Sitting in Moscow for the 13th meeting of the Working Group on the Future of U.S.–Russia Relations, we couldn’t help but marvel at how the world has changed since the Davis Center and its Russian partners established the group in 2010.

Back then, we were hoping to use “reset” momentum to tackle some of the underlying problems in our bilateral relationship. The intervening years have confirmed that misunderstandings indeed lay right beneath the surface of U.S.–Russia relations, though we didn’t anticipate how virulent they would become.

Since 2014, channels of communication between Russians and Americans have steadily dried up. Trade, never particularly significant, has shriveled with sanctions and recession. Military-to-military ties have been suspended. Regional universities face severe budget constraints, and many are finding it more difficult to pursue international activities.

In this context, the survival of our Working Group is in itself an important achievement. The dozen Americans and Russians involved in the group have come to trust each other, and look forward to the biannual meetings as an opportunity to exchange views in what used to be called, tongue-in-cheek, a “frank and open manner.” In this case, the adjectives fit.

The Working Group would not exist were it not for our friends and partners who have made the Davis Center the premiere intellectual anchor for Russian and Eurasian studies in the greater Boston area. With your help, we nurture a community at all stages of their careers. Undergraduate students get their first exposure to the region through our summer travel grants. Graduate students in our Master’s Degree Program in Regional Studies of Russia, Eastern Europe, and Central Asia rise to leadership roles in government, journalism, business, academia, and the arts. Ph.D. students housed in our offices share their scholarship as well as their camaraderie—when they aren’t in the field, of course. And postdocs, visitors from the region, and local scholars gather on campus to enrich an ever-growing community of faculty from and beyond Harvard.

The Davis Center brings people together to learn about this critical region of the world in original and profound ways. This year, our Annual Report highlights some of these people and the remarkable work they have done in our midst. We hope you find these stories as inspiring as we have, and that you will continue to be energized by the promise inherent in bringing together people with diverse experiences to better understand the region and, ultimately, our world.

Top: Rawi Abdelal
Director

Bottom: Alexandra Vacroux
Executive Director

From
THE DIRECTORS

The Davis Center
FOR RUSSIAN AND EURASIAN STUDIES AT HARVARD UNIVERSITY

BRINGS PEOPLE TOGETHER TO LEARN ABOUT
THIS CRITICAL REGION OF THE WORLD
IN ORIGINAL AND PROFOUND WAYS.

OUR MISSION

• To generate and disseminate original research and scholarship on Russian and Eurasian studies.

• To promote the training of graduate and undergraduate students interested in the region.

• To create and sustain a community of scholars at all levels of academic achievement.

• To ensure that society at large benefits from the exchange of information and ideas at the Davis Center.
Women in Revolution
DIGITAL REVOLUTION

A JOURNEY FROM OBSCURITY TO ACCESSIBILITY

Nineteen-seventeen is perhaps the most researched year in all of Russian history. Yet the Bolshevik Revolution has all but eclipsed a huge development for women’s rights that occurred the same year, according to longtime Davis Center Associate Rochelle Ruthchild. It was in 1917 that Russia granted women the right to vote, becoming the first major power to do so.

For Ruthchild—who has been working on the women’s movement in Russia since the late 1960s, when she was a graduate student at the University of Rochester—Shishkina-Iavein has long been of interest. But information about the activist was scarce. “Once the Bolsheviks took over, they closed all the feminist organizations and journals,” explained Ruthchild. Many activists fled; others kept quiet; some worked as physicians and teachers. Shishkina-Iavein’s fate was “kind of a mystery.” As members of the opposition, Shishkina-Iavein and her family fled Russia after the revolution. Eventually she made her way back to Petrograd in the early 1920s. And that’s where “the trail just went cold—she just completely vanished.” Western scholars assumed she had died.

That assumption was shattered in 2002 when Ruthchild heard a Russian scholar recount how she had met Shishkina-Iavein’s granddaughter, Nonna Roshchina, who was working at the Academy of Sciences in St. Petersburg. Roshchina remembered wallpapering her grandmother’s communal apartment room with feminist proclamations. And what is more, Roshchina was still living in St. Petersburg, with much of her grandmother’s archive.

That this treasure trove somehow survived the siege of Leningrad was truly amazing.

Ruthchild was put in touch with Roshchina and finally managed to visit her at home. She encountered an apartment chock full of photos, journals, memorabilia—and even a grand piano rumored to have been selected for the family by Rachmaninoff himself. “That this treasure trove had somehow survived the siege of Leningrad—that a piano was there, when people had been burning their belongings to keep from freezing—was truly amazing.”

But this treasure trove was packed to the brim. Neighboring apartments were being bought up and undergoing total renovation. The fate of the documents was precarious. Over the years, Roshchina and her son Daniil had tried to donate the materials to Soviet archives, without success. What to do? “I knew the materials had to be preserved, but I hadn’t really thought about how,” said Ruthchild. “We’re very lucky for the technology. For anyone who has done archival research in the USSR and in Russia, the whole question of accessibility is essential.” The Davis Center’s librarian, Hugh Truslow, saw the value of the materials, and worked with the head of the Slavic Division at Harvard’s Widener Library to identify a partner with experience in this kind of project. Through Truslow’s efforts, library funding
was eventually secured to digitize the Shishkina-Iavein collection. And critically, Roshchina and her son agreed to make the materials available.

Naturally, there were logistical hurdles to overcome. The staff of the local Institute for the Deaf, cognizant of the merit of the endeavor, volunteered an employee, who came over on foot with a small scanner to capture whatever items would fit. The larger materials would need to be taken offsite. “I came to the apartment with a suitcase to catalog what I was taking out,” recounts Ruthchild. After innumerable walks through the St. Petersburg streets, trips on the metro, cups of tea and cakes, and patient conversations with institute staff, the scanning was at last completed.

For Roshchina, sharing the materials was “an act of generosity and trust,” said Svetlana Rukhelman, the Davis Center library staff member who is now shepherding the creation of an interpretive digital exhibit of the collection. “People in the former Soviet Union tend to be very protective of privacy and family legacy. It was not easy to take that leap of faith but we’re very grateful that she did.”

Thanks to the efforts of library staff and interns, the complete collection became publicly available online in the summer of 2016 with data and an interview accompanying each piece. “That’s when we saw the biggest need,” said Clancy. “It felt like such a great breakthrough to bring this out in the open and make it accessible.”

How can we make the Russian language more accessible, given that it’s so different from English in its vocabulary and grammar?” This question animates the work of a team of language faculty who are revamping the way Russian is taught at Harvard—and ultimately far beyond.

Steven Clancy, a cognitive linguist and the director of the language program in the Department of Slavic Languages and Literatures, has joined with Russian preceptors Veronika Egorova and Oksana Willis, and Ph.D. candidate Daniel Green, to develop course material that has outreach potential to a variety of language learners. The two-volume intermediate textbook, now in development, will be supplemented with a suite of online exercises and instructional videos that will be freely available to interested language learners. The curriculum incorporates authentic, level-appropriate examples taken from the Russian National Corpus, a reference system of more than 300 million words drawn from a breadth of genres representing both written and spoken language.

The advent of the resources presents an opportunity to reimagine how Russian can be taught to a new generation of students. “Although our intent is to create new materials that will be used at Harvard and other university programs throughout the world, if someone wanted to study Russian and could find a native speaker to serve as a tutor, they would have a curriculum and exercises to follow—and the materials could be used for self-study,” explained Clancy, who envisioned how the textbook is expected to be available from Routledge in 2018.

The materials have already been successfully piloted in Harvard Russian classes, including the Summer School class in Tbilisi in 2016. The curriculum will be fully employed in Harvard classes in spring 2017, and the published textbook is expected to be available from Routledge in 2018.

Roshchina, summing up the intermediate curriculum, “It’s the most important course you’ll ever have in Russian.”

COLD WAR STUDIES

The Cold War Studies Project’s quarterly journal of Cold War Studies, edited by Mark Kramer, continues to grow:

- 950 manuscripts submitted annually with 10% acceptance rate
- Authors come from 55 countries
- Published two issue per year covering all the latest scholarship in the field
- 3,300 regular subscribers and 1,400 library subscriptions—many times above average
- Articles downloaded 105,000 times last year

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What does it mean to be a Muslim in Russia today, and how are these meanings reflected in Russian political life? The Conference on Islam in Russia examined the variety of Muslim identities in modern Russia and also considered the evolving role of Muslims in Russian history.

The conference, which represented the culmination of a multiyear research project on Islam in Eurasia, was supported by a grant from Carnegie Corporation of New York.

Together this community presentend and attended... 

150+ hours of public academic seminars in over a dozen fields of study!

40 affiliated faculty from 

140 Center Associates representing many institutions 

5 Harvard schools, including 

$64,629 in individual grants awarded to Harvard faculty for research and course development

9 different departments within the Faculty of Arts and Sciences

In addition we are the intellectual home of 

20 independent scholars!

Tufts, Boston College, Northeastern, Brandeis, Boston University, Wheaton College, Wellesley College, UMass-Boston, UMass-Amherst, College of the Holy Cross, Mount Holyoke College, Dartmouth College, NYU, Southern New Hampshire University, Connecticut College, Bowdoin College, Mass College of Liberal Arts, University of Connecticut, University of New Hampshire, Williams College, University of Pennsylvania, New School for Social Research, Brown University, Wheelock College, Providence College, Framingham State University, Emerson College, MIT, Salem State University, Wesleyan University, Smith College, Clark University, Norwich University, Bentley University, Yale, Western New England University...
They knew that a new gas pipeline from Turkmenistan to China crossed Kazakhstan, and that the A2 highway along and above it could be seen as a modern tributary of the historic Silk Road. They were curious about the impact of a gas pipeline on the natural and built environment, and thought that physical and cultural objects above ground might also say something important about the region and its history. They pulled in another friend, Benny Shaffer, a Ph.D. student in anthropology, to help them navigate the cultural space that binds the expanse together.

Getting a Ph.D. can be very isolating. “You’re so focused, so obsessed with your own dissertation project,” Stern explained. “The Davis Center research grant we received in summer 2015 was a chance for us to be a team, and to do something new, something totally unbounded—something truly collaborative.” In contrast to the preparation, the coursework, and the writing involved to prove grounding in a discipline, “it was liberating to go to a country with people we didn’t know well, to a place we didn’t know well, and to be visually and intellectually open minded to what we were seeing.”

From the moment they arrived, the trio knew they wanted to do an exhibition. By conceptualizing their work as a visual product, they seized an opportunity to explore the power of digital humanities and bring their art and ideas to a wider audience. The exhibition, “Crossing Kazakhstan,” was on display in the concourse gallery of the Center for Government and International Studies for almost six months. Unlike, say, an art museum, the CGIS complex attracts a highly interdisciplinary audience. Because the space is host to so many different classes, conferences, events, and other activities, there is an incredible diversity of people passing through.

The exhibit included photographs grouped according to landmark type, as well as video footage meant to stop someone in their tracks. Visitors to the gallery could methodically study the entire project or throw a more casual glance at the walls while walking through. The Davis Center’s location in the Center for Government and International Studies was ideal for this kind of show.

The grant gave us the chance to do something new and totally unbounded.

The students’ interests in anthropology, design, and infrastructure intersected in amazing ways. Transforming the summer research expedition into a public exhibition required a tremendous effort. “We didn’t realize it would take days to sort through the thousands of photos alone,” said Stern. “But the impact we had on the many visitors was so satisfying. It confirmed for us that integrating visual documentation into an academic research project can be incredibly productive. This project took us and our viewers to places we’ve never been.”

From Vision to Exhibition

As with many good things, it started over coffee. Two graduate students of design, Justin Stern and Xiaoxuan Lu, were dreaming of a project that would allow them to turn their separate interests in landscape design and urban planning into something collaborative and original.

Left: An incredible diversity of people visited the exhibit.

Left: Aerial drone footage of the region’s captivating landscapes caught the attention of passers-by.

Middle: The students’ interests in anthropology, design, and infrastructure shaped the project.

Top: Visually documenting the expedition was challenging but immensely rewarding.

The grant gave us the chance to do something new and totally unbounded.

The grant gave us the chance to do something new and totally unbounded.
The Language Olympiad

Studying grammar in the classroom presents its own challenges, particularly for ambitious students who have chosen to learn Russian. But conversing intelligently about culture, geography, and literature? That’s a challenge of an entirely different magnitude.

Thirty-two students representing three schools rose to the occasion in April as they ventured to the Davis Center to compete in the Olympiada of Spoken Russian for the New England Region. The Olympiada traces its origins to the 1960s, when the American Council for Teachers of Russian, inspired by the tradition of oral examinations within the Russian educational system, created a forum in which high school and middle school students around the United States could demonstrate their Russian language ability. Participants ranging from beginners to advanced students, heritage speakers and language-learners alike, competed for medals. They demonstrated their proficiency across three “commissions” on conversation, heritage speakers and language-learners, and advanced students, who have long received training in the REECA Program, offer unique perspectives—as was evident as tensions escalated between Turkey and Russia with the downing of a Russian warplane near the Turkey-Syria border.

But, in fact, the number of such encounters has experienced a noticeable uptick in the last two years. He also cited examples that help to “explain why one country can end up shooting down another’s warplane purely due to airspace violations,” whatever the ultimate motivations in this case might have been.

“As for the “so-what” of the event, that remains to be seen,” wrote Underwood. “It is worth noting, though, that in modern history there have been numerous events of armed attack on foreign aircraft by militaries.”

Generally such events have not ended in war.”

Beyond the Headlines

Students in the Master’s Degree Program in Regional Studies of Russia, Eastern Europe, and Central Asia make up an incredibly diverse group. Foreign Area Officers from the United States armed forces, and the Caucasus.

Top: After weeks of preparation, local high schoolers compete in the Olympiada of Spoken Russian.
Left: Students must recite a Russian poem by heart.

Local community members joined Harvard Russian language preceptors and Davis Center staff as patient judges.
Joshua Walker, the Russian teacher at Buckingham Browne & Nichols School in Cambridge, called the Olympiada “an integral part of our spring language program.” One of his third-year students, Andreas Frank, garnered top honors in the heritage speakers division that day. “My students look forward to the Olympiada every year,” said Walker. “It’s a great chance for them to speak Russian outside of our classroom, and they get the chance to connect to the greater Russian community.”

Lucy Frenkel, a fifth-year student from Glastonbury High School (CT) was awarded the top prize for non-heritage learners. Students from Greenwich High School (CT) also competed in the event.

The final medal count: 10 gold, 3 silver, 9 bronze.

FY 2016 STUDENT SUPPORT HIGHLIGHTS

5 Students from the former Soviet Union in Harvard’s Graduate School of Arts and Sciences named Kathryn W. and Shelby Cullom Davis Scholars.

9 Students — including 1 Foreign Area Officer in the U.S. Army — earned a Master’s Degree in Regional Studies of Russia, Eastern Europe, and Central Asia.

10 Undergraduates pursued research and internships in 5 countries of Eurasia (Armenia, Croatia, Romania, Russia, Ukraine) on Marshall Goldman Travel Grants.

13 Doctoral degrees awarded to affiliated Ph.D. candidates from 8 different disciplines who wrote dissertations on Russian or Eurasian topics.

27 Graduate students were awarded grants for summer and academic year research travel to destinations across Russia, Europe, Central Asia, and the Caucasus.

90 Harvard graduate students were formally affiliated with the Davis Center in 2015-2016.

$28,250 Amount of direct financial support (financial aid, stipends, grants, and prizes) awarded to undergraduate students by the Davis Center.

$516,091 Amount of direct financial support (financial aid, stipends, grants, and prizes) awarded to graduate students by the Davis Center **

*These awards have been made possible through the generosity of Pusey Trust, A.B. 77, Ph.D. 82, and English Honorary Master’s Laureate A.B. 77, Provost Elizabeth A.B. 73, Emily and George O'Neill A.B. 70, and valued friends of the Davis Center: Stellas, Finkels, Solomons, and others.

** An additional $230,838 in Foreign Language and Area Studies funding, secured by the Davis Center from the U.S. Department of Education on Harvard’s behalf, was directly disbursed by the Graduate School of Arts and Sciences.
Students
IN ACTION

“I’ll never forget the feeling of watching a sunrise in the Gobi Desert, or the sense of fulfillment and relief in knowing a patient would be all right after surgery. After all, who would’ve thought this California girl would ever find herself immersed in the heart of Mongolia, riding camels through the Gobi, observing surgeries day in and day out? I surely didn’t.”

— Sarah Tsou, Harvard College ’17, aspiring doctor and Goldman Grant recipient for a medical internship at Shustin Central Hospital, Ulaanbaatar

Above and opposite page: Students from Harvard, Wellesley, and Wheaton Colleges delivered a remarkable variety of thought-provoking presentations at the 21st annual Undergraduate Colloquium on Russian and Eurasian Studies.

Left: The 2016 graduates of the Master’s Degree Program in Regional Studies—Russia, Eastern Europe, Central Asia are ready to embark on careers in government, higher education, journalism, and the nonprofit sector.
Piecing Together the Puzzles OF DEMOCRATIZATION

Twenty-five years after the dissolution of the Soviet Union, the results of the political transitions across the new independent states of Eurasia could not be more varied. “This region includes both relatively stable polities and fragile states, consolidated autocracies and nascent democracies,” explains Anastassia V. Obydenkova, the first Russian political scientist to visit the Davis Center as a Kathryn W. and Shelby Cullom Davis Senior Scholar.

A participant in the Davis Center Fellows Program, organized in 2015–2016 around the theme of “Mobility, Boundaries, and the Production of Power in Eurasia,” Anastassia Obydenkova joined a cohort of junior and senior scholars who collectively spoke over 20 languages and hailed from Armenia, Austria, Azerbaijan, Bulgaria, Canada, Kazakhstan, Germany, Poland, Russia, Turkey, the United Kingdom, and the United States. The environment she discovered was “one of the most versatile I have ever encountered, both in terms of its interdisciplinary approach to post-Soviet studies as well as the extensive cultural diversity of its scholars and associates.”

During her fellowship year, Obydenkova delved into questions of how not only people, but also political regimes and ideas, travel across borders and influence regime transitions and democratisation. “In the post-Soviet states, major changes often happen unexpectedly, whether toward or away from democracy.” Obydenkova’s project sought to create new theories for understanding the external factors that influence the rapid political dynamics in the Eurasian region, as well as the international dimensions of regime transition more broadly.

Fellows and visiting scholars at the Davis Center enjoy an open-minded academic environment bolstered by an intensive calendar of events that allows visitors to dip at will into a steady stream of seminars and guest speakers. Fellows deepen their knowledge while broadening their understanding of a rich mosaic of scholarship on Russia and Eurasia. The Davis Center’s relationships with other departments and research centers across Harvard further facilitate the exchange of ideas and the launching of new collaborative projects.

“My fellowship at the Davis Center was one of the most extraordinary experiences of my academic career,” said Obydenkova. “The inspiring environment allowed me to finalize articles and start new projects while also learning from other fellows about Mongolian geography, a new take on Russian literature, the Central Asian regional economy, and some hidden dimensions in studies of World War II.”

Since leaving the Davis Center for the Princeton Institute for International and Regional Studies, Obydenkova has continued to follow her inspiration. As an alumna of the Fellows Program, she returned to campus to test her latest research on the potential lasting effects of Communist Party membership on the political regime and on the incidence of corruption in Russia.

“An open-minded approach to the most controversial issues of political science, and support for innovative ideas in research, were defining characteristics of my experience at the Davis Center,” Obydenkova emphasized. “The encouragement I received to pursue my work on the many puzzles of democracy and democratisation was simply invaluable.”

Understanding Transatlantic Relations

Whether or not you believe the West and Russia are in a new Cold War, many would agree future policy leaders on both sides of the Atlantic will have their work cut out for them. Early progress was made toward a better appreciation of transatlantic relations as students and scholars from North America, Europe, and Russia gathered at the Davis Center in February 2016 for an intensive week of thought-provoking seminars and workshops.

Scholars from Russia and the United States delivered talks on such timely topics as the Ukrainian and Syrian crises, the “new normal” in U.S.-Russia bilateral relations, and the prospects for partnership between Russia and the West. The session was the second-ever module of a new “University Consortium,” a partnership among academic institutions that seeks to train “a new generation capable of enhancing understanding among these critical international players.”

“The Consortium has been a great success in the early going,” said Timothy Colton, Morris and Anna Feldberg Professor of Government and Russian Studies at Harvard. “It pulls together six universities, four countries, and students, faculty, and other experts with an amazing variety of backgrounds, views, and one has to say fears with regard to security.”

The other member institutions of the University Consortium are St. Antony’s College (University of Oxford), the Harriman Institute (Columbia University), Freie Universität Berlin, and the National Research University—Higher School of Economics (Moscow). The Consortium is supported by a grant from Carnegie Corporation of New York.

“The time is ripe for reopening questions that have been frozen for many years,” Colton reflected. “We are floundering towards a joint understanding of the questions about transatlantic security, with the answers slower to unfold but some definite progress in the group.”
Our Scholars ACROSS EURASIA

Opportunities for fieldwork, archival research, and in-region work experience are essential for researchers and students in the social sciences and the humanities alike. Here are some highlights of individual projects the Davis Center supported in the past year.

IN 2015-2016
DAVIS CENTER WELcomed

$277,298 total fellowship funding awarded
Teacher Profile: RACHEL OTTY

GOING BELOW THE SURFACE

Even for the most motivated educators, “it’s hard to get out of your own—you have to seek out information. It’s hard to do on your own so you seek out organizations and people who can help you.” So began Rachel Otty’s connection with the Davis Center’s Outreach Program.

In her twelfth year as a high school educator at Cambridge Rindge and Latin School, Rachel Otty focuses on world history. Her junior and senior elective on modern world history covers the mid-20th century to the present, with units on Russia and Eurasia, Africa, and the Middle East. The Eurasia unit covers prerevolutionary Russia, the USSR through the Cold War, and increasingly, the post-Soviet period.

Otty first attended a Davis Center workshop on “Everyday Life in the Soviet Union,” which had a “huge impact” on her teaching. She eschews textbooks, curating instead a mix of primary sources, films, scholarly books and articles. The “Everyday Life” workshop highlighted materials, content, and tools that allowed her to expand beyond economic and political history to include social history. She found, for example, details about what it was like to be a consumer in the Soviet Union, and used these to help students understand the ramifications of living under a command economy. (They knew the USSR had lines, but they hadn’t realized that there were often goods for sale at the end of the line.) A great online museum on communal living helped them further fill in their understanding of life for the average citizen.

Otty majored in African history in college and was drawn to teaching out of a desire to share narratives, stories, and places that tend not to receive attention in mainstream texts. At first she taught survey courses, but when offered the chance to teach electives, she jumped at the chance to go deeper into the roots of contemporary issues, and looked into ways in which she could continue learning about her subjects. Professional development opportunities are “what keeps me going,” she explained. “It’s what provides the intellectual stimulation I need. My students may be young, but if I understand more about my subjects, I can help them get below the surface.”

Otty has used workshops and class visits by Outreach Director Cris Martin to help her students get at important questions about Russia and the Soviet Union: Do our stereotypes about life in a socialist society match reality? Were Soviet citizens really unfree? Thinking about these issues encourages students to consider even broader issues: What does it mean to be free or unfree?

Otty enjoys taking courses and enrolls in one or two every summer. Because the Davis Center is so close, she also takes advantage of daylong workshops offered during the academic year. The teachers who frequent outreach workshops, she finds, share an ongoing intellectual curiosity. “I teach because I love my students and I love history,” explains Otty. “I keep enrolling in courses primarily because of my love of history, but also out of a desire to instill this same love in my students.”

Now Podcasting

More than 2,000 listeners have tuned in to The Eurasian Enigma, the Davis Center podcast launched in 2016. Monthly episodes feature “informal and informative conversations” with the many experts who pass through our doors. The first four episodes went live this year, covering topics from energy policy to cyber surveillance, contemporary journalism to race and equality. In addition to providing accessible information to inquisitive minds near and far, the podcast has already become required listening in some college courses.

Professional development opportunities provide the intellectual stimulation I need.

The Eurasian Enigma podcast aims to be informal, yet informative.

Top: The Eurasian Enigma podcast

Left: Monthly episodes feature 20-minute interviews with experts on the region.
**Going Global**

High-quality, versatile resources for teaching area studies grew this year with the creation of the Globalizing the Classroom Fellowship. Ten high school and community college educators from across the United States participated in the inaugural yearlong session on the theme of “Global Migration in the 21st Century: Understanding How and Why People Move.”

The fellowship is a collaboration between Harvard’s Global Studies Outreach Committee, to which the Davis Center belongs, and Project Zero, a research group at the Graduate School of Education. It provides an immersive community in which to study regional content, share pedagogies, and develop building blocks for future curricula. The fellowship is supported by Title VI National Resource Center funding from the U.S. Department of Education.

**WHAT TEACHERS ARE SAYING:**

“The discussion tied to pedagogical activities got us thinking about the deep and complex nature of U.S.-Russia relations.”

“Fascinating and enlightening. A great case study.”

“Unique insight into Russia.”

“Loved the mix of academic research and practical suggestions for integrating the material into my teaching.”

“A wonderful job synthesizing a wealth of knowledge into accessible activities for students.”

86 educators from 11 states participated in our programming for teachers...

...enriching the learning experience of 6,196 students through teacher training and school visits.

9 in 10 educators said our workshops would change how they did things in their classrooms.

**Thanks to**

**OUR SUPPORTERS**

** FOUNDATION, GOVERNMENT, AND CORPORATE SUPPORT **

*Carnegie Corporation of New York*

*Josiah Macy, Jr. Foundation (matching gift)*

*Smith Richardson Foundation*

*TBC Bank (Georgia)*

*U.S. Department of Education*

**INDIVIDUALS**

*Anonymous*

*Alexander Babiyonyshev*

*Robert Barylski*

*William Beebe-Center*

*Judith Bing &
Jonathan Brooke Harrington*

*Loren Bough*

*Jon Campbell*

*Victoria Campbell*

*Pey-Yi Chu*

*John Cogan, Jr.*

*Rudolph Constantine*

*Nicholas Daniloff*

*Zdenek David*

*Martin Dimitrov*

*Nancy Dodge*

*Deborah Moseley Fitzgerald*

*Marilyn & Norman Gaar*

*Robert Goecckel*

*Michael Goldstein*

*Patricia Alhjerg & Loren Graham*

*Edythe Haber*

*Fiona Hill & Kenneth Keen*

*Edward Intravartolo*

*Madeleine & Marvin Kalb*

*Edward Kline*

*David Lane*

*Karen Lasser*

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*Catherine Mannick*

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*Richard Medalie, Esq.*

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*Thomas Owen*

*Molly Perkins*

*Roswell Perkins*

*Rita Peters*

*Paul Quinlan*

*Peter Reddaway*

*Thomas Remington*

*Wendy & Daniel Rowland*

*Christine Ruane & Joseph Bradley, Jr.*

*Joshua Rubenstein*

*Marilyn Rueschemeyer*

*Raymond Russell III*

*Rochelle Ruthchild*

*Ruth Seidman*

*Maxim Shryer*

*Angela Shpolberg*

*Cynthia Simmons*

*Thomas Simons, Jr.*

*Maria Slonewsky*

*Valerie Sperling*

*Angela Stent & Daniel Yergin*

*Libeth Tarlow*

*William Taubman*

*Donald Thumim*

*William Mills Todd III*

*Janet Vaillant*

*Robert Williams*

*Jeanne Wilson*

*Geoffrey Wright*

*Jonathan Zorn*
Sources of Financial Support

Davis Center operating funds come from four main sources: income generated by the endowment; gifts for current use; sponsored grants; and other income, such as royalties, subscriptions, and fees. Total Davis Center income for fiscal year 2016 was $3.6 million. Davis Center total expenses were $2.9 million.

Fiscal Year 2016 (July 1, 2015—June 30, 2016)

Income

- Income from Endowment: $2,515,492
- Gifts for Current Use: $418,682
- Sponsored Grants: $596,995
- Other Designated Income: $60,346

Total FY 2016 Income: $3,591,690

Operating Expenses

Student Programs

- Scholarships, Grants, and Awards: $544,341
- Activities and Program Support: $176,608

Total: $720,949

Research Programs

- Fellowships, Grants, and Awards: $144,428
- Activities and Program Support: $78,840

Total: $223,268

Outreach and Public Engagement

- Total: $923,268

Library

- Total: $667,365

Administration, Operations, and Development

- Total: $2,934,780

Total Program Expenditures: $2,934,780

Total Sources of Revenue

- 61% Income from Endowment
- 19% Gifts for Current Use
- 17% Sponsored Grants
- 3% Other Designated Income

Total Program Expenditures

- 40% Research Programs
- 31% Student Programs
- 19% Outreach, Communications, Events
- 10% Library

*Joined in FY 2017.
About the Davis Center
The Kathryn W. and Shelby Cullom Davis Center for Russian and Eurasian Studies is the intellectual home of scholars and students with an interest in this critical region of the world. Founded in 1948 as the Russian Research Center, the Davis Center sponsors a master’s program, seminars and conferences, targeted research, fellowships, undergraduate and graduate student support, and an outreach program. The Center’s more than 300 affiliates come from Harvard University, the greater Boston area, and around the world.

To learn more, visit daviscenter.fas.harvard.edu or follow us on Facebook and Twitter.

Faculty

Anthropology
Anya Bernstein

Comparative Literature
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