

The

REECAS

Newsletter

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Russian, East European and Central Asian Studies
Jackson School of International Studies
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From the Chairman's Desk

We appreciate the responses you sent to our questionnaire in the autumn issue of our newsletter. At least this time around we have elected to keep the single newsletter format, although the focus in it is very much on material relevant to teaching about Russia, Eastern Europe and the NIS. The newsletter is available electronically (see instructions elsewhere in this issue) and should be joined there in the next month or so by the first of the "Working Papers" we plan to make available at irregular intervals in electronic format. It would be worth your while to check the electronic account if you can access it. We expect that the research reported there will be both by graduate students and faculty in our program and cover a variety of both general and more specialized topics.

I am especially appreciative of those who really make this newsletter happen--it has long been a focus of much energy by our program secretary Karen Walton. This year increasingly our graduate students have been making important contributions--Debbie Espinosa provided editorial and production time in the autumn; Amanda Floan has played the major role in obtaining material and providing editorial coordination for this issue. To Karen and all the others who have contributed, a hearty thanks.

I am pleased to report that in the face of a significant cut in the university's budget, the Slavic Department managed to secure appointments to two regular faculty positions that will begin this autumn. Katarzyna Dziwirek, who has her Ph. D. from the University of California, San Diego, will be joining us to teach Polish and linguistics. Among other benefits, she will bring to us an extensive knowledge of the Polish communities in the Pacific Northwest. Gordana Crnkovic of Stanford's Program in Modern Thought and Literature will be teaching Serbo-Croatian and East European literature.

Faculty additions, unfortunately, tend to accompany faculty losses. The Slavic Department will be losing Prof. Adele Barker, who is returning to the University of Arizona, and Prof. Davor Kapetanic, who has been the heart and soul of our strong South Slavic program and is now retiring. Prof. Joseph Velikonja, who for years provided our program with expertise in East European geography (something few other programs could offer), is retiring from the Geography Department. Finally, I wish to use this opportunity to make special note of Prof. Donald Treadgold on the occasion of his retirement.

Donald W. Treadgold

An effort to list all of the contributions Donald Treadgold has made to Slavic studies would occupy every page of our newsletter for years to come. His honors are many: a Bronze Star for his combat service in World War II, a Rhodes Scholarship, the national E. Harris Harbison Award for Distinguished Teaching, the national Slavic Association's Award for Distinguished Service.... He is author of seven books, editor of and contributor to numerous more. The strength of Slavic Studies in the United States owes much to his organizational and editorial talents--there is hardly an important program or institution connected with the field where he has not left his mark.

Perhaps of greatest relevance for the readers of this newsletter is the fact that Russian and East European Studies at the University of Washington and Donald Treadgold have been synonymous since 1949. If you learned your Russian History here, you surely studied with Donald Treadgold. If you studied Russia in the twentieth century even at another institution, odds are you used his textbook (now going into its eighth edition). You probably have heard him talk on the subject since, in his many public presentations to audiences throughout the state. And we can all anticipate being enlightened by his expertise in the years ahead.

To borrow the words of the noted Russian historian Kliuchevskii in his Pushkin anniversary speech of 1887, concerning Don Treadgold "one always wishes to say too much, always adding much that is superfluous and never saying all that one ought."

P. S.: For those who wish to know more about Professor Treadgold's career and achievements, I recommend Nicholas V. Riasanovsky, "Donald Warren Treadgold, Historian in Our Midst: A Brief Appreciation," and Robert F. Byrnes, "Don Treadgold: A Builder of Slavic Studies," both in Charles E. Timberlake, ed., *Religious and Secular Forces in Late Tsarist Russia: Essays in Honor of Donald W. Treadgold* (Seattle and London: University of Washington Press, 1992), and "Donald Treadgold--A Builder Who Would 'Gladly Learn and Gladly Teach'," *The Jackson Report: Newsletter of the Henry M. Jackson School of International Studies*, Spring 1993. Professor Treadgold's own memoirs are a valuable document concerning the development of Slavic Studies here and nationwide: "Establishing Russian Programs at the UW in the 1950s and 60's,"

REEU Newsletter, Spring/Summer 1991; "When Russian Studies Were Taking Off," *Russian History*, Vol. 15, no. 1 (1988).

SYMPOSIUM & DINNER IN HONOR OF DONALD TREADGOLD

On Saturday, May 8, a day-long conference on "Religion in the Life of the State in Russian History" was held at the University of Washington in honor of retiring professor Donald Treadgold. The topic for the morning session was "Religion in the Imperial State," while the afternoon session focused on "Religion in Modern Russia." All those who presented papers at the conference received their PhDs under Professor Treadgold. Over 130 people attended a reception and dinner for Professor Treadgold following the conference. Professor Nicholas Riasanovsky of the University of California, Berkeley was the guest speaker.

Publications

Two volumes in the series *A History of East Central Europe*, edited by UW professors Donald Treadgold and Peter Sugar, will be coming out in October, 1993: vol. 1, *Historical Atlas of East Central Europe* by Paul Magosci, and vol. 3, *East Central Europe in the Middle Ages, 1000-1500* by Jean Sedlar. Professor Treadgold is also currently working on the eighth edition of his textbook *Twentieth Century Russia*.

UW Professor Kazimierz Poznanski's book *Constructing Capitalism: The Reemergence of Civil Society and Liberal Economy in the Post Communist World* (Westview Press) is now in its second edition. Another book of his entitled *Stabilization and Privatization in Poland: An Economic Evaluation of the Shock Therapy Program* has recently been published by Kluwer Academic Press (Dordrecht and Boston). This spring, Prof. Poznanski is teaching in the Economics Dept. of the University of Tubingen in Germany and is gathering information to complete his new book on the evolutionary approach to institutional change.

UW Senior Lecturer in Economics Paul Heyne's introductory textbook on economics, *The Economic Way of Thinking*, is in its sixth edition in English and has been translated and published in Russian, Czech, Hungarian, and Romanian as of 1992. The textbook has been so popular that copies have sold out almost as quickly as they have been published.

The Rural Development Institute

Roy L. Prosterman, Professor of Law and Corbally Professor in Public Service at the University of Washington, founded the Rural Development Institute in 1981. Prof. Prosterman is an internationally honored specialist on land reform (as we were preparing this material, we learned he has been nominated for the Nobel Peace Prize for his work). His non-profit institute has done fieldwork and drawn up recommendations for land reform in more than twenty-five countries, with the goal of promoting rural economic development and democratic reform. In the past few years, the sphere of the Institute's activity has extended to Eastern Europe, Russia and the Newly Independent States. Between spring and autumn of last year, Prof. Prosterman and his RDI team were in Russia, Ukraine, Kyrgyzstan and Albania (the Russian experience was written up in articles that appeared in the Seattle Post-Intelligencer).

The Rural Development Institute publishes research reports. Among them are No. 76--*Observations and Recommendations on Russian Agrarian Reform* (October 1992), and no. 78--*Observations on the Land Reform Process in Albania* (January 1993). In addition, the institute publishes the *RDI Review: Newsletter of the Rural Development Institute*. To obtain any of these publications and for additional information, you may write RDI at 1100 NE Campus Parkway, Seattle 98105. The phone is 206-528-5880 and the FAX 206-528-5881.

SUMMER INTENSIVE LANGUAGE PROGRAMS

The Department of Slavic Languages and Literature will be offering Intensive Elementary Czech and Intensive First, Second, Third, and Fourth Year Russian during the 1993 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.

Information on the intensive language courses for Central Asian languages can be found further on in the newsletter.

Teaching about the Soviet Union and the Newly-Independent States

Diller, Daniel C., ed. *Russia and the Independent States*. Washington, D.C.: Congressional Quarterly, Inc., 1993. (ISBN 0-87187-617-5, \$24.95, paperback)

Vaillant, Janet G. and John Richards II. *From Russia to USSR and Beyond*. White Plains, NY: Longman, 1993. (ISBN 0-8013-0779-1; \$14.95, paperback)

Teaching about the Soviet Successor States: A Teacher's Guide and Resource. Stanford, CA: American Association for the Advancement of Slavic Studies.

In an age when the political climate of the former Soviet Union seems to change as fast as cable news can report it, textbooks and teaching materials developed just a few years ago can often seem outdated. Two recently published textbooks, and one teaching guide, have attempted to bridge the gap between current events of the successor states and a thorough historical background to them. Diller has made an admirable attempt in his retitled version of Congressional Quarterly's excellent reference source, *The Soviet Union*. Organized into three separate sections (history, current issues, and country profiles), this edition improves upon the former in three important ways. First, and most impressive, it now provides separate chapters about each of the fifteen former Soviet republics. Readers can gain an appreciation for the sheer diversity of each country's historical experience, a fact the Soviet government tried to downplay for decades yet in the end could no longer ignore. Second, a biographical section at the end of the book now includes many of the major actors for and against reform since 1985. Third, the successes and failures of the Gorbachev era are now fully encapsulated, from early experiments in liberalization to more radical reform to eventual cynicism, disintegration, and moves toward rebirth following the failed August 1991 putsch.

Teachers using this book should be aware of its minor problems. For instance, it is not clear why arch-conservative Politburo member Yegor Ligachev, once second in command only to Gorbachev, is given less attention than more minor figures whom he supported. In addition, because it is a narrative reference source, students may find the reading a bit dry at times.

The task of the Vaillant and Richards text is two-fold. First, the authors attempt to provide an introductory survey of Russia from prehistory through the end of 1991 in order to highlight "the enduring features of Russian culture." In doing so, however, the authors are often guilty of equating Russian culture with Russian political boundaries, thus denying the ethnic diversity of that country and the problems that result from it. After all, many non-Russian minorities have always lived within the borders of modern-day Russia and have had to choose between maintaining their own customs and assimilating into a more "Russian" way of life. Since the late 1980s, many of these groups have openly pushed for sovereignty not only from the USSR but from Russia. In short, the issue of what it has traditionally meant to be "Russian" deserves more clarification than it gets here.

What makes this book so fascinating, however, is the extent to which the authors succeed in their second goal: to "bring history to life" through the liberal use of first-hand historical accounts, speeches, news reports, poetry, and memoirs from a variety of Russian and non-Russian sources. In fact, these readings form the bulk of the text, ranging from medieval writings about the origins of the Russians to a plea "in defense of Coca-Cola" and Westernization in the 1990s. They should foster classroom discussion if for nothing else than their sheer intensity (the eyewitness accounts of the last hours of the Imperial family are particularly chilling). But it is precisely because these readings are so dramatic that the authors hope to help students overcome their fear of turning to original sources for analysis and information.

If Diller's efforts are admirable in their sheer scope and factual content, then, the text presented by Vaillant and Richards is worthy for its ability to transport students throughout Russian history, albeit with more limited focus. Despite their problems, either will help students better understand the events happening in the former Soviet Union.

Teaching about the Soviet Successor States is a slim volume (48 pages in all) designed to facilitate active learning by offering study questions, reproducible handouts, and a list of readings and AV materials. It does not provide sufficient background about the region for the benefit of a teacher who is unfamiliar with Soviet politics and history. Furthermore, it does not include information about the Baltic states (although AAASS does address this region in another free booklet, *Eastern Europe: A Resource Guide for Teachers*). But this guide does offer teaching techniques that attempt to give the student a break from the more

traditional classroom setting. For instance, one of the exercises involves interviewing older friends and relatives about the Cuban Missile Crisis and how they reacted. Another asks students to collect a scrapbook of articles on the region for in-class critical review. What is particularly admirable about this guide is that it attempts to teach students to think about the meaning of broader concepts, like "democracy" and "democratization," what happens when a country's values change, "nationhood" vs. "statehood" and what it means to be Western. Using this guide with Vaillant and Richards may not provide students with enough structure, nor will it thoroughly examine the entire region. Therefore, the guide seems to complement Diller's fact-based chronology best. Used together, both sources should lead young minds toward a deeper understanding not only of the Soviet experience, but of the American one as well.

Copies of all three publications are available on loan from the REECAS Program office. Both textbooks can be ordered from the University Bookstore (634-3400). The teaching guide can be ordered at no charge from the American Association for the Advancement of Slavic Studies at the following address:

AAASS, Jordan Quad, Acacia Building, 125 Panama Street,
Stanford, CA 94305-4130; Tel. (415) 723-9668; Fax (415) 725-7737.

Shannon O'Hara
REECAS graduate student

LECTURES

Autopsy of an Empire: the End of the Soviet Union, The Honorable Jack Matlock, US Ambassador to the USSR, 1987-1991, May 17, 3-4 pm, Smith 211. for information, call 543-4852

Ethnicity and the Soviet Union, Prof. Yuri Slezkine, University of California - Berkeley, May 20, 3:30-5:20 pm, 232 Communications. For information, call 685-1577.

More Sources on the NIS

Map makers have finally caught up with the recent changes and there are several good maps available which show the newly-independent states. A set of five regional maps depicting the Central Asian States and Transcaucasia, Central and Eastern Europe, the Commonwealth of Independent States, the former Yugoslav Republics, and the Western States of the CIS is available from Citizens Democracy Corps. To receive a set, send \$1.50 to cover postage and handling to CDC, 2021 K Street NW, Suite 215, Washington DC 20006. East View Publications has a good map which shows not only the new states but also many of the autonomous regions of the Russian Federation. (\$9.95 plus shipping & handling; 3020 Harbor Lane North, Minneapolis, MN 55447, 800-477-1005, 612-550-0961) This map is available in the REECAS office. Hammond also has a new map out entitled *Russia and Neighboring Countries*. This map shows the former Soviet names of cities in parentheses below current names. For a smaller map of the area, see the October 1992 issue of *Current History*. For more information about the geographical changes, see the chart which accompanies Boris Belousov's article in the February 1992 issue of *Social Education*. This chart gives recent city name changes, new spellings of the former republic names, and other information.

Three other resources have recently been acquired by the REECAS program and will be reviewed in the next newsletter:

The New Eurasia: Guide to the Republics of the Former Soviet Union
by David T. Twining (New York: Praeger, 1993)

Commonwealth of Independent States and Central/Eastern Europe, 4th edition, Global Studies Series, by Minton F. Goldman (Guilford, CT: Dushkin Publishing Group, Inc., 1992)

Teachers' guide to the Soviet Successor States and East Central Europe and Resource Guide on Teaching Aids in Russian and East European Studies, 1993 editions, Russian and East European Institute, Indiana University

ECOLOGICAL DISASTER: CAUSES AND CLEAN-UP

Feshbach, Murray and Alfred Friendly, Jr. *Ecocide in the USSR: Health and Nature Under Siege*. New York: BasicBooks, 1992. (ISBN 0465 017819, paperback, \$15.00; ISBN 0465 016642, hardback, \$24.00)

In the late 1920s, the Soviet Union embarked on a headlong effort to industrialize and close the technological gap between itself and the Western industrialized economies. *Ecocide in the USSR* by Murray Feshbach and Alfred Friendly, Jr. is a comprehensive and profound attempt to realistically describe the extent of ecological damage inflicted on the states of the former USSR and the depth of the health crisis in their populations. Feshbach and Friendly trace the terrible destruction of the USSR ecosystem to the utopian idealism of the Bolshevik leaders and the style of economic development which they chose to pursue. Therefore, the authors argue that the USSR's ecological problems are systemic in nature, and that they can only be remedied by altering the system. Moreover, the authors assert that the grass-roots ecological movements which flourished under Gorbachev's *glasnost* catalyzed the development of democracy through their protest. Feshbach and Friendly demonstrate how the efforts of these activists focused attention on the interconnection between the condition of the ecosystem and the chances for economic recovery and political stability. Unfortunately, this focus could easily be lost as the economic situation of the former USSR continues to worsen and mere survival overrides ecological concerns. However, the overall purpose of *Ecocide* is to vividly and realistically describe the profound destruction of nature and human life in the former USSR and to offer practical proposals for the recovery of the ecosystem in Russia and the former Soviet republics.

Feshbach and Friendly start their investigation by presenting a general overview of the ecocide in several areas -- the poverty of rural life, water issues and agriculture, air pollution from factories and industry, energy issues including Chernobyl, the military's role, the failure of the health care system, and the deterioration of human health. These chapters begin by fleshing out a detailed picture of each subject through statistical data and interviews. These impressions provide a terrifying vision of destruction of nature and human life. Moreover, the authors strive to demonstrate the complexity of the problems facing the former Soviet republics in cleaning up the extensive ecological damage. The cleanup costs of the Soviet legacy are far beyond the means of

Russia and the other former republics. Furthermore, in many cases (i.e. energy production and industry), the need for maintaining and improving the economic situation will continue to outweigh the need for ecological improvement.

Feshbach and Friendly describe how these conditions inspired grassroots protest and how the Soviet response to these protests were ineffective and deceitful. Ultimately, the government responses to specific protests and ecological disasters, such as Chernobyl, contributed to further organized protests against the government. The authors strive to provide a realistic assessment of not only the objective ecological and human conditions, but also how these conditions led to widespread support for participatory democracy. Feshbach and Friendly demonstrate how the citizens' grassroots protest changed into a political agenda on the local and national level by focusing on the interdependence of ecological destruction with economic recovery and political viability.

Feshbach and Friendly seek to assure the reader that there is indeed hope for the former USSR. The region is one of tremendous human and natural resources. The situation in the former Soviet Union, while desperate, is not hopeless. The hope lies with the people of the former Soviet Union and their ability to come to terms with the systemic particulars of their problems. The estimated costs of the cleanup are tremendous and will continue to grow every day. However, Feshbach and Friendly assert that there are many ways to make major improvements at little cost. Indeed, the authors note many examples of successful small-scale attempts which have made great progress in ameliorating the ecological and human damage which has occurred. Feshbach and Friendly themselves point out several simple and pragmatic steps that the people and governments of the former Soviet Union can take to improve the situation. However, the authors determine that real change will increasingly depend on the actions of Western nations and their willingness to supply financial and technical support as economic destabilization and decline pervades the former USSR. The commitments of the governments and people of the former Soviet Union to the measures necessary in such a massive ecological crisis will fade as children go hungry and the bitter cold of Russian winters freeze apartments without heat. Feshbach and Friendly conclude by stating that the Western industrialized nations have been remiss in not aiding the former Soviet Union when such aid would be relatively cheap and easy to provide.

David Luper
REECAS graduate student

OTHER SOURCES ON ECOLOGY IN THE REGION

Articles and Books

- "The Legacy of Soviet Communism," *US. News and World Report* (April 13, 1992) pp. 40-51.
- "The Soviet 'Ecocidal' Legacy," *The Christian Science Monitor* (June 11, 1992).
- "The Aral Sea: A Soviet Sea Lies Dying," by William Ellis, *National Geographic* (February 1990).
- *The Soviet Environment: Problems, Policies and Politics*, edited by John M. Stewart (Cambridge University Press, 1992).

VIDEOS

- *Glasnost and Ecology*, Earthscope series (Global Village, 2901 Connecticut Avenue NW, Suite B-4, Washington DC, 20008).
- *Realms of the Russian Bear*, (WNET, PO Box 2284, S. Burlington, VT 05407; 1-800-336-1917) - This is an excellent series which was shown on PBS. Teachers can purchase independently the companion book with the same name as the series (published by Little, Brown & Co.).

NEAR EAST/CENTRAL ASIAN STUDIES

Student Association for Inner Asian Studies

- *Political Culture in Tibet*, Brian MacKenzie, May 20, 1-2 pm, Denny 215.
- *The Man-made Starvation of the Kazakh People during the Stalin Era*, Zulfiya Tokchukova, May 27, 12:30-1:30, Denny 215.

Summer Intensive Language Study

The following languages are being offered during the summer of 1993:

- Intensive Elementary and Intermediate Kazakh
- Intensive Elementary Kirghiz
- Intensive Elementary Tajik
- Intensive Elementary and Intermediate Uzbek

The program will also offer a course in *Environmental Issues of Central Asia*.

For more information, contact the Dept. of Near Eastern Languages and Civilization, 229 Denny Hall, DH-20, University of Washington, Seattle, WA 98195; 206-543-6033.

TECHNOLOGY IN THE CLASSROOM

Russian Art and Culture through Computer Images

Until recently the most effective way to bring works of art to students and the classroom was through the use of slides and photographs. However, the development of technology which allows for photographs and slides to be scanned and displayed on computers has opened up a host of new possibilities for introducing students to various aspects of art and culture. This article will review one program which is currently for sale. In addition, it will discuss technology which is being developed and ways in which this type of technology can be used in the classroom.

Cascade Marketing Associates (CMA) in Wenatchee, WA is marketing a program developed in Russia entitled "Lavra," an interactive software on the art, history and architecture of the Holy Trinity-St. Sergius Monastery near Moscow. The program was developed as part of the 600 year anniversary celebration of the monastery in 1992. As such it is an excellent introduction to the monastery. The photographs are beautiful and of high quality and enable the viewer to appreciate the architecture, art, and religious life of the monastery. The accompanying text gives an interesting introduction about the founding and activities of the monastery and the photographs which are shown.

The program, which can be run in both English and Russian, introduces the monastery and allows the user to explore the monastery either by means of a location map or of a topical menu (such as icons or winter scenes). The user can select which photograph he or she would like to view or can run an automatic slide show for each topic. Each photograph can be displayed either in miniature or enlarged and is accompanied by a brief description. I tested the VGA and the Super VGA versions. Both contained high quality full-screen images, but the smaller images were of lesser quality with the VGA version. Some of the interior photographs and icons were rather dark. While the program is well done as an introduction to the monastery for the anniversary celebration, it most likely will have limited use in the classroom. It does not provide sufficient information on Russian Orthodoxy, this particular monastery, or Russian religious art to be used as an independent assignment for students to learn more about these topics. It could be used as a supplement to a more detailed lecture or classroom instruction by allowing students to view

independently the monastery and examples of church art and life about which they had already received information.

CMA is planning to release at the end of May a program which will be an introduction to the Hermitage Museum in St. Petersburg. This will hopefully be followed by a series of programs on different collections within the Hermitage, as well as programs on the Pushkin and Tretyakov art museums in Moscow. All of these museums have excellent collections of Russian and Western art. We expect that these programs will be as high in quality as "Lavra" and potentially could be more useful in an educational setting. (For more information on CMA and technical requirements for this program, see below.)

Based on experiences in teaching a course on Russian Civilization, I believe that the most valuable type of program would be one which contains an anthology of Russian art along with detailed information on the artist and painting and preferably would allow the instructor to choose particular pieces and arrange them thematically or chronologically. Such a program would enable students to learn about Russian art and culture as a whole, rather than simply viewing the holdings of a particular museum. Technology is available which would allow a teacher to project the program onto a screen in a classroom or for students to view the program as an assignment out of class. Such technology would be of great use in helping students appreciate and understand the art and culture of a society.

This idea has motivated several colleges and universities to begin developing multi-media technology for instructional purposes. Washington State University has developed a multi-media computer system which is used in World Civilization courses. The technology allows professors to use during a lecture a variety of media such as slides, videos, sound, and animation all from a single computer program. The software is run on Apple computers and allows the instructor to choose his or her images and other media materials in developing individual lecture units and the course as a whole. The images are displayed on video monitors or screens at the front of the classroom. The trial run has been so successful that the university intends to implement the technology in all of the World Civilization courses taught on campus as well as develop it for other departments and courses. The university also plans to use the same technology in the form of course reviews which students can access from computers on campus. California State University, Long Beach, is developing image-based tutorials for the art history department using similar technology. The program

enables students to view individual images, to view multiple images, and to access descriptive information. Students access the tutorials on campus computers.

These are just two examples of the ways in which multi-media computer technology is being developed for educational purposes. There is great potential for the use of this technology to help students learn about and appreciate a variety of subjects from art and music to geography and history. We would be interested in your ideas and thoughts about the use of computer-based multi-media technology in the classroom. What ways is such technology already being used? And what do you believe a program should contain or be able to do in order to be effective in the classroom and for student use?

Technical information on "Lavra"

The program is available in either a VGA or a Super VGA version. The VGA version requires almost 9 megabytes of hard disk space, and it needs a minimum of 600 kb RAM memory. In order to run the program, we had to boot the computer from a diskette which only had the COM program in order to have sufficient RAM memory. The Super VGA version requires nearly 16 megabytes of hard disk space. I did not have the same problem of insufficient RAM memory with the Super VGA. The quality of the images, of course, also reflects a great deal the quality of the monitor. The higher the resolution of the monitor, the greater the resolution of the images. "Lavra" costs \$89.95 and is available from CMA, 115 E. School Road, Wenatchee, WA 98801. The "Introduction to the Hermitage" will cost \$125.95.

Amanda Floan
REECAS graduate student

Pen Pals

During his trip to Russia in the fall of 1992, Prof. Stephen Kerr learned that a number of teachers were interested in getting pen pals for their students. Most are students who would like to practice their English, but American students who would like to correspond in Russian could also do so. There are four schools located in Novosibirsk, Arkhangel'sk, and two other Russian towns. For more information, contact the REECAS office.

Misha Glenny answers your questions on Eastern Europe

Glenny, Misha *The Fall of Yugoslavia: The Third Balkan War*. London, New York: Penguin, 1992. (ISBN 0140 72882, \$10.00, paperback) Available in the REECAS office.

Glenny, Misha *The Rebirth of History: Eastern Europe in the Age of Democracy*. Harmondsworth: Penguin, 1990. (\$11.00, paperback)

Misha Glenny's *The Fall of Yugoslavia* recounts Yugoslavia's journey down the grim road to war. It is, however, not a traditional textbook full of dry facts, names, and dates. Instead, *The Fall of Yugoslavia* chronicles Glenny's experience as a journalist in the regions of the former Yugoslavia from 1990 to the late fall of 1992. With a journalist's eye, Glenny vividly describes the elements which contributed to the eruption of the Croatian war in 1991 and the war in Bosnia-Herzegovina in 1992: the fallout from the disintegrating Communist system, the revival of nationalism which plagued the Balkans for the first half of the century, a rampant gun culture, economic pressures, and how the geography of the region itself has exacerbated an already complex political and social situation. Ultimately, Glenny strives to answer the questions which burns in the minds of most people who are not well acquainted with Balkan history, "Why do the people of Yugoslavia hate each other so much?" Fleshing out the narrative of his recent travels with "mini" lessons in Yugoslavian history, Glenny answers this question in his readable and high informative book on the Yugoslavian war.

For those who are still wondering, however, why the Communist system collapsed in the first place, Glenny's earlier book, *The Rebirth of History*, is equally informative. Glenny systematically summarizes, country by country, the major social, political, and economic causes that led to the fall of the Iron Curtain in the late months of 1989. At the same time, Glenny warns in *The Rebirth of History* of those difficulties facing the Eastern bloc in the post-Communist years, such as establishing stable political and economic structures, improving the environmental situation, and relieving ethnic tension which the Communists managed to dampen but by no means eliminate.

Erica Agiewich
REECAS graduate student

A Discussion on the Collapse of Yugoslavia

During the winter quarter, Joel Watters from Roosevelt High School asked if graduate students in the program would be willing to come talk to his students about Eastern Europe. Robin Marks, one of our graduate students, volunteered. The REECAS mentoring program provides graduate student and faculty guest speakers to local schools.

A Seattle city high school would not seem the most likely place to look for a group of young people eager to think about world affairs and try their hands at diplomacy. But much to my surprise, that's what I found when I visited the tenth graders at Roosevelt High.

The 55 students I talked to comprise a two-class experiment in education, headed up by teachers Joel Watters and Tom Knowitt. The teachers' ultimate goal is to make students aware of the importance and complexity of all kinds of controversial issues, and to help them understand that their voices and opinions are worth hearing. The talk I gave to the classes on conflict in the Balkans was part of a unit called "Letters of Change." Through unique sources of information like guest speakers, the students learn about and discuss issues without answers -- not just international conflicts, but also problems closer to home, like racism and teen pregnancy. They're challenged to look at various perspectives of these issues in many ways, by acting out scenes, writing poems, reading texts. The ultimate outcome of this work is their "letters of change." Each student must pick at least one issue and write to the appropriate leaders in positions of influence, voicing their opinions about what should be done.

By the time I gave my first presentation in mid-March, the students had heard about problems in Asia and had been given a rather honest and expository history of the Vietnam War. They had discussed the riots in L.A. and talked about how sexism affects American society. They had started writing letters, I noticed, as I put my papers down next to a stamped envelope addressed to Colin Powell.

They came into the classroom, a full spectrum of races, dispositions and levels of ability. They argued about candy bars, threw wads of paper at each other, traded sweaters and slumped in their chairs. They knew nothing about Yugoslavia. I expected them to be bored to death.

I asked them to talk a bit about ethnic conflict. What does it mean? Does it happen in their school? What are some ethnic conflicts in our society? Why do they happen and what can we do about them? I realized that these questions weren't new to these kids. With their varying backgrounds and English language abilities (most were fluent, but not all), ethnic conflict was something many of them faced everyday. It came as no surprise then that the subject was one that interested them.

The history of Yugoslavia hardly fits into 40 minutes, but we covered the basics, if only in brief -- a mention of the Ottoman empire bringing Islam to the region, then on to the stabbing of the Archduke that started World War I. A brief description of Croatian atrocities against Serbs during World War II made it clear to the students that the history of the Balkans is complex but not forgotten by its inhabitants, and that it's not so easy to point and say "guilty" and "not guilty." Then followed a quick explanation of Tito. A good chunk of time, though, was spent unraveling the mysteries about the current conflict that the news never answers. What events in Yugoslavia led up to the beginning of this conflict? What are the various factions fighting for? What exactly is ethnic cleansing and why is it the tactic of choice? The kids seemed mighty pleased that at last someone had told them not just who was killing who, but what they thought they were going to get out of it. We discussed possible actions the U.S. could take, the pros and cons of the Vance-Owen plan. I finished up with a scenario in four phases, starting with the currently ongoing war(s) and ending with an invasion of Kosovo. I asked them to think about what the U.S. role in these sorts of conflicts should be and under what conditions it would be right for us to intervene.

One young woman in the back raised her hand and asked "Why should we get involved? Why do we always think everything is our business?" "Good question," I told her. "There's a lot of people in Washington trying to answer that right now." "Maybe you should decide what you think about that and write a letter," said teacher Watters. "I think I will," came the answer, with conviction.

Robin Marks
REECAS graduate student

Educational Resources

Using Video in the Russian Language Classroom

A live interactive video conference designed to provide interaction with experts on the use of video in language classes and to encourage teacher participation in the adoption of video materials. Teacher Continuing Education credits can be received from this course. May 15, 1993, 10:00 to 12:00 in Denny Hall 123 at the University of Washington. For information, contact Rebecca Stanley at 518-443-5333.

Filmic Archives offers a variety of video cassettes on the history and peoples of the former Soviet Union. For information and a catalogue, call 1-800-366-1920. Titles include "The Rise and Fall of the Soviet Union," "Siberia: Ices on Fire," and "The Week that Shook the World: The Soviet Coup."

The **Polish Information Center** is now open at the Portage-Cragin Branch of the Chicago Public Library. The purpose of the Center is to provide current information, facilitate research, enable networking and allow for appropriate referrals. For information, contact Joanna Bohdziewicz-Borowiec, Project Manager, Portage-Cragin Branch, The Chicago Public Library, 5108 West Belmont, Chicago, Illinois 60641. (312) 744-0152.

Kontakt, a 30 minute Russian language and cultural program intended for intermediate/advanced language students, is shown each Friday at 9:30 pm on CableLearn Channel 27 (Viacom). Classroom workbooks are available from New York Network (518-443-5333). The remaining units in the Series are: May 21 Russian Television; May 28 Business Western-style; June 4 Hobbies; June 11 Soviet Currency; June 18, New Market-based Economy.

Cultural Events

University of Washington's Slavic Film Series

- May 20 *Petria's Wreath*: The simple, poignant chronicle of a woman's life, set against the backdrop of three tumultuous decades of Yugoslav history. (Kane 130, 7 pm)
- May 27 *The Legend of Suram Fortress*: Sergei Paradjanov's dazzling retelling of a Georgian legend of undying love and bitter vengeance. (HUB Auditorium, 7 pm)
- June 3 *Freeze, Die, Come to Life*: This autobiographical film captures scenes from the lives of two children growing up in the Soviet Far East, where village and gulag merge. Winner of the Camera d'Or for best first film, Cannes, 1990. (Kane 130, 7 pm)

Baltic States showcased in Northwest Folklife Festival Exhibit

A multi-faceted exhibition entitled "The Singing Revolution -- Estonian, Latvian and Lithuanian: Baltic Culture, Folk Art and Social Change" will be in the Olympic Room at the Seattle Center during the Northwest Folklife Festival on Memorial Day Weekend. Hours are 11 am - 7 pm on Saturday and Sunday, May 29 and 30; and 11 am - 6 pm Monday, May 31. Admission is free. Estonia will be highlighted on Saturday, Latvia on Sunday, and Lithuania on Monday.

Polish Art Exhibited at Frye Museum

Beginning August 3 at the Frye Museum, one of the members of the Polish Home Society will be exhibiting his collection of Polish art for one month.

1993 Balkan Music & Dance Workshops

Dances, folk music, folk tales, ethnic food from Albania, Bosnia, Bulgaria, Croatia, Greece, Macedonia, Romania & Serbia. Mendocino, California, June 26-July 4. East European Folklife Center, PO Box 3969, Eugene, Oregon 97403, 503-687-6799.

Czech-American Pop Music

A talk on pop music in Czechoslovakia, with recordings, by Prof. Jan Stary at the Russian House (2104 NE 45th), May 18, 7 pm.

Firebird, an opera based on a Russian folktale is at the Seattle Opera House May 18-29; for ticket information, contact TicketMaster.

Seattle International Film Festival

The Conjugal Bed, Romania, 1992

A pitch black and controversial comedy that reflects the moral and material dilemmas facing post-Communist Eastern Europe. *May 24, 9:30 pm, Broadway Market.*

The Flying Sneaker, Czechoslovakia/Canada, 1992

Combines live action and animation to create a tribute to the power of adolescent imagination. *May 23, 12:30 pm, Harvard Exit.*

I Wanted to See Angels, Russia, 1992

Russian rockers and their seedy lifestyle set the tone for this gritty story of youth. *May 30, 6:30 pm, Neptune; June 3, 9:30 pm, Neptune.*

The Oak, Romania/France, 1992

This apocalyptic black comedy celebrates the spirit of anarchic rebellion and is a key for understanding the chaos and catastrophes of Eastern Europe today. *May 27, 9:30 pm, Broadway Market.*

Outback, Romania, 1991

A young woman and a lighthouse caretaker explore a run-around ship - perhaps a metaphor for Romania itself. *May 26, 7:15 pm, Harvard Exit; June 1, 9:30 pm, Neptune.*

The Scorpio Eats the Gemini for Breakfast, Hungary, 1992

The story of one man's obsession with a woman gone out of control. *May 16, 6:30 pm, Harvard Exit; May 22, 12:30 pm, Egyptian.*

The Silent Touch, Great Britain/Poland/Denmark, 1991

A tale filled with music and spiritual redemption. *May 23, 6:30 pm, Egyptian; May 26, 7:15 pm, Neptune.*

Tango Argentino, Serbia, 1992

The life of a ten year old boy in post-Communist Serbia. *May 23, 9:15 pm, Broadway Market; May 26, 5 pm, Broadway Market.*

The Well, Bulgaria, 1990

A richly symbolic epic about communism's failed humanity. *May 25, 7:15 pm, Broadway Market, \$6.50; May 29, 3:30 pm, Broadway Market.*

White Marriage, Poland, 1992

In a small country manor just before World War I, two sisters are beset with the troubles of adolescence. *June 3, 7:15 pm, Broadway Market; June 4, 5:00 pm, Egyptian.*

For further information, see the insert in the May 4 issue of the *Seattle Times* or call 324-9996.

For Information Seekers

The Citizens Democracy Corps has put together a compendium of US non-profit organizations concerned with Central and Eastern Europe and the Commonwealth of Independent States. The compendium cross-references and profiles each organization, providing contacts, the address, telephone number, fax, and a short paragraph about the organization's projects, purposes and geographical affiliations.

The compendium is useful in searching for organizations concerned with specific places or nations, i.e. the Bulgarian-American Enterprise Fund, and in trying to match up your interests and causes to those organizations abroad (such as Educators for Social Responsibility or Medical Outreach for Armenians, Inc.). Also, the compendium lists many well known international and peace organizations that have branches in Eastern Europe and the CIS. In essence, the compendium would be useful in finding partners or potential funders for projects, job searches, study, work or travel abroad opportunities, and for research projects. Many organizations seem to have access to a focused and possibly rich body of information related to their interests.

One problem, is that most of the information seems to have been gathered about two years ago, in 1991. Thus, telephone numbers, addresses, and names of contacts may already be obsolete. In a few cases, organizations listed may no longer exist. The compendium is available in the REECAS office. (CDC, 2021 K St. NW, Ste 215, Washington, DC 20006, 800-394-1945)

ELECTRONIC ACCESS

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 occasional papers series through FTP (file transfer process) on Internet. The occasional 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 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
type *cd public/slavic/papers* <enter> for student and faculty occasional papers
pwd <enter> will tell you what directory you are in
5. *dir* <enter> will list a directory of files
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

Electronic Journals

Many electronic journals with Slavic interests are available on Internet free of charge and can be obtained through a simple subscription. For information, use FTP as described above and get file PASEK. This file contains a directory of many journals currently available and instructions for subscribing.

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