
◆ REECAS NEWSLETTER ◆

Russian, East European and Central Asian Studies Center
Jackson School of International Studies, University of Washington

Spring, 1996

Ramet Hosts Conference on Radical Right in Eastern Europe

by Henry Szymonik

The Jackson School's Professor Sabrina P. Ramet hosted an international conference on "The Radical Right in Central and Eastern Europe since 1989" from March 21st to March 23rd at the Meany Tower Hotel. Distinguished guests presented papers during five panels, which included: "Defining the Radical Right;" "Czechs, Slovaks, and Slovenes;" "Confessionally Mixed Societies in Central Europe;" "Yugoslav Successor States;" and "Eastern and Southern Balkans." Participants came from around the globe, including Singapore, Croatia, Alaska, Slovenia, and the United Kingdom. The conference was held as a prelude to an upcoming book on the radical right which will be edited by Professor Ramet and is slated for publication by the University of Washington Press in the spring of 1998.

The conference provided a look at the diverse nature of Central and Eastern Europe. The papers showed a spectrum of influence of the radical right from the extreme case of Serbia to, for example, the marginal and relatively small radical right in Bulgaria. The first panel tackled the

question of the definition of the radical right. It became apparent that there could be no agreement on a narrow definition of this phenomenon, because the uniqueness of its rise in different countries precluded any easy definition. A general guideline definition was, however, provided by Professor Ramet in her paper, "Defining the Radical Right: Values and Behaviors of Organized Intolerance in Post-Communist Central and Eastern Europe." Professor Ramet defines the radical right as "that segment of the political landscape which is inspired by intolerance (of 'outsiders' and of alternative opinions alike), anti-democratic attitudes, and a repudiation of Universal Reason and characterized by ideological and programmatic emphasis on 'restoring' supposedly traditional values of the Nation and imposing them on the entire Nation."

In addition to Professor Ramet, other University of Washington faculty were present in the role of discussants. Professor Paul Brass was one of the discussants for the first panel, Professor Leslie Eliason the second, Professors Christopher Jones and Uta Poiger the third, Gordana

Crnkovic the fourth, and Professor Stephen Hanson for the last panel. All provided thoughtful comments, and presented suggestions for improving on these draft papers, as well as providing an interdisciplinary approach to the theme. For instance Professor Eliason, from the Graduate School of Public Affairs, focused on policy choices and the process of state-building, questioning whether incomplete institutions and an inability on the part of a transition government to effectively administrate bolster the radical right.

The consensus of the participants at the closing discussion was that the conference was a great success. The bringing together of scholars from all over the world and from diverse academic fields provided important insights into the rise of the radical right in Central and Eastern Europe, and provided excellent background for Professor Ramet's upcoming book.

Henry Szymonik is a second year graduate student in REECAS, concentrating on Bosnian history and politics.

Inside This Issue

Professor Boba Memorial	2
New Materials	5
Film Resources Rediscovered	7
Croatia Report	8
Telementoring 1996	9
Chornobyl Commemoration Planned	9
Central Asia Updates	14

Second Annual Regional REECAS Conference

The Russian, East European, Central Asian Studies (REECAS) Center is pleased to announce its Second Annual Regional Conference on Russian, East European and Central Asian Studies. The Conference will be held **Saturday, April 20** in the HUB on the University of Washington Campus. For a complete conference schedule, please turn to pages 3 and 4. There is no charge for admission to the conference. **More information on the conference, including abstracts of papers being presented, can be found at the following web site:**

<http://weber.u.washington.edu/~reecaf/CONF96/conf.htm>

Professor Imre Boba

A memorial gathering was held Saturday, March 30, 1996 in honor of University of Washington History and Jackson School Professor Imre Boba at the University's Faculty Club. Professor Boba passed away January 11, 1996 at age 76. Professor Boba's family, friends, and former colleagues paid tribute to his personal and academic life.

Imre Boba was born in Győr, Hungary, October 23, 1919 of a Polish father and a Hungarian mother. At age ten, upon his father's death, he was sent to live with relatives in Poland, where he finished high school in 1939. After the fall of Poland, he returned to Hungary (then neutral), where he graduated in 1941 from the Hungarian-sponsored lyceum for Polish youth on Lake Balaton, and in 1946 from the University of Budapest. Being ineligible for military service because of a childhood disability, he served throughout World War II with the Polish Resistance Movement in Hungary, spiring Polish officers to the West and assisting the Hungarian authorities in the care of Polish refugees, finally joining the Polish Second Army Corps in Italy for transfer to England. He received the Silver Cross of Merit with Swords from the Polish Government in Exile in London for his work in the Resistance.

From 1952-59, Professor Boba served with Radio Free Europe in Munich, first as Researcher and Cross-reporter for the Polish Desk, and later as Assistant to the Political Adviser. But his original desire to devote his life to scholarship led him to bring his family to Seattle, where he entered the graduate program in history at the University of Washington. In 1962 he received his Ph.D. and was appointed Assistant Professor of History at the UW, beginning a tenure of 28 years, usually in conjunction with the Jackson School of International Studies. In Spring 1990 he was guest professor at the University of Tübingen, Germany.

From boyhood, Professor Boba was interested in the origins of the Polish and Hungarian peoples, and his

dual nationality gave him a unique perspective. It was in the study of early medieval sources pertaining to the movement of peoples in Eastern Europe that he discovered a discrepancy in translation which led him to the thesis that the city of Morava, the seat of St. Methodius' activities, was located south of the Danube river in present-day Serbia. Because the Czechs and Slovaks have long based their national prestige on the so-called "Great Moravian Empire" on the river Morava north of the Danube, Professor Boba's suggestion has been the object of controversy. It was a source of satisfaction to him that now, after some 25 years, scholars are accepting his theory as valid. The presentation of his thesis, Moravia's History Reconsidered (1971) has now appeared in German and Croatian translations and will soon be published in Hungarian.

Professor Boba often questioned accepted assumptions in medieval history, such as the Invitation of the Rus', the location of Morava, the Donation of Constantine, and, most recently, the early church history of Hungary, relying on primary sources as the basis for his work. In the introduction to Nomads, Northmen, and Slavs (1967), he wrote "[my] method of dealing with these sources is founded on the belief that the chroniclers and medieval historians knew and understood the events described by them much better than we. It is far more likely that the obscurity of certain passages in their narratives is due, not to the ignorance of a medieval scribe, but to our own inability to comprehend."

Professor Boba took pleasure in many things; his family, his friends, travel in Europe, model railroads, good company over a glass of wine. But above all he took pleasure in his research. He seldom went out without a packet of note cards in his pocket, and he literally put himself to sleep at night by leafing through notations culled during the day. Professor Boba is survived by his wife Elizabeth, daughters Eleanor and Leslie, sister Anna, and brother Laszlo.

The 2nd Annual Regional Conference on Russian, East European, and Central Asian Studies

University of Washington, Seattle Washington

Saturday, April 20, 1996

HUB 310, 106B

8:15-8:45 a.m. Registration (no charge)

8:45-9:00 a.m. Welcoming Remarks

9:00-10:30 a.m. First Morning Session

Session A: Interest Group Relations In Eastern Europe

Chair: Leslie Eliason, Graduate School of Public Affairs, University of Washington

Papers:

- *Ideas, Institutions, and Think Tank Imperialism: The Limits of Civil Society in Post-Communist Policy Making*; John Clark, Center for Central European and Eurasian Studies, Hudson Institute
- *Media And Local Government Relations In Hungary*; Gyorgy Gajduscek, MPA Program, State University of New York
- *Policy Concertation, Interest Representation and the Future of Democracy In East Central Europe*; Jonathan A. Terra, Political Science, Stanford University

Discussant: Patrick O'Neil, Department of Politics and Government, University of Puget Sound

Session B: Social And Political Effects Of Russian Economic Policies

Chair: Susan Hardwick, Department of Geography and Planning, California State University-Chico

Papers:

- *Poverty in Post-Soviet Russia: Myths and Realities*; Elzbieta Wasowska Benson, Univ. of California at Berkeley
- *Contemporary Social Stratification In Russia*; Ted Gerber, University of Oregon
- *Russian Federalism: Economic Reform And Political Behavior*; Leonid Polishchuk, Center for Institutional Reform and the Informal Sector (IRIS), University of Maryland

10:45-12:15 p.m. Second Morning Session

Session A: Security Issues In Russia And The Former Yugoslavia

Chair: Christopher Jones, Jackson School of International Studies, University of Washington

Papers:

- *Assessments of Strategic Threats to Russia after the Cold War*; Mikhail Alexseev, Political Science Department, University of Washington
- *The Search for Solid Ground in the Arctic Quagmire: U.S. Military Intervention in the Russian North*; Victor Schmidt, University of Washington
- *The Bully on the Block: American Policy in the Former Yugoslavia*; Ivan Avakumovic, University of British Columbia

Session B: Economic Policy During The Transition Period

Chair: Judith Thornton, Department of Economics, University of Washington

Papers:

- *Estonia's Economic Reform, Monetary Policy, and Privatization of State-Owned Industries*; Mart Kask, Honorary Consul, Republic of Estonia
- *Economic Development of the Russian Far East and Its Cooperation with Pacific Countries*; Nadezhda Mikheeva, Deputy Director, Economic Research Institute, Russian Academy of Sciences, Khabarovsk, Russia
- *Exchange Rate Dynamics During the Transition Period*; Irina Bukina, Oregon State University

Discussant: Konstantin Pisarchook, University of Oregon

12:15 - 1:45 p.m. Lunch (non-hosted)

continued on next page

1:45 - 3:15 p.m. First Afternoon Session

Session A: Political Developments In Tajikistan

Chair: Kathleen Collins, Department of Political Science, Stanford University

Papers:

- *Elites and Regime Change: The Case of Post-Soviet Tajikistan*; Soleiman M. Kiasatpour, University of California, Riverside
- *The Formation of Multi-Party Systems in the former Soviet Union: The Case of Tajikistan*; Tatiana Abdushukova, Visiting Scholar, University of Washington
- *The Conflict in Tajikistan: The Role of the United Nations*; Noor Umarov, Monterey Institute of Intl. Studies

Session B: Historical Models Of Democracy And Change

Chair: Glennys Young, History and International Studies, University of Washington

Papers:

- *Organic Democracy vs. Formal Democracy in Ivan Ilin's Program of Russia's National Revival*; Oleg Khripkov, University of Oregon
- *The (Re)Production of Velvet: On the Dynamics of Czechoslovakia's Modern Revolution*; Dan Brook, University of California, Davis
- *Vaclav Havel and the Liberal Religious Tradition in Bohemia*; James W. Hulse, University of Nevada-Reno

Session C: Environmental Management

Chair: Craig ZumBrunnen, Department of Geography, University of Washington

Papers:

- *To Save A Sacred Sea: Ecological Progress Report on Lake Baikal*; Thomas B. Rainey, Evergreen State College
- *Ecosystem Management in the Bikin River Basin of the Russian Far East*; Xanthippe Augerot, Geosciences Department, Oregon State University
- *Who's Cleaning Up in Poland? Contending Approaches to Environmental Policy*; John Clark, Center for Central European and Eurasian Studies, Hudson Institute

3:30 - 5:00 p.m. Second Afternoon Session

Session A: Pedagogical Issues: A Roundtable

Chair: Susan Hardwick, Dept. of Geography and Planning, California State University-Chico

Topics:

- *Language Awareness in Teaching English as a Foreign Language*; Dmitru Dorobat, Visiting Scholar, Department of Slavic Languages and Literature, University of Washington
- *Incorporating Russian Language into History Courses: The Use of Primary Documents*; Oleg Khripkov, University of Oregon

Discussants: Lida O'Donell, Portland State University; Jim Harnish, North Seattle Community College

Session B: Central Asian Culture And Politics

Chair: Kathleen Collins, Department of Political Science, Stanford University

Papers:

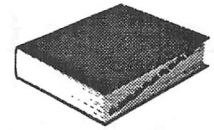
- *Turkmenistan: From Colony to Nation State*; Zaher Wahab, Department of Education, Lewis and Clark College
- *Manas and the Cultural Survival of the Kyrghyz and a video presentation of Kyrghyz culture*; Kagan Arik, Department of Near Eastern Languages and Civilization, University of Washington

There is no charge for admission to the conference. For more information, contact Kurt Engelmann, Assistant Director, REECAS (Russian, East European, Central Asian Studies) Center, Box 353650, University of Washington, Seattle, WA 98195-3650 / ph. (206) 543-4852, FAX (206) 685-0668 / email: <kengel@u.washington.edu>. **More information on the conference, including abstracts of papers being presented, can be found at the following web site:**

<http://weber.u.washington.edu/~reecasf/CONF96/conf.htm>



New Materials Available at the REECAS Center



Periodicals:

Note: Professor Dan Waugh is generously housing his back issues of OMRI's semi-monthly publication *Transitions*, as well as the World Bank's newsletter *Transition* in the REECAS Center office at 203 Thomson. These resources are available for overnight check-out.

Transitions: Events and Issue in the Former Soviet Union and East-Central and Southeastern Europe, Open Media Research Institute. The successor to RFE/RL Research Reports, OMRI's *Transitions* provides comprehensive coverage to a variety of issues in the region. Each issue devotes the majority of the publication to a single issue, such as Islam and the CIS, law enforcement and the growth of organized crime, and the transition to free markets. Each issue carries a variety of other stories as well. A new feature of *Transition* is a back cover listing of Internet resources pertaining to the main topic or area that the given issue features.

Transition: The Newsletter About Reforming Economies, World Bank. The newsletter contains items on the various transition economies and bibliographical listings of new publications, including journal articles, as well as book reviews.

Cold War International History Project Bulletin, Woodrow Wilson International Center for Scholars. The Winter 1995/96 issue is devoted to the Cold War in Asia, including translations of five meetings between Stalin and Mao Zedong and Zhou Enlai between 1949 and 1952 from recently declassified documents in the Russian Presidential Archives. The issue also contains articles on the Korean War, new Chinese Sources, Sino-Soviet Relations, Sino-American Relations, the Vietnam/Indochina wars, as well as book reviews.

Surviving Together, Isar. The Spring 1996 issue has just been received. The journal is a quarterly publication of ISAR, formerly the Institute for Soviet-American Relations. It features articles on critical issues in the region, as well as organizations in the U.S. and former Soviet Union which are active in the development of civil society. Particularly helpful is an index included in every issue which provides contact information for the groups featured in that issue. This issue has information on violence against women in Russia, commemorates the anniversary of the Chernobyl disaster with a section devoted to energy alternatives, and spotlights Belarus.

Reports:

The 1995 OSCE Meeting on Human Dimension Issues, Organization for Security and Cooperation in Europe. The report details the 1995 meeting of the OSCE in Warsaw of the countries participating in the Helsinki process. The meeting reviewed participant states' performance in implementing human rights and humanitarian protections, particularly in Central and East Europe and the former Soviet Union. The report contains reviews on rule of law development, freedom of expression and free media, freedom of assembly, torture, capital punishment, religious freedom, freedom of movement and democratic institutions and processes.

Report on Azerbaijan's November 1995 Parliamentary Election, Commission on Security and Cooperation in Europe. The Organization for Security and Cooperation in Europe's Office of Democratic Institutions and Human Rights and the Electoral Assistance Division of the U.N. jointly established an operation to observe Azerbaijan's parliamentary elections, its first since becoming independent. The report discusses the political and economic context in which the elections took place, as well as the conduct, participation and the results of the election, and what those results might mean for Azerbaijan's future.

Land Privatization in the Republic of Moldova, Rural Development Institute, November 1995. Prepared at the request of USAID, this report investigates the current situation regarding land privatization and related reforms in the urban and rural sectors of Moldova. The REECAS Center has on file several older RDI reports on land and agrarian reform in Russia.

Where are They Now? Reports from REECAS Alumni

1994 REECAS B.A. recipient, **Nobuyo Nio Sato** reports from Kurashiki-city, Okayama, Japan:

"It has been a terrible year in 1995. The great Hanshin earthquake injured my friends and destroyed my relative's house. Fortunately, my family was OK. But I was going there and helped as a volunteer in the Hanshi area. . . . Another big threatening thing was the nerve gas attack on Tokyo subway system by cultists. . . . I was there at that day in the same subway. If I had arrived at the train station ten minutes earlier, I must have been injured by nerve gas. My colleague was injured because our working office was located above the subway station where nerve gas was spread. . . . The big change was my moving out from Tokyo. Due to my husband's work, I quit my job in Tokyo and came to a new city in Western Japan." Nobuyo can be reached at: QWD03043 @niftyserve.or.jp

Also in the Far East, **Molly Masland** of the REECAS class of '94 is teaching English at Heifei University of Technology (her address at the university is 59 Tunxi Lu, Foreign Guesthouse, Heifei, Anhui 230009, China). She writes:

". . . The first month or so was complete culture shock but I'm settled in now and am adjusted to my daily routine. Slowly but surely I'm learning Chinese with the help of a tutor.

"My living accommodations are cushy, at least by Chinese standards, despite problems with rats, cockroaches, and other little critters. Heifei, the city I'm in, is the capital of Anhui Province, the poorest province in China. It's a big industrial center in the middle of hundreds of miles of rice paddies and farmland. The standard of living is low, but the city is modernizing at an unbelievable pace, as is the rest of China. . . . The food has taken some getting used to as the Chinese have a very pragmatic attitude towards eating and seem willing to consume almost anything that's edible (i.e., dogs, cats, rats, mice, snakes, possum, eels, and even some insects on occasion). It's always amazing to walk through the local outdoor market and see everything that's for sale.

"I'm teaching writing composition, business, and a few basic conversation classes. There are about 35 students in each class, mostly freshmen and sophomores. They're all eager to learn and, on the whole, motivated. . . . Teaching is definitely a difficult skill to master—I once heard someone say that 'teaching is the easiest job to have but the most difficult to be good at.'"

Adam Johnson, B.A., 1995, wrote in early February from Korea, where he is teaching English, that he had been there two months at that point and "still like[s] kimchi and rice and the occasional soju (Korean vodka). . . ."

1996 REECAS M.A. recipient **Colleen Halley** has just begun work as an International Research & Exchanges Board Internet fellow in Rostov on Don in Russia. The Internet program is designed to provide Internet access and training to universities, libraries and civic organizations in Russia, Belarus, Kazakstan, Ukraine and Uzbekistan. Colleen can be reached at <cfhalley@glas.apc.org> or visited at her homepage at <<http://www.irex.org/challey.htm>>. She reported at the end of March that:

"I am slowly but surely settling in here in the wonderfully run-down town of Rostov-on-Don. It's old. Looks like the buildings and streets haven't been touched since they were built just after WWII. . . . As for work, the first week here with my Moscow bosses was sheer info overload. Met with everyone who is anyone in telecom here in Rostov. This week, the first on my own, I have been taking it a bit slower. One or two meetings a day. . . we should have the first public site up and running within two weeks."

Review

Croatian News Listservs

by *Letty Coffin*

Anyone interested in events in the former Yugoslavia, particularly Croatia, will be interested in the following listservs: *Croatian-News* (in English) and *Hrvatski-Vjesnik* (in Croatian). Both listservs are moderated and for news distribution only - discussions, queries, or announcements are not accepted.

Although each listserv distributes news from and related to Croatia, the same articles usually do not appear on both lists. A *Globus* article appearing on *Hrvatski-Vjesnik*, for example, will unlikely appear in English translation on *Croatian-News*.

Croatian-News offers reports from the Foreign Press Bureau in Zagreb, occasional translations from Croatian papers, some scholarly articles about Croatia, and related sports and cultural news. *Hrvatski-Vjesnik* offers primarily transcripts from Croatian papers such as *Globus*, *Vecernji List*, *Vjesnik*, *Slobodna Dalmacija*, and *Feral Tribune*.

Each listserv generates anywhere from 20-200K weekly. *Hrvatski-Vjesnik* generates far more mail, however, in part because of its distribution of full-length newspaper articles; a Foreign Press Bureau report is quite small in comparison. Usually once every 12-14 days, *Hrvatski-Vjesnik* will generate as much as 300K in one day. This usually consists of around ten articles from *Globus*, the opposition/tabloid paper from Zagreb.

Both *Croatian-News* and *Hrvatski-Vjesnik* are valuable ways of getting news from Croatia and the surrounding areas that is not always easily accessible in Seattle. Your Croatian language skills should be very good to fully benefit from *Hrvatski-Vjesnik*, however.

To subscribe to either list send a message to <ListServer@CarNet.HR>. In the body of the message write:

subscribe CROATIAN-NEWS your-name

or

subscribe HRVATSKI-VJESNIK your-name

(Continued on page 7)



Russian and East European Video Resources at the UW

by Jeff Jones

What types of Russian and East European video resources are available at the UW and where can you find them? An on-line catalog is in the works that will answer this question. This year, thanks to an Ellison Fellowship, the REECAS Center is compiling and cataloging all the Russian and East European feature films, documentaries, and other video resources at the UW. Whether you're a student researching defense spending under Gorbachev, a K-12 teacher looking for lesson material on the collapse of the Soviet Union, a professor wanting to show a documentary on the Highway of Brotherhood and Unity in Yugoslavia, or a film buff looking for the best examples of Russian and East European cinema, there is an amazing wealth of video resources right here at the UW to meet your needs.

The best-kept secret at the UW is the Educational Media Center (EMC), located under Kane Hall. The EMC has a huge collection of videos intended for university-level instruction which are available for no charge for on-campus, in-classroom use by UW faculty. Screening of most materials at the EMC is available to individuals at a nominal charge, but must be done in one of their screening rooms in the basement of Kane Hall. Off-campus viewing of EMC materials is available for a rental fee. Some of the gems of this collection include: "The Battle of Stalingrad"-a Soviet documentary containing unique, captured German footage; "The Struggles for Poland," a nine-volume series; "Nicholas and Alexandra," a three-volume series on events leading up to the Russian Revolution; "Revolt in Hungary," a 26-minute documentary made by the Hungarian underground. The EMC also has a number of major Russian and East European feature-films including Tarkovsky's "Andrei Rublev," Wajda's "Kanal" and "Ashes and Diamonds," Forman's "Loves of A Blonde," as well as the major works by Sergei Eisenstein, and a few by Vsevolod Pudovkin and Dziga Vertov. On order for the EMC is a ten-volume series on the early Soviet cinema, a 1995 documentary on Bosnia, a Soviet secret archives three-volume series, as well as

more feature-films.

Another unexploited video resource on campus is the REECAS Center itself. Located on the second floor of Thomson Hall in the REECAS Office, this is a growing collection of videos available for free check-out to students, faculty, K-12 teachers in the community, and interested individuals. Some of the highlights of this collection include: a four-volume series titled "Messengers from Moscow" featuring commentary by UW Professor Herb Ellison; "Climbing to the Top of the Caucasus;" Eisenstein's classic "Alexander Nevsky;" and a recent British production of "One Day in the Life of Ivan Denisovich." On order for the REECAS Collection is a high-quality, contemporary, 13-volume series titled "Eastern Europe: Breaking With the Past" which includes entire volumes on Ceausescu, Vaclav Havel, Jewish life in Poland and more. Also on order is a three-volume series on the Hermitage and a geography documentary on the Danube River.

The third location of Russian and East European videos on campus is the UW library system. Many classic Soviet and East European feature-films such as "October," "Battleship Potemkin," "Repulsion," and "The Firemen's Ball" are available for free overnight checkout. In addition, other historical projects such as "Dateline: 1945, Berlin," "Vaclav Havel: Leadership in Eastern Europe," and "Estonia, a Story of Survival" are available via the UW library system as well. Materials not located on campus may be requested from the appropriate branch library.

The value of a visual resource such as video goes well beyond mere entertainment. Video can add an important dimension to research projects and classroom instruction. Don't overlook the wealth of video resources right here at the UW and their potential benefit to your own work in Russian and East European studies.

The on-line catalog of Russian and East European video resources at the UW, still under construction, can be accessed through the REECAS Homepage or directly at <<http://weber.u.washington.edu/~reecaf/alphavideos.html>>. Look for a catalog in print later this year. Thanks to Ken Pafford and Dan Ryan for helping to compile the catalog. Address any questions to jjones@u.washington.edu.

Jeff Jones is a first year REECAS Graduate student with an interest in Soviet, Russian and East European film.

(Continued from page 6)

A related listerv solely offers *Croatian Radio News*. This listserv gives daily transcripts of midnight, 10a.m., and 2p.m. radio broadcasts in Zagreb.

To subscribe send a message to <listproc@hrt.com.hr>. In the body of the message write the following:

subscribe HRT-NEWS your name

This service is also available via the Internet at:

<http://vukovar.unm.edu/hrt/>

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Impressions of a Summer in Zagreb

by Letty Coffin

Slavenka Drakulic once named the train journey from Vienna to Zagreb the "Balkan Express," the title of one of her short stories and the book in which it appears, as such a large number of people from the former Yugoslavia now live in Vienna. It was in the middle of my own "Balkan Express" last summer that it first really hit me that this would be no ordinary trip. From Vienna to Ljubljana the train had been relatively full. In Ljubljana, however, only the last couple of cars split off to go to Zagreb - not a lot of people were traveling to Croatia in late June 1995, a month and a half after three Serb rockets fell on Zagreb with a third of the country still under Serb control.

Upon arriving in Zagreb, however, it seemed like any other hot summer day. The trams were crowded, the streets were bustling, and the cafes were busy in this beautiful European city. As during most of my stay in Zagreb, it was hard to tell a war was going on nearby. The city has been relatively untouched during the last few years, at least superficially. Everyone's life has undoubtedly changed in one way or another by the war, however. The long line of refugees I passed outside of the German embassy on the way to school every morning and the numerous UN vehicles on the roads reminded me that the situation in Croatia was not entirely normal.

My purpose for going to Croatia was intensive language study at the University of Zagreb. Co-sponsored by the Croatian Heritage Foundation (Hrvatska Matica Iseljenica), the program was primarily attended by children of Croatian émigrés from all over the world - out of 18 students, only 4 of us had no familial connection to Croatia. My Paraguayan roommate's grandfather, for example, was from Croatia. Her father was now doing a lot of business in Croatia and had just become the Paraguayan ambassador to Croatia.

Since Croatia's declaration of independence in 1991, the going has not been easy. Croatia has taken on the tasks of transition other states in the region have with the added burden of a war both on Croatian soil and in neighboring Bosnia-

Hercegovina. This has created economic havoc for the country only compounded by the large influx of refugees. In addition, the government of President Franjo Tudjman has been criticized among other things for its hyper-nationalistic style, control of the media, and involvement in Muslim-Croat fighting in Bosnia in 1993.

After being in Croatia for a few days, I began to notice small signs of the impact of Croatian nationalism. On the first day of classes, for example, I noticed that the maps in all the classrooms had their pre-1991 titles marked out with the word Croatia written above it. A student in the advanced class told me that much of the new vocabulary they were learning was in fact newly created Croatian words, presumably to differentiate the language even more from Serbian. From walking around the city, I noticed most Yugo cars had the logo "Yugo" ripped off the back of the car.

During the afternoons, evenings, and on weekends the Croatian Heritage Foundation arranged a number of cultural events for us such as concerts, plays, museums, and fieldtrips to the surrounding country-side. Whether attending the theater or visiting a museum, we were constantly reminded of the unique Croatian background of each artifact, piece of art, or play. On one field trip, we went to a number of small towns north of Zagreb. The third or fourth village we went to was Kumrovec, the town where Tito was born, although this fact was never mentioned; instead, we went to a few small museums that showed how peasants lived in the nineteenth century, walking right by the statue of Tito outside of the house where he was born. It seemed as if some in Croatia are ready to build a new independent state by ignoring "unpleasant" parts of the past and present.

Of course, not all Croatians are this nationalistic or agree with the Tudjman regime. There are quieter voices of criticism and dissent. A journalist I spoke with who now works for the UN mentioned to me that in regards to the media control, Milosevic was smarter. While Milosevic tried to control only those media with wide-ranging audiences, allowing some in-

dependent media in Belgrade, for example, Tudjman tried to control everything.

In the middle of the heat of July the safe-havens Zepa and Srebrenica fell. There were a lot of rumors at this time that the war could escalate, especially around the Krajina.

One Saturday, I went with a couple of people to Osijek, a city in eastern Slavonia close to Vukovar. It was a cool rainy day, finally. We felt a little foolish walking around like tourists in this city that has suffered a lot of damage during the war. Practically every building in the center of the city had pock marks from shells or bullets. We met three soldiers who had just come from the "front line" (no fighting was going on). They were all in their early 20s; one of them had been in the battle at Vukovar. We had a drink with them and talked. They insisted that they had nothing against the Serbs, they were only defending their country. After walking down to the river, they pointed out the hill on the other side of which, according to them, was a line of Serbs and a line of Croats, with the UN in the middle. Later in the day, more people came out in the streets and there was a wedding in the cathedral.

During the last week of classes at the end of July, I came home early one evening and found a message from the American embassy recommending that all Americans leave the country as soon as possible because the situation in Croatia was likely to escalate soon. I was antsy at first, but everything seemed very normal. Couples were out on their evening stroll, parents were walking with their children, and people were drinking beer and coffee at the local bar. At this point, the Croatian army was on the verge of "liberating" the Krajina, which resulted in one of the largest cases of ethnic cleansing in the war as nearly 200,000 Croatian Serbs fled into Bosnia and Serbia.

My experiences in Zagreb gave me some feeling for the conflict in the area and the an idea of the amount of work there is ahead.

Letty Coffin is a second year REECAS graduate student focusing on the Croatia media.

Commemorating Chornobyl's Tenth Anniversary

*Contributed by Dr. Eugene Lemcio,
Seattle Pacific University*

Last year, several public school districts as well as private institutions agreed to mark the 10th anniversary of the Chornobyl disaster by encouraging teachers and students to examine the catastrophe from as many different angles as possible. At Seattle Pacific University, the library staff has produced a bibliography of works on the subject which is now available to an international readership via Internet on the World Wide Web (<http://www.spu.edu/library/>).

On Friday, April 26, the anniversary of the disaster, from 10-10:50 a.m., a special Seattle Pacific University chapel program is scheduled to help us remember.

Distinguished guest speakers, Mikhail Alekseev, doctoral candidate in political science at UW, and Heorhij Pinchuk, M. D. & Ph.D., will reflect on the legacy of Chornobyl from the political and scientific perspectives. Mr. Alekseev, born in Kyiv and now a permanent US resident, brings extensive media experience to bear on this subject. Dr. Pinchuk, also of Kyiv, is presently research associate in the program in immunology at the Virginia Mason Research Center.

The University Choir has prepared Ukrainian hymns, and students and faculty will contribute prayers and readings. We welcome the public to attend this service, which will be held in the First Free Methodist Church at the corner of Third West and Dravus, directly across from the campus of SPU.

Telementoring 1996

by Howard Levin, Overlake High School

Last year the Overlake School in Redmond, Washington, and the REECAS (Russian, East European, Central Asian Studies) Center at the Jackson School began a groundbreaking "telementoring" project in which thirteen REECAS graduate students worked with a class of sixteen Honors World History students. The project was designed as a simple, yet powerful way to use technology to enhance the learning of these high school students. Telementoring provided the students the opportunity to learn about the region, and to use the Internet and e-mail for sophisticated research tasks.

The program has grown by leaps and bounds in just one year. Telementoring '96 has been expanded to include all the 10th graders rather than just the honors students. The technology base at Overlake School has expanded exponentially--last year all e-mail exchanges were coordinated via one school modem, with a single common e-mail account; today the entire campus is wired with Internet access stations throughout the school, and all the students have their own Overlake e-mail accounts. Students are now required to make an average of two e-mail postings per week, so e-mail contact between students and mentors has significantly improved.

One of the most exciting aspects of the program this year is that almost all of the Jackson School Outreach Centers are participating. The program even has two mentors at Stanford due to difficulty finding local Africanists. Overlake student participation has increased to more than 50, and there are 55 graduate student mentors from the Jackson School. Student projects now cover representative areas around the world outside of North America, and have been narrowed to include only the 19th and 20th centuries. Topics chosen by the students are far-reaching and intriguing, including: Zulus vs. Boers in Southern Africa; Tanzanian Colonialism; Japanese WWII Culture and Kamikazes; Comparison of Modern and Traditional Japanese Art; Indonesian Cultural Tension: East & West; Gandhi, Non-

Violence and its Effect on 1960's Culture, 20th Century Latin American Environment; Darwin's Effect on Islam; Post WWII Balkan Countries; Rise of Lenin; WWII Nazi Culture - Degenerate Art & Music; and Northern Ireland Conflict.

Last year the program involved only e-mail exchanges as well as a library visit to Suzzallo Library, during which mentors and students had the opportunity to get to know one another and explore the resources of the library. Student to mentor contact has greatly increased this year, with the requirement that students e-mail their mentors regularly, so there is greater use of e-mail technology. Additionally, this year students are expanding their knowledge of the Internet by using and creating web pages, joining listservs, sending messages to multiple "mentors," and collaborating via e-mail.

The students will soon publish specific topic related Web sites (i.e., Africa, Russia, World War II, Holocaust, Latin America etc.). Students are consulting with their mentors, finding relevant web-sites, reviewing them, and writing short descriptions, which will then be uploaded to Overlake's Telementoring Page. This aspect of the project helps to teach the students critical evaluation skills as well as to develop a set of good, research quality Internet sites for the Overlake students as well as researchers elsewhere. In addition, many of the students' projects will be published on the World Wide Web.

Information about the telementoring program is available on both the REECAS and Overlake Home Pages. Point your browsers to one of the following Uniform Resource Locators:

The REECAS Home Page:
<http://weber.u.washington.edu/~reecas/MENTOR/mentors96.html>

The Overlake High Home Page:
<http://www.overlake.org/academics/social/tenth/telementoring.html>





—CONFERENCE—
**FROM EC-12 TO EU-15 AND BEYOND:
 THE EUROPEAN UNION & THE
 CHALLENGE OF ENLARGMENT**

Friday, May 10, 1996

9:00 am - 4:30 pm

HUB 310

A conference sponsored by the European Commission Delegation, Washington, DC; the Center for West European Studies, UW; the Russia, Eastern Europe, Central Asia Studies Center, UW; the Goethe Institute of Seattle; the International Political Economy Colloquium, UW; and British Airways. Organizers: John Keeler, Director, Center for West European Studies (CWES) and Christopher Piening, European Union Fellow, UW. Katherine Kittel, CWES Director of Outreach, is organizing a variety of special activities for K-12 teachers in the region. See page 11 for information on K-12 programs. Sponsor: CWES, JSIS. Information: 543-1675.

---Tentative Program---

Session A: The Dynamics of a Growing Union: From EC-6 TO EU-15

Moderator: John T.S. Keeler (UW)

9:00-9:40 **The Political Dynamics of a Widening EU: Lessons From the Past**, Desmond Dinan (George Mason University)

9:45-10:25 **Institutional Consequences of EU Expansion**, David Martin (Vice-President, European Parliament)

10:30-11:10 **The Challenges of the Southern Enlargement**, Michael Marks (Willamette University)

11:15-11:55 **The Challenges of the Northern Enlargement**, Christine Ingebritsen (UW)

12:00-1:45 Lunch break

Session B: Europe's Next Step: Expanding to the East

Moderator: Christopher Piening (European Union Fellow, UW)

2:00-2:40 **The Attractions of the European Union: A Perspective from Central Europe**, Michael Zantovsky (Ambassador of the Czech Republic to the United States)

2:45-3:25 **EU Structural Policy and Expansion to the East**, Gary Marks (University of North Carolina - Chapel Hill)

3:30-4:10 **The EU's Efforts to Facilitate Democratization in Eastern Europe: The Case of Poland**, Cecilia Chessa (UW)

4:15-4:55 **Eastern Europe, NATO, and the EU: Implications of Enlargement for European Security**, Thomas Grunert (Research Directorate, European Parliament)

5:00-5:30 Discussion

To request disability accommodations, contact the Office of the ADA coordinator at least ten days in advance of the event, (206)543-6450 (voice); (206) 543-6452 (TDD); (206) 685-3885 (fax); e-mail <access@u.washington.edu>.

Teaching About the European Union
A workshop for teachers of secondary school
Saturday May 11, 1996
HUB 309

- 8:30 am - 9:15 am "Why Teach the European Union?" Desmond Dinan, George Mason University
- 9:20 am- 10:20 am Ideas for Teaching the EU: Materials & Simulation for the classroom, Jonathan Davidson, Academic Affairs, EC Delegation, Washington DC
- 10:30 am - 11:15 am "Melting Pot or Salad Bowl: Forging a European Identity," Christopher Piening, EU Research Fellow.
- 11:20 am - 12:00 noon Break-out sessions:
 I "Using Foreign Language to teach about the EU: German," Ulrike Tietze, The Goethe Institute of Seattle. IN GERMAN!
 II "Cleaning up Europe: Working out an Environmental Policy for 15 Countries," Joe Jupille, Political Science, UW
- 12:00 - 12:15 pm Becoming an EU resource person - A summer workshop for selected teachers
- 12:15 pm Complimentary lunch

Please register for this workshop by completing and sending the form below to **Jackson School Outreach Centers, Jackson School of International Studies, University of Washington, Box 353650, Seattle, WA 98195-3650:**

Name _____ phone _____
 School _____
 grade level _____ subjects taught _____
 Address _____
 Will you attend the Conference on Friday? yes/no

About the speakers: **Jonathan Davidson** is head of academic affairs at the European Commission Delegation in Washington, DC. **Desmond Dinan** is professor of political science at George Mason University. He has recently completed a telecourse on the European Union and has written "Ever Closer Union?" popular as a textbook on the European Union. **Joseph Jupille** has studied the EU extensively and is working on a Master's thesis European Environmental Policy. **Christopher Piening** is a foreign policy analyst at the European Parliament in Brussels. He is spending a year teaching at the UW and writing a book on Europe's role in the world. **Ulrike Tietze** is the outreach coordinator for the Goethe Institute of Seattle. She has extensive experience in working with teachers of German.

1996 Yale-Hopkins Summer Seminar
"Russia and the World: Toward the New Century"
July 8-19, New Haven, CT

- for K-12 social studies teachers, curriculum specialists, and administrators
- admission by competitive application
- cost: \$250 tuition, \$200 meals, from \$280-\$690 housing

The 15th annual Yale-Hopkins Summer Seminar provides lectures and workshops by Yale faculty examining the enormous changes taking place in the former USSR, their historical and social context, and their implications for the rest of the world. For information on the YHSS, contact: Brian Carter, Yale Russia Studies, Box 208206, New Haven, CT 06520-8206, phone (203) 432-3424.

There is no application deadline, but applications received prior to May 1 will have priority. Participants can earn 40 clock hours and have the option of earning 3 University of Washington credit hours through the UW extension.



Summer Programs



University of Washington Intensive Russian and Czech Language Program June 17 - August 16, 1996

Earn a year's worth of language credit in 9 weeks and pay in-state tuition rates. The estimated 1996 tuition for each intensive language course is expected to be approximately \$1,085 for undergraduates and \$1,180 for graduate students, plus an additional \$35 application fee (fees subject to change). See **Housing and Special Programs** for information on housing and meals.

CZECH - Elementary

Emphasizes conversation and basics of Czech grammar and vocabulary. Students develop a certain fluency in expressing themselves in everyday situations.

1st Year RUSSIAN

Introduction to Russian. Emphasis on oral communication with limited vocabulary. Short readings and writing exercises. Basic grammar. Conducted mostly in Russian.

2nd Year RUSSIAN

Comprehensive review of Russian grammar with continuing oral practice and elementary composition. Conducted mostly in Russian.

3rd Year RUSSIAN

Extensive practice in spoken and written Russian based on a variety of prose readings. Intensive review and supplementation of strategic grammatical concepts. Conducted mostly in Russian.

4th Year RUSSIAN

Class discussion, oral presentations, and composition, based on reading a variety of texts, both literary and non-literary. Advanced grammar. Conducted entirely in Russian.

Housing and Special Programs

Students who wish to live in a Russian-speaking environment may apply to live in the **Russian House**, located just across the street from the campus. The Russian House has its own modern kitchen facility, and residents may opt to prepare their own meals or to buy a meal plan. The Russian House is a focal point for extracurricular events, which may include Russian singalongs, folkdancing, plays, poetry readings, lectures, films, weekend bike rides, and hiking trips. The Russian House may also host Russian visitors in the fields of art, science, business, etc. Priority to live in the House is given to those with the strongest Russian language background. All students in the summer program are welcome to participate in activities held at the Russian House or just to visit.

Housing is also available on the Russian floor of the main dormitory, where Slavic Department students will be grouped together. Estimated costs for the Russian House or the Russian floor in summer 1996: \$715 for a double; \$905 for a single; \$515 for the meal plan. Applications for the Russian House are available through the Slavic Department: (206) 543-6848. Applications for housing in the dorm will be available in April through Housing and Food Services: (206) 543-4059. Be sure to indicate RUSSIAN on your housing application.

Scholarship and Fellowships

The Department of Slavic Languages and Literatures offers one full-tuition scholarship for an undergraduate returning to the UW for the Summer Russian Program. Contact Slavic Department, (206) 543-6848. Deadline: April 5, 1996. For graduate students, Foreign Language and Area Studies Fellowships are available from Jackson School Student Services, University of Washington, Box 353650, Seattle, WA 98195-3650, (206) 543-6001. Deadline: February 1, 1996.

Applying and Registering

Call (800) 543-2320 to request a Summer Quarter Bulletin. Telephone registration begins early May. Applications by mail accepted through June 1. Later applications accepted in person only. No transcripts or letters of recommendation necessary. Application materials should be sent to Admissions Office, University of Washington, Box 355840, Seattle, WA 98195-5840. Course fees billed in early July.

For further information contact:

Shosh Westen
Slavic Department
University of Washington
Box 353580
Seattle, WA 98195-3580
Tel: (206) 543-6848
Fax: (206) 543-6009



Summer Programs



Third Baltic Studies Summer Institute 1996 University of Illinois at Chicago Summer Semester (May 28-July 19), 1996

The Baltic Studies Summer Institute Consortium was founded by the University of Washington in 1994. In 1995, the Consortium grew to five members, and now includes Indiana University, the University of Illinois, the University of Michigan, the University of Washington, and the University of Wisconsin. Member institutions take turns in hosting BALSSI. Ties between the Baltic States and Central Europe will be approached by several courses in the 1996 BALSSI program. The following courses are planned:

LITH 101-2: First Year Lithuanian

May 28-July 19, Mon-Fri, 4 hours/day, 8 credits

The course is the equivalent of a full academic year (two semesters) of instruction in Lithuanian.

EST 101-2: First Year Estonian

May 28-July 19, Mon-Fri, 4 hours/day, 8 credits

The course is a full academic year (two semesters) of instruction in Estonian.

LAT 101-2: First Year Latvian

May 28-July 19, Mon-Fri, 4 hours/day, 8 credits

The course will cover the equivalent of a full academic year (two semesters) of instruction in Latvian.

POL 101-2: First Year Polish

May 28-July 19, Mon-Fri, 4 hours/day, 8 credits

The course is the equivalent of a full academic year (two semesters) of instruction in Polish.

LITH 299: Baltic History

A-Term (May 28-June 23) Mon-Fri, 2 hours/day, 3 credits

Instructor: Prof. Saulius Suziedelis teaches History at Millersville University in Pennsylvania and is an expert on 19th and 20th century Baltic History with special attention

to the Second World War. He will teach twentieth-century Baltic History.

LITH 115: Baltic Culture

B-Term (June 24-July 19) Mon-Fri, 2 hours/day, 3 credits

Instructor: Prof. Tiina Kirss has spent time researching Baltic Culture in the Baltics. The course will give an introduction to the cultures of the Lithuanians, Latvians and Estonians. No knowledge of Baltic languages is needed.

POL 115: Polish Culture

May 28 to July 19, Mon, Wed, Fri, 1 hr 40 minutes per class, 3 credits

Instructor: Prof. Alex Kurczaba teaches Polish literature and culture at the University of Illinois at Chicago. He is a comparatist with special interest in film, poetry, and drama. The course will survey Polish culture from its pre-Christian beginnings to the 1980s. No knowledge of Polish is required.

LITH 299: Lithuania and Poland: Designing Dialogue

4 weeks, Mon-Fri, 2 hours/day, 3 credits

Instructor: Arturas Tereskinas is writing his dissertation in the Department of History, Harvard University. He has published widely on the cultural history of Lithuania and Poland. He will focus on the interaction and struggle for identity of the two cultures from 1386 to the twentieth century. No knowledge of either Polish or Lithuanian is required.

Additional programs:

A program of guest lecturers and films is also planned. Concurrently there will be an exhibit of Baltic art and/or historical maps at the Balzekas Museum of Lithuanian Culture. Students will have the opportunity to attend the Lithuanian Dance Festival to be held at the Rosemont Horizon July 4th weekend. An evening series of guest lectures will further enrich the course offerings.

Fellowships:

As in 1994 and 1995, pending funding, there will be a limited number of fellowships available for students taking intensive language courses.

For further information, contact:

Endowed Chair of Lithuanian Studies
Department of Slavic and Baltic Languages and Literatures

University of Illinois at Chicago
(m/c 306) 1628 University Hall
601 S. Morgan St., Chicago IL 60607-7116
Tel. (312) 996-4412 or (312) 996-7856

e-mail Kelertas@uicvm.uic.edu

For information about the BALSSI Consortium write to:

Daniel Waugh, Director
Center for Russian, East European, and Central Asian Studies
203 Thomson Hall, Box 353650
University of Washington
Seattle, WA 98195-3650
dwaugh@u.washington.edu

Central Asia Update

Turkmen Women: Against all Odds

by Zaher Wahab

The former Turkmen Soviet Socialist Republic (now called Turkmenistan) as a member of the former Soviet Union (accurately described as Russian colonialism in Central Asia) leaves behind a mixed legacy regarding Turkmen women. On the one hand, they enjoy: a high rate of literacy and access to schooling, paid employment for many, bilingualism (fluency in Turkmen and Russian), some health care, limited basic food rations, equality before the Constitution and other laws, some freedom, and protection from distorted Sharia (religious) laws. There are a few women in prominent positions such as three members of the cabinet, vice rector of Turkmen State University, vice-president of the national bank, television newscasters, and the country's chief of mission to the United Nations. There are many women in post-secondary institutions of education. And women are visible in all aspects of daily life, at least in the cities. Women conduct a vast informal (illegal) gold and silver

trade. And it is women alone who produce the fine Turkmen rugs.

On the other hand, a closer examination of life in Turkmenistan reveals a litany of problems facing women in the Central Asian republic. My formal surveys, interviews, participant-observations, casual encounters and random anecdotes during the 1994-5 academic year resulted in the following findings. First, Turkmen women and girls lack freedom, autonomy, self-determination, and they exist in a perpetual state of infantilization. Decisions such as marriage, bride-price, education, major, career choice, residence, number of children, travel, dress, work, and choice of friends are all made by the significant men in their lives. Second, women working for pay bore the brunt of the command economy of the USSR from 1925-91. They are now heavily burdened by the country's transition to "free enterprise" and "market economy." Globalization of the economy and "structural adjustments" have led to economic crises hitting women even harder, both in their domestic and work lives. Turkmen women and young girls perform tedious, semi-skilled, segregated, dangerous, low-status and low-paid jobs such as agriculture, cotton-related work,

textile, piece-work, carpet-weaving, teaching, or social service jobs.

Third, about half of the women live in rural towns, hamlets and villages where transportation, services, communication, associations, organized advocacy and/or protection are either nonexistent or grossly inadequate. Poverty, underdevelopment, geography, traditionalism, and religion further compound rural women's lives making them isolated, dependent, poor, sick and vulnerable. Rural women suffer disproportionately from problems due to early arranged marriage, many child-births, the double day, spousal abuse, and health/hygiene problems due to environmental degradation of the water, air and food supply. Compulsory schooling was reduced to nine years so girls can be married off younger.

Fourth, the shortage of housing is a serious problem throughout the country. This leads to little rural-urban migration whereby rural women can improve their lives. It also induces economic, social, political and psychological dependency on male adults, thus preserving the patricarchal-patrilocal system, even three

(Continued on page 15)

Central Asian Languages & Culture Summer Program

June 16- August 17, 1996

University of Washington

Department of Near Eastern Languages and Civilization

Intensive language instruction will be offered in **elementary and intermediate Uzbek; elementary and intermediate Kazakh; elementary Kirghiz and Tajik**. All languages will be taught with the assistance of native speakers from Central Asia. An extensive cultural program of lectures, music, dance, art and films will also be offered. *Pending funding, fellowships will be available.*

For fellowship information contact:

Ilse D. Cirtautas, Director
Central Asian Languages and Culture Summer Program
Dept. Of Near Eastern Languages and Civilization
229 Denny Hall, Box 353120
University of Washington
Seattle, WA 98195-3120

For admission information contact:

Summer Quarter
5001 25th Avenue, NE, GH-24
University of Washington
Seattle, WA 98195
(206) 543-2300 or 1-800-543-2300

(Continued from page 14)

four generations in the same residence. Fifth, despite Russian occupation from 1925-91, and alleged Russian claims to create "the new man" and "socialist social order," Turkmenistan remains the least developed republic of the former USSR. Archaic laws, customs, institutions, and structures leading to the subjugation of women remained in effect. Recent political independence and efforts at de-Russification, "modernization" and reindigenization have all in fact added to new problems to women's lives. New emphasis on "honor," tribalism, Islamization, patriotism, cultural restoration, and procreation have further compounded women's lives. Sixth, university women cited sexism, harassment, lack of freedom and self-determination, lack of health care, hostility from and lack of understanding by men, the double-day, poverty, bad education, inability to travel or study abroad, chronic

illness, forced and early marriage, low status, the glass ceiling, lack of exercise and entertainment facilities, lack of money and other resources, traditionalism, as well as lazy and reckless men as major problems facing Turkmen women and girls.

Yet there are numerous signs of women's resistance against patriarchy, gender oppression, sexism in all forms, and there are clear indications of a nascent feminist movement in the country. There are women in prominent political, economic, cultural and educational positions. It is mostly women who have mastered Western languages and that are securing well-paid and prestigious dollar jobs. Women publish a monthly magazine, *Avadan*. Numerous women are involved in domestic and international trade. Women manage family affairs by default. Women have more exposure to international culture and the world and are thus acquiring new world views. Women are

willing to do some of the most difficult and dangerous jobs such as street cleaning. Women study harder than men. Women voice more critique of and discontent with the status quo. More women are initiating divorce. And in extreme and tragic cases quite a few women commit suicide by self-immolation. The men-women dialectical relation in Turkmenistan is open-ended.

Professor Wahab is in the Education Faculty of Lewis and Clark College in Portland, Oregon. He will be participating in the Regional REECAS Conference on April 20 at the UW.



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In Russian, East European and Central Asian Studies

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A ten issue subscription is available for \$38.00. Individual orders are as listed and must be accompanied by a check payable in US\$ to UW (international orders add \$1.00; WA residents add 8.2% sales tax). Send orders and subscriptions to Letty Coffin, managing editor, at the address below.

Inquires and submissions should be sent to the address below with attention to Professor Sabrina P. Ramet, editor.

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To visit the REECAS site from a UW account using Lynx:

— at the UNIX or shell prompt, type: **lynx**

— at the Lynx home page, type: **g**

— at the URL prompt type the URL below:

**[http://weber.u.washington.edu/
~reecaf/reecashm.html](http://weber.u.washington.edu/~reecaf/reecashm.html)**

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