the annals of world history for a mass killing that took place here some 20 years earlier. When the prisoners scraped away the mud to make the road, they scraped away the blanket insulating the ice and keeping it frozen. In the last decade the underlying ice has vanished, leaving canyons as deep as the roads that used to pace these roads. And in the wall of these canyons, mixed with the ice and silt, is the bones of deer, of horses, of sable, of fox, of other carnivores, of cows, horses, and mixed with the bones is hair, and clung, and skin. Hundreds of centuries since these animals were killed, the furs have found their, and they are going to work it. Stinks.

This road, like all Kolyma roads, cuts through a larch forest, yellow conifer in full color above a thick carpet of moss and lichens and low bushes with berries. In the midst of this tranquil scene is a 20 year-old Toyota Landaulet, four-wheel-drive, the only vehicle for miles bad left behind by the thawed ice, wheels spinning backwards, car going nowhere. Sergei Zimin (his last name transliterated to a man Of Winter) drove this car here from Vladivostok, some 2,000 roadless miles to...
Walking away, unburdened. Zimin is explaining the secret history of how Kolyma permafrost runs the world’s climate. The bones lining the walls, the mammoths, even the very puddles in the road used to eat these plants, the people who killed them, the very trees, the very earth itself. Zimin believes is central to the changing climate of the last 100,000 years. And, Zimin believes, these same forces could catalyze unexpectedly extreme warming in the next century.

Having walked every mile of this isolated landscape bordering the Arctic Ocean, picking up bones, throwing rocks in lakes, putting together the lives of the mammoths, Zimin has come to view the Kolyma some 30 years ago.

When my summer plans to visit a friend in Paris on my way home from Russia fell through, I settled on the next best option: visiting the Institute for Russian History in Moscow. (The institute itself is named for a tributary which flows into the Volga on the site.) Tolgsky was established as a monastery in 1314, in the place where, according to tradition, an icon-not-made-by-hand was discovered. As the account goes, Bishop Rostovskii Trifon had a vision when traveling through his diocese. In this vision a shining bridge materialized over the river, leading him to a cedar grove, where he beheld a shining image of the Mother of God hanging in the air. Upon returning to the site the next day by boat, he and his companions discovered the miraculously-appearing icon, with his staff lying beside it. Trifon founded the monastery on that site. Closed in 1917, and later used as a juvenile prison, the convent was returned to the Orthodox church and re-established its orders in 1987. About 100 nuns live in the convent now, and since reopening, Tolgsky has become one of the better-known and most frequently visited convents.

I think I understand why Tolgsky is such a popular place. It emerged in public discourse and in the mass media. Having consulted with a Russian-American journalist living in Moscow, I chose the Tolgsky Convent, just over the Volga near Yaroslavl. (The convent itself is named for a tributary which flows into the Volga on the site.) Tolgsky was established as a monastery in 1314, in the place where, according to tradition, an icon-not-made-by-hand was discovered. As the account goes, Bishop Rostovskii Trifon had a vision when traveling through his diocese. In this vision a shining bridge materialized over the river, leading him to a cedar grove, where he beheld a shining image of the Mother of God hanging in the air. Upon returning to the site the next day by boat, he and his companions discovered the miraculously-appearing icon, with his staff lying beside it. Trifon founded the monastery on that site. Closed in 1917, and later used as a juvenile prison, the convent was returned to the Orthodox church and re-established its orders in 1987. About 100 nuns live in the convent now, and since reopening, Tolgsky has become one of the better-known and most frequently visited convents.

I think I understand why Tolgsky is such a popular place. It is pristine. Anyone who has visited Tolgsky and Tolstoy’s estate at Yasnaya Polyana will recognize a strikingly similar landscape. The woods, the groves, the hills, the fields, the snow on the winter ground, the mud on the spring ground, the infinity of the sky, the eternity of the earth, the immensity of the river, the eternity of the days, the eternity of the seasons, the eternity of the cycles of life and death, the eternity of the world’s climate. I think I understand why Tolgsky is such a popular place. It is pristine. Anyone who has visited Tolgsky and Tolstoy’s estate at Yasnaya Polyana will recognize a strikingly similar landscape. The woods, the groves, the hills, the fields, the snow on the winter ground, the mud on the spring ground, the infinity of the sky, the eternity of the earth, the immensity of the river, the eternity of the days, the eternity of the seasons, the eternity of the cycles of life and death, the eternity of the world’s climate. I think I understand why Tolgsky is such a popular place. It is pristine. Anyone who has visited Tolgsky and Tolstoy’s estate at Yasnaya Polyana will recognize a strikingly similar landscape.
ing their own complicity. What the region
understood to mean was that the history
of Soviet studies to a group of students in
the Russian, East European, and Eurasian
Studies Master's program at Stanford.

Professor Lapidus, a specialist on Soviet
politics, and foreign policy, has authored
and edited a number of books on Soviet and post-Soviet affairs, including The New Russia Troubled Transformation (Westview Press, 1995). The Soviet
System in Crisis (Westview, 1992), and Women
in Soviet Society (University of California
Press, 1979). She is currently working on
a book on the impact of the Soviet legacy
on patterns of conflict in the post-Soviet
states.

Professor Lapidus’s talk centered on
factors that influenced Soviet studies, the
difficulties involved in studying the area, and
how study of the region has changed since
the fall of communism. Following the
debate on the Cold War, controversy
developed in the field of Soviet Studies as to whether
Soviet studies failed to predict the fall
of the Soviet Union and why. There were
exaggerations and criticism on all sides; the
field was not shaped by the misperceptions
of scholars, however, but by the broader
trends and nature of the system.

In retrospect, Lapidus said, the interna-
tional environment has had a great influ-
ence on the way most people study, the
care of emphasis of scholarship and funding, and
has shaped the emergence of key institu-
tions that helped to give a discipline
a level of field. In addition, international currents and
methodological trends within universities
influenced studies. There were conflicts
between individual disciplines, such as
political science, and area studies programs,
and as a result there were characteristics as
to the kind of research that was consid-
ered legitimate.

The nature of the Soviet system also
greatly affected Soviet studies. Access to
information on the Soviet Union was lim-
lited, and the information that was available
was scarce, cloaked in secrecy, and often
inaccurate. Many areas were closed to
equity. It was nearly impossible to study
politics and economics; these fields
were based on “scientific communism,” which
was itself based on ideological principles
rather than empirical research. These
obstacles greatly influenced the kind
of research that could be done. In order
to study high politics, scholars had to use
sources such as determining the rank of
Soviet elites by the order in which they
appeared at public parades and who attended
events like the like. There was even
less information on economics; economic
research was often based on literature.
The only way to go to the Soviet Union
to obtain information was through IRIX, which
was an artificial mechanism created
c specifically for exchanges.

Following the collapse of the Soviet
Union, the scene changed dramatically.
The field was transformed; there was an end
to the Cold War, ideological restrictions
and many possibilities opened up. The
field of sociology and anthropology blossomed,
and languages became increasing
freely, because of the different languages
now being spoken in the new states.

New access to archives for research led to a
new wave of historical scholarship, and
Cold War history became a popular field
among scholars.

In summary, Prof. Lane stressed the
salience of regional differences in
Ukraine. Respondents in the eastern part of
the country are more concerned about “civil courage”
issues than those in the western part of the
country to endorse communist ideas. This
suggests that positive emotion is based upon
a combination of qualitative and quantitative
research methods. 24 focus groups were
held in Kharkiv, Odessa, and Moscow. A
total of 1,600 Russians and 2,015 Ukraini-
ans participated in a survey taken in 2005,
months after the Orange Revolution.

WHAT IS PUTIN’S PLAN? ANDY
KUCHINS SPEAKS ON RUSSIAN
POLITICS

On November 8, 2007, Andy Kuchins
gave a talk entitled “What is Putin’s Plan?”
A seminar sponsored by the Center for
Democracy, Development and the Rule
of Law (CDDRL) at Stanford University.

Kuchins is a former senior fellow at the
Carnegie Endowment for International
Peace, is now a senior fellow and director of
the CSIS Russia and Eurasia Program.
He has also taught at Stanford and George-
town Universities, and is working on a
book:China and Russia: Strategic Partners,
Alleys, or Competitors?

Putin’s Russia has become more pros-
perous than ever before, and the wealth in
Russia is more concentrated than ever.
According to Kuchins, Putin’s goal since taking
the role of “Putin’s party,” the Kremlin-

sponsored political party United Russia, has
been to endorse communist ideas.

For an in-depth discussion of the
two independent Belarussian
investigation commissions which
were appointed after the
Orange Revolution, and
the circumstances surrounding the
critical storming of the school. The
Mothers of Belas, has also uncovered
information which further discards the
Tort admission. Dunlop noted that since the
disagreement with the formal report, Putin’s treatment of The Mothers of Belas has become noticeably
colder and more hostile. Discussion be-
tween the president and the organization
is now nonexistent.

Dunlop’s research and the conclusions of
the independent investigations suggest
that the truth behind the Belas hostage
tragedy yet remains clouded in mystery, lies,
and politics. With the danger facing investiga-
tive reporters in Russia, it is unclear how
close to the truth we will arrive. However,
for an in-depth review of the existing
evidence, consultation of Dunlop’s The 2002
Dubrovin and 2004 Belas Hostage Crisis:
A Crime, A cover-up, and a Counter-Terrorism
is a first good step.

Dunlop provided an in-depth discus-
sion of the rise of two independent Belas
investigation commissions which strongly
contrasted with the official government’s
Commission report. The commission headed
by Stanislav Kassen, the deputy speaker of
the North Ossetian parliament, provided
concrete evidence questioning the Torshin
report's official summary of the event. The
Commission’s conclusions did not bring closure to the region. Instead
the report ignited a storm of opposition,
dissatisfaction, and finger-pointing. Policies
certainly were at the heart of the disagree-
ments in the investigation since the
2002 publication of the Torshin Com-
mission report.

Dunlop, senior a fellow at the Hoover
Institution, focused his talk on the devel-


diments in the investigation since the
2002 publication of the Torshin Com-
mmission report.
2007-08 Stanford Lecture Series on Ukraine

“Galicia in the Age of Metternich and Fredro”
Friday, October 30, 2007
Larry Wolff, Professor, New York University

“Ukraine After the September 30 Elections”
Wednesday, November 14, 2007
Steven Pifer, Former U.S. Ambassador to Ukraine

“The Social Bases of Reform and Anti Reform: A Comparative Study of Ukraine and Russia”
Tuesday, December 4, 2007
David Lane, Senior Research Associate, Faculty of Social & Political Sciences, Cambridge University

“A National History for a New Ukraine”
Thursday, January 17, 2008
Serhy Yekelchyk, Professor, University of Victoria, Canada

“Globalization Challenges and New Religious Answer”
Thursday, February 14, 2008
Vyacheslav Ageyev, Fulbright Scholar at San Francisco State University

“Present State of Education in Ukraine”
Wednesday, February 14, 2007
Vyacheslav Brizoukhovsky, President of National University ‘Kyiv-Mohyla Academy’, Kyiv, Ukraine

“Contemporary Ukrainian Literature: Writing, Translating, Publishing”
Thursday, March 13, 2008
Roman Tashleetsky, Fulbright Scholar at San Francisco State University of Economics and West European Studies, Indiana University

“Two Nationalities, Three Cultures: Russians and Ukrainians in the (Russian) Empire”
Wednesday, April 23, 2008
Oleh S. Ilyntzyk, Professor, University of Alberta, Canada

“Self-Portraiture and Narrative in Taras Shevchenko”
Tuesday, May 13, 2008
Roman Korapceckyj, Professor, UCLA

Thanks to our CREEES Steering Committee

Mary Datin, Associate Director, Stanford Institute for Creativity and the Arts
John B. Dunlop, Senior Fellow Hoover Institution
Gregory Freidin, Professor of Slavic Languages and Literatures
David Holloway, Raymond A. Spruance Professor of International History, Professor of Political Science and Senior Fellow Freeman Spogli Institute
Michael McFaul, Director of CDDRL, Research Associate at CISAC, FSI Deputy Director, Professor of Political Science, Helen and Peter Bing Research Fellow, Hoover Institution
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Gabriella Safran, Associate Professor of Slavic Languages and Literatures and, by courtesy, of German Studies
Kathryn Stoner-Weiss, Associate Director of Research and Senior Research Scholar, CDDRL

Congratulations to Mary Datin, the Associate Director of CREEES from 1999 to 2006. She recently accepted the position of Associate Director of the Stanford Institute for Creativity and the Arts (SICA). Mary brings her administrative expertise and deep knowledge of the Stanford community to the administrative arm of Stanford’s arts initiative. She will be engaged in invigorating the creative and artistic life of the University through strategic planning, promoting events, and administering SICA grant programs. Mary Datin also joins the CREEES Steering committee beginning in 2007-08.

Many thanks to the following donors for their recent contributions to CREEES and the Ukrainian Studies Fund

Ms. Svitoslav Rozhanska
Ms. Barbara A. Broaddus
Ms. Maria Ishiv
Jerryl Karl and Philippe Schmitter
Chopivsky Family Foundation

Your financial support is always greatly appreciated. Please make checks payable to Stanford University and send to: CREEES, Stanford University, Encina Hall West, 210 MC 6045, Stanford, CA 94305

Congratulations to Sue Purdy Poloss, the Publicity and Events Coordinator of CREEES from 2003 to 2007! Sue recently accepted a promotion to the position of Publicity and Events Coordinator of the Bill Lane Center for the Study of the North American West. Sue will coordinate publicity and public outreach and plan the Lane Center’s major events, including “Walking the Farm.” She will also develop publications for the Lane Center’s activities. CREEES sincerely thanks Sue for five years of service. She is truly a dedicated, talented, and caring colleague who will be sorely missed by the CREEES community.

Happy Birthday, Jack Kollmann! The CREEES Academic Coordinator and Lecturer! Jack celebrated his 70th birthday with CREEES colleagues at the Stanford Faculty Club in February. In the photo, Jack is being regaled by CREEES Steering Committee member Norman Naimark with CREEES interim director John Dunlop and Finance Administrator Van-Anh Nguyen looking on. Thanks, Jack, for your 25 years of service to our Center, and we wish you many more happy birthday celebrations!

http://creees.stanford.edu
Primary Sources for Historians: Russian-Ottoman Relations, 1600-1800

As part of its effort to provide primary sources for historians, the library has for some time been acquiring large microform sets of archival documents and old, rare publications. The Library News column will periodically highlight some of them.

Russian-Ottoman Relations: The Origins, 1600-1800 is a microfiche set of 193 rare print publications held by the National Library of Russia in St. Petersburg. By the 17th century the Ottoman Turks had extended their power deep into the Balkans and north of the Black Sea. Russia clashed with them repeatedly during this period, becoming an increasingly important factor in Middle Eastern politics in the process. The publications in this collection include diplomatic reports, government documents, travel accounts, and political tracts and pamphlets. They are all in Western languages, meaning that they can be used by many undergraduates, as well as by graduate students. Sample titles:

An Authentic Narrative of the Russian Expedition Against the Turks by Sea and Land Containing Every Material Circumstance of Their Proceedings from Their First Sailing from Petersburg to the Destruction of the Turkish Fleet, in the Archipelago, compiled from several authentic journals, by an officer on board the Russian fleet. London: S. Hooper, 1772. Physical Description: Peyssonnel, M. de, 1722-1790. Observations sur le commerce de la Mer Noire, et des pais qui le bordent: aux quelles on a joint deux memoires sur le commerce de Smyrne et de l’isle de Candie ... Amsterdam; Leide; Rotterdam; Utrecht: Chez les Libraires Associés, 1787.

Türkisches Manifest, wieder Sr Czarzischen Majestät wie solches von Wien ist überbriefet und in denen öffentlichen Zeiungen referirt worden: nebst einem kurzen Lirari, was im Monath November und December des vorliegenden 1710ten Jahres bey Delbarin und Publikirung des Krieges zu Constantiopol merckwürdiges vorfallen. [S.l.: s.n.], 1711.
2007-2008 VISITING SCHOLARS, FELLOWS AND FACULTY

most learned and profound among Russian art decorative sculpture. Krasulin is, perhaps, the great Russian poet, Osip Mandelstam. His art and a lecture on the relationship between modern Russian poetry and modern Russian art, which he has recently written on the great poet, Osh Mandelstam.

Jan Maksymiuk Other Fellow, Hoover Fall 2007, is a regional analyst with Radio Free Europe / Radio Liberty in Prague, Czech Republic. His area of expertise in political and social journal work includes an analytical essay with a special interest in Belarus, Moldova, and Ukraine. He has written for “RFERL Newsline,” the RFERL English language website and edition electronic “RFERL, Belarus, Ukraine, Moldova Report.” In addition, he regularly contributes to the RFERL Belarus and Ukrainian Services. He has also translated and published several works into both English and Belarusian.

Olena Nikolayenko Visiting Postdoctoral Scholar at CDDRL comes to Stanford from the Social Sciences and Humanities Research Council of Canada. In her dissertation, she analyzed political support among adolescents in Russia and Ukraine. Her current research examines why some youth movements succeeded, whereas others failed to bring about political change in the post-communist region. Her research interests include comparative democratization, public opinion, political socialization, social movements, and youth.

Asaya Peretyatko Acting Assistant Professor in Linguistics. She completed her PhD dissertation in 2005 at MGU University in 2002 on the topic of “Copular Sentences in Russian and Italian.” Her forthcoming article, “Split Phrases in Colloquial Russian” is about to appear in Studies in Linguistic Phonology, a special volume on spoken language. At Stanford she is teaching courses on linguistics, mainstream and “Bilingualism. Language Adaptation in the Heritage Languages.” Author of Copular Sentences in Russian. (Springer-Verlag, 2007.)

Robert Rakipovtsev Lydie and Corrine Robertson International Fellow. John S. Knight Fellow from Tirana, Albania. Robert is at Stanford to research the sociopolitical trends in emerging Eastern European democracies and their relation to the European Union and international organizations. He began writing in 1996. In 2001 he was promoted to editor-in-chief of Gazeta Shelluhi, making him one of the youngest editor-in-chief of any newspaper. In addition to his journalism, Rakipotsev teaches two university courses Investigative Journalism and Cleaning, Wring and Reporting News, for the University of Tirana.

Klaus Segbes CREEES Visiting Scholar, is Professor of Political Science at the Freie Universität of Berlin. He also serves as Director of East European Studies Online and International Relations Online. Professor Segbes conducts research on a range of topics including contemporary Europe; German foreign relations with Eastern European countries. EU enlargement, the impact of globalization on world cities, elections in the CIS, the comparative analysis of institutional changes in Russia and China, and an analysis of area studies as practiced in academic settings. While at CREEES as a visiting scholar, Professor Segbes will offer public lectures to the campus community and be available to consult with students in seminars and programs in and around the University of Stanford.

Anton Shkunzaruk CEECER Carnegie Fellow from Rome Institute from Stony Stony Institute in the Department of Slavic Languages and Literatures. She holds a PhD from the Institute of Hungarian Studies and Education for Index.hu, Hungary’s largest science section for Index.hu, Hungary’s largest science section for Index.hu, Hungary’s largest science section for Index.hu, Hungary’s largest science section for Index.hu.

Muhammad Tahir was an Other Fellow at the Hoover Institute in Autumn 2007. Originally from Turkmenistan, Tahir now lives in Prague, Czech Republic where he is a broadcaster for the Turkmen Service of Radio Free Europe/Radio Liberty. CREEES was pleased to sponsor the talk “Turkmenistan in Transition” which Tahir presented in October 2007 in Encina Hall.


Monica White post-doctoral Stanford Humanities Fellow in the Department of Slavic Languages and Literatures. She holds a PhD from the University of Cambridge. Her research interests include the cultural, religious and military history of Kiew Rus and Byzantium; cults of saints and dragon-staring miracles. She recently completed her book, The Rules of the Game and Their Consequences” at the 32nd Annual Stanford/Berkeley Conference on Russian and East European Studies held at the Hoover Institution in early March.

Tuesday Night at the Opera

On December 4th, the students of CREEES were able to attend the San Francisco Opera’s dazzling new production of Stravinsky’s The Rake’s Progress. The performance was generously subsidized by the Stanford Institute for Creativity and the Arts (SICA), the hub of the university’s arts life. The music of Stravinsky’s Rake held an arresting freshness imperious to over half a century of time, combining that immediacy with undeniably stature. That, in conjunction with tour-de-force performances of all the lead protagonists (and antagonists), the opera’s fascinating libretto by poet WH Auden and Chester Calman, and the new San Francisco production’s vivid and ingeniously executed re-setting of the opera’s subject (in the 1950’s American Southwest of Texas, Hollywood, and Las Vegas) made the night at the opera truly one to remember!

Notes from the Underground

In September CREEES students had the pleasure of seeing a brilliant adaptation of Dostoievsky’s Notes from the Underground. The performance was an incredible example of how the very intense Phoenix Theatre in San Francisco, brought to life a story rich in psychological and existential tension. Notes from the Underground is considered a major forerunner of existentialist thought and was acknowledged by Sartre and Nietzsche as a major influence on the modern philosophical movement. In the story, Dostoevskii17th century political and social views by means of the hero, who, in the attempt to be progressive, is ultimately paralyzed by his own psychological conflict. Oleg Liptson adapted, directed and started in the play. With the help of his pre-recorded material, he interacted with a filmed version of himself and brought to life the fractic and peripatetic characters inhabiting the mind of the Underground.

Out and About

Laura Akin as Anne Trulove in Stravinsky’s The Rake’s Progress at the San Francisco Opera House.

On November 6th, the students of CREEES were able to attend an information session on the Stanford-in-Moscow program held at the Hoover Institution in Autumn 2007. Originally from Turkmenistan, Tahir now lives in Prague, Czech Republic, where he is a broadcaster for the Turkmen Service of Radio Free Europe/Radio Liberty. CREEES was pleased to sponsor the talk “Turkmenistan in Transition” which Tahir presented in October 2007 in Encina Hall.

The Bing Overseas Study Program in Moscow, Autumn Quarter 2007

In autumn 2007, eight undergraduates joined Faculty-in-Residence David Holloway (professor of history and political science) in the Bing Overseas Study Program in Moscow, Erik Adams (10), Daniel Babincz (08), Jennifer Bullock (09), Druissa Dickson (10) Katherine Holsinger (10), Andrew Roth (09), James Super (19) and Masako Yoshioka (10) posed for this photo which was distributed as a postcard to every Stanford undergraduate. The postcard invites all Stanford undergraduates to attend an information session on the Stanford-in-Moscow program held at the Hoover Institute on September 24. The session “Moscow...Europe’s Most Dynamic Capital,” featured speeches by the students, Professor Norman Naimark (Director of the Bing Overseas Study Program), Professor David Holloway, Professor Michael McFaul (polical science), and Alexander Alexakhin, program director of Stanford in Moscow. The evening ended with a seven-minute video prepared by Katherine Hoffmann.

By Saya Kitasei

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CREEES Upcoming Deadlines

FLAS 2008 Summer Fellowships for Graduate Students
Deadline: April 28, 2008

The US Department of Education Foreign Language and Area Studies Fellowships are for all levels of intensive language study in most languages of Eastern Europe and the Former Soviet Union. The fellowships provide summer tuition plus a $2500 stipend.

CREEES Summer Travel and Research Grants for Graduate Students
Deadline: Monday, April 28, 2008

The Center for Russian, East European and Eurasian Studies can offer modest support for research travel in Eastern Europe, or the Former Soviet Union.

Slavic Summer Russian Language Study for Undergraduates
Deadline: Monday, April 28, 2008

Modest grants are available for undergraduate summer study of Russian language.

For more information please refer to the CREEES website at: http://creees.stanford.edu/grants/index.html