



Center for Russian & East European Studies

Building 40, Main Quad, Stanford University, Stanford, CA 94305-2006

NEWSLETTER

Fall/Winter
1997-1998

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A NATIONAL RESOURCE CENTER

Letter from the Director

This Autumn Quarter my family and I had the opportunity to experience the new Russia first hand; Jack Kollmann, CREES M.A. Program coordinator and I were teaching at the Stanford in Moscow Overseas Studies campus. We old-timers marvelled at the wide availability of consumer goods, our kids marvelled at the trains, trolleys and big city traffic. CREES is a strong supporter of Stanford's Overseas Studies program in Moscow; the program offers courses on a variety of levels to Stanford students from those beginning intensive Russian language training to graduate students. Two CREES M.A. candidates have participated in the Moscow program in recent years. It is a particularly appropriate opportunity for our coterminal B.A./M.A. candidates, who can take a combination of undergraduate and graduate units at the Moscow campus from visiting Stanford faculty and local Russian professors. CREES is also often a beneficiary of the program as well, with returning students enrolling in language study or signing up for the coterminal M.A. degree. Such programs, open to students with minimal Russian, go a long way towards opening up interest and involvement in Russian studies to a new generation of students.

While I was in Moscow, CREES was ably directed by Professor Richard Schupbach. I would like to express my thanks to him for filling in and to our Steering Committee for their help to him. My thanks goes to members of the committee who are rotating off—John Dunlop of the Hoover Institution and David Holloway of History and Political Science.. And I would like to welcome to the Committee Charles McLure from the Hoover Institution, an economist whose expertise on taxation has prompted him to turn to study Russian taxation policy. Laurie Koloski, Ph.D. candidate in History, took over Jack Kollmann's job in advising the M.A. program. She got our new M.A. students launched on their intensive, one-year Master's program, and organized the training

workshop that acquaints them with Stanford's faculty and library resources in our field, as well as with key problems in the field today. We are very grateful for her energetic commitment to that important task.

In addition to two new M.A. students, Zeb Rainone from Cornell and Sarah Lenti from the University of Virginia, we welcome this year to CREES two Fulbright research scholars. Armen Aivazian, a political scientist, comes to us from American University of Armenia in Yerevan, and Antonina Sharova, a historian, from the Russian State Humanities University in Moscow.

This is a year of both continuity and innovation in our teaching program. Thanks to our Title VI support as National Resource Center, CREES helps to support a broadened program of teaching languages of our area through the Special Languages program. In addition to the Russian and Polish courses taught through the Slavic Department, the Special Languages program has been able to respond to student demand for courses on the beginning or advanced levels in Czech, Ukrainian, Hungarian, Turkish and Lithuanian. We called back to teach this year past CREES Director Alexander Dallin, who offered a graduate course in Political Science on the "Foreign Policies of Post-Soviet Successor States." For the second year in a row I have been participating in a graduate course organized by the Directors of Stanford's four Area Studies Centers on problems and methods of field research in international settings. The course draws a wide variety of students, from schools and disciplines as diverse as Engineering, Law, Environmental Biology, History and Political Science. It covers issues as philosophical as the ethical challenges of working in foreign settings, to the nuts and bolts

(see **DIRECTOR**, page 4)

Students Report on their Summers

Recipients of CREES Travel Research Grants Discuss Their Summer Projects

Prague, Czech Republic

November 18, 1997.

*By Erin K. Jenne, Graduate Student
Political Science Department*

My work here is progressing rapidly. I have used part of my pre-dissertation period to refresh my Czech and prepare it for interviewing purposes. I took private lessons in Czech for 5 weeks and also visited the national newspapers in Prague to familiarize myself with the developments of East Central European minority organizations and their relations with their governments in the post-1989 period. I have received an affiliation with the Institute of Sociology and the Czech Academy of Sciences, where I work closely with Alena Nedomova, who also has a position in the government on the standing National Council for Minorities. This council is responsible for acting as a liaison between minority group representatives and the Czech government. Through my work with Alena and through additional contacts I have made with members of government and minority party leaders, I have learned a great deal about the conditions under which a minority group becomes more or less radicalized in its relations with the central government in a transitioning society. I have learned, in particular, the important role that international organizations such as the European Union and the Council of Europe have had on the mobilization of a minority group and the types and form of goals that its minority group is then likely to advance against its government. The CREES money I received for this research has made it possible for me to defray research-related expenses such as hiring interpreters while I am in Slovakia and having interview transcripts prepared. The ability to pay for this service is crucial for my dissertation research, as I am doing research in Budapest, Bratislava and Bucharest. My research entails my interviewing members of the parliament and minority group leaders who do not speak English or German. And working on cases in different countries like

this is crucial to the comparative components of my research.

Moreover, my work here has demonstrated that my research questions are academically interesting and that my research design is both feasible and well-suited to testing my hypotheses.

I am very grateful for the research opportunity that the CREES stipend has afforded me.

Macedonia

December 1997

*Rozita Dimova, Graduate Student
Anthropology Department*

The main focus of my summer research was an assessment of the impact of the political upheavals in the countries surrounding Macedonia. More precisely, I was looking at the way the rhetoric of the political elites in Macedonia has been expressing self-glorifying and congratulatory features and adding an important ingredient in the creation of the new national(istic) discourse of the Republic. Ever since 1991 and the independence of Macedonia, the new national identity has been constructed through several different vehicles

"...the Albanian minority in the Republic serves as a negative holographic image of what Macedonia must not become."

(media, new history text books, new popular culture). I believe that the new political configuration of the Republic, however, has been the most decisive in the process of reconceptualizing the old (Yugoslav) national identity. The events of 1996/97 in Serbia, Bulgaria and most notably Albania have provided an immensely interesting point of departure in looking at the way the Macedonian official political rhetoric has been molding the new identity in the Republic. More precisely,

the anti-Albanian discourse has been predominant in the Republic and has been exclusionary towards the Albanian minority. The main emphasis has been on the "strength of the Macedonian people; their ability to survive like a weed throughout centuries of assimilation and subordination, and their courage to realize the long lasting dream of having an independent state." leaving out almost 35% of the overall population in Macedonia—the Albanians who live in the Republic.

Through interviews with five Macedonian politicians and three Albanian political activists, it became evident that the main component in creating the post-Yugoslav national identity in the Republic of Macedonia is through inventing and representing the Albanian minority as the negative other. The events that occurred in Albania during the first half of 1997 (the mass weapon robbery) were used for strengthening the anti-Albanian feelings in the mass media and for pointing out the western neighbor as the one who "is most dangerous for the peace of the Republic". Thus, the main conclusion after my summer field work is that the Albanian minority in the Republic serves as a negative holographic image of what Macedonia must not become.

In addition to the interviews and the newspaper research I conducted, I initiated intensive cooperation with several Macedonian social scientists who have been interested in the same problematic. I tried to put the theories I had encountered at Stanford during the previous academic year and the methodology in dialogue with the conceptual framework used by local researchers. I also visited the University of Bulgaria in Sofia and the Serbian State University in Belgrade where I met with several distinguished professors in history, sociology, and ethnology. It was our common agreement that any kind of examination of the Macedonian national identity before or after 1991, has to be contextualized

within a larger Balkan framework.

Shortly before I departed for Stanford in September 1997, I visited Bucharest, Romania, where I presented a paper at the Second Annual Meeting of the Europe Association of Balkan Anthropology. The Conference was an excellent opportunity to meet anthropologists from Europe who work in the region.

Tolyatti, Russia

July 1-12, 1997

*By Lisa McIntosh-Sundstrom
Graduate Student, Political Science*

This summer, I was pleased to attend the "Second Annual Russian Scientific-Educational Summer School on Women's and Gender Research: 'Volga-97', which took place near the city of Tolyatti from July 1-12, 1997. Fifty-three women and men, including graduate students, professors, independent scholars, and political/social activists from Russia, Kazakhstan, Ukraine, and the United States attended the summer school. The school was organized by the Moscow Center for Gender Studies (MCGS) and funded by the Ford Foundation. Each year, organizers of the summer school plan to focus on a different theme relevant to gender research. The theme for this year's summer school was gender research methodology and pedagogy. Next year, the MCGS plans to organize the school around the themes of law and politics.

The twelve days of the school were jam-packed with lectures, seminars, and initiatives of individual scholars discussing their research. Although the school's theme was officially methodology and pedagogy, a great

number of the seminars and lectures dealt with broad topics in gender studies, including such themes as: the history of Russian women and feminism, gender stratification, the American women's movement, and post-modernism and feminism. The participants came from such diverse disciplinary backgrounds as history, anthropology, sociology, philosophy, and psychology. Only a few of the participants – and only graduate students – were political scientists, since the field of political science is so embryonic in the former Soviet Union.

I was privileged to have the opportunity to acquaint myself with the staff of the MCGS

"...turf battles are constantly being waged regarding what can be classified as gender research - can studies of women's psychology without reference to men, for example, be considered gender research?"

and the Centre's resources in Moscow, as well as such renowned scholars in Russian gender research as Zoya Khotkina, Olga Voronina, Elena Zdravomyslova, Anna Temkina, and Natalya Rimashevskaya. I also met two other graduate students, from Princeton and Indiana universities, who are working on topics of gender in the former Soviet Union. This networking opportunity was by far the greatest benefit that I reaped from the summer school. My acquaintances with scholars and activists of the region will be invaluable when I begin my planned dissertation research on the Russian women's movement next year. My attendance at the summer school has virtually assured me access to scholars and

information, whereas I would have spent far more time fostering such relationships later had I not been granted this opportunity.

The substance of the seminars and lectures was interesting, but much was already familiar to me from past reading in feminist theory and on gender issues in Russia. More interesting to me were the debates and question periods following the presentation. For example, turf battles are constantly being waged regarding what can be classified as gender research - can studies of women's psychology without reference to men, for example, be considered gender research? Another debate which I found extremely fascinating regarded financial obstacles to social and political activism. Many participants voiced

their abhorrence of the growing trend for women's organizations and research groups to shape their activities toward the goal of receiving funding from international organizations. The term "feminist-entrepreneur" was used more than once. This tension over the legitimacy of bowing to the wishes of international organizations was very interesting to me, and has led me to think further about conducting research on the effects of international funding on the development of women's organizations in Russia.

The summer school was a thoroughly worthwhile experience for me. I hope and believe that my having attended will greatly facilitate my future research and assist in fostering greater international exchange of research on gender between North America and countries of the former Soviet Union. I would like to extend my deepest gratitude to the Center for Russian and East European Studies at Stanford University, as well as the Ford Foundation, for providing the funds for me to attend "Volga-97. Had I not received such generous assistance, I would never have had the opportunity to attend.

1998 CREES SUMMER FELLOWSHIPS/GRANTS FOR GRADUATE STUDENTS

SUMMER FLAS FELLOWSHIPS

US Department of Education Foreign Language and Area Studies Fellowships 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 \$2400 stipend.

CREES TRAVEL AND RESEARCH GRANTS

The Center for Russian and East European Studies can offer modest support for travel and research in Eastern Europe or the F.S.U.

DEADLINE FOR ALL APPLICATIONS: April 17, 1998.

For applications contact CREES, Building 40, Main Quad, Stanford, CA 94305-2006, (650) 725-2563, hf.rsx@forsythe.stanford.edu.

Applications available: March 16, 1998

Twenty-Second Annual Stanford-Berkeley Conference

Friday, March 13, 1998
Oak Lounge, Tresidder Union
Stanford University

“Religion, Politics, and Spiritual Life in Russia,
the USSR and the Post-Soviet Union”

9:30 -5:30

Panel 1: “Religion in the Russian Empire”

Panel 2: “Revitalizing Religious Life in the Post-Soviet States”

Panel 3: “Religion and Politics in the Post-Soviet States”

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of interviewing techniques and doing archival research.

A high point of last autumn's program was a superb concert of Ukrainian music on December 7, performed by the University of California Chorus, under the direction of Marika Kuzma and featuring guest soloist Julian Kytasty. We are grateful to Professor of Music William Mahrt for his help in organizing the very successful affair, and to the Committee to Aid Ukraine of Northern California for financial support. In Winter Quarter our attention turns to the Berkeley-Stanford annual conference of the two Centers for Russian and East European studies. This year, the conference will be held at Stanford on March 13 on the topic of "Religion and Spirituality in Russia, USSR and Post-Soviet Union." We hope to see you there.

As always we appreciate the support and feedback of the broader community, on campus and off-campus, whom we serve as a Resource Center. Visit our Web site, contact us with your interests.

—Nancy Kollmann
Director

CREES Welcomes Four New Students

- Christian Eversull is pursuing his coterminal A.B./M.A.. He majored in Science, Technology and Society as an undergraduate. Christian hopes to integrate his interest in the Former Soviet Union, with a career in medicine. He spent autumn quarter at the Stanford-in-Moscow campus, where he also interned in health care.
- Sarah Lenti graduated from the University of Virginia with a B.A. in Russia Studies. After interning with the State Department in Washington and Moldova, she decided to pursue her M.A. to better prepare for a future in public service. In June, Sara plans to begin working for the government in defense-related work. As a CREES student, she has discovered a passion for Russian Poetry.
- Zeb Rainone is a FLAS Fellowship recipient and received his BA from Cornell in Government/Russian and Eastern European Studies. Upon graduation he plans to pursue a career in government or academia.
- John Smith, who will begin spring quarter, is a U.S. Army Foreign Area Officer. He just completed an 18-month program at the Marshall European Center for Security Studies in Garmisch, Germany. While at Garmisch, he completed assignments in the Ukraine, Russia and Kyrgystan.

Scholar from Central Asia at Stanford:

An interview with Dinora Azimova

by Zach Foreman

Though working in a small office on the edge of campus, Dr. Dinora Azimova, currently a Fulbright Visiting Scholar, is very happy to be at Stanford. "Today, I can say that I am so happy that I came to Stanford, especially CISAC [Center for International Security and Arms Control]. It is such a multi-cultural environment—different races, cultures, nationalities. I feel very comfortable."

Dr. Azimova is a member of the Foreign Ministry of Uzbekistan. However, she is no stranger to the world of academia, as she was a professor of History and later of Business at the University of World Economy and Diplomacy in Tashkent, Uzbekistan's capital city. She became a member of the Foreign Ministry in 1996. Although there was a nominal Foreign Ministry in the days of the USSR, it was only after independence in 1991 that the Foreign Ministry truly appeared. "I came when the department was less than two

years old. We needed two or three years to really find things." The department is now mostly concerned with basic security issues but Azimova hopes that in the near future it can devote time to economic issues, her specialty, as well.

According to Azimova, it is extremely uncommon to enter the Ministry from academia. Most of her colleagues are career politicians or administrators. She believes that scientists and specialists should create a base strategy for the new independent states, short and long term. "I act as a mediator between the government and the scientific community."

In her view, the immediate concern is preventing further violence in the region. "The biggest threat to regional security in Central Asia is the contradiction between national and local interests. The disintegration begun at the dissolution of the Soviet Union is continuing. It is an uncontrolled process. Tribes and districts are playing against the common national interest."

The lessons of Afghanistan and Tajikistan are not lost on Uzbekistan. "I analyze what pro-

cesses lead to war and how to stop it, how to prevent pressure from building and what the future of the region will be."

"Wars have become closely connected. People are traveling back and forth. It looks like borders don't exist. Fighters in Afghanistan and Tajikistan are ethnically Tajik, Uzbek and Turkmen. We suffer when people of our nationality suffer, and we feel bad when we hear about the victims."

"Also, the waves of refugees put pressure on other countries. They have deep psychological problems. War is inside these people. They bring the spirit of war with them. It is like an epidemic, like influenza. It is a danger to Europe and the whole world."

When asked about internal threats, she downplays the current financial difficulties. "We cannot move to market too quickly. The official [currency] rate causes problems to investors but my prognosis is that another year or two of official rates will not cause serious harm."

The biggest problem is overpopulation. The

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Teaching Central Asia

Department of Education, Title VI CREES Teacher Workshop Series explores topics in Central Asia

Time for school! For the past four years, CREES has organized and helped sponsor workshops for high school teachers who want to add materials on the former Soviet Union and eastern Europe to their classrooms. The Bay Area Global Education Project, Stanford's School of Education, and the World Affairs Council of Northern California co-sponsor the workshop series.

Each year, teachers from all over the Bay Area—mostly high school social science teachers—attend a full-day workshop in October and then four evening sessions between November and March. (Teachers may receive continuing education credits through the School of Education if they wish.)

This year's workshop series, "From Silk Roads to Pipelines: Where is Central Asia Going in the 21st Century?" explores the history and contemporary political, economic, geographic, and cultural developments of Kazakhstan, Kirgizstan, Tajikistan, Turkmenistan, and Uzbekistan. Workshop themes in previous years have included "Is Eastern Europe Obsolete?"; "Siberia and the Russian Far East," and "Understanding Ethnicity and Nationality in the Former Soviet Union."

This year's workshop series has been especially rich and dynamic. At the full-day workshop in October, Professor Amos Nur of Stanford's School of Earth Sciences discussed oil resources and politics and their implications for Central Asia. Coit Blacker, a former member of President Clinton's National Security Council

and now a fellow at Stanford's Institute for International Studies and courtesy professor in the Department of Political Science, described his and others' efforts to shape US policy toward Central Asia after the breakup of the USSR. A visiting religious studies professor from South Africa's University of Cape Town, Ebrahim Moosa, sketched the history and significance of Islam in Central Asia. Subsequent evening sessions have included a trip through the region's cultural history and diversity with Professor Emeritus Albert Dien, of Asian Languages; slide presentations from two Stanford Ph.D. candidates who have lived and traveled in Central Asia, Kathleen Collins and Paul Stronski; and a session with Erika Weinthal, of the Center for International Security and

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Arms Control, on the politics of water. Professor Gail Lapidus, of the Institute for International Studies, will wind up this year's workshop series with a session on ethnic conflict and nationality issues.

The workshops are about more than listening to experts share their experiences and ideas - though this alone is worth the trip to campus! At each session, teachers also participate in mock lessons and discuss ways to use information from the session as well as additional materials and maps in their own classrooms. This year, workshop organizers have also stressed the importance of "virtual" resources and technology in the classroom. Terry Haugen, a regular workshop participant who teaches at Miramonte High School in Concord, CA, shared her experiences with the Virtual High School at a recent session. Haugen is teaching Russian history on the Internet for the first time this year, and working with students from all over the country. (For more information on the Virtual High School, point your web browser to <http://www.vhs.concord.org>.) On a more informal level, teachers learn and trade information about internet sites which can help bring eastern Europe and the former USSR into closer focus for students.

With so much happening so quickly in Central Asia and other regions of the former USSR, it is difficult to integrate them into existing social science curricula. By bringing together high school teachers and experts from a variety of fields, the CREES/BAGEP workshops bring these distant regions, with their fascinating pasts and presents, closer to home and to the classroom.

(AZIMOVA continued from page 5)
high birth rate is linked to high unemployment, limited national resources, low productivity, it creates difficult obstacles to progress. Yet it is culturally difficult to overcome the high birth rate. We need to look to build a good future, healthy, well educated children and a good environment, perhaps with the aid of outside organizations."

"Religion is very strong. Over 2000 mosques have been created since the disintegration of the USSR, even with the war, poor economy." Unlike some other commentators, she doesn't see the rise of Islam as a threat. "Religion is the moral response of society. In hard times, society needs a strong moral code."

When asked to evaluate her experience at Stanford, she said, "The library is excellent and the level of professors makes Stanford a world center. I am now a Stanford Patriot. I have been to Harvard, Georgetown, the University of Washington, and many other universities and I think that Stanford is number one. The people are kind and hospitable, both the university and community."

She is especially grateful to her sponsor, David Holloway, currently Associate Dean of Humanities and Sciences and Professor of History and Political Science. "Even though he is very busy, he has been very helpful. For example, when I needed a computer with Russian letters, I asked him and immediately got a new computer."

With the growing interest in Central Asian studies here and around the world, Dr. Azimova feels that she has come to the right place at the right time. Her only wish is that Central Asia will appear in the curriculum of University

Departments such as International Relations, Political Science, History, the Middle East, etc.

She arrived in September and is set to stay for one year. She has brought two of her children with her, a daughter, Kamila, who is 17 and a senior at Palo Alto High and Oybek, 15, who goes to Gunn High. "They discuss whose school is better," she said with a smile.

Kendall Lectures Published

"What Have We Learned About Science and Technology from the Russian Experience?" by Loren R. Graham
Stanford University Press,
Paper \$14.95
Cloth \$39.50

At the time the Soviet Union broke apart in the late 1980's, it had the largest scientific community in the world. The rapid development of such an immense scientific establishment presents an unusual opportunity for the world's leading authority on Soviet science to examine how the Russian experience compares to the character of science and technology throughout the world.

Professor of History of Science at MIT and Harvard University, Loren Graham delivered the Donald M. Kendall lectures for CREES in 1995. The book, forthcoming in April from Stanford University Press, is based on this series of lectures.

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