

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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AATSEEL NEWSLETTER EDITORIAL STAFF**Editor:** BETTY LOU LEAVER**Assistant Editor:** ANNA JACOBSON

Contributing Editors: VALERY BELYANIN
 ALINA ISRAELI
 OLGA LIVSHIN
 KEITH MEYER-BLASING
 ALLA NEDASHKIVSKA
 JEANETTE OWEN
 MILA SASKOVA-PIERCE
 LINDA SCATTON
 CURT WOOLHISER

NL Coordinators:Editor: Leaver@aol.comAssistant Editor: ajacobso@indiana.eduLayout/Advertising: CDLSrvcs@aol.com**AATSEEL Office:**

PATRICIA ZODY

Executive Director, AATSEEL

P. O. Box 569

Beloit, WI 53512-0569 USA

Phone: 608-361-9697

Fax: 608-363-7129

E-mail: aatseel@sbcglobal.net**Layout/Advertising:** CDL Services**Submitting Copy:**

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AATSEEL POINTS OF CONTACT

President:

CATHARINE THEIMER NEPOMNYASHCHY
 Barnard College
cn29@columbia.edu

President-Elect:

SIBELAN FORRESTER
 Swarthmore College
sforres1@swarthmore.edu

Past President:

BENJAMIN RIFKIN
 Temple University
benjamin.rifkin@temple.edu

Vice Presidents:

ANTHONY ANEMONE
 College of William and Mary
aanem@wm.edu

BETSY SANDSTROM
 Thomas Jefferson High School
 for Science and Technology
betsy.sandstrom@fcps.edu

STEVE FRANKS
 Indiana University
franks@indiana.edu

MARY NICHOLAS
 Lehigh University
man3@lehigh.edu

JANE HACKING
 University of Utah
j.hacking@utah.edu

TODD ARMSTRONG
 Grinnell College
armstrong@grinnell.edu

Program Coordinator:

WILLIAM COMER
 University of Kansas
wjcomer@ku.edu

Editor, *Slavic and East European Journal*:

GERALD JANECEK
 University of Kentucky
gjanecek@uky.edu

Editor, *AATSEEL Newsletter*:

BETTY LOU LEAVER
 Defense Language Institute
Leaver@aol.com

Executive Director:

PATRICIA ZODY
aatseel@sbcglobal.net

Conference Manager:

DIANNA MURPHY
aatseelconference@mac.com

Webmaster:

MARTA DEYRUP
 Seton Hall Univ.
deyrupma@shu.edu

AATSEEL Web site

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

<http://www.aatseel.org>

Message from the AATSEEL President

Dear Friends and Colleagues,

Welcome back to a new academic year. It has been a busy and eventful summer for AATSEEL. First and most important, our organization has undergone an historic changing of the guard. Kathleen Dillon retired on July 1 from the position of Executive Director after serving AATSEEL with wisdom, grace under pressure, foresight and forbearance for four years. She will be greatly missed by all of us who had the good fortune to work with her, but we wish her well in her future endeavors. Kathleen's successor, Patricia Zody, earned her Ph.D. in Russian literature from Northwestern University and currently serves as the Director of the Center for Language Studies at Beloit College. Pat has impressive credentials as a literature scholar, a language pedagogue, and an administrator. She therefore brings to AATSEEL not only important skills, but also the ability to look on the organization from the points of view of various of its most important constituencies. As I announced in earlier installments of this column, moreover, given the ever increasing demands placed on the position of Executive Director, the AATSEEL Executive Committee decided it was time to add the position of Conference Manager. Dianna Murphy has taken up that position. Dianna nicely complements Pat, since she holds a Ph.D. in Slavic linguistics from Ohio State University and is Associate Director of the University of Wisconsin-Madison Language Institute, working in language teaching methods and SLA, distance education, curriculum development, and program administration. Both Pat and Dianna hit the ground running and are already well up on their new responsibilities. Clearly we have a dynamic duo here, and I urge you to give them both a hearty and rousing welcome. All communications regarding the general operations of AATSEEL should be addressed to Pat (aatseel@sbcglobal.net), while Dianna (aatseelconference@mac.com)

will oversee all matters regarding conference planning and oversight.

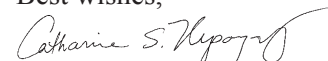
Also over the summer, work progressed on over-hauling the AATSEEL Constitution and Bylaws to clarify decision-making processes in the organization. (You can view the current text on the AATSEEL website: <http://aatseel.org/AATSEEL/bylaws.html>.) We hope that the new constitution and bylaws will be ready for discussion and ratification by the membership at the conference in Philadelphia.

Which brings me to what is, of course, the most demanding and intense yearly AATSEEL task: putting together the program for the annual convention. The members of the Program Committee, headed again this year by veteran Bill Comer, have once more sacrificed their summers so that we can all reap the benefits of their labors at the national conference. This year the conference will feature an impressive array of panels on literature, linguistics, film, and cultural studies. I am particularly pleased to announce that the number of panels submitted to the committee as units increased significantly this year, which, I believe, will contribute to the intellectual coherence and vibrancy of this year's conference. And, again this year, the conference will feature a number of roundtables on timely topics, including: "What Should a Slavist Know?," "Slavic Dialogues," "Slavists as Cultural Intermediaries," and "The Field Since Victor Erlich's Formalism." (By the way, I hope many of you noticed that last year's AATSEEL roundtable, "Are We Post-Colonial?," was published in the May issue of *PMLA*.) A high point of the conference is certain to be the plenary lecture, "'On the Care and Development of 'Home-Grown Disciplines,'" by last year's recipient of the AATSEEL award for Outstanding Contribution to Scholarship, William Mills Todd III. Bill's lecture is certain to serve as an important defining moment not only for this December's conference, but for productive discussions about the state of the field. I'm sure none of you will want to miss it. Finally, we are fortunate that the AATSEEL conference coincides with

the concluding days of the exhibit, *The Princess and The Patriot: Ekaterina Dashkova, Benjamin Franklin, and the Age of Enlightenment*, at the Museum of the American Philosophical Society (for a preview, see <http://www.amphilosoc.org/exhibitions/princess.html>). The exhibit is located quite close to the conference hotel and will open special hours for AATSEEL members as well as sponsoring a lecture by the noted eighteenth-century Russian literature specialist Marcus Levitt.

As you can see, this year's conference should be a great way to end the year. So have a wonderful semester, but don't forget to make your reservations at the Hyatt Regency Philadelphia at Penn's Landing soon.

Best wishes,



Letter from the Editor

Dear AATSEEL Members,

It is that time of year again — when classes are starting and plans for the upcoming year are being made. Please don't forget to include AATSEEL in your plans.

The newsletter comes out four times during the academic year; this is the first issue for this year. If you have information to contribute, want to start a column, or know someone who wants to insert an ad, please let us know. We are here to help you get the word out about your activities and accomplishments.

The annual conference is just ahead of us, as well. Please read about it on the back pages of the newsletter, as well as on the AATSEEL website. I look forward to seeing many of you there.



AATSEEL Executive Council Election Results

The following have been elected to the Executive Council:

- President - Caryl Emerson
- Vice President - Keith Langston
- Vice President - Boris Wolfson

RUSSIAN AT WORK: INTERVIEWS WITH PROFESSIONALS WHO USE RUSSIAN ON THE JOB

Editor's Note: Special thanks to my husband, professor emeritus Ernest Scatton of the University at Albany, who recommended that I interview Maureen Riley. Please continue to send names of former students and colleagues who use Russian in the workplace. Contact me at Lscatton@ets.org

Never a Waste of Time: An Interview with Maureen A. Riley

Conducting the training for military personnel assigned to the Moscow-Washington Hotline is just the latest in a series of Russian-intensive jobs held by Maureen Riley, who was introduced to Russian by a high school teacher. Riley currently works at the Defense Language Institute in Washington, DC, where she screens, instructs, tests and certifies candidates for duty on the Hotline and develops curriculum and materials for the training. Those who are certified are responsible for maintaining a 24/7 operation that is the primary channel of communication between the US and Russia in the event of an emergency. They are expected to be capable of sight translating (without the aid of a dictionary or any other references) within minutes any communiqué that is received at any time and then producing, in short order, a written translation that becomes an official document. She and her colleagues work with the officers on getting both types of translating skills up to speed.

Because some of these individuals may have language skills that are currently below the required level (ideally they should be at the "3" level in reading), the instructors are often required to provide remedial training before beginning work on translation skills. Nearly all of the officers come with little or no knowledge or skills in translation.

The core training is usually 12 weeks; the student has one-on-one training four hours a day (another four hours of preparation at home), five days a week. At the end of the training period, they are tested in both skills and, if they pass, they are certified as a Presidential Translator, a requirement for employment at the Moscow-Washington Direct Communications Link (MOLINK)

Riley herself speaks Russian well enough to have earned a 5/5 score ("functionally native proficiency") on the Interagency Language Roundtable scale used by the Foreign Service Institute. She honed her skills through study at Oakland University (Rochester, MI), the University at Albany (SUNY), and Indiana University in Bloomington. She credits her year studying for the MA at Albany as the watershed moment in her engagement with Russian, combined with the 10-month SUNY-Moscow State University exchange program.

Riley held teaching posts at Oberlin, Middlebury, and the University of South Carolina, but ultimately she saw interesting opportunities beyond academe. Her career has included a number of jobs involving translation and administration. Early on, she worked as a staff translator for Progress Publishers in Moscow, USSR. There she translated social sciences, philosophy and history. For four years, she served as Language Training Supervisor for Russian and Ukrainian at the Foreign Service Institute in Washington, where she hired, supervised, trained and evaluated the performance of Language and Culture Instructors, all native speakers of Russian and Ukrainian. Supervising the native speaker instructors required Riley to combine her management skills with cultural sensitivity. Her studies of Russian history and political science were helpful in this regard, as well as the time she spent in Russia on the exchange program and working for Progress Publishers.

*Editor: Linda H. Scatton
(Educational Testing Service)*

In the late 1990s, she worked for the US Embassy in Moscow, first as a consular assistant, and then as director of the Fulbright Program. The position involved management of an office staff consisting of three Program Officers (full-time; Russian nationals) and the maintenance of a comprehensive budget. Riley traveled extensively throughout the Russian Federation to meet in person with representatives of regional and local educational institutions for the purpose of recruiting applicants for the program. The director was expected to possess a high level of fluency in Russian, a deep knowledge of the infrastructure and workings of the system of Russian higher education and a thorough familiarity with Russian life and culture, especially where it concerns workplace values and practices.

Additionally, the director was expected to be well-versed in the history and administrative infrastructure of the Fulbright Program in general and specifically as it was established and developed in the Russian Federation. The director played a key role in the process of evaluating applications and interviewing prospective candidates. These interviews were conducted partly in English, to ascertain the applicant's English language skills, and partly Russian, to evaluate the content of the proposed project.

Riley advises students to think ahead about what they'd like to do with their Russian, although she admits that she herself did not do this. But she never considered the various directions she pursued as a waste of time: each one brought new skills and opportunities. For practical advice, she says: know how to type in Russian; know all systems of transliteration; and be very cautious when drinking with Russians.

Member News

Editor: Keith Meyer-Blasing
(University of Wisconsin)

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: Keith Blasing
kmbiasing@wisc.edu

Please be sure to send us any AATSEEL Member News so it can be included here.

Technology & Language Learning

Editor: Jeanette Owen
(Arizona State University)

Editor's Note: If you have an interest in the use of technology in language learning that you want to share, please send your submission to Jeanette Owen by e-mail (Jeanette.Owen@asu.edu) or snail-mail (ASU, Dept. of Languages and Literatures, P.O. Box 870202, Tempe, AZ 85287-0202)

The Technology & Language Learning 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 Technology & Language Learning column editor.

RECENT PUBLICATIONS

The Recent Publications column includes books published in 2005-2006. Authors and publishers are invited to submit information about their new publications.

Culture

Goscilo, Helena & Lanoux, Andrea. 2006. *Gender and National Identity in Twentieth-Century Russian Culture*. Northern Illinois University Press
Hannan, Kevin. 2006. *Bounties of Collective Memory/Dary zbiorowej pamieci*. Biblioteka.

History

Marochkin, Vasyl P. 2006. *The Ukrainian City in the XV to Mid-XVII Centuries: Traditions and legal customs as a historical source — a historical monograph*. The Brasilian Press
Trubetskoi, V. & Fusso. S. (trans.) 2006. *A Russian Prince in the Soviet State : Hunting Stories, Letters from Exile, and Military Memoirs (SRLT)*. Evanston, IL: Northwestern University Press.

Linguistics

Aronson, H. 2006. *Linguistic Studies in the Non-Slavic Languages of the Commonwealth of Independent States*. Bloomington, IN: Slavica Publishers.
Beedham, C. 2005. *Language And Meaning: The Structural Creation of Reality (Studies in Functional and Structural Linguistics)*. Philadelphia, PA: John Benjamins Publishing Co.
Bethin, C., Anderson, S., et. al eds. 2006. *Slavic Prosody : Language Change and Phonological Theory (Cambridge Studies in Linguistics)*. Cambridge, UK: Cambridge University Press.
Bialy, A. 2005. *Polish Psychological Verbs at the Lexicon-syntax Interface in Cross-linguistic Perspective (European University Studies)*. Peter Lang Publishing.

Continued on page 17

AATSEEL Annual Convention

**Philadelphia, Pennsylvania
December 27-30, 2006**

Be There!

For Information: See last pages of this issue
or go to: <http://aatseel.org/program/>

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

Q. What about что за ерунду он тебе рассказывал? ‘what nonsense did he tell you?’ что за ерундой ей морочили голову? ‘with what kind of nonsense did they bother her?’ — what are the limits of that construction? (*что за ерунде? okay only with those cases normally occurring with за?)

A. One might think of что за as “one word” despite its spelling and despite the fact that the demonstrative pronoun это can intersect: Что это за ерунда? ‘What kind of nonsense is this?’

This что за is indeed very peculiar: it means ‘what kind of’ and does not govern any case; the case of the noun that follows is the one that would have been required had что за not been present; hence it can be followed by any case except for prepositional since it requires a preposition and there is one, namely за already present. In all other cases the noun that follows что за phrase could be governed by any verb except for those that require a preposition, i.e. смотреть на is impossible (*что за на ерунду ты смотришь? *на что за ерунду ты смотришь?), while plain смотреть is fine (что за ерунду ты смотришь?). There may be some exceptions to this rule which I will deal with later.

Most commonly, of course the phrase is used with the nominative or accusative cases, less commonly with instrumental, dative, and genitive. Here are some examples:

Nominative:

Что за чепуха? - удивился доктор. (aphorism.ru/tost/16.html)

Что за дети нынче, право?

Никакой на них управы! (Ю. Энтин. Бременские музыканты)

Accusative:

Вряд ли г-жа Трегубова осознана, **что за книгу** она написала. (www.utro.ru/articles/20-03/11/21/252096.shtml)

Что за глупости ты говоришь! (jlib.sinor.ru/tales/tale-s28.txt)

Что за дурака ты мне притащил? - зашипел в отчаянии генерал на своего адъютанта. (www.dominus.ws/library/pa-nika-liar/oroner/)

Instrumental:

Что за ерундой она занимается? (proza.ru/texts/2004/03/31-39.html)

... объявляет, что это его собственная прерогатива, и что он вообще не понимает, **что за глупостями** им предлагают заниматься. (www.aor.com.ua/publications/plotniki)

Dative

И еще - готова букет, я стараюсь узнать, **что за человеку** он будет подарен: не только рост, возраст и цвет глаз, но даже любимого художника и композитора. (www.tsubaky.ru/tsu/master.php)

И что за уродам понадобился наш Бонифаций-то. (forum.acmilanfan.ru/index.php?showtopic=282&st=520)

оттого и раздражение от непонимания, мол, **что за глупостям** Церковь учит? (www.12urokovpravoslavia.ru/urok3/0vvedenie.htm)

Genitive

Знаю, **что за песен** ты наслаждался. (www.fantasy.ru/perumov/divan/divan_elven_text.html)

*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

Что за сказок ты наслаждалась! — вскричал он с возмущением. (www.litera.ru/slova/ak_smirnov/mozaika8.html)

Что за хлеба чугунного крохи (www.vavilon.ru/metatext/vavilon9/polyakov.html)

The order of cases above reflects their relative frequency; genitive is definitely the rarest and examples of it are not common at all.

So, что за ерунде is possible if we use a verb that accommodates dative:

Что за ерунде он поверил?

As most of the examples show, the nouns in this construction or the context are usually negative, pejorative or deprecative. Positive context is possible, but only in the nominative:

Что за прелесть эти сказки. Каждая есть поэма. (А.С. Пушкин)

Что за красота, что за великолепие! (Г.-Х. Андерсен. Колокол)

Что за молодец Егорка! (Арк. Минчковский. Как папа!)

Now the promised exceptions: Strictly speaking, they should not exist, but their usage proves otherwise. So far I have been able to find examples only with the preposition В:

И в что за стране, граждане, мы живем? (www.ortodox.donbass.com/text/volosuk-dz-erjinsk.htm)

В что за отстой ты меня привезла за такую кучу километров, (reports.travel.ru/letters/72100.html)

Even though the noun that follows the phrase may be in prepositional or accusative, the preposition itself, in this case В, may take the accusative and thus

not affect the pronoun что. In the future, other prepositions that govern the accusative case may expand the use of this construction by preceding it.

Q. Is there a difference between то ли... то ли... and не то... не то...?

A. I tend to believe that since there are two entities, there must be some difference. In this case the difference is not obvious and there are plenty of overlapping examples where the meaning may change somewhat but the overall change is not very perceptible. Some prefer to believe that the difference is stylistic (<http://perso.wanadoo.fr/clavier.cierzniak/memorusse/mr/li/lito.htm>), which I do not think is the case.

The reason it has been so difficult to pinpoint the difference in meaning is that most often both expressions are used for entities that are close in meaning and where it seems that there is no difference in meaning:

Он то ли художник, то ли поэт. Он не то художник, не то поэт.

Он придет то ли завтра, то ли сегодня. Он придет не то завтра, не то сегодня.

Прошло то ли два, то ли три года. Прошло не то два, не то три года.

An artist and a poet are not opposites; both some kind of artist; today and tomorrow are very close, and so are two and three years (as opposed to two years and a hundred years, for example).

So the problem is to find examples where substitution is impossible, awkward or clearly changes the meaning. Poetic examples, unless the issue is stress, are usually not very good for such purposes, but the line from Pushkin's "Сказка о царе Салтане" Родила царица в ночь не то сына, не то дочь would have fit the meter even better had it been то ли сына то ли дочь. So there must be a reason why Pushkin chose the less well fitting one. If we examine opposites (like black and white) we will clearly see the difference in meaning.

The difference lies in the type of knowledge and attitude towards the information. The utterances with то ли А то ли В means that either А or В is

true ($A \wedge B$), but not both; someone possibly knows which one it is, and it is possible to find out, but the speaker does not know.

Жизнь у нас с вами опять тревожная - доллар прыгает, цены растут, зарплаты падают, безработица растет, газеты и журналы закрываются, правительство **то ли есть, то ли нет** его. Перспективы на будущее самые неопределенные. (<http://magazines.russ.ru/reviews/kost/review28.html>)

Одиссей неизвестно где — **то ли жив, то ли умер**. (<http://ulisses.nm.ru/ulis.htm>)

One can say about most things that either they exist or they don't exist; for example, a person is either alive or dead (the in-between state is not very stable). And these are precisely the instances where the replacement with не то ... не то ... renders sentences very strange.

The expression не то А не то В means either that neither А nor В alone is true, or maybe sort of both А and В at once ($A \vee B$) are true. If А and В are very different, then the situation may be somewhere in the middle, or if А and В are similar enough then it does not matter which one is true:

продавец салона Эльвира берет в руки большую лохматую обезьяну с загадочной улыбкой Чеширского кота - **не то есть, не то нет**. (www.chelpress.ru/newspapers/chelrab/archive/20-12-2003/3/A13-2589.DOC.shtml)

It is impossible to tell whether the Cheshire cat's smile exists or not. Incidentally, a Google search <3.II.06> produced only 18 examples of не то есть, не то нет and 10,700 of то ли есть, то ли нет. There were no examples of не то жив, не то мертв.

То ли can convey the mutual exclusion of two notions while не то can convey their fusion:

Старая актриса Алмазова шла к титану за кипятком, замешкалась в вестибюле, ушки топориком, и, когда Ляля кинула трубку, блеснул на секунду

жадный старухин взгляд.

То ли Алмазиха услышала и разгадала, **то ли** Смурный уже пустил звон, но вечером в доме автора кто-то из актеров шептал Ляле возбужденно: — А верно говорят, ты какое-то заявление на наших написала? (Ю. Трифонов. Долгое прощание)

Соседка справа была деликатная старушка, похожая на засушенного кузнечика. Говорили, что в прошлом это была уважаемая персона, **не то** знаменитая балерина, **не то** жена какого-то крупного мыслителя. А может быть, и то, и другое. (В. Токарева. Кошка на дороге)

So had Pushkin written Родила царица в ночь то ли сына, то ли дочь it would have meant 'The czarina gave birth to a son or a daughter' which is an extremely logical statement: The speaker simply did not know which one was true, but one must be true. But instead we find Родила царица в ночь не то сына, не то дочь — it is not exactly clear what the newborn is, but neither quite a son nor quite a daughter, and to clarify the uncertainty the narrator adds: Не мышонка, не лягушку, а неведому зверюшку. thus making it clear that her baby is not only neither gender, but rather some strange animal.

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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

Russian Music Podcasts Available

English-language podcasts that highlight new and interesting music from Russia, called "Far from Moscow," are available at the University of California, Los Angeles: http://www.humnet.ucla.edu/humnet/slavic/faculty/macfadyen_d.html

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, which maintains up-to-date information on job openings. We also encourage employers to share their job openings with the newsletter where possible.

December 1, 2006

Russian Language & Literature Specialization

One one-year position for 2007-08 in Russian Language and Literature. Specialization open. The ideal candidate should be willing to participate in and organize co-curricular and social events for the department. Should have Ph.D. or dissertation completed by time of appointment. Appointment normally at the beginning assistant professor level, but advanced candidates will be considered. Send application letter, c.v., and dossier by December 1, 2006 to: Helga Druxes, Chair, Dept. of German-Russian, Williams College, 995 Main St. Williamstown, MA 01267. Williams is an affirmative action/equal opportunity employer and especially welcomes applications from women and minority candidates.

November 1, 2006

Russian, Assistant Professor UCLA

The UCLA Department of Slavic Languages and Literatures invites applications for a tenure track appointment at the level of Assistant Professor effective September 2007. We are seeking candidates with expertise in the area of nineteenth-century Russian prose, in particular the works of the major authors of the Realist period. Strengths in cultural studies, literary theory or the intersections of literature and history, sociology, political science, philosophy or gender studies are desirable, as is familiarity with a second Slavic language and literature, preferably in the South Slavic area. Successful candidates will

be able to demonstrate a strong research profile and superior pedagogical skills. Native or near native proficiency in English and Russian as well as PhD in hand by the time of appointment are required.

Applications should include a cover letter outlining academic profile and research interests, curriculum vitae, three letters of recommendation and a writing sample. The deadline for submission is November 1, 2006. Preliminary interviews will be conducted at the annual AAASS convention in Washington, DC, Nov. 16-19, 2006. UCLA is an Equal Opportunity/Affirmative Action Employer, and the Department has a strong commitment to the achievement of excellence and diversity among its faculty and staff. Send applications to:

The Search Committee, Dept. of Slavic Languages and Literatures, University of California, Los Angeles, 322 Humanities Building, Box 951502, Los Angeles, CA 90095-1502.

November 20, 2006

Lecturer in Russian Brandeis University

Brandeis seeks a dynamic full-time instructor of Russian to serve as Director of its Russian language program and to teach all levels of language, including advanced content-based courses (literature and/or contemporary culture in Russian). This is a fixed term renewable appointment, beginning July 1, 2007. The successful candidate will be expected to teach five courses in academic year 2007-2008 (and thereafter) and to take the leading role in coordinating the department's small, vibrant Russian language program. MA required, PhD preferred in some area of language,

foreign language education, literature, and/or culture. Native or near-native abilities in English and Russian are required. Appointment at a different rank will be considered in exceptional circumstances. This position is benefits eligible.

Candidates are asked to submit the following: cover letter; CV; writing sample, statement of teaching philosophy; teaching videos (if possible), copies of student course evaluations; and three letters of recommendation, at least one of which addresses language-teaching effectiveness to:

Russian Search Committee, c/o Prof. Robin Feuer Miller, Chair, Department of German, Russian and Asian Languages and Literature, MS 024, Brandeis University, Waltham, MA 02454-9110.

Please address questions to Prof. Miller at rfmiller@brandeis.edu.

Applications must be received by November 20, 2006. The Search Committee will conduct phone interviews of top candidates in lieu of interviewing at AATSEEL or MLA, and finalists will be invited to Brandeis for an on-campus interview. As an EO/AA employer, Brandeis is committed to building a culturally diverse intellectual community and strongly encourages applications from women and minorities.

November 29, 2006

Tenure track position in Russian literature and culture

Brown University

The Department of Slavic Languages and Literatures at Brown University invites applications for the position of tenure-track Assistant Professor, beginning Fall 2007. We are seeking a Ph.D. in Slavic with a specialization in modern and postmodern Russian literature and culture and a strong interest in literary theory. We welcome applications from both entry-level candidates and more experienced assistant professors. The successful candidate must demonstrate versatility and breadth in his/her research and teaching interests, show promise or significant achievement in research and publications in his/her field of specialization, and demonstrate excellence in teaching. Potential for

scholarly achievement and commitment to development of undergraduate and graduate curriculum will be expected. Excellent (native or near native) knowledge of Russian and English is required with ability and willingness to contribute to the language teaching sequence on an as-needed basis. Secondary specialization in another Slavic literature is a plus. Interviews will be conducted at the AATSEEL Conference, December 28-30, 2006 in Philadelphia. Brown University is an Equal Opportunity Employer. Please send dossier including a c.v., a letter detailing research and teaching interests, three letters of reference, and two short (20-30 pages) samples of writing to:

Professor Svetlana Evdokimova, Chair, Department of Slavic Languages, Box E, Brown University, Providence, RI 02912.

Priority will be given to applications received by November 29, 2006.

November 17, 2006

Tenure track position in Russian Literature

New York University

The Department of Russian & Slavic Studies at New York University seeks to fill a tenure-track position in 19th and/or 20th century Russian literature at the Assistant Professor level. Applicants must have a Ph.D., native or near-native command of Russian and English, a demonstrable commitment to teaching and research, and competence in critical theory. Specialization is open. Candidates whose research is interdisciplinary or comparative are particularly encouraged to apply.

Interviews at the MLA/AATSEEL. Application deadline is November 17, 2006, for appointment beginning September 1, 2007, pending final administrative and budgetary approval. Please send letter, CV, 3 recommendations, and a writing sample to:

Eliot Borenstein, Chair, Department of Russian & Slavic Studies, New York University, 19 University Place, Room 203, New York, NY 10003.

NYU is an Equal Opportunity/Affirmative Action Employer.

November 10, 2006

Chair, Modern Languages and Cultural Studies

University of Alberta

The University of Alberta, one of Canada's largest research universities, is situated in Edmonton, a metropolitan area of over one million with a vibrant artistic community and excellent standard of living. Established in 1908 as a board-governed, public institution, the University of Alberta has earned the reputation of being one of the best universities in Canada based on its strengths in teaching, research and services. The University of Alberta serves over 35,000 students in more than 200 undergraduate and 170 graduate programs (www.ualberta.ca). The Faculty of Arts is the oldest and most diverse faculty on campus, and one of the largest research and teaching centres in western Canada (www.arts.ualberta.ca). The Department of Modern Languages and Cultural Studies (MLCS) is a highly interdisciplinary department with 30 faculty where 16 languages are taught, and literature, applied linguistics, cultural and translation studies as well as folklore are all actively pursued (www.mlcs.ca). The Department offers undergraduate as well as graduate programs at the MA and PhD level in several languages, literatures and cultures. The Chair is responsible for the leadership of the Department. The ideal candidate may come from a practice or expertise in any area of MLCS will have strong interpersonal communication skills, and a commitment to excellence in teaching, creative activity and research. She or he will be able to articulate a broad vision of MLCS as well as a clear operational sense of how all areas of the department can be promoted and their activities supported. Candidates with demonstrated administrative experience will be preferred, and must hold the PhD, along with a distinguished record in university teaching, research and/or creative activity. The successful candidate will have a scholarly or creative track record suitable for appointment at the rank of tenured full professor. Salary is negotiable and will be commensurate with experience. The University of

Alberta hires on the basis of merit. It is committed to the principle of equity in employment. It welcomes diversity and encourages applications from all qualified women and men, including persons with disabilities, members of visible minorities and Aboriginal persons. All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority.

Competition deadline: November 10, 2006

Should you want to learn more about this unique leadership opportunity, forward your CV, a letter of introduction and the names of three referees in confidence to:

Dr Daniel Woolf, Dean, Faculty of Arts, 6-33 Humanities Centre, University of Alberta

Or email to artsdean@ualberta.ca

December 1, 2006

Assistant Professor of Russian

Georgetown University

The Department of Slavic Languages at Georgetown University invites applications for a tenure-track Assistant Professor position in Russian and 20th-century Russian Literature, beginning Fall 2007. Ph.D. and native or near-native fluency in Russian and English required. The successful candidate will teach 20th-century Russian literature in both English and Russian to undergraduate and graduate students, as well as all levels of the Russian language.

Applicants are requested to send by December 1 a cover letter detailing their research and teaching interests, a curriculum vitae, and three letters of recommendation to Dr. George Mihaychuk, Chair of Search Committee, Department of Slavic Languages, Georgetown University, Washington, DC 20057-1050. Selection criteria will include: Academic qualifications in 20th-century Russian literature; record and potential as a scholar and teacher; quality of written and spoken English and Russian; letters of evaluation; preliminary interview at national AATSEEL conference, December 28-30, 2006, in Philadelphia (if invited) and campus visit (if invited).

Georgetown University is an Affirmative Action/Equal Opportunity Employer.

December 1, 2006

One year position in Russian Language and Lit.

Williams College

One-year position for 2007-08 in Russian Language and Literature. Specialization open. The ideal candidate should be willing to participate in and organize co-curricular and social events for the department. Should have Ph.D. or dissertation completed by time of appointment. Appointment normally at the beginning assistant professor level, but advanced candidates will be considered. Send application letter, c.v., and dossier by December 1, 2006 to: Helga Druxes, Chair, Dept. of German-Russian, Williams College, 995 Main St. Williamstown, MA 01267. Williams is an affirmative action/equal opportunity employer and especially welcomes applications from women and minority candidates.

November 15, 2006

Two Assistant Professors

University of Hawaii at Manoa

The Department of Second Language Studies, University of Hawaii at Manoa, seeks to fill two vacancies at the assistant professor level. The Department offers a Master of Arts in Second Language Studies, and it administers a PhD program in Second Language Acquisition and an Advanced Graduate Certificate in Second Language Studies. A BA with an ESL specialization is available through the University's Interdisciplinary Program. Faculty have interests in a wide range of domains in second and foreign language research. For more information, visit our website: <http://www.hawaii.edu/sls>

Two positions, tenure track, full time 9-month, pending position availability and funding, to begin August 1, 2007.

Minimum qualifications (both positions): Doctorate in second language acquisition, applied linguistics or closely related field by August, 2007; demonstrated ability to carry out research in the major area(s); second or foreign language teaching experience; and evidence of excellent teaching ability at the university level.

Position #82454. Applicants should have major research interests and instructional competence in one or more of the following areas of second language education: language learning and technology (e.g., computer-assisted language learning, computer-mediated communication, electronic and multimodal literacies, virtual communities); young language learners (e.g., bilingualism or multilingualism among young learners in foreign language, second language, heritage language, immersion, or dual language education contexts); second language writing and literacy development (e.g., cognitive, textual, or sociocultural dimensions of multilingual writing, critical literacies). Desirable qualifications: Publication in journals and books in the major area(s); teaching experience in a second language studies or equivalent graduate program; ability to win competitive research funding; interest in the Asia-Pacific region, including Asian and Pacific languages; and teacher education experience.

Position #84105. Applicants should have major research interests and instructional competence in one or more of the following areas of second language studies: psycholinguistics of second language learning; cognitive dimensions of bilingualism/ multilingualism; L2 research in classroom and school settings from cognitive, interactional, or sociocultural perspectives. Desirable qualifications: Publication in journals and books in the major area(s); prior teaching experience in a second language studies or equivalent graduate program; ability to win competitive research funding; and interest in the Asia-Pacific region, including Asian and Pacific languages.

Duties for both positions: Teach courses at the undergraduate and graduate levels in the area of specialization in the Department of Second Language Studies; conduct and publish research; participate fully in supporting activities for academic programs, departmental governance, and service to the University and community.

Annual 9-month Salary Range, both positions: commensurate with

experience

E-mail inquiries:

Position #82454: Dr. Lourdes Ortega, Chair of Search Committee lortega@hawaii.edu

Position #84105: Dr. Gabriele Kasper, Chair of Search Committee gkasper@hawaii.edu

To apply: Applicants should submit letter of application, curriculum vitae, list of courses taught, and sample publications. In addition, letters of reference should be submitted directly by three recommenders. All application materials should be sent by November 15, 2006 to:

Dr. Richard R. Day, Chairman, Department of Second Language Studies, 570 Moore Hall, 1890 East-West Road, University of Hawaii, Honolulu, Hawaii 96822 USA

Closing date for both positions: November 15, 2006.

The University of Hawaii is an equal opportunity and affirmative action employer.

65 Zjazd Polskiego Instytutu Naukowego W Ameryce Odbędzie Sie W Waszyngtonie

65 - Coroczny Zjazd Polskiego Instytutu Naukowego w Ameryce, odbędzie się na Uniwersytecie Georgetown w Waszyngtonie, w dniach 15-16 czerwca 2007 r.

Zachecemos naszych członków o zarezerwowanie sobie czasu w tym terminie, aby móc wziąć udział w naszym kolejnym Zjeździe, jak również przygotowanie propozycji swoich odczytów. Zjazdy Polskiego Instytutu Naukowego są konferencją, na której przedstawione są wystąpienia z różnych dziedzin nauki i kultury, dotyczących Polski i Polsko-Amerykańskich stosunków.

Więcej informacji na naszej stronie internetowej (www.piasa.org) – w najbliższym czasie.

Contact : Dr. Thaddeus V. Gromada
Mrs. Janina Kedron
843 768-3276 or 212 686-4164

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Ukrainian Issues

Editor's Note: The Ukrainian column would like to continue its discussion of issues related to learning and teaching Ukrainian language, culture and literature.

If you would like to share your insights on some specific issues related to methodologies, techniques, and curricula development, as well as specific questions that repeatedly arise in Ukrainian language, culture and literature classrooms, on both secondary and post-secondary levels, please send them to the address below. Already there are several questions that await discussion, among them: dialectal and regional variations of Ukrainian, changes and innovations in the language, the diversity of registers, the integration of cultural information in the classroom, the development of content-based courses, immersion and study abroad programs, questions of language assessment, teacher training and education, and technology use in the classroom. Alla Nedashkivska, alla.nedashkivska@ualberta.ca

Dear Readers,

In this issue, Yulia Zayachuk, a professor from L'viv Ivan Franko National University, shares her research findings related to intensive Ukrainian language and culture summer programs in Ukraine conducted by various Canadian universities.

Літні українознавчі курси канадських університетів в Україні

Юлія Заячук

yu_zayachuk@yahoo.com

[PART I]

Літні українознавчі курси канадських університетів в Україні – це нова перспективна форма організації навчального процесу вищих українознавчих інституцій Канади, яка поступово набуває популярності і яка стала можливою з набуттям Україною державної незалежності. Першим канадським університетом, який започаткував їх 13 років тому, був Манітобський, останні 6 років курси інтенсивно впроваджує Альбертський університет, а з 2003 року – і Саскачеванський. Така форма навчання дає можливість вдосконалювати мовні навички через залучення у “живе” україномовне середовище сучасної України, атмосферу української мови та культури.

Манітобський університет пропонує програму під назвою “Мовний семінар в Україні”, яка komponується з мовних і культурологічних українознавчих курсів. Керівником програми є викладач департаменту германських і слов'янських студій Манітобського університету д-р І. Константюк.

Альбертський університет запровадив курс української мови та культури у Львові, який в 2001, 2002 та 2005 роках проводила д-р А. Недашківська, а в 2003 та 2004 – проф. О. Ільницький. Це інтенсивний мовний курс вищого рівня, побудований на застосуванні принципу “мова в контексті”.

Саскачеванський університет у 2003 р. започаткував на базі Українського Католицького Університету у Львові навчальну літню школу, яка включає в себе мовну програму, українознавчий курс “Україна ХХ століття”, що фокусується на політичному, соціальному і культурному розвитку

*Editor: Alla Nedashkivska
(University of Alberta)*

українських земель у ХХ столітті, курс релігії (2003 рік), а також два політологічні курси (2004 рік), які читав викладач Коледжу ім. Св. Томаса Мора Саскачеванського університету д-р Б. Кордан. Започаткувала програму д-р Н. Шостак.

Я відвідувала заняття студентів Альбертського, Саскачеванського і Манітобського університетів, які проходили в рамках Літніх українознавчих курсів в Україні – у Львові та Києві влітку 2003–2005 років, проводила спостереження занять, спілкувалася зі студентами, пропонує їм анкети, покликані з'ясувати мотивацію вивчати ці курси. Аналіз найцікавіших результатів анкетування і спостережень запропоновано у даній роботі.

1. Українознавчі курси у 2003 р. слухало 17 студентів. 15 із них народилися в Канаді, по одному – в США і Латвії. Найбільш важливим результатом анкетування для мене виявилось те, що серед 15 народжених у Канаді тільки двоє студентів визначили своє етнічне походження як канадське. Решта ідентифікували себе представниками національностей, пов'язаних з етнічним походженням батьків (як українське своє етнічне походження визначило сім студентів, змішане українське – чотири, решта заявили себе представниками інших етнічних груп).

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Аналогічні результати були отримані і в наступні роки. Зокрема, у 2004 р., коли значну частину з 23 анкетованих слухачів Літніх курсів становили не тільки студенти канадських, а й американських університетів та університетів інших країн. Серед п'яти студентів, що народилися в Канаді, та дванадцяти, що народилися в США, лише по одному студенту визначило своє етнічне походження як канадське та американське відповідно. Натомість 10 анкетованих визначили своє етнічне походження як українське чи українське змішане, 11 ідентифікували себе з іншими етносами (слухачами Літніх українознавчих курсів не обов'язково є студенти, що мають українське походження – на даний час видається, що кількість таких студентів з року в рік збільшується). На нашу думку, це свідчить про те, що, не зважаючи на інтенсивні впливи асиміляційних процесів у канадському й американському суспільствах, серед нинішніх нащадків емігрантів вже у четвертому-п'ятому поколінні

зберігається відчуття батьківського коріння.

2. Дослідження виявило значні проблеми, які має українська діаспора Канади у збереженні рідної мови. Зокрема, у 2003 р. із семи студентів, які визнавали своє українське етнічне походження, тільки двоє вважали рідною мовою українську, ще троє – українську на рівні з англійською, решта – лише англійську. В 2004 р. жоден із студентів, що визначили своє етнічне походження як українське, українську мову рідною не означив, лиши двоє визначили дві рідних мови – українську і англійську, а 20 – лише англійську.

3. Тільки близько 50 % опитаних студентів були якоюсь мірою обізнані з українською мовою чи користувалися нею до університету. Приблизно 25 % відвідували двомовні українсько-англійські школи. 16 % студентів почали вивчати українську мову вже як частину своєї університетської навчальної програми, а 34 % усіх опитаних слухачів курсів вперше

зіткнулися з українською мовою взагалі в Україні. В основному, це студенти неукраїнського походження, які працюють в Україні, або просто бажають ознайомитися з новою для себе країною та її культурою, деколи водночас отримавши “мовний кредит”.

In the next issue, professor Zayachuk will continue her discussion of Canadian intensive Ukrainian language and culture summer programs in Ukraine. Specifically, she will discuss students' use of language in everyday life, their participation in the Canadian Ukrainian community, students' majors, their ethnic background, as well as her general research results.

Yulia Zayachuk
Ph.D., Assistant Professor
Ivan Franko National University in Lviv,

Doroshenko Str., 41, UA – 79-000 Lviv, Ukraine



Photo by Jeff Miller/UW-Madison University Communications

Master of Arts Program in Russian, East European, and Central Asian Studies at the University of Wisconsin-Madison

The MA Program in Russian, East European, and Central Asian Studies provides interdisciplinary area studies training for students interested in pursuing professional careers in business, government, journalism, law, or further graduate study in another established academic discipline.

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Phone: (608) 262-3379 • Fax: (608) 890-0267
E-mail: info@creeca.wisc.edu • www.creeca.wisc.edu

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 mzs@unlserve.unl.edu.

Homesteading Reconsidered

Call for papers.

University of Nebraska Lincoln is calling for paper submissions to its 33rd Interdisciplinary Symposium that will take place in Lincoln, May 17-19, 2007

Nebraska is a state where more than 10 percent of the population claims Czech heritage. The University of Nebraska hopes for a panel that deals with the Czech culture as it developed in the Great Plains environment.

Interested contributors should submit proposals/abstracts of 150-200 words with a brief resume by January 12, 2007. Electronic submission is preferred. Be sure to indicate the relevant information (contact person, affiliation, address, telephone, e-mail address) in your e-mail and indicate in the subject line: 2007 HOMESTEAD-

ING RECONSIDERED SYMPOSIUM. If sending by standard mail, please send two unfolded copies of the abstract to the Program Chair at the address in the column to the left. Persons whose proposals/abstracts are accepted will be expected to submit final papers at the conference. Great Plains Quarterly and Great Plains Research, the Center's scholarly journals, have the first right to publish papers presented at the symposium. Visit the conference website for up-to-date information. www.unl.edu/plains

The Homestead Act of 1862 in the United States and the Dominion Lands Act of 1872 in Canada fundamentally shaped the pattern of non-Indian settlement on the Great Plains. By the time the acts were repealed, over 270 million acres in 30 U.S. states and 118 million acres in Canada's western provinces had been distributed. This symposium will examine homesteading and its legacy from all angles, review recent and forth-

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

coming scholarship, probe conflicting interpretations, and encourage all participants to develop their own perspectives on the historical and ecological significance of homesteading.

Subjects of interest for consideration in the event's program include, but are not limited to: 1 Cultural and social changes initiated by westward migration and the retention of cultural and social values by those groups and individuals that emigrated; 2 The legacy of the Homestead Act/Dominion Lands Act (or anti-legacy, as many ethnic and cultural groups may view it); 3 The role of land speculation and fraud in fulfilling or dooming the government's intended uses of the Homestead Act/Dominion Lands Act; 4 Past historical remembrance and interpretation of homesteading and Western history; and other subjects. Persons whose proposals/abstracts are accepted will be expected to submit final papers at the conference. Great Plains Quarterly and Great Plains Research, the Center's scholarly journals, have the first right to publish papers presented at the symposium. Visit the conference website for up-to-date information. www.unl.edu/plains

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or go to: <http://aatseel.org/program/>

SUMMER LANGUAGE PROGRAMS

Note from the Editor: The AATSEEL Newsletter will be happy to announce your summer (and winter) language programs in Slavic and East European languages and/or programs in Russian and East European cultural studies. Please e-mail your information to the editors by the deadline for the various issues. These deadlines can be found on the back cover of any issue of the newsletter or at the AATSEEL website: <http://www.aatseel.org>. The strong preference is for information to be submitted electronically. Summer program information is carried in every issue, beginning in October of the academic year leading up to the program; winter program information is carried in the October and December issues.

Beloit College

The Center for Language Programs at Beloit College is offering summer intensive programs in Arabic, Chinese, Japanese and Russian June 9-August 10, 2007. See ad in this issue of the *AATSEEL Newsletter* or www.summerlanguages.com.

Dubravushka (Oak Grove) School

Summer 2007 High School Beginning and Intermediate Russian Language and Literature Program.

Dubravushka is a prestigious private school located just outside Moscow whose summer program for Russian children is always over subscribed. However, it saves a limited number of places for international students. Available in week long increments during June and July for about \$250 per week. Includes room and board, language instruction, airport pick up and drop off.

The school can almost guarantee high school teachers of Russian that their students who attend, once back home, will be continuing their study of Russian!

See www.dubravushka.ru or phone 941-351-1596 for additional info.

Georgetown University

Georgetown University will offer Russian courses in Summer 2007: For more information, contact summer@georgetown.edu, or (202)-687-5942.

Applications are through the Georgetown Summer School, with forms and complete instructions on line: <http://summerschool.georgetown.edu>

Middlebury College

The Middlebury College Russian School offers seven levels of intensive undergraduate language instruction in its 9-week program and 6-week graduate courses in language, literature, and civilization.

For further information and applications contact Middlebury College Language Schools, Middlebury College, Sunderland Language Center, Middlebury, VT 05753; (802) 443-5510; languages@middlebury.edu or go to the Middlebury Russian School website: <http://www.middlebury.edu/lrussian>. Consideration of applications begins in January; apply early for financial aid.

Monterey Institute of International Studies

Preparing to travel, study or work in Russia? Take part in an intensive Russian language study experience this summer at the Monterey Institute of International Studies in beautiful Monterey, California.

We offer an intensive eight-week Russian language program at the beginning, intermediate and advanced levels. In-class language study is complemented by cultural activities and opportunities to practice the language outside of class. We bring together motivated students and skilled native-level instructors in an intensive, small class environment that proves to be quite rigorous and demanding, yet most effective for language acquisition.

Make the most of your summer-study at MIIS! Also offered: Arabic, Chinese, French, German, Italian, Japanese, Korean, and Spanish. Contact us at 831-647-4115 or silp@miis.edu for more information.

University of California at Los Angeles

University of California Los Angeles is planning 1st and 2d year Russian, an intensive eight week course, it meets five days a week four hours a day, and there is a tutor after class.

The Intensive basic course in the Russian language focuses on communication with attention to grammatical accuracy. The class also works on reading, listening, and writing. Video is used throughout the course. Students work with an experienced instructor and have one-on-one tutoring with a native speaker of Russian.

The Intensive Intermediate Russian focuses on furthering competency in standard contemporary Russian. Additional emphasis on reading and writing skills. Exposure to Russian culture through literature, films and other activities. Students work with an experienced instructor and have one-on-one tutoring with a native speaker of Russian.

For more information, contact Olga Kagan, Ph.D., Director, Language Resource Center, Coordinator, Russian Language Program, Tel. (310) 825-2947, Fax: (310) 206-5263, E-mail: okagan@humnet.ucla.edu; okagan@ucla.edu; Mailing address 2207 Hershey, UCLA, Los Angeles, CA 90095-1502; <http://www.humnet.ucla.edu/> r; <http://www.humnet.ucla.edu/russian>; <http://www.heritagelanguages.org>

University of Wisconsin-Milwaukee

Annual Summer Study-Tour at Catholic University Lublin, Poland

- Estimate cost \$2,207 plus round-trip airfare (Chicago-Warsaw)

- Accommodations and all meals in Poland
- Lectures, language classes, performances
- 5 UWM credits
- Five weeks in historic Lublin, with a course of Polish language (100 hours), at beginning, intermediate and advanced levels
- Lectures, films and cultural performances
- Excursions to Warsaw, Kazimierz and other places of interest
- Optional three-day trips to Cracow (cost \$120) and Białowieża Forest (\$100)

Also available: two, three, four-week as well as intensive and highly intensive two, three, four and five-week language courses

This study tour is led by Dr. Michael Mikoś, Professor of Polish language and literature and leader of 25 study tours to Poland.

For detailed information contact:
 Prof. Michael J. Mikoś
 Dept of Foreign Languages and Linguistics/Slavic Languages
 University of Wisconsin-Milwaukee
 P.O. Box 413
 Milwaukee, WI 53201-0413
 (414) 229-4948 mikos@uwm.edu
 (414) 229-2741 FAX

Piasa's 2007 Annual Meeting Scheduled For Washington, D.C.

The 65th Annual Meeting of PIASA has been tentatively scheduled for June 15-16, 2007 at Georgetown University in Washington, DC. Members and friends of the Polish Institute are encouraged to put those dates on their calendar and begin planning their proposals. The Annual Meetings are in essence multidisciplinary conferences focusing on Polish and Polish American themes. Further information will be made available on PIASA's website: <http://www.piasa.org> in the near future.

BELARUSICA

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.

Center for Belarusian Studies Founded at Southwestern College (Kansas)

The first center in the United States devoted to Belarusian studies has been established at Southwestern College in Winfield, Kansas, thanks to the support of David H. Swartz, an SC alumnus and the first U.S. ambassador to Belarus.

In 1996 Swartz became president of the European Humanities University Foundation, Inc., a group he founded to support the European Humanities University in Minsk, Belarus. The university was forced into exile by the Belarusian authorities in 2004, however, and the foundation was dissolved. That prompted Swartz to provide initial funding for the new center at SC.

According to Ambassador Swartz, the CBS will serve as a focal point for Belarusian studies in the U.S., bringing together researchers, students, representatives of the Belarusian diaspora, as well as representatives of government and private organizations, universities and libraries, and all who are committed to democracy in Belarus and the revival of Belarusian culture.

The CBS will invite researchers and students from Belarus and other countries to Southwestern College to conduct research, give lectures and meet with representatives of local organizations. The Center will promote the dissemination of information about Belarus through the publication of research by the college press. The CBS also plans to develop a series of Belarus-related

*Editor: Curt Woolhiser
(Harvard University)*

courses for students at the college and other universities in the U.S.

SC academic vice president Andy Sheppard says that the center will fit well with the mission of Southwestern College. "Our mission stresses, 'leadership through service in a world without boundaries'" Sheppard says. "The center will be a place for dialogue, discussion, outreach, awareness, and education about the country of Belarus."

Southwestern has enrolled several students from Belarus since the closure of the European Humanities University, and during the 2006-7 academic year is hosting a visiting scholar from the country.

For more information about the Center for Belarusian Studies at Southwestern College, please call Andy Sheppard at (620) 229-6227.

Recent Publications Continued

Continued from page 5

- Progovac, L. 2005. *A Syntax of Serbian: Clausal Architecture*. Bloomington, IN: Slavica Publishers.
- Vidoeski, B. & Vidoeski, B. 2006. *Dialects of Macedonian*. Bloomington, IN: Slavica Publishers.

Literature

- Berrong, R. 2006. *Rabelais and Bakhtin: Popular Culture in Gargantua and Pantagruel*. Lincoln, NE: University of Nebraska Press.
- Bethea, D. ed. 2006. *The Pushkin Handbook* (Wisconsin Center for Pushkin Studies). Madison, WI: University of Wisconsin Press.
- Chances, E., et. al. 2006. *Andrei Bitov: The Ecology of Inspiration* (Cambridge Studies in Russian Literature). Cambridge University Press.
- Filipowicz, H., Karcz, A., Trojanowska, T. 2005. *Polonistyka po amerykan-sku: Badania nad literatura polska w Ameryce Polnocnej*. Warszawa. Wydawnictwo Instytutu Badan Literackich Polskiej Akademii Nauk.

Continued on page 23

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 vbelyanin@gmail.com

And who am I to judge?

Yuliya Basina
University of Pittsburgh
basina+@pitt.edu

When I teach a class of Russian Heritage Speakers, I often feel as an intruder trespassing somebody's private territory – a territory of a family or even a nation. First, comments on commonly used local words and dialectic expression sometimes provoke students' resentment. Second, dealing with mistakes that students pick up at home can simply be embarrassing for them. As we teach the standard literary Russian, this sensitive ethical issue cannot be avoided, and keeping it in the dark does not help.

Some things are easier to discuss than others. For instance, local words for items or places (туфли [tuflī] for ботинки [botinki], зала [zala] for гостиная [gostinaia]) can be explained as language variations across Russian speaking world. Students usually find such an explanation inoffensive, but how do we go about phrases that present an alternative grammatical structure, such as verbal government or a different choice of prepositions and prefixes – я за тобой заскучился [ja za toboj zaskuchilsa] instead of the standard я по тебе соскучился [ja po tebe soscuchilsa], for example?

I have seen raised eyebrows and not so friendly looks on my students' faces as I attempted to correct expressions they constantly hear at home. A colleague of mine was once confronted

by one of his Heritage students over the notorious preposition на [na] for the Ukraine: "And who are you to judge?" Maintaining integrity as a teacher, avoiding ambiguity at any cost, while trying not to hurt students' feelings proves to be an uneasy task to accomplish.

The diversity of dialects is of course not the only source of common misuse of standard Russian. Native speakers tend to be somewhat frivolous with lexical and grammatical forms in our colloquial speech, especially in conversations with close friends and family. We commonly would say, for instance, ну чего ты хочешь [nu chego ty khochesh], чего тебе надо [chego tebe nado], and I cannot imagine a situation when in the midst of some heated argument, parents would turn to their kids to explain the proper use of the Accusative over the Genitive in the phrases.

English language with its economical ways of expressing everyday needs becomes yet another source of the distortion of Russian. This is a common practice among Russian Americans to employ English structures literally translated into Russian. Phrases such as я беру хайвей [ja беру highway] instead of я поеду по шоссе [ja pojedu po shosse], я не знаю, если он придет [ja не знаю, esli on priedet] instead of я не знаю, придет ли он [ja не знаю, prijedet li on] etc. are common examples of broken Russian — not to mention that there were times when such Rushglish was considered chic in some immigrant communities.

While educated Native Speakers always know when they misuse the language, Heritage Speakers do not. They just learn Russian the way they hear it at home, with all the mistakes their parents and family make. This is the primary and, in most cases, the only source of Heritage speakers' language acquisition, yet it does not have to become a source of their embarrassment

*Editor: Valery Belyanin
(Moscow State University &
Moscow State Ling. Univ.)*

in a classroom. Maybe it would help if the subject of dialectic variations and linguistic habits of Native Speakers is included in the curriculum and becomes a topic for an open discussions?

Obchody 50-Lecia Kwartalnika Polskiego Instytutu Naukowego W Ameryce "The Polish Review"

Polski Instytut Naukowy w Ameryce obchodzi w tym roku 50-lecie swojego wydawnictwa, kwartalanika – "The Polish Review". Uroczyste obchody jubileuszowe odbędzie się 19 listopada 2006 r. w Konsulacie Generalnym RP w Nowym Jorku (godz. 2:30 po południu). "The Polish Review" jest jedynym anglojęzycznym wydawnictwem poświęconym polskim sprawom, dotyczącym różnorodnym dziedzinom nauki i kultury. Po krótkim programie oficjalnym, odbędzie się przyjęcie, w którym będą uczestniczyć członkowie i przyjaciele akademii naukowych w Polsce i Stanów Zjednoczonych.

Podczas uroczystych obchodów, będzie zaprezentowana nowa książka, wydana przez Polski Instytut Naukowy pod redakcją prof. Karola Kraszewskiego, ze wstępem prof. Józefa Wiczerzaka, 50 lat "the Polish Review". Książka zawiera zbiór cennych artykułów publikowanych na łamach "The Polish Review" w ciągu ostatnich 50 lat (m.in. artykuły Czesława Miłosza, Stanisława Barańczaka, Oskara Haleckiego, Józefa Wittlina, Kazimierza Wierzyńskiego, Zbigniewa Brzezńskiego i wiele, wiele innych).

Więcej informacji na naszej stronie internetowej (www.piasa.org) – w najbliższym czasie.
(See English Language version on page 19).

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 Thomas Beyer (Middlebury College); Robert Channon (Purdue University); Halina Filipowicz (University of Wisconsin at Madison); Beth Holmgren (University of North Carolina at Chapel Hill); James Levin (George Mason University); and Ernest Scatton (State University of New York at Albany). Look for their responses to new questions in future issues of the AATSEEL Newsletter.

A guest author, Dr. Patricia Zody (Director, Center for Language Studies, Beloit College), responded to the following question.

Question: I am considering applying for a summer job teaching languages, since I could use more teaching experience and would like to make some money. But I am also working on my dissertation, so time is of essence. What does one gain from summer language teaching, and does it make sense for someone like me, who is in the dissertation stage?

Response: By all means, finish your dissertation!

Having said that, I do believe that there are important reasons for teaching in a summer, immersion-style program that go far beyond your goals of gaining "more teaching experience" and earning "some money." I would even go so far as to state that if those are your only goals for teaching language in the summer, you are better off working on your dissertation.

The move right now at the national level is to find new, innovative ways to get US citizens to higher levels of proficiency in shorter periods of time. Summer intensive language programs will increasingly play a greater role in achieving these goals. Instructors who

have the special skills related to teaching in immersion-style courses will be more competitive in the job market than those who do not.

On a more personal level, you will gain valuable skills from your interaction and collaboration with highly qualified instructors who have developed creative and innovative approaches to the teaching of languages in an immersion-style setting. For example, a long-time instructor of fourth-year Russian in our summer program received rave reviews for her three-hour seminar on her "easy approach" to participles and verbal adverbs, a grammatical topic that is often viewed as "difficult" for American students. Instructors were also invited to visit the first-year Hungarian classroom to learn how this teacher uses a wide variety of photos, posters, and grammatical charts to teach Hungarian with little reliance on English, not to mention the individual backgrounds of students. Students are able to learn and speak about characters, places, events, and things that are pictured right in front of them. As different grammar points and topics are covered the stories surrounding these photos and pictures become longer and more detailed.

Students often attend summer immersion-style courses because it offers them the opportunity not only to learn a great deal in a short period of time, but also to devote themselves to the study of the target language without the demands of family, school, or work. Instructors who teach in this type of program benefit in similar ways. You will also leave your family, home, and friends behind just as the students do. In so doing, you will have a unique opportunity to devote all of your time, energy, and talents to learning how to cover a chapter in a day and not in a week or two, to sharing lunch and dinner with your students and colleagues, to organizing and participating in cultural activities, and to living that language from morning to night for 63 days.

*Editor: Olga Livshin
Northwestern University*

There are serious and satisfying reasons for you to teach this summer in an immersion-style language program, but thinking about, much less finishing, the dissertation is not one of them. It is up to you to decide which is more important at this stage in your career.

Patricia Zody, Ph.D.
Director
Center for Language Studies
Beloit College

PIASA To Celebrate 50th Anniversary Of Its Scholarly Journal, *The Polish Review*

The Polish Institute of Arts & Sciences of America (PIASA) will celebrate the 50th anniversary of the continuous publication of its scholarly quarterly journal on Sunday, November 19, 2006 (2:30 pm.) at the Polish Consulate General 233 Madison Avenue, New York City. The Polish Review is the only English language multi-disciplinary journal dedicated to Polish affairs. After a short program, a festive reception will follow which will include members and friends from American and Polish academia. More details will be available on <http://www.piasa.org> in the near future.

A new book *50 years of the Polish Review, 1956-2006*, edited by Charles S. Kraszewski with an introduction by Joseph W. Wiczerzak, will be available at the event. The book will contain a generous sampling of important articles originally printed in Volumes 1 to 50, from the pens of Czeslaw Milosz, Stanislaw Baranczak, Oskar Halecki, Jozef Wittlin, Kazimierz Wierzynski, Zbigniew Brzezinski and others. Articles chosen represent all fields of scholarly endeavor, from musicology and art history, through history, sociology, literary studies, etc.

PROFESSIONAL OPPORTUNITIES

Calls for Papers

Paper proposals accepted beginning May 1, 2006

2007 Conference of the International Society for Language Studies

The 2007 Conference of the International Society for Language Studies Honolulu, Hawaii, USA April 2-4, 2007 Lehulehu nā (na:) ölelo ('o:lelo); ho'okahi na'e mana'o Many through our languages, but one in our thoughts.

In cooperation with:

- Ka Haka 'Ula O Ke'elik lani, College of Hawaiian Language, University of Hawaii at Hilo
- Kula Kaiapuni O Anuenue Hawaiian Language Immersion School
- Additional cooperating institutions forthcoming!

The 2007 conference of the International Society for Language Studies will feature field experiences related to Hawaiian language and culture, in addition to a full program of international papers on language studies:

- Hawaiian Language Studies
- Discourse and Identity
- Policy
- Language in Professional and Workplace Contexts
- Language Teaching Practices and Pedagogy
- Research Methodology
- Teacher Development
- Conceptualizations of Language

Paper proposals accepted beginning May 1, 2006 See the ISLS website for updated conference information <http://www.isls-inc.org/conference.htm>

January 12, 2007

Homesteading Reconsidered Call for papers.

University of Nebraska-Lincoln is calling for paper submissions to its 33rd Interdisciplinary Symposium that will

take place in Lincoln, May 17-19, 2007 Nebraska is a state where every more than 10 percent of population claims Czech heritage.

The University of Nebraska hopes for a panel that deals with the Czech culture as it developed in the Great Plains environment.

INTERESTED CONTRIBUTORS should submit proposals/abstracts of 150-200 words with a brief resume by JANUARY 12, 2007. ELECTRONIC SUBMISSION is preferred. Be sure to indicate the relevant information (contact person, affiliation, address, telephone, e-mail address) in your e-mail and indicate in the subject line: 2007 HOMESTEADING RECONSIDERED SYMPOSIUM. If sending by standard mail, please send two unfolded copies of the abstract to the Program Chair at the address in the column to the left.

Persons whose proposals/abstracts are accepted will be expected to submit final papers at the conference. Great Plains Quarterly and Great Plains Research, the Center's scholarly journals, have the first right to publish papers presented at the symposium. The Homestead Act of 1862 in the United States and the Dominion Lands Act of 1872 in Canada fundamentally shaped the pattern of non-Indian settlement on the Great Plains. By the time the acts were repealed, over 270 million acres in 30 U.S. states and 118 million acres in Canada's western provinces had been distributed.

THIS SYMPOSIUM will examine homesteading and its legacy from all angles, review recent and forthcoming scholarship, probe conflicting interpretations, and encourage all participants to develop their own perspectives on the historical and ecological significance of homesteading. SUBJECTS OF INTEREST for consideration in the event's program include, but are not limited to:

- Cultural and social changes initiated by westward migration and the retention of cultural and social values by those groups and individuals that emigrated;
- The legacy of the Homestead Act/Dominion Lands Act(or

anti-legacy, as many ethnic and cultural groups may view it);

- The role of land speculation and fraud in fulfilling or dooming the government's intended uses of the Homestead Act/Dominion Lands Act;
- Past historical remembrance and interpretation of homesteading and Western history; and other subjects.

Persons whose proposals/abstracts are accepted will be expected to submit final papers at the conference. Great Plains Quarterly and Great Plains Research, the Center's scholarly journals, have the first right to publish papers presented at the symposium. Visit the conference website for up-to-date information. www.unl.edu/plains

Dr. Mila Saskova-Pierce Minor Languages Section Head Department of Modern Languages 1133 Oldfather Hall University of Nebraska at Lincoln NE 68588-0315 e-mail: msaskovapierce1@unl.edu Tel: (402) 472 1336 Fax: (402) 472 0327

Conferences and Workshops

October 28-29, 2006

Washington, DC

Symposium on Teaching and Learning to Native-Like Levels of Foreign Language

The annual symposium of the Coalition of Distinguished Language Centers will be held at American Councils for International Education. Working languages of the conference are English, Russian, and Arabic. Presentations on research, theory, and practice as related to teaching any foreign language are welcome. For more information, contact Boris Shekhtman, sbsltc@aol.com, or online www.distinguishedlanguagecenters.org.

November 16 - 19, 2006

Nashville, TN

ACTFL 2006 40th Annual Meeting & Exposition

The American Council on the Teaching of Foreign Languages (ACT-

FL) Annual Meeting and Exposition brings together more than 5,000 teachers, administrators, method instructors and students of foreign languages at all levels from across the world. The convention features over 500 educational sessions on such topics as: Assessment, Culture, Curriculum, Learner Variables, Literature, Materials, Methods/Techniques, Policy/Issues, Professional Development, Research, Specific Purposes, Standards and Technology. For more information contact:

American Council on the Teaching of Foreign Languages
700 S. Washington St., Suite 210
Alexandria, VA 22314
(t) (703) 894-2900
(f) (703) 894-2905

headquarters@actfl.org
www.actfl.org

April 18-21, 2007

Irbid, Jordan.

Second International Conference on High-Level Language Learning

Sponsored by the Jordan Consortium of Centers of Teaching Excellence and the Coalition of Distinguished Language Centers, this conference will be held at Yarmouk University in 2007. Working languages of the conference are English and Arabic although some language-specific sessions may be conducted in other languages. Presentations on research, theory, and practice as related to teaching any foreign language are welcome. Abstracts for conference presentations are due by December 31, 2006. For more information, contact Dr. Mahmud Wardat in Jordan (mwardat2001@yahoo.com) or Dr. Betty Lou Leaver in the USA (leaver@aol.com). Information is also available online: www.distinguished-languagecenters.org.

April 26-29, 2007

Madison, Wisconsin

National Council of Less Commonly Taught Languages Tenth National Conference

For more information contact:

www.councilnet.org
ncolctl@mailplus.wisc.edu
NCOLCTL
4231 HumanitiesBuilding

455 N. Park Street
Madison, WI 53706
Tel: 608-265-7903; FAX 608 265 7904

Grants and Fellowships

November 14, 2006

SSRC Eurasia Program 2007 Predoctoral and Postdoctoral Fellowships

Competition The Eurasia Program, Social Science Research Council (SSRC) is pleased to announce its upcoming 2007-2008 Title VIII fellowship activities. Eurasia Program Title VIII Fellowships serve to expand and strengthen the field of Eurasian studies through the support of research, writing, advanced-training and curriculum development. All fellowships are intended to support work on or related to the New States of Eurasia, the Soviet Union and/or the Russian Empire, regardless of the applicant's discipline within the social sciences or humanities.

Online applications and supporting materials, including detailed award descriptions and eligibility criteria, are now available on the SSRC Eurasia Program website - www.ssrc.org/programs/eurasia/fellowships/index.page. Fellowships will be offered in four categories:

Predoctoral Fellowships target individuals at seminal stages of their graduate careers. They provide essential training opportunities for individuals in the early stages of their programs as well as support for advanced students in the intellectually challenging dissertation write-up stage of their work.

Predissertation Training Fellowships provide up to \$7,000 for graduate students who have not yet advanced to PhD candidacy.

Dissertation Write-up Fellowships offer support in the amount of \$22,000 for the 2007-2008 academic year.

Postdoctoral Fellowships support both independent scholars and university faculty at all levels. Postdoctoral Research Fellowships provide junior faculty, in particular those who have

recently received PhDs, with \$20,000 in support and afford their recipients concentrated time away from university obligations.

Teaching Fellowships award university faculty with up to \$7,000 for curriculum development and implementation. Please note: only U.S. citizens or permanent residents are eligible to apply. Contact program staff at eurasia@ssrc.org if you have any questions or concerns.

General Deadline for all fellowship applications is November 14, 2006 at 9:00 pm EST.

Eurasia Program Social Science Research Council, 810 Seventh Ave, 31st Floor, New York, NY 10019, Phone: 212-377-2700/Fax: 212-377-2727 Email: eurasia@ssrc.org

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

For 2005-2006, the Committee awarded approximately \$25,000 in scholarships and fellowships. For 2006-2007 and beyond, it is anticipated that about \$60,000 will be awarded in scholarships and fellowships annually. 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 pro-

cedures 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@americancouncils.org.

Kennan Institute Short-Term Grants: The Kennan Institute offers Short-Term Grants to scholars whose research in the social sciences or humanities 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 17

- Gillespie, D., et. al. 2006. *Iurii Trifonov: Unity through Time* (Cambridge Studies in Russian Literature). Cambridge, UK: Cambridge University Press.
- Goldstein, D., et. al. 2006. *Nikolai Zabolotsky: Play for Mortal Stakes* (Cambridge Studies in Russian Literature). Cambridge, UK: Cambridge University Press.
- Hammarberg, G., et. al. 2006. *From the Idyll to the Novel: Karamzin's Sentimentalist Prose* (Cambridge Studies in Russian Literature). Cambridge, UK: Cambridge University Press.
- Havel, V., Skvorecky, J., & Klima, I. 2005. *Literature and Tolerance: View from Prague*. London: Readers International.
- Hutchings, S., et. al. 2006. *Russian Modernism: The Transfiguration of the Everyday* (Cambridge Studies in Russian Literature). Cambridge, UK: Cambridge University Press.



AATSEEL Annual Convention

Philadelphia, Pennsylvania • December 27-30, 2006

The AATSEEL 2006 Convention will feature:

- Scores of panels of papers and presentations on language, literature, linguistics, second language acquisition, technology and pedagogy.
- Some 400-500 of the most active and professional scholars in Slavic from the USA, Canada, and other countries
- Gratis interviewing facilities
- Exhibit hall with companies offering the newest and best in scholarly books, textbooks, instructional multimedia software and online resources, study abroad and summer intensive programs, and more.
- The American Philosophical Society and AATSEEL invite AATSEEL and MLA conference participants to an Open House showcasing the exhibition “The Princess and the Patriot: Ekaterina Dashkova, Benjamin Franklin, and the Age of Enlightenment” 4:30-7:30 pm, Friday, December 29 at the Museum of the American Philosophical Society, 104 South Fifth Street, Philadelphia, PA 19106 <http://www.amphilsoc.org/exhibitions/princess.html>. Hosted by Marcus Levitt (University of Southern California) and Irina Dubinina (Bryn Mawr College)
- Accommodations in Philadelphia’s only waterfront hotel, with waterfront views of the city and the Delaware River, and within walking distance to Philadelphia’s Historic District.

Please direct all questions about AATSEEL 2006 to:

Dr. Dianna Murphy
AATSEEL Conference Manager
1122 Winston Drive
Madison, WI 53711
Tel. (608) 770-9080
Fax (608) 890-1094
Email: aatseelconference@mac.com

Conference Schedule

Beginning with 2006 the conference program will be published only online where it can be regularly updated. For the latest version please go to: www.aatseel.org/program

Wednesday, December 27

5:00-7:00 pm	Conference Registration
5:00-7:00 pm	AATSEEL Program Committee
7:00-10:00 pm	AATSEEL Executive Council

Thursday, December 28

7:30 am - 7:00 pm	Conference Registration
9:00 am - 4:30 pm	Exhibit Hall
5:00 pm - 7:00 pm	ACTR Board Meeting
7:00 pm - 10:00 pm	AATSEEL President's Reception and Awards Ceremony

Friday, December 29

7:30 am - 5:00 pm	Conference Registration
8:00 am - 10:00 am	Slava/Olympiada Breakfast
9:00 am - 4:30 pm	Exhibits
10:00 am - 11:00 am	AATSEEL Business Meeting
11:00 am - 12:00 noon	Keynote Address William Mills Todd, III, Harvard University On the Care and Development of "Home-Grown Disciplines"
12:15 pm - 1:30 pm	Meeting of Language Program Coordinators
4:30 pm - 7:30 pm	Special Event: Open House at Museum of the American Philosophical Society "The Princess and the Patriot: Ekaterina Dashkova, Benjamin Franklin, and the Age of Enlightenment"
5:00 pm - 7:00 pm	ACTR Membership Meeting

Saturday, December 30

7:00 am - 10:00 am	AATSEEL Executive Council
9:00 am - 12:00 noon	Exhibits
12:00 noon - 1:00 pm	AATSEEL Program Committee

Hotel and Accommodations

Hyatt Regency Philadelphia at Penn's Landing

201 South Christopher Columbus Blvd.

Philadelphia, PA 19106

Tel.: 800-233-1234, 215-928-1234

Fax: 215-521-6600

www.pennslanding.hyatt.com

Room rates: \$109 single/double occupancy

Reservation deadline: Reservations must be made by November 27, 2006 and must be guaranteed with a major credit card.

Reservation procedure: Call 1-800-233-1234, and tell the reservation agent that you are with the AATSEEL conference. All reservations must be guaranteed with a major credit card.

Guest rooms and facilities: All rooms feature high-speed Internet access (for a daily fee of \$9.99), daily newspaper delivery, in-room coffee maker, hairdryer, iron and ironing board, in-room safe, and refrigerator. The hotel features a 24-hour personal business center and 24-hour fitness center. See the hotel's website for complete information.

Parking: Attached 6-story parking garage with valet and self-parking.

Car rental: An Avis Car Rental desk is located on the basement level of the hotel.

Registration

Registration: Registration is required of all attendees. Current AATSEEL members qualify for reduced conference registration. We strongly encourage conference participants to pre-register online, if possible. If not, please click the link to pre-register by mail, print and fill out the registration form, then mail the form with your payment to AATSEEL Conference Headquarters at 1122 Winston Drive, Madison, WI 53706.

Pre-Registration deadlines and policies for presenters: Conference presenters must pre-register for the conference by September 30. All conference presenters must be current AATSEEL members. Pre-registration for others closes on November 30. All others register for the conference on-site.

Cancellation and refund policy: Preregistration refunds will be made for written cancellations received up to the applicable preregistration deadline (September 30 for program participants, November 30 for all others), less a \$10 processing fee. After that date no refunds will be made.

TO PREREGISTER, please complete the information requested and return it with your check (payable to AATSEEL in US Dollars) or credit card information before 30 November (30 September for program participants). (Please PRINT all information)

First Name:

Last Name:

Mailing address

Contact info (in case we have questions)

Phone :

Fax :

Email:

Affiliation as you wish it to be listed on your conference badge:

If unsure of your membership status (it's printed on each piece of mail you receive from AATSEEL), please contact us before completing this form. PLEASE DO NOT USE THIS FORM TO JOIN AATSEEL OR RENEW YOUR MEMBERSHIP.

Check the appropriate registration category

- LCD Projector Reservation - \$50.00
- 2006 Annual Conference - Nonstudent Member - \$80.00
- 2006 Annual Conference - Nonstudent Nonmember - \$105.00
- 2006 Annual Conference - Student Nonmember - \$70.00
- 2006 Annual Conference - Student Member - \$55.00

Payment Method (check one)

Visa Mastercard

Account Number

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Exp. Date (MM/YY) ___/___

Signature

Please return this entire form and your remittance to Dr. Dianna Murphy, AATSEEL Conference Manager, 1122 Winston Drive, Madison WI 53711. If you have any questions, please do not hesitate to contact me at aatseelconference@mac.com. If you wish to receive a receipt, please include a stamped, self-addressed envelope. Thank you for your continued interest in and support of AATSEEL.

Office Use Only: Check#: _____ Date _____ Amount _____

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	\$120	7 5/8" x 4.5 11/16"
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