

## Sammanfattningar av två- och treåriga projekt beviljade 2021

Dnr	Projektledare	Projekttitel
21-PR2-0003	Sylwia Szymańska- Smolkin	<b>Jewish Couriers: The Forgotten Heroes of the Jewish Resistance during the Holocaust.</b>
<p><b>Sammanfattning:</b> How was information disseminated and received in and between ghettos in Nazi-occupied Poland? Was knowledge sharing inside and outside the ghettos an act of resistance? This three-year project aims to answer these questions by investigating the role of Jewish couriers in establishing contacts and networks between Jewish communities in Eastern Europe between 1939 and 1943. It examines documents produced in five major ghettos (Warsaw, Cracow, Vilna, Bialystok and Grodno) to determine how the couriers obtained and disseminated information about the Holocaust across occupied Poland. The project will also answer the following research questions: What impact did the knowledge have on Jews in the above-mentioned ghettos? What role did Jewish couriers play in establishing the underground movement and organizing resistance? Most of the scholarly works on Jewish resistance are concerned with forms of armed struggle (Arad 1980, Gutman 1994). This project challenges this restrictive view of what constitutes 'resistance' and suggests widening the scope beyond direct combat. It broadens our understanding of survival and resistance in the context of Nazi genocidal policies. This gender-inflected research will explore the missions, challenges and accomplishments of couriers. It also recognises the influence of social and cultural backgrounds and addresses the importance of the age, education and social milieu of the couriers.</p>		
21-PR2-0005	Julia Malitska	<b>To Eat or Not to Eat? Human Health, Scientific Knowledge, and the Biopolitics of Meat in Eastern Europe, 1860s–1939</b>
<p><b>Sammanfattning:</b> The project examines the multiplicity of discourses about healthiness or otherwise of dietary meat, in their genesis and evolvment, and subsequent convergence, in Eastern Europe from the 1860s to 1939. Inspired by theory of biopolitics and modernity, the study employs the concepts of nutritional scientism and mediated biopolitics. Using archival and published sources from the time of the late Russian empire and early Soviet Union, it scrutinizes processes and structures, biopolitical rationalities and technologies, historical events, parties and actors, which brought to life, maintained, legitimized and mediated certain discourses about dietary meat while they contested, suppressed and denied others. It analyses types of knowledge on the health effects of dietary meat, internal disputes of the nutritional field on the matter, and in its interrelationship with other fields and pan-European developments. Applying systematic discourse analysis, the study untangles the ways Russian imperial "meat question" and Soviet "meat problem" evolved, had been</p>		

framed, dealt with and mediated, and examines their biopolitical manifestations in press and education. The project nuances the theoretical debate on the models of boundary arrangements between politics and science. By its empirical insights, it adds to the theoretical debate on “multiple modernities” in Europe. The project proposes a model for studies of similar research problems across other time periods and geographical locations.

**21-PR2-0010**

**Yulia Gradskova**

**Maternity in time of “traditional values” and femonationalism**

**Sammanfattning:** This project investigates “good motherhood” as a part of the new (femo)nationalism and helps to review the similarities and differences between Western rightist nationalisms and the nationalisms of postsocialist countries. Inspired by Sara Farris’ inquiry into “Western” forms of femonationalism, we explore what constructions of the “good mother” are produced by the nationalist rhetoric and policies’ initiatives. The project also studies how the women, whose motherhood is considered to be “failed,” resist these initiatives. The study is based on example of three countries belonging to the Baltic Sea region - Lithuania, Russia, and Sweden. We have two levels of analysis: 1) initiatives concerning policies and social expectations constructing the normative “good mother” and 2) the level of practices and changing experiences of maternity. We analyze policy documents, media debates and documents of right-wing political organizations; we also collect interviews and biographical material. The results of the project explain the place that “good motherhood” has in the new ideologies of the “traditional values” and pro-natalist initiatives in the postsocialist countries as well as demonstrate how the new nationalist initiatives are dealt with by mothers in three countries. The study contributes to new knowledge on the similarities and differences with respect to new nationalism in Eastern and Western Europe and to research on maternity and resistance.

**21-PR2-0011**

**Katarina  
Wadstein  
MacLeod**

**Illustrating Neutral Nature: Scientific Depictions of the Arctic from Moscow, Stockholm, and Paris**

**Sammanfattning:** Illustrating Neutral Nature appears self-contradictory, as any illustration is culturally produced, and thus, never fully neutral. And yet, with its floating icebergs in the unpopulated distance, visualizations of the Arctic constantly fall prey to this illusion of neutral, untouched, nature. The aim of this project is to investigate the differences and similarities between Russian and Western European representations of the Arctic during the first major scramble in early 19th century. Originally produced for audiences in urban areas in the search for science, trade and routes across the Circumpolar North, did the Russian, French and Scandinavian explorers see the same thing? A detailed investigation of such seemingly neutral items as maps and scientific illustrations of nature will reveal the cultural and colonial underpinnings of the powerful gaze that made the Arctic its object. It will reveal to what extent they e.g., acknowledged or obscured the indigenous people’s local knowledge, on which they depended for their search. The method employed is a comparative analysis of the visual culture produced on two expeditions, the sledge and river based Russian Kolyma expedition (1820s) and the French/Scandinavian La Recherche naval

expedition (1830s). Whilst research on 19th century art and knowledge production of indigenous people and Arctic nature is growing, this project focus on normative narratives about Arctic nature, and how these were constructed across the East and West.

**21-PR2-0012**

**Susan Lindholm**

**An entangled history of the Kulturation. The German schools in Stockholm and Helsinki 1933-1995.**

**Sammanfattning:** This project seeks to understand the process through which Germany has reemerged as a highly regarded Kulturation, after having been discredited due to its association with the NS-regime after World War II. In order to do so, it traces continuities and discontinuities in, and between debates surrounding the German schools in Stockholm and Helsinki between 1933-1995. These debates are seen as specifically interesting, as they are located at the intersection of politics and education, and as the Nordic countries played a central role in the racial and gendered imagination of the NS regime. By discussing the negotiation of Germanness through a transnational lens, this project takes into account that these negotiations refer to a number of different Germanies (NS-, East-, West-, and reunited Germany). The theoretical framework used to analyze personal files, protocols, letters, and newspaper articles combines an entangled history approach with an intersectional discourse analysis. The project among others contributes to knowledge on continuities and discontinuities concerning the intersection of nationalism and education in the 20th century. Such knowledge is important today, as education is increasingly politicized in the framework of transnational organizations such as the OECD and the EU. It is also important as heated political debates across Europe concerning multiculturalism and democracy force us to reconsider and revisit the connection between education and nationalism.

**21-PR2-0013**

**Lisa Källström**

**Pippi Beyond the Border: Pippi Longstocking in the German Democratic Republic**

**Sammanfattning:** This project takes a broad approach to the reception of Pippi Longstocking in the German Democratic Republic (GDR). We (a historian and a rhetorician) start our exploration by looking at the differences between the two GDR editions of Pippi, from 1975 and from 1988, focusing on their physical and sensory qualities. Spotlighting three thematic threads – communist goals, pedagogy, and propaganda – we trace communist-inflected the visual and narrative rhetorical strategies children were supposed to appropriate. Specifically, we seek to define concrete examples and explain how children's books were modified in the totalitarian society of the GDR to promote its view on children and childhood. The differences between the two GDR books, the BRD-license edition, and the Swedish original are also interesting because they shed new light on the cultural recoding at work in the processes of transnational media exchange in the Baltic Sea Region. To deepen our understanding of everyday life experiences of children, letters to Astrid Lindgren about Pippi are analysed and integrated into our research findings.

21-PR2-0015	Cecilia Sjöholm	<b>Distrusting Monuments. Art and The War In Former Yugoslavia.</b>
<p><b>Sammanfattning:</b> In recent times, on an international level, the conflict of commemoration between contemporary art and an older, nationalist memorial culture has gotten a lot of attention in conjunction with the movement of Black Lives Matter. Such a kind of conflict is ongoing with regards to the wars in Yugoslavia (1991-2001). In the process of moving from the present to the realm of the past, a re-evaluation of what will be remembered from the war and how is unavoidable. In former Yugoslavia, this process has come to involve a wide array of agents, materials and forms of expression. This project researches how contemporary art that is rooted in the region — artists, artists groups, collectives and organizations — has been tying in with this movement of memorialization since the end of the war, offering a critical perspective on an official history often embodied by monuments of heroism, nationalism and unity. Our research questions are: in what way does contemporary art represent the conflict in former Yugoslavia? Why is it a matter of contention in contemporary art today? Does art produce a new kind of memory culture? Gathering three researchers, with an expertise in aesthetics, political theory, memory culture and the cultural history of former Yugoslavia, the project will study the critical role of post-Yugoslav visual art with regards to transitional justice, the production of new monuments of genocide and the problematic link between memory culture and revisionist history.</p>		
21-PR2-0018	Oleksandr Polianichev	<b>Tropics of Tsardom: Plants and Empire in the South Caucasus, 1800s–1917</b>
<p><b>Sammanfattning:</b> The project aims at elucidating the historical phenomenon the very existence of which has, until very recently, remained a subject of debate and controversy—the Russian empire’s colonial endeavor. Focusing on the South Caucasus, the project shows how, in the absence of overseas colonies, the Russian quest for tropical commodities resulted in the refashioning of this southernmost tsarist possession as a breeding ground for tropical plantation crops: from cotton and tea to bamboo. In doing so, broad segments of the Russian society, including members of the imperial government, outspokenly advocated the vision of the South Caucasus as Russia’s own mercantile colony, which would supply the metropole with raw “exotic” products and serve as a market for Russian manufactured goods. Just like it was in colonial settings elsewhere, botanical gardens, state-run, and private estates of the South Caucasus came to serve as nodes of trans-imperial networks of circulation of seeds and saplings of southern plants, which were supposed to transform the region’s ecosystem. The project contends that the pursuit of tsarist tropics altered the local ecosystem and economic relations, leading to major ecological changes and to the ever-increasing dependence of indigenous producers upon the export of commodities. Based on a wide array of previously unknown primary sources, the project is the first to demonstrate how plants helped tsarist Russia to grow its colonial empire.</p>		

<b>21-PR2-0019</b>	<b>Michael Forsman</b>	<b>Anticipating and mediating future classrooms. Ed-tech imaginaries of learning, communication and citizens making in Estonia and Sweden</b>
<p><b>Sammanfattning:</b> The Covid 19 pandemic has accelerated the digitalization of education and triggered prospects for the development of “smart education” and emerging technologies like AI, AR, VR and biometrics. A key in this transformation of public education is ed-tech (educational technologies) and the industry surrounding it, in deeply digitalized countries like Estonia and Sweden. Ed-tech is never neutral but embedded in ideology, forecasts and anticipations, for example regarding “the future classroom”. We want to understand this production of “sociotechnical imaginaries” (Jasanoff &amp; Kim) regarding how new technology can enhance learning and social progression. Hence, we suggest a study that at close range follow how ed-tech companies in Estonia and Sweden materialize their imaginaries for the future classroom in their design and product development, marketing and representations, testbeds and classrooms. The project combines studies of media production, science and technology studies (STS), educational research, and critical and temporal hermeneutics.</p> <p>Methodologically, the study is based on a multi sited ethnography with elements of visual methods, where qualitative interviews and participatory observations within the ed-tech sector in Estonia and Sweden are combined with “future workshops” where ed-tech developers and teachers meet to create alternative imaginaries for “the future classroom”.</p>		
<b>21-PR2-0020</b>	<b>Olena Podolian</b>	<b>Authoritarian Policy Transfer in Post-Soviet States.</b>
<p><b>Sammanfattning:</b> Authoritarian persistence and democratic backsliding in the Baltic Sea region remain a key puzzle for researchers and policymakers. While many have explained these developments through domestic factors, this project addresses how some authoritarian and hybrid states in the Baltic Sea region coordinate activities and actively support one another to bolster regime security. This research will focus on the process of policy transfer in cases of post-communist authoritarian states: Russia, Belarus and Kazakhstan. Our control group will consist of post-Soviet semi-consolidated and consolidated democracies: Ukraine and Estonia. We will examine the role played by bilateral linkages and multilateral connections through non-democratic regional organizations. Using a novel, mixed methods approach combining process tracing, document comparison software, discourse analysis and interviews, we will uncover the causal mechanisms through which policy transfer has occurred in five fields: civil society, academia, media, political participation and peaceful assembly. The project manager is based at the Centre for Baltic and East European Studies, Södertörn University.</p>		