

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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Message from the AATSEEL President

It is a truism in our North American Slavic field, one legacy of our Cold War origins, that “troubled times for Russia and Central Europe are good times for Russian Studies.” Ideological foes are closely watched, marketable as “news,” and programs that study them are well funded. Enrollment grows. When the threat recedes (as it appeared to do in 1989) or battle lines become messily complex (as during Putin’s reign), attention moves to other fronts. Today we are all in difficult times, but AATSEEL in 2009, as the more compact wing of the Slavic profession specializing in the creative humanities and in pedagogy, is in a strong position to challenge this topical, crisis-driven, enemy-oriented mindset.

To this end the Executive Council is planning a number of innovations, first of all in our annual conference (this December 2009 in Philadelphia). In addition to the usual panels, roundtables, and teaching forums, we are instituting some pre-enrolled workshops (on new personalities, prizewinning books, professional skills) and “master classes.” The good response to poetry readings and film screenings in San Francisco encourages us to repeat those events. We could be more active inviting Russian nationals and cultural administrators to our conference activities (for example: the new director of *Pushkinskii dom*, Vsevolod Bagno, has expressed interest). A great deal more can be accomplished through our redesigned, upgraded website. But first it would help to regain some weight. A major drive is on to increase membership among mid-career / senior scholars as well as graduate students (and perhaps the pre-college population as well; AATSEEL has outreach opportunities here that could bring us to the attention of the new Washington administration’s education policy as regards language literacy).

One more e-mail communication from one more institution is everyone’s bad dream, but we are working on ways to keep you in the flow of our organi-

zation at minimal cost and to maximal benefit. The *Newsletter* will be easier to access and itself more interactive. Increasingly, as North American Slavists interact, co-publish, and co-teach with our professional counterparts in the countries and cultures we study, there are no objects left, only subjects. This is a thrilling Bakhtinian truth. Thanks in advance for your loyalty, patience, and long-term hard work for the future of our field.

Caryl Emerson

Letter from the Editor

Dear one and all,

It was a pleasure to see those of you I ran into at this year’s annual meeting in San Francisco, home turf for me. I always enjoy having the conference in San Francisco, not only because it is near home but also because San Francisco is both a great conference city and a great city in and of itself. I hope those who came to the conference took advantage of the stores at Russian hill -- and even the churches. There is a large Russian community in San Francisco, as many of you know. For those whom I did not see, I will look forward to seeing you at the next annual meeting in Philadelphia.

The most significant news I have to relate is the return of the newsletter to a paper format as of this coming fall. I believe that you will have the opt-out option if you wish to have it. There will also continue to be a pdf available for those who prefer to receive the newsletter this way and for anyone who happens to hear about AATSEEL and wants to take a look at the newsletter, which will continue to be available online -- even more available as a result of decisions taken in December at the Executive Committee meeting. Where we may go in the future with the newsletter, I will report to you in April, after the ad hoc newsletter committee makes its suggestions for 2009-2010 and later to the Executive Committee.

We will also be adding an exciting new feature in the April newsletter, thanks to the assistance of Nancy

Condee. I won’t tell you what it is so that you are enticed to come on back and read the next issue of the newsletter.

And now, as the new semester begins, I wish you fair sailing through any rough waters out there. I am sure that many of you are experiencing the effect of the economic times on your programs. State universities in California -- in fact, the entire state of California -- have just been declared bankrupt. Let’s hope that we will be able to discuss an upward swing in the April newsletter.

All the best for a great spring!
BLL

RECENT PUBLICATIONS

The Recent Publications column includes books published in 2008-2009. Authors and publishers are invited to submit information about their new publications.

Culture

Lianeri, Alexandra, & Zajko, Vanda, editors. 2009. *Translation and the Classic: Identity as Change in the History of Culture (Classical Presences)*. Oxford, UK: Oxford University Press.

Masing-Delic, Irene. 2009. *Exotic Moscow under Western Eyes: Essays on Culture, Civilization and Barbarism (Cultural Revolutions: Russia in the Twentieth Century)*. Academic Studies Press.

Ransel, David L. 2009. *A Russian Merchant's Tale: The Life and Adventures of Ivan Alekseevich Tolchenov, Based on His Diary*. Bloomington, IN: Indiana University Press.

Marcovitz, Hal. 2009. *Russian Americans*. Mason Crest publishers

Continued on page 6

2008 AATSEEL Awards for Teaching, Service & Scholarship

Outstanding Contribution to Scholarship: Gary Saul Morson

This year is the 30th anniversary of Gary Saul Morson's first essay on Tolstoy, "The Reader as Voyeur," which quickly became one of the field's classics in criticism. None of us ever read the Sevastopol Stories the same way again. Last year, 2007, Yale published Saul's most recent Tolstoyan exploration, "Anna Karenina" in our Time: Seeing More Wisely. The focus was still on the proper sort of moral vision, but this time passed through Saul's massive investment in two related concepts. The first was "hidden in plain view," the title of Saul's pathbreaking interpretation of War and Peace (1987), which suggested (in Tolstoy's spirit) that true things were simple, non-systematic, non-utopian, non-heroic, and that polyphony of event was every bit as dialogic as polyphony of utterance. The second was "Prosaics," a concept inspired by Mikhail Bakhtin but in no sense limited to Bakhtin's sympathy with it. (Mikhail Bakhtin: Creation of a Poetics won the best scholarly book award from AATSEEL in 1992.) In the third milestone, Narrative and Freedom: the Shadows of Time (Yale UP, 1994), Bakhtinian unfinalizability and multiplicity are projected into parallel spaces, providing us with a fascinating path to freedom in Dostoevsky via side-shadowing, interquels, and prequels. That volume won the René Wellek prize from the American Comparative Literature Association in 1996, a year after Saul was elected to the American Academy of Arts and Sciences. Saul is a master at creating the compact aphorism or one-line epigram that first startles, then provides clarity, and finally provokes controversy. Little wonder that while navigating the vast prose works, he has also been at work for a long time on the very, very short form.

Crisp, passionate elocution on endless novels: for decades now, Saul's lec-

ture course on Tolstoy and Dostoevsky at Northwestern has been the envy of every Slavic department that wonders where our majors have gone (this Fall 2008, enrollment in Saul's Great Novels course is 560). A legend from the podium, Saul became a Charles Deering McCormick Professor of Teaching Excellence in 2000. With this Award, AATSEEL is delighted to honor Saul Morson's still evolving career, where a literary device is never reduced to moral action but also never separated from it.

Outstanding Contribution to the Profession: Benjamin Rifkin

Benjamin Rifkin hardly needs an introduction at this conference, but it is still telling to list his contributions: he was a member of the AATSEEL Program Committee for three years, 1997-1999 (covering Pedagogy and Methodology), and he was President-Elect of AATSEEL in 2001-2002, President in 2003-2004, and Past President in 2005-2006. During those years, he introduced a variety of changes that streamlined and rationalized the way the organization does business, culminating in a revision of the AATSEEL constitution in 2007. It is also amazing how much else Ben has accomplished while doing so much for AATSEEL.

With a BA and MA from Yale University, and a second MA and PhD from the University of Michigan, Ben spent fifteen years at the University of Wisconsin at Madison, where he directed the language program and did duty as department chair and director of the Center for Russia, East Europe and Central Asia. From 1999 to 2003, he was director of the Middlebury College Russian Summer School, overseeing its well-known summer intensive language program and instituting, among other things, a groundbreaking and extraordinarily effective system of entrance and exit testing using ACTFL-based proficiency guidelines. In 2005, he moved to Temple University in Philadelphia, serving as Vice Dean for Undergraduate Affairs for two years before he returned to the Department of French, German, Italian and Slavic Languages as Profes-

sor of Russian. Ben is the author of two books on foreign language teaching and editor or co-editor of two volumes of essays, one of them the recipient of an earlier award from this organization. This year he is part of the winning team of authors of advanced web-based listening comprehension activities in Russian, or RAILS. He has published over twenty articles in professional journals, including SEEJ, and is an active presenter at ACTFL and AAASS (when they don't overlap!) as well as AATSEEL. He has contributed positively to many an individual career, making time to speak at AATSEEL job interviewing workshops and writing unusually fine-grained and useful recommendations for graduate students and colleagues he has observed and mentored as language pedagogues.

Ben's virtues range from his fine attention to detail and skills of organization, energy in gathering others and "creating synergies" in his local and broader scholarly neighborhood, and generosity to colleagues and graduate students, to his vision for the profession. Wherever he goes, he brings fresh eyes and positive changes. Benjamin Rifkin is astoundingly hard working and productive, inspiring and supportive – an exemplary Slavist, and a truly outstanding contributor to the profession.

Distinguished Service to AATSEEL: Marta Deyrup

Dr. Marta Meštrović Deyrup is Associate Professor and Librarian at Seton Hall University (South Orange, NJ), where she has worked since 1999, about the time she received her MLS from Rutgers University. She is active in the American Library Association and teaches occasional courses at Seton Hall on topics such as "Women, Culture and Society." She has also lectured in the Department of Library and Information Science at the University of Zadar, Croatia, and often teaches summer courses on internet resources and online research at the Harriman Institute at Columbia University. She earned her PhD in 2006 from the Department of Slavic Languages and Literatures at Columbia University, with a dissertation

on “The Vita Constantini as Literary and Linguistic Construct for the Early Slavs.” Marta is also active as an editor and a digital consultant. She knows nine languages in addition to English. She is an intellectual whose cultural and philological interests span many centuries, and who can draw on strong quantitative proficiency as well.

All of this makes clear what a wonderful gift it was when Marta Deyrup became AATSEEL Webmaster in 1999 and continued in that position until 2008. In 1999, having a web site was still kind of cool and unusual for an organization like AATSEEL. By 2008, a web presence is an essential part of our business, and we have come to rely on the AATSEEL site for all kinds of services and information. Marta built on the work of predecessors like George Mitrevski and oversaw the work of volunteers as the site developed for the nine years of her tenure as Webmaster. She also created and enriched parts of the site, including much-visited materials on Croatian literature, including an onsite digital collection of poetry from the Renaissance to the end of the 19th century. The AATSEEL web project took advantage of Marta’s knowledge and expertise in multiple ways. In 2007-8 she guided the site to its present configuration after the Executive Council decided to shift from the earlier, sometimes motley arrangements to a new look hosted by a web development company. Thanks to Marta, AATSEEL entered the twenty-first century ahead of many other scholarly organizations. In recognition of her years of patient and thoughtful work on the web site, her support of the organization and its visibility, and her generosity as a colleague, I am delighted to present her with the award for Distinguished Service to AATSEEL, with congratulations and best wishes.

Excellence in Teaching (Post-Secondary): Jane Adelman Taubman

AATSEEL recognizes the extraordinary pedagogical achievement of Jane Adelman Taubman – teacher, mentor, advisor and an inspiration to several

generations of Amherst College students as well as to colleagues at institutions across the country. Over thirty-five years of teaching Russian language, literature, film, and art, Jane has helped nurture a remarkable cohort of scholars and teachers who have left a mark on the field of Slavic studies through their publications and their own students. And those of Jane’s students who became architects and auctioneers, chemists and political scientists, remember fondly to this day their first encounters with Russian culture in Professor Taubman’s classroom. Whether she is introducing her students to the finer points of noun declension, tackling the masterpieces of Russian modernist poetry, guiding them through the maze of War and Peace, or asking difficult questions about the cinema of Eisenstein and Muratova, Jane is that rare combination of a demanding critic and sympathetic listener. Many of her students still recall the vital moments of encouragement that prompted them to pursue humanistic inquiry professionally – encouragement that mattered precisely because the standards Jane sets are so high, and her capacity for intellectual empathy so uncommon. Her generosity as a colleague – her willingness to share teaching materials and eagerness to mentor young scholars and teachers – is legendary in its own right. Our gratitude, our admiration, our award – to Jane Taubman.

Excellence in Teaching (Secondary): Natasha Ushakova

Natasha Ushakova is the recipient of the award for excellence in teaching at the pre-college level. Natasha teaches beginning through advanced intermediate levels of Russian at Staten Island Technical High School, where all 900 students are required to study Russian. She has developed an amazing repertoire of original activities that help her students learn and practice in all the communicative modes of the language. Not only do her own students benefit from Natasha’s work, but Natasha’s colleagues in and beyond her school profit from her willingness to share her materials.

Natasha has a strong record of commitment to the profession. She has presented at several AATSEEL conferences where she shares her ideas and lesson plans with colleagues, has attended teacher institutes in the United States and in Russia, including the first State Department Critical Language program in Saint Petersburg this past summer. She currently serves on the development committee for the Prototype AP Russian exam.

AATSEEL Book Prize Winners for 2008

Best Contribution to Language Pedagogy

Benjamin Rifkin, Shannon Spasova, Viktoria Thorstensson, Nina Familiant, and Dianna Murphy, for: “The RAILS: Russian Advanced Interactive Listening Series Project.” Madison, WI: University of Wisconsin-Madison, 2006. (www.languageinstitute.wisc.edu/rails)

RAILS gets advanced web-delivered interactive listening right and serves as an exemplar not only for Russian materials but for web delivery of pedagogical content for all foreign languages. The stellar success of RAILS is owed to harnessing what the web does best: pulling together a set of audio and video materials that is at once

- authentic, but part of a defined and succinct topic set
- well scaffolded in an interactive environment
- usable in the classroom, as additions, or by independent
- available to all using off-the-shelf technology
- extraordinarily modular, both horizontally (across topics) and vertically (activities within each topic)

Finally, RAILS not only represents a rich set of modular materials for listening comprehension (expandable into other activities); its by-product was an

authoring system made available virtually for the asking.

In a field where sixth months is an eternity, RAILS, in its conceptualization and execution, will stand as a model to emulate for years to come.

Best Contribution to Slavic Linguistics

Neil Bermel, for: *Linguistic Authority, Language Ideology, and Metaphor: The Czech Orthography Wars* (Berlin: Mouton de Gruyter, 2007).

Within the anthropological and psychological frameworks that have largely shaped the field of linguistics over the past century, spoken language has often been regarded as the primary object of study, and written language as secondary insofar as it is an imperfect representation of speech. Neil Bermel's *Linguistic Authority, Language Ideology, and Metaphor: The Czech Orthographic Wars* recognizes the system of norms governing written language as an independently valuable object of study, and his book stands out as a contribution both to the historiography of Czech and, more broadly, to the study of attitudes toward orthography as a branch of sociolinguistics. Dr. Bermel's research rests on a close reading of primary sources, which he evaluates from the perspective of orthographic reformers, orthographic reforms, and the Czech linguistic and cultural community that must ultimately respond to those reforms, whether through adoption, rejection, or adaptation. While everyone thinks of himself or herself as an expert on spelling, Dr. Bermel demonstrates how proposals for spelling reform and public responses to such proposals may reveal deeply held beliefs about language, and how the fortunes of orthographic proposals and the nature of responses to those proposals may reflect developments elsewhere in society.

Best Book in Literary/Cultural Studies

John Randolph, for: *The House in the Garden: The Bakunin Family and the Romance of Russian Idealism* (Ithaca, NY: Cornell University Press, 2007).

In *The House in the Garden*, John Randolph writes intellectual and cultural history as an experience of family and of place. In this dense, yet clear study, Randolph follows the Bakunin family, men and women, through several generations, placing the history of the family in a thick cultural context that embraces daily life on a country estate, family relations, friendly circles, intellectual culture, and literary writings. Moving through diverse topics, from Russian inheritance laws to Hegelian philosophy to pastoral genres, Randolph remains in control. His skillful use of original archival sources enriches his exploration of cultural and familial history. *The House in the Garden* integrates sophisticated readings of literary and non-literary texts both skillfully and elegantly, offering unique insights into economic, legal, bureaucratic and other important aspects of early-nineteenth century estate life.

Best Translation into English

Stephan Pearl, for his translation of: *Ivan Goncharov, Oblomov* (New York, NY: Bunim and Bannigan, 2006).

In Stephen Pearl's vigorous, imaginative, and resourceful rendering, Goncharov's great comic novel *Oblomov* has at last received the translation it deserves. Pearl sweeps away the cobwebs of nineteenth-century translatorese to reveal the book's full humor and charm. Through careful attention to diction and detail he proves what scholars have been saying for quite some time now, namely, that neither *Oblomov* nor his creator was a fuddy-duddy. Pearl's flexible and colloquial style—without favoring one side of the Atlantic over the other—gives the book a thoroughly engaging immediacy. His exceptional gift for dialogue highlights the drama of even the smallest interaction. Subsidiary characters are energetically alive; the complexity of *Oblomov*'s emotions is palpable. At once poetic and ironic, the translation itself embodies the tension inherent in Goncharov's depiction of *oblomovshchina*, both his affection for its powerfully seductive pleasures and

his gentle but relentless satire of his hero's parasitism.

Although *Oblomov* has a humanity that needs little in the way of footnoting, anyone curious will find ample orientation in the foreword by Tatyana Tolstaya, the substantial introduction by Galya Diment, and Stephen Pearl's illuminating note on his translation. For the twenty-first century reader, he has breathed new life into a classic.

Recent Publications Continued

Continued from page 3

Economics

Dixon, Sarah. 2009. *Organisational Transformation in the Russian Oil Industry (New Horizons in International Business Series)*. Edward Elgar Publishing.

Filtzer, D., & Goldman, W. Z., editors. 2009. *A Dream Deferred: New Studies in Russian and Soviet Labour History (International and Comparative Social History)*. Germany: Peter Lang Publishers.

History

Benvenuti, Francesco. 2009. *The Bolsheviks and the Red Army 1918-1921 (Cambridge Russian, Soviet and Post-Soviet Studies)*. Tr. Christopher Woodall. Cambridge, UK: Cambridge University Press

Rappaport, Helen. 2009. *The Last Days of the Romanovs: Tragedy at Ekaterinburg*. St. Martin's Press.

Linguistics

Bernard, M. 2009. *100 Russian Verbs: In Common Use And 1,000 of Their Compound Forms (1917)*. UK: Kesinger Publications.

Spolsky, Bernard. 2009. *Language Management*. Cambridge, UK: Cambridge University Press.

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Czechoslovak Society of Arts and Sciences SVU Student Awards for the Year 2009 Dr. Joseph Hasek Award

The Czechoslovak Society of Arts and Sciences (SVU) is announcing a competition for the 2009 Dr. Joseph Hasek student awards. The names of the winners will be announced in the Society's newsletters.

The main purpose of the Society's awards is to generate and encourage scholarly interest in Czech and Slovak affairs among university students living outside the Czech and Slovak republics. There will be one prize for the best undergraduate and one for the best graduate study dealing with some aspect of Czech and/or Slovak history, politics, or culture. The winners will receive the \$250 Dr. Joseph Hasek award, a year's membership in the Society, which includes a year's subscription to the Society's newsletter, and a certificate of merit.

The following rules apply:

- 1) The paper must be submitted **by the professor** in whose class it was presented and should be accompanied by his recommendation.
- 2) The study must have been written for an undergraduate or graduate course during the academic year 2008-2009. Chapters of theses or dissertations are not admissible.
- 3) The deadline for submission is **May 15, 2009**
- 4) The study essay should be submitted in five copies to professor Vera Borkovec, 12013 Kemp Mill Road, Silver Spring, MD 20902. It must be typewritten, double-spaced and submitted in Czech, Slovak, or any of the major Western languages (English, French or German).
- 5) The Student Awards Committee which will judge the quality of the submitted essays consists of:

Dr. Zdenek David, (Woodrow Wilson International Center for Scholars), Prof. Ivo Feierabend (San Diego State University), Prof. Milan Hauner (University of Wisconsin), Dr. Vlado Simko (State University of New York), and Chair, Prof. Vera Borkovec (American University)

- 6) Submitted papers are not returned.

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EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT RUSSIAN GRAMMAR BUT WERE AFRAID TO ASK

Alina Israeli
(*American University*)

Please send questions to: Prof. Alina Israeli, LFS, American University, 4400 Massachusetts Ave. NW., Washington DC 20016-8045; or via e-mail to: aisrael@american.edu

Q. Вчера смотрел фильм (GF) vs. Вчера помыл голову. Why isn't it general-factual?

A. The so-called general-factual use of Russian imperfective aspect is the most fascinating aspect of Russian grammar. Its primary function is to convey the information that such an action took place at some point in the past or will take place at some time in the future. When used in the past tense, the GF action was not an action that the interlocutor expected to necessarily take place.

Вы **голосовали** на выборах?

Я **говорил** с деканом.

Я **звонил** домой: дома всё в порядке.

Вам когда-нибудь **приходилось** брать или давать взятку? (<http://otvet.mail.ru/question/20269632/>)

Я уже однажды такое **наблюдал**.

Он уже как-то об этом **писал**.

The use of когда-нибудь 'ever', or однажды 'once' or the possibility of their (or some synonym's) insertion is a sure sign of a GF imperfective. The students' favorite Вы читали «Войну и мир»? Кто из вас читал «Войну и мир»? naturally belongs here. The question is about *ever*, and not because I or someone else asked you to do so. This is also why the oft-confused question Кто написал «Войну и мир»? does not belong here and must be perfective.

Similarly, вчера смотрел фильм от вчера мыла голову:

вчера я **смотрел** фильм «Свидетель на свадьбе», где главному герою, неудавшемуся писателю, нужно было написать речь, и как он этого испугался. (<http://www.advertology.ru/article63485.htm>)

А еще вчера **мыла** голову и думала, что из ванной выйду лысой, вот честное слово! Столько волос вылезло — КАРАУЛ! (<http://www.babyblog.ru/user/Foxiya/264943>)

The last sentence can be understood as GF only if we do not view the actions of washing and thinking as parallel and simultaneous, but rather as two actions taking place at more or less the same time, perhaps one before the other.

Had there been an expectation to perform those particular actions, perfective would have been used if available:

Вы уже **проголосовали**? (while the election is still going on; I do expect you to vote)

Я **поговорил** с деканом. (you have asked me to and I did)

Я **позвонил** домой: дома всё в порядке. (I told you I would, and I did)

Кто **прочитал** «Войну и мир»? (I don't expect everyone to have completed this assignment by today, but some of you may have already completed it)

Another element that can separate GF and perfective is whether or not the outcome of the action is more important than the action itself particularly if it bears on the current moment, provided that the action took place recently enough. Here are some Internet examples in opposition to the one earlier:

Вчера **посмотрел** фильм «Спящие». Всем рекомендую, особенно братве!

Вчера **посмотрела** фильм — просто нет слов!!!

Вчера **посмотрела** фильм «Враг мой» и осталась под большим впечатлением.

This lasting impression, which is still in effect at the moment of speech, triggers the perfective use of aspect. Compare two very similar examples where the difference is only in absence vs. presence of emotion from the experience:

Вчера **ходила** в кино на «Сезон охоты 2». Помню только начало и конец, остальное всё проспала. (<http://blackangel.mmm-tasty.ru/entries/125873>)

Вчера **сходила** в кино на этот фильм и не зря потратила время. (<http://www.afisha.ru/movie/178106/>)

So the phrase from the question Вчера помыл голову without any larger context means that 'my hair is clean now', although within a different context it may mean a different outcome *today*. Unlike the hair-washing example earlier, when she was thinking that she had lost so much hair *yesterday*, in the next example she is concerned that half of her hair is gone *today*.

Я вчера **помыла** голову и половину моих волос смыла. (<http://www.passion.ru/pasya/s.php/6997.htm>)

The outcome could be different from yesterday's hair washing: bad hair style or absence of lice, but the important thing is that it is a result present today:

— Я вчера **помыла** голову, — орет одна. — Так *теперь* все волосы во все стороны торчат! (<http://lactoriacornuta.livejournal.com/8423.html>)

Вчера **помыла** голову уксусным раствором. *Сегодня* мама мне её осматривала, не нашла ни вшей, ни гнид. После укуса я перестала приносить вшей со школы. (mirsovetov.ru/a/medicine/others/pediculus.html)

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BELARUSICA

*Editor: Curt Woolhiser
 (Harvard University)*

The Belarusica column editor is looking for contributions to this column. Contributions from North American colleagues are especially appreciated. (Contributions should be no more than 1-2 pages in length.), deadline 6-8 weeks in advance of the issue month. For more information, contact Dr. Curt Woolhiser, cwoolhis@fas.harvard.edu.

The Belarusica column was not ready at the time that this newsletter went to press. We expect it to return next issue. Please consider sending a contribution to the Belarusica column editor.

The Critical Languages Institute

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SARAJEVO (Bosnian-Croatian-Serbian)
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RUSSIAN AT WORK: INTERVIEWS WITH PROFESSIONALS WHO USE RUSSIAN ON THE JOB

*Editor: Rachel Stauffer
(University of Virginia)*

Editor's Note: If you have any suggestions for this column please send them to Rachel Stauffer (art2t@cms.mail.virginia.edu).

Lisa Hayden Espenschade is a freelance writer, Russian teacher, and translator who lives in Scarborough, Maine. She received her BA in Russian/Soviet civilization and her MA in Russian literature from the University of Pennsylvania. She lived and worked in Moscow, Russia, from 1992-1998, developing training and educational programs. Lisa loves reading Russian novels, both classic and contemporary, and writes a blog, Lizok's Bookshelf, about her reading.

When did you begin studying Russian? What other languages do you speak or have you studied?

I began studying Russian in my sophomore year of college. I studied French in junior high, high school, and college. I also took Latin for two years in high school. Learning Latin declensions and conjugations was great preparation for studying Russian.

Describe your educational background.

I graduated from Oxford Hills High School in South Paris, Maine, then spent the rest of my academic career at the University of Pennsylvania. I received a BA in Russian/Soviet civilization and an MA in Russian literature at Penn.

Describe your experiences working and studying abroad.

My study abroad experience was pretty brief: I went to Leningrad in 1983 for a summer Russian program. Although many aspects of the experience were good – I enjoyed classes and loved exploring the city – Andropov's Soviet Russia was not a particularly happy

place, so, despite my love for Russian, I wasn't itching to return. I was able to raise my proficiency level through a lot of low-tech work – the language lab still had reel-to-reel tapes – and a summer course at Bryn Mawr College. Teaching Russian as a graduate fellow also helped immensely because drilling students in grammar forced me to internalize rules and endings.

When I finished my grad school coursework in the late 1980s and moved back to Maine, I became involved in Portland's sister city relationship with Arkhangel'sk, which had been a closed city for decades. I chaperoned several groups of high school students traveling for month-long exchanges and, thanks to perestroika, was finally able to do what I missed years before: participate in open, candid conversations with people.

I realized in the early '90s, after travelling to Arkhangel'sk several times, that I wanted to live and work in Russia. I was lucky to get laid off from my job as a communications specialist at Hannaford, a supermarket company, just when I was hired to be a Moscow resident director with ACTR in 1992. I told friends and family I'd be gone for a year or two but ended up staying for nearly six. I worked for several organizations during that time: ACTR, United Way International, IREX, and the Institute of International Education. Most of my work was grant-funded, and everything involved some sort of training or education. I didn't know the term "civil society" before moving to Moscow, but I learned fast since that's what much of my work involved! Going to work in Russia was the best thing I ever did for myself, on personal and professional levels. I managed offices, traveled all over Russia and to other several countries in the FSU, and learned more than I ever thought I would about Russian culture. My favorite place was Luzhno-Sakhalinsk: I always felt a little

landlocked in Moscow, so it was a treat to be on the ocean for a couple days. I also enjoyed my trips to Baku. I never thought I'd see oil derricks right in a city center.

I was already highly proficient in Russian when I moved to Moscow so never had any logistical difficulties getting around. Of course I wanted to improve my language skills even more by living in Russia, but my biggest reason for going was to get deeper, more intuitive feel for the place itself, particularly its contradictions. Although I feel, intuitively, that I managed to "get" some of that, I can't explain it to people when they ask!

Describe your present job and location.

I'm a freelancer who works out of a home office in Scarborough, Maine. I work on a mix of projects: journalistic writing, corporate writing, and Russian-related odd jobs. I enjoy everything because the variety keeps my head fresh, but I particularly love my Russian projects. I use my language teaching experience to teach Russian to Americans, usually in adult education-type programs or private tutoring. I've also been a sabbatical fill-in at the University of Southern Maine. I occasionally tutor Russians who are learning English, too: I love verbs, so it's fun working with them on tenses. My other Russian projects vary a lot. I wrote English-language Web copy for a Russian woman last summer, and it was lots of fun discussing the project in Russian and working from her Russian materials. I have an ongoing project that involves reading a Russian film journal, and I occasionally call northern Russia for a family that adopted a child. I sometimes translate documents, too. I used to interpret, mostly for hospital patients, but I've also worked with hockey players on Portland's minor league team.

Russian helps my research for certain English-language projects, and I don't think I would have become a writer if I hadn't learned English grammar through studying and teaching Russian. My interpreting experience led to long-term writing work with an interpreter training company, so there are lots of connections between my various types of projects!

What led to your decision to focus on writing and Russian and start your own business?

To be honest, I wasn't sure what I wanted to do when I came back from Russia. After running small offices in Moscow, I wasn't sure I wanted to work in an office for someone else, so I thought I'd try freelancing. I've always liked to write, and my corporate communications experiences plus what I learned in Russia seemed to provide a good basis for freelancing. I was lucky to fall into some interesting work writing about biotech when I got started: I've always loved science, and writing about biology for laypeople is almost a form of translation.

What is the best part of your job?

I love the variety but it's also important for me to feel that I have some control over my own schedule and future. Of course I depend a lot on deadlines and "orders" from my clients – who range from a large corporation to specialized journals to sole proprietors – but I depend most on myself to determine the direction of my business and provide quality work that fits my customers' needs.

What is the most challenging part of your job?

2008 has been very challenging because of the economy. It reduced orders in the beginning of the year, though I was never completely without work. I love working on promotional materials for my clients, but they're much harder to write for myself. This year has been a big marketing year, and the work has paid off: I've been busier than ever this

fall. I still keep watching for potential new projects and clients, though.

What advice would you give to someone with Russian interests who might want to work as a translator in the U.S., Russia, or countries of the former USSR? What about for those students who may be interested in studying Russian and studying or working in Russia?

My biggest piece of advice is probably pretty much the same for everybody, no matter what their level of ambition or Russian language skill. Never stop working to increase your proficiency, no matter where you live. I haven't returned to Russia since 1998, but I maintain my proficiency level through daily contact with Russian. The Internet makes this easier and more fun than it's ever been. Beyond using Russian in my work nearly every day, I listen to Эхо Москвы or watch Russian movies and soap operas during my daily walks on the treadmill. I read Russian novels in Russian, listen to Russian music in the car, write Russian e-mail, and talk with Russian friends, many of whom live right in the Portland area. Keeping up your interest in Russian culture can have nice benefits: I write a blog about Russian literature in English and sometimes use entries as writing samples.

Students interested in programs for study and/or working abroad should probably speak with their institutions' Russian department faculty members or international office to get advice. Issues of credits, financial aid, and fitting the study abroad learning into the home university's curriculum aren't always as straightforward as they might be. Russian programs abroad differ tremendously, so it's best to get as much help as possible in deciding how to go to Russia. Once students get to Russia, I think psychological flexibility is the most important part of adapting to the language and environment. Flexibility and acceptance of the differences between Russian and English go a long way in developing proficiency.

What do you think is the most common misconception that people have regarding the work of translators?

I think most people don't realize that not all interpreters work at the United Nations and not all translators are working on a new version of *Crime and Punishment*. Of course I'm exaggerating, but I've found that most people don't realize how many small translation and interpretation jobs are integral parts of a global economy where people travel.

How is business? In other words, do you find that you have steady work in your field? Do you anticipate an increased need for translation involving Russian in the near future?

Business varies! It depends on a lot of factors. I already mentioned the economy, but personnel changes and new budget years often mean big changes, too. Unfortunately, not all companies are quick to mention those to people who aren't on the permanent staff. I always have to be ready to try new types of projects, but that's part of the fun of freelancing. I find that it helps a lot to mix my English- and Russian-language work. The combination of writing, tutoring, and translating means I have multiple markets to work with. It helps keep me busy.

What kind of training would you recommend to someone interested in your line of work?

I've found that even fiction writing courses and workshops are useful for business writers because they help develop good writing habits. I also recommend business writing courses. I have less experience with training for translators and interpreters. A grad school course on poetry translation was helpful for written work, but I began interpreting before there were many courses for interpreters. Now, though, there are lots of training opportunities, and many focus on specific types of interpreting and offer some kind of certification.

I think informal self-study, reading, and practice, though, are at least as important as formal training. Staying current isn't always easy but it's crucial, even with English, where I'm constantly finding new business and industry buzzwords that I need to understand when clients use them. Networking with colleagues is also a good idea, and it's lots of fun because of shared interests. I don't see colleagues as competition because, in my experience, our individual preferences, experiences, and skills mean we're more likely to refer clients to one another than to take each other's work.

I also often recommend that new translators, interpreters, and writers volunteer. It's a great way to make contacts and friends while you build your portfolio and your resume. My volunteer work translating, interpreting,

and chaperoning for the sister city committee helped me tremendously when I searched for paid work in Russia.

Visit Lisa's blog and professional website for more information:

Lizok's Bookshelf: <http://lizoks-books.blogspot.com/>

Writing/work site: <http://www.lisahayden.com/>

Sending News to the AATSEEL NL

News from the membership is always welcome. For the most sure form of delivery, it is best to send the information to the editor (Leaver@AOL.com). We always confirm receipt of information; no confirmation means that we did not receive your missive.

The kinds of news that we accept include awards, obituaries, projects of interest to the membership as a whole (or information needed from the membership as a whole), and summer and winter program announcements.

Additionally, a number of the column editors accept articles from readers. Please check the individual columns for contact information and specific content needs.



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Cross-Cultural Communications

Editor: Elena Denisova-Schmidt
University of St. Gallen, Switzerland

This column deals with cross-cultural issues. Topics covered will include teaching culture through language, cross-cultural communication in business environment and cross-cultural communication in academic settings. Any suggestions are welcomed. Please contact Elena Denisova-Schmidt (elena.denisova-schmidt@unisg.ch)

Please check your cultural awareness. Imagine you are a businessman/businesswoman visiting Russia. (cf. Denisova-Schmidt, Elena: 'Six Situations in Russia. A Cross Culture Check'. In *ENGINE, English für Ingenieure*, No. 2, June 2008: 39.)

1. The name of your young translator is Tatjana Nikolaeva. You work with her several years. You call her

- a. Mrs. Nikolaeva
- b. Tanja
- c. Tatjana

2. You receive a very poorly-done report (in English) from your Russian subsidiary. The most likely reason for this is:

- a. they do not understand English well
- b. they are not acting professionally
- c. they have different expectations when it comes to structuring reports

3. In your first meetings with new business partners in Russia, they ask you about your marital status, kids, etc. You:

- a. ignore these questions
- b. answer honestly, and share some personal information
- c. pointedly refuse to answer

4. You are looking for a gift for your business partners in Russia. You pick up:

- a. an expensive item from a famous brand
- b. an inexpensive local item
- c. an original, hand-made item

5. Meetings with Russians are indeed difficult for you: there are no real discussions, no agenda, no brainstorming of ideas; nobody takes notes. You think:

- a. they cannot understand what you're saying
- b. you aren't meeting with right people
- c. they have different ideas about how meetings should be conducted

6. You are a *businessman* visiting Russian subsidiaries/suppliers. Many young female colleagues flirt with you. You assume that:

- a. they are just making small-talk
- b. they think you are a very handsome/attractive guy
- c. they are looking for an affair with you

Answers:

1b: The most common form of address is to call Tatjana Nikolaeva by her short first name: Tanja. Calling a Russian woman by her full first name – Tatjana – seems very formal and distant. This is appropriate for official communication or for women over the age of 50. Unfortunately Russians do not introduce themselves by saying 'My name is Tatjana Nikolaeva. Please call me Tanja.'

2c: Reports are structured in a different way. There is no clear boundary between 'introduction', 'hypothesis', 'conclusions', 'outlook' etc. Such notions as 'argument', 'pros and cons', etc., are included neither in the school nor in the university education. Next time just give a clear roster, what your expectations are.

3b: Personnel relationships with Russians are very important for your business. The information about your marital status is a part of this. But be aware that if you are single/divorced/widowed, your Russian colleagues could 'take care of you' and try to find you a (new) partner.

4a: In choosing a present, Russians (of all social strata!) emphasize price, prestige and luxury. A present in Russia is more just a gesture.

5c: Meetings are organized in a different way. The main reason behind this is the different educational system: course of classes, as a rule, is straightforward, not interactive, and any discussion with a moderator, summarizing, or issuing minutes is not applicable. Russians need some time to learn/to adapt to the western style.

6a: Russians tend to flirt at the workplace. This Russian flirt is very close to the western small-talk, so many western visitors are very confused with Russian 'flirting' and judge it incorrectly.

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Member News

Editor: Molly Thomasy
(University of Wisconsin-Madison)

The AATSEEL Newsletter likes to keep its members informed about important events and professional milestones! If you or an AATSEEL member you know has recently defended a dissertation, been hired, received a promotion or retired, please send the member's name, accomplishment and affiliation to: Molly Thomasy, thomasy@wisc.edu

The AATSEEL Newsletter would like to recognize the following members for their recent professional milestones:

Carol Apollonio's new book, *Dostoevsky's Secrets: Reading Against the Grain* comes out from Northwestern University Press in January 2009. **Apollonio (formerly Flath)** is Associate Professor of the Practice of Russian at Duke University.

Valery Belyanin defended his PhD in psychology in Russia in February 2008, and recently became a member of OACPP (Ontario Association of Consultants, Counsellors, Psychometrists and Psychotherapists). In the fall of 2008 he delivered a series of lectures on psycholinguistics at Kaluga State University and the Southern Federal University (Rostov-on-Don). Belyanin also worked at the University of Pittsburg Summer Language Institute, and completed his fifth year as director of the SLI program at Moscow State University.

Wayles Browne of the Department of Linguistics at Cornell University announces the publication of his collection of translations of Bosnian poetry, *Why the Dwarf Had To Be Shot: Poems by Sasha Skenderija*, published by Black Buzzard Press, Austin, TX in November of 2008.

Emily S. Van Buskirk successfully completed her dissertation, *Reality in*

Search of Literature: Lydia Ginzburg's In-Between Prose, and received her PhD from Harvard's Department of Slavic Languages and Literatures in November 2008. She is currently a postdoctoral fellow at the Davis Center, and will be joining the Department of German, Russian, and East European Languages and Literatures at Rutgers University as an assistant professor in September 2009.

Andrew Corin is now an Associate Professor in the Serbian/Croatian and Russian programs at the Defense Language Institute. In January 2008, he left the International Criminal Tribunal for the Former Yugoslavia, where he worked for 8 years as a Research Officer in the Office of the Prosecutor. Prior to his departure from the ICTY, he spent three months in late 2007 as a Public Policy Scholar at the Woodrow Wilson Center.

Anna Chilewska of the Department of Modern Languages and Cultural Studies at the University of Alberta defended her PhD thesis, *The Translated Child: Children's Literature in Translation in Communist and Post-Communist Poland*, in December 2008.

Last November, **Ekaterina Ites**, a doctoral student in the Language, Literacy and Culture Program at the UMass School of Education and a teaching assistant in the Slavic Studies Program, presented a keynote address, "The AZBUKA Approach as a Tool for Multimodal Representation & Acquisition of Russian Language-Culture in the 1st-Year College Classroom" at the Community College SIG Business Meeting at the ACTFL convention in Orlando, FL. **Ites** also became Secretary of the ACTFL Heritage Languages Special Interest Group this year.

Kirsten Lodge, Columbia University Adjunct Assistant Professor of Russian, is the editor and translator of the 2008 volume, *Solitude, Vanity, Night: An Anthology of Czech Decadent Poetry* published by Charles University Press, Prague.

Brian R. Johnson successfully defended his PhD thesis, *The Art of Dostoevsky's Falling Sickness*, in May 2008 at the University of Wisconsin-Madison.

Olga Meerson, Associate Professor at Georgetown University, has just finished the first draft of her book on intersubjective organization in fiction (sub"ektnaia organizaciia), entitled *Personalism as Poetics (Personalism kak poetika)*. In addition, **Meerson** looks forward to the April 2009 NYRB/Random House publication of the new translation of Andrei Platonov's *Foundation Pit*, which she co-translated and co-annotated with **Robert Chandler and Elizabeth Chandler**.

Available in January from Slavica Publishers is *Two Words to the Wise: Reflections on Polish Language, Literature and Folklore*, an edited selection of newspaper columns by **Robert A. Rothstein**, Amesbury Professor of Polish Language, Literature and Culture, University of Massachusetts Amherst.

In September 2008, **Mila Shevchenko** received her PhD from University of Michigan. The title of her dissertation is *Melodramatic Scenarios and Modes of Marginality: The Poetics of Anton Chekhov's Early Drama and of Fin-de-Siècle Russian Popular Drama*. In August she accepted a teaching position at Bowling Green State University, where she now works as an instructor of Russian Language and Literature.

AATSEEL Web site

For current online information about AATSEEL and its activities, visit AATSEEL on the web:

<http://www.aatseel.org>

Graduate Student Forum

The AATSEEL and the editors of the AATSEEL Newsletter would like to thank our colleagues who serve as advisors to the Graduate Student Forum. They include Marina Balina (Illinois Wesleyan University); Margaret Beissinger (Princeton University); Thomas Beyer (Middlebury College); Robert Channon (Purdue University); Halina Filipowicz (University of Wisconsin at Madison); Sibelan Forrester (Swarthmore College); and Robin Feuer Miller (Brandeis University). Look for their responses to new questions in future issues of the AATSEEL Newsletter.

Please send your questions to Nina Wieda (ninawieda2008@u.northwestern.edu).

Announcement: New Author on the Board

We are proud to introduce our new author, Professor Robin Feuer Miller. Dr. Miller is Edytha Macy Gross Professor of Humanities and Chair of the Department of German, Russian, and Asian Languages and Literatures at Brandeis University. Her research interests focus on the nineteenth-century Russian and European novel, especially the novels of Dostoevsky, Tolstoy, and Dickens; the short story in Russia; and the literature of childhood. Her most recent book is [Dostoevsky's Unfinished Journey](#) (Yale University Press, 2007). She is currently working on essays on Dostoevsky and Tolstoy as well as on an archival project, tentatively entitled [Kazuko's Letters from Japan](#). We are delighted that Professor Miller is able to join the board of faculty and look forward to her entries.

Question:

I believe that teaching experience is of great importance in my professional development. I took all the opportunities to teach that I could find, but at my university, graduate students are only allowed to teach language. Now, I am about to enter the job market with several years of language instruction under my belt, and no experience of teaching literature or culture whatsoever.

Although I understand that language teaching is likely to be a part of my job, I entered academia in the hope of becoming a literature professor, and only this kind of job would justify all the

efforts I put into getting my PhD. Right now, I do not feel confident marketing myself as such, considering the fact that I have no experience. Would you say my fears are grounded? What would you recommend to someone who wants to teach literature, but has not managed to gain experience in this field?

Answer:

While your concerns are understandable, they are not well grounded in the facts of teaching Russian at a college of university in the 21st century. While opportunities for graduate students to teach language has long been available and teacher training for language instruction has improved considerably in the past forty years, I suspect little has changed in preparing one for teaching literature. Most of us are expected to be able to do it, based on our own positive and negative experiences in the classroom.

You will likely teach in a program that divides your time and energies between language teaching and literature teaching. Often you might teach the literature in English with translations, and you may be asked to teach books outside of your own field. Literary studies and theories of literature are dynamic fields, but you will have to find your own way and comfort zone in presenting and making Russian literature relevant to undergraduate students. I have recently struggled and re-examined my approach to Twentieth Century Russian literature. What is relevant in an age when students no longer recognize or understand the Soviet totalitarian structure, Stalinism,

*Editor: Nina Wieda
Northwestern University*

labor camps, censorship, etc.? So much of Russian literature of the 20th century was inextricably tied to political events and realities that are now ancient history to our students. Yet even as this new generation of students appears to read less, there are numerous new technologies that offer e-texts, encyclopedic entries on writers and works, websites devoted to Dostoevsky and Tolstoy, Bulgakov and Pasternak, Nabokov and Brodsky and dozens of others. In these exciting times with many challenges, it is essential to have realistic expectations. You will most likely, if your career is remotely similar to my own, have plenty of time and opportunity to teach both language and literature. But that audience may not be specialists, and so you may need to focus on and re-visit regularly the key writers of the 19th and 20th centuries.

That you have no experience in teaching literature is not unique. There is no need to apologize for lack of experience; rather indicate how you are already intellectually engaging the issue. You should begin now to prepare yourself for your future as a literature teacher in the 21st century. Visit the classes in your university considered or reputed to be highly successful and popular among undergraduates. Examine the new emerging technologies, blogs, wikis, virtual reality, visual versus verbal representational systems, podcasts, Youtube, Google Earth, ExitReality, and other ways in which students can engage texts and writers. Examine your own temperament and experience—what and how would you like to teach and what is important for your students to learn. Be able to articulate your views, your thoughts, your passion at job interviews. After you have begun to work there will be colleagues, seminars and workshops, and your own trials and errors to learn from.

We are evolving from a verbal to a visual society, from two-dimensional to three-dimensional presentations, to new virtual realities in cyberspace. Those

who see the video on the screen will be far ahead of those still reading the writing the wall. Understand, embrace and facilitate the change and you will stand out from other candidates for positions in the coming years.

Thomas R. Beyer
Middlebury College

Free Russian Life for Russian classrooms

Russian Life magazine is happy to announce that, due to generous sponsorship from the Russkiy Mir Foundation, the magazine will be distributed FREE to thousands of U.S. students of the Russian language in 2009. This Program seeks to support and invigorate study of Russian by using the magazine as a valuable source of current, objective information about Russian culture, history and life.

Since 2002, Russian Life's Education Patrons Program has enabled the magazine's free distribution to students

of Russian at some 80 U.S. high schools and universities. From 2002-2008, the Program was funded entirely by private donations from current Russian Life subscribers.

The Russkiy Mir Foundation sponsorship offers the opportunity to RADI-CALLY expand this program to reach EVERY interested high school and college in the country (and to remove our previous restriction of only 6 copies per institution!). In addition, each issue of the magazine distributed to schools will include a special, eight-page language-learning insert, "Uchites," which uses content from the current issue of the magazine as a launching point for building vocabulary and language skills.

To receive the free issues for a year, schools merely need to:

- (1) register and/or confirm their school's data online, and
- (2) agree to complete a survey on the program's effectiveness later in the year.

To find out if your school is in the Russian Life database and/or set up to

receive issues, go to the webpage below and check on your school's status:

<http://www.russianlife.net/educpatr2.cfm>

Recent Publications Continued

Continued from page 6

Literature

Beumers, Birgit. 2009. *A History of Russian Cinema*. Berg Publishers

Freidin, Gregory. 2009. *The Enigma of Isaac Babel: Biography, History, Context*. Palo Alto, CA: Stanford University Press.

Goscilo, Helena. 2009. *Lives in Transit: A Collection of Recent Russian Women's Writing (Ardis Russian Literature Series)*. Overlook TP Publisher.

Kahn, Andrew, editor. 2009. *Tales of the Late Ivan Petrovich Belkin, The Queen of Spades, The Captain's Daughter, Peter the Great's Blackamoor (Oxford World's Classics)*. Tr. Alan Myers. Oxford, UK: Oxford University Press.

Continued on page 19

The School of Russian and Asian Studies

is committed to encouraging study abroad in Russia and the study of Russia from abroad. As part of our efforts, we have developed an extensive list of online resources for anyone curious about Russia's history, politics, language, culture, and economy.

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- Journalism
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for students and teachers

- Free online archives
- Promote Russian programs
- Classroom materials
- Free newsletter

Czech Corner

Editor's Note: This corner is for teachers of the Czech language, and I would like to invite them to share their news, views, and experience related to the teaching of various kinds of courses dealing with Czech culture, language, and literature. Contributions do not have to be limited to the United States; they can and should include issues of Czech language and culture instruction throughout the whole world. Contributions to the Czech Corner may be sent to the column editor at msaskova-piercel@unl.edu.

News from the International Association of Teachers of Czech

The IATC held its annual meeting at the AATSEEL 2008 conference. Among others, votes were taken to elect new IATC officers and modify the current executive makeup of the organization. The results of the votes were the following:

Craig Cravens and Susan Kresin will remain co-presidents. The vice presidential roles were modified as follows: David Danaher will serve as our Vice President of Website Development, Katarina Vlasakova as Czech Liason VP, Esther Peters as Graduate Student Liason VP.

Malynne Sternstein will serve as our Book Review Editor, and our Editorial Board now consists of Michael Heim, Jindrich Toman, Neil Bermel, Masako Fidler, and Laura Janda.

Reported by Craig Cravens and Susan Kresin

New Books

Up the Devil's Back: An Anthology of 20th Century Czech Poetry presents 65 selected Czech poets in English translation, together with their biographies. Co-translated and edited by Bronislava Volková (Professor of Czech literature, Comparative literature and Jewish studies at Indiana University) and Clarice Cloutier (Professor of Central European literature and culture at New York University [Prague campus] and lecturer at Charles University, Prague), this volume seeks to give a sense of the evolution undergone by Czech poetry throughout the decades. Featuring renowned poets such as Seifert, Březina and Holub, in addition to poets who have not received well-deserved attention, *Up the Devil's*

*Editor: Mila Saskova-Pierce
(University of Nebraska)*

Back compiles female poets alongside males and exiled authors together with those who remained in the Czech Republic under the totalitarian regime. (Afterword by Alfred Thomas), ISBN: 978-0-89357-362, Price: \$ 34.95+\$ 4.00 mailing charge per order.

"The Left Periphery : The interaction of syntax, pragmatics and prosody in Czech" by Anne Sturgeon presents a study of the interaction of syntax, pragmatics, and prosody in left peripheral positions and focuses on two left dislocation constructions in Czech, Hanging Topic Left Dislocation and Contrastive Left Dislocation.

[Linguistik Aktuell/Linguistics Today, 129] 2008. xi, 143 pages.

Hb 978 90 272 5512 9 EUR 105.00

News from Czech Studies Programs

University of Kansas (Lawrence, KS)

The University of Kansas Department of Slavic Languages and Literatures will be joined in the 2009-10 academic year by Fulbright Scholar David Skalicky, University of Southern Bohemia, who will be teaching Czech language and literature.

Ohio State University

Ohio State alumna Sharon M. Schweitzer (J.D.) has established a development fund to further Czech Studies in the Department of Slavic and East European Languages and Literatures at the Ohio State University. Ms. Schweitzer endowed the Uprka-Laga-Schweitzer Fund in Czech Studies. The fund has been set up to provide undergraduate students with scholarships in order to

help them study Czech language and culture. The scholarship money will be used especially to support those students participating in OSU's Summer Language Program conducted at Frantisek Palacky University in Olomouc, Czech Republic.

After graduating from The Ohio State University, Sharon Schweitzer went on to attend South Texas College of Law on an Advocacy Scholarship and received her J.D. in 1989. She is board certified in Labor and Employment Law by the Texas Board of Legal Specialization, a trained Mediator, a certified Professional in Human Resources (P.H.R.), and certified as both a Corporate Etiquette and International Protocol Consultant and as a Children's Etiquette Consultant. Currently, Schweitzer is the President of the Protocol Center of Texas in Austin, Texas.

UCL-SSEES

The University College London, School of Slavonic and East European Studies (UCL-SSEES) had a Czech event recently, namely a book launch by Karolinum in association with a 'Czech Studies Day' devoted to the theme of 'Violence in Czech Culture'. The event, which consisted of six papers, was on 24 October 2008, and the books launched in the evening were:

- Rajendra Chitnis: Vladislav Vančura: *The Heart of the Avant-garde*

- Robert B. Pynsent: *Dablove, zeny a narod: Vybor z uvah o ceske literature*

- Bohumil Hrabal (translated and edited by David Short): *Pirouettes on a Postage Stamp* [i.e. Hrabal's *Klicky na kapesniku*]

- Karel Michal (translated by David Short): *Everyday spooks* [i.e. Michal's *Bubaci pro vsedni den*]

Opportunities for Iowa students to learn Eastern European languages, including Czech, in distance delivery.

A new cooperative program between Iowa State, the University of Iowa and Northern Iowa University has provided a new opportunity for Slavic

studies programs. The consortium offers language courses in Czech, Polish and Serbo-Croatian in distance delivery. None of the three Iowa universities offer degree programs in Czech, Polish or Serbo-Croatian. Language and culture courses, however, can be used toward established degree programs in other subjects or toward foreign-language requirements for graduation.

University of Nebraska at Lincoln

The University of Nebraska at Lincoln, Department of Modern Languages and Literatures, has been joined by Katarina Cermakova, Lecturer of the Czech Language. She has been sent by the Ministry of Education of the Czech Republic, and is partially funded by the Ministry.

UNL offers undergraduate minor of Czech and two semesters of Czech in distance delivery.

Great Plains Symposium

This Symposium entitled *Czech and Slovak Americans: International Perspectives from the Great Plains*, April 7-10, 2010, is sponsored by the Center for Great Plains Studies, University of Nebraska–Lincoln. This 2010 Symposium will address all aspects of the experience of Czech and Slovak immigrants and their descendants in the Great Plains region, as well as the relationships of these citizens with other Czech- and Slovak- Americans and with Czechs and Slovaks in Europe and in other parts of the world.

One of the goals of the 2010 Symposium is to understand how Americans of Czech and Slovak ancestry have helped to build the economy and culture of the Great Plains region from Texas to Canada, from the Missouri River to the Rocky Mountains, and of the nearby states of Illinois, Iowa, Minnesota, Missouri, and Wisconsin. Of particular interest to colleagues abroad will be the 2010 Symposium's emphasis on ongoing contact and mutual interests between Czech- and Slovak-Americans and their relatives and friends in Europe and adopted homelands on other continents.

All interested scholars, including advanced graduate students, are encouraged to participate in the 2010 Symposium and are asked to send abstracts of proposed papers with a short vitae in English, the symposium language, by **November 1, 2009**, to the following e-mail address: cgps@unl.edu. Please, title your e-mail "2010 Symposium" in the subject line.

Especially welcomed are proposals for panels of two to three closely related scholarly papers. We also solicit the presentation of short critical commentaries on any unpublished documents, correspondence or artifacts related to the theme of this symposium. Such primary sources may include materials held privately as well as those from the collections of archives and libraries. These presentations will be organized thematically according to such topics as music, art, handicrafts, politics, religion, and popular culture.

During the 2010 Symposium, a secure, but limited, space will be made available for the public display of those items whose short-term loan is approved by their owners.

The Center for Great Plains Studies reserves the right to publish selected papers and presentations in its peer-reviewed academic journals whose purpose and scope are discussed at <http://www.unl.edu/plains/publications/publications.shtml>. The Center annually presents a symposium on a theme related to the Great Plains. Information about these symposia may be obtained at <http://www.unl.edu/plains/seminars/seminars.shtml>.

If you have any questions about the 2010 Symposium, please contact the Center for Great

Plains Studies: cgps@unl.edu.

New portal with information concerning Czech and Slovak Performers in North America

This Czech cultural portal www.czechevents.net presents and promotes Czech & Slovak activities and events across North America, as well as sources of artists available for programs. The portal offers assistance with co-ordination of incoming musicians

and other artists during their tours in the US, Canada and Mexico. This is free service. Organizers would also appreciate information about activities in North America, and are ready to help to promote them coast to coast.

Direct contact: Lubomir J. Novotny, Executive Director of the Czech North American Chamber of Commerce & Culture, Atlanta & Toronto

www.czechevents.net/cnacc

Recent Publications Continued

Continued from page 17

MacFadyen, David. 2009. *Russian Television Today: Primetime Drama and Comedy*. UK: T&F Books.

Sobol, Valeria. 2009. *Febris Erotica: Lovesickness in the Russian Literary Imagination (Literary Conjugations)*. University of Washington Press.

Military Affairs

Edele, Mark. 2009. *Soviet Veterans of World War II: A Popular Movement in an Authoritarian Society, 1941-1991*. Oxford, UK: Oxford University Press.

Feifer, Gregory. 2009. *The Great Gamble: The Soviet War in Afghanistan*. New York: Harper

Pallin, Carolina Vendil. 2009. *Russian Military Reform: A failed exercise in defence decision making*. UK: T&F Books.

Usa, Ibp. 2009. *Russian Navy Handbook: History and Modern Situation (World Strategic and Business Information Library)*. International Business Publications.

Music

McQuere, Gordon D., editor. 2009. *Russian Theoretical Thought*. Rochester, NY: University of Rochester Press.

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PSYCHOLOGY OF LANGUAGE LEARNING

This column is intended to promote a dialogue for teachers of Slavic languages regarding the psychological aspect of language learning.

Submissions for future editions of this column should be sent electronically to Valery Belyanin (russianforyou@gmail.com)

Чужой в свой – Making the transition

Ruby J. Jones, Ph.D.,
Independent Scholar
rubyjean9609@gmail.com

One of the most difficult things for the foreign language teacher to do in the classroom is overcome the students' initial resistance to learning the foreign language – the feeling that, “It’s just so foreign.” Even when the students are internally motivated, the feeling that the sounds and shapes of the new language are simple “not natural” can impede the learning process. The teacher, as a transmitter of both language and culture, can play a pivotal role in reshaping the students' definitions of that which is foreign, alien, or the Russian *чужой* and therefore, uncomfortable, and that which can become familiar and comfortable, or the Russian *свой*.

When students first step into a foreign language classroom, they are preparing to enter a different country – one with not just a different language, but a different culture, different concept of reality, different words for that reality. Many times, the expectation from students, if they want to immerse themselves in that world, is that, “If I can learn the words, I can learn the world.” The problem is that this is not true, because the word is seldom fully contained in the sum of letters within it. Each word is a synergistic reality, which is always more than the sum of its parts. How does the feeling or knowledge of oneself as stranger, unable to fully express one's ideas in the new language affect the students' ability to learn this new world? If teachers do not provide students with more than the rudimentary vocabulary of a foreign language,

they will always remain only visitors to James Baldwin's “another country.” One of the most important roles for the foreign language teacher is the transformation of this strange environment into something where the students can really, in the words of a Russian saying, «*быть как дома*» “feel at home” (lit., “be as at home”).

For some students, this feeling of a language being *чужой* can be as simple as generational differences in slang and usages within sub-cultures in a single language. For others, a language which they do not fully understand, but, to which they are exposed on a daily basis, can not seem foreign at all. For example, children of immigrants who speak an L2 at home, but who are not taught all the skills of that language (e.g., reading, writing), often do not feel that the L2 is completely foreign. For me as a teacher of language, *foreign* describes any language taught, in which the students are not linguistically and culturally competent. This definition, because it is so broad, can easily encompass the novice as well as the heritage-speakers, those who may speak the language fluently, but still do not read or write the L2 on a level comparable to the command of their L1. Although older language learners may never acquire the phonological purity or fluency of native speakers, they can, however, become competent and make the language their own (Singleton).

In describing linguistic competence, certain phrases are familiar to us all: “They don't speak the same language,” “He took it all the wrong way,” or “She just doesn't understand.” All of these comments normally apply to misunderstandings produced when the two speakers are using the same language. The problems are simply

*Editor: Valery Belyanin
(Moscow State University &
Kaluga State University)*

magnified and compounded, when the actual lexical items are unknown – In a word, foreign. But, words are our only bridge to reality, the tool by which we give shape and form to the experiential representations of our life. For each of us, words, although they share a common dictionary meaning, have their own idiosyncratic meanings, frames and associations generated by the sum of our experiences and expectations (Vereshchagin and Kostomarov 120).

These frames include all those nuances of meaning attached to words: where, when, why, with whom and to what, certain words apply.

Who makes the choices about which word to use in any given environment? How do novice students, who know very little about the language, make intelligent choices with the limited resources available to them? In going from L1 to L2, students frequently, especially at the beginning, translate using either glossaries from textbooks (probably the most common tool), or dual-language dictionaries. Unfortunately, neither glossaries nor dictionaries include the cultural nuances needed to understand the L2, and not all synonyms are equal. Some encyclopedias (or handbooks, such as The Russian Context (2002), may be useful, and definitely, the role of the teacher is especially important in filling in the gaps of comprehension caused by a lack of the proper background knowledge, which lays snares for the a non-native speaker (Boyle and Gerhart). One such snare is the simple word *дом*, which for the English speaker, at least, those living in North America, usually evokes a visual image of a single-family dwelling, while for the Russian-speaking native, the normal image is that of a multi-storied apartment building.

To learn to escape these traps, students need to be motivated to take charge of their own learning (Csizér and Dörnyei). Although motivation is an internal factor beyond the control of

teachers, one of our primary responsibilities as teachers is to provide interesting, engaging materials which not only provide information about the language and culture which we are teaching, but also the emotionally attractive elements which make the students willingly immerse themselves in the foreign culture and language.

References.

- Boyle, Eloise M., and Genevra Gerhart, eds. *The Russian Context: The Culture Behind the Language*. Bloomington IN: Slavica, 2002.
- Csizer, Kata, and Zoltán Dörnyei. "The Internal Structure of Language Learning Motivation and Its Relationship with Language Choice and Learning Effort." *Modern Language Journal* 89.i (2005): 19-36.
- Singleton, David. "Age and Second Language Acquisition." *Annual Review of Applied Linguistics* 21 (2001): 77-89.
- Vereshchagin, E.M., Kostomarov V. G. Iazyk i kul'tura: Lingvostranovedenie v prepodavanii russkogo iazyka kak

inostrannogo (*Language and Culture: Linguoculture in the Teaching of Russian as a Foreign Language*). 4th ed. Moscow: Russkii iazyk, 1990.

Recent Publications Continued

Continued from page 19

Pedagogy

- Coalition of Distinguished Language Centers. 2008. *What Works: Helping Students Reach Native-Like Second-Language Competence*. Hollister, CA: MSI Press.
- Wade, Terence. 2009. *Using Russian Vocabulary*. Cambridge, UK: Cambridge University Press.

Political Science

- Allen, Julian. 2009. *Autocracy In Poland And Russia: Or A Description Of Russian Misrule In Poland, And An Account Of The Surveillance Of Russian Spies At Home And Abroad (1854)*. UK: Kessinger Publications.

- Beumers, Birgit. 2009. *The Post-Soviet Russian Media: Power, Change and Conflicting Messages (Basees/Routledge Series on Russian and East European Studies)*. Cambridge, UK: Cambridge University Press
- Brown, Archie. 2009. *Seven Years that Changed the World: Perestroika in Perspective*. Oxford, UK: Oxford University Press.
- Khlevniuk, Oleg V. 2009. *Master of the House: Stalin and His Inner Circle (The Yale-Hoover Series on Stalin, Stalinism, and the Cold War)*. Tr. Nora Seligman Favorov. New Haven, CT: Kotchetkova, Inn. 2009. *The Myth of the Russian Intelligentsia: Old Intellectuals in the New Russia (BASEES/Routledge Series on Russian and East European Studies)*. London, UK: Routledge.
- Van der Linden, Marcel. 2009. *Western Marxism and the Soviet Union: A Survey of Critical Theories and Debates Since 1917*. Haymarket Books

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February is Discover Languages Month!

Take advantage of Discover Languages month to promote language education in your school and community! Everything you need to help you celebrate languages is available at DiscoverLanguages.org. You can purchase Discover Languages products, download the logo and public service announcements, and visit the bulletin board to see how others are promoting language education. On Wednesday, February 28 at 3:30pm EST you can listen to ACTFL's blogtalkradio show on Discover Languages for additional ideas, if you can't listen to the show live visit actfl.org to listen to a recording of the show or download it to your iPod or MP3 Player. And don't forget to send us the photos of your event or activity so we can post them in our photo gallery!

Discover Languages is a national campaign designed to raise awareness about the importance of learning languages and understanding cultures in the lives of all Americans. The key cornerstones of this campaign include: Public Awareness, Advocacy and Policy, Research and Practice, and Resources and Collaboration. The American Council on the Teaching of Foreign Languages (ACTFL) organizes national events and media coverage on language learning and Discover Languages, but you can get involved promoting language education in your school and community! Visit DiscoverLanguages.org to learn more about this campaign and how you can get involved.

AATSEEL awards competition

The Publications Committee of AATSEEL is soliciting nominations for its annual awards competition. As in the past, awards will be given for "Best Book in Literary/Cultural Studies," "Best Translation into English," "Best Contribution to Slavic Linguistics," and "Best Contribution to Language Pedagogy." For the prizes in literary/cultural studies and translation, all books pub-

lished in 2007 and 2008 are eligible. For the prize in linguistics, books or ground-breaking articles published in 2007 and 2008 are eligible. For the prize in language pedagogy, books, textbooks, computer software, testing materials, and other instructional tools published in 2006, 2007 or 2008 are eligible. To make a nomination in any of these four categories, please send one copy of the nominated publication to: Professor Michael Wachtel, Department of Slavic Languages and Literatures, 249 East Pyne, Princeton University, Princeton, NJ 08544. For more information about the AATSEEL book prizes, see <http://www.aatseel.org/prizes>.

The deadline for nominations is: May 1, 2009.

Museum of Russian Icons

The Museum of Russian Icons is a non-profit educational museum in Clinton, MA. The collection of Russian icons, which is the largest such a collection in North America and one of the largest outside of Russia, spans six centuries, and includes important historical icons dating from the earliest periods of icon painting upto the present.

Now the Museum hosts two ground-breaking international cultural exchanges between the United States and Russia:

Two Museums/One Culture (on exhibit through May 1, 2009), displays 16 significant Russian icons from the State Tretyakov Gallery in Moscow and comprises some of the most important Russian icons ever to come to the USA from a Russian national museum;

Palekh: From Icons to Souvenir Boxes to Icons (on exhibit through May 1, 2009) presents Palekh, the Russian folk handicraft of miniature painting with tempera on varnished objects made of papier-maché.

Museum Education offers a wealth of exciting programs for students of all levels and backgrounds, including courses and lectures. This is the place where students can examine the Museum's treasures, connect directly to the

Russian culture and have fun learning interactively. The Museum can accommodate thematic tours.

Listed below are several topics to be covered in conjunction with the exhibition:

Icon painting schools

Old Slavonic texts on the icons

Early Russian history through icons

Links between Literature and Icons in Medieval Russia

Famous Icon Painters

Originality and Byzantine influence in Russian Medieval art

Palekh art: past and present

Russian Fairy Tales motifs in lacquer box craft.

For more information please contact Tara Young tyoung@museumofrussianicons.org

Museum of Russian Icons

203 Union Street

Clinton, MA 01510

<http://www.museumofrussianicons.org/>

Recent Publications Continued

Continued from page 21

Kalb, Judith E. 2009. *Russia's Rome: Imperial Visions, Messianic Dreams, 1890-1940*. Madison, WI: University of Wisconsin Press.

Starks, Tricia. 2009. *The Body Soviet: Propaganda, Hygiene, and the Revolutionary State*. Madison, WI: University of Wisconsin Press.

Meyer, Priscilla. 2009. *How the Russians Read the French: Lermontov, Dostoevsky, Tolstoy*. Madison, WI: University of Wisconsin Press.

Religion

Nichols, Robert L., & Stavrou, Theofanis, George, editors. 2009. *Russian Orthodoxy under the Old Regime*. University of Minnesota Press

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SUMMER LANGUAGE PROGRAMS

The AATSEEL Newsletter regularly announces information about summer and winter language programs in Slavic and East European languages. We also announce programs in Russian and East European cultural studies. As of the time of publication this fall, however, we had little specific information about any forthcoming programs.

Program directors are encouraged to use these pages not only for display ads, which do attract reader attention, but also for more detailed program descriptions which are carried in this column as a service item, in other words, free of charge. We can also add hypertexted URLs so that readers can have all the information possible as well as access to your website.

If you are a program director wishing to share information about your program(s), please e-mail your information to one of the editors by the deadline for the various issues, typically six weeks in advance of the issue's publication date. These deadlines can be found on the back cover of any issue of the newsletter or at the AATSEEL website: <http://www.aatseel.org>.

Our strong preference is for information to be submitted electronically. However, we do continue, even in this era, to take copy submitted in paper form. The address for mailing information to the AATSEEL Newsletter is contained at the masthead on page 2.

Summer program information is carried in every issue, beginning in October of the academic year leading up to the deadline for enrollment in the program, typically through the April issue of the newsletter. Winter program information is carried in the October and December issues.

University of Pittsburgh

Programs in the U.S.

University of Pittsburgh, Summer Language Institute, Pittsburgh, PA. **Russian** (beginning, intermediate, advanced, and fourth-year intensive), June 8-July 31, 2009. **Bosnian/Croatian/Serbian** (beginning, intermediate, and advanced), **Bulgarian** (beginning), **Hungarian** (beginning), **Polish** (beginning and intermediate), **Slovak** (beginning, intermediate and advanced), **Czech** (beginning), **Ukrainian** (beginning), June 8-July 17. University of Pittsburgh announces its summer immersion programs in Russian, Slovak, Czech, Bulgarian, Polish, Bosnian/Croatian/Serbian, Ukrainian, and Hungarian. The Russian Summer Language Program is an eight-week, 8-credit intensive language program (June 8-July 31, 2009) in beginning, intermediate, advanced, and fourth-year intensive Russian, plus special classes for Russian Heritage Speakers. Beginning Bulgarian, Hungarian, Czech, and Ukrainian;

Beginning and Intermediate Polish, Croatian, Slovak, and Serbian; as well as Advanced Slovak and Bosnian/Croatian/Serbian are six-week intensive programs (June 8-July 17), carrying six credits. All of the summer language programs consist of five hours per day of instruction with native speakers and are proficiency based. Scholarships are available (scholarship deadline: March 21, 2009). Graduate students will be considered for FLAS fellowships which cover tuition and provide a stipend. For more information, contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 10, 21, 24, and 25.

University of Pittsburgh

Programs in Russia:

In Summer of 2009, the **University of Pittsburgh** will offer a special

opportunity to combine five weeks of intensive language study in Pittsburgh (June 8-July 10, 2009) with five weeks of intensive Russian study at **Moscow State University** in Russia (July 13-August 14). In the "5+5" program, which is part of the Russian Summer Institute, beginning through fourth-year students and heritage students will receive instruction and take part in a program of cultural excursions in Moscow and in other Russian cities. Students will earn ten college credits. Scholarships are available. Program strictly limited to 32 students. The deadline for applications is March 21, 2009. Contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 10, 21, 24, and 25.

University of Pittsburgh

Programs in East Europe:

In Summer of 2009 the **University of Pittsburgh** will offer a special opportunity for heritage speakers to achieve Advanced Mastery (Professional Competence) in Bosnian/Serbian/Croatian languages. This ACLS-funded which provides for significant tuition waivers for graduate students, includes two weeks each in **Belgrade, Serbia; Sarajevo, Bosnia Herzegovina; and Zagreb, Croatia**. Students will learn to write, translate, read and interpret in BCS; express themselves in journalistic, scholarly and literary styles; and work with academic experts in the region. Dates: June 20-July 31, 2009. Scholarships are available. The deadline for applications is March 21, 2009. Contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 10, 21, 24, and 25.

University of Pittsburgh*Programs in Bulgaria:*

In Summer of 2009 the **University of Pittsburgh** will offer a special opportunity to combine six weeks of intensive beginning-level Bulgarian language study in Pittsburgh (June 8-July 17, 2009) with four weeks of intensive intermediate-level study in **Sofia, Bulgaria** (July 20-August 14). In the Bulgaria program, students will receive instruction and take part in a program of cultural excursions in Sofia and in other Bulgarian cities. Students will earn ten college credits for participation in the Pitt and Bulgaria programs, and four credits for Bulgaria only. Students must be at the intermediate level to participate in the Bulgaria program without completing the 6-week course in Pittsburgh. Scholarships are available. The deadline for applications is March 21, 2009. Contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 10, 21, 24, and 25.

University of Pittsburgh*Programs in Poland:*

University of Pittsburgh announces its "6+4" program of Polish language in Pittsburgh and in Poland. Students will study beginning or intermediate intensive Polish for six weeks in Pittsburgh at the University of Pittsburgh's Summer East European Language Institute, followed by four weeks of instruction in Poland. (Students demonstrating adequate academic preparation can choose to join only the course in Poland.) Based in **Krakow**, and taught by instructors trained at the **Jagiellonian University**, the program includes weekend excursions in and around **Krakow**, and a 3-day trip to **Warsaw**. Informational meetings, gatherings, excursions, and trips together with students in Poland are an integral part of this study program, making it unique among American study-in-Poland programs. Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 8-July 17, 2009 in Pittsburgh, and July 20-August 14 in Poland. Scholarships are available. The deadline for applications is March 21, 2009. Contact: Sum-

mer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 10, 21, 24, and 25.

University of Pittsburgh*Programs in Slovakia:*

University of Pittsburgh announces its "6+4" program of Slovak language in Pittsburgh and in Slovakia. Students will study beginning or intermediate intensive Slovak for six weeks in Pittsburgh at the University of Pittsburgh's Summer East European Language Institute, followed by four weeks of instruction in Slovakia through **Comenius University**. (Students demonstrating adequate academic preparation can choose to join only the course in Slovakia.) The program includes a tour of Slovakia, including possible visits to Trencin, Zilina, Martin, the High Tatras, Banska Bystrica, and Bratislava. Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 8-July 17,



So, what are you doing next? SUMMER?

SIX-WEEK INTENSIVE COURSES IN EAST EUROPEAN LANGUAGES (June 8 - July 17, 2009)

Advanced: BCS [Bosnian, Croatian, Serbian] and Slovak
Beginning and Intermediate: BCS, Bulgarian, Polish and Slovak
Beginning: Czech, Hungarian and Ukrainian

ACLS-Funded Program for Super Advanced/Heritage Speakers of Bosnian/Croatian/Serbian: 6 weeks (2 weeks at each site) Belgrade, Sarajevo, Zagreb (6/22-7/31)

◆ Fellowship deadline March 20. *Generous scholarships available through CREES-FLAS & SLI. ACLS funding provides for full tuition waivers for graduate students in Intermediate BCS.* For more information please write or call:

Department of Slavic Languages and Literatures
 1417 CL, University of Pittsburgh
 Pittsburgh, PA 15260

(412)624-5906/Fax (412)624-9714/e-mail: slavic@pitt.edu

Visit our web page at: <http://www.pitt.edu/~slavic/sli/>

EIGHT-WEEK INTENSIVE RUSSIAN PROGRAM (June 8 - July 31, 2009)

Beginning, Intermediate, Advanced, and Fourth-Year Russian (including special placement/classes for Heritage speakers of Russian)

• Pittsburgh/Moscow 5+5 week program & 5+5 program for Russian Heritage Speakers also available



2009 in Pittsburgh, and July 20-August 14 in Slovakia. Scholarships are available. The deadline for applications is March 21, 2009. Contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 10, 21, 24, and 25.

Dubravushka School

Getting potential Russian language students to Russia helps get students to begin the Russian language and/or to continue with it. A prestigious 19 year old college preparatory boarding school located outside Moscow has a summer camp program where English is taught to high school aged Russians. Because the school is anxious to expose these students to native English speakers, it offers a program which includes beginning and intermediate Russian lessons at what is in effect a subsidized rate to native English speaking high school aged students. (185 Eros/wk in 2008)

This may be the only program where the American students are socializing and living mainly with Russian children. The fee includes room and board, Russian lessons, inclusion in all the camp activities and airport pick up and drop off. Watervaliet, NY Russian language HS teacher Steve Leggiero had 5 of his students in the program in 2008. Thru local fund raising including obtaining funds from service clubs, Steve was able to reduce costs for his students. For additional information, see www.dubravushka.ru or contact Bill Grant, volunteer US Agent, at 941-351-1596 or grantwb@tampabay.rr.com

Cosmopolitan Educational Center, Novosibirsk, Russia

We have been running these programs for fourteen years already. For the past years volunteer teachers from Argentina, Australia, Austria, Canada, China, Denmark, Fiji, Finland, France, Germany, Great Britain, Holland, Hong Kong, India, Ireland, Italy, Japan, Malaysia, Singapore, Sweden, Switzerland, Spain, the United States of America, as well as university students and school

children from the USA, Great Britain, Germany, Greece, Sweden and Switzerland have participated in our summer and winter language camp programs.

The major benefits to join our program are as follows:

1) We organise an exciting cultural, social and excursion program for international participants of the camp, which is a very enriching experience. You will be involved in interaction with the Russian children, youth and adults all the time. This is the kind of experience you will never get if you go as a tourist.

The camp lives a full cultural and social life. In addition to language and culture studies we also offer sports, intellectual games, quizzes, entertaining activities, shows, performances, presentations, parties, discos, etc.

2) You will gain a first-hand experience of the Russian culture and life style and particularly the Siberian one. They say if you want to know what real Russia is like you should go to Siberia.

3) This is a not-for-profit program. Participation fee covers expenses on accommodation and ALL meals, and tuition fee for students as well. If you



6+4 : PITTSBURGH ~

POLAND, BULGARIA OR SLOVAKIA

6 weeks - Pittsburgh — (June 8 - July 17, 2009)

4 weeks - Krakow, Sofia or Modra — (July 20 - August 14, 2009)

Intensive Courses on the Beginning and Intermediate Levels

◆ Generous scholarships available for graduate students through CREES; these programs are FLAS eligible for graduate students

◆ Application and fellowship deadline March 20. For information write or call:

Department of Slavic Languages and Literatures
1417 CL, University of Pittsburgh
Pittsburgh, PA 15260

(412)624-5906 / Fax (412)624-9714 / e-mail: slavic@pitt.edu



Visit our web page at: <http://www.pitt.edu/~slavic/sli/>

come to Russia (Siberia) on your own or through a travel agency you will spend much more money compared to what you would pay to participate in our programme. Participating in our program you won't need much pocket money, you may only need some spending money to buy souvenirs and gifts to take back home.

All the local services (airport pick-up, local transportation, excursions) are provided by our school without any additional payment.

4) You don't have to be a professional teacher in order to volunteer for the program. The most important aspect is your willingness to participate and share your knowledge and culture, as well as your enthusiasm and good will. Teaching at the camp is not like an academic teaching routine, it's more like fun where emphasis is made on communication. Our school will provide you with the daily topical schedule for the classes and will be happy to assist with lesson planning and teaching materials. University students are eligible to apply as volunteer teachers. You will gain valuable practical experience, proven ability and contacts that you can use to get a future job. Teaching at the camp can also be considered as an INTERNSHIP with all necessary paperwork and an on-site internship supervision provided.

5) International participants have an opportunity to attend Russian languages classes every day. Russian classes are taught by well-educated native speakers trained to teach foreigners. Students are placed in a group according to their level of Russian. No previous knowledge of Russian is required.

We will also be happy to arrange courses on the Russian culture, history, music, etc., if required.

6) We are dedicated to providing a student with the most excellent supervision possible. All the students are supervised and each group has a group leader who is normally responsible for 10 students and stays with the group 24 hours a day. Everyone can expect a warm, supportive and friendly atmosphere along with professional service. Our goal is that a student has the most

enjoyable and worthwhile experience possible during the stay with us. We are determined to ensure that everyone benefits fully from the interaction with other students and the staff. The Head of Studies, Psychologist, the Social Program Coordinator and the Program Director are constantly monitoring the program to assure that everyone is enjoying the stay and taking advantage of the many activities offered by the school. Parents are allowed to the program.

7) You will meet people from other countries who are going to participate in this program and this is a unique experience. Many of our former foreign participants keep in touch with each other after the program and even visit each other in all the different countries.

8) We also offer excursion packages which include trips to Moscow, St. Petersburg, Novosibirsk, Krasnoyarsk, Lake Baikal, the Altai Mountains, TransSiberian Railroad, 'Welcome to Siberia' program. All the details and tour descriptions are available at request.

9) We provide all our foreign participants with an invitation to obtain a Russian visa and arrange their registration on arrival.

For further details please email cosmopolitan@rinet.su or cosmoschool2@mail.ru

University of Wisconsin-Milwaukee

The University of Wisconsin-Milwaukee announces its 2009 annual Summer Study in Poland program at the Catholic University of Lublin.

The five-week Polish language course (July 4-August 10) includes 100 hours of instruction at beginning, intermediate, or advanced levels, plus lectures on Polish culture and sightseeing. Cost estimate: \$2,670.00, including tuition, room and board, and 5 UWM credits, plus round trip air transportation Chicago-Warsaw-Chicago. The program is open to students and the general public.

Also being offered this year are two, three, and four-week courses as well as two, three, four and five-week intensive and highly intensive courses

of Polish language. A new course on Polish culture (3 credits) is also offered during the first three weeks of the program and can be taken together with the Polish language course for the total of six credits (July 6-27).

For information and application materials contact

Professor Michael J. Mikoś
Department of Foreign Languages and Linguistics

University of Wisconsin-Milwaukee
Milwaukee, WI 53201

(414) 229-4948 or 4151

fax (414) 229-2741

e-mail: mikos@uwm.edu

www.lrc.uwm.edu/tour/

Azbukum - Centre for Serbian Language and Culture

Azbukum - Centre for Serbian Language and Culture (Novi Sad and Belgrade, Serbia) offers various short and long-lasting Serbian immersion program: courses, ethno camps, Orthodox Christmas sessions. Join the Azbukum winter or summer programs from January to August 2009. Or simply choose the time and get individually tailored course. Azbukum language programs are created for all levels.

Visit us at www.azbukum.org.rs or write to azb@eunet.yu

Beloit College

The Center for Language Studies at Beloit College offers summer intensive language courses in Arabic, Chinese, Japanese, and RUSSIAN (1st through 4th-year). Eight- and four-week sessions available from June 13 through August 7. Advantages: personalized instruction, small classes, superb teachers, twelve semester hours of credit, language tables, extracurricular activities, a pleasant summer in Wisconsin, and easy access to Madison, Milwaukee, and Chicago. Rolling admissions from January 1, 2009. CLS tuition grant (\$1,883 (8-week); \$483 (4-week)) available to all qualified applicants through April 17, 2009. Please contact us at the Center for Language Studies, Beloit College, 700 College Street, Beloit WI 53511; Phone, 608-363-2277; E-mail,

cls@beloit.edu; Web site, <http://www.summerlanguages.com>.

Indiana University

Indiana University's fifty-ninth Summer Workshop in Slavic, East European, and Central Asian Languages will be held June 19-August 14th, and will offer intensive first through sixth-year Russian, and cultural and extracurricular programs. In addition to the eight-week program, four-week (one semester) Russian courses will be offered starting on June 11th. First-year Russian course lasts nine weeks and starts June 15th. Fellowships (graduate and undergraduate) for eight-week courses are available. The workshop will also offer introductory courses in Bosnian/Croatian/Serbian, Czech, Georgian, Hungarian, Macedonian, Polish, Romanian, and Ukrainian, as well as first-and second-year Azerbaijani, Kazakh, Pashto, Tajik, Turkmen, Uyghur and Uzbek. This year, pending funding, we also plan to offer introductory Albanian, Kyrgyz, Mongolian and Slovene and third-year Azerbaijani, Uyghur and Uzbek. FLAS fellowships available for all languages except Pashto. Courses in Bosnian/Croatian/Serbian, Macedonian, and Serbian are ACLS funded and tuition free to graduate students in East and Central European fields. Fellowship application deadline for all languages: March 20, 2009. Thereafter, rolling admissions. For more information, contact: Director, 502 Ballantine Hall, Indiana U, Bloomington, IN 47405, tel.:812-855-2608, fax: 812-855-2107, email: swseel@indiana.edu, website: <http://www.indiana.edu/~iuslavic/swseel/>

AATSEEL Web site

For current online information about AATSEEL and its activities, visit AATSEEL on the web:

<http://www.aatseel.org>

EMPLOYMENT OPPORTUNITIES

Editor's Note: This column prints job advertisements that are sent in by potential employers. Information about possible job openings must arrive no later than six weeks before the date of the issue. For that reason, employment possibilities with quick turnaround dates are difficult to include. For these situations, readers are encouraged to check out the AATSEEL website (<http://www.aatseel.org>), which maintains up-to-date information on job openings. We also encourage employers to share their job openings with the newsletter where possible.

The AATSEEL Newsletter did not receive any employment listings for this issue. Please check the AATSEEL website employment listing at <http://members.aatseel.org/jobs/job-index.asp> for the most current information.

Recent Publications Continued

Continued from page 22

Theofritoff, Elizabeth & Cunningham, Mary B. 2009. *Cambridge Companion to Orthodox Christian Theology (Cambridge Companions to Religion)*. Cambridge, UK: Cambridge University Press.

Yazykova, Irina. 2009. *Hidden and Triumphant: The Underground Struggle to Save Russian Iconography*. Paraclete Press

Science

Harvey, B. 2007. *The Rebirth of the Russian Space Program: 50 Years After Sputnik, New Frontiers*. Springer Praxis.

Husebye, Eystein S. 2008. *Earthquake Monitoring and Seismic Hazard Mitigation in Balkan Countries*. Springer.

Continued on page 30

PROFESSIONAL OPPORTUNITIES

Call For Papers

March 31, 2009

67th Annual Meeting of the Polish Institute of Arts & Sciences of America

The 67th Annual Meeting of the Polish Institute of Arts & Sciences of America (PIASA) will be held on June 13-14, 2009 at the fabulous Hyatt Regency Jersey City Hotel, overlooking New York Harbor with a stunning sky line view of lower Manhattan. Visit www.jerseycity.hyatt.com/hyatt/hotels/index.jsp. Proposals for individual papers with short abstracts will be considered, but preference will be given to proposals for complete two hour sessions involving presentation of three 25 minute papers with a chair and a discussant. Proposals for panel and roundtable discussions should be submitted only on topics that lend themselves to that format. Initial screening of all proposals will be made by a program committee as soon as they are received. Deadline for receipt of all proposals March 31, 2009. Proposals should be sent to PIASA, 208 E. 30th St., New York, N.Y. 10016. Submission by email with a Word attachment to tgromada@mindspring.com is preferred. PIASA is reserving single/double occupancy rooms at a special group rate of \$169. plus tax per room. All reservations to this AAA Four Diamond Hotel must be made by May 22, 2009. More specific information regarding registration, room reservations, directions, parking, etc. will be posted on www.piasa.org. Papers presented will be considered for publication in "The Polish Review".

Professional Opportunities Continued On Next Page

Conferences & Workshops

March 26-28, 2009

Southern Conference on Slavic Studies Annual Meeting, March 26-28, 2009

The 47th annual meeting of the Southern Conference on Slavic Studies (SCSS) will take place in Charlottesville, VA, on March 26-28, 2009 (please note corrected dates). The purpose of SCSS is to promote scholarship, education, and in all other ways to advance scholarly interest in Russian, Soviet, and East European studies in the Southern region of the United States and nationwide.

The conference will be held at the Omni Charlottesville Hotel in beautiful downtown Charlottesville. Charlottesville is accessible by three airports: the Charlottesville-Albemarle County Airport; the Richmond airport (about 45 min. away); and Washington, DC area airports (about 2 hours away).

Sharon Kowalsky
History Department
Texas A&M University-Commerce
PO Box 3011
Commerce, TX 75429
(903) 886-5627

Email: sharon_kowalsky@tamu-commerce.edu

July 28-31, 2009

First International Conference on 'Networked Digital Technologies' (NDT2009)

<http://arg.vsb.cz/ndt2009/Default.aspx>

Location: VSB-Technical University, Ostrava, Czech Republic.

Date: July 28 to July 31, 2009.

Topics:

Information and Data Management; Data and Network mining; Intelligent agent-based systems, cognitive and reactive distributed AI systems; Internet Modeling; User Interfaces, Visualization and modeling; XML-based languages; Security and Access Control; Trust models for social networks; Information Content Security; Mobile, Ad Hoc and Sensor Network Management; Web Services Architecture, Modeling

and Design; New architectures for web-based social networks; Semantic Web, Ontologies (creation, merging, linking and reconciliation); Web Services Security; Quality of Service, Scalability and Performance; Self-Organizing Networks and Networked Systems; Data management in mobile peer-to-peer networks; Data stream processing in mobile/sensor networks; Indexing and query processing for moving objects; User interfaces and usability issues from mobile applications; Mobile social networks; Peer-to-peer social networks; Sensor networks and social sensing; Social search; Social networking inspired collaborative computing; Information propagation on social networks; Resource and knowledge discovery using social networks; Measurement studies of actual social networks; Simulation models for social networks

Important Dates:

Submission Date: Feb. 23, 2009

Notification of acceptance: Two months from submission.

Camera-ready : One month from notification.

Registration : Two months from notification.

Notes:

If you are interested in organizing any workshop or special session, please send us email to ndt@dirf.org with the title of the session

All the reviewings are online. Please visit <http://arg.vsb.cz/ndt2009/Default.aspx> then select link be a reviewer. More details are listed there.

Submission:

Submission instructions are listed at <http://arg.vsb.cz/ndt2009/Default.aspx>

Grants & Fellowships

Kathryn Davis Fellowships for Peace:

Investing in the Study of Critical Languages

Full Scholarships Available for Intensive Russian Language Study at the Middlebury Summer Language Schools

Middlebury College is pleased to announce the Kathryn Davis Fellowships for Peace: Investing in the Study of Critical Languages. These 100 fellowships are made possible by a generous gift from Kathryn Davis to address today's critical need for increased language proficiency in the United States.

For the third year in a row, the Kathryn Davis Fellowships are being offered to cover the full cost of one summer of language study at the Middlebury Language Schools—from the beginner to the graduate level—in six languages, including Russian. The fellowship covers the full comprehensive fee (tuition, room, and board), plus a stipend to assist in defraying program-related expenses.

For more information, please visit http://www.middlebury.edu/academics/ls/fellowships_scholarships/kwd.htm.

You may also contact us directly at:

Middlebury College Language Schools, Middlebury College Sunderland Language Center, 356 College Street Middlebury, VT 05753
802.443.5510

languages@middlebury.edu

February 15 Annually

The Michael and Emily Lapinski Scholarship Endowment

The Department of Slavic Languages and Literature at the University of Wisconsin-Madison is pleased to announce the endowment of undergraduate scholarships and graduate fellowships for students of Polish language, literature, and culture at UW-Madison. The gift by Leona Lapinski Leute was \$1.25 million.

The Michael and Emily Lapinski Scholarship Endowment will pay partial or full tuition for undergraduate and graduate students of Polish language, literature, and culture at UW-Madison. Tuition may be used to pay for study abroad in Poland through UW-Madison.

The annual deadline for applications is February 15. Application forms and instructions for applicants are online at: <http://polyglot.lss.wisc.edu/slavic/Lapinski-Info.htm>. For additional information, please contact Professor

Halina Filipowicz, Chair of the Lapinski Scholarships and Fellowships Committee: hfilipow@wisc.edu

The Committee hopes to fund one or two graduate students with a full fellowship (one if out of state, two if in state) and to give partial or full scholarships to several undergraduates on an annual basis.

August 15 Annually **Kluge Center Fellowships for Library of Congress**

Library of Congress Invites Applications for Kluge Center Fellowships. The Library of Congress (<http://www.loc.gov/>) invites qualified scholars to conduct research in the John W. Kluge Center using the Library of Congress collections and resources for a period of up to eleven months.

The Kluge Center is located in the Jefferson Building of the Library of Congress and provides attractive work and discussion space for scholars. Residents have easy access to the library's specialized staff and to the intellectual community of Washington. The Kluge Center especially encourages humanistic and social science research that makes use of the library's large and varied collections. Interdisciplinary, cross-cultural, or multi-lingual research is particularly welcome.

Among the collections available to researchers are the world's largest law library and outstanding multi-lingual collections of books and periodicals. Special collections of manuscripts, maps, music, films, recorded sound, prints, and photographs are also available. Scholars who have received a terminal advanced degree within the past seven years in the humanities, social sciences, or in a professional field such as architecture or law are eligible to apply.

Exceptions may be made for individuals without continuous academic careers. Applicants may be U.S. citizens or foreign nationals. For applicants whose native language is not English, there must be evidence that the applicant is fluent in English.

Up to twelve Kluge Fellowships will be awarded annually. Fellowships are tenable for periods from six to

eleven months, at a stipend of \$4,000 per month. Visit the Library of Congress Web site for complete fellowship program information and application procedures Location: USA Deadline: Aug. 15 each year. Website: <http://www.loc.gov/loc/kluge/kluge-fellowships.html>

Various closing dates

Title VIII Research Scholar Program: Provides full support for three to nine-month research trips to Russia, Central Asia, the Southern Caucasus, Ukraine, Belarus, and Moldova.

Fellowships include round-trip international travel, housing, living stipends, visas, insurance, affiliation fees, archive access, research advising, and logistical support in the field.

Open to graduate students, post-doctoral scholars, and faculty. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the Former Soviet Union (Title VIII). Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs).

Title VIII Combined Research and Language Training Program: Provides full support for research and approximately ten hours per week of advanced language instruction for three to nine months in Russia, Central Asia, the Southern Caucasus, Ukraine, Belarus, and Moldova.

Fellowships include round-trip international travel, housing, tuition, living stipends, visas, insurance, affiliation fees, archive access, research advising, and logistical support in the field.

Open to graduate students, post-doctoral scholars, and faculty. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the Former Soviet Union (Title VIII). Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs.)

Title VIII Special Initiatives Fellowship: Provides grants of up to \$35,000 for field research on policy-relevant topics in Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan,

Tajikistan, Turkmenistan, and Uzbekistan.

Applicants must hold a Ph.D. in a policy-relevant field and have sufficient language-ability to carry out proposed research. Scholars must conduct research for at least four months in the field. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the Former Soviet Union (Title VIII). Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs.)

Title VIII Southeast Europe Research and Language Study Programs: Provides full support for three to nine months of research and/or language study in Southeast Europe. Fellowships include round-trip international travel, housing, living stipends, visas, insurance, tuition, and affiliation fees. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States (Title VIII). Open to graduate students, post-doctoral scholars, and faculty. Application deadline: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs).

Title VIII Southeast Europe Summer Language Program: Offers international airfare, tuition, insurance, and living stipends to graduate students for up to three months of intensive language study at major universities throughout Southeast Europe and the Baltic states.

Open to students at the MA and Ph.D. level, as well as faculty and post-doctoral scholars. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States (Title VIII). Application deadline: January 15.

Summer Russian Language Teachers Program: Provides full support for teachers of Russian at the university, high school, and secondary school level to study Russian literature, language, culture, and second language pedagogy at Moscow State University for six weeks. Graduate students with a commitment to the teaching profession are also encouraged to apply.

Awards provide round-trip international airfare from Washington, DC to Moscow, Russia; living stipends; full tuition; housing with Russian host families; pre-departure orientation; weekly cultural excursions; insurance; and visas. Funded by the U.S. Department of Education. Application deadline: March 1.

Scholarships for language study on American Councils programs overseas: Graduate students participating in the American Councils Russian Language and Area Studies program or the Eurasian Regional Language program are eligible for full or partial scholarships from the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the former Soviet Union (Title VIII). Undergraduates who intend a career in teaching are eligible for full or partial scholarships from the U.S. Department of Education for their participation in the Russian Language and Area Studies Program or the Eurasian Regional Language program.

The American Councils Russian Language and Area Studies Program provides intensive Russian language instruction in Moscow, St. Petersburg and Vladimir, Russia.

The Eurasian Regional Language program offers instruction in virtually any of the languages of the former Soviet Union at leading institutions throughout the region.

Fellowship information and applications are included in regular application materials for both programs. Application deadlines: October 15 (spring semester programs); March 1 (summer programs); April 1 (fall semester and academic year programs).

For more information, contact: Outbound Programs, American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Avenue, NW, Suite 700, Washington, DC 20036; (202) 833-7522, outbound@american-councils.org.

Kennan Institute Short-Term Grants: The Kennan Institute offers Short-Term Grants to scholars whose research in the social sciences or hu-

manities focuses on the former Soviet Union (excluding the Baltic States), and who demonstrate a particular need to utilize the library, archival, and other specialized resources of the Washington, D.C. area. Policy-relevant research is preferred. Academic participants must either possess a doctoral degree or be doctoral candidates who have nearly completed their dissertations. For non-academics, an equivalent degree of professional achievement is expected.

Short-Term Grants provide a stipend of \$100 per day. The Kennan Institute cannot provide office space for Short-Term scholars. Travel and accommodation expenses are not directly covered by this grant. There is no official application form for Short-Term Grants. The applicant is requested to submit a concise description (700-800 words) of his or her research project, a curriculum vitae, a statement on preferred dates of residence in Washington, D.C., and two letters of recommendation specifically in support of the research to be conducted at the Institute. All applicants must note their country of citizenship or permanent residency in their materials. Letters of recommendation, with signatures, should be sent either by fax or post, all other application materials may be submitted via e-mail or in hard copy. Any materials submitted in hard copy should be in clear dark type, printed on one side only, and without staples.

Grant recipients are required to be in residence in Washington, D.C., for the duration of their grant. Four rounds of competitive selection for Short-Term Grants are held each year. Closing dates are **December 1, March 1, June 1, and September 1**. Applicants are notified of the competition results roughly seven weeks after the closing date. U.S. citizens, permanent residents, and non-Americans are eligible for Short-Term Grants, although funding for non-American applicants is limited. Approximately one in three American applicants and one in six non-American applicants are awarded Short-Term Grants in each of the four competition rounds.

The Short-Term Grant Program is supported by the Program for Research

and Training on Eastern Europe and the Independent States of the former Soviet Union (Title VIII) of the U.S. Department of State and the George F. Kennan Fund. Continuation of the Short-Term Grant Program in 2006-2007 is contingent on future funding.

The Woodrow Wilson Center can only provide grants to those non-U.S. citizens who hold a J-1 Visa. Non-U.S. citizens who are located in the United States at the time the Short-Term Grant is awarded must leave the United States in order to be issued a J-1 Visa before they can receive their award. J-1 Visas cannot be issued to individuals while they are in the U.S. on a different visa.

For more information, or to apply for a Short-Term Grant, please visit www.wilsoncenter.org/kennan, or contact:

Fellowships and Grants, Kennan Institute, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, D.C. 20004-3027, Telephone: (202) 691-4100, Fax: (202) 691-4247, Email: kennan@wilsoncenter.org

Recent Publications Continued

Continued from page 27

Hirsch, Edward, Razoborov, Alexander, Semenov, Alexei, & Slissenko, Anatol, editors. 2008. *Computer Science - Theory and Applications: Third International Computer Science Symposium in Russia, CSR 2008*. Springer.

Theater & Cinema

Norris, Stephen M., & Torlone, Zara M. 2008. *Insiders and Outsiders in Russian Cinema*. Indiana University Press.

Skaff, Sheila. 2008. *The Law of the Looking Glass: Cinema in Poland, 1896-1939*. Columbus, OH: Ohio State University Press.

AATSEEL 2009 MEMBERSHIP FORM

THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2009 DUES THROUGH THE WEB (www.aatseel.org) WITH MASTERCARD OR VISA.

TO JOIN, RENEW or CHANGE YOUR ADDRESS BY MAIL, fill in the information requested and return it with your check (payable to AATSEEL in US dollars) to: AATSEEL, c/o Patricia Zody, P.O. Box 569, Beloit, WI 53512-0569 USA. If you wish a receipt in addition to your canceled check, please enclose a self-addressed stamped envelope. AATSEEL also accepts payment by Visa or Mastercard.

(Please PRINT all information.)

First name _____ Last name _____

Mailing address: _____

Contact info (in case we have questions):
 Phone: _____
 Fax: _____
 Email: _____

MEMBERSHIP 2009		
MEMBERSHIP CATEGORIES	CY 2009	Circle applicable rate(s) at left and enter amount(s) below:
Affiliate (Newsletter only)	\$30	
Students	\$20	
Independent Scholars	\$40	
Retired & Emeritus	\$40	
Secondary School Teachers	\$45	
Instructors & Lecturers	\$50	
Assistant Professors	\$55	
Associate Professors	\$65	
Full Professors	\$75	
Non-Academic Members	\$55	
Administrators	\$65	
Sustaining Members	\$200	
SUPPLEMENT for Joint Membership	Fee for Higher-Ranking Member +\$25	
Name of Other Member: _____		
SUPPLEMENT for Mail to address outside N. America	+\$25, all categories	
Benefactor/Life Member	\$1000	

PAYMENT METHOD (check one box; do not send cash):

Check (US funds; payable to "AATSEEL, Inc.")

(if check: check # _____, date _____, amt. \$ _____);

or

Credit Card: Visa; Mastercard

Name on Card: _____

Billing Address: _____

Account Number: | | | | - | | | - | | | - | | | |

City/State/Zip: _____

Exp. Date (MM/YY): (____ / ____) Signature: _____

AATSEEL Newsletter Information

The *AATSEEL Newsletter* is published in October, December, February, and April. Advertising and copy are due six weeks prior to issue date.

PUBLICITY AND ADVERTISING POLICY

Free of Charge: Full scholarship study tours and stateside study programs, meetings, job information, new classroom materials, and similar announcements are published free of charge.

Advertising Rates: Commercial ads of interest to the profession are accepted at the following rates and sizes: (Other sizes, such as vertical half-pages and quarter pages, can sometimes be accepted; please query first.)

Full page	\$200	7 5/8" x 9 3/8"
Half page	\$150	7 5/8" x 4 5/8"
Quarter page	\$90	3 5/8" x 4 5/8"
Column inch	\$30	Approx. 6 lines

Advertisement Composition Fee: The *AATSEEL Newsletter* staff will compose your advertisement for you based on your text, specifications (if any), and graphics (provided by you or suggested by the staff). There is a \$75 fee for this service.

Error Correction Fee: If advertisers wish to have the *AATSEEL Newsletter* staff correct errors in text, graphics, or composition that were created by the advertiser, there will be a \$50 correction fee. Similarly, if an advertiser wishes to use an advertisement from a previous year and change dates and other information within the ad, there will be a \$50 correction fee.

Questions on advertising fees and determination of whether an announcement is an advertisement should be addressed to the Executive Director.

Format: Preferred format for advertisements is PDF or eps with embedded fonts. Either Macintosh or PC format is acceptable. Advertisements without graphics may be sent as word files; rtf is preferable if using programs other than Word or WordPerfect. Files may be e-mailed to the editor (Leaver@aol.com). Detailed instructions for advertisers on how to prepare advertisements for the *AATSEEL Newsletter* can be found on the AATSEEL website: <http://www.aatseel.org>. Questions not answered there and requests for exceptions should be addressed to the Editor.

AATSEEL

c/o Patricia Zody

P.O. Box 569

Beloit, WI 53512-0569 USA

Address Correction Requested