As the Fall Semester comes to a close, I’d like to pause for a moment to reflect on our blessings. The past year and a half have been a struggle, but by and large Indiana University has risen to the challenge that the COVID-19 pandemic has presented and is better prepared than ever to face the future challenges that will inevitably arise as the virus morphs and the pandemic evolves. We have done this because we are a community, and as a community we are committed to the safety and welfare of our fellow community members. Our community-mindedness shows in our vaccination rates, which approach 95%. It shows in our willingness to subject ourselves to background testing, to wear masks, and to follow the advice of the public health experts who have been charged with guiding us. The results of our community-mindedness have been clear: extremely low infection rates and very little serious disease.

To my mind, Indiana University and other universities around the United States should be held up as models for the rest of the country. We are not ideologically uniform, yet we—students, faculty, and staff—were all able to unite in pursuit of common goals: the education of the next generation and the pursuit of knowledge. My hope is that we emerge from this experience with a stronger sense of shared purpose, one that will help us to find solutions to the looming problems that currently confront humanity: persistent racial injustice, rising authoritarianism in politics, growing economic disparities, and, perhaps most importantly, the ongoing global pandemic and the impending environmental crisis.
On all these fronts, Europe and the European Union are valuable interlocutors. As we attempt to transform our society and our globe for the 21st century, Europe is both a key partner in this process and an invaluable living laboratory of social, political, cultural, and economic change. We must work together and learn from each other if these threats to our future are to be addressed, and the Institute for European Studies is committed to facilitating this process through a wide range of outreach activities that include: helping you stay up to date on current events in Europe through our weekly EURO News Summary, fostering discussions on a wide range of European topics, providing travel and research support to faculty from across the IU system, promoting study abroad programs in Europe, providing teacher-training opportunities and learning resources to K-12 instructors, and promoting a deeper engagement with Europe in the local community.

Our academic program this past semester included a variety of events. We organized a panel on Climate Change and Energy Policy as part of our Future of Europe series that featured Nikolaos Zirogiannis of the O'Neill School of Public and Environmental Affairs, Justyna Zajač of the Political Science and Polish Studies Center, and Kacper Szulecki, Assistant Professor of Political Science at the University of Oslo. We are planning on following this panel with a second one this Spring on Sino-European relations that will be hosted in cooperation with both the European and Chinese Gateways. We also hosted a talk by George Pagoulatos, Professor of European Politics and Economy at the Athens University of Economics and Business, who spoke on “European Challenges, Old and New: The EU in the Post-Covid Era.”

Providing faculty and graduate students with opportunities to present their research is also part of our mission. This past semester we hosted a talk by Despoina Panagiotidou, who is completing her Ph.D. in musicology at the Jacobs School of Music under the direction of Halina Goldberg. She gave a fascinating lecture on “Nationalizing Kalamatianós and Performing Greekness in Art Music” that focused on incorporation of regional dance traditions into an emerging Greek national culture in the 19th and 20th centuries. We also helped sponsor Alex Tipei's talk, as part of the European History Workshop, on "Korais's Greece and Napoleon's Empire: The Egyptian Campaign, Race Science, and the Europeanization of an Idea." Tipei, a graduate of IU's Department of History, is an Assistant Professor at the University of Montreal.

In the Spring we are planning talks by at least three IU researchers. Melissa Diverno of the Department of Spanish and Portuguese will be presenting on her ongoing research into the Frederico García Lorca Archive in March. Kathleen Myers, also from Spanish and Portuguese, will be talking about her research into the reconfiguration of shepherding in contemporary Spain. Last, Fionnan Mac Gabhann of the Department of Folklore and Ethnomusicology will be drawing from his dissertation research on Irish folk music for a presentation.

On the administrative front, the 2021/22 academic year started out with a major change at EURO: Our Associate Director, Heather Duemling, accepted a position in the Dean's Office as Executive Assistant to the Dean and Strategic Initiatives Coordinator. I want to thank Heather for her service to EURO and wish her well in her new position. I look forward to collaborating with her in the future on a wide variety of HLS projects!

Heather's departure necessitated a search for a replacement. The candidate pool was extremely strong, and the decision difficult. After deliberations, the hiring committee decided that Colton Ames was the candidate who was best positioned to help EURO move forward. Colton, who served as a Graduate Assistant for us last year, brings a tremendous skill set to the position. He combines a strong background in the Humanities and Social Sciences, courtesy of a Master of Arts in Religious Studies, and has brought that experience to his research as he pursues his doctorate in international education from the IU School of Education. Much as I anticipated when we interviewed him, Colton has hit the ground running, adapted quickly to his new responsibilities, and established himself as a resource for HLS's educational outreach programs. Already, he has completed his first grant proposal: a joint proposal with African Studies and Caribbean & Latin American Studies to secure funding from the NEH for our Digital Toolbox Project. (We will know about the results in March.) I am very much looking forward to working with him on our upcoming Title VI and Monnet Center of Excellence
grant applications!

Colton has also been an invaluable interlocutor for me as I have sought to find ways to increase EURO's enrollments and the number of students in our program. Together, we developed two new courses that I hope will be offered for the first time next year: EURO-E 205 Introduction to Modern Greek Culture and EURO-W 205 Religion in the EU. Both will carry General Education World Cultures credits and either Arts and Humanities or Social and Historical Studies credits. We are planning to develop additional introductory level courses on culture and identity within the European Union in the coming months. I have also completed a proposal to add a Modern Greek minor to EURO's offerings and hope to be able to offer it to students by the Fall of 2022. The minor will encourage students to complete additional language courses beyond the second year and take modern Greek culture courses.

The Spring Semester promises to be a busy one for EURO. Colton and I are actively working on our Title VI grant, which we anticipate being due in early February. If you have ideas about outreach projects that would benefit elementary, middle school, and high school students, or that would contribute to life-long learning in the State of Indiana and beyond, please reach out to us. We'd love to hear your thoughts. We are also interested in establishing tighter ties to community colleges and minority-serving institutions of higher education in Indiana and elsewhere. If you have friends or former students who are teaching in such institutions, please let us know. It would be great to brainstorm together about how we could leverage those connections for the mutual benefit of both institutions.

Shortly after completing our Title VI application, we will begin preparations for the Midwest Model European Union, which will be held from March 31st to April 2nd. After hosting the event virtually last year, we hope to be able to host it live at the IMU. Concurrently, we will begin work on our Monnet Center of Excellence grant application and possibly one or more Erasmus+ grants. Monnet grants are focused on expanding the study of Europe in the United States and often include events such as conferences on timely topics, course development grants, and student outreach events. Erasmus+ grants are designed to facilitate faculty and student exchanges with European Universities. We look forward to working with you on these grants as well. Please, do not hesitate to reach out to us with further questions about the grants or proposals for budget items.

As we wind down our current Title VI grant and as I wind down this Director's Statement, I'd like to remind you that, if you have received a travel/research grant in past application cycles, the funds are still available. You must spend them, however, by July 31, 2022. Also, if you have spring or summer research travel planned, we still have funds and will be sending out a final call for applications early next semester.

Wishing you a successful conclusion to the semester and a wonderful and relaxing, if brief, holiday season!

Franklin L. Hess
Director, Modern Greek Program.
Director, Institute for European Studies.
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EURO Projects

by Colton Ames, Associate Director

The 2021-2022 academic year marks the end of EURO's Title VI grant cycle. The current cycle started in Fall 2018 when EURO was designated as a National Resource Center by the US Department of Education and received yearly funding to conduct programming that brought the languages and cultures of Western Europe to Indiana University. This year, we have been diligently preparing to once again apply for Title VI funds to continue support for students, faculty, and staff who are exploring the continent.

Here are some of the projects we are really excited about:

–This spring we are gathering scholars and artists from the U.S., Europe, and Africa to host a symposium on refugee and migration crises. The symposium is being sponsored by EURO, African Studies, and the Center for the Study of Global Change and will provide a forum for cross-disciplinary, transcontinental exchanges of stories, research, and ideas about critical global events. We hope to host similar symposia every year during the grant cycle and continue to support the research endeavors of IU faculty.

–Expanded K-12 outreach, especially through collaborations with the IU Center for Rural Engagement, the School of Education, and our own Digital Toolbox online curriculum project. We are excited to instill a love of learning about Europe in students around the state of Indiana.

–Support for the IU Center for International Business Education and Research (CIBER) and the IU School of Education Global Gateway for Teachers to continue preparing undergraduate students for successful professional careers connecting to Europe after graduation.

–Continued collaborations with other area studies centers at Indiana University to provide events, resources, and collaborations that foster dialogue with perspectives from around the world.

This is by no means an exhaustive list, and we hope to continue our support through individual faculty research and travel awards, graduate student support, study abroad opportunities, and resources for the continued engagement between Europe and the world. If you have any suggestions on areas that we could fund, please reach out to us!
In Spring 2022

As we discover the COVID-19 omicron variant's transmissibility, it goes without saying that we find ourselves still in precarious times. We anticipate the spring with hope that together we will keep the virus at bay and follow through on our plans. Virtual or in-person, the IU community has been resilient and resourceful throughout this pandemic, and we will continue to find our way forward come what may. Three major collaborative events mark our spring calendar:

In Dialogue: Symposium on the Displacement of Peoples Between Africa and Europe
March 18–19, 2022
Together with the Hamilton Lugar School’s Center for the Study of Global Change and African Studies Program, the Institute for European Studies is proud to present a two-day symposium at the IU Europe Gateway in Berlin this March. Scholars, practitioners, activists, refugee community members and artists will convene over the nature, experience and effects of human displacement between Africa and Europe. This symposium aims to practice collectivity, seeking perspectives from both within and beyond academia to examine movements in their many dimensions—political, cultural, social, aesthetic, economic—and the lines they trace across two continents. Crucially, we hope to give place to a dialogue between refugees and non-refugees, between life and discourse.

Midwest Model EU
March 31–April 2, 2022
We’re pleased to say that this year the Midwest Model EU will be held in-person on the Bloomington campus. Last year we had great success working together with IU Conferences to host the simulation virtually, with the advantage that the format allowed teams from farther afield than normal to participate. The nature of the MMEU process, however, calls for fluid, face-to-face interaction. And we found that, overwhelmingly, students and faculty from the participating universities wanted to see the event return to in-person if possible. For 3 days undergraduates from across the Midwest will come together at the Indiana Memorial Union to play their roles as EU parliamentarians, commissioners and leaders. For many students who are preparing for futures in public policy and politics, the simulation represents a unique opportunity to get into the research, analysis and push-and-pull of real world legislating. At a time when bad ideas, bad leaders and bad circumstances seem to be proliferating, we’re privileged to gather these students together and contribute to their formation.

Future of Europe
Date TBA
Finally, we’re looking forward to the next engagement in our Future of Europe series. We kicked off the series in Fall 2020 with a two-day mini-conference convening researchers and current and former political leaders. This first event examined Europe’s response to COVID-19 and US-EU relations in the immediate wake of the 2020 presidential election. Climate change and energy policy were the focuses of the series' second installment, held this Fall with participation from IU professors Justyna Zając and Nikolaos Zirogiannis and University of Oslo professor Kacper Szulecki.

This spring we’re going to continue to examine the greatest choices and challenges for Europe today as we turn to Sino-European relations. In collaboration with both the European and Chinese Gateways, we’ll be hosting a panel on the common present and future between Europe and China. We’re especially glad that this collaboration will aid an ecumenical approach, encouraging participation from experts in both areas. When we discuss the future of Europe, we are always also having a discussion about the global future and what our collective tomorrow will look like.
We spoke with Dr. Melissa Dinverno, Associate Professor of Spanish and Portuguese at Indiana University. Dr. Dinverno teaches a range of courses at both the undergraduate and graduate levels at IU, most often focusing on issues of power, cultural memory, and gender/sexuality. Dr. Dinverno's main area of academic research is 20th-century Spanish literature and culture, focusing specifically on four areas: Garcia Lorca studies, textual scholarship and editorial theory, gender and sexuality studies, and memory studies. Dr. Dinverno is currently working on a book project titled Deconstructing Lorca: Memory, Culture and Nation in Contemporary Spain, which analyzes how the figure and works of García Lorca were constructed in Spain's post-dictatorship period, aiming to both spark a shift in Lorca Studies and offer a new vantage point for examining contemporary Spanish politics and society. In 2019-2020, Dr. Dinverno was awarded a U.S. Fulbright Senior Scholar Award for Research to work on Deconstructing Lorca. Dr. Dinverno is the recipient of a national research award from the Women's Caucus for the MLA as well as several other external fellowships and grants.

You received a Title VI Faculty Research Grant from the IU Institute for European Studies in support of Desde el exilio al centro: El archivo de Federico García Lorca. Can you give us a description of this exhibit and the work you are completing on it?

From Exile to the Center: The Archive of Federico García Lorca Foundation is a major museum exhibit that I am coordinating and, with Andrew A. Anderson (University of Virginia), Christopher Maurer (Boston University), co-curating at the Centro Lorca in Granada, Spain. Based on new research, its five chapters will tell for the first time the story of the Lorca Foundation's archive since its inception, using diverse materials to activate and sew together stories of salvage, discovery, acquisition, loss, and perseverance within the complex political and cultural landscape of each moment. A 6-part documentary film projected throughout the exhibit will combine a range of archival material with interview footage, deepening the vision of the archive as an embodiment of contextualized human experience. It will explore concepts of the archival as well as the contemporary plight of private archives in Spain that deal with the Civil War and dictatorship. Despite public interest in the materiality of Lorca's work, this will be the first work in any form entirely focused on the construction of Lorca Foundation's archive. It aims to break scholarly ground and contribute to a new public understanding of this archive and its place in collective memory processes in Spain. It will result in a major museum exhibit, an edited volume, a short documentary film, a virtual symposium, and a free interactive virtual online tour.

What other research are you involved in at this time?

Broadly speaking, much of my current research works at the intersection of archive, trauma, mourning and cultural memory.
Edited Volume: Lorca and the Archive.

I am editing Lorca and the Archive, a volume that assembles a multi-disciplinary cast of scholars (curators, literary scholars, archivists, librarians, art historians, museologists) to offer the first critical intervention on the intersection of Lorca and archival theory and practice. In this volume, archive is understood as a technology of memory, a set of documentary and visual practices, a repository of materials, a physical space, and a theoretical construct.

Monograph: Deconstructing Lorca: Memory, Culture and Nation in Contemporary Spain

In this book-length study, I analyze how the figure and works of modernist poet and playwright Federico García Lorca were constructed in Spain's post-dictatorship period, aiming to both spark a shift in Lorca Studies and offer a new vantage point for examining contemporary Spanish politics and society. Thus, my book explores the country's persistently fraught relationship with its dictatorial past and its legacy in the field of Lorca Studies. García Lorca (1898-1936) is the most widely known Spanish writer after Cervantes and his hefty cultural, social, and political capital has transformed him into an iconic figure of enormous significance. Since his assassination and mass grave burial in the Spanish Civil War, Lorca has served as a lightning rod for national concerns, while his literary work continues to be read, performed, and exhibited internationally. Current debates on the recuperation of historical memory are a reminder of his overwhelming iconic presence in contemporary Spanish politics, culture and society, as conflicting sides continually return to Lorca as a rallying point regarding the unearthing of mass graves.

In Deconstructing Lorca, I contend that Spain's transition to democracy (1975-1992) shaped the invention of "Lorca" (both the person and his artistic corpus) as a national icon that mediated cultural, political, social, and economic processes in the country's transition. Working with literary editions, film, theatre, archives, exhibits, comics, newspapers, magazines, photographs, biographies, and clothing, Deconstructing Lorca proposes an ambitious, multi-faceted overhaul of how we understand Lorca and his work, analyzing the dynamics and complex transitional cultural politics wrapped up in his construction at a pivotal moment in contemporary Spanish history, a moment that, I argue, forged the narratives that continue to frame scholarly and popular understandings of Lorca and evince the dictatorship's long shadow. Some of the issues I focus on are memory and mourning, exile and diaspora, sexuality, commodification and globalization.

In Spring 2022, Dr. Dinverno will teach Introduction to Hispanic Literature (S328) which introduces the analysis of Hispanic literary texts and film through works by some the most important writers/filmmakers in 20th – 21st century Hispanic culture. She will also teach Contesting Repression: 20th-Century Spanish Fiction (S419), which explores how writers in Spain both represented and pushed back against repression and the totalitarian state from within the Franco regime itself (1939-1975), as well as the ways that, during democracy, they've responded to the Franco era as an apparently past event, both reexamining that experience and voicing a preoccupation with memory, self-construction, and defining the emergent nation.

In mid-spring, Dr. Dinverno will also present a talk regarding her current research on the Lorca archive for EURO. Information for Dr. Dinverno's upcoming talk will be circulated via social media and email via the Institute for European Studies when it becomes available. To be added to our mailing list, please contact euroinst@iu.edu.
This semester we’ve been thrilled to see two of our EURO colleagues thrive in new roles. Justyna Zając, EURO affiliate professor, took on the directorship of our sister unit, the Polish Studies Center (PSC). Colton Ames, who we welcomed just last year as a graduate assistant, stepped up to serve as Associate Director for EURO and PSC. We commend them both for their dedicated work making their first semester in these posts a success.

Justyna Zając, Director, Polish Studies Center

Justyna Zając is Professor Practice in European Security Studies in the Department of International Studies. A Polish native and professor at the University of Warsaw, she came to IU in 2018 as a research fellow and visiting professor. Her research focuses on European and Euro-Atlantic Security, Politics and Security in the Mediterranean and East-Central Europe and Foreign Policy Analysis. She is the author of Poland’s Security Policy: The West, Russia, and the Changing International Order, in addition to numerous books and papers. Justyna’s academic interest in issues at the center of politics, policy and science is reflected in her undertakings in public service. She was appointed to the National Strategic Review Committee by the President of the Republic of Poland. She chaired the Minister of Science and Higher Education's Council of Young Scientists and served two terms on the Steering Committee of the Standing Group on International Relations. She also authored expert opinions for Poland’s Ministry of Regional Development and National Security Bureau, as well as the Friedrich Ebert Stiftung.

Colton Ames, Associate Director, Institute for European Studies

Colton Ames joined the Institute for European Studies in Fall 2020 as a graduate assistant, developing content for the in-production Digital Toolbox educational resource and penning entries for our Across the Pond blog and weekly news summaries. He is a doctoral student in the Department of Curriculum & Instruction at the IU School of Education where he conducts research on international forms of citizenship education. He has excelled since being tapped this September to become EURO’s new Associate Director: spearheading the center’s annual Title VI report in his first month in the role, assisting Director Frank Hess in planning programming for the year and most recently submitting a NEH grant proposal in collaboration with African Studies and Caribbean & Latin American Studies to draw in funding for the Digital Toolbox.
Growing up in Metropolitan France, with both parents coming from two very remote islands, all my life I have been in contact and interacted with three different cultures, with each its own customs, traditions, and more specifically, cuisine.

The food from Martinique and Tahiti is rich and hearty. The key ingredients in both cuisines are coconut in any shape and form, seafood, fish, spices, meat and local vegetables, which can all, with no surprise, be found locally. In Martinique and Tahiti, you’ll also find yams, sweet potatoes, bananas and breadfruit, guava, papaya, tamarind among many other fruits and vegetables. Traditional Tahitian food is wrapped in leaves and cooked in an “ahima’a”, a Polynesian underground oven with hot stones covered in banana leaves.

Living in Metropolitan France, I grew up with such culinary influences from both my parents’ islands mixed with the most traditional and well-known French cuisine. The latter is very popular but few can accurately describe it. This, in part, stems from the fact that French cuisine encompasses many, many different types of food, cuisine, customs, traditions based on the region or the island you are staying in.

While it was hard to pick a recipe that could represent the entirety of France, I offer you a three-course meal, with a Martinican, a French and a Tahitian dish.

I. Salade tahitienne
This dish is probably one of the most traditional and popular dishes in Tahiti. The Tahitian salad consists of raw fish, generally fresh tuna, “cooked” in lime juice (through its acidity) accompanied with coconut milk and vegetables (carrots, cucumber, tomatoes). It is best eaten chilled and the same day it’s been made. Growing up in Metropolitan France, I only had the chance to go to Tahiti once when I was 8, so eating this dish was a way for me to connect with my Polynesian roots and is something that I hold dear. This recipe comes from Donna Heiderstadt.
**Ingredients**

- 1 3/4 pounds fresh sushi-grade tuna
- 8 limes, juiced
- 1 large onion
- 1 tomato
- 1/2 medium cucumber
- chives
- Kosher salt, to taste
- Freshly ground black pepper, to taste
- 14 oz. coconut milk

**Steps**

1. Dice the fish into 1/2-inch cubes, rinse with fresh water, drain, and place in a large nonreactive salad bowl.
2. Squeeze the limes and pour the juice over the fish. Mix well and chill 15 to 20 minutes in the refrigerator.
3. Cut onion and green pepper into thin slices, and cut tomato into small cubes. Remove seeds from cucumber and cut into thin half-moons.
4. Drain some of the lime juice, add the vegetables, and season with salt and pepper.
5. Five minutes before serving, add the coconut milk. Serve chilled.

**II. Quiche lorraine**

This dish is also one of the most popular dishes in France and is well known abroad as well. This dish is a tart with savory custard, pieces of cheese, meat (usually diced bacon or diced ham). This quiche is easy to make and you can adapt it to your own taste very easily as well. My mom and I would make quiches at home whenever my dad was at work. As a result, I always associate quiches with the special connection my mom and I had cooking together. This recipe by Elise Bauer will get you started on the quantities and the main ingredients, but like I said, it is an easily customizable recipe. Feel free to play around adding some greens in the quiche like asparagus, spinach, or leeks that you cooked before incorporating to the filling.

**Ingredients**

- 1 recipe pie dough or a prepared frozen pie crust
- 1/2 pound (225 g) bacon
- 1 cup (235 ml) milk
- 1/2 cup (118 ml) heavy cream
- 3 eggs
- 1/2 teaspoon kosher salt
- 1/2 teaspoon freshly ground black pepper, or less to taste
- 1/8 teaspoon ground nutmeg
- 1 cup (113 g) grated gruyere or other cheese
- 1 heaping tablespoon chopped chives

**Steps**

**for the dough...**

If you are making your own pie crust, roll out the pie dough into a 12-inch round. Place it in a 10-inch wide, 1 1/2-inch high tart pan, pressing the dough into the corners. (If you don't have a tart pan, you can use a similarly sized pie pan.) Use a rolling pin to roll over the surface of the tart pan to cleanly cut off the excess dough from the edges. Freeze for at least 30 minutes before blind-baking.
...or the frozen crust
Pre-baking is also called "blind" baking. If you're using a store-bought frozen crust, follow the
directions on the package for pre-baking. If you are pre-baking a homemade crust, preheat oven to
350°F. Line the frozen crust with heavy duty aluminum foil. Allow for a couple inches to extend beyond
the sides of the tart or pie pan. Fill tart pan with pie weights such as dry beans, sugar, or rice. If you are
using a pan with a removable bottom, place the pan on a rimmed baking sheet in the oven to catch
any spillage. Bake for 40 minutes. Then remove from oven, remove the pie weights (the easiest way to
do this is to lift up the foil by the edges) and the foil, and set aside.

The bacon
Set a large frying pan over medium heat. Arrange strips of bacon in a single layer on the bottom of the
pan (you may need to work in batches or do two pans at once). Slowly cook the bacon, turning the
strips over occasionally until they are nicely browned and much of the fat has rendered out. Lay the
cooked strips of bacon on a paper towel to absorb the excess fat. Chop the cooked bacon crosswise
into 1/4-inch to 1/2-inch pieces.

Preheat the oven to 370°F.

The filling
Whisk the eggs in a large bowl. Add the nutmeg, salt, black pepper and chives and whisk a little more.
Add the milk and cream and whisk vigorously to incorporate and introduce a little air into the mix – this
keeps the texture of the quiche light and fluffy.

Arrange the bacon and cheese in the bottom of the pie crust. Whisk the egg-milk mixture hard again
for a few seconds, then pour it gently into the pie crust. You want the bacon and cheese to be suspend
ed in the mix, so you might need to gently stir it around just a little. You also want the chives, which will
float, to be evenly arranged on top, so move them around with a spoon until you like where they are.

Bake
Put the quiche into the preheated oven and bake for 30-40 minutes. (If using pan with removable
bottom, be sure to place a rimmed baking sheet underneath.) Check for doneness after 30 minutes by
gently jiggling the quiche. It should still have just a little wiggle. (It will finish setting while it cools.) Cool
on a wire rack. Eat at room temperature, cold (a quiche will keep for several days in the fridge), or
reheated gently in a 200°F oven.
III. Flan coco
This dish is very popular in Martinique but quite popular as well in Metropolitan France. It is a great dessert for any coconut lover, big or small. It can be made as a one-cake flan or in smaller containers to make individual flans. I love this recipe because it is easy to do and delicious. For this dish I found a recipe by Audrey Le Goff. Instead of making the flan in one single pan, my family puts it in several person-size ramekins. We also put some zests of lime in the mixture before baking to add a little zing to it.

Ingredients

- 1 1/2 cup + 1 tbsp sweetened condensed milk
- 1 1/4 cup (300ml /10.15 fl oz) coconut milk (can)
- 3 large eggs
- 1 tsp vanilla extract (or seeds of ½ vanilla bean)
- 1 cup unsweetened shredded coconut (plus extra for garnish)
- ½ cup sugar

Steps

Pre-heat your oven to 350°F (180°C) with a rack in the middle. Prepare an un-greased loaf pan.

Caramel
Place the sugar in a small saucepan over medium-heat. Do not touch the sugar anymore – no stirring; but you can occasionally shake the pan. Let the sugar melt, bubble and turn a golden color. Watch it carefully and when the caramel turns amber, immediately remove from the heat and pour the caramel evenly over the bottom of the pan. Set aside to cool and harden.

Flan
In a large mixing bowl, whisk together the condensed milk, coconut milk, eggs, vanilla extract and shredded coconut. Pour the mixture in the loaf pan (over top of the caramel).

Place the loaf pan into a larger dish, and fill the larger baking dish with water at least 1/4 up the sides of the loaf pan. Cook for 50-55 minutes, until the top crust is lightly golden and firm to the touch. Transfer the flan to a cooling rack and let cool to room temperature. Transfer into the fridge and chill for at least 3 hours.

When chilled, place the pan in about 2 inches of fairly warm water, so the caramel at the bottom of the pan softens again. Run a knife around the edges of the pan. Invert a plate over the pan, hold tightly and quickly turn over. Sprinkle with shredded coconut before serving.
The Hungary-USSR water polo match at the 1956 Summer Olympics in Melbourne earned the sobriquet “Blood in the Water” after Hungarian player Ervin Zádor emerged from the pool with a profusely bleeding eye after taking a Soviet-thrown punch in the final minutes of the event, one of the most politically tense in Olympics history, taking place in the shadow of the 1956 Hungarian Revolution and its brutal suppression by Soviet forces. This talk explores both the common narrative of the match as an emblem of Hungarian anti-Soviet sentiment as well as many additional meanings that go beyond traditional intra-Bloc rivalries.

Johanna Mellis is Assistant Professor of History at Ursinus College. A specialist on the history and role of sports during the Cold War, whose scholarship has focused on Hungary in particular, she also writes about issues of sports and equity in the contemporary United States for such media outlets as End of Sport, Guardian, and Washington Post.