
◆ REECAS NEWSLETTER ◆

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

Fall 1995

Tinchlik Korpusi: Peace Corps in Uzbekistan

by Kenley Butler

Early one morning in December, 1992, I stepped onto the tarmac of the Tashkent airport with 53 other Americans as part of the first Peace Corps program in Central Asia. We boarded a bus and headed through the waking city for the university dormitory on Great Silk Road Street (Buyuk Ipak Yuli) which would be our collective home for three months of training.

For three months we studied the Uzbek language and team-taught English with local teachers at Tashkent schools. Because we lived, ate and studied in the

A guest is a gift from God, I was told. I managed to get out of some potentially dangerous situations, including robbery at knife-point, by explaining that I was a guest (mekmon).

dormitory, our contact with local people was limited. Our American staff was new to Peace Corps and unfamiliar with the languages and traditions of Central Asia. The locals who taught us Uzbek were helpful in passing on some basic cross-culture information, but as whole, the training period did not prepare us for life in Uzbekistan.

In March we were assigned to our sites where we were to spend the next two years. I spent my first three months in Andijon, a city of about 400,000 in the Ferghana Valley. It has no spectacular monuments to speak of and rarely draws any foreign visitors. Andijon has more in common with an Uzbek village than a city, with its sprawling Uzbek neighborhoods (makhalla) and its population rooted in tra-

dition.

It was here that I really learned to speak Uzbek. The people of Andijon pride themselves in the purity of their dialect, which is close to literary Uzbek. Since I had few responsibilities at my school, having arrived in the middle of the semester, I devoted myself to learning the language by engaging myself in conversation with anyone and everyone on the street, in the stores and at the bazaars. I feigned ignorance of Russian which delighted the Uzbeks who had rarely spoken their native tongue with a European.

Because I caught on quickly to

(Continued on page 6)



Russian Theater Comes to Seattle

The curtain will be going up on the Broken Theater this fall with its premier production of Chekhov's "The Seagull." The Broken Theater is the creation of Jenna and Jason Cottle, who moved to Seattle last year to pursue their careers in theater. Both of these ambitious twenty-four year-olds, originally from Boston and New York, studied acting in Southern California. Their decision to move to Seattle stemmed from their belief that Seattle would provide a better arena for theater than Los Angeles, a city preoccupied with the motion picture and television industries. The Cottles wanted to perform plays in their traditional form, contrary to the current trend of performing classical plays using modern day settings and usage of language. They believe that the beauty found in traditional theater is not out-dated. They believe that these plays can still be performed and appreciated by audiences of the 90's if they are presented as they were meant to be.

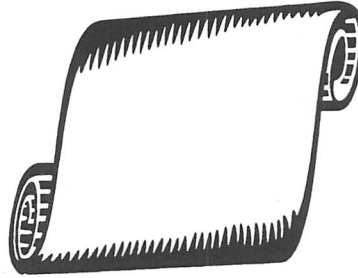
Performances for this season, in addition to Chekhov's play, include the works of Gogol, Pushkin, and Bulgakov.

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CALL FOR PAPERS and SESSION PROPOSALS for the SECOND ANNUAL REGIONAL REECAS CONFERENCE

The Russian, East European, and Central Asian Studies (REECAS) Center is sponsoring the **second Annual Regional REECAS Conference**, to be held at the University of Washington campus, Seattle, Washington, on **Saturday, April 20, 1996**. The goal of the conference is to establish a regional community of scholars, educators (elementary school through university levels), and others who are interested in the former Soviet Union and Eastern Europe. The conference will consist of formal and informal paper presentations, round table discussions, research updates, and other REECAS-related sessions. For this conference, we are soliciting individual papers and session ideas on REECAS-related topics, such as economic transformation, international relations, environmental degradation, and teaching methodology, from individuals in the Pacific Northwest (Washington, Oregon, Idaho, and British Columbia).

We encourage specialists, including advanced graduate students, in all disciplines in institutes of higher education in the Northwest to participate. Representatives of businesses, K-12 educational institutions, government agencies, and other organizations interested in the former Soviet Union and Eastern Europe are also welcome. In order to facilitate interaction, a list of REECAS specialists organized by discipline will be compiled and distributed to participants.

If you are interested in participating in the conference as a session organizer, presenter, or discussant, please return the form below to us by January 1, 1996. We will send out the final program and registration information by March 1. Please pass on this information to anyone who might be interested in participating in the conference.

We look forward to hearing from you!

Sincerely,

A handwritten signature in cursive script that reads "Kurt E Engelmann".

Kurt Engelmann
Assistant Director, REECAS Center

I am interested in participating in the first annual Regional REECAS Conference. Please include me as a:

session organizer
session topic: _____

presenter
paper title: _____

discussant
area(s) of expertise: _____

name: _____

affiliation: _____

email: _____

address: _____

phone: _____ fax: _____

Return to: REGIONAL REECAS CONFERENCE
UNIVERSITY OF WASHINGTON
JACKSON SCHOOL OF INTERNATIONAL STUDIES
203B THOMSON HALL
BOX 353650
SEATTLE, WA 98195-3650



fax: (206) 685-0668
or email: kengel@u.washington.edu

Prominent Anthropologist Dies in Accident

Steven McKnabb, 46, of South Sound, died on September 7, earlier this fall. He and his crew of 17 were on expedition in the Bering Sea when the walrus skinned canoes they were traveling in capsized in Provideniya Bay in the Russian Far East. McKnabb and his research team were engaged in a study of cultural changes in Alaskan and the Russian Far Eastern villages, which was funded through the National Science Foundation. McKnabb, who earned his M.A. and Ph.D. from Brown University, was an independent anthropologist, and was one of the few experts on Eskimo culture in the world. He recently assisted in the planning of the upcoming REECAS conference on Environmental Problems of the Circumpolar North, which is being held at U.W. (See announcement on page 2.) He took part in last year's first annual REECAS conference, giving a talk on the behavioral health issues in the Russian Far East.



(Russian Theater continued from page 1)

Later performances have not yet been decided on.

The simple Broken Theater is a far cry from the Phantages theater. However, it can boast character. It is situated at 163 S. Jackson Street, near Pioneer Square, on the third floor of an old and less than aesthetic building whose interior has been renovated with much hard work to provide actors and audiences with an austere, but proper performing area. Lovers of red velvet cushions and tuxedo clad ushers should look elsewhere. Although the theater's interior may not be as glamorous as some of its counterparts, the quality of its actors is. The company is made up of young, but dedicated and experienced professionals selected after a long and trying process of auditions. The Broken Theater is a non-profit organization of quality and character. It is bringing the dreams of young actors into reality and bringing traditional theater back to life.

To see performances or for more information, contact the box office at 517-7581.

A Letter From Prague

By Jane Desnoyers

When most people think of the Czech Republic, they think of Prague, and when most people go to the Czech Republic, they go to Prague. This summer, however, I spent a month in Olomouc, a city of about hundred thousand in Moravia, the eastern province of the Czech Republic. Olomouc is somewhere between a town and a city — it has a beautiful old town square and several impressive churches. It also has Palacky University, which sponsors a summer language program in the Czech language.

This summer approximately fifty participants came from all over Europe and elsewhere to improve their Czech. They included Russians, a Ukrainian, Poles, Germans, Italians, Spaniards, Brits, and Japanese, as well as, of course, a few Americans. Despite the overall attractiveness of most of Olomouc, we stayed in an unattractive dormitory (OK, I haven't seen many attractive dorms, even in Seattle) next to a sports hall and across from the soccer stadium. It goes without saying that everyone else in the dorm besides us — a Polish basketball team, the Czech national handball team, and hordes of volleyball players — was engaged in some sort of physical activity most of the day.

We had three and a half hours of Czech each morning, optional conversation classes and lectures in the afternoon. In the first conversation class, our instructor asked us why we were learning Czech. Actually, it wasn't as simple as that; it was more along the lines of "I can see why you'd want to learn English. Everybody speaks English. But Czech? There are only ten million Czechs — and we're all learning English or German. So why learn Czech?" My initial reaction to this was, "Does it really matter? I'm here, I'm committed for, not only the summer, but the entire year. Do I have to listen to you tell me why I shouldn't be studying this language?"

She struck a nerve, though. For a year or more, I've wonder why I'm studying a language that's so difficult and spoken by so few people. I have friends who are learning Chinese, which I imagine is much more difficult. However, they have the advantage of numbers — I don't know exactly how many, but I'm positive there are more Chinese speakers than Czech speakers. After class, I was discussing my annoyance with our conversation teacher with some Czech friends, and I was asked (inevitably, I guess), "But why? It's a reasonable question." So, after all, I was forced to come up with some sort of answer.

First of all, I'm in the process of obtaining a Master's degree in East European studies. My concentrations are economics and geography, but I feel (as does the

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New Electronic Forum Group Focusing on Russia, Eastern Europe and Central Asia

The REECAS list for the Pacific Northwest (REECAS-NW) is an electronic forum for people in the Northwest who have programs related to the former Soviet Union or Eastern Europe, or are interested in local connections to that area of the world. REECAS-NW is a place where organizations can announce events, programs, visitors, job openings, or provide any other type of information they would like to share with the "local" northwest-community concerned with the former USSR and Eastern Europe.

Subscribers are expected to come from various organizations and backgrounds — academia, businesses, public schools, non-profit organizations — and have an interest in Eastern Europe or the former Soviet Union. REECAS-NW is a public service provided by the Russian, Eastern European, Central Asian Studies (REECAS) Center at the UW, one of seven National Resource Area Studies Center in the Jackson School of International Studies (JSIS).

This list as an attempt to help actualize the goals of the REECAS Center that revolve around the development of a local "REECAS community." There is a great deal of REECAS-related activity that occurs in the Pacific- Northwest, with very few effective forums for informing the community at large of these activities. This electronic list is an attempt to provide such a forum, and it is hoped that it will complement existing forms of communication between scholars, business representatives, educators, and others interested in "our" area of the world.

If you would like to participate, subscribe by sending an e-mail message

to listproc@u.washington.edu with nothing more than the following message:

subscribe REECAS NW {your name}
for instance,

New Electronic Calendar of the Jackson School

JSIS-UW, the Jackson School of International Studies Calendar List, is the official electronic calendar of the Jackson School of International Studies and its thirteen degree-granting programs and other units. An updated calendar of conferences, meetings, lectures, and other international events for the academic year is posted to JSIS-UW on a weekly basis. The calendar includes information on activities sponsored by organizations at the University of Washington and the greater Seattle area. JSIS-UW is a clearinghouse for tentative projects as well as definite events. Subscribers are encouraged to share plans of their activities at all stages of development for the current academic year and beyond.

To subscribe to JSIS-UW: send the following command in a line by itself in a e-mail message to listproc@u.washington.edu:

subscribe JSIS-UW Your Name

for instance:

subscribe JSIS-UW Jane Doe



The Donald W. Treadgold Papers

In Russian, East European and Central Asian Studies

Submissions sought in areas of history, culture, social relations, and politics of Eastern Europe and the former Soviet Union. Manuscripts should be between 40 and 100 pages (double-spaced) including notes. For submissions or inquiries contact:

Professor Sabrina P. Ramet
Editor, *The Donald W. Treadgold Papers*
Jackson School of International Studies
University of Washington, Box 353650
Seattle, WA 98195-3650

Tel: (206) 543-4852
Fax: (206) 685-0668
email: lcoffin@u.washington.edu

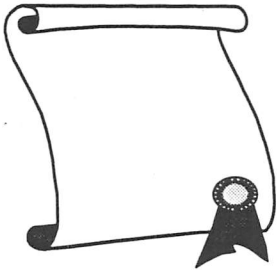
The following 3 issues have been published to date and are available at the price of \$4.00 each (international orders \$5.00, WA residents add 8.2% sales tax):

- #101: *Law in Russia* (Taranovski, Maggs, Hendley, Crown)
- #102: *Religion in Imperial Russia* (Nichols, Huttenbach)
- #103: *Russian Orthodoxy Since 1917* (Timberlake)

Forthcoming: *The Mennonites and the Russian State Duma, 1905-1914* (Martin)
Post-Communist Traditions: The Rise of the Multi-Party Systems in Poland and Ukraine (Deshchytsia)

A ten issue subscription is available for \$40.00. Orders for individuals must be accompanied by a check payable in US\$ to UW. Send orders to Letty Coffin, Managing Editor, at the above address.

Central Asian Happenings



Professor Ilse Laude-Cirtautas was recently awarded an honorary Doctorate Degree from Tashkent State University in conjunction with the school's 75th anniversary. Professor Cirtautas is only the third person to receive this award. The first two were Henry Kissinger and President Suleyman Demirel of Turkey.

(Peace Corps continued from page 1)

the language, I found myself a frequent guest at weddings, circumcisions, all-night conversations (gap) and at official New Year (Navruz) celebrations. I learned to dance to Uzbek music (a requirement of guests) and to give a speech in Uzbek at the drop of a hat.

Being a guest always had its ups and downs. The food was generally very good. But the feeling of being captive to the host was sometimes unnerving. Dinners lasted for hours and might involve meeting all the extended relatives from far and wide. Instead of allowing me to go home, the host would roll out a pad (korpucha) for me to sleep on. Yet the attention and respect accorded guests, though wearisome to both parties, was very sincere. A guest is a gift from God, I was told. I managed to get myself out of some potentially dangerous situations, including robbery at knifepoint, by explaining that I was a guest (mekhmon).

After three months in Andijon, I was reassigned to Samarkand, a city of 500,000, rich with history and dotted with spectacular monuments. The likes of Alexander the Great, Chingiz Khan, Tamerlane and Ulugbek had contributed, in their own ways, to the history of the city.

I was assigned to work at public school #9. I taught English to approxi-

mately 100 children in grades 6-11. With a grant from USAID, I built an English resource center in an outlying building. We had three classrooms for English teaching, ESL textbooks and readers for the children, a small English library, maps, magazines and a piano. My classes, based on role-play and music, supplemented the grammar rule-based teaching of the local teachers.

I lived for a while with two Uzbek students studying at Samarkand State University in a house next to my school. On weekends, I would often go home with them to their villages where I would be taken from house to house to be a guest with all their relatives. I particularly enjoyed attending the village wedding ceremonies which could last for days.

Our Peace Corps program was wrought with problems from the very beginning. It was a new program in a part of the world Americans knew little about. Our newly-hired American staff was as unfamiliar with the region and unfamiliar with Peace Corps as we volunteers were. The country's changing economic situation only exacerbated the inevitable problems 54 Americans in Central Asia might face. Thus our program had a high dropout rate for both volunteers and staff.

I came away from my two years with a deep respect for and interest in things Central Asian. My ambivalent feelings toward Peace Corps and its operations

in Uzbekistan are mitigated by the personal friendships I made, and the satisfaction I had in the daily English lessons with children at my school.

Kenley Butler is a graduate student in the School of Public Affairs here at U.W.

**Upcoming Fall
Term Lectures on
Central Asian
Topics see page 15**





Visiting Scholars for the 1995-1996 Academic Year

Fullbright Scholars:

September 21, 1995-January 21, 1996:

Dr. Umit Asanov
University of Humanities, Bishkek, Kirghizstan
Research Topic: "Culture Crisis in Kirghizstan"

September 22, 1995-January 22, 1996:

Dr. Murad Begliyev
Turkmen State University, Ashghabat, Turkmenistan
Research Topic: "Different Functional Styles in English and Turkmen"

January 1996-July 1996:

Dr. Tatiana Abdushukurova
Tajik State University, Dushanbe, Tajikistan
Research Topic: "Multi-Party System in Western Societies"

January 2, 1996-May 2, 1996

Dr. Azard N. Shamatov, Department of South Asian Languages, Tashkent
State Institute of Oriental Languages, Tashkent, Uzbekistan

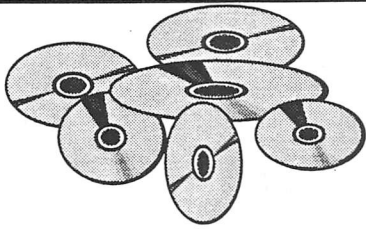
IREX Scholars:

July 1995-November 1995

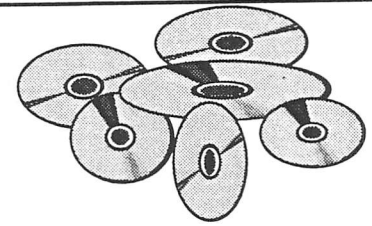
Habilbullo Mirzayev
Department of English Language, Dushsanbe State Teacher's Training
Institute, Dushanbe Tajikistan

February 1996-July 1996:

Ms. Nartach Kurbanduriyeva
Turkmen State University, Ashghabat, Turkmenistan
Research Topic: "Turkmen-English Dictionary"



Reviews



Revolutionary Learning on CD ROM

A new CD ROM released by Clearvue Inc. 1995 entitled, "The Russian Revolution", is now available in the REECAS office. This new educational tool is recommended for high school students and would probably be most effective if used by high school juniors and seniors. Although the graphics are extensive, this is no picture book. The text for the most part is well written and contains vocabulary and topics that are sometimes be difficult to grasp by younger students.

The program is comprised of three parts: Background to Revolution, Index of the Russian Revolution, and a question and answer section containing over 100 questions. The section "Background to Revolution" makes up the majority of the program. It has six different sections and covers Russian history from 1328 in the period of the city-states and ends with the Stalin's rise to power. The heaviest emphasis is placed on the revolutionary years starting in 1903 and ending about 1920. It covers most major events in Russian history after 1700. It acquaints students with names like Herzen, Witte, Lenin (who looks mighty

scary), and Trotsky, events like the Russo-Japanese war, Bloody Sunday, the mutiny of the Potemkin, and NEP. It also uses direct quotes from The Communist Manifesto.

New vocabulary is highlighted in the text and students are able to look up the words in the glossary of the Russian Revolution Index which is part of the vast American Concise Encyclopedia which contains so much historical data concerning all areas of history that a student can spend hours just browsing through it. Students become familiar with such terms as proletariat, intelligentsia, Social Democrat, duma, and war communism. Students, without a doubt, will know what a Bolshevik is by the end of the program. The question and answer section tests students with different levels of questioning using a multiple choice format. What is most helpful is that all answers to the questions are explained after a selection has been made.

Overall this is a wonderful educational aid. It proves the adage a picture is worth a thousand words. The graphics are beautiful. The program makes use of famous paintings, black and white pho-

tographs, revolutionary propaganda posters, maps, and graphs to depict Russian history. The photographs are especially effective in that they help students link history to "real people." Pictures are often used more than once in the program. This helps students connect different events and ideas. It also helps to illustrate the complexity of history and reinforce crucial happenings and themes. This CD ROM is an excellent review of Russian history, even for university students who might be rusty and haven't memorized every name and date in the history of the Russian Revolution. The only drawbacks to the program are that text is at times too simplistic. Sometimes students who have little or no background in Russian history might find themselves a little confused or overwhelmed, but they always have the option to go back and review what they have read as many times as necessary. Also, the step by step nature of the text used to follow the revolutionary years can at times be boring, but the student can still learn a lot. Come on down and check this new CD out. Take the quiz and see how much you really know.

New Maps Available in the REECAS Center

Of the forty new maps we have added to our collection available for your classroom use, two-thirds are in Russian. One special series sporadically chronicles the history of the Rus, Russian and Soviet people from the ninth century through World War II. Each map diagrams in color, with arrows and explicit keys. Teachers could drill verbs of motion, prepositions, dates and vocabulary while teaching Russian/Soviet (as well as Mongolian/East European/Central Asian) history. Included are the following:

1. IX century - 1054
2. Russian Princedoms XII - XIII century
3. The Struggle of the Peoples of our Country against Foreign Conquerors in the XIII Century
4. Princedoms and the Golden Horde in the XIII century
5. Expansion of the Russian State in the XVI - XVII centuries
6. Russia under Ivan IV (XVI century)

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7. Russia 1617 - 1689
8. Russia end 1600's - 1760
9. The Patriotic War of 1812 (Napoleonic War)
10. European part of the Russian Empire 1801 - 1861
11. Russo-Japanese War 1904 -1905
12. World War II (The Great Patriotic War) 1941-1945

Not all the Russian language maps are so specific. Other maps in the collection cover Asia, European Russia, of the entire USSR. These maps are useful for a more general understanding of size and location of the former Soviet states and in relationship to the rest of the world. American students used to be taught simply about the USSR/Russia as one vacuous area, but today students must learn that the landmass encompasses not only Russia, but at least fifteen countries, with that number always subject to change!

One particularly important map in the Russian language (Karta Narodov, Map of the Peoples) complements two English language maps of the USSR (USSR Ethnic Composition and USSR Nationality Units of the Territorial Administrative System). Karta Narodov catalogs the distribution of people-groups throughout the former Soviet Union. The key organizes peoples by language group (i.e., Slavic includes Russian, Ukrainian, Belorussian, Czech, Slovak and Bulgarian), but each language has a different color. In studying world history, students could see the links between state boundaries, ethnic population density. Though the English language maps are not as detailed as the Russian maps, they are still very useful for political science/world history classes to understand population movement and boundaries versus actual population distribution. Several of the other English language maps overlap the Russian language maps: Central Europe, Ukraine (including small villages), the World, and 1959-60 USSR maps. An esoteric English map group, the Army Corps of Engineers maps of South Central Siberia, record towns as well as power transmission lines, summer camps, and ruins.

For general or specific study in English or in Russian, the REECAS map collection augments any teacher's presentation. Students may research individually or may manipulate and solidify already taught material by seeing in picture what they have heard in lecture or have read in textbooks.

Erica Allen, a recent graduate of Stanford University, was a REECAS summer intern. She is presently working in London.

NEW MATERIALS AVAILABLE IN THE REECAS CENTER

CHILDREN'S LITERATURE:

The Commonwealth of Independent States, by Mary Jane Behrends Clark, is from the Headliner's Series. This book deals with the breakup of the Soviet Union in 1991, current happenings in the CIS, and what is in store in the future for the fifteen newly independent republics.

Count Your Way Through Russia, by Jim Haskins, teaches children the Russian numerals: 1-10.

Global Village's: A Cultural Resource Guide: Poland gives a brief overview of Poland, including population statistics, climate, history, daily life, language, holidays and more.

Global Village's: A Cultural Resource Guide: Russia gives a brief overview of Russia, including population statistics, climate, history, daily life, language, holidays and more.

Weekly Reader's: The Changing Face of Russia is an issue entirely devoted to Russia. Articles cover topics such as Karl Marx, Stalin, the end of the Soviet Union, and

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changes occurring today.

TEACHER'S GUIDES:

Collapse of a Multinational State: The Case of Yugoslavia (slides accompany the manual) is a social studies/history unit, developed by Stanford University and recommended for grades 9 through Community College. The unit includes an introduction and 3 lessons.

The End of the Soviet Union is to be used in conjunction with the accompanying video. It features excerpts from the 1989-1991 meetings of the U.S. Secretaries of State and Defense.

Nationalism and Identity in a European Context: A Curriculum Unit for Grades 9-Adult is also a social studies/history unit developed by Stanford University. It includes an introduction and four lessons.

Russia: A Literature Based Multi-Cultural Unit teaches Russian words and letters through games, stories and various exercises. It is for grades 1-3.

A Survey of World Cultures: Russia and the Former Soviet Republics (textbook and teachers guide) discusses history, geography and climate, the arts and sciences, government and life today in Russia.

VIDEOS:

Christians of the Far East, a two video set by Yale's Jaroslav Pelikan, goes back to Byzantine times when Western and Eastern Christianity split, and shows you a complex civilization and a distinctive Christian tradition inherited by Slavic peoples.

Climbing to the Top of the Caucasus is a 48 minute video of an expedition of young adults to the top of Mount Elbrus, the pinnacle of the Caucasus range.

The End of the Soviet Union (comes with a teacher's guide) is a 4 part video series featuring excerpts from the 1989, 1990 and 1991 meetings of the former U.S. Secretaries of State and Defense.

The Fall of the Berlin Wall is a comprehensive insight into the history of the wall, from the time it was built to the time it was destroyed.

Portrait of the Soviet Union, vol. 3 focuses on the Georgians, Armenians and Dagastanis in the CIS. Their culture and heritage is portrayed in the video.

Video Visits: Baltic States takes you on a tour of Latvia, Estonia and Lithuania.

Video Visits: Poland takes you to Warsaw, Cracow, Gdansk, Auschwitz and more.

Video Visits: Ukraine is a stroll through Kiev's famous cathedrals and monasteries, as well as a visit with the people and the countryside.

Witness to History: The Russian Revolution presents an eyewitness account of the downfall of Russia's autocracy and the rise of the Communist State, including scenes from Lenin's life, Russian courtroom trials, and Moscow and Leningrad in the 20's.

**For more information on using the REECAS Center collection,
call us at (206) 543-4852**

K-12 News

Curriculum Development: REECAS Multimedia Project

Thanks to a grant last spring from the REECAS Center for curriculum development, I have been able to realize two goals that have been on the back burner in my mind for several years. The first was to design a research project on the fifteen independent republics of the former Soviet Union using the outstanding new series Then and Now (Lerner Publications Company, Minneapolis, MN 1991) as a major source. The second was to begin to use technology more authentically and effectively in my classroom. Later this month, lesson plans for a research project and multi-media presentation on each of the independent republics using HyperStudio will be available in the REECAS Center for check out and use by interested teachers. A set of Then and Now is also available there for check-out. I developed the project for my class of highly capable third graders, but it can easily be adapted for grades 4-8 and perhaps even high school.

The money from the grant (\$500.00) enabled me to take a week long class this summer in HyperStudio offered through the Puget Sound Educational Services District and to purchase copies of HyperStudio for my classroom. Last year was the first year that the grants were offered through REECAS so few teachers applied. Applications for the coming year are available (see page 13 for details). It would be exciting to see more people apply so the wealth of resources grows. I teach third grade in the Accelerated Progress Program (APP) at Madrona Elementary School in Seattle.

Five years ago my teaching partner Mary Maffia and I began to teach a social studies program on the Soviet Union. Our decision to include this unit in our curriculum was based on personal interest (my family has traveled there and hosted several visitors from Russia and Uzbekistan), and on a conviction that rudimentary knowledge

of this vast country is essential to global citizenship. Each year the program has expanded and changed (we have had to insert "former" into every reference about the Soviet Union), and each year our students have witnessed history in the making. Adding the multi-media project this year should prove exciting. We will definitely amend the plans on file at REECAS as we work the bugs out this fall.

Briefly, the project requires students to work in cooperative learning groups to prepare a multi-media presentation on one of the fifteen former Soviet republics. As part of my summer HyperStudio class, I prepared a demonstration presentation on Russia for Macintosh which we will use to model the project for our students. It isn't essential to use HyperStudio; any multi-media program will work. Students will be required to prepare an introduction to their republic as well as a minimum of four "cards" on each of the four categories of information (i.e., geography, making a living, ethnic heritage and culture, cities, natural resources, language, history, environmental challenges, or current events, etc.). Each card will have the text as well as visuals and sometimes sound.

The unit will also include a plan for teaching how to use HyperStudio as well as some activities designed to provide background information needed to understand the Then and Now books.

Thank you REECAS, for the opportunity and support for what I hope will be a research format that motivates students to acquire enduring research and computer skills as well as an enduring interest in this fascinating, complex area of the world.

I will look forward to feedback and suggestions from those of you who pilot the project.

Sarah S. Alsdorf
Madrona Elementary
Seattle, Washington

FSA Student Exchange Program

Imagine yourself as a 16 year old in Samarkand, or Chelyabinsk or Donetsk. Now imagine yourself coming all the way to America to spend a year going to high school and living with a host family in Cheney, Washington, or Orofino, Idaho. This year over a thousand students from the former Soviet Union are not imagining this experience, they are doing it.

The students are participants in the Freedom Support Act (FSA) Program. The Freedom Support Act, sponsored in 1992 by Senator Bill Bradley, provides funding for secondary school students from the Newly Independent States to spend an academic year in the United States as high school exchange students. The purpose is to enable the students to learn what America is really like and to take that knowledge back to their home countries.

Fifteen of those students have been placed with host families by the Pacific Northwest Regional Office of Youth for Understanding. Youth for Understanding (YFU) International Exchange is an international non-profit organization with programs for high school students in 40 countries. In addition to the FSA program, YFU places over 7,000 students in volunteer host families around the world.

The FSA students in the Northwest come from six different countries: Azerbaijan, Georgia, Kazakhstan, Russia, Ukraine, and Uzbekistan. The majority of the students have been placed in the Moscow, ID/Pullman, WA area. The students attend local schools, live with an American host family, and participate in activities in their communities. Not only will they have the chance to get to know the United States, but the communities in which they are living will have the oppor-

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MOSAICS

1995-96



BRING THE WORLD TO YOUR CLASSROOM ACROSS THE CURRICULUM GRADES K THROUGH NINE

Four Saturday workshops featuring sessions by international studies experts and experienced teachers, resource displays, hands-on activities, demonstrations of multi-purpose and interdisciplinary lessons, and lots of hand-outs.

Sponsored by the UW Jackson School of International Studies and the Washington State Council for the Social Studies. The Festival MOSAIC on April 27 is also cosponsored by the Seattle International Children's Festival.

SOUTHEAST ASIA MOSAIC: THE ISLAND CULTURES contact: Maureen Jackson, SE Asian Studies, (206) 543-9606	NOVEMBER 4
EUROPE MOSAIC: EAST & WEST contact: Kurt Engelmann, REECAS, (206) 543-4852	FEBRUARY 3
ISLAM MOSAIC contact: Maureen Haley Terada, S. Asia Center, (206) 543-4800	MARCH 30
FESTIVAL MOSAIC contact: Mary Hammond Bernson, E. Asia Center, (206) 543-1921	APRIL 27

All workshops will take place in 101 Thomson Hall on the University of Washington campus. Each workshop costs \$35 and includes lunch and all materials, with clock hours available at no additional charge. Pre-registration is required. To register, send the form below with a **check made out to WSCSS to: Outreach Programs, Jackson School of International Studies, P.O. Box 353650, University of Washington, Seattle, WA 98195.** Please call the appropriate contact above for additional information.

Name:

Phone (hm & school):

Address:

E-mail Address:

School / District

Total Amount Enclosed:

Grades / subjects taught:

Workshop(s) registering for:

THE RUSSIAN, EAST EUROPEAN, CENTRAL ASIAN STUDIES CENTER
of the Henry M. Jackson School of International Studies,
University of Washington

announces the availability of three

K-12 CURRICULUM DEVELOPMENT AWARDS

supported by funds from a DOE Title VI grant

REECAS will grant three awards of five hundred dollars (\$500.00) each for the development of instructional units on any topic relevant to Russia, Eastern Europe, or Central Asia. Instructional units can be targeted for any K-12 grade level. Finished units need to include complete lesson plans and a list of materials which will be used in conjunction with the lesson plan. These units will be added to our outreach collection. Applications will be judged on coherency, imagination, and appropriateness for the targeted grade level. Award recipients will be encouraged to present a synopsis of the unit at the annual regional REECAS conference on **April 20, 1996**. A primary goal of the awards is to foster interaction between K-12 teachers, the REECAS Center, and UW students and faculty, to develop a local instructional community concerned with the former Soviet Union and Eastern Europe.

To apply, submit one copy of each of the following documents:

- a 2-4 page statement of purpose describing the proposed unit: what topic(s), materials, and activities will be involved; how the unit will enhance and relate to existing school curricula; what library and other resources will be used in developing the unit. Applicants are encouraged to consult UW resources, such as the REECAS outreach materials, library collections, and faculty. Successful candidates will name specific types of resources they plan to use.
- a one-page resume describing your professional and academic experience.
- a list of three references, or three letters of recommendation.

Application deadline is January 15, 1996.

Applicants will be notified of our decision by February 15, 1996.

Instructional units must be completed by June 15, 1996.

For more information contact Kurt Engelmann, Assistant Director
<kengel@u.washington.edu>, or Allison Barton, Outreach Assistant
<abarton@u.washington.edu> at:

REECAS Center/Box 353650
University of Washington
Seattle, WA 98195-3650
phone: (206) 543-4852
fax: (206) 685-0668

The Jackson School Outreach Centers
Henry M. Jackson School of International Studies
and the Center for International Business Education and Research
University of Washington
are proud to sponsor

International Updates: Trends and Traditions in Your World

A lecture-dinner series offering the latest insights from top University scholars, convenient early evening programs, and dinner catered by a local ethnic restaurant.

Walker-Ames Room, 2nd Floor, Kane Hall, University of Washington campus, 5:30-8:00 p.m.

Dates and Topics:

Wednesday, February 7, Southeast Asia

"America's Ally? America's Enemy? Thailand & Vietnam Twenty Years After the End of the Vietnam War"
Charles F. Keyes, Professor of Anthropology and Director, Southeast Asia Center

Wednesday, February 21, China

"China after Deng Xiao Ping"
David M. Bachman, Chair, China Studies Program

Wednesday, March 13, Russia

"After Yeltsin: Prospects for Post-Soviet Politics"
Stephen E. Hanson, Assistant Professor of Political Science

Wednesday, March 27, Middle East

"Rivers of Blood: Water & Conflict in the Middle East"
Ellis Goldberg, Associate Professor of Political Science and Director, Middle East Center

Wednesday, April 10, West Europe

"The European Union and the United States: Towards a New TransAtlantic Relationship?"
Christopher Piening, European Union Fellow, Jackson School of International Studies

Wednesday, April 24, International Business

"Emerging Markets: Similarities & Differences"
Richard W. Moxon, Associate Professor of Management and Organization, School of Business Administration

Wednesday, May 8, India

"Looking East: India's Integration with Changing Asia"
Anthony D'Costa, Assistant Professor of Economic Development, Tacoma Branch Campus

Wednesday, May 22, Cascadia

"Three Conflicting Geographies of Cascadia"
Matthew Sparke, Assistant Professor of Geography and International Studies

Special Offer:

Washington State Clock Hours are available to K-12 teachers and community college instructors for no additional charge.

For more information call the Middle East Center at 206-543-4227 or FAX 206-685-0668.

Registration Form

International Updates: Trends and Transitions in Your World

Dinner-lecture fee **\$20.00 per session, per person** -- check or money order only -- payable to the University of Washington. **DEADLINE** for registration is one week prior to the first session you plan to attend.
Register Early— space is limited.

Last name: _____ First Name: _____ Initial: _____
 Address: _____
 City: _____ State: _____ Zip code: _____
 Daytime phone: _____ FAX: _____

Method of Payment: check: money order:

Check if: vegetarian meals are desired: clock hours are desired:

Please specify dates registering for:

Wednesday, February 7, Southeast Asia
 Wednesday, February 21, China
 Wednesday, March 13, Russia
 Wednesday, March 27, Middle East
 Wednesday, April 10, West Europe
 Wednesday, April 24, International Business
 Wednesday, May 8, India
 Wednesday, May 22, Cascadia

Total amount enclosed: _____ .00

Please mail this registration form and seminar fees to:

**Jackson School Outreach Centers
 Henry M. Jackson School of International Studies
 University of Washington
 Box 353650
 Seattle, WA 98195-365**

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); access@u.washington.edu (email).

Announcing the Second Internet for International Studies Workshop for Community College Faculty

WHEN: December 2, 1995 from 8am - 2pm

WHERE: University of Washington

PRESENTERS: Kurt Engelmann (UW Russian, East European, and Central Asian Studies Center) and Jean Kent (NSCC Internet Coordinator.)

This will be a "hands-on" workshop for Community College faculty and librarians working in the area of international and global studies. We will be working in a networked lab using Netscape, a popular point and click WWW graphical browser. There is no cost for attending the workshop.

The specific goals of the workshop are:

- expanding participants' fundamental knowledge of the Internet and WWW browsers
- introducing some of the key international studies home pages and other Internet sites
- showing some of the search engines used for finding information on the WWW
- visiting the "World Lecture Hall" to review courses which are already using the Internet as an instructional element
- providing an opportunity to formulate and share ways of integrating the WWW into assignments for their courses

REGISTRATION

To sign up for this free workshop, send the following completed form to Allison Barton at the following address. Space is limited to the first 20 respondents, so reply quickly if you want to reserve a spot.

REECAS Center
Box 353650
University of Washington
Seattle, WA 98195-3650

ph. (206) 543-4852
FAX (206) 685-0668
email: abarton@u.washington.edu

Last name: State:

First Name: Zip Code:

Institution: Daytime Phone:

Address: Fax:

City: Email Address:



Our Special Thanks to
1995 REECAS Summer Interns:

**Josh Kallmer
and
Erica Allen**

If you are interested in contributing to the REECAS Center as an unpaid summer intern, contact Kurt Engelmann at (206) 543-4852. We are also looking for volunteers to review videos, books, instructional guides, and other materials for the REECAS Newsletter, and we welcome submissions of informal articles and announcements. If you have an item you want to submit, or you know of an event that you want to publicize, contact us at the number above or email us at kengel@u.washington.edu.

(FSA continued from page 11)

tunity to learn about the unique cultures and histories of the students' home countries. Students will be invited to speak to classes at their schools and at other local schools. YFU will also be organizing an international evening in which the students will have the opportunity to teach their communities more about their cultures and countries.

If you are interested in receiving information about the FSA program, YFU's international exchange programs for American high school students, or hosting an international student, you can contact the Pacific Northwest Regional Office at 800-872-0200.

Amanda Floan
U.W. M.A.I.S. 1995
FSA Program Assistant
Youth For Understanding

(Prague continued from page 4)

Jackson School) that it is important to have a knowledge of one of the languages of the region I'm studying. It is not possible, in fact, to study a country in depth without knowing its language. Secondly, in the larger scheme of things, I don't agree with the assertion that it is sufficient for Czechs to learn other languages to get by in the world. Perhaps that is the easier solution, but for greater international understanding, there must be foreigners who know the Czech language, as well as Czechs who know foreign languages.

This is, approximately, what I told the Czechs who wanted a solid answer to the question "Why?" I was happy to see that they were more than satisfied with the answer. I hope that it satisfies me, as well, since I still have a year to go.

Comic relief -

A Russian, an American, and a Czech are on a train. The Russian pulls out a bottle of vodka, takes a few sips, and chucks it out the window. "Hey," say the other two, "why'd you through out perfectly good vodka?" "Well," says the Russian, "we have plenty of vodka in Russia." The American then pulls off his blue jeans and throws them out the window. When the others complain, he says, "We've got plenty of jeans in the U.S." Then the Czech picks up the American and throws him out the window. "What did you do that for?" the Russian protests. The Czech replies, "Well, we

Jane Desnoyers, a REECAS graduate student, is spending the year at Charles University in Prague.

Upcoming Lectures: Central Asian Studies Fall Term

Uzbek Circle

Dec. 1 Friday	Students' Reports (In Uzbek) <i>Items of Interest in Uzbek Newspapers</i> Denny Hall 215, 12:30-1:30pm.
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Kazakh and Kirghiz Studies Group

Nov.30 Thursday	<i>Kirgiz Traditional Culture and Art(with slides).</i> Dr. Umot Asanova, Fullbright Scholar from Bishkek, Kirghizstan. Denny Hall 215, 12:30-1:30pm.
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Dec.7 Thursday	Program to be announced.
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Student Association for Inner Asian Studies

Nov.29 Wednesday	<i>The Turkmen Language: Changes in Lexicon and Syntax Since Independence</i> Dr. Murad Begliyev, Head, Foreign Language Department, Turkmen State University, Ashgabad. Denny Hall 215, 12:30-1:30pm
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Dec. 6	Program to be announced.
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REECAS Contact Information

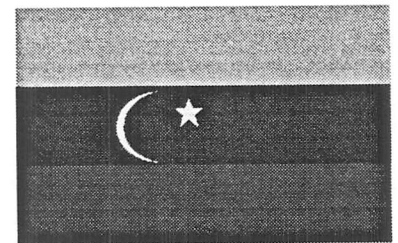
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The answer to last issue's flag quiz- what country is represented by the flag above:

Azerbaijan

REECAS Joins the World Wide Web

The Russian, East European and Central Asian Studies at the University of Washington has a home page on the World Wide Web! On the REECAS site you will find:

- Information on the REECAS Center and its K-12 resources and projects
- Information on fellowships, grants, and employment opportunities
- Internet Resources for REECAS and international studies
- The REECAS newsletter
- Curriculum for REECAS Internet class

This site is still under construction, and is being updated and changed often. If you think that something needs to be changed, or have something that should be added, please send a note to reecas@u.washington.edu. We appreciate your input.

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

- at the UNIX or shell %, type: **lynx**
- at the Lynx home page, type: **g**
- at the URL prompt type the URL below:

<http://weber.u.washington.edu/~reecasf/reecashm.html>

Non-UW subscribers: Consult your local computer systems provider for information on accessing the home page.

REECAS Newsletter

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 Box 353650
 Seattle, WA 98195-3650

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