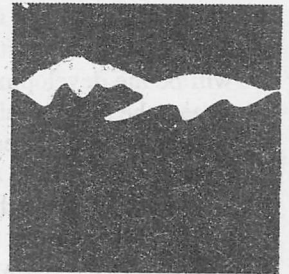




The  
**REECAS**  
Newsletter  
SPRING 1994

Russian, East European and Central Asian Studies  
Jackson School of International Studies  
University of Washington  
543-4852



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## ***The Good News***

It often seems as though what is newsworthy must by definition be alarming or bad. There is some pleasure therefore in being able to report good news—we have succeeded in regaining the Title VI Department of Education grant for our Russian, East European and Central Asian Studies Center. For the three years 1994-97, we will receive both graduate fellowship funding and money to support a variety of activities that we otherwise could not undertake. Among them will be the development of a national Baltic Studies consortium, the beginnings of which will already be seen in this summer's Baltic Studies Institute, the teaching of Lithuanian during the coming Academic year, acquisitions of materials for our media collection, and very importantly, a variety of outreach activities.

The outreach effort will include:

\*Improving the frequency and distribution of our Newsletter;

\*a teacher workshop on Central Asia;

\*a series of day-long workshops specifically aimed at community college teachers;

\*offering **three \$500 curriculum development awards for K-12 teachers** to help them develop units dealing with the region our program studies. (To anticipate this competition—details of which will be sent out toward the end of the summer—we expect applicants to submit a prospectus for the unit or units they wish to develop, with a clear indication of the ways in which they would hope to use the resources at the University of Washington to help realize that goal. The completed units will then be made available for other teachers to adopt.);

\*holding our first annual regional REECAS seminar, to bring together all those who have a professional interest in education concerning the area we cover;

\*expansion of the K-12 mentoring program which Robin Marks and Mike Cervantes have begun this year.

We are in the process of searching for an Assistant Director who will devote part of his or her time specifically to outreach activities; with this assistance, we should be able to do a more effective job than in the recent past in responding to the needs of those for whom we can serve as an information resource and for whom we can provide various kinds of supporting activity. The new appointee will begin work in mid-September.

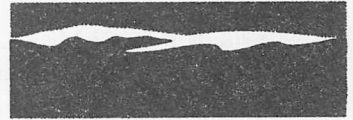
As the current academic year draws to a close, I wish to single out for special thanks the program graduate students who have submitted willingly to my various impositions on their time, and even if on work-study appointments, have not been adequately compensated financially for their efforts. Lorca Fitschen has put in long hours as editor of this newsletter (and we are pleased to report significant progress in the efficiencies of using the new software). Mike Cervantes and Robin Marks have successfully gotten the mentoring program off the ground in collaboration with teachers in Roosevelt High School. Colleen Halley has been in charge of starting our new occasional papers series, The Donald W. Treadgold Papers, the first volumes of which are just about ready for printing and distribution. Deon Fackler, Erica Agiewich and Jean Orr have been working hard on database projects, the first fruits of which will be our computerized file of financial aid opportunities relevant for those who study the REECAS area. During the coming year, the database will expand to include employment opportunities, resumes of our grads and current students whom we can help place, and much more.

This has been a year of considerable accomplishment for many connected with our program, as the partial list of distinctions our students have achieved (see p. 24) suggests.

While I am away from mid-June to mid-August, queries may be directed to Karen Walton (543-4852; karenw@u.washington.edu), or acting chair Steve Hanson (543-9460; shanson@u.washington.edu).

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## Autumn in Transylvania



When I left for Romania last September I was armed with a crucifix, a clove of garlic, and my Romanian-English dictionary. I only needed the dictionary. The closest I came to meeting Dracula, known to the Romanians as Vlad Tepes or Vlad the Impaler, was to visit his supposed grave. It is on a beautiful island full of flowers in the middle of Lake Snagov and watched over by two nuns. I was not scared at all. Actually, instead of finding a dark and misty country filled with wolves, vampires, and secret police -- things Romania is generally known to the West for -- I found a country filled with pleasant green rolling hills, quaint looking villages, and people speaking a language that sounds like Italian. I went to Romania for two months of intensive language study. I was sponsored by the International Research and Exchanges Board (IREX), an organization that has been sending scholars to the former Communist bloc for many years. IREX was responsible for setting up a language program for me and finding me a place to live. Only a native can navigate the Romanian bureaucracy successfully, so I just had to sit and wait for things to be worked out. Unfortunately I had to wait for almost a month after I arrived before I could start at the university. I used this month to explore the country. The first week I spent in Bucharest, the capital. Bucharest is not as bad as the tourist guides make it out to be. It is dirty, there are a lot of beggars, and whole buildings that had collapsed are left to rot, but the atmosphere in the city is a mix of the mystical East and the modern West with a touch of

Mediterranean and Balkan. Old Bucharest with its huge majestic buildings was modeled after Paris, and the "new" Bucharest, built by Nicolae Ceausescu, the former leader who was executed during the 1989 revolution, is very modern and most Romanians don't like it. I had read that the Black Sea is the key to Romania's "future," for the country hopes to get rich by exploiting its tourism potential. I was getting bored in Bucharest so I decided to go to the Black Sea one weekend. The beach was pretty enough and the water was warm, but the tourist infrastructure was in a state of decay, loudspeakers blare disco music all night, and the prices are relatively expensive. It was fine for the miscellaneous student traveler but I could not see how the discriminating West European tourist would want to go there. Maybe I was just upset because the weather was bad and I couldn't sit on the beach. The rest of the time I was in Transylvania, which forms the western part of the country. An interesting thing that I noticed about Romania is that every city has a unique feel to it. This is mainly attributable to all the different rulers and systems that Romania lived under, including Greek, Turkish, and Soviet, and the mix of ethnic and national groups that predominated in each region of the country. In Timisoara, where the revolution began in 1989, a huge Serbian Orthodox Church dominates the main square, but two blocks away is another square with a blue and green striped Greek Catholic church, a yellow Habsburg palace, and a pink Roman Catholic church. One of the most amazing cities I visited was Sibiu, in the

*(Continued on page 5)*

5- Carpathian mountains. Sibiu is a "medieval" German city and a number of the original buildings have been preserved. In contrast to Sibiu, many villages in Transylvania are wholly Hungarian and this is reflected in the architecture and, of course, the language on the street. Still, the best weekends were when Romanian or Hungarian friends invited me to their homes in the villages. These weekends generally consisted of drinking coffee, eating, eating some more, and walking in the woods. Romania is a mountainous country with lots of beautiful unpolluted forests and many avid hikers. Most days in the countryside also began with a shot or two of tuica (plum brandy) with breakfast. I lived in the city of Cluj, one of Transylvania's capital cities. Cluj and most of Transylvania look typically Central European rather than Eastern because Transylvania used to be part of the Habsburg Empire. Cluj itself is a very attractive compact city with an "old center," though the city, like most in the former Soviet bloc, is ringed by miles of tree-less gray Stalinist apartment blocks. Cluj is a university town with many students and a large intellectual and arts-oriented community. Every day there was a lecture, concert, art-opening or movie being offered by the University. I was studying at the Department of Languages where the University has "Romanian for foreigners." The program is designed to teach foreign students a year of Romanian before they matriculate into the University system and it was established primarily to serve Greek and Arab students who come to Romania for medical school. The class was five hours a day but since I was not an "official" stu-

dent, I could come and go as I liked. In my free time I often went to the library to do research my thesis. Unfortunately, Romania's academic system -- like educational institutions throughout the world -- does not have a lot of money and practically no electronic equipment, i.e. no Xerox machines. This made my research a lot more difficult. Romania is the second poorest country in Europe -- second only to Albania. From 1945 to 1989, it was led successively by two devoted Communist leaders. Ceausescu, who ran the country from 1968 to 1989, gained notoriety during the 1980s for imposing brutal economic and social policies on his country in order to pay off Romania's foreign debt. He succeeded in paying off the debt but only at an extraordinary cost to the Romanian population. Ceausescu's execution marked the end of the Communist period in Romania, but the economic hardships continue. Inflation last year was over 300%, wages are not keeping up, unemployment jumped to 10% in under four years, and political, social, and ethnic instability has prevented the country from sticking to a strong reform program. For the most part, families can barely make ends meet. Many families have at least one member involved in "a private business," which are usually profitable but often involve some illegal business, too. Another alternative was to join one of the many "pyramid schemes" that have besieged Romania since the revolution. One of these schemes, Caritas, was based in Cluj and over 4 million Romanians poured over \$1 billion into it (equivalent to half of the country's national budget for 1993) only to have it collapse in October, sending many investors into bankruptcy.

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## *Balkan Brief: The Macedonian Quagmire*

Ever since the Republic of Macedonia voted for independence from Yugoslavia at the end of 1991, it has had political difficulties with its neighbors. Macedonia was the only Yugoslav republic to break free without violence. It would like to remain free of the violence that is ravaging Bosnia-Herzegovina, but the instability of the region threatens this tiny country.

I traveled to Macedonia in February of 1993 to conduct a research project on ecological movements and environmental problems through an exchange between Arizona State University and the University of Kiril and Metodij in Skopje. I lived there until August 1993 gathering information and learning to love the country and its people. The possibility of war in Macedonia is not just a news bite of a country far away for me, it is a threat to my friends and a country I care about.

I follow the situation in Macedonia closely through newspapers and the internet resource MAK-NEWS. The strategists make predictions about war breaking out throughout the Balkans, and Macedonia is the key to most of their predictions. The main concern is the Albanian minorities in Kosovo in southern Serbia, and in Macedonia. If the Albanians in Kosovo are further imperiled by the Serbs, the Albanians in Macedonia and Albania are expected to go north to fight Serbian aggression. This would give the Serbs justification for moving south into Macedonia,

which in turn would bring Bulgaria, Greece, and Turkey into Macedonia to protect their territorial or political interests. And thus the Balkans explode.

Another possible scenario bantered about would be the satisfaction of the desire of the six million or so Albanians living in Albania, Macedonia and Serbia to unite under one geographic state. This would again bring in all neighboring states and bring war to the entire Balkans. I do not agree with all of these predictions, but some of the issues they raise are hard to ignore. They paint a very bleak future for Southeastern Europe, but if Macedonia is the key, than keeping Macedonia stable and improving economic conditions there could be the best hope for averting the spread of war.

Over Macedonia's long history, many wars have been fought over it. In this century alone, the area has alternatively been under the control of Bulgaria, Greece and Serbia. Now the area of historic Macedonia is divided among Greece, Bulgaria, and the Republic of Macedonia. Nationalists in all of these countries often state the goal of creating a Greater Macedonia, reuniting the lands of ancient Macedonia under one government. The rational elements of leadership and society know this is not only impossible, but also not desirable. Historic Macedonia is, just that, history. And the Republic of Macedonia is a modern nation-state, whose stability is in the

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best interests of the world community.

One of the major threats to Macedonia is the conflict between it and Greece. The Greek government has been hostile towards Macedonia since it declared its independence from Yugoslavia. The major issues of contention are the choice of national symbols, the phrasing of sections of the constitution and most importantly the name. The Macedonian government chose to use the Star of Vergina on their flag. The choice of national symbols was a difficult one due to the disagreements between different nationalities represented in the state, but not necessarily represented by many of the symbols that could have been chosen. The Star of Vergina is a symbol found in the tomb of Philip of Macedon, Alexander the Great's father. The Greeks claim this symbol as entirely their own and say that the Macedonians are trying to usurp their history by using it. Philip of Macedon was clearly not a Slav as the Slavic people did not migrate to the area until centuries after his death, and he was not Albanian, but whether or not he was Greek is also debatable. By choosing this symbol the Macedonians antagonized the Greeks, probably more than any expected.

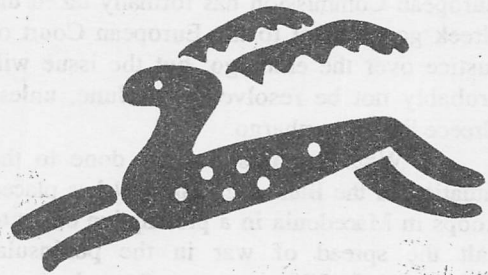
The Constitution of the Republic of Macedonia explicitly states that the country of Macedonia has no territorial claims or aspirations to areas outside of its borders. This should ease the fears of the Greeks. However, there is another statement in the Constitution where the Macedonian government pledges to defend the rights of Macedonians beyond its borders. This is seen by the Greek government as a threat because there are Slavic Macedonians (called Slavophone Greeks by the Greek government) living in Northern Greece. This to the Greeks

means that the Macedonians are willing to cross their borders to unite with their "kin" in Greece. If the Greeks were to look to their own constitution, they would find a similar article to the one they dispute in the Macedonian Constitution. No one has called for *them* to change article 108 in their constitution, so demanding the change from the Macedonians seems unreasonable.

This brings us to the greatest dispute between the two countries, the name issue. The Greek government was successful in blocking Macedonia's recognition by the UN and many major countries, including the US, until the beginning of this year mainly over the issue of the name. The UN, the US, and many other nations recognize Macedonia under the name, "The Former Yugoslav Republic of Macedonia." The Greeks refer to the country as "Skopje" and its inhabitants as "Skopjians" after the capital city.

But what's in a name? The Greeks claim that by using the name Macedonia the

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government of Macedonia implies a territorial expansionist threat to that region of Greece that was part of historical Macedonia. The Greeks had for the most part, for several years stopped using the name Macedonia to refer to Northern Greece, but in recent years the name has been revived and taken on a religious quality to nationalists. The Greeks feel that Macedonia is a purely Greek name and should not be used by any other nation. The Greek people, to a large degree, have rallied behind their government's position and nationalism is as strong in Greece as it is anywhere in the Balkans.

The Greeks and Macedonians have been in negotiations under the auspices of the UN and the US, but with very little being resolved. Since February, the Greek government has imposed an embargo on landlocked Macedonia, letting only humanitarian aid to get through. This has caused serious economic problems for Macedonia, as all rail links run South from Serbia to Greece, and transportation of goods from Bulgaria or across Albania by ground transport is prohibitively expensive. The European Commission has formally taken the Greek government to the European Court of Justice over the embargo, but the issue will probably not be resolved until June, unless Greece lifts the embargo.

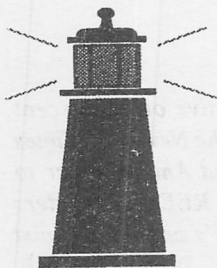
What has this conflict done to the situation in the Balkans? The UN has placed troops in Macedonia in a preemptive effort to halt the spread of war in the peninsula. Included in the UN presence in Macedonia are

580 US troops, the only US troops committed in the regions of former Yugoslavia. The UN efforts, and the efforts of other international organizations to stabilize Macedonia could all be for naught if the conflict between Greece and Macedonia continues. At a time when all the major powers of the region should be pulling together to stabilize the situation, Greece's actions have been seen as irresponsible by much of the international community. Economic instability could lead to the political instability that could bring war to Macedonia.

In negotiations, the Macedonian government seems willing to change the flag and alter the phrasing of their Constitution to appease the Greeks, but not under the grip of the embargo. However, they will not change the name they have been using since the end of World War II. The Greek government has used the name issue as a rallying point for nationalist sentiments and will lose prestige, and possibly legitimacy, if it backs down. Alternative names have all been unacceptable to both sides for various reasons. Like most problems in the Balkans, something as simple as a name can have serious, unforeseeable repercussions to the entire peninsula.

Deon Fackler

*Deon Fackler is working towards her Master's degree in the REECAS program. She is specializing in Macedonian and environmental studies.*



## *Visit From the Romanian Ambassador*

At 9:30 Thursday, April 14, 1994 Aurel-Drăgos Munteanu, Romanian Ambassador to the US and former professor of esthetics addressed an audience in the Commons, Parrington Hall on the UW campus.

Mr. Munteanu began by giving a brief overview of recent historical events in Romania from December of 1989, illuminating Romania's current political circumstances by drawing on the events of '89, as well as highlighting the basic political tension in Romania from about 1964. At the end of the talk, he took several questions from the audience.

The Ambassador made the following points. Although there were some signs from as early as 1985 of impending change in Eastern Europe and the former Soviet Union, the rapid and dramatic events of 1989 were unexpected as "overnight, history started again." He referred to the "tremendously evil energy" of communism and its spectacular "absorption from within" in 1989.

Warming to his topic, he said the "lack of an entirely new leadership" hampered the forming of a new government in the wake of the events of '89. The people who suddenly found themselves thrust into positions of responsibility were "like lambs," not only because of their lack

of experience in the ways of government and diplomacy but also because many of them, such as himself, had up to that time been branded "bandit, enemy of the people." "You *DOG!*"

In the period before '89, the main political conflict in the country was not an ideological one, but an internal one; a struggle between Ceausescu and others in the communist party as he attempted to establish a personal dictatorship with total control. For twenty years Ceausescu tried to undermine the Party's control of the state bureaucracy.

The Ambassador pointed out that much of the media coverage of Romania was skewed by an industry in which "oddity means news." He stressed Romania's strongly western character: its Latin nature, its legal system and rational approach to the world, its frame of mind and aspirations.

Mr. Munteanu took several questions from the audience. The first two questions concerned what could be done to ensure better care of the children in Romanian orphanages. In response the Ambassador said that while the situation is still awful, publicizing the issue, maintaining determination and good will, and preparing documents for the rights of children were important means to effect change. He strongly

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## A Future for South Africa?

*In asking Dobek Pater to apply his expertise and give his personal perspective on the recent important changes in South Africa, we are following the example established by the New York Times and NPR in reassigning their long-time Moscow correspondents Bill Keller and Anne Cooper to report on events there. A citizen of South Africa, Dobek is a student in the REECAS Masters program. Born in Poland, he left the country at the age of 12 due to his father's anti-Communist activities. His family moved first to the United States and then to South Africa. Speaking Polish, English, Afrikaans, Czech and German, he returned to the United States to pursue studies in 1986.*

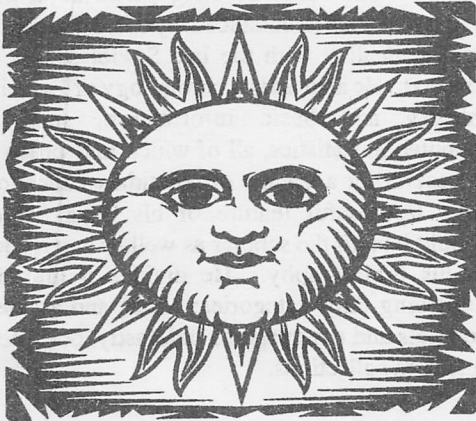
Even before the votes were tallied up, the outcome was obvious since the South African government, headed by F.W. de Klerk, announced that it would hold multi-racial elections. The result means the end of the whites' delusions about a "European" kraal on the southern tip of Africa, separated from the rest of the continent by an imaginary thorn bush fence. The sheer reality of numbers has finally come to play a role and perhaps a few of the formerly privileged have only now admitted to themselves that, despite all the modernity and affluence, they do, after all, live in Africa.

The joyous and elated atmosphere aside, however, there are more important and immediate concerns than the flutter of the colorful new flag or the soothing sound of the new anthem. Perhaps the most taxing of them will be the achievement of reconciliation between the various racial groups. Only full understanding of each others' concerns and problems will form a satisfactory base for restructuring the political, economic, and social spheres of the country. In spite of the boasted abundant wealth in South Africa, the country is in Western terms "backward." Its economy is

based primarily on exports of raw materials, unemployment hovers around 40%, and only 40% of the households enjoy the convenience of electricity. Most of the members of the new government, i.e. ANC loyalists will have had little or no experience leading a country of this size (1,200,000 km<sup>2</sup> and 39 million inhabitants), lacking not only the technical expertise but also a sufficient number of personnel with higher education. This should prompt them to co-opt white advisors, especially current or former National Party bureaucrats who know the intricacies of governing south Africa. In terms of economic development, wooing foreign and domestic investors, and enhancing the role of capitalism in the economy should be the new government's primary focus. It presents the only viable possibility of creating employment and ultimately enhancing the standard of living of the greater part of the population. A move away from natural resource exploitation and into the realm of hi-tech should be targeted. Here, again, development of a smooth relationship with the whites will be instrumental, taking into account that 98% of the economy is in the hands of white business circles.

1- Expectations are running high in south Africa, especially among the disadvantaged black section of society. Apartheid may have disappeared forever off the statute books, but the reality will remain in its present form for years to come. An entire new generation of blacks must be educated and provided with jobs, and everyone must be given a chance to prove him or herself as functional members of a civil society. South Africa has enormous potential to succeed on a continent perpetually torn by military strife and economic depression, and through reinvestment in the so-called Front Line States, the entire southern subcontinent could possibly look forward to a new era of relative prosperity. However, common denominators in the South African ethnic and political jigsaw puzzle must be found, lest the country follow the post-independence path of its neighbors.

Dobek Pater



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emphasized his willingness to assist people here who are involved in improving the lot of these children. Another questioner asked about Mr. Munteanu's own writing and the state of artistic expression in today's Romania. He replied that many artists today seemed taken up with politics and that little energy was available for larger questions.

A fourth person asked how he thought Romania was perceived in the world. The Ambassador pointed to the restoration of Most Favored Nation status in the U. S. for Romania. He maintained that it was "not neo-communists" who ruled after '89. Finally he noted that some 700,000 people, still unaccounted for, had been made political prisoners during the old regime.

The last questions asked if, by stressing Romania's western character, the Ambassador was in danger of losing or ignoring important eastern influences that are an important element in Romanian tradition and culture. Mr. Munteanu responded that certain areas of Romania, Moldova in particular, are, in fact, important repositories and cultural centers of eastern thought, especially of Orthodoxy and Judaism.

Stacy Waters

*Stacy Waters is consultant for the Humanities and Arts Computing Center at the University of Washington. He is also a student of Romanian..*



From the Westview Series on  
the Post-Soviet  
Republics

Taagepera, Rein. *Estonia: Return  
to Independence*. Boulder, CO:

Westview Press, 1993.

Zaprudnik, Jan. *Belarus: At a Crossroads in  
History*. Boulder, CO: Westview Press, 1993.

Rein Taagepera and Jan Zaprudnik both provide an important contribution to literature on the newly emerged, independent states of Estonia and Belarus. To have a more thorough understanding of the area of the former Soviet Union, it is necessary to look not at the whole but at each dynamic part. In this respect, the authoritative books by Taagepera and Zaprudnik are useful and worthwhile to consult.

Before Taagepera begins discussing Estonia's early history in *Estonia: Return to Independence*, he includes a chapter entitled "Estonia's Role in the World." In this brief chapter, he presents Estonia as a nation, with its own identity, which has contribute to world culture in the past and will continue to have an important role in the future as a bridge connecting east and west. It is clear that he writes from the point of view of an Estonian who is expressing pride for his native land but, as the rest of the book demonstrates, this style of writing does not diminish the book's value as a source of information on Estonia

The rest of the book is a chronological look at Estonia's history from its prehistory through the collapse of the Soviet Union in 1991. He devotes about half of the book to recent

events beginning in the 1980's; therefore, other sources should be consulted for a more detailed look at Estonia's early history. Taagepera addresses this necessity in his footnotes by providing the reader with titles of major works on specific periods of Estonian history. In the chapter covering the 1980's, which he calls "History Starts to Move," Taagepera introduces the reader to the important events and fascinating people of the period of Estonian dissent. He describes this period, as he does throughout the book, in such a way that whether one is reading about this aspect of history for the first or the tenth time, it proves to be intriguing reading.

As 1990 approached, events in Estonia were moving at a rapid pace. Taagepera covers these developments with ease, presenting them with clarity; thereby providing the reader with a solid source of reference for these dynamic times and the people who played important roles in Estonia's drive for independence.

The value of Taagepera's book as a reference tool is enhanced by his inclusion of tables, dealing with the late Soviet period, in the text. He also adds a chronology of Estonian history and basic information, such as population statistics, all of which may prove to be useful for a teacher of secondary education. One last useful feature of his book, which would benefit the scholar as well as any reader, is his bibliography. He divides it into the following three categories: books and articles; journals and newspapers; and, lastly, document and data collections.

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Motyl, Alexander J. *Dilemmas of Independence: Ukraine After Totalitarianism*. New York: Council on Foreign Relations Press, 1993.

As all of us in the field of post-Soviet studies know quite well, writing about the former Soviet Union in the current period of social turbulence can be a tremendously frustrating experience. By the time one's scholarly analysis of the contemporary situation in Russia or the new states of the former USSR can be developed, polished, and published, new developments have often made one's insights anachronistic and one's specific policy recommendations irrelevant.

Seen in this light, Alexander Motyl's study *Dilemmas of Independence: Ukraine After Totalitarianism* is a major achievement. Rather than simply summarizing recent events in the region in a quasi-journalistic manner, as many new books in our field tend to do, Motyl analyses the problems faced by independent Ukraine--and by all the post-Soviet states--from a deeply theoretical and historically-informed perspective.

Specifically, Motyl sees independent Ukraine as having to cope with two contradictory legacies: the legacy of imperial collapse, and the legacy of totalitarian ruin. The first legacy results in a rapid decentralization of power as the old imperial core disintegrates. Historically, this process in other empires has created auspicious conditions for the assertion of the political and cultural autonomy of previously suppressed nations and cultures.

The second legacy--a unique result of the destruction of the totalitarian Stalinist system--is the inheritance by the post-Soviet states of extremely centralized political and socio-economic institutions. This legacy, by contrast with the first, appears to require continued coordination with the old imperial center in order to gain time for the creation of new institutional forms.

As Motyl shows, the "forging of a national identity" in Ukraine today must somehow come to grips with both of these imperatives simultaneously. A reliance on the anti-Russian symbolism and rapid rejection of ties to the Moscow-centered post-Soviet economic system, favored by some nationalists in Western Ukraine, ignores the legacy of totalitarian ruin conditioning life in the heavily Russified and industrialized East, and could split Ukraine in two. On the other hand, the legacy of imperial collapse requires that some form of specifically Ukrainian cultural autonomy be promoted and defended, in order to avoid reincorporation into a revanchist post-Soviet Russia. In places like Crimea, the two strategies appear to be mutually exclusive--with potentially devastating consequences for regional, and global, stability.

Motyl's book offers no real answer to this dilemma. In fact, if there is one weakness in his analysis, it is his overestimation of the success of Leonid Dravchuk in trying to compromise between the two positions. A year after Motyl's book went to press, it is clear that the Ukrainian President's lack of a coherent economic strategy has almost completely undermined his personal power, as well as the

(Continued on page 19)

In *Belarus: at a Crossroads in History*, Jan Zaprudnik provides a chronological picture of Belarus but, as with Taagepera's book, much of the book is devoted to recent history (1985-1992). He approaches the task of presenting this history somewhat differently from Taagepera. Four chapters cover the period of 1985 to 1992 but each one concentrates on a different topic; namely, the political parties of that time, the intelligentsia, the economy and relations with neighboring countries. This style of organization allows the reader to examine the area of most interest to him or her but it also presents the difficulty of synthesizing the information into one chronological framework. Taken separately, the issues of these chapters are described by Zaprudnik in a coherent manner allowing the reader to comfortably absorb the information.

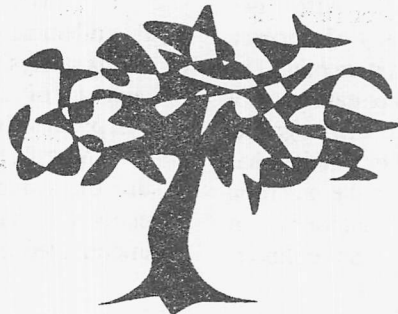
In addition to the above-mentioned chapters, Zaprudnik provides basic information on Belarus in a brief section entitled "Belarus at a Glance." In these few pages, he describes

Belarusan geography, its people, the current government, the media, military and foreign trade. The information provided for each of these is by no means comprehensive but can be referred to for 'quick' information.

Just as with Taagepera's book, the usefulness of Zaprudnik's historical account of Belarus is enhanced with a chronology of major dates in Belarusian history, which includes some important dates found in Western history, and a fairly lengthy bibliography. He also provides a few tables generally relating to the Soviet period. Overall, the book would be a good reference tool of the recent events of Belarusian history

Kristi Magee

*Kristi Magee is a graduate student in the REECAS program. She's been studying Estonian and the issues of the Russian minority in Estonia*





Karen Dawisha and Bruce Parrot. *Russia and the New Eurasian States: The Politics of Upheaval*. Cambridge: Cambridge University Press, 1994.

*Russia and the New Eurasian States* is an ambitious book. In 297 pages of text, it topically summarizes the changes which have taken place in the former Soviet Union since 1990. Rather than analyze the region on a country by country basis, the book is organized into 8 chapters addressing issues felt to be most vital in understanding the region. They address the legacies of history, national identity and ethnicity, the impacts of religion and economics, political culture and civil society, foreign policy priorities and institutions, military issues and the nuclear factor. This organizational scheme allows quick access to, for example, military issues in Moldova. Unfortunately, it also puts some pressure on the authors to find commonality within their designated regions, which can lead to a rather platitudinous air. The book is full of generalizations like the following, "Since 1990 most of the new states of the western region have exhibited tenancies that bear significant similarities as well as some dissimilarities to the political trends in Russia." (p. 135).

As a general reference book, *New Eurasian States* is readable and accessible, and provides a good basis for more detailed study. Given the book's brevity, however, simplification of a number of complex issues is inevitable. Theories such as historical revisionism or nationalism are raised and settled in 2 to 3 pages. While the authors have done a credible job in making use of recent scholarship and in citing sources, they

have also confined themselves to very superficial renderings of complex topics.

*Russia and the New Eurasian States* is the first of a series published under the auspices of the Russian Littoral Project. That this book was written by American scholars, and is an outgrowth of work presented to the State department, is obvious in many of the seemingly *a priori* conclusions of the authors. This determinism is a weakness of the book and betrays a lack of imagination endemic to Sovietologists. The following quotation, in regards to government organization, typifies such conclusions: "The establishment of an enduring democratic order in some or all of the new states will depend heavily on the creation of constitutional institutions such as a freely elected legislature, an executive branch with powers clearly defined and limited by law, an independent judicial system and an impartial civil service." p. 124. Dawisha and Parrot have confused economic victory in the Cold War with ideological hegemony. Readers should keep in mind the words of Ray Taras. *Fin de siecle* social science needs to be wary of any form of determinism - historical, economic, nationalist, even liberal democratic.

Jeff Lumpkin

*Jeff Lumpkin will graduate in June, and is spending the coming year in Almaty, Kazakhstan to work on his Kazakh and his Russian.*



Seymore, Bruce II, ed. *The ACCESS Guide to Ethnic Conflicts in Europe and the Former Soviet Union*. Washington, D.C.: ACCESS, 1994.

A timely and promising source, *The ACCESS Guide to Ethnic Conflicts in Europe and the Former Soviet Union*, is the third guide in a series addressing current international conflicts published by ACCESS since 1991. The two previous guides are *The ACCESS Guide to the Persian Gulf Crisis*, 1991, and *One Nation Becomes Many: The ACCESS Guide to the Former Soviet Union*, 1992. ACCESS is a self-described "non-profit, non-advocacy information service on international security, peace, and world affairs issues." This organization claims to be neutral in its perspective and to present a wide variety of views regarding world affairs. It is important to note, however, that ACCESS is supported by various influential foundations such as Compton, Ford, and the United States Institute of Peace.

The guide is well-organized, containing a forward, preface, and an index. It is divided into three main parts, beginning with an introductory essay and a bibliography, continuing with a list of the ethnic conflicts, and providing profiles of the selected conflicts. There is a brief glossary of terms and a section of excerpts from selected documents that provide the reader with a summary of international documents addressing the issues of ethnicity and human rights. The guide gives the reader a chronology of events from "Eurasian History

since 1789", as well as other lists and charts of international and governmental contacts, memberships, resources, and three very basic maps.

In the introductory essay, "A New Age of Nationalism," Paul A. Goble, a senior associate at Carnegie Endowment, sets out to argue that nationalism is not the primary cause of the current ethnic conflicts. Mr. Goble's analysis centers around the involvement of the United States of America in the conflicts affecting Europe and the newly independent states in Eastern Europe and Central Asia. Although his summary is articulate, it seems to be written for the neophyte reader of the topics of nationalism and Eurasian nation-state history, and it tends to over-generalize the various types of nationalism. The essay also contains several inaccuracies regarding historical data, e.g. it disregards completely the independence movements in Central Asia that troubled the Soviets leadership.

The suggested bibliography is extensive and especially useful for newcomers to the subject. The book, however, does not follow its premise of being a "guide" when it provides one- or two- line descriptions of some of the ethnic conflicts in Eurasia, e.g. Tajikistan, and does not even mention some others, e.g. the Kurdish uprising. The glossary of terms is rather limited and is not always consistent with the conflicts analyzed in the guide, e.g. Ataturkism, or Magyarization. In addition, the map of Russia and Neighboring States leaves out Kyrgyzstan and Tajikistan.

On a positive note, however, I found that the discussions of each conflict were well-presented. It is easy to follow and to find pertinent

(Continued on page 17)

(Continued from page 5)

-17- I first visited Romania in 1990. At the time, the only things that could be found in the stores were jars of unidentifiable pickled fruits (or vegetables?). Since then Romania's consumer market has developed significantly, people can engage in private economic activity, they say and read what they want without fear of being arrested in the night, political parties are free to form and operate, and there is MTV. The country is still incredibly poor and will be for a while. Nevertheless, most Romanians are optimistic that their country will eventually join the European Community and be considered a "regular" country. Anyone who is studying or visiting Eastern Europe should not forget about Romania. Its history and place in Eastern Europe is relatively unique and far from boring.

Erica Agiewich

*Erica Agiewich will finish her Master's degree in the REECAS program this June. She is moving on to study Hungarian this summer.*

(Continued from page 16)

data, such as major participants, dates, goals and locations. I also found the most practical and valuable section to be the chronology of Eurasian history from 1789 to the present. The guides to organizations and government contacts are very handy not only for newcomers but also for the sophisticated audience. It is also a quick source for locating university programs in the USA and Europe that offer courses about the Western regions of Eurasia.

If one is interested in detailed information on ethnic conflicts west of the Caucuses, this is not the appropriate source. I would, however, recommend this guide to lecturers and students of Former Yugoslavia and European territories of Former USSR as a useful and accessible collection.

Ali Igmen

*Ali Igmen is a graduate student in the interdisciplinary Ph.D program in Middle Eastern Studies. His main interest is in Central Asia.*





*Indiana University Teacher's Guide to Soviet Successor States and ECE, and Resource Guide.*  
Bloomington, IN: Indiana University, 1993.

It is nice when something comes along that makes a teacher's job more effective and easier to perform. If you teach about Russia and East Europe, or are a curriculum consultant, the Russian and East European Institute (REEI) of Indiana University has written a useful guide that provides "an up-to-date overview of the histories, cultures and current issues" concerning this region. Included in the guide is a statistical profile about each of the former Soviet states and the nations of Eastern Europe; information about these countries' language, geography, government and politics, economy, religion, and a chronology of notable historical events which help to clarify the change of events that led to the downfall of the Soviet Union.

The intention of this guide, a ten-year collective effort of faculty and graduate students of REEI, is to provide educators with a "historical context in which to understand the current events in the countries of Eastern Europe and the Soviet successor states." It is not meant to be an in-depth study but a "frame of reference from which to build lesson plans." Moreover, it is arranged as a loose leaf document so that updated chronologies and other pertinent information could be added each year. The nature of the document allows for flexibility in gearing lessons for a wide range of grade levels and abilities. A teacher could use parts of it to provide a good,

basic overview of one or more of these countries, or use these materials to stimulate a more intensive study of a particular place, event or issue. It is written so that educators with little or no background in this area of study can still derive meaning from the guide; as well as those teachers who want to take a more serious look at the region. I have been teaching an elective called "Russian Studies" to high school seniors for sixteen years and feel that REEI has provided materials that will help me update and refresh my curriculum.

And there's more! REEI has compiled a 56 page "Resource Guide to Teaching Aids in Russian and East European Studies" that is available from Indiana University by loan or rent. Slide shows, filmstrips, audio cassettes, books and classroom kits, films and videos are included in the selection. Granted, some of the offerings may be a bit dated — I know how the modern student will react to most sound filmstrips — but the selection is large and diverse enough to give the teacher plenty to choose from. The resource guide provides a brief description of each offering so it makes it easy to order something that is appropriate for the intended lesson. The list of resource offerings from REEI is impressive.

Finally, the packet includes an extensive publication bibliography called "Migration and National Aggression in Europe." Judging by the nature of the journals that are cited, this bibliography is aimed at the serious student of ethnic studies and probably would not be used as readings by pre-collegiate students.

If you teach or develop curriculum about the former Soviet Union and Eastern Europe the people at Indiana University have put together mate-

*(Continued on page 19)*

rials that will greatly contribute to your efforts. And the packet is free of charge. For more information contact Ellie Valentine at Indiana University at (812) 855-7309.

Ben Kindzia

*Ben Kindzia is the Social Studies teacher at Martha's Vineyard Regional High School in Oak Bluff, Massachusetts. He is spending his sabbatical year as a visiting scholar at the University of Washington.*

autonomy of the Ukrainian state.

Yet precisely because Motyl concentrates on interpreting Ukraine's dilemmas historically, the framework for analysis he provides remains wholly relevant today. Indeed, this book should be required reading for any scholar or policy maker attempting to deal with the enormous complexities--and dangers--posed by the collapse of the USSR.

Stephen Hanson

*Stephen Hanson is an Assistant Professor in the Political Science Department at the University of Washington.*

Also...

Robert Cole and Janet Vaillant's *Activities for Teaching Russian and Soviet Studies in the High School* is now in a 1993 edition. The activity notebook is \$21.95 + \$5.00 for shipping, and can be acquired by writing or calling:

Social Science Education Consortium, Inc.  
3300 Mitchell Lane, Suite 240  
Boulder, CO 80301-2296  
Phone # (303) 492-8154

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**Most books reviewed in this newsletter will be available in the REECAS office in Thomson Hall, Room 203.**

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## video review

*Lives in the Transition*, a documentary film conceived and filmed by Timothy Lyons, brings to the fore Russians' opinions about current issues in Russia and the prospects for the future. The brief opening montage shows scenes from around Moscow, including Lenin's tomb, Pushkin's grave, and the hotel Ukraine, where Mr. Lyons stayed in 1992 while making the film. Also included in the montage are shots of such bastions of Western high culture as Pizza Hut and the Marlboro Man. France would not be proud; Russia seems not to mind. Although examining American intrusions into Russian life is not Lyons' purpose, it might have been interesting to further explore this dichotomy, both during the montage and during the subsequent interviews.

The remaining 88 or so minutes of the 90-minute film consist of a series of interviews, conducted by Mr. Lyons with the able help of translator Alisa Ivanova. He spoke with a variety of Russians, from a schoolteacher-turned-housekeeper to the brother of former First Secretary Leonid Brezhnev. Guided by Mr. Lyons' questions, their comments generally relate to three topics: communist Russia (although one interviewee correctly points out that communism was never actually achieved), today's Russia, and tomorrow's Russia. Politics, economics and society in general are all issues of concern. The interviewees fall mostly into two categories: those who, like Mr. Yakov Brezhnev, look to the 1970s as a time of comparative plenty and

security; and those who, like Ludmila Kochetkova, would (and did) describe Leonid Brezhnev as "quite clearly senile."

Although ranging from decent to fascinating, the interview might become monotonous for primary and even secondary students over the course of 90 minutes. The translating, although highly accurate, is somewhat halting, and this is compounded by the mediocre sound quality of the recording. Mr. Lyons cannot really be faulted for this, as he undertook this enterprise armed only with his camcorder and a presumably infinitesimal budget. However, as a result of the sound, the possible monotony, and the complex nature of many of the comments, this film probably is appropriate only for grades 7 (or even 9) and above.

Perhaps the only real qualitative weakness of the film is the lack of narrative, of historical explanation or contextualization. When Mr. Kochetkova says that her father was "subjected to repression" and "sentenced to ten years in 1941," even a high school student might well be left wondering what exactly "repression" entailed. Furthermore, some interviewees, such as Mr. Brezhnev, are clearly biased against the current political leadership of Russia, but this bias might not be at all visible to someone unversed in Russian current events, not to mention history. It would have been helpful for Mr. Lyons, or some other expert, to periodically provide some analysis of the topics being addressed and the opinions being voiced. Time willing in a classroom, I would recommend breaking the film up over the course of a few days, and using the majority of class time in answering

(Continued from page 20)

questions about and discussing the interviews.

For the most part, the interviews are interesting and thought-provoking. I couldn't help noticing the irony hanging as thick as a Panamanian banana grove in Svetlana's apartment, where she complained about the economy in the same breath as she mentioned that her children attend a private music conservatory, and where she worried aloud about the scarcity of good food while in front of her sat a bowl brimming with ripe fruit, the quality of which the U-district Safeway has never seen. Also ironic were Ms. Kochetkova's comments: even as her father was sent away in 1941 as an enemy of the people, she (a young girl) had her picture taken for the front page of Pravda with a smiling Josef Stalin.

Current events are well-documented throughout the film. Most interviewees seemed to agree that the situation in 1992 was better than in 1991, but still not at all good; it would be interesting to see what they have to say today. Particularly enchanting was a segment with Vassily, a student at Moscow State University. For him, "working is making money, the more the better." He hopes someday "to be involved in really big business...anything which is profitable will do...I'm not to be bothered about whether it is prohibited or not." Vassily seems to be the equivalent of an American Generation X - Corporate Greed Pinhead hybrid gone bad, and it is unfortunately exactly the above sentiments which are resulting in the widespread corruption and economic and physical terror now prevalent in Moscow. Attentive high

school students could pick apart Vassily's all-too-brief comments for hours without running out of steam.

Jeff Bird

*Jeff Bird is finishing his Master's degree in the REECAS program. His main interest is in Russia.*

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*Sent to us from Yale University:*

**Educational Reform in Ukraine and Russia**  
**A Travel Seminar for Educators**  
KIEV / MOSCOW / ROSTOV-ON-DON /  
ST. PETERSBURG  
July 24 - August 6, 1993

The Yale-Hopkins Summer Seminar and the Citizen Exchange Council are sponsoring an exciting travel seminar to Ukraine and Russia for educators to learn about educational reforms during this period of dramatic social and economic transformation. The 14-day seminar will focus on new initiatives in the Russian and Ukrainian school systems. Seminar participants will meet with reform-minded education officials, heads of new private schools or "lyceums," secondary school teachers, and university faculty to discuss the challenges they face in restructuring post-Soviet education. Estimated cost is \$2,650 (all inclusive from New York). **For more information**, contact the leader, Stephen Armstrong at (203) 644-4756, or Kristen Vitale of the CEC at (212) 643-1985.



## On Public Television...

With the launch of a new satellite, Telstar 401, public television will be able to offer more services than ever before. This satellite will help to link broadcast, cable, computer networks, teleconferencing, and Instructional Television Fixed Service into a more interactive system. There will be drastically increased potential to serve viewers. Instructional Television is working together with the educational community to ensure the most effective use of technology and the maximal potential use by teachers and community leaders. Input from educators is necessary to help Instructional Television maintain its high standards of programming.

Although ITV will not be broadcast from June until August, there are some interesting programs offered in the month of May during regular evening programming. They also may be offered again in the future, if you miss them this time around. The documentary *FRONTLINE: "ROMEO AND JULIET IN SARAJEVO"* recounts a modern tragedy of love in the face of adversity. In this real-life story, Bosko, a Serb, fell in love with Admira, a Muslim. The romance started in 1984 in Sarajevo, while the city was hosting the Winter Olympics. Eight years later, on May 19, 1993, the couple died in each other's arms on a bridge in their besieged town, killed by a sniper.

The international press named the couple "Romeo and Juliet".

The documentary *BOSNIA: WE ARE ALL NEIGHBORS* (May 25, 10 p.m.) chronicles the devastating social and structural disintegration that occurred in a small Bosnian village with a mixed Muslim/Catholic population, only 15 kilometers from the front line of the fighting. Filmed in February, 1993, the documentary recounts the transformation of a previously integrated community. Three weeks after its filming, many of the Muslim homes in the village were destroyed, prompting most of the Muslim residents to flee. With the help of a United Nations escort, the film crew was able to track down and interview some of the refugees who had lost their homes. The film received an international Emmy award for best documentary.

Channel 9 often has programs relevant to Russian and East European studies. It's worth keeping an eye out for them.

David Lucas

*David Lucas is a Masters student in the REECAS program. He currently holds a work-study position in KCTS/9's Educational Services Department.*



## Movies!



Once again it's time for the world-famous Seattle Film Festival, and there are plenty of offerings from our region of interest. The Festival is here and running from May 20th to June 12th. Keep an eye out for these, which look especially entertaining:

**The Cow** (Czech Republic, 1993)

Set in a remote mountain village at the turn of the century.

Enchanting, and yes, there is a cow.

**Darkness in Tallin** (Estonia/ Finland, 1998)

A mafia crime thriller, wickedly funny, touching.

**Stalingrad** (Germany, 1992) — *US premiere*

An epic film, equaling the scope of *Apocalypse Now* and *Platoon*.

**The Wild East** (Kazakhstan, 1993)

A camp punk western by award-winning director Rachid Nougmanov.

**Child Murders** (Hungary, 1993)

A beautiful, frightening movie about a 12-year-old murderer.

**Why Wasn't He There?** (Hungary, 1993)

Based on the diary of a 13-year-old Hungarian Jewish girl in the weeks before her family's deportation by the Nazis. Haunting and luminous.

**Pigs** (Poland, 1993)

Like a really good Polish *Lethal Weapon*.

**Betrayal** (Romania/France, 1993)

The hell of an imprisoned anti-communist journalist does not end once he is released eleven years later.

**Encore, Once More Encore!** Russia, 1993) — *US premiere*

A funny Russian movie! A young officer spices up military life.

**Living with an Idiot** (Russia, 1993)

An intellectual do-gooder brings home an 'idiot' from the asylum, with chilling consequences.

**When I Close My Eyes** (Slovenia, 1993)

A fiendishly clever psychological thriller.

For places and times, call (206) 324-1414.

## ACCOLADES

Many of the current and former students in REECAS-related programs here have achieved special distinction. The list below makes no pretense at completeness:

\*Sean Pollock, REECAS B.A. 1994, will be enrolled in Harvard's REECAS M.A. program beginning in September;

\*Lynn Sargeant, REECAS B. A. 1994, has also received major fellowship support, in her case to enroll in the Indiana University REECAS M. A. program;

\*Molly Masland, REECAS B. A. 1994, and \*Tom Dykstra, a current REECAS M. A. student, cornered the top undergraduate and graduate essay prizes offered by the U.W. History Department this year;

\*Joseph Kautz, a Ph.D. candidate in Slavic Linguistics, and \*Jonathan Dunn, REECAS M.A. and current Ph.D. student in Economics, have both received IREX fellowships to study in Russia during the coming year;

\*Kate Brown, REECAS M.A. 1993, and current History Ph.D. program student, has received a distinguished Social Science Research Council Fellowship for the coming year and will be working on her Polish in Poland this summer;

\*Brian Driscoll, REECAS M.A. 1994, has received major fellowship support for the Ph.D. program in Sociology at Indiana University;

\*Robin Marks, a current REECAS M.A. student, has received a U.W. Fritz Fellowship to study in Ukraine;

\*Paulina Bren, REECAS M.A. 1994, who is currently studying in Budapest, was courted by several major History Ph.D. programs and will be enrolling at NYU in order to work with Prof. Tony Judt.

\*Ian Sterling, who is on leave from the REECAS M.A. program, is currently a Project Manager for the Stockholm-based Andreasson Public Relations. He is working as PR assistant and resident editor of the Aeroflot in-flight magazine published in St. Petersburg.

\*Peter Christiansen returned recently from nearly two years on Kamchatka as a fellow of the Institute for Current World Affairs. His fascinating reports to the Institute will serve as the basis for his M. A. thesis and a possible book.

\*Erin Kinder, REECAS M.A. 1992, is a project coordinator for Brush Creek Mining, a job which has taken her to Russia and Kyrgyzstan.

\*Isolde Thyret, History Ph.D. 1992, has just accepted a tenure-track position in the History Department at Kent State University.

# SUMMER PROGRAMS

Among the summer courses that may be of interest to you are:

- HSTEU 415 Europe in the Six Years' War, 1939-1945
- HSTEU 452 Eastern Europe since 1918 (A-term)
- HSTEU 440 History of Communism (A-term)
- PolSci 441 Soviet and Post-Soviet Politics

For a complete catalog and registration information for summer quarter, call 543-2320.

## **In addition:**

In conjunction with the Baltic Summer Institute the Scandinavia department is planning a cultural program which will be open to the public as well, featuring guest speakers and films. For more information as the time approaches call the Scandinavian department at 543-0645.

### *UW Summer Intensive Language Programs*

#### **Slavic Languages**

The Department of Slavic Languages and Literature will be offering Intensive Advanced Polish and first through fourth year Russian during the 1994 summer quarter. The intensive program enables the student to earn a year's worth of credits in 9 weeks. For more information, contact Charlotte Wallace at the Slavic Dept., DP-32, University of Washington, Seattle, WA 98195; (206) 543-6848.

#### **Central Asian Languages**

The Department of Near Eastern Languages and Civilization will offer intensive courses of first and second year Uzbek, first and second year Kazakh, first year Kirghiz and first year Tajik. There also will be a course on Re-writing Central Asian History. Scholarships are available. For more information contact Prof. Ilse Cirtautas at the NELC office, DH-20, University of Washington, Seattle, WA 98195; (206) 685-3800.

#### **Baltic Studies Summer Institute**

The Summer Institute will offer this year an intensive course in Lithuanian, which is unavailable elsewhere in the US, and courses on Baltic history and folklore. Scholarships are available. Contact Prof. Thomas DuBois at (206) 543-0645.

## Fun and Games

Normally we are not in the business of publishing the secrets of how to pass final exams in UW courses; in the given instance we cannot be certain about the authenticity of what follows. However, what purports to be an exam given in Prof. Waugh's Russian Civilization class was handed to the Newsletter editor at 1:37 AM on April 1 by a burly individual in a Moscow militia officer's coat (whose collar was turned up to conceal the face and muffle the voice). The only other identifying indicators were that the mysterious visitor wore a baseball cap turned backwards; on the cap was inscribed Ραϋων Μαρϋθ. The visitor indicated in no uncertain terms that we had best publish the document or face the consequence of having all our future paychecks made out in rubles. In the circumstances, we have no choice. We have also agreed to publish a list of all those who submit to the newsletter the correct answers to the exam and to provide a prize to the one individual selected by random drawing from that group (the nature of the prize will be determined at a later date).

### SISRE 243

#### Final Examination

This test is in the form of a cryptic crossword (something that should be familiar to all who have looked at Games magazine). At least a portion of each clue contains a definition or sufficient evidence to suggest the correct answer. In some cases, the answer is concealed in a group of adjoining (but perhaps scrambled) letters in the clue, it may be a homonym (similar sounding word but with different spelling), or some other word games may be employed. In a few cases, the clue contains the name of, or allusions to, an item (e.g., work of literature) associated with the word you seek as an answer. To keep the exercise from being too simple, we have included at least one pun on Russian, one in German, and an answer that will be obvious to anyone with a command of Italian. In general, the secret to success in solving a cryptic crossword is to figure out what is relevant in the clue and what is not. All of the answers are items that should be known to anyone who has taken Russian Civilization (or otherwise knows the history and culture of "Russia" to 1917).

For your reference, the following are examples of cryptic crossword clues and their answers:

- a. Mule, lion messed up floor material.

Answer—linoleum.

Explanation—Linoleum, a "floor material," is a word made up from rearranging the letters from "mule" and "lion".

- b. Popular rock star jumps on adolescent.

Answer—Springsteen.

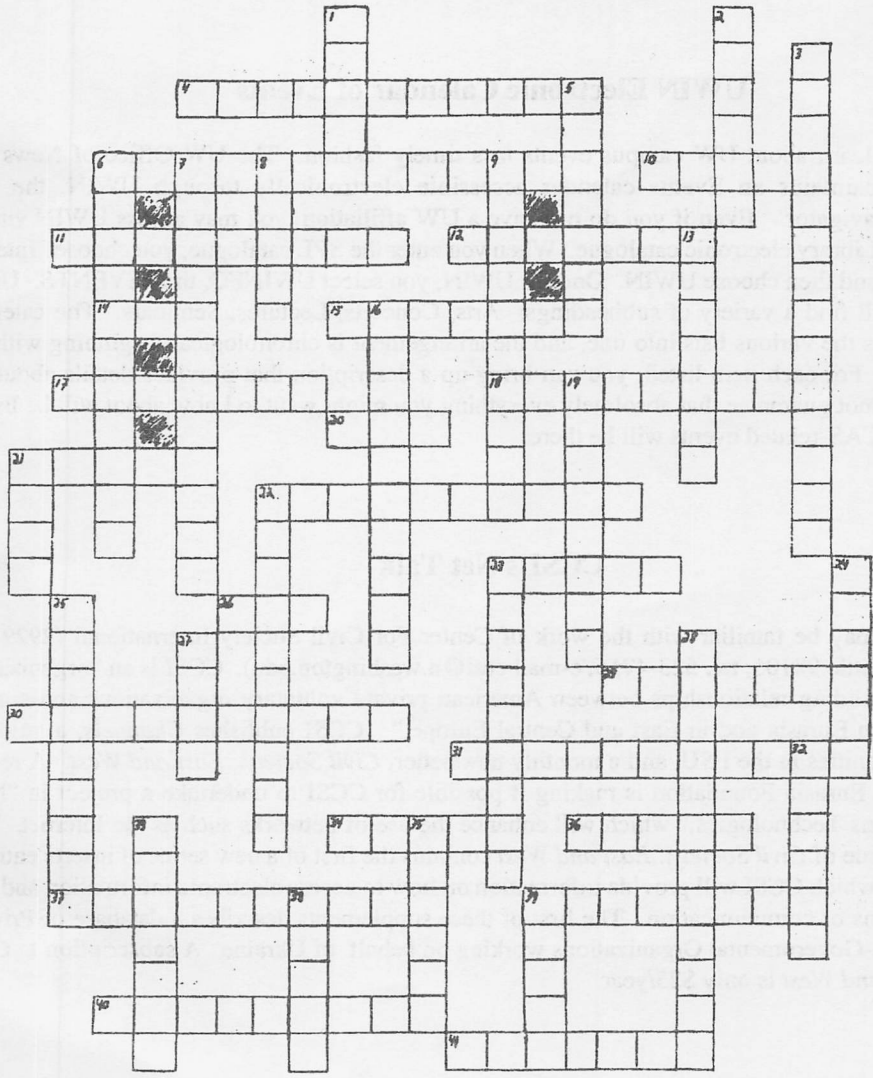
Clues—Across

4. Translate the title of Dostoevskii's murder novel, Prestuplenie i nakazanie, to get a partial idea of the penalty for singular directions.
6. Reactionary minister at ball wears bullet-proof vest, so no deb opens fire and kills him.
10. "In part it's repetitive, and mixed up to boot," said Aleksei's son.
11. Despite the bravos, no lomotil kept the ill scientist in bed on his Franklin stove *a la russe*.
12. A fiscal conservative, his mother kept reminding him that the sore in his mouth came from eating too much candy.
14. Traditional belief insisted that two fingers of rum made the recipe for hot cross buns just right.
15. Decrying the assassination, he fired ak-aks over the heads of the demonstrators in random fashion.
17. The pretender, though hardly thin, favored classical education.
18. The professor's subject was warrior heroes, which brought the painter no end of relief.
20. Lionized by his English fans, the writer was addressed familiarly.
21. "It's a boy, and I'm weeping for joy," proclaimed the wife of the bard.
22. Egg shapes in reverse—admirer of the collective.
23. He showed how they did not expect him to store pints of vodka in his attache case.
26. Its world could be transformed from the inspiring to the crude by eating a can of beans.
29. An old-time home-run hitter lost 'is eye and 'e fell by the wayside as he casts his ballot, all mixed up, for the local government board.
30. At the outset, the start of the alphabet joined the beginning of the ex-president's hero to found an artist's colony.
31. One trying to make Boston like San Francisco looks to Seattle for inspiration, deep in his heart.
34. The topless dancer twice turned the corner in Monopoly with Chicago's rapid transit and found herself out in the cold without her wrap.
36. Even though they used the best flax, the revolutionary's suit was made of different cloth.
37. Incomplete bacchanals amidst the aroma of erotic perfumes led him to imbibe to excess.
39. In the end he had a storage place for bulk food even though the mystical and religious substance of what he wrote was otherwise impractical.
40. Thanks to faulty orthography, pregnant teens were warned not to use the standard treatment against the "-ism" she represented.
41. When it came to shove, his relatives could not save him from the equestrian image he created.

## Clues—down

1. Anne's favorite meal reversed—"No ribs today."
2. "I'm the greatest," said Peter, mixed up, as he forbade its division.
3. "Cher shines, ivy killed," read headline of embittered journalist.
5. "He's no viking of mine," said Catherine about the object of her dissatisfaction, dropping the occasional ending.
6. Apologist for the rock that did in his son, with a Ukrainian accent.
7. "Priest sees red; day of rest violated," proclaimed the official newspaper.
8. A Freemason's journal has the sound of a lecturer going on, and on, and on.
9. Never one to mince words when he spoke of Hegel, the critic said, "He smelled of garbage," and added a Slavic suffix.
13. Carson was in-undated from all sides, because he learned to paint ships.
16. The European publisher was no lover of Slavs.
19. "'It's the water' between Peter abbreviated and what holds my hat on," declared the prime minister.
21. The Romans calculated XIX-VII to get the distance between two streets.
22. There was almost hope for him in Italian, but he copied the wrong code at the wrong time.
23. A home for a rose somewhat jumbled following a cheer was designed a magnificent palace.
24. The state historian composed it, as a reminder so they would not miss the carriage back to Moscow.
25. An instrument for "The Stars and Stripes Forever" is not subtle enough for a movement with deep philosophical concerns.
27. "Harold and Maude" was the film that made the legislature insist on the PG rating.
28. The USDA envisaged granting freedom to farmers to produce as much pot as they wished, providing it was for private consumption.
32. Though superfluous, he had much in common with the home of the Ducks.
33. A Ukrainian neo-classical painter was not bound to win in contests involving the drinking of stout.
35. It was a boring life for the tsar to have to hear the composer play Mozart's Masonic funeral music over and over on the harpsichord.
38. A former seminarian's home, at least in name, is one, with the council that survived when other plans were axed.
39. To illiterate students, these are what one finds at Huntington Beach, even though they once were all too common in Russia.

Electronic Resources



# Electronic Resources

## UWIN Electronic Calendar of Events

You now can learn about UW campus events in a timely fashion. The UW Office of News and Information maintains an Events calendar accessible electronically through UWIN, the UW Information Navigator. Even if you do not have a UW affiliation, you may access UWIN via the Seattle Public Library electronic catalogue. When you enter the SPL catalogue, you choose "Internet Connections" and then choose UWIN. Once in UWIN, you select UWINFO, then EVENTS. Under Events you will find a variety of subheadings: Arts, Concerts, Lectures, Seminars. The category "All" combines the various lists into one, and the arrangement is chronological, beginning with the earliest event. For each item listed, you can bring up a description that provides details about the event. We cannot guarantee that absolutely everything you might want to know about will be listed, but most REECAS-related events will be there.

## CCSI's Net Talk

Many of you may be familiar with the work of Center For Civil Society International (2929 NE Blakely St., Seattle 98105, tel. 523-4755, e-mail [ccsi@u.washington.edu](mailto:ccsi@u.washington.edu)). CCSI is an "organization dedicated to building relationships between American private voluntary organizations and similar organizations in Eurasia and in East and Central Europe." CCSI publishes *Channels*, a guide to service opportunities in the FSU, and a monthly newsletter, *Civil Society...East and West*. A recent grant from the Eurasia Foundation is making it possible for CCSI to undertake a project in "New Communications Technologies," which will enhance the use of networks such as the Internet. The March 1994 issue of *Civil Society...East and West* contains the first of a new series of inserts entitled "Net Talk," in which CCSI will provide information on how to access electronic information and use electronic means of communication. The first of these supplements describes a database of Private Voluntary/Non-Governmental Organizations working on behalf of Ukraine. A subscription to *Civil Society...East and West* is only \$25/year.

## ELECTRONIC ACCESS and the WORKING PAPERS SERIES

UW Access to this newsletter is available through the SLAVLIB bulletin board. Persons not connected to the UW network can access this newsletter and the Working Papers series through FTP (file transfer protocol) on Internet. The Working Papers series is only available through FTP. FTP cannot be accessed directly through a modem unless you have a 9600 baud modem and Kermit or a similar transfer program. FTP will transfer the file to the location from which you started the process (i.e., if the process begun from c:> prompt, transfer to hard disk). The instructions for FTP access are below:

1. At the prompt type *ftp ftp.u.washington.edu* <enter>
2. user = *anonymous*
3. password = e-mail address OR internet number & user id OR anonymous  
<enter>
4. type *cd public/slavic/reecas* <enter> for newsletter and other files
5. type *cd public/slavic/papers* <enter> for student and faculty working papers
6. type *get filename* (e.g. Spring93) <enter> to transfer file.  
File will transfer to hard drive or disk depending on where you began the process.
7. *quit* <enter> to exit

Our new Working Papers series is intended to provide the means for rapid dissemination of new information and research and the opportunity for those who have research in progress to receive feedback. Submissions are subject to peer review; for information, send us an e-mail message or address your query to our program office, attn.: Working Papers. The first papers in the series, currently accessible through FTP protocol, are:

Oscar J. Bandelin, "Ronald Regan in the Soviet Mind: The Soviet Assessment of the USSR's Main World Rival in the 1980's"

Kyle W. Hafar, "The Imperial Russian Periodical Press and the Censorship Law of 1865"

George Klim, "Networking: An Overview of Advances in Internet Technology"

Bianca Plank, "Peasants and Urban Culture in Moscow and St. Petersburg of Late Imperial Russia"

Zulfiya Tokhchukova, "The End of the Journey"

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