

The

AATSEEL NEWSLETTER

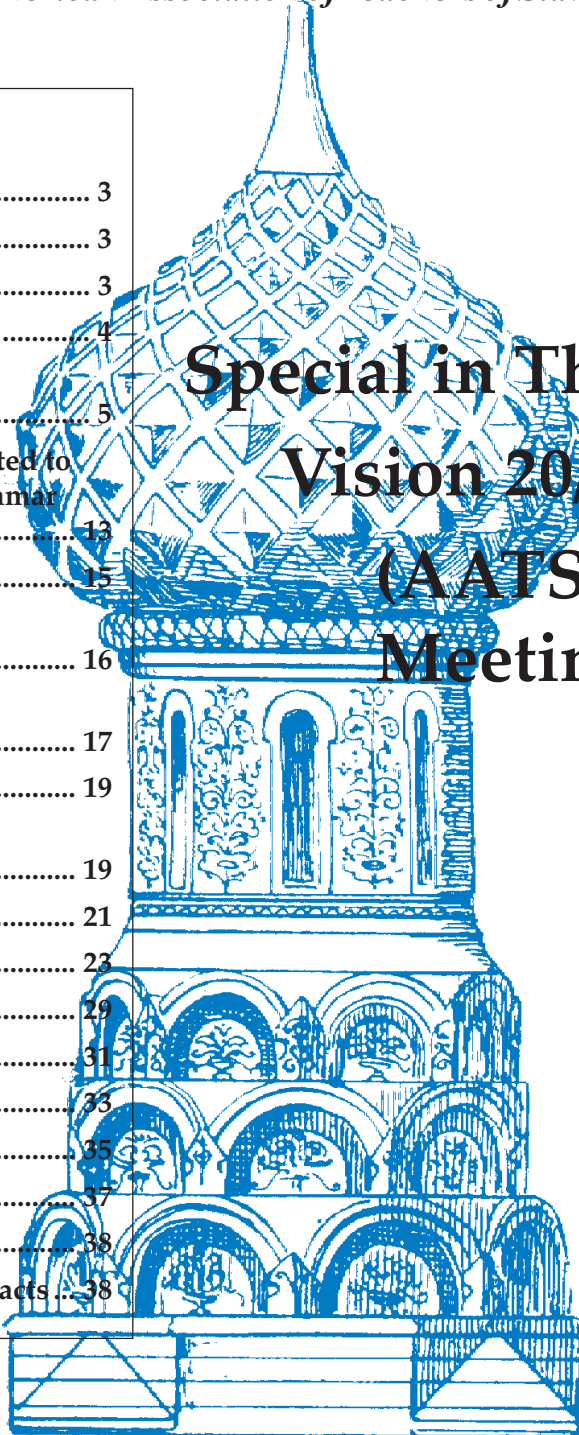


American Association of Teachers of Slavic & East European Languages

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Special in This Issue:
Vision 20/20 Reprise
(AATSEEL Annual Meeting 2001)



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Message from the President

No one will tell you that the elected officers of AATSEEL don't work hard, but pretty much everyone will acknowledge that the work is sporadic and focused on specific tasks and policies. The continuity of this organization and, indeed, the organization of this organization, depend not so much on the officers as on the presence of an energetic person with tact, good sense, and a wide knowledge of the field in the person of the Executive Director. Jerry Ervin has served as AATSEEL Executive Director and supplied that energetic presence for six years. He is now stepping down to focus on other interests.

We can hardly begrudge him this change or the desire to be out from under the daily organizational grind of AATSEEL. At the same time, we would be lying if we claimed that we would not miss Jerry. We will miss him a lot.

And we are profoundly grateful for all that he has brought to this organization. We are grateful for the obvious big things—setting up the AATSEEL conventions, arranging for the exhibitors,

getting the programs printed and delivered, and major trouble shooting in all sorts of contexts. But possibly even more than that, we are grateful for your solutions to myriad little problems that none of us knew about. Such "invisible" problems can be a greater threat to an organization than the visible ones, which, by virtue of their obviousness, draw people's attention and get resolved.

In short, Jerry, we thank you for all kinds of things we never even knew about, as well as for lots of things we do know about, and we wish you a fulfilling retirement, whatever that may mean in your own terms.

We hope that you will still come to AATSEEL conventions, and we will try not to bug you about missing microphones, room rates, lost registrations, or anything at all.

Yours, on behalf of numerous AATSEEL Executive Boards and many others, with fondness, gratitude, and respect,



Important Updates Regarding the *Slavic and East European Journal*

The *Slavic and East European Journal* (*SEEJ*) is now running a little over a year behind its cover date. AATSEEL and the new *SEEJ* editorial team are committed to returning *SEEJ* to schedule, as expected by our members and subscribers and as required by the US Postal Service.

Accordingly, for the next two years a *SEEJ* issue will appear approximately every two months (rather than once every three months) until we have caught up.

By the time you read this, *SEEJ* 44.4 will have been mailed and *SEEJ* 45.1 will be at the printer's.

Prospective *SEEJ* authors and reviewers are advised that early submission of manuscripts is necessary. We suggest submission a minimum of 9-12 months before the anticipated mailing date of an issue.

For accepted manuscripts, prompt turnaround on editorial suggestions and on proofs is likewise essential.

Since we must restore *SEEJ* to its expected publication schedule or lose our mailing permit, delayed manuscripts—whatever the reason—may at the editor's sole discretion be shifted to subsequent issues of *SEEJ*.

Letter from the Editor

First, I would like to reiterate Sally Pratt's thank-you to Jerry Ervin. He has been especially helpful to me in the transferral of the *AATSEEL Newsletter* from the University of Iowa to the Monterey Institute of International Studies (MIIS). His support has been very important to me during the past two years, and it would have been difficult to get the newsletter out at all, let alone on time, without his involvement.

This is also the last issue for Kristin Hiller-Emelyanov, the graduate assistant at MIIS who has been serving these past two years as associate editor. She graduates in April with her MATFL degree in English as a Second Language. So, many thanks, Kris, and good luck in whatever endeavors you become involved in next. It has been a pleasure working with you.

In this period of transition to a new associate editor, I would ask all column editors, advertisers, and other contributors to correspond directly with me to make sure that nothing slips through the cracks. If you plan to snail-mail something, please contact me by e-mail first since I travel constantly.



Important note: If your AATSEEL membership first began in 2002, your address label should bear *2002. You will receive all 2002 publications (such as this newsletter and the membership directory), but please do not expect to receive any 2002 issues of *SEEJ* right away. Because of the delays in *SEEJ* publication (see article on the left), the 2002 issues won't start to appear until very late in 2002. If you'd like to receive 2001 *SEEJ* issues even though you were not a member of AATSEEL in 2001, please contact the Executive Director.

Summer Language Programs

Russian and East European Language Courses Arizona State University

The Arizona State University Russian and East European Studies Consortium will again offer intensive elementary and intermediate language instruction in Macedonian, Serbian/Croatian/Bosnian, and Tatar and will introduce elementary Armenian in its annual Critical Languages Institute (CLI), June 3–July 26, 2002, in Tempe, Arizona. Tuition charges will be waived for CLI classes. Competitive fellowship support is available for Tatar language students.

An optional practicum is available for students studying Macedonian (Ohrid, Macedonia), Serbian/Croatian/Bosnian (Novi Sad, Yugoslavia) and Armenian (Yerevan, Armenia). Academic year study abroad programs are offered in Macedonia, Tatarstan, and Armenia.

For additional information, please see “Critical Languages Institute” at <http://www.asu.edu/ipo/reesc>. Questions can be sent via e-mail to Anne Fredrickson (anne.fredrickson@asu.edu) or Carol Withers (carol.withers@asu.edu), or call the REESC office at 480-965-4188.

Summer 2002 Intensive Language Program Beloit College

The Center for Language Studies at Beloit College is pleased to announce its intensive language program for Summer 2002. Slavic and East European languages offered this summer are first-year Czech (June 30–August 9, 2002), first-year Hungarian (June 9–August 9, 2002), and first- through fourth-year Russian (June 9–August 9, 2002). For the nine-week course, students receive 12 semester hours of credit; four-and-a-half-week sessions are also available.

Language and culture are vital components of the Beloit summer program. Participants not only immerse them-

selves in the language but also study the target culture through a series of lectures, movies, and excursions to surrounding areas. Superb teachers, personalized instruction, small classes, and a peaceful summer in Wisconsin are just a few of the many benefits offered by the program.

Scholarships are available for third- and fourth-year Russian, and tuition waivers are available to graduate students specializing in East Europe (Poland, Czech Republic, Slovakia, Hungary, Romania, Bulgaria, and all the countries of former Yugoslavia, and Albania) in any discipline.

Applications are being accepted now. For more information about the program, please visit the website at <http://beloit.edu/~cls> or contact Patricia L. Zody, Director, Center for Language Studies, Beloit College, 700 College Street, Beloit, WI 53511; tel.: 608-363-2277; e-mail: cls@beloit.edu.

The Russian Practicum Columbia University

The Russian Practicum combines courses in Russian language with content courses in Russian literature and specially designed research courses on “Working in Russian Archives” and “Russian Internet Resources.” Language and content courses can be taken in combination or individually. The Practicum consists of two four-week sessions, running from June 10 to July 5 and July 8 to August 2. Literature and research courses are targeted at upper-level undergraduate and graduate students. Language courses accommodate both undergraduate and graduate students with a variety of backgrounds and reasons for studying Russian.

Extracurricular activities will be provided to reinforce language learning and to give greater exposure to Russian culture. They include weekly Russian language lunchtime conversation hour, visits to Russian art and manuscript collections in the New York area museums and libraries, a Russian film series, and other cultural events.

For more information, please con-

tact Dr. Ludmilla A. Trigos, Director, The Russian Practicum, tel.: 212-854-3133, e-mail: lat5@columbia.edu. For information on admissions, fees and housing, please check the Summer Session web site at <http://www.ce.columbia.edu/summer>

Russian for Heritage Speakers Indiana University

The Summer Workshop at Indiana University is pleased to offer a four-week (June 14–July 12) intensive five-credit course intended for those speakers who possess a home knowledge of Russian, but who do not have a native Russian’s full educational background. Since heritage speakers are already able to speak Russian and possess a good grammar base, this course will focus on quickly developing reading and writing skills.

The latter parts of the course are designed to focus on filling in students’ gaps in grammar and cultural background. The course will meet for 20 hours per week and it will use the new text *Russkii dlia Russkikh* by Akishina, Kagan, and Robin.

Following the course, students may wish to sign up for a four-week third- or fourth-year Russian course and receive an additional five hours of transferable credit from Indiana University. See <http://www.indiana.edu/~iuslavic/swseel.shtml> for more information.

The Middlebury Russian School Middlebury College

The Middlebury Russian School will offer expanded programming at the undergraduate and graduate levels in the summer 2002 session.

Undergraduate instruction will take place in the nine-week program, June 14–August 16, 2002. Classes will be offered at every level of instruction from first through fourth year, with courses at the midpoints between each major course level. Classes meet four hours a day, five days a week. For more information, see <http://www.middlebury.edu/~ls/Russian/curriculum/courses.html>.

- continued on page 12

THE FUTURE OF SLAVIC STUDIES VISION 20/20, AATSEEL ANNUAL MEETING NEW ORLEANS, DECEMBER 2001

The Vision 20/20 session at the 2001 Annual Meeting of the American Association of Teachers of Slavic and East European Languages produced some interesting thoughts about the future of Slavic studies. For readers who were unable to attend that panel, the papers from the session are presented here.

The Future of Slavic Studies

*Dragan Kujundzic
Univ. of Calif., Irvine*

Please let me start by saying how honored I am to speak in such an illustrious company, all the more so that the invitation to speak on this occasion came from Helena Goscilo. I find this a fortunate and welcome occasion to say that Helena Goscilo has represented for me, long before I ever had a chance to meet her, the very possibility of the future of the profession that we are talking about today. I know that Lena's good taste will be offended for drawing attention to her as I should be speaking about the future of Slavic Studies. But I do not know anyone in the Slavic field in the United States who has done more to welcome the unexpected, the novel, innovative, what is yet to come, who made more openings, not only with her pioneer venture in various uncharted disciplines from women studies to film, from post-modernism to Tolstoy to Tolstaya and back, but also who has made more openings for junior scholars in this profession, than Lena Goscilo, in ways for which we, all of us at and in the AATSEEL, have yet to invent means of institutional recognition. So, while I am talking about Lena Goscilo and thanking her, I have actually already well advanced towards creating or describing an opening for what

is to come in the profession, for its future.

In order to proceed with minimal precision, I will make a distinction between the future and what may be called, in French, *avenir*, what is to come. The future, in this first sense, still carries in itself notions of programmability, expected development, the future of the present. With *avenir*, I would like to suggest an event or advent for which we have no concept, no name and no formula, yet, and may never have, and that comes to us to puncture the expected, programmed, teachable, predictable. That *avenir*, that *other* future, or *other than future*, belongs to the opening which accepts risks, the unpredictable and the unprogrammable, a profession for which a syllabus has yet to be written.

In some ways, the situation I am trying to describe briefly here would resemble a potential always already at work in the long tradition of Socratic maieutic, most notably in *Phaedrus*, where Socrates says that he is not teaching anything, but asks questions; or to that of Moliere's *School for Wives* [*L'Ecole des Femmes*], which suspends the certainty of knowledge and feminizes the pedagogical scene which, pulled between the two masters, the two men who know, Arnolphe and Horace, suspends the phallic mastery in the figure of Agnes and, as Barbara Johnson noted in her essay "Teaching Ignorance" "retains the plurality of forces and desires within a structure that would displace the One-ness of individual mastery."¹

Let me enumerate a few conditions for which our field has yet to invent a meaningful and systematic rhetoric, a reserve of names and concepts, a future if you will, which Slavic studies in many ways share with other disciplines of the humanities. Those theoreticopolitical landscapes our discipline has

yet to traverse on its way to an opening towards the future, and these are not exhaustive. The end of the nation state as we know it; the questioning of sovereignty, be it of the subject, the nation, or the president; the fissured self sameness of national cultures and linguistic identities, the fissured identity of national languages themselves; the multiple questioning of identity that proceeds from the imperatives of psychoanalysis, deconstruction, theory and philosophy; discourses on gender and other borders of the body; dramatic transformations that put parts of the Slavic world, Russia and Serbia, among others, at the front line with the Muslim world in ways that are paradigmatic of a more general global confrontation; discourses stemming from the conflation between global and local, what may be called *glocalization*; questions of academic labor, and work in general; problems arising from the *world-widezation* (globalization) of the telecommunications; war crimes and international justice, including in Chechnya, Bosnia and Kosovo; larger ethical questions pertaining to the notion of hospitality, be it academic, national or international, the hospitality of the city and the dominance or even violence or hostility of sovereignty of the state or the states, and yes, I am also talking about the City and the States, the New York City and the United States; the loss of a certain primacy of Russia that still is predominantly represented in the Slavic Studies in the West and tends to stand, synechdochically, for the entire, heterogeneous and pluricultural world of Slavs; this last one would then include a reflection on Russian (post) colonialism or colonialism tout court that has also been reproduced here in the United States in many Slavic Departments; all of these phenomena, the transformations that actually formulate our field

of studies, and the transformations of the technologies and methodologies of knowledge, most of all philosophies of the event to come, have yet to receive their attention in the discipline of Slavic studies in an extensive and most rigorous way. That attention will be also a sign of hospitality for the unpredictable, unprogrammable, for the Other.

I could proceed by saying where I think the field has sometimes failed, and why, and why sometimes the failure belongs exactly to that notion of the Arnolphian one-ness or Bakhtin's critical notion of the unitary language of mastery and knowledge, of what I tend to call the logocentric premise of area studies.

But I would prefer to limit myself today, or in these propaedeutic remarks, remarks preceding pedagogy, to the many signs of affirmation that I see developing; there is an increasing interest in the Slavic world in general, an active investment by many of our colleagues in film, philosophy, theory, etc. that come out of the Slavic world; conferences are organized on Slavic topics even by colleagues who have no first hand knowledge of the Slavic disciplines; conferences on topics such as Polish cinema attract hundreds, as I have recently had a chance to witness; but most of all these signs of affirmation belong to my junior colleagues coming out of graduate schools. Well versed in theory, philosophy, visual studies and psychoanalysis, well aware of the complexities of the intellectual market place, inquisitive and knowledgeable, they bring hope and dynamics that I do not remember from my graduate student days. Not because I believe in the mechanical progress of generations, but because the signs are visible all throughout our conference program as it has been for the past several years, I believe that the profession, often against itself, like the Nietzschean laughter, which is the marker of the unexpected event itself, yet has a future: "doch gerade unser L a c h e n noch Zukunft hat!"²

1 Barbara Johnson, "Teaching Ignorance: *L'Ecole des Femmes*," in *The Pedagogical Imperative: Teaching as a Literary Genre*, *Yale French Studies*, number 63, 1982, 181.

2 Friedrich Nietzsche, *Jenseits von Gut und Boese* [Beyond Good and Evil]. Berlin: Walter de Gruyter & Co., 1968, 150.

Vision 20/20

Helena Goscilo
University of Pittsburgh

Given mortality and immediate time constraints, my vision of the *Svetlyi put'* stretching before us modestly targets three areas in what bucolic enthusiasts conventionally call "our field": (1) enrollment in undergraduate courses and its relationship to the Slavist's survival kit; (2) logistics and psychosis in hiring; and (3) the landmined terrain of scholarly publication – or vox clamantis in deserto (unrelated, alas, to just desserts).

(1) Undergraduate enrollment, or how to teach what we know to an empty classroom:

At our Vision 20/20 session in 1998, Richard Brecht, with his signature zest and humor, threatened to excommunicate me from the church of American Slavic Studies for my perceived apostasy: And understandably so: as a renegade Slavist and mongrel Slav, I had blasphemously proposed that dwindling enrollments in Slavic language courses did not herald the Apocalypse, but did require a rethinking of our decades-old Russian major (which peculiarly combined Cold War policies and Martha Stewart symmetries), so as to take into account empirical changes in politics, borders, and relations between the U.S. and Eastern Europe, not to mention more comprehensive changes in the world. Then, as now, I advocated an embrace of interdisciplinary studies, in combination with language-learning partly conducted in the

country of the relevant language.

After that session various colleagues representing the Graveyard School of Academia confided that their training in Slavic had prepared them to teach nothing but Russian literature and that impassioned exhortations to branch out into film, TV, art, etc. smacked of quixoticism at best and relentlessly ambitious Jewish mothers at worst. In translation, this wail presupposes that the start of teaching inevitably marks the end of learning. The only tenable response to this cemetery of pseudo-thought is, of course, *requiescat in pace*.

Anathema, as it turns out, has much to recommend it: approximately half of the twenty-odd tenure-track or full-time jobs advertised in Slavic this year seek candidates able to teach film or culture. This development would be more heartening, of course, if programs in Slavic actually trained graduates in these areas. No one who remains awake during her working hours at the university fails to realize that undergraduates, for better or worse (and to opt for living reality over sighing nostalgia makes sound sense), favor breadth over depth. And individuals and departments that anticipated this paradigm shift, and adjusted their curricular corsets accordingly, have bloomed, while the sleepers continue to gloom and shrivel.

Various units and colleagues at several colleges/universities have revolutionized the status of Slavic at their institutions precisely by opting for the excommunication-risk model (the viability of this label depends on Richard Brecht's presence and readiness to Perform the Deed). During the last few years, as various Slavic departments across the nation closed or shrank to near-evanescence, Yana Hashamova transformed a temporary position at Union College into a tenure-track slot by repeatedly devising imaginative thematic courses combining film and literature; partly through symbiosis with other departments, Susan Kalina's indefatigable efforts at the University of Alaska/Anchorage have placed the Russian program there on the university

map; at Ohio State University Daniel Collins and George Kalbouss have drawn hundreds of students to their surveys, respectively, of Vampirism in multiple cultures and genres, and of Russian culture at large. At the University of Pittsburgh our multi-media, interdisciplinary courses in the Russian Fairy Tale, Vampirism, and Science Fiction enroll approximately one thousand undergraduates a year and have added two new Teaching Assistantships to our fund of support for grads. Moreover, two faculty members in our department actually teach Russian film and culture on a regular basis, and our visiting professor, Il'ia Vinitskii, is about to launch what I consider a meta-course, titled "Madness"—in Russian literature and culture, if not explicitly in Slavic Studies.

Now, what card-carrying Slavist will deny the desirability of attracting students to first-, second-, and third-year Polish, Slovak, Czech, Ukrainian, and Russian? How does that standard agenda, however, militate against less traditionally conceived courses structured around broad cultural phenomena that cut across national divisions? It doesn't. Average undergraduates who spend a minimum of four hours daily surfing the Internet, unsurprisingly, do not become intellectually ignited by a fifty-minute *explication de texte* of a poem by Tred'iakovskii, Slowacki, Heine, or Verlaine (I can't vouch for Rod McKuen), but they may respond to such texts when presented in a larger, vividly-delineated cultural context. To iterate the all too obvious, an intellectual can teach Plato, Hegel, and Lacan via analysis of anything from silence (Lacan's specialty) to silos (rural dialectics or the ascent to the ineffable).

In short, I urge all of us to jettison provincialism, and not isolate Eastern Europe behind an intellectual/pedagogic Iron Curtain. Slavists' reluctance to venture beyond the defensively-drawn boundaries of their discipline not only limits course offerings, but for more than a decade has marginalized Slavic within such influ-

ential professional organizations as the MLA: although the MLA conference runs simultaneously with AATSEEL, only a minuscule percentage of Slavists have cognizance of that fact. Scrooginess may play a role here (i.e., reluctance to pay membership and registration fees), for, as several university press editors have lamented over the years, Slavists buy fewer books than specialists in any other "modern language or area." If not financial considerations, then perhaps "fear of theory" deters Slavists from leaping into the cauldron of MLA, which for academics in English, French, Spanish, Italian, German, African Studies, etc. represents the Mecca and Olympus of professional public presentations (and self-presentation). My question is: what do Slavists have to gain by replicating the Iron Curtain isolation from the rest of the political and intellectual world around and beside them?

(2) Logistics and psychosis of hiring, or the Anxiety of Lack of Influence:

In this year's issue of *Profession*, the MLA annual publication reporting on developments in lang'n'lit departments throughout the country, a survey of recent hiring patterns titled "What Search Committees Want" maintains that criteria in the following order of importance currently determine rankings of job applicants: (1) teaching ability and experience; (2) research potential or accomplishments; (3) "interpersonal" skills; and (4) service—which trails far behind the first three (and, incidentally, makes one wonder who does "serve" in these departments.). In the application package that undergoes initial screening, the committee supposedly pays most attention to (1) potential for making a positive contribution to the institution as a whole (a desideratum vague enough to cover a plethora of academic sins); (2) a candidate's letter of application; (3) general teaching experience; and (4) letters of recommendation. Yet, at the same time, 73% of respondents concurred that gut-level reactions are de-

cisive in the hiring process (49). Familiarity with academic guts leaves no doubt that we may be dealing here with an open season on excellent applicants.

As another article in the issue notes, envy undermines objectivity, and so, I would add, does the insecurity of those appraising dossiers. It would be Pollyanishly myopic to ignore the dispiriting fact that unproductive tenured colleagues feel threatened by highly active younger members of the profession who are only too eager to publish and present at conferences. Such psychological factors, in my view, constitute part of our profession's "unsaid." To acknowledge them is deemed equivalent to passing gas in public.

(3) Scholarly publication, or "I don't want to waste money on books, but I don't understand why *everyone* isn't reading *my* monograph":

Several years ago at a AAASS session on scholarly publication, then current and former editors of *Slavic Review* and *Russian Review*, as well as Janet Rabinowitch from Indiana UP and Patricia Kolb from M.E. Sharpe, spoke with extraordinary frankness about the Gutenberg future of our field. Patricia Kolb subsequently published in *NewsNet* (AAASS's quarterly newsletter) an impressively balanced, informative article, devoid of rosy-glassed circumlocution, detailing the dilemmas of producing books that do not sell (i.e., volumes in Slavic). Anyone familiar with the cliché of "kill the messenger" can anticipate what happened: Patricia bore the slings and arrows of outraged Slavists who accused her of nay-saying and cruelty, as if her trenchant assessment of a painful situation were a single-handed assassination of Kenotic Genius.

At the half-dozen or so academic presses with which I have regular contact, the educated and hard-working acquisitions editors unanimously confirm that publishing materials in Slavic is a losing proposition; they publish, but readers don't buy. The targeted readers, I might note, are the group assembled

here—not geeks in Silicone Valley, not cashiers at Bloomingdales, nor janitors at our universities. Since presses, unlike charity organizations, need to turn a profit, what does this scenario of fundamental incompatibility augur for the field? Nothing sunny, unless we honestly confront our mode of being for the last dozen or more years and revise our writing and spending habits.

In short, my vision prompts the following Polonius-like counsel: teach across broad areas, and in the process improve your own education; hire the applicant who truly impresses you, even if she plunges you into a state of trembling insecurity—if you cannot control envy, then channel it into other areas—envy your neighbor’s lawn or dog; consider co-producing scholarship with junior colleagues, including your graduate students, who can bring new perspectives to bear on topics that you might not even have contemplated. Buy books in Slavic instead of daiquiris or supplementary collision insurance. Consider voting in the Eliot Borenstein Tax on Tenure.

Chapter XI of Voltaire’s *Candide*, a salutary *vade mecum* of skepticism and clear-headed sobriety, contains a line that academics in areas under threat cannot afford to ignore: “O che sciagura d’essere senza coglioni!”—“Oh, what misfortune to be without balls!” Indeed, and not only in the world of *Candide*. In sum, then, I passionately believe that bringing one’s brains in alignment with one’s metaphorical balls and courting excommunication by Richard Brecht is the way for Slavic Studies to thrive in the new millennium.

Vision 20/20

Eliot Borenstein
New York University

I choose to see the title “Vision 2020” as an exercise in speculative time travel rather than corrective ophthalmology. As a teacher of both utopian and apocalyptic literature, I find

this approach appropriate; after all, speculations about the future of Slavic Studies tend to oscillate wildly between these two modes. Either a new day is dawning, when every American girl and boy will be breaking down our doors, desperate to enroll in courses on the Slavophile/Westernizer debate and Russian pre-post-modernist prose, or the sky is falling, and lack of interest in our field is going to force us to close up shop altogether and go wandering the streets carrying signs that say “Will parse Slavic syntax for food.” More often than not, such prognostication is a pointless exercise, so rather than make predictions, I prefer to focus on two areas of particular importance for the next generations of Slavic scholars: the curriculum and the world of scholarly publishing.

When it comes to undergraduate offerings and in particular graduate program design, the last decade has seen a number of positive trends, even if they often amount to desperate measures in response to a perceived crisis. Though some might wince at the rise of courses with deliberately catchy (indeed, cutesy titles) such as “Dracula” or “Love and Death in Russian Literature,” when done right, these attempts to appeal to an undergraduate sensibility still expose students to traditional high culture through the tried and true “bait and switch” method. Traditionalists need not be so concerned that this is always a matter of “dumbing down,” that we are offering the Slavic equivalent of “Rocks for Jocks” (“Slavs for Slobs?”). Though it might seem rather obvious, new Slavic courses on sex and gender, women’s writing, popular culture, and film do not have to be part of a zero-sum game. Indeed, if my talk has a message to those who are reluctant to see the curriculum change, it is this: cultural studies is not your enemy.

By the same token, my appeal to my fellow practitioners of cultural studies is: you have fewer enemies than you think, or than you would like to believe. Slavic Studies is a field that is used to polarization, a field that has, perhaps,

inherited the binary thought patterns that Lotman and Uspensky attribute to the culture so many of us study. All too often, both traditionalists and Young Turks get a sense of satisfaction out of being embattled: defending the classics is never more righteous than when the barbarians are at the gates, and what’s the fun in tipping over the sacred cows if no one is indignantly harumphing? In reality, the stakes are not all that high, and the battle is far less interesting than it might first seem. Part of what passes for cultural studies, in Slavic and elsewhere, suffers from the tendency to chase after the latest fashion, but the basic premise, that highbrow literature does not exist in a vacuum, that it is part of a continuum of literary and extra-literary texts and contexts where aesthetics and ideology necessarily intersect, is so patently obvious as to verge on the banal. For graduate students, the addition of cultural studies to the curriculum can provide an even greater intellectual breadth, as well as a much-needed sense of versatility to the young scholar’s CV (one need only look at the number of job announcements asking for someone who can also teach film and “culture” to see the importance here).

In my department at NYU, we are in the process of completely overhauling our undergraduate and graduate curriculum, transforming it into an interdisciplinary program for Russian and Slavic cultural studies. We are about to experiment with a two-track system of graduate courses, where traditional classes that hold little appeal for students from other departments (poetry immediately comes to mind) are offered by our professors as tutorials: under this “pay-per-view” model, students theoretically pick any of these tutorials for full credit at any time in their career, while the faculty member will get some course release after providing a certain number of tutorials. Classes that draw on a base larger than our department, classes that bring in other arts and media than simply literature, will be offered in the traditional seminar format,

following the standard “cafeteria-style” model (choosing from what is offered at any given time). Through experimentation with curricular format and content, we intend to strike a balance that allows us to do comparative studies, film, art, philosophy, gender studies, and, yes, television and popular culture, without neglecting the classics.

My second subject is completely different, but of no less importance: the pathetic state of scholarly publishing, and its impact on the careers of young and future Slavists. As we all know, this is a realm in which the sky really is falling. As university presses implode and cut back, Slavic Studies is often one of the first areas to be jettisoned, for reasons that are economically understandable, but nonetheless lamentable. The economics of the business simply do not allow for the publication of the requisite number of new Slavic scholarly books, while tenure requirements continue to inflate. It would be a lost cause for Slavic Departments to crusade against tenure drift or to try to be innovators in the world of electronic publishing: we are too small and too insignificant to bring the winds of change to our colleges and universities. Proclaiming that a book is not always necessary, or that electronic publishing is just as legitimate as paper and cloth, is a quick path to total marginalization (however worthwhile both causes might be in principle). If we are to continue as a field, if young scholars are to get tenure, we must publish books with reputable university presses. And, more and more, these reputable presses simply don’t want us.

For the past several years, Northwestern University Press had admirably stepped up to the plate, saving more than one career by publishing a strong, good, but not very marketable first book by a newly-minted, tenure-track PhD. But the situation was financially untenable: there was not enough perceived demand to justify paperbacks, while few of us are willing to shell out \$80 for a book that we hope our libraries will purchase. Now that Northwestern

has cut back, things do not look good for strong, solid literary analysis, especially for such unsexy but important topics as poetry.

There is, however, at least one possible solution. We, as Slavists, and particularly as AATSEEL members, must recognize that we have a corporate interest in the publication and sales of Slavic scholarly books. We cannot just rely on the kindness of university presses. By the same token, even if we had the resources to set up a publishing arm, the result would probably not look reputable enough to satisfy a P&T committee at a research university or a selective liberal arts college. If at all possible, AATSEEL should form an alliance with a strong, reputable university press in order to promote a Slavic series that has just a small element of the Book-of-the-Month-Club to it. A press needs to guarantee a certain minimum level of publication, while AATSEEL needs to guarantee a minimum level of sales. The plan is as follows: University Press X establishes the “AATSEEL Slavic Series.” The press operates independently and retains its full rights to approve and reject manuscripts, but commits to publishing a certain number of books per year. And the key here is that the books be published in paperback as well as cloth. AATSEEL, meanwhile, drums up a subscription campaign, targeting primarily (but by no means exclusively) tenured faculty. If we are aware of our corporate interest in the future of our discipline, should we not be willing to commit to buying, say, three Slavic books a year by a certain press at \$25 a pop, even if they might not be on a subject in which we’re interested? Consider it a tax on tenure, or an acknowledgment of the debt we owe to the presses that publish us and to the scholars who will one day replace us. If we do nothing, we are complicit in producing more and more graduate students who, even if they are lucky enough to get tenure-track jobs, will be sacrificed to the harsh realities of the market. The 18 years to come will encompass the entire lifecycle of more

than one new generation of North American Slavists, who will end their abbreviated careers as so much academic road kill. And one hardly needs 20/20 vision to see just how unappealing a picture that is.

Turning Tables on the Future of Slavic

Sven Spieker
University of California,
Santa Barbara

My first thought after I was invited to participate in the MLA roundtable about the “future of Slavic” was that it would have been easier to write another paper than to entertain the profession with ideas about the future of the profession. I had never thought of myself as an academic fortune teller. The very way the theme of this “roundtable” (which turned out not to be round at all) was worded—an elliptical phrase whose second half appears to be missing, as in: “The future of Slavic [...]”—initially sounded intimidating in that it suggested that there is a future for Slavic, but that we do not know what that future might be. Other options for a title would have included the following: “Is there a future in Slavic?” In some ways such a question would have presented me with less of an obstacle because at least that question would have allowed for a clear-cut answer, as in “yes” or “no”. The not-so round roundtable functioned like the game the Germans call, not for nothing, *Stille Post*, or secret mail: Someone begins a phrase that he whispers into his or her neighbour’s ear, the neighbour tries to repeat the phrase, whispering it into his neighbours ear, and so forth. At every step along the way, the message is reissued in ways that forever defy precise reconstruction. When I sketched out my contribution to the discussion, I did not yet know if I would be sitting at the beginning or at the end of the line. If I were to sit at the end, I reasoned, it

would be up to me to say the complete phrase aloud, delivering the mail as it were. That was the moment I dreaded. (As it turned out, I was not the last speaker, someone came after me).

The future of Slavic studies is intertwined with the future of other fields. A recognition of this fact might go some way to address the problems in Slavic studies, too. In the past, Slavic distinguished itself from other disciplines by the fact that it had someone or something to blame its misery on: the end of the cold war—a long time ago—the demise of Russia, etc. To be sure, no one in French or English would blame low enrollment figures in undergraduate survey courses on the Russian realist novel on the demise of the British Empire. If there is a lesson to be learnt here, then perhaps that it may be time for us to recognize that the problems facing Slavic studies are not systematically different from those facing other disciplines, never mind the demise of the Soviet empire, or of any other empire for that matter. (Which is not to say that empires and their demise do not affect the way undergraduates pick their academic flavor of the day. They do, and demonstrably so. What I am saying is that it may be [high] time we give up on the idea that the CIA and other agencies funded our courses during the cold war because they wanted Americans to read more Chekhov).

One of the things that strike me about the Slavic field, if I may permit myself such a generalization, is what I would like to call its inverse messianism. Where other disciplines, most notably English and some parts of comparative literature, are often viewed, from inside the Slavic citadel, as proselytizing evangelists who are forever busy trying to sedate themselves with theoretical opiates, we Slavic scholars continue to count on the eternally stimulating values of the canonical treasures of which we see ourselves in charge. In this Slavic fortress, the efforts of what is sometimes called anti-theory assume themselves the status of a new—and sometimes even rather im-

perious—theory. In the more mundane realm of undergraduate teaching, such an attitude may result, among other things, in the same class on the Russian novel being offered year after year, regardless or, perhaps more precisely, in spite of steadily decreasing student enrollments. The mistaken belief implicit in this way of conducting academic business is that the profession goes through cycles, and that all we need to do is what was always said to be the former German Chancellor Kohl's greatest strength, a.k.a., his ability to deal with problems through *aus-sitzen*, literally "sitting them out", or, in plainer terms, by waiting until they go away. As my students say, "I don't think so."

I have heard it said that the Slavic field is not good at (as in "not interested in") assimilating the intellectual trends that rock the boat for a day or two in other fields. This is of course not altogether true, even if we are perhaps not always the first to pull the trigger. (I myself wrote a book on postmodernism in modern Russian prose at a time when the very word made whole audiences of theoretically minded scholars of literatures other than Slavic reach for the door). But there is perhaps nevertheless something to it. Every once in a while you overhear a graduate student from a Slavic department talking to a colleague from another discipline who, at some point in the conversation, begins to roll her eyes and says, with a tinge of mockery in her voice, as if she were imitating someone else, "well, as you know, we in Slavic don't do such things." Are we perhaps too proud of our—altogether more Anglo-Saxon than "Slavic"—pragmatism and deliberation, our suspicion of Gallic flourishes, our slowness? Other disciplines may have moved from all theory to no theory, and from media to post-media, but in Slavic graduate programs it is all too often as if these things were nothing but so much *Zugluft* (this German term is very dear to me. It means "draft", as in "Go and put your sweater on, there is a draft in this room. You

will catch a cold." Literally, of course, the term translates as something like "pulled air"). I am worried that many of our graduate students are turning out dissertations and articles that are increasingly irrelevant to audiences outside the Slavic field, not because they are somehow intrinsically uninteresting but because they do not take account of the fact that the very nature of specialization is shifting all around us. I would go even further and say that much of the future of Slavic—and the future of other disciplines in the so-called humanities—will depend on whether we will be able to rethink and reformulate what it means to be a specialist (in the humanities and elsewhere) in the twenty first century. Like any other specialization, ours is not oblivious to historical changes, not to even mention the much more crucial changes in the media that channel our knowledge. (And by this I do not only mean that we should become acquainted with the digital media, even though of course we should).

The insularity of Slavic studies—by which I mean our reliance on comforting but largely unquestioned national traditions identified with the language we happen to represent—is a now often deplored fact. (For some reason, we like to say that we cannot communicate with scholars in other disciplines because Russian, Polish, and Czech are hard languages to learn.) Yet the solution to breaking up this isolation is quite simple: we should seek contact with scholars from other disciplines, team teach seminars or upper division courses, organize conferences with topics that allow scholars from a variety of disciplines to participate. To give but one example, the Slavic department at the Humboldt university in Berlin now regularly convenes conferences to which it typically invites about 15 scholars—five or six Slavists, and the rest from other disciplines. The conferences whose themes are typically not specific to a national literature, have proved enormously stimulating especially to graduate students.

The vision we as Slavists have of

ourselves as the guardians of a treasure house of a national canon too often precludes any emphasis on the material conditions that allow for the preservation and transmission of that canon. There is for example hardly any serious media studies research in our field, even though Eastern Europe is one of the most fascinating fields for such inquiries. The interface of science and literature is an equally uncharted continent. Other aspects of material culture in the Soviet Union and Russia, on the other hand, have attracted serious and innovative scholarship in recent years.

Many professors of Russian literature now offer classes that are or that are called “interdisciplinary”. What we mean by this is that we now do, or at least teach, what goes by the name of “cultural studies”. It seems to me that this is a good idea, even though the Slavic version of cultural studies is by and large as canonical and as inflected by the old “imperial” (a.k.a. literary) hierarchies as the studies we taught before we went cultural. It is important, in other words, not to view interdisciplinarity as a new “packaging” for what is essentially the same old hat, so that ideally we would let go of the films and the slides once our students are able to appreciate the eternal values we hide behind all the media equipment.

20/20: The Future of the Field

Sarah Pratt
USC

In their discussion of the future of Slavic Studies, my colleagues on the 20/20 panel tend to consider the field from a fairly lofty height, and, to a greater or lesser degree, in the context of a de-centered, poststructuralist universe. My own comments are very much down to earth. They are rooted in logocentric, political and economic reality. But we agree far more than we disagree. Our exchange represents the field not only

in the substance of our comments, but also in the pleasure we find in analysis and debate in an open and collegial setting. Truly, this is a joy and a privilege.

My thoughts form a mosaic made up of pieces internal and external to the field, pre- and post-September 11 in timing, and positive and negative in effect. Before September 11, Slavic Studies were under the sway of two major external and predominantly negative forces. One was the economy. High schools, colleges, and universities were feeling strapped. In an era of tight budgets, small programs are among the first to go. The list of closed high school programs that came out in late fall over the seelangs listserv was particularly disheartening. The second external negative factor was a particularly intense phase of traditional American linguistic and cultural isolationism. “All those guys in the rest of the world just oughtta speak English,” goes the basic premise of this ideology. The premise is then accompanied by the corollary: “Anyone who speaks English oughtta see that we’re right. We just need to explain it to ‘em.”

Since September 11, a few cracks have appeared in the isolationist wall. When network newscasters start opining that someone somewhere in the government really ought to know Pashto, Arabic, or Uzbek, we’ve made some headway. With luck and a little help from reality, the powers that be will come to realize that even languages used by very small populations can be crucial to our national security. And with still more luck, they will come to realize that Russian is the *lingua franca* of the former Soviet republics that border Afghanistan. They might also notice that IREX, the organization that has supported so many of us over the years, is uniquely positioned to train specialists in key areas because it has field offices throughout the region. And finally, they might see that Slavic Studies can provide not only much needed linguistic and cultural knowledge, but also an understanding of the way cultures interact, of the cultural variables that

shape a complex situation like the one in Afghanistan. In short, there’s reason to hope that the combination of a gradually improving economy and wisdom gained through tragedy will create a set of circumstances favorable to the development, rather than dismemberment, of our field.

It is not only external factors that will pull us along, however. We need to consider “How the Steel Was Tempered” – but not the book. The field has come through fire, has been hammered and bent, and has ultimately come out stronger. If you look at the AATSEEL convention in December, you will see three main groups of participants. One is a core of scholars approaching retirement who are anything but retired in terms of their lively minds and their dedication to the field. Another is a group of mid-career scholars who have chosen to make participation in AATSEEL a major part of their professional lives, serving on committees and coming to conferences, even though many of them are heavily involved in their own institutions, not to mention the complexities of family life and life in general. Finally, you will see a group of striking younger colleagues. These are people who did not fall into the field by accident, or choose it because of secure funding. Our younger colleagues are smart, sophisticated, and they know language and culture with more depth and immediacy than preceding generations. In addition to their deep knowledge of things Slavic, they have wide-ranging and flexible minds. They teach popular culture, gender studies, comparative literature, general education... you name it. They are committed to both teaching and research. They know how to use technology and have expertise across disciplines. They have had to be enterprising and resilient. If these are the people shaping it, the future must truly be bright.

As Slavists, we hardly have an easy row to hoe, but we do have the right people and the right tools. We will cultivate our garden, and we will see our field grow and bear fruit.

Summer Language Programs, continued from page 4

Graduate instruction will take place in the six-week program, July 1–August 16. Courses are offered in the areas of history, culture, language, and literature. For more information about the graduate program, see <http://www.middlebury.edu/~ls/Russian/curriculum/graduate.html>.

A new three-week program will be offered this summer for heritage learners of Russian. This course will run from July 22 to August 16, 2002. For more information, see <http://www.middlebury.edu/~ls/Russian/heritage.html>.

Financial aid is available. Applications for admission and applications for financial aid may be downloaded from the website: http://www.middlebury.edu/~ls/general_info/admissions.html. Applicants may also call 802-443-5510 or email languages@middlebury.edu for an application.

Contact the director of the Russian School: Benjamin Rifkin, Professor of Slavic Languages, Slavic Dept., UW-Madison; 1432 Van Hise Hall, 1220 Linden Dr.; Madison, WI 53706; tel: 608-262-1623; fax: 608-265-2814; <http://polyglot.lss.wisc.edu/slavic/rifkin/>.

Summer Workshop in Slavic, East European, and Central Asian Languages Indiana University

The Summer Workshop at Indiana University (June 14–August 9) is pleased to announce that it has received funding from the ACLS for the following Central and East European languages: first-year Romanian, Serbian/Croatian, and Slovene.

These eight-week courses offer ten hours of credit and they are tuition-free to graduate students in the East/Central European area.

In addition to the courses listed above, Indiana University will offer first-year Czech, Polish, and Hungar-

ian. FLAS Fellowship opportunities are available for all listed courses.

The Summer Workshop also offers Russian (first to sixth year); languages of Central Asia (first- and second-year Azeri, Kazak, Turkmen, and Uzbek); and first-year Georgian and Tibetan.

For more information, call 812-855-1648 or 812-855-2608 or e-mail: Jerzy Kolodziej, Director, jkolodzi@indiana.edu, or swseel@indiana.edu. Web site <http://www.indiana.edu/~iuslavic/swseel.shtml>

Summer Language Program in Croatia

A new summer language program in Croatia is available to U.S. and Canadian college students this summer, from July 8 to August 17, 2002.

This is a six-week course with 120 class-hours of instruction for beginners to advanced. Eight credit hours are provided by the University of Kansas, which is coordinating the program and sending a resident director. Instruction is provided by the Center for Foreign Languages (Centar za strane jezika, Vodnikova 12) and the University of Zagreb.

The first two weeks of instruction will take place in the Centar in Zagreb (July 8–19), the remainder at the Inter-University Centre in Dubrovnik (July 19–August 17). Excursions, museum visits, cultural lectures and performances will be provided as well.

Though the program is new to the University of Kansas, the Centar has been organizing a summer program for many years, and the Centar itself is celebrating its 50th anniversary this year.

More details are available on the following website, which will be updated frequently: <http://www.ku.edu/~slavic/zg-dbk.htm>

For more information, contact Marc L. Greenberg, Chair and Professor, Dept. of Slavic Languages and Literatures University of Kansas—Wescow Hall, 1445 Jayhawk Blvd., Room 2134, Lawrence, KS 66045-7590; tel. and voice-mail: 785-864-2349; fax: 785-864-4298; e-mail: mlg@ku.edu.

Ukrainian Through its Living Culture University of Alberta (in L'viv, Ukraine)

The Ukrainian Language and Literature Program at the University of Alberta is pleased to announce the second annual travel-study course in L'viv, Ukraine, July 15 to August 16, 2002

An intensive course designed to enhance practical language skills through a direct experience of current life in Ukraine, UKR 300/499,

Ukrainian Through its Living Culture, employs contemporary popular culture and media, taking maximum advantage of the urban L'viv environment to expand vocabulary and comprehension. All instruction is in Ukrainian.

For further information, please visit the web site: <http://www.arts.ualberta.ca/~ukraina/LvivCourse.html>

Russian Abroad University of Arizona

The University of Arizona (UA) Russian abroad offers the following program options for 2002–2003: Language Program in St. Petersburg, May 31–July 6, 6 semester units from UA; Language Program in Moscow, May 31–July 6, 6 semester units from UA; Language Program in Moscow, July 6–August 11, 6 semester units from UA; Combined Language Programs in St. Petersburg and Moscow, May 31–August 11, 12 semester units from UA; Internship Program in Moscow, May 31–August 11, 12 semester units from UA; Fall Semester Language/Internship programs in Moscow, September 13–December 13, 15 semester units from UA; Academic Year Language, Internship Programs in Moscow, September 13, 2002–April 25, 2003, 30 semester units from UA.

For further information, please contact Professor Del Phillips (dphillip@u.arizona.edu) or Christine Erkman in the Study Abroad office (erkmanc@u.arizona.edu); website: <http://gg.russian.arizona.edu/ara/index.htm>

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

Q. *везде* vs. *всюду*. I had thought that the former would be more appropriate in contexts that are NOT movement in a direction, but I see them used in ways that seem interchangeable to me.

A. Indeed there are many instances that for all intents and purposes could be perceived as interchangeable. The trick is to find examples where they are not interchangeable. The difference between *везде*, *всюду* and *повсюду* lies in the way that the given space is perceived or described.

First of all, *везде* is about twice as common as *всюду* and *повсюду*. An Uppsala database search turned up 60, 35 and 32 examples respectively. In addition, only *везде* was used negatively (18 examples out of 60 as opposed to none for the other two):

Примеры известны — вырубка на древесину тропических лесов, этих «зеленых легких» планеты. А ведь они крайне медленно восстанавливаются, да и то далеко не везде их можно возобновить. Между тем продуктивность таких лесов во много раз выше, чем у сельскохозяйственных угодий. (В. Соколов. Мы землю взяли в долг. «Наука и жизнь» №4, 1988)

Везде describes space as continuous, as in the next examples where masses of soldiers, toys or salt are seen throughout one continuous space:

Везде — спереди, справа и слева виднелись войска. (Л. Толстой. Война и мир)

Царевич жил в особых хоромах, пристроенных к Большому

Дворцу. ... В самой детской два раскрашенных стула и тяжелый ларчик, обитый по всем углам железом. И везде игрушки. Они и на лавках, и в ларьках, и по углам; они заполняли всю комнату, и они заполняли всю жизнь маленького Петра. (Гр. Альтшуллер. Царь и доктор)

Третья [женщина] принесла слущкие бэры, местный сорт груш — их нельзя есть, соленные от пыли. Откашлявшись, добавила: тяжело дышать, везде соль. (Соль на рану. «Литературная газета», 2-03-88)

Compare these examples with the idea that one can find samovars in Iran everywhere. One cannot say that samovars are present throughout the entire space or literally anywhere one looks:

?? В Иране везде встречаются самовары.

The next sentence means that he has been literally everywhere:

Он везде побывал.

The following sentence is questionable because it means that one could live absolutely anywhere, including in fields and ditches (and I am sure some people could use it in this sense):

?? Жить можно везде.

Всюду describes space as discrete or as appropriate for the given issue. There is one of the following items per given subdivision of space, not a multitude throughout a continuous space as with *везде*:

[Треплев:] Куда бы я ни смотрел, всюду мне представляется ваше лицо, эта ласковая улыбка. (Чехов. Чайка)

Alina Israeli
(American University)

Send questions to:
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Тонкой разветвленной сетью ручьи и малые реки покрывают практически всю территорию страны. Общая протяженность их 3,9 миллиона километров. Они буквально всюду, всегда рядом, и поэтому роль малых рек в нашей жизни так велика. (Б. Штепа. Реки малые — проблемы большие. «Наука и жизнь» №4, 1986)

Saying реки буквально *всюду* means that in any given subdivision of geographic space there is a river. A statement реки буквально *везде* would mean that rivers are ubiquitous, wherever you look there are rivers which may even contradict the concept of a river — a flow of water within two banks. In case of a flood one would say вода буквально *везде*.

The next three sentences seem more acceptable than the questionable ones above. The first sentence means that wherever one would expect to find samovars in Iran, one would find them; the second one means more or less that he visited all the places worth visiting or all the places on his list; the third one means that one could live anywhere (wherever it is appropriate to live):

В Иране всюду встречаются самовары.

Он всюду побывал.

Жить можно всюду.

Повсюду describes space as a sum of little spaces, best exemplified by enumerations:

Повсюду — и на улицах, и за городом — шел за ним сладкий, нежно-вкрадчивый аромат цветущей белой акации. (Куприн. Поединок)

Иное дело — новые города, возникающие повсюду в СССР: в Поволжье, Заполярье, Сибири, на Дальнем Востоке... (А. Александров. Поезда идут в трубах. «Спутник» №4, 1986)

Было нетрудно объяснить, что гниль и воровство, цветущие в сибирской флотилии, есть лишь маленькая деталь общей картины разложения. Те же воровство, продажность, та же спайка худших людей, убийство лучших царят повсюду: в армии, в министерствах, в судах, в земских учреждениях. (Ю. Трифонов. Нетерпение)

However, enumerations are not required. Instead there could be a few examples of what is meant by повсюду or none at all:

Есть запахи, которые не меняются из века в век, — запахи печей, дорог, хлеба Повсюду пахнут одинаково столовые, общежития, во всем мире одинаково пахнут гостиницы, отели — и в Японии, и в Архангельске. (Д. Гранин. Обратный билет)

Его бросили на библиотеку (очень почетная работа!) — не удержался. Бросили на кадры — тоже конец. И так повсюду, куда бы его ни назначали, ни ставили. И в конце концов кончилось тем, что его исключили из партии... (Ф. Абрамов. А у папы были друзья)

Каким-то особым уютom наполнялось от непогоды его обиталище, и ему уже ничего не хотелось бы ни изменить, ни поправить в нем. И торчащие ребра дома, и шлак под ногами, и паутина повсюду, и кучки запыленного мусора — все это казалось единственным решением. (А. Битов. Дачная местность)

One can say only one of the following:

В Иране повсюду встречаются самовары.

*Он повсюду побывал.

*Жить можно повсюду.

The first one describes the combined appropriate places in Iran where one would find samovars. However, because visiting or living are discrete and cannot be viewed as a sum (simply put, one cannot be in more than one place at a time, and побывал implies 'one place after another'), the second and the third sentences are impossible.

One other thing: I should mention that there are several common phrases: всегда и везде, везде и всюду, везде и во всем, and also везде, всюду и всегда:

Дисциплина и порядок нужны всегда и везде. Особенно они важны в условиях современного сложного производства, применения новейших технологий. (Коллективная гарантия дисциплины. «Правда», 6-05-87)

Ведь природа — это прежде всего и всегда чье-нибудь место и чье-нибудь время, но человек всеяден и в отношении того и в отношении другого. Он обитает везде, по всей Земле, и в Арктике, и на экваторе, он обитает, по некоторым данным, вот уже тридцать миллионов лет и зимой и летом, а ведь это жуткое дело — обитать везде, всюду и всегда. Это немисливо само по себе. (С. Залыгин. Мистика)

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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

Summer Language Programs, continued from page 12

Summer Language Institute University of Michigan

The University of Michigan Summer Language Institute 2002 will offer the following Slavic language courses during the Spring and Summer terms: Spring term, April 30–June 21, 2002, first year intensive Ukrainian; Summer term, June 26–August 16, 2002, first year intensive Russian, second year intensive Russian, third year intensive Russian, and second year intensive Ukrainian.

These eight credit hour, proficiency-oriented courses are designed to develop the four basic skills: speaking, reading, writing, and aural comprehension. Extra-curricular programs will augment classroom instruction in all courses.

For application materials, contact um.sli@umich.edu. For more information visit the web site at www.umich.edu/~iinet/sli

Summer courses 0 002 University of California at Los Angeles

The following Russian courses will be offered at the University of California, Los Angeles, in summer 2002. Russian 10 and Russian 20, each worth 12 units, will meet four hours daily, Monday–Friday, for a eight-week sessions, June 24–August 16, 2002. Russian 10, Intensive Elementary Russian, is equivalent to first year Russian; Russian 20, Intensive Intermediate Russian, is equivalent to second year Russian. Russian 30, Russian Literature and Film, is worth three units and meets for a six-week session, June 24–August 2, 2002.

For more information please contact Olga Kagan, 310-825-2947, okagan@humnet.ucla.edu. The Russian program web page is located at <http://www.humnet.ucla.edu/russian>.

For information about registration and housing: summer@ucla.edu; web site: <http://www.saonet.ucla.edu/summer>.

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UKRAINIAN ISSUES

Note from the editor: This column serves as a medium of discussion for all those who are involved and/or interested in teaching Ukrainian as a foreign language. I would like to encourage questions, topic for discussion, and insights related to issues of learning and teaching Ukrainian. It is my hope that those of us involved in this endeavor will share some specific methodologies, techniques, and issues related to curricula development, as well as specific questions that repeatedly arise in Ukrainian classrooms.

Please send your questions, comments and suggestions to the address at the end of this column.

There are several questions that await discussion, among them dialectal/regional variations of Ukrainian, the neverending questions of orthography and its standardization, the diversity of registers, changes and innovations in the language, and the integration of cultural information in the classroom.

Television Commercials in the Ukrainian Language Classroom*

*Natalia Pylypiuk
(University of Alberta)*

Approximately three years ago the Ukrainian Language and Literature Program at the University of Alberta began reformulating its curriculum in the direction of multiple-literacy. The current program does not eschew a historical perspective, offering courses that represent the full spectrum of writings from Kyivan Rus' to post-Soviet Ukraine. But it also has special thematic courses that investigate topics ranging from women's issues ("Women in Culture: Fictional Characters / Feminist

Writers) to the complexities of culture and identity in the Russian empire ("Nikolai Gogol / Mykola Hohol") to Ukrainian Futurism in the context of European avant-garde movements ("Futurism: East and West").

Not all students study a foreign language in order to become scholars of literature or linguistics. Cognizant of this fact, my colleagues—Oleh Ilnytskyj and Alla Nedashkivska—and I have introduced language offerings that attract students who wish to explore topics which more traditional programs are inclined to neglect. We offer, for example, content-based language courses on children's literature, business, the media and the internet, and television and film, all of which emphasize communicative competence. Thus, it becomes imperative for introductory and intermediate offerings to effectively develop the skills necessary to succeed at more advanced stages of the program, whether the student selects a literary orientation or a more general cultural one.

One very useful ancillary tool in the language classroom, especially at the introductory and intermediate levels is the television commercial. Like the printed advertisement in popular magazines, the TV commercial is dependent on pictorial representation that frequently facilitates comprehension of the verbal text. But, unlike the printed advertisement, the TV commercial has sound and often depicts motion as well as interaction between speakers. Often relying on a single vocable, commercials can also be brief and to the point. All this makes them ever more usable in the language classroom than the feature film and documentary, both of which demand considerable preparation and class time for their proper presentation, and which often frustrate first- and second-year students with their difficulty. In our program the television commercial is used to introduce levity

*Editor: Alla Nedakivska
University of Alberta*

in the classroom while simultaneously complementing more formal work devoted to discrete grammar points or lexical material or cultural practices.

Inasmuch as the names of imported products are adapted to the Ukrainian sound system, I have found TV commercials especially useful for the introductory level when illustrating the differences between English and Ukrainian phonetics. Thus, to complement explanations why Tracy and John become *Treisi* and *Dzhon*, I turn to commercials that refer to, for example, Xerox, Wrigley Spearmint, and Pepsi as *Kseroks*, *Rigli Spearmint*, and *Pepsi*.

Textbooks as a rule overlook the world of household appliances, everyday products, computers, office furnishings, etc. Thus I turn to advertisements and television commercials when introducing useful vocabulary and basic structures. Consider, for example, the following excerpt from a Motorola advertisement:

„Моторола пропонує диспетчерське радіо – двостороннє, портативне, мобільне. Зв'язок для одного з багатьма пристосований до потреб сучасного бізнесу.”

It is the function of commercials to sell and thus rather than merely show products they often describe them in superlative terms. Consider, for example, the following excerpts drawn from one Motorola and two Xerox commercials:

„Ми робимо все, щоб запропонувати вам *найкращу* електроніку у світі.”

„Це один з *найменших* високоякісних копіювачів у світі?”

„Чи не *найпродуктивніший* це копіювач серед собі подібних?”

I find such commercials and similar ones very helpful when addressing the differences between the comparative and superlative degrees. Needless to say, the same commercials can be used when teaching other structures. At the introductory and lower-intermediate levels, however, I focus on only one or two points when using commercials as ancillary tools.

Exhortations and commands also frequently recur in commercials. Consider the following excerpts from advertising by the newspaper *Dilova Ukraina* and by the Pepsi and Wrigley Spearmint Gum companies:

„Читай газету «Ділова Україна» і ти знайдеш відповідь на всі свої запитання.”

„Скористаймося мікроскопом і доведемо, що ...”

„Допоможіть мені, будь ласка.”

„Пробачте, залиште мені трохи пепсі.”

„Не хвилюйся, пепсі вистачить для всіх.”

„Познайомтесь: «Мерінда» – новий освіжаючий напій.”

„Тепер смакує довше. Спробуй її зараз!”

Students find many of the commercials inventive and enjoy the change of pace they bring to classroom activities. More importantly, however, they often use the newly acquired structures in conversations among themselves and in compositions of their own. One commercial that brings much mirth to the introductory classroom advertises Snickers and shows an energetic game of table tennis during which one of the players grows very hungry but is afraid to interrupt the match. While the player fantasizes about various meals, an invisible narrator urges him not to stop but to have a Snickers bar: *Ne hal' mui. Snikersui!* Naturally, the narrator's second command draws a smile when the students are lead to reconstruct the infinitive of the hypothetical *snikersuvaty*,

but the exercise also instills the shape of the imperative of some imperfective verbs.

Ukraine's rapidly changing political culture is often captured in commercials prepared by various government and private institutions. I have found the series of commercials prepared by the various organizations lobbying for privatization especially useful to illustrate both grammar and changing values. For example, one commercial, poses a set of questions—e.g., „Чому наші гроші нічого не варті?”—which are then followed by exclamations such as: „Це [і.е., приватизація] як операція – боляче, але необхідно!” Yet another commercial shows a group of young children playing, while the narrator exhorts the viewing audience to help them fulfill their dreams and grow into property owners: „Без вашої допомоги, їм не здійснити свої мрії. Допоможіть їм вирости власниками.” I have used the cited excerpts to illustrate the genitive of negation, adverbs, and the use of the instrumental to signal states of becoming.

When judiciously employed TV commercials are a pleasant intervention and a multi-purpose tool in the language classroom, regardless of its level. It is well worth the effort to have them recorded throughout the year and catalogued for future use. Advertisements of a political nature can also serve learners who wish to embark on projects that combine the study of language with the study of contemporary culture.

* *Abbreviated version of paper presented on 28 December at the round table devoted to “Materials and Curriculum Development for Languages Other than Russian” (AATSEEL 2001, New Orleans).*

Please send your questions, comments and suggestions to:

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Modern Languages,

Edmonton, AL AB T6G 2E6 Canada

or via email to:

alla.nedashkivska@ualberta.ca.

NOTES FROM AATSEEL COUNTERPARTS

From BASEES

The following information is provided about the activities of the AATSEEL counterpart in the UK, the British Association for Slavonic and East European Studies.

(1) The annual BASEES conference will take place at Fitzwilliams College in Cambridge, UK April 6-8, 2002. A number of AATSEEL members are participating in this conference. For more information about the conference, readers are referred to the BASEES webpage, <http://www.gla.ac.uk/External/baseses/index.html>.

From CAS

The following information is provided about the activities of the AATSEEL counterpart in Canada, the Canadian Association of Slavists.

(1) The CAS annual meeting will take place in Toronto, May 26-28. Sessions include literature, language, and pedagogy in relationship to the countries of the former Soviet Union and of Eastern Europe, as well as discussions centering on issues of immigration/emigration and national identity formation. Presentations will be made by representatives from Canadian and European universities. More information can be found at the CAS website: <http://www.utoronto.ca/slavic/cas/>.

From the Association of Scandinavian Slavists and Baltologists

The following information is provided about the activities of the AATSEEL counterpart in Sandinavia.

Volume 46 (2000) of *Scando-Slavica*, published by the association, is now available to the public. A no-charge electronic copy, published by Imgenta, may be available through university libraries. More information is available at <http://www.ingenta.com>.

PSYCHOLOGY OF LANGUAGE LEARNING

Fostering Student Conversation through Scaffolding

*Elaine K. Horwitz
University of Texas at
Austin*

(This paper is a revised and reduced version of a presentation at the eighth annual symposium on English Teaching. Taipei: English Teaching Association of the Republic of China, 1999.)

Simply put, saying that language students must want to talk to their language teacher encompasses the essence of our job as language teachers. More than implementing curriculum, setting standards, and preparing examinations, language teachers must foster conversation with their students. The communicative language teaching movement of the 1970's taught language teachers that the student must have the opportunity to use language spontaneously in personally relevant interchanges. In order for students to participate in communicative activities, they must want to talk about the topics we propose and they must want to talk to us.

When language teachers think about how to react to learner speech, we typically think about error correction and wonder about which errors to correct and how to correct them. However, "scaffolding" offers a powerful approach to fostering language development that goes beyond simple error correction. By scaffolding I mean the act of creating a structure for a conversation through which the more proficient speaker, in our case language teachers, maintains the conversation and encourages the less proficient speakers, our students, to enter the conversation as they can. The example that

is usually given is that of babies and their caretakers.

When babies are born, their parents typically talk to them even though as adults they do not really expect babies to answer. In fact, parents often conduct entire conversations with their babies, accepting a facial movement, a kick, or a movement of the hand as the baby's response. Thus, the parent builds and maintains the scaffold of the conversation and allows the baby to participate in very small ways. Scaffolding commonly occurs in conversations with children throughout their linguistic development.

Scaffolding is an important scholarly concept in the study of first language acquisition and the fundamental component in second language teaching and learning from the perspective of discourse analysis theorists. In fact scholars in the area of second language discourse analysis tend to view the learning of second languages very differently than most language teachers. Most language teachers—and probably most language learners as well—tend to believe that learners must first learn to speak the foreign language and when their speaking ability is adequate, they are then capable of participating in second language conversations. From a discourse perspective, the opposite is believed to be true; learners participate in conversations, and in the conversations they learn to speak. In the baby example, the parent is teaching the important conversational skill of turn-taking through the process of scaffolding. The parent talks to the baby and then pauses as if it were the baby's turn to speak. As the child grows older and has some control of language, the parents' speech is used to expand the child's utterances. In some cases, the scaffolder even provides the actual utterance the learner is seeking.

*Editor: Matt Tittle
(University of Illinois
at Urbana-Champaign)*

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 addressed to Matt Tittle, Campus Honors Program, University of Illinois at Urbana-Champaign, 1205 W. Oregon, Urbana, IL 61801 or sent electronically to tittle@uiuc.edu.

Consider this conversation reported by Hatch (1976) as reported in Peck (1976) between an English-learning child, Takahiro, and a native-speaking adult:

Takahiro:	This broken
Adult:	Broken.
Takahiro:	broken This /ez/ broken. broken
Adult:	Upside down.
Takahiro:	upside down this broken upside down broken. (p. 385)

We see two instances of how scaffolding functions in this conversation. First of all, the adult repeats the most important element of Takahiro's sentence, "broken." This action represents an agreement as to what Takahiro's sentence is about and encourages the child to expand his utterance. Indeed, Takahiro offers a much more complex English utterance the second time, "broken. This /ez/ broken. broken." The adult now understands what Takahiro means by "broken" and acts to intervene. The adult offers the phrase, "Upside down." The child had been trying to communicate that there was something wrong with the object he was de-

scribing but did not know the correct phrase. He used, instead, the more generic term, "broken." It is easy to understand how a child could perceive an object which was upside down to be broken. Fortunately, the adult in this conversation is able to understand Takahiro's true intent and offer the correct phrase.

This is the essence of scaffolding. The adult in this example closely monitors the child's utterances, determines his communicative intentions, and offers the needed language. The child recognizes the excellent feedback and immediately incorporates the phrase "upside down" into his utterance, "upside down, this broken, upside down broken. It appears to me that this conversation taught Takahiro that the kind of "broken" that he was talking about is called "upside down." By creating a scaffold for the conversation, the adult is able to clarify the child's thoughts and supply the specific piece of language the child needs. Thus, from a discourse perspective, teachers who engage their stu-

dents in active meaningful conversation have the opportunity to clarify, expand, and subtly teach the precise word or phrase that the learner is searching for.

The phenomenon of scaffolding demonstrates clearly why we need students to want to talk to us. In a scaffolded conversation between mother and child, the mother is committed to understanding what the child has to say. Just as in the example above, the mother then expands and clarifies her child's language in an effort to establish true communication between them. The child is confident that the mother wants to understand because they are connected emotionally. Typically, however, language learners do not have such faith in their teachers; that is, they are not sure that their teacher actually wants to listen to what they have to say. Too often, language learners make a crucial compromise; they substitute what they can say for what they want to say. Why should what they want to say matter, if they are not convinced that their teacher is committed

to understanding their thoughts? If learners compromise what they want to say with what they can say, there is less pressure on their linguistic system to improve. Wanting to communicate an idea exactly and precisely causes language to improve as it did in the case of Takahiro. Takahiro stops using the imprecise term "broken" in favor of the exact term "upside down." If students want to talk to us, and if we truly want to hear what they have to say, scaffolded conversations offer the possibility of the kind of fine-tuned personalized feedback that will lead to authentic and meaningful L2 proficiency.

References:

Peck, S. 1976. Child-child discourse in second language acquisition. In E. Hatch (Ed.), *Second language acquisition: A book of readings* (pp. 383-400). Rowley, MA: Newbury House.

Elaine K. Horwitz is Professor of Curriculum and Instruction and Director of the graduate program in Foreign Language Education at the University of Texas at Austin.

INDIANA UNIVERSITY

Six-Week Russian Study Tour

July 13-August 23, 2002

Four weeks in St. Petersburg. Two weeks of touring to Moscow, Pskov, Pechory, Pushkinskie Gory, Valaam, Kizhi, and Helsinki.



- Cost: approximately \$6,000 if participants total 10 or more
- FinnAir from Chicago
- 6 hours of Indiana University credit at reduced rates
- 80 classroom hours of intensive language instruction conducted in students' hotel, including Business Russian for those interested
- Excursions on cultural, historical, and literary themes in St. Petersburg and its environs
- **Participants may precede this program with four weeks of Russian in Bloomington (5 additional credit hours)**

For applications or additional information, contact:

Laurence Richter • BH 502 • Indiana University • Bloomington, IN 47405-6616

Tel. (812) 855-2608 • FAX (812) 855-2107 • e-mail: richterl@indiana.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 courses dealing with Czech culture, language and literature. It does not have to be limited to the USA; it can and should include issues of Czech language and culture instruction in the whole world.

Subjects that I would like to suggest concern the use of technology in the teaching of Czech, resources available, and experience that can be shared.

Contributions to the Czech corner may be sent to the column editor at mzs@unlserve.unl.edu.

Two interesting conferences are slated for the Czech Republic in upcoming months. One is on technology, and the other is on arts and sciences.

(1) An International Conference on Electronic Publishing will be held at Karlovy Vary in the Czech Republic.

Hosted by the Institute for Print and Media Technology of Chemnitz Technical University, Germany and by the Department for Computer Science and Engineering, University of West Bohemia in Pilsen, Czech Republic, the conference will take place November 6-9, 2002.

The objective of the conference is to bring together researchers, managers, developers, and users working on the issues related to electronic publishing for public, scientific and commercial applications.

(2) The 21st World Congress of the Czechoslovak Society of Arts and Sciences will take place in Pilsen, June 24-30, 2002.

This congress is under the auspices of the Rector of the University of West Bohemia and the Mayor of the City of Pilsen.

The overall theme of the conference is "The Transformation of Czech and

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

Slovak Societies on the Threshold of the new Millennium and Their Role in the Present Global World."

More details about the conference can be found in issue 45:2 of the AATSEEL Newsletter (p. 23), as well as in the Call for Papers section of this issue of the newsletter.

For further information, readers may also contact Mila Saskova-Pierce, 1133 Oldfather Hall, University of Nebraska at Lincoln, Lincoln, NE 68588-0315, USA, or by phone at (402) 472-1336.

Panel Submissions for the 2002 AATSEEL Annual Meeting

Missing from the Call for Papers in the February issue of the *AATSEEL Newsletter* was the following information: The conference program committee welcomes the submission of entire panels for the conferences. Potential participants should not feel themselves restricted only to single papers.

Updated information about the Annual Meeting and the most recent specifics about the various panels, as well as an updated Call for Papers, can be found at the AATSEEL Website: <http://clover.slavic.pitt.edu/~aatseel/>.

Specific questions may be directed to the Annual Meeting Program Coordinator, Karen Evans-Romaine, at evans-ro@oak.cats.ohiou.edu or from the specific committee member responsible for the three broad areas covered at the Annual Meeting: Linguistics (Alla Nedashkivksa; alla.nedashkivska@ualberta.ca), Literature and Culture (Karen Evans-Romaine; evans-ro@ohio.edu), and Pedagogy (Eloise Boyle; emboyle@uwashington.edu).

Polish Language Learning Framework Published

The Polish Language Learning Framework (PLLFF), developed by Leonard A. Polakiewicz, Joanna Radwanska-Williams and Waldemar Walczynski under the auspices of the National Council of Organizations of the Less Commonly Taught Languages (NCOLCTL) has been published on NCOLCTL's website: www.councilnet.org/papers/pllf.doc.

The PLLF provides (1) a survey and assessment of the current state of Polish teaching and learning; (2) a framework of theoretical and pedagogical guidelines for Polish language learning, and (3) recommendations to further facilitate the teaching and learning of Polish in the United States.

The PLLF includes an analysis of the results of a comprehensive survey of Polish language programs at American universities. It also includes an extensive list of resources for the teaching and learning of Polish.

The broad goal of the PLLF is to serve the cause of facilitating, promoting and coordinating the teaching and learning of Polish, and especially to facilitate individualized study and new program design.

Anyone interested in obtaining an expanded, hard copy of the PLLF should contact Prof. Leonard A. Polakiewicz, ILES, 215 Nolte Center, 315 Pillsbury Dr. SE, University of Minnesota, Minneapolis, MN 55455.

Help us help you!

The *AATSEEL Newsletter* periodically receives membership queries. Although we do forward these, it is more efficient for members/readers to send their queries about membership directly to the Executive Director.

Summer Language Programs, continued from page 14

Summer Study Tour at Catholic University, Lublin, Poland University of Wisconsin-Milwaukee

The University of Wisconsin-Milwaukee announces the Summer Study Tour at Catholic University, Lublin, Poland. The Summer Study Tour consists of five weeks (July 13 to August 19, 2002) in historic Lublin, with a Polish language course (100 hours) at beginning, intermediate, and advanced levels (5 UWM credits); lectures, films, and cultural performances; excursions to Warsaw, Kazimierz, and other places of interest; and an optional trip to Krakow and Bialowia Forest.

This study tour is led by Dr. Michael Mikoć, Professor of Polish language and literature and leader of 21 study tours to Poland.

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

For detailed information contact Prof. Michael Mikoć; Dept of Foreign Languages and Linguistics/Slavic Languages; University of Wisconsin-Milwaukee; P.O. Box 413; Milwaukee, WI 53201-0413; tel.: 414-229-4948; fax: 414-229-2741; e-mail: mikos@uwm.edu.

Summer Research Laboratory on Russia and Eastern Europe University of Illinois, Urbana- Champaign

The University of Illinois offers its annual Summer Research Laboratory on Russia and Eastern Europe, June 10 to August 2, 2002.

Associates are given full library privileges to conduct research in the University Library, which holds the largest Slavic collection west of Washington, DC, and is staffed by Slavic reference librarians.

Beyond research opportunities, the Lab offers programs from June 10 to July 5, which include an annual summer symposium, "Islam from Eastern

Europe to Central Asia," and a research workshop, which provides practical information on conducting research in the region.

Other activities include thematic/regional workshops and discussion groups, lectures and films.

Free housing awards are provided: 28 days for graduate students and 14 for all others. (Associates are welcome to stay longer at their own expense.) Graduate students and independent scholars are encouraged to apply.

The application deadline is April 1, 2002 (firm for international applicants and rolling for US scholars). For more information contact the Russian and East European Center, University of Illinois, 104 International Studies Building, 910 S. Fifth Street, Champaign, IL 61820; tel: (217) 333-1244; fax: (217) 333-1582; reec@uiuc.edu; www.reec.uiuc.edu/srl.htm

CARLA Summer Institutes University of Minnesota

CARLA is pleased to announce its seventh annual series of summer institutes at the University of Minnesota.

This series reflects CARLA's commitment to connecting research with practice and the center's ongoing mission to share what it has learned with teachers and their second language learners.

Each of the institutes is a highly interactive blend of theory and practical application.

Teachers will be engaged in discussion, networking, theory-building and hands-on activities that relate to the topic of the day.

The institutes offered during summer 2002 include the following: (1) Developing Materials for Less Commonly Taught Languages, July 29–August 2; (2) Proficiency Oriented Language Instruction & Assessments, July 29–August 2; (3) Basics of Second Language Acquisition for Teachers, July 29–August 2; (4) Practical Course in Styles- and Strategies-Based Instruction, August 5–9; (5) Developing Assessments for the Second Language

Classroom, August 5–9; (6) Meeting the Challenges of Immersion Education: Focus on Reading; August 5–9; (7) Culture as the Core in the Second Language Classroom, August 12–16; (8) Immersion 101: An Introduction to Immersion Teaching, August 12–16; and (9) Technology in the Second Language Classroom, August 12–16.

For more information, contact the CARLA office at carla@tc.umn.edu.

Summer Institutes for Language Educators University of Iowa

(1) Action Research in Foreign Language Education. Institute Leader is Dr. Richard Donato. Dates: June 27–July 3, 2002. Application Deadline: April 30. Descriptions: Understanding how we teach, how students learn and how we can best assist this learning in our own local teaching situations is the purpose of the Action Research Institute.

(2) Integrating Technologies in the Foreign Language Classroom. Institute Leaders are Karen Willetts, Cindy Kendall, and Dr. Carine Feyten. Dates: August 9–August 17, 2002. Application Deadline: April 3. Description: This institute will include two interacting strands for K-12 foreign language teachers and teacher educators that are designed to enhance effective technology-based instructional practices in K-12 foreign language classrooms.

To receive more information about our 2002 Summer Institutes, please visit the University of Iowa Web site (www.educ.iastate.edu/nflrc) or contact the National K-12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011, Tel: 515-294-6699, Email: nflrc@iastate.edu.

Programs wishing to be listed in the Summer Language Programs listings should send their information to the AATSEEL Newsletter editor no later than December 15 for the February newsletter and February 15 for the April newsletter.

BELARUSICA

The North American Association for Belarusian Studies (NAABS)

The North American Association for Belarusian Studies (NAABS) is a non-profit scholarly organization which promotes teaching, research and publication in all areas of Belarusian studies, including history, language and linguistics, literature and the arts, cultural studies, sociology, anthropology and ethnography, political science, economics, and international relations.

NAABS seeks to foster communication and interdisciplinary collaboration between teachers and scholars engaged in Belarusian studies and related fields by publishing a biannual newsletter, sponsoring conferences, panels and workshops at the regional, national and international levels, and supporting the publication of research by North American Belarusianists. Established in 2001 as an affiliate of the International Association of Belarusianists (IAB/MAB), NAABS joins other IAB national and regional affiliates in Belarus, Poland, Russia, Ukraine, Lithuania, the Czech Republic, Hungary, Austria, Germany, France and Great Britain

Current NAABS projects include an interdisciplinary conference on Belarusian studies (tentatively scheduled for the spring of 2003) and an Internet-based Belarusian Studies Resource Center with specially commissioned articles and essays on various aspects of Belarusian studies, an electronic anthology of Belarusian literature in English translation, and various useful links and other Belarus-related resources for teachers, researchers, journalists and the general public.

NAABS invites all researchers, teachers, students and other individuals with an interest in Belarus and its multicultural heritage to join the Association and participate in its activities.

For additional information about NAABS and its organizational structure, membership information (including an application form in PDF format), and information on the Association's current projects and upcoming NAABS-sponsored events, please see the NAABS Web site at <http://www.belarusianstudies.org/>.

Questions may be directed to Curt Woolhiser (NAABS President): e-mail: cfwoolhiser@mail.utexas.edu, tel. 512-471-3607, fax 512-471-6710.

Mailing address: Department of Slavic Languages and Literatures, Box 7217, The University of Texas, Austin TX 78713-7217.

NAABS Officers 2001–2004

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Field: Slavic languages and literatures; Research interests: history of the Belarusian literary language; morphological variation in Belarusian journalistic prose in the 1920s and 1930s)

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CTS, San Diego, California (creator of "A Belarus Miscellany" website; creator and moderator of "Belarus" internet discussion group and usenet newsgroup soc.culture.belarus)

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Dept. Slavic Languages, Queens College, CUNY

Field: Slavic Languages and Literature; Research interests: *Nasha Niva*; religion in Belarus; Belarusian Drama; literature of the Belarusian diaspora

Dr. Zina Gimpelevich

Dept. of Slavic Languages, Waterloo University, Canada

Field: Slavic Languages and Literatures; Research interests: Belarusian language and literature; the works of Vasil Bykau

Dr. Vitaut Kipel

Director, Belarusian Institute of Arts and Sciences (Belaruski instytut navuki i mastactva, BINiM), New York

Field: History, Cultural Studies; Research interests: Belarusian history; history and culture of the Belarusian diaspora

Dr. David Marples

Dept. of History, University of Alberta, Canada

Field: History; Research interests: History of Belarus (20th century emphasis); the impact of Chernobyl; health and social-demographic issues; contemporary Belarusian politics

Dr. Jan Zaprudnik, Member, Board of Directors, BINiM, New York

Field: History; Research interests: Belarusian history; Soviet and post-Soviet Belarusian society and politics

MIDDLEBURY COLLEGE

The Russian School

- Study Russian in Vermont next summer
- Nine-week intensive language session equivalent to a year of college Russian
- Six-week graduate session leading to an M.A. in Russian from Middlebury
- Summer 2002 graduate courses in history, sociology, film studies, language, and literature, including E.A. Zemskaya on word formation and A.P. Logunov on 20th century Russian history
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The School in Russia

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NEW AND RECENT BOOKS

- Genevra Gerhart. *The Russian's World*. 3rd, corrected ed., 420 p., 2001 (ISBN 0-89357-293-4), paper, \$34.95.

Slavica is proud to restore this classic of our field to print for the third millennium. The new edition reprints the 2nd edition, with corrections and a few additions to the text. The new price is \$34.95 (a \$15 reduction from the price of the previous edition). A full description of the book, together with samples and many other materials, is available at <http://www.members.home.net/ggerhart>.

- Eloise M. Boyle and Genevra Gerhart, eds. *The Russian Context: The Culture behind the Language*. 688 p. + CD-ROM, 2001 (ISBN 0-89357-287-X), paper, \$49.95.

This companion to *The Russian's World* is a collectively authored monograph which sets itself the daunting task of quantifying the minimum level of cultural literacy necessary for serious foreign learners of Russian to appreciate and function properly in the Russian cultural context. Chapters are devoted to History, Poetry, Prose, Children's Literature, Proverbs, Theater, Art, Popular Entertainment, Geography, Government, and Science. The bundled CD-ROM disk includes the full text of the book in cross-platform Acrobat Reader format, enriched by about 1,700 graphic and sound files which could not be included in the printed book. The CD will run on any computer with at least a Pentium- or PPC-level processor and basic media support installed.

- Slava Paperno, Alexander D. Nakhimovsky, Alice S. Nakhimovsky, and Richard L. Leed. *Intermediate Russian: The Twelve Chairs*. 2nd ed., 340 p., 2001 (ISBN 0-89357-294-2), paper + 3 CD-ROM disks (Windows/Mac), \$59.95.

A brand new, completely revised edition of this popular textbook for 2nd- and 3rd-year courses. In addition to its enhanced presentation and substantial new material, the textbook is now bundled with *The Twelve Chairs Interactive*, a multimedia course for intermediate and advanced learners (two hours of full-motion digital video). A full description of the book is at <http://www.slavica.com/texts/twelve.html>; details on the CDs are at http://www.lexiconbridge.com/12Chairs/12c_des.htm.

- Anna Lisa Crone. *The Daring of Deržavin: The Moral and Aesthetic Independence of the Poet in Russia*. 258 p., 2001 (ISBN 0-89357-295-0), paper, \$24.95.

In this revisionist study of Deržavin's poetic art and his contribution to the emerging importance of the role of "leading poet" in Russian culture and throughout the Russian Empire, the author paints a new picture of what is meant by Deržavin's "heavy lyre." She traces how the very modest conception of the poet's role he held in the 1770s was systematically rendered more authoritative, powerful, and independent.

- Robert Orr. *Common Slavic Nominal Morphology: A New Synthesis*. 224 p., 2001 (ISBN 0-89357-288-8), paper, \$24.95.



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PROFESSIONAL OPPORTUNITIES

Calls for Papers

21st Anniversary SVU World Congress of the Czechoslovak Society of Arts and Sciences

The 21st SVU World Congress of the Czechoslovak Society of Arts and Sciences will take place in Pilsen, June 24–30, 2002.

This Congress will be under the auspices of the Rector of the University of West Bohemia and the Mayor of the City of Pilsen. The overall theme of the Congress is "The Transformation of Czech and Slovak Societies on the Threshold of the New Millennium, and their Role in the Present Global World."

The Congress themes will be devoted to general civilization and historical questions, which will include discussion panels on Multiculturalism and many others. Topics regarding cultural themes; the sciences, education, and the economy; present Czech and Slovak societies, political and spiritual life and destinies, past, present, and future Czech and Slovak communities abroad will be addressed in lectures and discussion panels. Special discussion panels will be focused on various problems of the young generation.

Individuals interested in chairing a panel or presenting a paper should register on the Czechoslovak Society of Arts and Sciences site: <http://www.svu2000.org/headlines/b20.htm>. For further information, contact Mila Saskova-Pierce, 1133 Oldfather Hall, UNL, Lincoln, NE 68588-0315, USA; tel.: 402-472 1336.

May 1, 2002

Fifth International Hilandar Conference

The Fifth International Hilandar Conference will be held in Raska, Yugoslavia, September 8–14, 2002 (with presentations September 9–12), under the co-sponsorship of the Cultural Cen-

ter of Raska and the Resource Center for Medieval Slavic Studies of The Ohio State University. The conference theme will be Love of Learning and Devotion to God in Orthodox Monasteries. Papers are solicited on any topic relating to learning, culture, or monastic life in medieval Slavia Orthodoxa.

Please send a title, one-page abstract, and brief curriculum vitae to the Resource Center for Medieval Slavic by email (hilandar@osu.edu) or fax (614-292-7859) no later than May 1, 2002.

Additional inquiries should be directed to The Resource Center for Medieval Slavic Studies, The Ohio State University, 225 Main Library, 1858 Neil Avenue Mall, Columbus, Ohio 43210-1286; phone: 614-292-0634.

May 15, 2002

"Problems of the History of Government (for the Bicentennial of the Ministry System in Russia)"

The Faculty of Law of St. Petersburg State University and the Russian Society of Legal History (RSLH) will conduct the international scholarly conference "Problems of the History of Government (for the Bicentennial of the Ministry System in Russia)" September 16–17, 2002, and invite all legal historians to take part in it. Please see the web site for more information about the conference: <http://www.jurfak.spb.ru>. Synopses of papers must not be more than three pages.

U.S. Contact Person (RSLH): Cheri Wilson, Assistant Professor, Dept. of History, Loyola College in Maryland, 4501 N.Charles Street, Baltimore, MD 21210-2699; tel.: 410-617-2017, fax: 410-617-2832, e-mail: CWilson3@loyola.edu.

May 15, 2002

Second Russian Symposium

The Middlebury Russian School will host its Second Russian Symposium (a continuation of the Norwich Russian Symposium tradition) July 12–14, 2002. The theme of this year's symposium is "Amerika glazami russkikh." The symposium will begin with a concert of Russian jazz music

and a talk by noted Russian actor and director, Veniamin Smekhov. The Symposium program committee invites proposals on all topics related to the peculiarities and changes in the perception and representation of the United States in Russian literature, cinema, or philosophy. Papers must be given in Russian. For more information, please contact Dr. Ilya Vinitsky, Symposium Convener, by e-mail: ilv1@pitt.edu. Proposals for papers of about 10 lines must be received by May 15, 2002. It is expected that Symposium papers will be published in English translation. Symposium participants are responsible for all expenses for transportation to and from Middlebury, as well as room and board at Middlebury. Low-cost accommodations will be available in the college dormitory.

May 31, 2002

Studies in Modern and Contemporary Fiction: Aleshkovsky's *Kangaroo*

Seeking original essay submissions for a web-based casebook on Yuz Aleshkovsky's vastly underappreciated novel *Kangaroo* to be published in fall 2002 on the Center for Book Culture's website (<http://www.centerforbookculture.org>) as part of its Studies in Modern and Contemporary Fiction series (ed. by Robert McLaughlin).

The purpose of this series is to open up avenues for exploring each novel and to open up a dialogue of ideas among our contributors and each new reader. Each casebook contains an introduction by the casebook editor that offers an overview of the novel, its place in the author's oeuvre, and its critical reception. The other four essays offer different approaches to the novel and different interpretive strategies with which to understand it. There is also a bibliography of the most important critical work on the novel.

Submissions will be peer-reviewed and the entire volume, once completed, will be refereed by the editors at Dalkey Archive Press prior to publication on the Center for Book Culture website.

All interpretive approaches to the novel are welcome and some departure from the traditional academic essay form is encouraged—although not required—by the online format. Please refer to http://www.centerforbookculture.org/casebooks/casebook_tunnel/Introduction_302.htm for an example of a previous casebook in this series. Any quotations and citations would need to be translated into English, but Slavist approaches are warmly welcomed.

Abstracts and/or informal prospectuses of potential submissions are welcome and encouraged in advance, but completed articles (20–25 double-spaced pages in length) must be received by May 31, 2002, for consideration. Mail or e-mail (as attachments) submissions, abstracts, or queries to

Derek Maus, Assistant Professor of English and Communications, SUNY College at Potsdam, Potsdam, NY 13676; e-mail: mausdc@potdams.edu.

July 1, 2002

2002 AATSEEL–Wisconsin Conference

David Danaher and Halina Filipowicz, co-chairs of the AATSEEL–Wisconsin Conference, invite abstracts on any aspect of Slavic literatures and cultures (including film) and on issues in the learning and teaching of Slavic languages and literatures. Individual papers will be combined into panels by the conference co-chairs.

The conference will be held at the University of Wisconsin, Madison, on October 5, 2002. The deadline for submitting abstracts is July 1, 2002.

Abstracts can be sent via e-mail (text-only format, i.e., without attachments). Abstracts sent by regular mail or fax should include four copies prepared for an anonymous review: Only one copy should have the author's name and address.

It is strongly recommended that those who wish to submit an abstract refer to guidelines for writing abstracts posted on the AATSEEL website: <http://clover.slavic.pitt.edu/~aatseel/>

index.html. The selection committee, consisting of panel chairs, panel secretaries, and the conference co-chairs, expects to notify those proposing papers of its decision by August 15, 2002.

All abstracts should be sent to Professor Halina Filipowicz; Department of Slavic Languages and Literatures; University of Wisconsin; 1220 Linden Dr.; Madison, WI 53706; fax: 608-265-2814; e-mail: hfilipow@facstaff.wisc.edu.

August 1, 2002

Journal of Women's History

The *Journal of Women's History* is soliciting articles for a special issue on women's labors throughout the world, under diverse economic and gender systems, and in all historical periods. Manuscripts are sought on all forms of women's work, both paid and unpaid, including but not limited to family, household or domestic labor; carework and motherwork; non-traditional and female dominated occupations, as well as on a broad range of topics, such as gender and informal economies; unionization, organizing, and forms of resistance; workplace cultures, self-perceptions, and social constructions; labor and the state; rights at work; and the relation of women's labors to both the family and polity.

Also of interest are the difference that age, race, citizenship status, motherhood, sexuality, and related factors make in women's labors and discourses around them.

The issue, guest edited by Eileen Boris, will appear in early 2004. The deadline for submissions is August 1, 2002. Send four one-sided, double-spaced copies of your manuscript (no more than 10,000 words, including endnotes) to Women's Labors, *Journal of Women's History*, c/o Department of History, The Ohio State University, 230 W. 17th Avenue, Columbus, OH 43210-1367.

For more details on submission policy, e-mail or see the Notice to Contributors page in any recent issue of the *Journal of Women's History*.

September 15, 2002

International Conference on Translation Studies

The Fedorov Center for Translation Studies announces its annual International Conference on Translation Studies, "The 4th Fedorov Readings," October 24–26, 2002. The conference will be held at the Faculty of Philology, Department of English Philology and Translation, of St Petersburg State University, Russia.

The range of issues to be discussed will include various aspects of translation and interpreting theory and practice. Presentations may concern any language. The working languages of the Conference are Russian and English.

Conference panels include the following: Theoretical Issues in Translation Studies; Psychological Aspects of Translation and Interpretation; Practical Aspects of University Translation Studies; Literary Translation; Italian Studies and Translation; Technical Translation; Practical Aspects of Teaching Translation and Interpretation; and Translation Criticism.

Please submit abstracts or complete papers in Russian or English either via e-mail to Svetlana Shilova at perevod@AK4883.spb.edu as attached MS Word files or by regular mail with a hard copy and a file on a floppy disk enclosed. In your e-mail subject line, please indicate "The 4th Fedorov Readings."

Abstracts may not exceed 1,800 characters. Complete papers can be of any length. If your paper is not written in English it should be supplied with an English summary not exceeding 800 characters. The deadline for abstracts is September 15, 2002, and for papers is October 26, 2002.

For further information please contact Dr. Vadim Goloubev or Dr. Svetlana Shilova at perevod@AK4883.spb.edu.

September 15, 2002

Slovenski jezik—Slovene Linguistic Studies

The mission of *Slovenski jezik—*

Slovene Linguistic Studies is to publish articles concerned primarily with Slovene or of interest to Slovene linguistics. Articles will be published as a rule in Slovene or English with abstracts in the both languages. Papers sent to the Editorial Board by the beginning of each even-numbered academic year will be considered for publication in the following spring issue.

Manuscripts should not exceed 18 double-spaced typewritten pages (or 30,000 characters).

All articles, in addition to a paper copy, must be submitted in a computer-file format, either on diskette or transferred over the Internet.

Please contact one of the Editors for details on preferred format and style: Marc L. Greenberg, Chair and Professor, Dept. of Slavic Languages and Literatures, University of Kansas–Wescoe Hall, 1445 Jayhawk Blvd., Room 2134, Lawrence, KS 66045-7590, USA; tel. and voice-mail: 785-864-2349; fax: 785-864-4298; e-mail: mlg@ku.edu

September 30, 2002

Fifth Annual University of South Carolina Comparative Literature Conference

“The Desire of the Analysts: Psychoanalysis and Cultural Criticism in the Twenty-First Century” is the theme of this conference, which will take place February 13-15, 2003.

The keynote speaker will be Slavoj Žižek (Ljubljana), and plenary speakers will be Julia Kristeva (Paris VII), Toril Moi (Duke) and Kaja Silverman (Berkeley)

This conference initiates a conversation about the relevance of psychoanalytic ideas in the twenty-first century.

Presentations should be broadly interdisciplinary. The conference will end with a roundtable in which we try collectively to pull together the threads of our discussion—and to assess where our desires have led us.

We plan to publish selected papers from the conference in a collection of essays with a major university press.

Please send abstracts of 20-minute papers by 30 September 2002 to Paul Allen Miller, Chair, Comparative Literature Program, Humanities, Building, Columbia, SC 29208.

November 1, 2002

Women, Family, Private Life, and Sexuality

The International Federation for Research in Women's History will host a conference on Women, Family, Private Life, and Sexuality from August 11-14, 2003. The conference organizers invite proposals for papers on any aspect of this topic. For more information, contact history@qub.ac.uk, or check out the web site: www.historians.le/women.

Conferences and Workshops

April 12–13, 2002

“The Russians in Hollywood”

“The Russians in Hollywood,” a symposium of lectures, screenings, and discussion on the work of Russian emigre artists and images of Russian-ness in studio-era Hollywood film, will be held April 12–13, 2002, at University of North Carolina at Chapel Hill. For more information, contact Beth Holmgren, beth_holmgren@unc.edu.

May 2–4, 2002

Maximizing Study Abroad

This special workshop at the Center for Applied Research in Language Acquisition (CARLA), Minneapolis, MN, will give study abroad program coordinators/advisors and language instructors involved with facilitating study abroad opportunities, background information, and a set of tools designed to improve their students' language and culture learning strategies. Built around a set of new guidebooks entitled *Maximizing Study Abroad: Language and Culture Learning and Use Strategies for Students, Study Abroad Coordinators, and Language Instructors*, the workshop will engage participants in a vari-

ety of experiential activities, group discussions, and presentations on relevant theory and research.

During this lively two and a half day workshop you will learn about the philosophy and principles behind language and culture learning strategies; gain practical experience in using a variety of exercises designed to improve your students' ability to use language and culture learning strategies; get an overview of the variety of resources available in the new series of guidebooks for students, program coordinators, and language instructors and a set of guidelines for possible uses in a variety of study abroad program contexts; and receive a copy of each of the guidebooks (one intended for students to use on their own; one targeted at study abroad professionals; and one targeted at language instructors) to use in your own program.

For more information see the website at <http://carla.acad.umn.edu/studyabroad/information.html>

May 3–5, 2002

FASL 11: Eleventh Annual Workshop on Formal Approaches to Slavic Linguistics

All who are interested in attending FASL 11, May 3–5, 2002, at the University of Massachusetts, Amherst, are invited to register their e-mail and/or mailing addresses at the conference address above. E-mail is the preferred means of communication.

For more information, please see the FASL 11 website: <http://www.umass.edu/linguist/FASL11/FASL11.html>

Immediately following the FASL 11 conference, there will be a two-day Workshop on the semantics and syntax of possessive constructions (including but not limited to Slavic), May 5–7. The two-day workshop proceedings will be published both in Moscow and in Amherst.

A call for abstracts will soon be found on the workshop website: <http://www.umass.edu/linguist/PossessiveWorkshop.html>.

May 8–11, 2002

The Second Chicago Conference on Caucasia

The Second Chicago Conference on Caucasia will be held on the campus of the University of Chicago. There will be a Linguistics Session and a Culture Session.

The Linguistics Session will deal with languages presently or historically spoken in the Caucasus.

The Culture Session will deal with all areas of the folklore, literature, art, music, ethnography, and social sciences of the peoples of the North and South Caucasus.

The working language of the conference is English.

For more information, please contact Chicago Conference on Caucasia, Department of Slavic Languages & Literatures, University of Chicago, 1130 East 59th St., Chicago, IL 60637; tel.: 773-702-8033; fax: 773-702-7030; e-mail: slavic-department@uchicago.edu.

June 2002

American Councils: Teaching On-Line Business Russian

American Councils is planning a three-day training seminar in June 2002 on the use of its on-line Business Russian course and authoring tools which will enable teachers to develop their own on-line materials for language learning (such as text presentation with links, multiple-choice exercises, drag-and-drop, fill-ins). All of these activities are created with score-keeping and data-tracking features. Absolutely no programming necessary.

The training seminar will take place at American Councils in Washington, DC, and all expenses (travel, accommodation, and training) will be covered.

If you teach Business Russian or expect to teach it in the near future and are interested in this free state-of-the-art training opportunity, please contact Dr. Barbara Mozdzierz at mozdzierz@actr.org; fax: 202-833-7523; 1776 Massachusetts Ave, NW, Suite 700, Washington, DC 20036.

June 6–8, 2002

18th Conference on Baltic Studies

Johns Hopkins University (Homewood campus: 3400 N. Charles Street), Baltimore, MD, is hosting the 18th Conference on Baltic Studies June 6–8, 2002. Conference information, including a preliminary program, travel and accommodations page, registration form, and useful links, may be found at the website: www.aabsconference.org.

June 6–9, 2002

“Women in Civil Society: Philosophy. Politics. History”

The Educational-Scholarly Gender Center is pleased to invite you to attend the international conference “Women in Civil Society: Philosophy. Politics. History.” The Conference will be held June 6–9, 2002, at the Faculty of Philosophy, Saint Petersburg State University, St. Petersburg, Russia.

For more information, contact the head of the Educational-Scholarly Gender Center, Prof. Grigory A. Tishkin, Faculty of Philosophy, St. Petersburg State University, Mendel-eevskaya linii 5, St. Petersburg, 199034 Russia; tel. 7-812-328-94-21, 7-812-328-94-22, or 7-812-233-75-35; fax 7-812-328-44-08; e-mail genderspbun@lycos.com or genderspbun@pochtamt.ru.

June 19–21, 2002

Heritage Learners and National Language Needs

This symposium is part of the 2002 line-up of Summer Institutes at the National Foreign Language Resource Center (NFLRC) at the University of Hawaii at Manoa. It will provide practical information, theoretical considerations, and program/curriculum models for language education that utilizes existing heritage language resources. It will offer a range of language, culture, literacy, and technology workshops by experts who have extensive knowledge and experience in developing innovative K-16 heritage language programs. Special pre-registration rates in effect through May 20, 2002. For more information, visit <http://www.nflrc.hawaii.edu/prodev/si02h/>.

June 26–30, 2002

“St. Petersburg and Northwest Russia: History. Culture. Present”

St. Petersburg State University, the Pushkinsky Project Cultural Enlightenment Society, and the center Pilgrim are pleased to invite you to take part in the International Scientific Conference “St. Petersburg and Northwest Russia: History. Culture. Present,” which is planned to be held June 26–30, 2002, in St. Petersburg and Staraya Ladoga. The working language of the Conference is Russian.

For more information, please contact the organizing committee: Prof. Popova St., 25, Saint Petersburg, Russia, 197022; tel. + 7 812 2380394, tel/fax + 7 812 2339932, e-mail conferences@pilgrim.com.

Grants and Fellowships

April 15, 2002

Postdoctoral Appointment, History of Medicine

Johns Hopkins University

The History of Science, Medicine, and Technology Department at The Johns Hopkins University is seeking to make a two-year postdoctoral appointment beginning in July 2002. The department is interested in persons whose work looks broadly at the social and cultural history of medicine, medical science, healing and disease. Scholars with degrees in history, as well as other disciplines, are encouraged to apply. Time period and geographical specialty are open.

The successful candidate will teach one course each year and help develop a series of events around their field of interest for the spring of 2004. Candidates must have their PhD in hand by June 2002. Applicants should send a letter describing their research and teaching interests, a CV, and three letters of recommendation to Dr. Randall M. Packard, Chair, Department of the History of Science, Medicine and Tech-

nology, The Johns Hopkins University, 1900 East Monument Street, Baltimore, MD 21205. Review of applications will begin April 15, 2002

April 15, 2002

2002 Humanities Focus Grants Division of Education Programs, National Endowment for the Humanities

The Division of Education Programs announces the next deadline for the Humanities Focus Grants competition. Humanities Focus Grants encourage collaborative study of significant humanities topics and enable educators to map institutional directions for teaching the humanities. Humanities Focus Grants are particularly appropriate and are encouraged for first-time applicants.

The NEH staff encourages consultation with program staff prior to submitting an application.

The National Endowment for the Humanities supports school teachers and college faculty in the United States who wish to strengthen teaching and learning in history, literature, foreign languages and cultures, and other areas of the humanities.

Application deadline: April 15, 2002. Funding available up to \$25,000. Guidelines and application forms are available from the NEH Web site at <http://www.neh.gov/grants/grants.html>.

For more information about this grant opportunity, or if you have ideas about developing a project, please e-mail, write or call the Division of Education Programs, National Endowment for the Humanities, Room 302, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506; tel.: 202-606-8380; fax: 202-606-8394; TDD (for hearing impaired only): 202-606-8282; e-mail: education@neh.gov

April 30, 2002

The American Bar Association Central and East European Law Initiative (CEELI) Legislative Fellowships

The Central and East European Law Initiative (CEELI) is a public service project of the American Bar Association (ABA) designed to advance the

rule of law by supporting the law reform process underway in Central and Eastern Europe and the former Soviet Union. Each year, CEELI awards a limited number of resident Fellowships for intensive legal research, analysis, and writing.

Fellows will work in Washington, DC, at CEELI's Legislative Assistance and Research Program conducting legislative analysis of draft laws from CEE and the former Soviet Union. Fellows will organize and manage working groups of judges, law professors, and attorneys to comment on the draft laws, and then write the final analysis.

Fellows will also research and write discussion papers relating to legal reform in the region, focusing on topics concerning judicial independence, the legal profession, gender issues, environmental law, and criminal law.

Fellows are fully integrated into CEELI's day-to-day operations, and are encouraged to participate in appropriate discussion forums hosted by CEELI and other institutions in Washington, DC.

Fellows must hold a law degree from either a U.S. or a foreign law school. They must be highly motivated, able to work independently, and possess both excellent interpersonal and writing skills. Experience in international law and comparative legal systems is strongly preferred.

Successful applicants will demonstrate the ability to strengthen the Legislative Assistance & Research Program's capacity to conduct substantive research and analysis.

Applications will be accepted until April 30, 2002. To apply, please complete an application packet, which can be downloaded from <http://www.abanet.org/ceeli/positions/fellowship.html>.

Applications must be mailed to CEELI Fellowship Program, Attn: Andrew Solomon, Esq., 740 Fifteenth Street, N.W., Washington, DC 20005-1022. No phone calls please.

May 1, 2002

Distinguished Chair in Central and East European and Russian Studies Fulbright-Warsaw University

Announcing a grant opportunity available during the 2003-04 academic year through the Fulbright Distinguished Chairs program: the Fulbright-Warsaw University Distinguished Chair in Central and East European and Russian Studies. The new Distinguished Chair at Warsaw is very broadly defined and is open to scholars working on various issues in the region including nationality issues.

To be considered for this position, please submit the following materials to the address listed below: (1) a detailed letter of interest (about three pages), including a statement outlining your suitability for the position and professional reasons for seeking the appointment; (2) a curriculum vitae (limit of eight single-sided pages); and (3) a sample syllabus (limit of four pages) for a course you would propose to teach or a syllabus for a course you have previously taught that you would adapt to teach as the Distinguished Chair (limit of four single-sided pages). If you provide a syllabus for a previously taught course, please address in your letter of interest how you might adapt the course to meet the requirements of the host institution.

If you have questions about the 2003-04 Distinguished Chairs program or the submission/review process, please contact Daria Teutonico, Assistant Director, Europe/NIS Fulbright Scholar Program, Council for International Exchange of Scholars, 3007 Tilden Street, NW Suite 5L, Washington, DC 20008-3009; tel.: 202-686-6245, fax: 202-362-3442, e-mail: dteutonico@iee.org. Or contact Holly Williams, Program Associate, e-mail: hwilliams@cies.iese.org, tel.: 202-686-6232.

In addition, you can visit the web site at www.cies.org/cies/us_scholars/DisChairs for more information about the Distinguished Chairs Program.

June 15, 2002

Medieval Studies Program Fellow

The Fordham University Medieval Studies Program: Medieval Fellows offers a limited number of posts available for post-graduate researchers. This affiliation with Fordham University offers library privileges, including a carrel; a research-oriented e-mail account; use of the gym at faculty rates; participation in seminars and other Medieval Studies events such as workshops, graduate prize competitions, and Fordham's annual Medieval Studies conference; photocopy privileges; program stationery. Each fellow will be expected to offer one lecture to Fordham medievalists per semester of residence. For further details and information regarding the application procedure, contact Prof. Thelma Fenster, Medieval Studies Program, FMH 305, Fordham University, Bronx, NY 10458; email: medievls@fordham.edu. Application deadline: June 15, 2002. <http://www.fordham.edu/gsas/mvst/mvst.html>.

October 1, 2002

Title VIII Research Scholar Program

This 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. Total value of awards ranges from approximately \$8,000 to \$25,000. Open to graduate students, post-docs, and faculty. Funded by the U.S. Department of State, Program for Research and Training on Eastern Europe and the Newly Independent States. Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs).

October 1, 2002

Title VIII Combined Research and Language Training Program

This program provides full support for research and approximately eight

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-docs, and faculty. Total value of awards ranges from approximately \$8,000 to \$25,000. Funded by the U.S. Department of State, Program for Research and Training on Eastern Europe and the Newly Independent States. Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs.)

October 1, 2002

Title VIII Special Initiatives Fellowship

This program provides grants of up to \$35,000 for field research on policy-relevant topics in Kazakhstan, Kyrgyzstan, Turkmenistan and Uzbekistan. Applicants must hold a Ph.D. in a policy-relevant field, have held an academic research position for a least five years, and have sufficient language-ability to carry out proposed research. Scholars must conduct research for at least four months in the field. Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs.)

October 1, 2002

Title VIII Central Europe Research and Language Study Programs

This program provides full support for three to nine months of research and/or language study in East-Central 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 Research and Training on Eastern Europe and the Newly Independent States.

Fellowships are open to graduate students, post-docs, and faculty. Total value of awards ranges from approxi-

mately \$8,000 to \$25,000. Application deadline: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs).

Monthly Closing Dates

Inner Asian and Uralic NRC Research Grants

The Inner Asian and Uralic National Resource Center at Indiana University announces research grants for scholars who wish to go to Bloomington to utilize IU's unique resources on Central Eurasia, including the Research Institute for Inner Asian Studies (RIFIAS) library. Grants may be used to cover or defray travel expenses or other direct research costs (e.g., photocopying). While IAUNRC Research Grants are limited to \$300, additional funding may be available to scholars who give a public presentation or participate in a similar outreach activity. Application information is available at <http://www.indiana.edu/~iaunrc>.

Eligibility Criteria: IAUNRC research grants are available to faculty who are U.S. citizens or permanent resident aliens. Unfortunately, Title VI regulations do not allow us to make these awards to graduate students.

Review Procedure: Applications will be reviewed at the end of each month. All applicants will be notified as to whether their applications have been funded. Applications should be received no later than 30 days before the time that the scholar intends to come to Bloomington.

Various closing dates

Fulbright-Hays Programs

The Fulbright-Hays programs offer fellowships to pre-doctoral students, visiting lecturers, and senior scholars. There are a number of programs. Information on requirements, dates, and program content is available at <http://www.iie.org/cies>.

Quarterly closing dates

Kennan Institute

The Kennan Institute offers Short-term Grants (up to one months' duration) to scholars whose research

in the social sciences or humanities focuses on the former Soviet Union, and who demonstrate a particular need to utilize the library, archival, and other specialized resources of the Washington, DC, area.

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.

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, DC, and two letters of recommendation specifically in support of the research to be conducted at the Institute.

Applicants should also note their citizenship or permanent residency status in their materials.

Applications should be submitted in clear dark type, printed on one side only, without staples.

Grant recipients are required to be in residence in Washington, DC, 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 six 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.

Please send all application materials to The Kennan Institute, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027.

For more information, please contact Jennifer Giglio via e-mail at giglioje@wwic.si.edu, call 202-691-4246, or fax 202-691-4247.

Various closing dates

Short-term Grants

With funding provided by Title VIII (Soviet and East European Research and Training Act), East European Studies offers short-term grants to scholars having particular need for the library, archival, and other specialized resources of the Washington, DC, area. This program is limited to American citizens (or permanent residents) at the advanced graduate and post doctoral level and to an equivalent degree of professional achievement for those from other fields.

Short-term grants provide a stipend of \$100 per day for one month (for a maximum of \$3,000). This is a residential program requiring visiting scholars to remain in the Washington, DC, area and to forego other academic and professional obligations for the duration of the grant. No office space, however, is provided.

The applicant is requested to submit a concise description of his/her research project; a curriculum vitae; a statement on preferred and alternate dates of residence in Washington, DC; and two letters specially in support of the research to be conducted at the Center. Applications are reviewed by members of the East European Academic Council at regular intervals throughout the year.

Closing dates are December 1, March 1, June 1, and September 1. Applicants are notified approximately four weeks after the closing date.

For more information, contact East European Studies at One Woodrow Wilson Plaza, 1300 Pennsylvania Ave., NW, Washington, DC 20004-3027. E-mail: kneppm@wwic.si.edu; Website: <http://www.wilsoncenter.org/ees/>.

Open

Civic Education Project

The Civic Education Project (CEP) is dedicated to assisting democratic re-

form by cooperating with institutions of higher education in Central and Eastern Europe and the former Soviet Union. CEP collaborates on the selection and placement of Visiting Lecturers, who commit to teach and perform outreach activities for a minimum of one academic year.

Eastern Scholars are local academics who have been to a Western institution for substantial graduate training in their social science field.

CEP provides them with a monthly stipend, teaching materials and academic programs allowance, participation in various CEP events and activities, and access to CEP's network of Fellows teaching through the region.

CEP currently works in twenty countries and supports approximately 200 Fellows in a variety of social and policy science disciplines, including fields such as international relations, sociology, political science, law, history, economics, public administration, environmental policy, and journalism/media studies.

Visit the Civic Education Project at <http://www.cep.org.hu/> or contact the offices at Civic Education Project, Nador u. 9, Budapest 1051, Hungary, Tel: (36-1) 327-3219, Fax (36-1) 327-3221. In the United States, contact the Civic Education Project, 1140 Chapel Street, Suite 2A, New Haven, CT 06511, Tel. (203) 781-0263, Fax (203) 781-0265,

New Website for Students

The National Security Education Program has announced the release of a new website designed to encourage more American students to consider the idea of international study and study abroad (www.worldstudy.gov).

The website was developed as a way to connect with students—even at the high school level—to make them understand why and how area and language study is important to careers and other areas of their lives.

Summer 2002 Advanced Russian Language & Area Studies Program

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American Councils has managed summer, semester, and academic year study abroad programs in the NIS for over 25 years, supporting more than 3,000 students, faculty & scholars.

GROUP PROGRAMS FEATURE:

- Intensive language training at leading Russian universities in Moscow, St. Petersburg and Vladimir
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- Peer tutoring
- Internships
- Experienced full-time resident directors
- Cultural excursions
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- Pre-departure orientation
- 8 undergraduate or 10 graduate hours of credit
- Scholarships available
- Application deadline: March 1, 2002
- For more information and an application, contact: Outbound Programs, American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Ave., NW, Ste. 700, Washington, DC 20036. Phone: (202) 833-7522, outbound@actr.org

NIS Regional Language Program

**AMERICAN
COUNCILS**
FOR INTERNATIONAL EDUCATION
ACTR ▲ ACCELS

Summer, semester and academic year programs for language study in Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Moldova, Kyrgyzstan, Turkmenistan, Ukraine or Uzbekistan. Students with at least two years of study in Russian or the host country language are eligible.

PROGRAM COSTS INCLUDE:

- Full tuition at leading NIS universities
- Round trip international airfare from Washington, D.C.
- Housing with a host family or in university dormitories
- Health insurance and visa processing
- Pre-departure orientation
- Logistical support from ACTR/ACCELS regional offices
- 16 undergraduate or 15 graduate hours of credit per semester (8 per summer)
- Scholarships available
- For more information and an application, contact: Outbound Programs, American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Ave., NW, Ste. 700, Washington, DC 20036. Phone: (202) 833-7522, outbound@actr.org

AWARDS

2002–2003 AWSS Pre-Dissertation Fellowship Winner

The Association for Women in Slavic Studies is pleased to announce the winner of the 2002–2003 AWSS Pre-Dissertation Fellowship. Jill Massino is a PhD Candidate in History at Indiana University, Bloomington.

Her project, “Women in Communist Romania: The Case of Brasov,” is ambitious but well-grounded, building on the work of eminent scholars who have written on Romania (Kathleen Verdery, Gail Kligman, and others), while promising to add new areas and levels of understanding to patterns of gender, nationality, and identity in Eastern Europe.

Massino will travel to the ethnically and religiously complex city of Brasov to conduct the interviews that will serve as the basis of her narrative, using gender as her central focus.

By combining documentary and oral history approaches, she aims to generate a more diverse and nuanced picture of the lives of women under communism. Her proposal is thoughtful and elegantly written, lucid and persuasive, and very promising.

This year’s competition received a strikingly excellent group of proposals, and we wish all the entrants good luck, plentiful inspiration, and adequate funding.

Submitted by the committee:

*Halina Filipowicz, Sibelan Forrester,
Adele Lindenmeyr*

Pushkin Medal Recipient

Dr. Maria Lekic (Associate Professor, University of Maryland, and Director of Publication and Materials Development, American Councils: ACTR/ACCELS) was awarded the A. S. Pushkin Medal in recognition of her contributions to the study and teaching of Russian language and culture.

The award was conferred upon Dr. Lekic by the Russian First Lady, Mrs. Liudmila A. Putin, who is herself a linguist and philology graduate of St. Petersburg University, during the official visit of Russian President V. Putin in November 2001.

*Submitted by Dr. Barbara Mozdzierz,
Senior Publication Specialist,
American Councils for International
Education: ACTR/ACCELS*

Czechoslovak Society of Arts and Sciences Dr. Joseph Hasek Student Awards

The Czechoslovak Society of Arts and Sciences (SVU) is announcing a competition for the 2002 Dr. Joseph Hasek student awards.

The names of the winners will be announced in the Society’s various newsletters.

The main purpose of the Society’s awards is to generate and encourage scholarly interest in Czech and Slovak affairs among university students living outside the Czech and Slovak republics.

There will be one prize for the best undergraduate and one for the best graduate study dealing with some aspect of Czech and/or Slovak history, politics, or culture.

The winners will receive \$250; a year’s membership in the Society, which includes a year’s subscription to the Society’s newsletter; and a certificate of merit.

The paper must be submitted by the professor in whose class it was presented and should be accompanied by the professor’s recommendation. It must have been written for an undergraduate or graduate course during the academic year 2001–2002. Chapters of theses or dissertations are not admissible.

The deadline for submission is May 15, 2002.

Three copies of the paper should be sent to Professor Vera Borkovec, 12013 Kemp Mill Road, Silver Spring, MD 20902. They must be typed, double-spaced, and written in Czech, Slovak,

or any of the major Western languages (English, French, or German). Submitted papers will not be returned.

*Submitted by Dr. Vera Borkovec, SVU
Vice President*

AWSS Heldt Prize Competition

The Association for Women in Slavic Studies (AWSS) will award the 2002 Heldt Prizes for works of scholarship and translation at their meeting at the AAASS National Convention in November. To be eligible for nomination, all books and articles for the four prizes listed below must be published between 31 May 2001 and 31 May 2002.

Nominations are invited in the following categories for scholarship:

- (1) Best book in Slavic/East European/Eurasian women’s studies;
- (2) Best article in Slavic/East European/Eurasian women’s studies;
- (3) Best book by a woman in any area of Slavic/East European/Eurasian studies.

You may nominate works in more than one category, and you may nominate more than one item in each category. Articles included in collections will be considered for the “best article” Prize only if they are individually nominated.

To nominate any work, please send or request that the publisher send one copy of the work to each of the four members of the Prize committee: (1) Professor Julie Brown, Sociology Department, P.O. Box 26170, UNC-Greensboro, Greensboro, NC 27420-6170; (2) Professor Beth Holmgren, Slavic Languages and Literatures, Dey Hall 421, CB #3165, UNC-Chapel Hill, Chapel Hill, NC 27599; (3) Professor Anastasia Kara-kisidou, Department of Anthropology, Wellesley College, Wellesley, MA 02481; (4) Professor Natasha Kol-chevska, University of New Mexico, Foreign Languages and Literatures, 229 Ortega Hall, Albuquerque, NM 87131.

A separate Heldt prize will be awarded for the best translation, scholarly or literary, in Slavic/East European/

Eurasian women's studies. To nominate an English-language translation, please send or request that the publisher send one copy of the translation to each of the three members of the Translation Prize committee: (1) Professor Carol Flath, Box 90259, Duke University, Durham, NC 27708; (2) Professor Sibelan Forrester, Swarthmore College, Department of Modern Languages and Literatures, 500 College Avenue, Swarthmore, PA 19081-1397; (3) Professor Beth Holmgren, Slavic Languages and Literatures, Dey Hall 421, CB #3165, UNC-Chapel Hill, Chapel Hill, NC 27599.

All questions pertaining to these awards should be addressed to Professor Beth Holmgren at the above address or via email beth_holmgren@unc.edu.

*Submitted by Dr. Beth Holmgren
University of North Carolina*

Xenia Gasiorowska Fellowship

Anke Ziolkowska, a graduate student in the Department of Slavic Languages and Literatures at the Univer-

sity of Wisconsin in Madison, has received the Xenia Gasiorowska Fellowship for the spring semester 2002 to do research for her dissertation on Polish and Russian women writers.

The Xenia Gasiorowska Fellowship was established by the first women professor in the Slavic Department at the UW-Madison. A pioneering scholar in the field of Slavic Women's Studies, Xenia Gasiorowska completed her Ph.D. at the University of California in Berkeley in 1949. She taught at Wisconsin from 1949 until her retirement in 1981. In 1958-1959, she was a visiting professor at Wellesley College. She died in 1989.

*Submitted by Dr. Halina Filipowicz
University of Wisconsin-Madison*

Other Awards?

If your program presents awards that you would like to have featured in this column, please send pertinent details to the *AATSEEL Newsletter*. Coordinates for the newsletter editorial staff can be found on page 2.

Seeking AATSEEL Chapters

Are you a member of an active regional, state, or local AATSEEL chapter? If so, the AATSEEL Executive Director would like to hear from your group so that we can compile a list of active chapters, including their contact information.

And here's another good reason to let us hear from you: Paragraph 3c of the AATSEEL Bylaws states, "The charter of a chapter shall be automatically suspended if a chapter fails to remain active, that is, if it fails to hold at least one meeting a year and forward minutes of such meeting or meetings to the Executive Director and to the Editor of the Association's Newsletter by December 15 of any given year." (Note: The AATSEEL Constitution and Bylaws were published in *SEEJ* 42,3 [Summer 1999], pp. 427-32.) So, please, send in your information!

Summer 2002 Russian Language Teachers Program

Pre- and in-service teachers of Russian at the high school and university level are encouraged to apply to the 2002 Summer Russian Language Teachers Program. Selected candidates will receive full funding for:

- Six weeks of specially arranged seminars in Russian language, culture and pedagogy at Moscow State University
- Housing with a Russian host family
- Round trip airfare from Washington, D.C. to Moscow
- Pre-departure orientation in Washington, D.C.
- Living stipend
- Ten hours of graduate credit from Bryn Mawr College
- Application Deadline: March 1, 2002
- For more information and an application, contact: Outbound Programs, American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Ave., NW, Ste. 700, Washington, DC 20036. Phone: (202) 833-7522, outbound@actr.org

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GRADUATE STUDENT FORUM

Graduate students! This is your column. What is it you have always wanted to know but were afraid to ask? Take advantage of the opportunity to have some very knowledgeable people answer those questions for you! Send your questions to the editor, Nuckols@hotmail.com.

Q: In terms of career advancement and publishing, what are the really “hot” dissertation topics in Slavic/Russian Literature nowadays? Are there any trends in the literary field generally (including Comparative Lit. and other languages) of which one should be aware when choosing a topic?

A: (Halina Filipowicz) I would argue that it’s up to us, authors, to define “a hot topic.” That is to say, it’s up to us to convince our audience that a particular topic (a dissertation topic, a book proposal, whatever) is really hot. And it’s up to us to make sure that those hot topics stay hot—that they don’t lose their value and relevance—by doing cutting-edge research that includes new ideas, new angles, new combinations. It’s a truism that while choosing a dissertation topic one should be aware of critical theory relevant to the project and of broader theoretical issues outside the Slavic field in order to enter the conversations and debates of other scholars. It’s another truism that established borders among fields and disciplines blur, shift, become reconfigured. What is less obvious is that all of this shifting also affects the position of Russian literary studies vis-a-vis the so-called other Slavic literatures. Specialization in a single area is no longer enough.

I believe it’s important to join this whole process of productive reconfiguration by integrating Slavic literatures and cultures more fully not only into comparative literature, but also into fields such as cultural studies, film and performance studies, gender studies, and Jewish studies. As an ex-

ample of such innovative bridge-building, I would like to mention Antony Polonsky’s proposal, “How Should We Integrate Jewish History and Culture into the History and Literatures of Central and Eastern Europe?” (*NewsNet: The Newsletter of AAASS*, September 2001).

Q: Which course is going to be more beneficial in terms of getting an academic job: taking 5–7 years to finish the Ph.D. with relatively little teaching experience, or taking 7–9 years and teaching not only language classes but also assisting with other programs, such as discussion sections for Great Books survey classes, Russian History classes, Women’s Studies, etc.?

In other words, all other things (namely dissertation quality) being equal, are academic employers more likely to be impressed by the fact that we finished quickly, or by a resume that shows a broad teaching background and experience?

A: (Ernest Scatton) Five to seven years without teaching experience or seven to nine with...I wish the alternatives were that simple and that it were simple to predict what mix of graduate school variables would optimize a student’s job prospects. In reality, to judge by my experiences on search committees in a lot of different disciplines and areas of our university, the situation is much more complicated.

The criteria set by search committees, say, for entry level positions can be very diverse, reflecting the character of a given academic program or department and its specific needs at the

The editors thank the following colleagues who serve as an advisory group to the GSF: Thomas Beyer, Robert Channon, Joan Chevalier, Halina Filipowicz, Beth Holmgren, James Levine, Benjamin Rifkin, Ernest Scatton, and Irwin Weil.

*Editor: Mark Nuckols
(Ohio State University)*

time of the search. A department with strong graduate programs and scholarly distinction will be more likely to look at the scholarly potential of candidates and, increasingly, I’m afraid, their record of conference presentations and publications. At the other extreme, departments without graduate programs, or small ones—particularly at smaller, liberal arts institutions—traditionally have put more emphasis on undergraduate teaching, attracting and advising majors, and other forms of program service. But, there are plenty of “small” schools and programs that have very high scholarly standards for retention and promotion. And, as budgets have been squeezed and enrollments have become a, if not the, measure of faculty productivity, even major doctoral granting institutions have begun to be concerned about the quality of undergraduate teaching, enrollments, and retention.

So, what’s a student do? My advice would be (1) to give lots of thought to what kind of academic environment you want to work in; (2) to make choices, to the extent that you have any, that reflect your personal goals; (3) to finish your degree as quickly as possible, so that you can get started with your post-graduate career as soon as possible.

Conference Books Available

A limited number of program books from recent years’ annual conferences are still available from AATSEEL.

To order one or more volumes, specify the year(s) desired, and send \$5 each (US funds; checks payable to AATSEEL) to AATSEEL, 1933 N. Fountain Park Dr., Tucson, AZ 85715.

Requests for specific-year program books will be honored while supplies last.

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web site: <http://beloit.edu/~cls>

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Want an Extra Copy of the Membership Directory?

All current members have received one copy of the May, 2001 AATSEEL Membership Directory. Copies are also being sent to those who have joined AATSEEL since last May.

Additional copies are available to members and nonmembers alike at \$9 per copy (US funds; check payable to AATSEEL; credit card payments also accepted).

If you would like to have an extra copy (one at home, one at the office?), please send your order and payment to AATSEEL, 1933 N. Fountain Park Dr., Tucson, AZ 85715.

SEEJ 44:2 Copies Still Needed

Because of miscommunication between the AATSEEL office and our printer, we have run short of issues of the *Slavic and East European Journal*, Volume 44, Issue 2.

While all current obligations have been met, we anticipate a need for additional copies in the coming years as libraries contact us to replace issues that have been damaged or gone missing.

If you have a copy to donate, please contact Jerry Ervin, Executive Director, at the coordinates provided on page 2.

EMPLOYMENT OPPORTUNITIES

Assistant Professor, Information Literacy Arizona State University

The Department of Languages and Literatures seeks an assistant professor who will do the following: (1) Teach model courses integrating technology and information literacy skills in a language-related field; (2) assist language and literature faculty and graduate students in designing and implementing technological components in language, literature, or culture courses; and (3) make connections in research between information literacy and broader cultural concepts.

In addition to disciplinary expertise, the successful candidates will have expertise in information literacy and information technology. They will contribute to the implementation of a college-wide curricular initiative dedicated to achieving information technology and information literacy for all undergraduate college students.

Faculty recruited for this initiative will provide leadership for individual departments to restructure degree programs and existing courses, as well as develop new courses to help achieve the goals and competencies of this initiative. The Department of Languages and Literatures consists of 66 faculty, 120 graduate students, and 400 majors.

Required qualifications include a Ph.D. in Chinese, French, German, Italian, Japanese, Russian, Spanish, Comparative Literature, Linguistics, or related fields. Native or near-native proficiency in English and one of the above-mentioned languages; strong background in the humanities, demonstrated experience in designing and implementing technological components in language, culture, or literature classes; evidence of strong research commitment integrating information literacy with broader humanities questions.

Preferred: Demonstrated ability to work in non-alphabetic script and experience working with people of diverse language and cultural backgrounds.

A complete application must include the following: a letter of application stating qualifications, experience, and research plans and teaching interests; a complete curriculum vitae; graduate school transcripts; three letters of reference; and samples of research and writing.

The deadline for applications is March 31, 2002 or every two weeks thereafter until position filled.

Position starting date is August 15, 2002. All applications acknowledged.

Send to Pier R. Baldini, Chair, Information Literacy Search Committee, Department of Languages and Literatures, Arizona State University, Box 870202, Tempe, AZ 85287-0202.

Website: <http://www.asu.edu/clas/dl>.

Arizona State University is an Equal Opportunity, Affirmative Action Employer.

Summer Russian Language Teaching Positions Beloit College's Center for Language Studies

Senior instructors and graduate teaching assistants are needed for Beloit College's summer intensive Russian program (June 9–August 9, 2002), which expects to offer first- through fourth-year Russian.

Each level, with an average enrollment of six to eight students, has one instructor and one graduate teaching assistant who share teaching and evaluation responsibilities with a lead instructor.

Instructors collaborate with each other, the language coordinator, and the CLS director on curriculum, syllabi, and instruction.

Duties include classroom teaching and evaluation, and assistance with organizing cultural activities for the program.

Instructors will be expected to live on-campus (single occupancy), eat meals with the students at lunch in the dining commons, and be available to

students evenings and weekends.

Minimum qualifications for senior instructors include an M.A., teaching experience preferably in an immersion environment, superior proficiency in Russian and advanced proficiency in English. An advanced degree in Russian, applied linguistics, or foreign language education is desirable. (For graduate teaching assistants, an M.A. in progress is required).

Employment is contingent upon new employees providing documents verifying U.S. citizenship or, for non-citizens, documents verifying legal permission to work in the US.

Send letter of application, curriculum vitae, and list of three references to Patricia L. Zody, Center for Language Studies, Beloit College, 700 College Street, Beloit WI 53511. You may also submit your application electronically as an attached document to cls@beloit.edu.

Applications will be accepted until the positions are filled, but review will begin April 1, 2002.

For more information about the summer language programs, please call 608-363-2277 or visit the web site at <http://beloit.edu/~cls>.

AA/EEO Employer.

Open & Multiple Ranks Faculty, International Politics Portland State University

The Division of Political Science in the Hatfield School of Government at Portland State University seeks applicants for a tenure track position in international politics beginning Fall 2002. Rank is open.

Primary teaching responsibilities will be for courses at the upper division and graduate levels in world politics, international relations theory, and national and international security. In addition, some preference will be given to candidates with the ability to teach one or more of the following: international law, international organizations, and international environmental law and politics.

The Mark O. Hatfield School of Government is part of the College of

Urban and Public Affairs, and the faculty are encouraged to participate in interdisciplinary scholarship within the college.

Candidates should show a strong potential for excellence in research and teaching and those at the associate level should have a strong publication record. A Ph.D. in political science must be completed by September 1, 2002.

Send letter of application, curriculum vitae, graduate transcripts, writing sample, teaching evaluations, and three letters of recommendation to Birol Yesilada, Search Committee Chair, Division of Political Science, P.O. Box 751, Portland State University-PS, Portland, OR 97207-0751; website: <http://www.upa.pdx.edu/POLISCI/>

Review of applicants will begin April 15, 2002 and continue until the position is filled.

Portland State University is an Affirmative Action, Equal Opportunity institution and, in keeping with the President's diversity initiative, welcomes applications from diverse candidates and candidates who support diversity. Women and minority candidates are especially encouraged to apply.

Associate Professor, Women's Studies

University of California, Irvine

The Program in Women's Studies at the University of California, Irvine, anticipates a tenured position at the beginning or mid-Associate level with a hire date of January or July of 2003.

An interdisciplinary scholar in feminist theory or feminist cultural studies working on globalization or transnationality is sought. Focused areas of expertise include theories of state or civil society, religious movements, or histories and philosophies of science and technology. Strong record of interdisciplinary research and teaching at undergraduate and graduate levels are necessary. Candidates must demonstrate engagement with Women's Studies as a field of knowledge. Qualification: Ph.D. in appropriate field.

Review of applications will begin May 1, 2002. To apply, send cover letter, curriculum vitae, writing sample, and three letters of recommendation to

Chair, Search Committee, Women's Studies Program, 352 Murray Krieger Hall, University of California, Irvine, CA 92697-2655. Website: <http://www.humanities.uci.edu/WomensStudies/>

The University of California is an Equal Opportunity Employer committed to excellence through diversity.

Founding Faculty, Social Sciences/Humanities/Arts

University of California, Merced

UC Merced, tenth campus of the University of California, is particularly seeking senior and mid-career faculty for the division of Social Sciences/Humanities/Arts.

For detailed information, please see the website at <http://www.ucmerced.edu/employ/ff.htm>

Faculty nominations and applications at all faculty ranks and in all disciplines are invited to apply. Applications may be submitted electronically to ucmsearch@ucop.edu. Applications/nominations will be considered starting immediately and continuing until all positions at all levels are filled.

The University of California is an Equal Opportunity/Affirmative Action Employer.

Russian Teacher Noble Street Charter High School, Chicago

Be part of an exciting, high profile, Chicago charter high school! Noble Street Charter High School has a Fall 2002 opening for a Russian teacher. Long hours, but good pay and great kids.

Fax resume to Michael Milkie, principal, at 773-278-0421 or e-mail to noble1010@aol.com. For more information call Mr. Milkie at 773-862-1449 or check out the website at www.goldentigers.org.

Director of Jewish Studies Department Leo Baeck College-Centre for Jewish Education

Seeking director of Jewish Studies Department at the Leo Baeck College-Centre for Jewish Education in London.

This position as senior lecturer and director of the department is a new po-

sition for this rabbinic, academic, education, and professional development college serving the Progressive Movements in the UK and Europe.

The ideal candidate will have experience in the teaching of Jewish Studies at graduate level and have an earned PhD.

Applicants should send CV, examples of published work, and letter of application to Rhona Lesner, Head of Administration, Leo Baeck College-Centre for Jewish Education, 80 East End Rd, Finchley, London N3 2NR. Enquiries and job description: Rhona.Lesner@cje.org.uk

Project Manager, Partnerships and Training Division IREX, Pristina, Kosovo

IREX seeks applicants for the position of Project Manager for a substantial anti-trafficking project to be based in Kosovo. His/her services will be solicited on a full-time basis for fifteen months to manage a program increasing efforts in human trafficking prevention and protection.

The Prevention of & Protection for Trafficking Victims in Kosovo component of the Kosovo Assistance Plan will continue USAID's initiatives to improve sustainability of social services and enhance contribution by civil institutions in Kosovo.

The Project Manager will direct and oversee all work performed under the project and will be the primary point of contact with the USAID/Kosovo Assistance Program.

This position is available pending funding from USAID.

The position will be based in Pristina but will involve significant travel to other cities within Kosovo to work with local NGOs to coordinate anti-trafficking initiatives under this program.

Responsibilities include, but are not limited to, management of the program including supervising local staff, managing office operations, and providing monthly fiscal and program reports; manage and monitor all program components: outreach and awareness cam-

paigns, training, grant-giving, and technical assistance; conduct program outreach and recruitment; approve and submit to USAID all proposed work plans, staffing plans, and budgets; and responsible for the quality, cost, and timeliness of performance of all work performed under this project.

Candidates must be well organized, able to work independently, skilled at handling multiple tasks, and able to adhere to deadlines.

Other qualifications required at a minimum: demonstrated knowledge of the trafficking issue in the region, preferably Kosovo; familiarity with training and technical assistance with regards to gender issues-related programs; coalition-building and advocacy experience preferred; international experience, preferably in Kosovo or Balkans; experience working with USG funding agencies (USAID experience strongly preferred); excellent interpersonal and organizational skills, and the ability to negotiate with local and international officials, NGO representatives, and community stakeholders to ensure the successful completion of project activities; solid understanding of political and social issues in Kosovo and the Balkans; knowledge of Albanian very useful; a master's degree in a relevant discipline.

Send cover letter and resume to IREX/HR/YF, 1616 H Street, NW, Washington, DC 20006; fax: 202-628-8189.

Or send an e-mail message to IREX/HR/YF at hr@irex.org.

EOE

Program Officer, Russian and Eurasian Outbound Programs American Council of Teachers of Russian Washington, DC

Based in Washington, DC, the program officer for Russian and Eurasian Outbound Programs administers language study and research programs for U.S. scholars and students in the NIS and central Europe, in particular, the Advanced Russian Language and Area Studies Program and the Summer Rus-

sian Language Teachers Program.

The program officer reports directly to the program manager for Russian and Eurasian Outbound Programs.

Qualifications: Bachelor's degree in Russian-related field or equivalent work experience, graduate degree strongly preferred; excellent written and oral communication skills; proficiency in Russian; outstanding organizational skills; previous program administration experience; database and spreadsheet skills preferred; expertise in Central Asian Republics preferred; knowledge of budgetary procedures, especially with regard to government grants preferred.

For more information see the website: www.actr.org

Send letter/resume and salary requirements to PO-Outbound Search, American Councils, 1776 Massachusetts Avenue, Suite 700, Washington, DC 20036; fax: 202-872-9178 or 202-833-7523; email: resumes@actr.org.

Affirmative Action/Equal Opportunity Employer.

Project Director for Civil Society Program AED

AED, a Washington, DC-based non-profit organization, is immediately seeking candidates for director of a USAID-funded civil society project in Ukraine.

This position is for an individual with specific experience with USAID-funded assistance projects in the NIS region, preferably Ukraine, and experience managing complex international civil society programs, including grant management and capacity building of civil associations.

Candidates must have a minimum of five years experience with civil society development, NGO management, technical assistance experience, training and grant making; knowledge of experience in the NIS, preferably Ukraine; USAID experience; excellent management, supervisory, and communication skills; regional language skills desirable; and advanced degree desirable.

Please send cover letter and resume immediately to recruit@aed.org referencing "civil society project" in the subject of the message. Inquiries held in strictest confidence.

Call for Nominations

The AATSEEL Committee on Nominations, Elections, and Awards is calling for nominations for the following positions: President Elect 2003-2004, and Vice President 2003-2005. Nominations should be sent to Frank Miler, Past President of AATSEEL, Chair of the Committee on Nominations, Elections and Awards (fjm6@columbia.edu), Laura Janda (janda@unc.edu), or James Sweigert (sweigert@uni.edu).

Thanks for Cutting AATSEEL's Expenses!

Many thanks to those of you who received, and promptly responded to, AATSEEL's 2002 personalized renewal/verification mailing that was sent out in January 2002. Such mailings are a very costly, but necessary, expense to your organization (about \$1 each, or over \$1,000, for printing, handling and postage). Your early cooperation has ensured that an additional—and expensive—"stragglers" mailing need not include you.

Conference Books

A limited number of program books from recent years' annual conferences are still available.

To order, specify the year(s) desired, and send \$6 each in US funds as checks payable to AATSEEL.

Address all orders and inquiries to AATSEEL, 1933 N. Fountain Park Drive, Tucson, AZ 85715.

SLAVA Annual Meeting

SLAVA (the national high school Slavic honor society) advisors held their annual breakfast meeting in conjunction with the Olympiada committees at 8:00 a.m. on December 29, 2001, in New Orleans. Present were (1) Renate Bialy of McKinley High School, Baton Rouge, LA; (2) Halina Danchenko of Hughsonville, NY; (3) Armen Dedekian of Buckingham, Browne & Nichols, Cambridge, MA; (4) Ruth Edelman of Tenafly High School in Tenafly, NJ; (5) Yitka Kraharoun of Universitka Karlova, Prague, Czech Republic; (6) Raissa Krivitsky of Vestal High School, Vestal, NY; (7) Masha Lekic of ACTR, Washington, DC; (8) Erin McGuffee of Bailey Middle School, Austin, TX; (9) Peter Merrill of Phillips Academy, Andover, MA; (10) George Morris of St. Charles, MO; (11) Jane Shuffelton of Brighton High School, Rochester, NY; (12) Jim Sweigert of Northern Uni-

versity High School and the University of Northern Iowa in Cedar Falls, IA; and (13) Marian Walters of Toledo, OH.

Twenty-four chapters inducted a total of 214 student members, two honorary members, and one new faculty member, and six students were presented with Certificates of Achievement.

No new chapters were inducted, although five schools requested information on forming chapters.

Recipients of the \$500 SLAVA Scholarships for the ACTR summer program were (1) Erin McElligatt of Northern University High School in Cedar Falls, IA (teacher Jim Sweigert), (2) Amy Luxemburg of Thomas Jefferson High School for Science and Technology in Alexandria, VA (teacher Elizabeth Sandstrom), and (3) Abberly DeBellis of Sparta High School in Sparta, NJ (teacher Eric Hood).

Thanks to judges Halina Danchenko, George Morris, and John Sheehan for reading the applications.

Teachers wishing to obtain information about forming a chapter of SLAVA at their school, or for further information regarding the SLAVA scholarships, contact Marian Walters, Ex. Sec./Treas., 5159 Sandra Drive, Toledo, OH 43613; tel. 419-474-3827; fax 419-474-2317; BabaMasha@aol.com.

*Submitted by Marian Walters,
Executive Secretary/Treasurer, SLAVA*

New Executive Director Contact Information

Beginning July 1, 2002, the new contact information for AATSEEL's Executive Director will be AATSEEL, Attn. Kathleen Dillon, P. O. Box 7039, Berkeley, CA 94707-2306 USA.

The general AATSEEL e-mail address (AATSEEL@CompuServe.com) remains unchanged.

Grants for Research and Language Study in Russia, Eurasia and Eastern Europe

Research Scholar Program: Provides full support for field research in the NIS. Total estimated value of awards: \$5,000-\$15,000 for four to nine months.

Combined Research and Language Training Program: Provides full support for 8-10 hrs/week of intensive language study in addition to field research in the NIS. Total estimated value of awards: \$5,000-\$15,000 for four to nine months.

Central Asian Special Initiatives Research Program: Provides full support for field research on policy-relevant topics in Kazakhstan, Kyrgyzstan, Turkmenistan and Uzbekistan. Total value of awards: up to \$35,000. Applicants must hold a Ph.D. in a policy-relevant field, have held an academic research position for at least five years.

Central, Eastern and Southern European Research Program: Provides full support for field research in Central, Southern and Eastern Europe. Optional 8-10 hrs/week intensive language study. Total estimated value of awards: \$5,000-\$15,000, for four to nine months. Open to graduate students, post docs and faculty.

Central, Eastern and Southern European Summer Language Program: Provides full support for intensive language study at Central, Eastern and Southern European universities for up to three months. Open to graduate students, post docs and faculty.

All programs funded by the Program for Research and Training on Eastern Europe and the Independent States, U.S. State Department (Title VIII). Applicants must be U.S. citizens or permanent residents.

Application deadlines: For Summer, Fall and Academic Year Programs, January 15; for Spring Programs, October 15.

For more information and an application, contact: Outbound Programs, American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Ave., NW, Ste. 700, Washington, DC 20036. Phone: (202) 833-7522, outbound@actr.org

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AATSEEL 2002 MEMBERSHIP FORM

THIS FORM MAY BE PHOTOCOPIED.

This form is for new members/subscribers and for immediate changes of address. Please use this form only if you do not have the renewal/directory information update form that you should have received in late January 2002.

TO JOIN AATSEEL or CHANGE YOUR ADDRESS, fill in the information requested and return it with your check (payable to AATSEEL in US dollars) to: AATSEEL, c/o G. Ervin, 1933 N. Fountain Park Dr., Tucson, AZ 85715-5538. If you wish a receipt in addition to your canceled check, please enclose a self-addressed stamped envelope.

(Please PRINT all information.)

First name _____ Last name _____

Mailing address, if not as shown on reverse of this form: _____

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

MEMBERSHIP CATEGORIES 2002	
Affiliate (Newsletter only) (NLO)	\$25
Students & Unemployed (S&U)	\$25
Retired & Emeritus (EME)	\$25
Secondary School Teachers (SST)	\$30
Ass't Profs, Instr's, Lecturers (AIL)	\$35
Non-Academic Members (NAM)	\$40
Assoc. & Full Prof's, Admin's (AFA)	\$45
Sustaining Members (SUS)	\$60
Joint Membership (JOI)	Fee for higher-ranking member + \$15
Mail to address outside N. America	+ \$10, all categories
Benafactor/Life Member (LIFE)	\$750

Please check the first number above your name on your AATSEEL mailing label, over. If the year is 2002 or higher, your AATSEEL membership is current. If unsure of your membership status, please contact us before completing this form.

CIRCLE RATE(S) AT LEFT AND ENTER AMOUNT(S) BELOW

2002 MEMBERSHIP PAYMENT \$ _____
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TOTAL ENCLOSED \$ _____

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

or

Credit Card: Visa; Mastercard; Am. Express; Discover

Account Number: - - -

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

Office use: Check # _____, date _____, amount \$ _____

Is This Your Last Newsletter?

Please take a moment to look at the address label on this AATSEEL Newsletter. There should be two numbers above your name. The first is your (permanent) membership/subscription number. The second is the year through which your membership is paid. If that second number is not 2002 or higher and you have not recently sent in a renewal, this is the last issue of the AATSEEL Newsletter that you will receive.

All AATSEEL members from 1999, 2000, and 2001 should have received a personalized membership renewal/directory update form in January 2002 to help us ensure accuracy in handling renewals and contact information updates. If you no longer have that form, you may use the form in the back of this newsletter.

As always, if you have any questions about your membership status, please write, call, or e-mail the Executive Director. Contact information can be found on page 2.

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. The next deadline is August 15, 2002.

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	\$160	7 5/8" x 9 3/8"
Half page	\$95	7 5/8" x 4.5 11/16"
Column inch	\$20	Approx. 6 lines

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 eps with included 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 Newsletter Office (see address on masthead, page 2). Detailed instructions for advertisers on how to prepare advertisements for the AATSEEL Newsletter can be found on the AATSEEL website: <http://clover.flavie.pitt.edu/~aatseel/>. Questions not answered there and requests for exceptions should be addressed to the Editor.

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