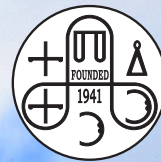


# The AATSEEL NEWSLETTER



*American Association of Teachers of Slavic & East European Languages*

## Contents

Message from the President .....	3
Letter from the Editor.....	3
Recent Publications .....	3
Russian at Work .....	8
Belarusica .....	6
Everything You Always Wanted to Know about Grammar But Were Afraid to Ask .....	4
Cross Cultural Communications .....	9
Graduate Student Forum.....	10
Czech Corner .....	11
Psychology of Language Learning.....	12
Member News .....	13
Summer Programs .....	14
Employment Opportunities.....	17
Professional Opportunities.....	24
Conference Registration Form .....	27

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## Message from the AATSEEL President

Dear friends and colleagues,

The Program Committee has put together a varied and attractive program of scholarly session and cultural delights for the 2008 annual AATSEEL conference in San Francisco. The schedule includes some brand-new kinds of events, as well as the wide range of topics, approaches and presenters that our association's members have come to expect. Visit the web site on line to register for the conference and to explore the program. There are treats in store for everyone, from graduate students to emeriti faculty!

I am very proud of another new initiative: a web page that addresses the urgent question, "Why Study Slavic and East European Languages?" It will appear soon on the AATSEEL web page, replacing the line on the front page that now reads "Why Study Russian?" (that question will take its place on the new list of links). A number of colleagues generously provided suggestions and information during the summer, and we hope that this new feature will be useful for those of us who wonder why, or who may want to explain why and to use the examples on this page to advertise courses in a variety of languages, literatures and cultures. Please click on this link when you next visit the AATSEEL page, and let us know if you have comments, questions, or suggestions for refinements.

The AATSEEL Executive Council is always glad to hear your thoughts and suggestions, but at this time of year you can make a particularly significant impact by working through us, your elected professional representatives, to raise issues that can then be prepared for discussion and progress at the annual conference. We look forward to hearing from you - and to seeing you in San Francisco!

With best wishes,



Sibelan Forrester

## Letter from the Editor

Dear AATSEEL Members,

Once again a new academic year has started, and I wish everyone a successful 2008-2009 academic year.

The most significant news about the newsletter that I can share with you is a decision made by the AATSEEL Executive Committee at the 2007 annual meeting to explore returning the newsletter to print format. The return to a printed version of the newsletter has been requested by some advertisers and some readers. We had hoped to have more details for this newsletter, but our previous printer is no longer printing newsletters, so we are searching for another. We hope that we will be able to have a printed version beginning with the February issue this academic year. It is too late for a December printed newsletter because the deadlines for a paper version have to be far earlier than for an electronic version. I would ask all column editors and information providers to note that with a printed version, the submission deadlines will have to be strictly enforced. Otherwise, the newsletter will be very late in arriving. With an electronic version, we have been able to accept some copy up until a week before the final production. We now will need the full 6 weeks because both printing and mailing take additional time. I believe that members will be given the opt-out possibility if they do not wish to receive the printed newsletter. The electronic version will continue to be available to everyone online, as in the past few years.

There is much information in this issue of the newsletter, and there will be more in the next issue, about the 2008 AATSEEL Annual Meeting in San Francisco. I hope to see all of you there. Living just a few miles away from San Francisco, I can assure you that San Francisco is a beautiful city and a great place to be during the holidays. Make plans to come!



Betty Lou Leaver

## RECENT PUBLICATIONS

*The Recent Publications column includes books published in 2007-2008. Authors and publishers are invited to submit information about their new publications.*

### Art & Architecture

Chipova, Irina and Katharina Feuer. 2007. *Moscow Architecture & Design*. Te Neues Publishing.

### Culture

Bittner, Stephen. 2008. *The Many Lives of Khrushchev's Thaw: Experience and Memory in Moscow's Arbat*. Ithaca, NY: Cornell University Press. (includes architecture, music, theater, and literature)

Heretz, Leonid. 2008. *Russia on the Eve of Modernity: Popular Religion and Traditional Culture under the Last Tsars*. Cambridge, UK: Cambridge University Press.

Jenkins, Mark. 2008. *Off the Map: Bicycling Across Siberia (Paperback)*. Modern Times Publishing.

Kivelson, Valerie and Joan Neuberger, eds. 2008. *Picturing Russia: Explorations in Visual Culture*. New Haven, CT: Yale University Press.

### Economics

Anders, Aslund. 2007. *Russia's Capitalist Revolution: Why Market Reform Succeeded and Democracy Failed*. Peterson Institute.

Dyson, Kenneth, ed. 2008. *Enlarging the Euro Area: External Empowerment and D Transformation in East Central Europe*. Oxford, UK: Oxford University Press.

Kathuria, Sanjay. 2008. *Western Balkan Integration with the EU: An Agenda for Trade and Growth*. World Bank Publications.

*Continued on page 7*

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

*Alina Israeli*  
(*American University*)

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

Q. Why is there no agreement in the negative: У меня будут гости завтра. vs. У меня не будет гостей завтра. Why is the verb in singular number? У меня был друг (были друзья) в гостях. vs. У меня не было друга (друзей) в гостях. The negation demands genitive case, but what happens with the verb? Why is it neuter?

A. Russian language is unique in having the possessive construction expressed by the verb *be* rather than *have*. This creates a rather unusual inversion for European languages, where the 'possessed' or 'owned' (let's call it the underlying Object — UO) becomes the grammatical subject, while the 'possessor' (let's call it the underlying Subject — US) is expressed with the preposition *y* + Genitive case. So the statement strictly speaking is not about *having* or *owning*, but about the *existence* of something within the possessor's realm.

Given the unusual way that Russian expresses possession, its expression of negated possession should not be very surprising: the US remains unchanged, i.e. *y* + Genitive, the UO is negated and presented in the genitive case, and the whole construction becomes *impersonal*.

Impersonal constructions in general are typically associated with the weather, health, modality, and with events that have no perceivable agent, and the verb is always *singular*: *смеркается*, *саднит в горле*, *следует заметить*. In the past tense, where we are forced to express gender in the verbal form, it seems logical that we would have *neuter*

gender: *смеркалось*, *саднило в горле*, *следовало заметить*.

Since negative possession is expressed by impersonal construction, it is singular and neuter in the past: У меня нет дома, работы, друзей. У меня не было дома, работы, друзей.

Q. What's the difference between saying У меня вопрос and У меня есть вопрос? I just did a quick search of the Internet, and found many, many instances of both, and can't figure out what semantic or stylistic difference exists between them.

Years ago a teacher told me that it only makes sense to say У меня есть вопрос if you have a question actually written down on a piece of paper — that is, if you have a physical representation of a question. But the examples on the Internet don't seem to reflect that idea.

A. There are a number of abstract words that form phrases with or without the verb *to be*, and all of them pertain to communication: У меня (есть) идея, вопрос, просьба, предложение, замечание, пожелание etc. You cannot say \*у меня возможность instead of у меня есть возможность, or \*у меня необходимость instead of у меня есть необходимость for example.

Two searches nearly three years apart revealed that with the most common nouns вопрос, просьба, and идея, the variant without the verb is more common:

	<15.X.2005>		<6.VIII.2008>	
у меня вопрос / есть вопрос	282,000	25,300	3,160,000	182,000
у меня просьба / есть просьба	16,500	3,040	72,600	22,600
у меня идея / есть идея	22,500	18,700	93,000	61,600
у меня предложение / есть предложение	15,800	20,500	73,400	140,000
у меня пожелание / есть пожелание	977	1,430	2,070	2,820
у меня замечание / есть замечание	646	1,090	1540	1570

In fact, the three first nouns are not only more common but are also used in more colloquial situations. By that I mean that they are more often used with people you are close to. The closer the speaker is to the listener, the less he has to engage in preparatory statements, and the sooner he can get straight to the point. When asking a person with whom one is not very close, one might first ask Можно вам задать вопрос? or Можно тебе задать вопрос? if the person is hierarchically higher. Among equals such a preamble may not be needed. Similarly, using *есть* in such a phrase is equal to putting some distance between the speaker and listener. *Есть* indicates that the speaker has a question, idea or suggestion, while without *есть*, he goes straight to the point.

In situations when a question, a request or a suggestion is expected, one can omit the verb *есть* without establishing undue closeness with the interlocutor:

Я встал, подошел к бесплатному видеофону. Нашел в списке центр занятости, набрал номер. И совсем не удивился, когда увидел на экране лицо моего недавнего собеседника.

— У меня вопрос, — сказал я. (Сергей Лукьяненко. Запах свободы)

Conversely, if the question, suggestion etc. is totally unexpected in a given context the verb *есть* would be used:

Я покупаю новый ноутбук и у меня есть вопрос: - Не могу разобраться в названиях, номерах процессоров и их характеристиках? (<http://www.notik.ru/more/faq17.htm>)

Having said that, one must remember that this rule does not apply to questions. When inquiring if anyone has questions, one must include *есть*: У кого есть вопросы? 'Who has questions?' Omitting it would mean that the questions are indeed written on a piece of paper and one is looking for that paper: У кого вопросы? 'Who's got the questions?'

Q. What is the meaning of *-с* at the end of some words, such as Ну-с, and so on?

A. This was known as *словоерс*, and was used for a self-deprecating tone in the conversation. Its origin is the reduced version of the address form *сударь* 'sir'. But early on it was perceived as groveling rather than a respectful way of speaking to a superior. Evgenij Onegin refused to use *словоерс* and felt the scorn of his neighbors:

«Сосед наш неуч; сумасбродит;  
Он фармазон; он пьет одно  
Стаканом красное вино;  
Он дамам к ручке не подходит;  
Все да да нет; не скажет да-с  
Иль нет-с». Таков был общий глас.

In *Brothers Karamazov* there is the following discussion between Alesha Karamazov and Captain Snegirev:

— Николай Ильич Снегирев-с, русской пехоты бывший штабс-капитан-с, хоть и посрамленный своими пороками, но всё же штабс-капитан. Скорее бы надо сказать: штабс-капитан **Словоерсов**, а не Снегирев, ибо лишь со второй половины жизни стал говорить словоерсами. Словоерс приобретается в унижении.

— Это так точно, — усмехнулся Алеша, — только невольно приобретается или нарочно?

So they both agree that *словоерс* is born out of humiliation.

What about the origin of the word *словоерс* itself? In the pre-revolutionary (or rather pre-1918) alphabet, all letters had names: аз, буки, веди, глаголь and so on. The letter С was called слово and Ъ — ер (I am omitting the final ь's). The particle *-с*, on the other hand was spelled *-съ*, and spelling it letter-by-letter one would have to first name the letters and then the result, as in a spelling bee: слово-ер-с, hence *словоерс*.

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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](mailto:aisrael@american.edu)

**AATSEEL 2008  
Annual Conference  
San Francisco  
December 27-30, 2008**

For more information  
go to <http://www.aatseel.org>



## UIC College of Liberal Arts & Sciences Seeks Head of Department of Slavic and Baltic Languages and Literatures

The College of Liberal Arts and Sciences at the University of Illinois at Chicago invites applications and nominations for the position of Head of the Department of Slavic and Baltic Languages and Literatures. Located in the heart of Chicago, UIC is a Carnegie Research/Extensive University with 16,000 undergraduates, 6,500 graduate students, and 3,000 professional students. This is an exciting time for the Department: it is in a position to hire new faculty and has (together with Germanic Studies and History) established a new interdepartmental graduate concentration in Central and Eastern European Studies.

The Head is the chief administrative officer of the Department with responsibility for instructional programs and for administrative, budgetary, promotion, and recruitment matters. The Department Head also provides leadership in the areas of research, teaching, and community outreach. We are seeking an innovative and dynamic leader with a research specialty in either Polish (with the possibility of a named chair) or Russian. The successful candidate will be an associate or full professor, have a strong record of scholarly and teaching accomplishments, and some administrative experience.

The desired appointment date is 16 August 2009 (pending budgetary approval). The salary is competitive based on qualifications. Applicants should send a full curriculum vitae, and names and full contact information of four references to:

**UIC** COLLEGE OF  
LIBERAL ARTS & SCIENCES

Professor Astrida Orle Tantillo  
Co-Chair, Slavic and Baltic Languages and Literatures Search  
The University of Illinois at Chicago  
College of Liberal Arts and Sciences (m/c 228)  
601 S. Morgan St.  
Chicago, IL 60607-7104

Applications and nominations should be received by 7 November 2008 to receive full consideration, although the search will proceed until the position is filled. Applications from women and minorities are particularly encouraged. The University of Illinois is an Equal Opportunity, Affirmative Action Employer.

## BELARUSICA

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

### Grand Opening of the Center for Belarusian Studies (CBS) at Southwestern College

The Center for Belarusian Studies at Southwestern College held its grand opening at the Hyatt Regency Hotel in Wichita, Kansas on April 19, 2008. The extensive program included a roundtable discussion, a working lunch, a lecture by the former Belarusian parliamentary speaker and first leader of independent Belarus, Dr. Stanislau Šuškievič, a literary reading, and performances by Belarusian artists.

The roundtable began with an introduction of the Center for Belarusian Studies by its founding members. Former U.S. Ambassador to Belarus David Swartz gave a synopsis of the CBS's inception; Co-executive Director of the CBS and President of the North American Association for Belarusian Studies Dr. Paula Survilla (Wartburg College, Iowa) continued the roundtable with a talk about her academic plans and aspirations for the CBS programs; Vice-President of Southwestern College and Co-Executive Director of the CBS Dr. Andrew Shepherd concluded the roundtable with his vision for the Center's future. Two members of the CBS board, Dr. Alla Romano and Mr. Walter Stankievič, initiated an animated discussion from the floor which, a lively two hours later, transformed into a unanimous pledge to strengthen the CBS by utilizing every member's available skills and resources.

In his lecture Dr. Šuškievič discussed the historical challenges facing the Belarusian nation and the prospects for democracy in his country. He was introduced and warmly welcomed by

the President of the Belarusian Democratic Republic (BNR) government in exile, Ms. Ivonka J. Survilla,

The reading by Professor Zina Gimpelevič (Waterloo University, Ontario) of excerpts in both Belarusian and English from her bilingual monograph, *Belarusian Jewish Writers of the Twentieth Century: Origin, History, Discourse, and Biographies*, was welcomed with enthusiastic interest by those in attendance. Her monograph is the first in the new series *Belarusian Studies*, published by Southwestern Press in cooperation with the Center for Belarusian Studies.

The entertainment program included concerts by the celebrated Belarusian guitar poet Siaržuk Sokalaŭ-Vojuš and the popular singer Volha Kazak.

The Center for Belarusian Studies' launch proved to be a great success thanks to the exceptional efforts of its organizers, participants and the many others who have provided their support for this important initiative.

### Publications

#### Valzhyna Mort, *Factory of Tears*.

Port Townsend, WA: Copper Canyon Press, 2008.

*Factory of Tears* is the American debut of Valzhyna Mort—and the first bilingual Belarusian-English poetry book ever published in the United States. There is an urgency and vitality to Mort's poems, while intense moments of joy leaven the darkness. Set in a land haunted by the specter of a post-Soviet Eastern Europe, and marked by the violence of the recent past, the narrative moves within universal themes - lust, loneliness, the strangeness of god, and familial love. "Grandmother" - as person and idea - is a recurring presence in poems that question what language is,

*Editor: Curt Woolhiser  
(Harvard University)*

challenge the authority that delegates who has the right to speak and how, and fight to keep a mother tongue alive. Startlingly fresh images - desire as the approaching bus that immediately pulls away or pain as the embrace of a very strong god "with an unshaven cheek that scratches when he kisses you" - occupy and haunt the mind.

The translations were produced by Mort in collaboration with Pulitzer Prize-winning poet Franz Wright and Elizabeth Oehlkers Wright. The music of lines and litanies of phrases mesmerize the reader - then sudden discord reminds us that Mort's world is not entirely harmonious. "I'm a recipient of workers' comp from the heroic Factory of Tears," she writes in the final stanza. "I have calluses on my eyes... And I'm happy with what I have." Engaged, voracious, and memorable, *Factory of Tears* is a remarkable American debut of a rising international poetry star.

Valzhyna Mort (Martynava) was born in Minsk, Belarus in 1981. Her first book of poetry, *Ja tonkaja jak tvaje viejki (I'm as Thin as Your Eyelashes)*, came out in Belarus in 2005. In 2004 in Slovenia she received a Crystal Vilenica Award for best poetry performance. In 2005, she was the recipient of a Gaude Polonia scholarship in Poland, and, in 2006, of a writing fellowship from Literarisches Colloquium Berlin, Germany. Mort and her poetry are featured in the cover story of the May/June 2008 issue of the journal *Poets and Writers* ([http://www.pw.org/content/mayjune\\_2008](http://www.pw.org/content/mayjune_2008)).

Critical praise for Valzhyna Mort and *Factory of Tears (Fabryka słoz)*:

"[T]he searing work of Valzhyna Mort dazzled all who were fortunate to hear her [and] to be battered by the moods of the Belarusian language which she is passionately battling to save from obscurity."

—Irish Times

"Mort...is a fireball... [she] takes an unflinching look at a violent world, referencing homeless dogs, dead men, terrorist attacks in Chechnya, stinging

memories, bloody bodies, and forced silence. Personal, political, and passionate, Mort's poetry will surely sustain many reading audiences. Highly recommended for public and academic libraries."

—Library Journal

"Chronicling the vibrant coming-of-age of an emerging nation, *Factory of Tears* touches upon the re-emergence of cultural heritage and national identity, and sometimes contentious fallout from such resurrections. A one-of-a-kind work of passion and insight."

—The Midwest Book Review

## Recent Publications Continued

*Continued from page 3*

Kojima, Masami. 2008. *Cleaner Transport Fuels for Cleaner Air in Central Asia and the Caucasus*. World Bank Publications.

## History

Brandon, Ray, and Wendy Lower, eds. 2008. *The Shoah in Ukraine: History, Testimony, Memorialization*. Bloomington, IN: Indiana University Press.

Bucher, Greta. 2008. *Daily Life in Imperial Russia*. Greenwood Press.

Knoblock, Edgar. 2007. *Russia and Asia: Nomadic and Oriental Traditions in Russian History*. Odyssey.

Horwitz, Gordon, J. 2008. *Ghettostadt: Łódź and the Making of a Nazi City*. Belknap Press.

Kemp-Welch, A. 2008. *Poland under Communism: A Cold War History*. Cambridge, UK: Cambridge University Press.

McCauley, Martin. 2007. *The Rise and Fall of the Soviet Union*. UK: Longman.

McCauley, Martin. 2008. *Russia, American, and the Cold War, 1949-1991*. UK: Longman.

## Linguistics

Berlitz. 2008. *Berlitz Czech Phrase Book & Dictionary*. Berlitz Guides.

*Continued on page 8*

## Polish Institute Selects New Editor of *The Polish Review*

The Board of Directors of the Polish Institute of Arts & Sciences of America acting on the recommendation of a search committee, appointed Dr. Charles S. Kraszewski, the new editor-in-chief of its scholarly quarterly journal, *The Polish Review*. This multi-disciplinary journal published without interruption since 1956 is the only English language academic periodical devoted entirely to Polish and Polish American affairs. Dr. Kraszewski received his Ph.D. in Comparative Literature at Pennsylvania State University in 1990. He is currently Professor at King's College in Pennsylvania where he lectures on the literatures and cultures of Europe. He was twice recipient of Fulbright grants which enabled him to study at the Jagiellonian University in Krakow, and later to teach there as an adjunct professor in the Comparative Literature department of the Institute of Polish Philology. There he lectured on European Pre-romanticism and Translation Theory. His discussion with students in the latter course led to his book, "Translation Theory Backwards: Four Translation Strategies Determined by the Particular Needs of the Receptor". (1998). His published criticism chiefly centers on Polish, Czech and Slovak literatures.. The first issue of *The Polish Review* published under the editorship of Dr. Kraszewski is Volume LIII, 2008, no. 1 appeared in late March. The new editor can be contacted by e mail at [editor@thepolishreview.org](mailto:editor@thepolishreview.org). The mailing address of the Review is PIASA 208 East 30<sup>th</sup> St., New York, N.Y. 10016. Dr. Kraszewski succeeded Dr. Joseph Wiczerzak, who had retired from the editorship and is now "Editor Emeritus". Previous editors of the Polish Review included Dr. Stanislaw Skrzypek, Dr. Ludwik Krzyzanowski and Dr. Stanislaw Baranczak.

## Peace Corps Calls for Experienced Educators

The Peace Corps is encouraging experienced educators and teachers to use their skills as a Peace Corps Volunteer.

As part of its on-going effort to bring more skilled and knowledgeable Volunteers to the field, the Peace Corps is reaching out to mid-career and retiring professionals who are interested in new and challenging teaching opportunities and are considering alternatives to traditional retirement. Currently there is a high demand for skilled teachers with classroom and teacher training experience.

Peace Corps education Volunteers introduce innovative teaching methods and encourage critical thinking in a variety of classroom settings overseas. They may also work in curricula or materials development, and train teachers informally or formally in conversational English, academic subjects, or instruction methodologies. The most competitive candidates have: a minimum of three years of classroom experience; advanced degrees in teaching, education, TEFL, English, primary or secondary education, or linguistics; or teacher trainer experience. Other relevant experience includes working with adult literacy programs or writing for literary magazines or newspapers.

To learn more about teaching opportunities with Peace Corps, call 1.800.424.8580 or visit: [www.peacecorps.gov/minisite/education?cid=preduc](http://www.peacecorps.gov/minisite/education?cid=preduc)

The Peace Corps is celebrating a 47-year legacy of service at home and abroad. Since 1961, over 190,000 Volunteers have helped promote a better understanding between Americans and the people of the 139 countries where Volunteers have served. Peace Corps Volunteers must be U.S. citizens and at least 18 years of age. There is no upper age limit.

## Recent Publications Continued

*Continued from page 7*

Houtzagers, Peter., Janneke Kalsbeek, and Jos Schaeken, eds. 2008. *Dutch Contributions to the Fourteenth International Congress of Slavists*. Rodopi.

Pereltsvaig, Asya. 2008. *Copular Sentences in Russian: A Theory of Intra-Clausal Relations*. Springer.

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Swan, Oscar. 2008. *Polish Verbs & Essentials of Grammar, Second Edition*. New York: McGraw Hill.

## Literature

Konenko, Natalie. 2008. *Slavic Folklore: A Handbook*. Greenwood.

*Continued on page 11*

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

*Editor: Rachel Stauffer  
(University of Virginia)*

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

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

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

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

The program is based in the Center for Russia, East Europe, and Central Asia, but students will have the opportunity to work with nationally recognized scholars in a variety of departments.

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E-mail: [info@creeca.wisc.edu](mailto:info@creeca.wisc.edu) • [www.creeca.wisc.edu](http://www.creeca.wisc.edu)



## Cross-Cultural Communications

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

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

Many westerners are often confused by different gender roles in Russia. This paper will explain them and give some recommendations on how to work on these differences in the classroom.

Professional identity and gender identity are closely connected with one another in Russia. One's competence is usually judged at first by his or her gendered appearance and behavior. Female appearances include, but are not limited to make-up, perfume, manicured fingernails, hairstyle, figure-hugging dresses, sometimes décolleté, high heels, jewelry, and furry coat in the winter. Female behaviors include, but are not limited to, a melodious voice, delicate gesture and mimicry, light step and dainty bearing. Moreover, Russians tend to 'flirt' at the workplace. Men make way for women, help them to put on their coats, and make compliments. This Russian 'flirt' is very close to the western 'small-talk', so many western visitors are very confused with Russian 'flirting' and judge it incorrectly. Russians certainly flirt, too. Unfortunately Russians do not say something like 'Now it is not small-talk anymore. I flirt with you'; they just do it and feel it, when and how to switch from 'flirt/small-talk' to 'flirt/flirt'.

One of the textbooks I use in my classroom is *Ruslan Russian 1: A Communicative Russian Beginners Course for Adults and Teenagers*. John Langran and Natalya Veshnyeva. Ruslan Ltd (Birmingham, UK), 2001. 3<sup>rd</sup> edition. With CD-ROM, cassette, and audio CD. One storyline in this textbook involves communication between a Russian lady (Ludmila) and her three admirers. One of them (Peter) is a British guy who makes many cross-cultural 'mistakes'. Below are instructions for Peter on how to attract a Russian woman. Each of these areas can serve as the basis for class assignments.

### 1. Call a woman by her 'real' name

Please be aware of the use of Russian first names. Calling a Russian woman by her full first name (e.g. Ludmila) seems to be very formal and distant. This is appropriate for official communication or for women over the age of 50. In social situations the most common form of address is to call a woman by her short first name (e.g. Luda). Unfortunately Russians do not introduce themselves by saying 'My name is Ludmila Kisina. Please call me Luda'; they just feel it, when and how to switch from Ludmila to Luda.

Additionally, Russians use a lot of familiar variants of their first names (e.g. Ludočka) for many purposes, such as for creating a positive atmosphere within a team, for rebuking someone, for asking somebody to do something, and certainly for flirting.

### 2. Make more compliments

Do not be stingy with your compliments. Your compliments should range from 'neutral' to more 'pressing':

#### 'Neutral' compliments:

У Вас такое красивое имя!	You have such a wonderful name!
Вы сегодня хорошо выглядите!	You look very nice today!
У Вас новая причёска!	You have a new hair cut!
новый костюм!	a new suit!
новое пальто!	a new coat!
новые серьги!	new ear-rings!

#### 'Pressing' compliment:

Она [юбка] короткая, но это Вам очень идёт!  
It [the skirt] is short, but it suits you very well!

Be aware that Russians tend (consciously and subconsciously) to use compliments with a double meaning. If a man says to a woman something like: «У Вас очень грустные глаза. Я могу Вам чем-нибудь помочь?» (English: 'You have very sad eyes. Could I help you?') it could be a) really just a careful question about her well-being or b) a coded invitation for starting an affair. In the last case the woman has to choose to 're-code' the message or not.

### 3. Make more gifts

Do not be stingy with your gifts, either. In choosing a present, Russians (of all social strata!) emphasize price, prestige and luxury. A present in Russia is more just a gesture. By selecting flowers, remember 1) yellow is the color of separation 2) an even number of flowers is only given at a funeral.

### 4. Invite for a dinner

Take a chance and invite her to dinner! It is rather uncommon for a Russian woman to take the initiative and ask the man out. On the date, it is important for a man to be in time, but less important for a woman. In general, dating rituals are the same as in other western countries (dinner and a movie). Be aware, however, that Russian women are not 'liberated' in the feminist sense; they expect a man to pay for everything!

### 5. Russian superstitions

Young and old, well educated and less educated, male and female Russians are very superstitious. This could influence their behavior in professional and social situations. One very common superstition is not to talk about plans for the future (English equivalent: Do not count your chickens before they are hatched). So for example, a young Russian lady may not introduce her own boyfriend to her friends so as 'not to put the evil eye' on him and their relationship.

## Graduate Student Forum

*Editor: Nina Wieda  
Northwestern University*

*The AATSEEL and the editors of the AATSEEL Newsletter would like to thank our colleagues who serve as advisors to the Graduate Student Forum. They include Marina Balina (Illinois Wesleyan University); Margaret Beissinger (Princeton University); Thomas Beyer (Middlebury College); Robert Channon (Purdue University); Halina Filipowicz (University of Wisconsin at Madison); Beth Holmgren (Duke University); and Ernest Scatton (State University of New York at Albany). Look for their responses to new questions in future issues of the AATSEEL Newsletter.*

*Please send your questions to Nina Wieda ([ninawieda2008@u.northwestern.edu](mailto:ninawieda2008@u.northwestern.edu)).*

Q: While TA-ing for a class that dealt with nationalism, I had to grade an openly chauvinistic student paper. The student was using phrases such as, "Language X is primitive", and "People X are not intelligent enough to learn a foreign language". To support his argument, he was extensively quoting an essay by a notorious bigot. This essay was included as a part of course readings to show what frightening level chauvinism can reach; this point was made very clear during the lecture and discussion. Still, the student chose to adhere to this viewpoint.

I was torn as to how to react to the student's paper. On the one hand, I respect his freedom of conscience. On the other hand, I would hate to have him walk out of this class equipped with chauvinistic arguments, and believing that it is okay to make pejorative

statements about people based on their ethnicity. What do you think I should have done?

A: Thank you for an important and timely question. This question, once again, has become a major issue on college campuses. Perhaps it would be possible to have a broader discussion of this issue – or, rather, a tangle of issues – in the AATSEEL Newsletter.

One aspect of the problem, it seems to me, is whether or not we as educators have the right to be concerned about our students' private beliefs on public issues and, if necessary, to intervene in those private opinions.

Another aspect has to do with concepts of the public sphere. In the case you have described, the instructor envisioned the public sphere – the classroom, coursework, course materials and assignments – as a forum for criti-

cal reasoning, but the student used the public sphere as a venue for expressing his private opinions.

Yet another issue concerns genres. It is evident that the student did not fully understand the nature of the assignment, therefore he got different genres confused. For his course, he was expected to write and submit an academic paper rather than, say, a statement of his personal opinion. But he did not seem to be aware that to write an academic paper is to conceptualize, construct, and develop an argument, and to do so one needs to consult, analyze, and interpret evidence that is not confined to just one article. Overlooking, neglecting, or ignoring a fuller range of evidence in order to present one's own perceptions is acceptable in a personal statement or a private letter, but not in an academic paper. In this particular situation, I would give the student the opportunity to research his topic by consulting at least 3 different sources. I would also encourage him to revise and resubmit the paper.

*Halina Filipowicz, Professor and Graduate Advisor, Department of Slavic Languages and Literature, University of Wisconsin-Madison [hfilipow@wisc.edu](mailto:hfilipow@wisc.edu)*

## AATSEEL 2008 Annual Conference

**San Francisco • December 27-30, 2008**

*The AATSEEL Annual Conference is a forum for scholarly exchange of ideas in all areas of Slavic and East/Central European languages, literatures, linguistics, cultures, and pedagogy.*

The Annual Conference will take place from December 27-30, 2008 at the Hyatt Regency San Francisco on the Embarcadero Waterfront in San Francisco, California. Reserve your room online by November 25, 2008 or call the Hyatt Regency San Francisco at (415) 788-1234. Ask for the group rate for AATSEEL, the American Association of Teachers of Slavic and East European Languages.

On November 30, 2008 online conference pre-registration closes.

After this date, conference attendees will need to register at the conference.

**For more information go to <http://www.aatseel.org>**

## Czech Corner

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

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

### News from the International Association of Teachers of Czech

The International Association of Teachers of Czech will be sponsoring not only the usual panels on Czech literature and Czech linguistics, but also roundtables on Czech translation and Czech pedagogy during the 2008 Annual AATSEEL conference in San Francisco.

For further information contact the IATC co-president Susan Kresin at: [kresin@humanities.ucla.edu](mailto:kresin@humanities.ucla.edu)

### Old and new resources for the teaching of the Czech language

#### Beginning Czech

Many curious linguistic facts concerning for example the alphabet, expected behaviors, including usage of polite formulas, and similar information are included in the archived programs available on the Czech Radio site. The programs are short, and with a sense of humor. They can be read and listened to. The archives have also a link to the Czech Language through the Songs series.

To be able to read the Czech words correctly, one has to set the browser at either West European (Windows XP) or East European (Windows 2000). See [http://my.unl.edu/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/course.pl?course\\_id=\\_258875\\_1](http://my.unl.edu/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/course.pl?course_id=_258875_1)

#### Czech literature

A new source of recordings of Czech literature that some people might find useful: [http://www.rozhlas.cz/ctenarskydenik/dila/\\_zprava/487697](http://www.rozhlas.cz/ctenarskydenik/dila/_zprava/487697). The site has the readings of Karel Hynek Macha "May", Nemcova's "Grandmother", Hasek's "Brave Soldier Schweik," and twenty other works. It is an unusual online resource for Czech literature. Other than this site, only the Brown University Anthology recordings seem to exist. (Information from Susan Kresin).

### Recent Publications Continued

*Continued from page 8*

#### Military

Geneva Small Arms Survey. 2008. *Small Arms Survey 2008: Risk and Resilience*. Cambridge, UK: Cambridge University Press. Jane's Information Group.

#### Music

Findeizen, Nikolai, Milos Velimirovic, & Claudia Jensen. 2007. *History of Music in Russia from Antiquity to 1800, Volume 1*. Bloomington, IN: Indiana University Press.

#### Pedagogy

Byram, Michael. 2008. *From Foreign Language Education to Education for Intercultural Citizenship: Essays and Reflections*. Multilingual Matters.

DeGalan, Julie and Stephen Lambert. 2007. *Great Jobs for Foreign Language Majors*. New York: McGraw-Hill.

Duff, Patricia. 2008. *Case Study Research in Applied Linguistics*. New Jersey: Lawrence Erlbaum.

Griffiths, Carol, ed. 2008. *Lessons from Good Language Learners*. Cambridge, UK: Cambridge University Press.

Gabry-Barker, ed. 2008. *Morphosyntactic Issues in Second Language Acquisition*. Multilingual Matters.

*Continued on page 13*

### ASSISTANT PROFESSOR or INSTRUCTOR 4/5 POSITION IN RUSSIAN

**at COLBY COLLEGE (Waterville, Maine)**

The Russian program in the Department of German and Russian seeks to fill a continuing non-tenure track, four-fifths-time position at the level of Assistant Professor or Instructor, beginning September 1, 2009. Three-year, renewable contracts. Eligibility for travel and research support, sabbatical leaves, and promotion parallel to tenure-track faculty. Ph.D. preferred; must have native or near-native fluency in Russian and a record of scholarly accomplishment. The successful candidate will have teaching experience that has prepared them to teach four courses a year at all undergraduate levels, in both Russian and English. We seek an individual committed to undergraduate teaching, to maintaining an active and productive program of scholarship, and to being involved in the college community at-large.

Dossier must include letter of application, statements on teaching and research; curriculum vitae; three letters of recommendation; and course evaluations from two or three courses. No electronic submissions, please. Send dossier to: Julie de Sherbinin, Chair, Department of German and Russian, Colby College, 4442 Mayflower Hill, Waterville, ME 04901-8846. Review of dossiers will begin December 1, 2008 and will continue until the position is filled. Preliminary interviews will take place at the December 2008 MLA meeting in San Francisco.

*Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups. For more information about the College, please visit the Colby Web site: [www.colby.edu](http://www.colby.edu)*

## PSYCHOLOGY OF LANGUAGE LEARNING

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

*Submissions for future editions of this column should be sent electronically to [russianforyou@gmail.com](mailto:russianforyou@gmail.com)*

### Is it Difficult to be a Heritage Speaker?

Svitlana Malykhina

Lecturer, SUNY at Albany  
[sm7031@albany.edu](mailto:sm7031@albany.edu)

I am not being facetious. I sympathize with heritage speakers and seek to discuss the challenges of teaching them in academic settings. Based on my experience of teaching heritage speakers with various educational backgrounds and objectives, I have realized that the main concern is to match students' needs. The topic of what we know about heritage learners and their languages was a common thread linking the presentations at 2008 Heritage Summer Research Institute (<http://www.international.ucla.edu/languages/nhlrc/2008summer/index.asp>). Researchers agree that heritage learners have individual immigration stories, language preferences and practices based on family experience; they also have different motivations for studying Russian (see Polinsky 2005; Kagan, Dillon 2006). Among them are students who were born in Russia, whose linguistic competence had not been completely formed before immigration, but whose fundamental views of the world and entire cognitive system were shaped by the verbal system of Russian. Some of them are bilingual to some degree in Russian and English. There are also students whose Russian remains at the stage where it was at the time of immigration, and they are apparently unable to express age-appropriate ideas. There are heritage learners who were born in immigration and had been taught informally in community settings, thus their linguistic competence was formed entirely outside of Russia, but they often

have an oral proficiency and mastery in the interpersonal mode.

Research on heritage learners suggests that heritage learners' oral exposure to their home language does not necessarily lead them to acquire accurate writing skills (Bermel, Kagan 2000). Moreover, heritage learners have trouble with word order in syntactic structures, demonstrate loss of subtle syntactic distinctions, and often contaminate closely related, yet distinct, constructions. For all heritage learners re-learning "homegrown" agreement errors and conjugation mistakes is not an easy task. Indeed, there is a major difference between learning about linguistic categories for the first time and readjusting those that have always been familiar. One of the most notable traits of heritage learners' speech is lexical borrowings or code-switching (Andrews 2001). Another common problem facing heritage learners is a lack of exposure to Russian in different registers. Therefore, heritage learners have problems being asked to discuss abstract topics, such as economics, culture, and science, or social and professional area. Almost all heritage learners display an inappropriate choice of register and lack of lexical precision if they are asked to support their opinions, to hypothesize, to defend policies, or to clarify points of disagreement.

In conclusion, as we face the prospect of teaching heritage learners, we need to address carefully this "incomplete" Russian in order to help these students acquire proficiency gradually in productive and receptive skills. One useful starting point for instructors is tailoring assignments to practice the

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

language to be used for real-life communication. Some of the possibilities may include role plays where a heritage learner can be asked to prepare research papers or reports on culturally specific topics, to deliver a lecture in Russian, to shoot a film, to organize a family heritage exhibit, to serve as an interpreter, or to perform as a judge at High School Students Olympiada. Besides the opportunities to discuss various cultural and language related topics, heritage learners should get a chance to adopt different social roles. In the meantime, these assignments feature less instructor control and offer students more self-directed choices. During all stages of these activities they need a lot of assistance. It may be worthwhile to deliberately point students to the norms of Russian grammar, provide them with basic guidelines on the use of style and language register to be appropriate to the speech situation, and offer questionnaire worksheets and other related materials. My experience has been that these types of assignments tend to keep most students engaged and motivated.

#### References

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- Bermel, N., O.Kagan. (2000). The maintenance of written Russian in heritage speakers. In O. Kagan & B. Rifkin, with S. Bauckus (eds.), *The Learning and Teaching of Slavic Languages and Cultures*. Bloomington, IN: Slavica Publishers.
- Kagan, O., & Dillon, K. (2006). Russian heritage learners: So what happens now? *Slavic and East European Journal* (50th Anniversary Issue), 50(1), 83-96
- Polinsky, M. (2005). Word class distinctions in an incomplete grammar. In Dorit Ravid and Hava Bat-Zeev Shyldkrot, eds. *Perspectives on language and language development*, 419-436. Dordrecht: Kluwer.

## Member News

*Editor: Keith Meyer-Blasing  
(University of Wisconsin)*

*The AATSEEL Newsletter likes to keep its members informed about important events and professional milestones! If you or an AATSEEL member you know has recently defended a dissertation, been hired, received a promotion or retired, please send the member's name, accomplishment and affiliation to: Keith Blasing [kmbiasing@wisc.edu](mailto:kmbiasing@wisc.edu)*

### Paul Milliman Receives Ambassador Dziejwanowski Dissertation Award

The 2008 Ambassador Kazimierz Dziejwanowski Memorial Award, jointly sponsored by the Polish Institute of Arts & Sciences of America (PIASA) and the Embassy of the Republic of Poland in Washington, DC, presented the \$1000. prize to Paul Milliman for his Ph.D. dissertation "Disputing

Identity, Territoriality, and Sovereignty: The Place of Pomerania in the Social Memory of the Kingdom of Poland and the Teutonic Ordensstaat" completed at Cornell University in 2007 under the direction of the distinguished American medievalist Paul R. Hyams.

The Annual Award was established to honor the memory of Ambassador Kazimierz Dziejwanowski, the first Polish Ambassador to the U.S. from post-Communist Poland.

### President Vladimir Putin has awarded the Pushkin Medal to two Canadian university professors, Andrei Donskov and Donna Orwin.

Andrei Donskov, professor at the University of Ottawa, and Donna Orwin, professor at the University of Toronto, received the decoration for their great contribution to the rapprochement and mutual enrichment of different people's cultures and the study and popularisation of Russian language and culture.

The Pushkin Medal was instituted in 1999 to honour the 200th anniversary of the birth of the great Russian poet Alexander Pushkin.

### Recent Publications Continued

*Continued from page 13*

Johnson, Keith. 2008. *An Introduction to Foreign Language Learning and Teaching*. London, UK: Longman Publishing Group.

Kormos, Judit and Edit H. Kontra, eds. 2008. *Language Learners with Special Needs: An International Perspective*. Multilingual Matters

Reyes, Sharon Adelman and Trina Lynn Vallone. 2007. *Constructivist Strategies for Teaching English Language Learners*. Thousand Oaks, CA: Corwin Press.

Soler, Eva Alcón and Alicia Martinez-Flor, eds. 2008. *Investigating Pragmatics in Foreign Language Learning, Teaching and Testing*. Multilingual Matters.

*Continued on page 23*

Introducing an online resource for teachers and scholars

## Communal Living in Russia A Virtual Museum of Soviet Everyday Life

Through dozens of video clips, hundreds of photographs, many short essays, and literary and social documents, the *Communal Living in Russia* web site provides immersion in the kommunalka experience. All materials are presented in both Russian and English and ready to integrate into language, history, culture, and literature courses.

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Easy navigation, rich multimedia, professionally filmed interviews. *Communal Living in Russia* by Ilya Utekhin, Alice Nakhimovsky, Slava Paperno, and Nancy Ries was made possible by support from the National Endowment for the Humanities, The Consortium for Language Teaching and Learning, Colgate University, and Cornell University.

## Коммунальная квартира



## SUMMER LANGUAGE PROGRAMS

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

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

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

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

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

### **COSMOPOLITAN Educational Center, Novosibirsk, Siberia, Russia**

The Educational Center "COSMOPOLITAN" (<http://cosmo.qc.nov.net/>), located in Novosibirsk, the largest city in Siberia, Russia, is pleased to announce that we are accepting applications for the "LINKING THE PLANET" International Summer Language Camp, that we are going to run in Novosibirsk region in SIBERIA in the summer of 2008, and the "SIBERIAN WONDERLAND" Winter Language Camp that will be run in January 2009.

The Summer camp will be taking place during the summer 2008 in four consecutive two-week sessions, with participation of local Russian children, youth and adults, as well as volunteer teachers and international students from around the globe. Please note that on August 1st Novosibirsk will be the centre of the TOTAL SOLAR ECLIPSE providing ready access to the eclipse track and to the most favourable area for viewing it. Viewing the total solar

eclipse will be an exciting experience of the 4th session of our summer camp.

The Winter camp is run from January 3rd until January 12th, 2009, and is a unique opportunity to celebrate the coolest festive season in Siberia with lots of exciting events, and experience all the winter fun you have ever dreamed of in ten days.

Both the summer and the winter programs are a great chance for international participants to learn the Russian language and get a first-hand experience of the Russian culture and life style. The programs provide a unique cultural opportunity of daily interaction with the Russian children, youth and adults. The RUSSIAN COURSE is organized for overseas students and volunteer teachers and includes language studies as well as learning about the Russian culture, history and society.

We are looking for native speakers of English, German, French, Spanish and other languages, who would like to be VOLUNTEER TEACHERS of their language and/or Volunteer Creativity

Workshop Coordinators at the Summer/Winter camps. No previous teaching experience is required. University students are eligible to apply as volunteer teachers/workshop coordinators. Teaching at the camp can also be considered as an INTERNSHIP with all necessary paperwork and an on-site internship supervision provided. We are looking for people who are energetic, enthusiastic, open-minded, sociable, enjoy camp experiences, are willing to share their knowledge and culture.

We also seek people worldwide (SCHOOLCHILDREN, university STUDENTS, and ADULTS) to join the Winter/Summer camp as international students of the RUSSIAN courses offered at the camp, and enjoy all the exciting activities scheduled within the program.

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

The major benefits to join our program are as follows:

1) We organise an exciting cultural, social and excursion program for international participants of the camp, which is a very enriching experience. You will be involved in interaction with the Russian children, youth and adults all the time. This is the kind of experience you will never get if you go as a tourist. The camp lives a full cultural and social life. In addition to language and culture studies we also offer sports, intellectual games, quizzes, entertaining activities, shows, performances, presentations, parties, discos, etc.

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

3) This is a not-for-profit program. Participation fee covers expenses on accommodation and ALL meals, and tuition fee for students as well. If you come to Russia (Siberia) on your own or through a travel agency you will spend much more money compared to what you would pay to participate in our program. Participating in our program you won't need much pocket money, you may only need some spending money to buy souvenirs and gifts to take back home. All the local services (airport pick-up, local transportation, excursions) are provided by our school without any additional payment.

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

5) International participants have an opportunity to attend Russian languages classes every day. Russian classes are taught by well-educated native speakers trained to teach foreigners. Students are placed in a group according to their level of Russian. No previous knowledge of Russian is required. We will also be happy to arrange courses on the Russian culture, history, music, etc., if required.

6) We are dedicated to providing a student with the most excellent supervision possible. All the students are supervised and each group has a group leader who is normally responsible for between 10 - 15 students and stays with the group 24 hours a day. Everyone can

expect a warm, supportive and friendly atmosphere along with professional service. Our goal is that a student has the most enjoyable and worthwhile experience possible during the stay with us. We are determined to ensure that everyone benefits fully from the interaction with other students and the staff. The Head of Studies, Psychologist, the Social Program Coordinator and the Program Director are constantly monitoring the program to assure that everyone is enjoying the stay and taking advantage of the many activities offered by the school. Parents are allowed to the program.

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

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

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

- Have you always wanted to add some meaning to an overseas adventure?
- Do you want a new, challenging experience?
- Do you like to meet people from other countries and get your energy from working towards a goal as part of a team?
- Are you willing to gain experience, improve communication abilities, and develop skills that will help in your future employment?
- Have you ever daydreamed about gaining insight into the Russian culture and life in a way no traveler could?

If 'yes' is the answer, our program is the best way for you to spend your

summer or winter vacation! For further details please email [cosmopolitan@rinet.su](mailto:cosmopolitan@rinet.su) or [cosmoschool2@mail.ru](mailto:cosmoschool2@mail.ru)

## Middlebury College Language Schools to Open New West Coast Site

### Mills College in Oakland, Calif., to host programs

MIDDLEBURY, Vt. — Middlebury College President Ronald D. Liebowitz announced today that the college's 94-year-old summer Language Schools will open a second site on the campus of Mills College in Oakland, Calif., beginning in 2009.

At the Mills College location, the Middlebury College Language Schools will offer undergraduate level courses in French, Italian and Spanish — languages that will be taught at both sites. The new site will also become the exclusive home to Middlebury's Arabic program. Projected enrollment for the Mills site is 310 students, which will increase the overall enrollment of the Language Schools to approximately 1,500.

According to Middlebury officials, the need for an additional site has been under consideration for some time. "As the United States sees the importance of second or third languages as necessary in a more globalized world, more people are turning to Middlebury as the gold standard in intensive language instruction," said Liebowitz.

"This year, we once again received a generous donation from Kathryn Wasserman Davis that fully funds 100 students across six critical languages," remarked Liebowitz. "Though originally a one-time scholarship, the donation has been extended for the next four summers as the Kathryn Davis Fellowships for Peace: Investing in the Study of Critical Languages. This dramatically increases the potential for working professionals and exceptional students, both undergraduate and gradu-

ate, to attend the Middlebury Language Schools programs.”

“Over the past several years, we have seen a steady increase in both the number of applications we receive and our total enrollment,” added Vice President for Language Schools, Schools Abroad and Graduate Programs Michael Geisler. “Expanding beyond our Vermont campus seemed to be an efficient response to a growing demand for our immersion language programs.” The Language Schools have also seen growing interest and applications from students residing in the western states, added Geisler, so the addition of a second site at Mills College creates an opportunity to broaden the current student base and allow the program to build on the college’s affiliation with the Monterey Institute of International Studies.

The administration researched several options for a second site, and the Mills campus best met the majority of the Language Schools’ needs, both in its aesthetic beauty and facilities infrastructure. The campus layout is similar to Middlebury’s in that it will allow for students studying a particular language to live, eat and study separately from other language schools. Because of the program’s Language Pledge, a formal

commitment to speak only the language of study and no other for the entire summer session, this separation is essential to the immersion study.

### **About the Middlebury College Language Schools**

The Middlebury College Language Schools, which began in 1915 with the founding of the German School, have long been a leader in the immersion approach to language learning. Under the guidance of approximately 240 faculty members from colleges and universities throughout the world, students of all ages and nationalities live together, totally immersed in their target language. Students live the language they have come to study, and all agree to abide by the Language Pledge, a formal commitment to speak the language of study and no other for the entire summer session. In addition, the Language Schools host many public cultural events designed to allow students to practice what they are learning in authentic situations.

Each summer, the college offers three sets of summer sessions for foreign languages: a nine-week session for Arabic, Chinese, Japanese and Russian; a seven-week session for intensive language studies in French, German, Hebrew, Italian, Portuguese

and Spanish; and a six-week session for graduate-level French, German, Italian, Russian and Spanish. In 2007, the school initiated a master’s degree program in Chinese, which students can earn in four summers at Middlebury’s campus or in two summers in Vermont and an academic year at the Middlebury-affiliated Monterey Institute of International Studies in Monterey, Calif. The Arabic and Portuguese sessions offer non-degree, graduate-level courses, also for six weeks.

In 2008, Middlebury College opened the Middlebury-Monterey Language Academy (MMLA), a summer language immersion program for pre-college students. The MMLA is a collaboration between the Language Schools of Middlebury College and the Monterey Institute of International Studies, a Middlebury affiliate. The four-week residential camps offer Arabic, Chinese, French and Spanish, and the 2008 sessions took place on the campuses of St. Michael’s College in Colchester and Menlo College in Atherton, Calif.; the program at Hampshire College in Amherst, Mass., was a partnership with Johns Hopkins Center for Talented Youth.

# **AATSEEL 2008 Annual Conference**

**San Francisco • December 27-30, 2008**

## **Come & Leave Your Heart in San Francisco**

For more information go to <http://www.aatseel.org>



## EMPLOYMENT OPPORTUNITIES

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

### **Department Head Department of Slavic and Baltic Languages and Literatures University of Illinois at Chicago**

The College of Liberal Arts and Sciences at the University of Illinois at Chicago invites applications and nominations for the position of Head of the Department of Slavic and Baltic Languages and Literatures. Located in the heart of Chicago, UIC is a Carnegie Research/Extensive University with 16,000 undergraduates, 6,500 graduate students, and 3,000 professional students. This is an exciting time for the Department: it is in a position to hire new faculty and has (together with Germanic Studies and History) established a new interdepartmental graduate concentration in Central and Eastern European Studies.

The Head is the chief administrative officer of the Department with responsibility for instructional programs and for administrative, budgetary, promotion, and recruitment matters. The Department Head also provides leadership in the areas of research, teaching, and community outreach. We are seeking an innovative and dynamic leader with a research specialty in either Polish (with the possibility of a named chair) or Russian. The successful candidate will be an associate or full professor, have a strong record of scholarly and teaching accomplishments, and some administrative experience.

The desired appointment date is 16 August 2009 (pending budgetary approval). The salary is competitive based on qualifications. Applicants

should send a full curriculum vitae, and names and full contact information of four references to:

Professor Astrida Orle Tantillo  
Co-Chair, Slavic and Baltic Languages and Literatures Search  
The University of Illinois at Chicago  
College of Liberal Arts and Sciences  
(m/c 228)  
601 S. Morgan St.  
Chicago, IL 60607-7104

Applications and nominations should be received by 7 November 2008 to receive full consideration, although the search will proceed until the position is filled. Applications from women and minorities are particularly encouraged. The University of Illinois is an Equal Opportunity, Affirmative Action Employer.

### **Professor of Russian Bergen, Norway**

A position as Professor in Russian is open at the Department of Foreign Languages, University of Bergen, Norway.

Applicants should have substantial research leadership experience as well as experience in coordinating research activities and in strategic research planning. Candidates should be able to demonstrate strong interpersonal skills and the ability to work and communicate well with others in a team environment.

Salary will be paid in accordance with level 66(code 1013) on the government salary scale, at present NOK 514.700 gross p.a. A pension contribution of 2% will be deducted and paid in to the state pension scheme. In the case

of particularly well-qualified applicants, a higher salary may be considered.

For a full description of the post with details of relevant fields of specialisation and responsibilities, duties associated with the post, and other factors that will be considered in making the appointment, see: [http://www.hf.uib.no/fakultet/aktuelt/stillinger/omtale\\_russisk\\_e.html](http://www.hf.uib.no/fakultet/aktuelt/stillinger/omtale_russisk_e.html) or contact the Department of Foreign Languages, tel. +47 55582340, e-mail: [post@if.uib.no](mailto:post@if.uib.no). For further information about this position, contact Professor Leiv Egil Breivik, Head of Department, or Professor Lillian Helle, Russian studies coordinator.

The successful candidate will be required to take part in teaching and examination programmes in force at any time and to comply without additional remuneration with any amendments that may be introduced by legislation with regard to curriculum, pension schemes and retirement age.

The languages of instruction are Norwegian and Russian.

Basic teacher training is a requirement. The successful candidate will be offered appropriate training if this requirement has not been met before appointment.

Women in particular are invited to apply. If, in the opinion of the assessment committee, several applicants have approximately equivalent qualifications, the rules on equal opportunities laid down in the Personnel Regulations for Academic Positions will be applied.

State employment shall reflect the diversity of the population at large to the highest possible degree. The University of Bergen has therefore adopted a personnel policy objective to ensure that we achieve a balanced age and sex composition and the recruitment of persons of various ethnic backgrounds. Persons of different ethnic backgrounds are therefore encouraged to apply for the position. The University of Bergen applies the principles of public openness when recruiting staff to academic positions.

The successful applicant must comply with the guidelines that apply to the position at any time.

The application is to be submitted in four copies and must contain a complete overview of the applicant's education, earlier positions and other activities, along with a complete list of scholarly works and information about where these have been published. The applicant must name the scholarly works or parts of such works on which the committee should place special emphasis in its evaluation. These should not exceed 15 in number. The application must contain a list of attachments documenting the applicant's teaching qualifications.

Applicants must submit four copies of all the scholarly works – published or unpublished – they wish to be evaluated with their application, along with six copies of a list of these works with information about where these have been published. These works should be numbered, sorted into four separate sets and sent to the Department of Foreign Languages, University of Bergen, PO Box 7805, N-5020 Bergen, Norway. Publications may be sent after the application itself, but within one month of the expiry of the application deadline.

Reference is made to "Rules of procedure for appointments to chairs at the University of Bergen."

Applications should be addressed to the Senate of the University of Bergen and sent with confirmed copies of certificates and testimonials to the Department of Foreign Languages, University of Bergen, PO Box 7805, 5020 Bergen, Norway, by October 18, 2008.

Mark application: 2008/10371

### **Director, Area Studies Columbia University Libraries**

Director, Area Studies/Global Resources Library Program

The Columbia University Libraries invite nominations and applications for the position of Director of the Area Studies/Global Resources Library Program. For more information about the program, see <http://www.columbia.edu/cu/lweb/indiv/area>.

The Libraries are strategically committed to building strong, comprehensive international collections and to using technology in innovative ways to

extend and enhance the access and use of these resources. The Libraries will sustain and expand its leadership role in the global resources community, aligning with the University's deep commitment to global education and research and with the many regional institutes at Columbia designated as Title VI National Resource Centers.

Area Studies/Global Resources collections at Columbia are characterized by depth and breadth, covering African Studies, Jewish Studies (including a newly funded professional position), Latin American and Iberian Studies, Middle East and Islamic Studies, Russian and Eurasian and East European Studies, South Asian Studies, and Southeast Asian Studies. Support for research and teaching across the disciplines is based on consultation and outreach services to students, faculty and scholars from around the world.

The Director of Area Studies/Global Resources also serves as the Director of the Center for Human Rights Documentation and Research. The Center builds on the growing collection of human rights organization archives at Columbia through collection development, user services, outreach programming and collaborations with the multidisciplinary human rights community. For information about the Center, see <http://www.columbia.edu/cu/lweb/indiv/humanrights>.

Reporting to the Associate University Librarian for Collections & Services, this position:

- \* provides leadership, direction, and management of system-wide collection development and faculty liaison programs for designated world areas and global programs, including close consultation and collaboration with other library subject divisions and technical services units and service on appropriate campus committees and councils

- \* coordinates reference, instructional and outreach services to students and scholars working with area studies/global resources collections

- \* works closely with instructional technology and digital library program units to implement innovative ways to enhance access to area studies/global

resources collections and services in support of research, teaching and learning

- \* develops and advances external fundraising and grants initiatives

- \* performs collection development and service activities in areas of experience and expertise

- \* develops and implements public programs and publications which advance area studies/global resources collections and services

- \* recruits, mentors and manages professional and support staff

- \* develops and maintains international partnerships and agreements related to area studies/global resource collections and services

- \* leads and guides area studies/global resources librarians in the development of resource sharing and collaborative projects with other academic and research libraries in the U.S.

- \* represents Columbia at regional, national and international meetings, organizations, consortia and on projects focusing on global resources

- \* serves on the Management Committee of the Columbia University Libraries, and on various committees and task forces

The successful candidate will have:

- \* significant experience working with area studies/global collections and services in a research library setting

- \* an understanding of human rights education and research and related documentation and archival issues

- \* an accredited MLS or PhD in relevant subject area or an equivalent combination of education and experience

- \* the demonstrated ability to manage in a complex organization, including budget, staff supervision and strategic planning experience

- \* knowledge of trends in area studies/global resources education and research, and of the scholarly communication landscape in the area studies/global resources context

- \* a commitment to and understanding of technology's role in enhancing information discovery and access

- \* excellent communication skills

\* the ability to build, lead and motivate a team of professionals

One of the world's leading research universities, Columbia provides outstanding opportunities to work and grow in a unique intellectual community. Set in the Morningside Heights academic village, Columbia also presents the unmatched dynamism, diversity and cultural richness of New York City. The University Libraries, grounded in collections of remarkable depth and breadth, are also building extensive electronic resources and services. The Libraries at Columbia are committed to collegiality, professionalism, innovation and leadership.

We offer excellent benefits including 100% Columbia tuition exemption for self and family and assistance with University housing. Columbia will also pay 50% tuition for your dependent child who is a candidate for an undergraduate degree at another accredited college or university.

For immediate consideration please visit the following link: <http://academicjobs.columbia.edu/applicants/Central?quickFind=50876>

Applications will be accepted immediately and until the position is filled; however, applications submitted before December 1, 2008 will receive priority consideration.

Columbia University is An Equal Opportunity/Affirmative Action employer.

### **Assistant or Associate Professor of Comp Lit Cornell University**

We invite applications for a tenure-track or tenured appointment in Comparative Literature with research and teaching interests in Slavic or Russian. Candidates will be asked each year to teach two courses in Comparative Literature at the undergraduate or graduate levels, as well as two undergraduate courses suitable for the Russian major, which would ideally include prose fiction by Dostoevsky and Tolstoy.

Fluency in Russian and a Ph.D are required.

Please send vita, dossier, and a writing sample (25 pages) to:

Neil Saccamano, Chair  
Department of Comparative Literature  
247 Goldwin Smith Hall  
Cornell University  
Ithaca, NY 14853-3201

To be received by November 7

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator.

### **Assistant Professor in Russian University of Virginia**

The Department of Slavic Languages and Literatures at the University of Virginia invites applications for a tenure-track Assistant Professor position to begin August 25, 2009. Area of specialization: Slavic Linguistics, focusing on Russian syntax in the context of contemporary theories of syntax.

Required:

\* PhD degree in hand by appointment begin date of August 25, 2009 is required; however, ABD candidates will be considered at the Acting Assistant Professor level. Degree would need to be conferred no later than August 24, 2010.

\* Native or near-native proficiency in Russian.

\* Professional level of fluency in English.

\* Ability to teach Russian at all levels.

\* Excellence in scholarship and teaching at the undergraduate and graduate levels.

Preferred:

College or university teaching experience. Ability to teach a second Slavic language (Serbian or Croatian preferred) and/or Second Language Acquisition.

To apply, candidates must submit a Candidate Profile, CV/Resume, cover letter describing teaching and research interests, unofficial transcript, and contact information for three (3) references, through Jobs@UVA (<https://jobs.virginia.edu>); the Posting Number is 0602704.

In addition, three (3) letters of recommendation and official transcripts must be mailed to:

Mark J. Elson  
Acting Chair

Department, of Slavic Languages and Literatures  
PO Box 400783  
Charlottesville, VA 22904-4783

For priority consideration, all materials must be filed/received by November 21, 2008; however, the position will remain open until filled.

Women and members of underrepresented groups are encouraged to apply. The University of Virginia is an Equal Opportunity/Affirmative Action Employer strongly committed to achieving excellence through cultural diversity.

### **Lecturer in Serbian-Croatian-Bosnian-Montenegrin University of Illinois at Urbana**

The Department of Slavic Languages and Literatures at the University of Illinois Urbana-Champaign invites applications for a full time, three-year Instructor/Lecturer position in Serbian-Croatian-Bosnian-Montenegrin, starting August 16, 2009. Appointment as an Instructor requires an MA, as Lecturer requires a PhD; knowledge of a second Slavic language is desirable. Teaching obligations (6 courses per year) include language instruction from the first up to fourth year, as well as a course in South Slavic Culture: history, literature, media, film, and post-Socialist transition, with a study abroad component. Salary dependent on degree and commensurate with experience and qualifications. The position is non tenure-track, but renewable beyond 3 years, contingent on enrollments and evaluations.

To ensure full consideration, application materials (letter of interest, CV, and three letters of recommendation) must be received by November 1, 2008. Preliminary interviews will be conducted at the AAASS National Convention in Philadelphia, November 21-23.

Send application materials, including an email address, to: South Slavic Search Committee, c/o Yvonne Knight, 3072I FLB, University of Illinois, 707 S. Mathews, Urbana, IL 61801, USA. Phone: (217) 244-8242.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

### **Position in Russian Colby College**

Assistant Professor or Instructor 4/5  
Position in Russian at Colby College  
(Waterville, Maine)

The Russian program in the Department of German and Russian seeks to fill a continuing non-tenure track, four-fifths-time position at the level of Assistant Professor or Instructor, beginning September 1, 2009. Three-year, renewable contracts. Eligibility for travel and research support, sabbatical leaves, and promotion parallel to tenure-track faculty. Ph.D. preferred; must have native or near-native fluency in Russian and a record of scholarly accomplishment. The successful candidate will have teaching experience that has prepared them to teach four courses a year at all undergraduate levels, in both Russian and English. We seek an individual committed to undergraduate teaching, to maintaining an active and productive program of scholarship, and to being involved in the college community at-large. Dossier must include letter of application, statements on teaching and research; curriculum vitae; three letters of recommendation; and course evaluations from two or three courses. No electronic submissions, please. Send dossier to: Julie de Sherbinin, Chair, Department of German and Russian, Colby College, 4442 Mayflower Hill, Waterville, ME 04901-8846. Review of dossiers will begin December 1, 2008 and will continue until the position is filled. Preliminary interviews will take place at the December 2008 MLA meeting in San Francisco. Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups. For more information about the College, please visit the Colby Web site: [www.colby.edu](http://www.colby.edu)

### **Department Head University of Illinois at Chicago**

The College of Liberal Arts and Sciences at the University of Illinois at Chicago invites applications and nominations for the position of Head of the Department of Slavic and Baltic Languages and Literatures. Located in the heart of Chicago, UIC is a Carnegie Research/Extensive University with 16,000 undergraduates, 6,500 graduate students, and 3,000 professional students. This is an exciting time for the Department: it is in a position to hire new faculty and has (together with Germanic Studies and History) established a new interdepartmental graduate concentration in Central and Eastern European Studies.

The Head is the chief administrative officer of the Department with responsibility for instructional programs and for administrative, budgetary, promotion, and recruitment matters. The Department Head also provides leadership in the areas of research, teaching, and community outreach. We are seeking an innovative and dynamic leader with a research specialty in either Polish (with the possibility of a named chair) or Russian. The successful candidate will be an associate or full professor, have a strong record of scholarly and teaching accomplishments, and some administrative experience.

The desired appointment date is 16 August 2009 (pending budgetary approval). The salary is competitive based on qualifications. Applicants should send a full curriculum vitae, and names and full contact information of four references to:

Professor Astrida Orle Tantillo  
Co-Chair, Slavic and Baltic Languages and Literatures Search  
The University of Illinois at Chicago  
College of Liberal Arts and Sciences  
(m/c 228)  
601 S. Morgan St.  
Chicago, IL 60607-7104

Applications and nominations should be received by 7 November 2008 to receive full consideration, although the search will proceed until the position is filled. Applications from women

and minorities are particularly encouraged. The University of Illinois is an Equal Opportunity, Affirmative Action Employer.

### **Summer teaching in Russian Beloit College**

Summer Teaching Positions in Russian,  
Beloit College

June 10 - August 7, 2009

Senior instructors and graduate teaching assistants are needed for Beloit College's summer intensive Russian language program (June 10 - August 7, 2009). In 2009, we expect to offer first-through fourth-year Russian. Each level, with enrollments of ten students, has one instructor and one graduate teaching assistant. 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), share lunch and dinner with the students 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, native or near-native 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. Salary is competitive, and includes room and board. Employment is contingent upon new employees providing documents verifying U.S. citizenship or, for non-citizens, documents verifying legal permission to work in the United States.

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. Applications will not be accepted by e-mail. Review of applications will begin on October 31, 2008, and will continue until positions are filled. For more information about the summer language programs,

please call 608-363-2277 or visit our Web site at <http://www.summerlanguages.com>. Beloit College is committed to the education benefits of diversity, and urges all interested individuals to apply. AA/EEO Employer.

### **Assistant Professor of Russian Portland State University**

Assistant Professor of Russian: The Department of Foreign Languages and Literatures at Portland State University invites applications for a two-year fixed-term position for an Assistant Professor in Russian with experience in proficiency-oriented language instruction (renewal contingent on funding). The position begins September 2009 and will assist with implementation of a new Russian across the curriculum program. For more information about the position, please visit our Portland State University Human Resources' website at <http://www.hrc.pdx.edu/openings/unclassified/FLL-005.htm>. For more information about the Russian Flagship Program and the Department, please visit our website at [www.fl.pdx.edu](http://www.fl.pdx.edu).

### **Director, Language program Middlebury College**

Director, Middlebury College Kathryn Davis School of Russian (summer intensive language program). Effective 9-1-09. Three-year term, renewable. Middlebury's internationally renowned School of Russian seeks a visionary leader with tenure credentials, extensive language teaching experience, experience with language instruction and assessment, and demonstrated administrative ability. During the summer the Director is responsible for overseeing the instructional and co-curricular program on-site; during the academic year s/he evaluates and hires faculty, publicizes the program, recruits students, oversees the admissions process and attends one on-campus winter meeting. Candidates with teaching, administrative, and leadership ability will receive strongest consideration. Salary is competitive. Submit CV and contact information for three references by November 1, 2008. Preliminary interviewing to take place at either ACTFL (November 21

in Orlando) or MLA (December 27-30 in San Francisco). Middlebury College is an Equal Opportunity Employer, and encourages applications from women and members of minority groups.

### **Visiting Assistant Professor of Russian Union College, New York**

Visiting Assistant Professor in Russian, position for the Winter and Spring trimesters beginning January 2009, with possibility of renewal. The Department of Modern Languages and Literatures at Union College seeks a Generalist with a concentration in Russian folklore and literature preferred; other specializations will also be considered. Ph.D. in hand or near completion by 1/09. Candidates must have native or near-native fluency in Russian and have demonstrated potential for excellent teaching in language, literature, and culture. We seek a colleague who will actively contribute to a thriving undergraduate program with a newly revised curriculum. Under current policy, Visitors at Union have access to research and travel funds and other benefits. Union College is an equal opportunity employer and is strongly committed to student and workforce diversity. Please send a letter of interest, curriculum vitae, three letters of recommendation, and graduate transcripts by Oct. 13, 2008, to Charles Batson, Chair, Modern Languages and Literatures, Union College, 807 Union St, Schenectady, NY 12308. Interview to be held on campus in November.

### **Assistant Professor, Bosnian/ Croatian/Serbian University of Toronto**

Ad #0801053

The Department of Slavic Languages and Literatures at the University of Toronto invites applications for a tenure-stream Assistant Professor appointment in Bosnian/Croatian/Serbian Language, Literature and Culture beginning July 1, 2009.

The successful candidate should have a Ph.D. by the time of appointment. The candidate must show: expertise in South Slavic literature and

culture, broadly defined; promise or significant achievement in research and publication; and demonstrated excellence in university teaching. Excellent (native or near native) knowledge of Bosnian/Croatian/Serbian and of English is required.

The successful candidate will teach undergraduate and graduate courses in language, literature and culture (both in the original and in translation). Experience teaching Bosnian/Croatian/Serbian at an English language university to English-speaking students is required as is sensitivity to heritage speakers from a diverse linguistic community. The candidate should be able to operate effectively in a collegial environment.

Interest in comparative or interdisciplinary fields, such as Slavic folklore, Medieval literature, film studies, or other areas of cultural studies, is highly desirable. Salary to be commensurate with qualifications and experience.

Candidates are encouraged to apply online at the link below. Alternatively, candidates may send their applications in hard copy to the department. No e-mail applications will be accepted. Applicants are requested to send, either as attachments to their online applications or as part of the hard copy packages, a letter detailing their research and teaching interests, a curriculum vitae, a short writing sample, and to have three confidential letters of recommendation sent under separate cover to: Professor Christina E. Kramer, Chair, Department of Slavic Languages and Literatures, Alumni Hall, 121 St. Joseph Street, Toronto, Ontario M5S 1J4.

Completed applications should be received in the department by November 17, 2008.

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to further diversification of ideas.

All qualified candidates are encouraged to apply; however, Canadians

and permanent residents will be given priority.

For more information about the Department of Slavic Languages and Literatures, please visit our home page at: <http://www.utoronto.ca/slavic/>

Apply Online at: <http://www.jobs.utoronto.ca/faculty.htm>

### **South Slavic linguistics, part-time University of Chicago**

The Department of Slavic Languages & Literatures at the University of Chicago seeks applications for a part-time position in South Slavic Linguistics. Previous teaching experience and PhD or ABD required. The applicant will be expected to teach three courses in the area of South Slavic, one in the winter quarter on the Structure of BCS and two classes in the spring quarter on the History of BCS and Comparative South Slavic. (Classes for the winter quarter begin on 5 January and end on 11 March, followed by reading period and exams. Spring quarter classes run from 30 March to 3 June.) Review of applications will begin on 1 October.

Please send a letter of interest and curriculum vitae to:

Search Committee, South Slavic Linguistics  
Department of Slavic Languages & Literatures  
University of Chicago  
1130 East 59th Street  
Chicago, IL 60637

Three letters of recommendation should be sent directly to the search committee.

The University of Chicago is an affirmative action/equal opportunity employer.

### **Slavic linguistics, tenure track University of Chicago**

The Department of Slavic Languages and Literatures of the University of Chicago seeks to fill an entry-level, tenure-track position in Slavic linguistics, with a special interest in diachronic linguistics. The ideal candidate will also have expertise in other historically and/or areally relevant languages or

language families. We seek a candidate who will complement and build on our strengths in Slavic and areal linguistics and contribute to the intellectual life of the University in general. Teaching experience and evidence of publications are required. Candidates should have the Ph.D. in hand at the time of appointment, preferably at the time of application. We will begin reviewing applications on 1 November 2008.

Applications should be sent to:  
Search Committee In Slavic Linguistics  
Slavic Dept., U. Chicago  
1130 E 59th St  
Chicago, IL 60637

They should include the following:

1. cover letter.
2. curriculum vitae
3. sample publication(s): not more than 3
4. one and only one sample course syllabus

The applicant should have three letters of recommendation sent directly to the search committee.

Preliminary interviews will be held at AAASS and LSA National Conventions.

The University of Chicago is an affirmative action/equal opportunity employer.

### **Assistant Professor of Russian UC Davis**

The Department of German and Russian at UC Davis announces an opening for an \*Assistant Professor of Russian literature and culture \*with specialization in the twentieth century, to begin July 1, 2009. Position is tenure-track. Applicants should possess\* \*a strong teaching record and a clear commitment to undergraduate education. Near-native fluency in Russian required. Ph.D. or ABD with expected date of completion no later than August 2009 is required.

Applicants should submit a cover letter including a statement of research and teaching interests, curriculum vitae, and three professional references to: Gail Finney, Search Committee Chair  
Department of German and Russian

University of California, Davis  
One Shields Avenue  
Davis, CA 95616  
[\\*gefinney@ucdavis.edu](mailto:*gefinney@ucdavis.edu)\*

### **Assistant Professor of Russian, fixed term Portland State University**

Portland State University. Assistant Professor of Russian, fixed term, 2009-2011, possible extension depending on funding. Qualifications: Ph.D. in Russian literature or linguistics; demonstrated commitment to scholarship; native or near-native fluency; experience in proficiency-oriented language instruction. Areas of specialization: pedagogy and assessment. Duties: teaching undergraduate courses in language, literature and culture, assisting in design and implementation of new Russian across the curriculum program, some administrative duties. Send letter, resume, statement of teaching philosophy, writing sample and three letters of recommendation to Russian Flagship Search Committee, Department of Foreign Languages and Literatures, Portland State University, PO Box 751, Portland, OR 97207-0751. Applications will be accepted until December 8, 2008. Preliminary interviews will be conducted at the American Association of Teachers of Slavic and East European Languages conference in December. Portland State is an Affirmative Action, Equal Opportunity Instruction and, in keeping with the President's diversity initiative, welcomes applications from diverse candidates and candidates who support diversity. A position announcement is posted at the Portland State University Human Resources' website at <http://www.hrc.pdx.edu/openings/unclassified/FLL-005.htm>. For more information about the Russian Flagship Program and the Department, please visit our website at [www.fll.pdx.edu](http://www.fll.pdx.edu).

### **Tenure-track position in Russian Willamette University**

Willamette University, a selective liberal arts college, invites applications for a tenure-track position in Russian to begin Fall 2009. The position re-

quires native or near-native fluency in Russian and English and a PhD (ABD considered). Applicants should have experience in teaching Russian language classes at all levels and should have scholarly interest in at least one of the following areas: Russian film, Russian linguistics, or Russian theatre. Duties also will include participation in interdisciplinary and/or general education courses taught in English.

Applicants should submit the following materials electronically in MS Word or PDF formats to [russiansearch@willamette.edu](mailto:russiansearch@willamette.edu) by 07 November 2008: letter of application, curriculum vitae, statement of teaching philosophy, and statement of research interests. Arrange to have hard copies of three letters of recommendation sent to Mark Conliffe, Chair, Department of German and Russian, Willamette University, 900 State St, Salem, OR 97301.

Believing that diversity contributes to academic excellence and to rich and rewarding communities, Willamette is committed to recruiting and retaining a diverse faculty, staff and student body. We seek candidates, particularly those from historically under represented groups, whose work furthers diversity and who bring to campus varied experiences, perspectives and backgrounds.

Willamette will be interviewing at the MLA Conference in San Francisco.

### Teacher Assistant Obninsk

(for January-May 2009)

The city of Obninsk (population 100,000) is located 60 miles (100 kilometers) southwest of Moscow. Home of the world's first atomic power station, Obninsk was founded as a scientific town in 1956 and continues to be internationally regarded for its many scientific research Institutes.

Obninsk English as a Second Language School (OESL) was founded 12 years ago by an American, Pete V. Wagener, as a joint American-Russian project to teach general conversational English to both children and adults and to prepare students for university entrance examination.

The native speaker is invited for the period of 3 months to assist with pronunciation, conversation and reading tasks. Grammar instruction is provided by the Russian teachers.

The conditions of work in our school are as follows.

We supply you with the official invitation from our local authorities to get your visa. The salary is not big (5000 rubles per month) but there is a possibility to have private lessons of 350 rubles (about \$15 per hour) that is enough to live in Russia. We provide the transportation from the Moscow airport to Obninsk and back. Also we pay for your housing (except meal). Usually our TA lives with a hostess who takes care of him. Your schedule will average 3-4 teaching hours a day in couple with a Russian teacher. Our groups of students of different ages are not big (about 4-6 students per group). As a rule, Saturdays and Sundays are days off.

You may contact us at: [oesl@mail.ru](mailto:oesl@mail.ru)  
Our Web site: <http://oesl.narod.ru>

## Russia Beyond Russia Module Available From UNC Library

CHAPEL HILL - The University of North Carolina at Chapel Hill Library has completed the Core Module of the "Russia Beyond Russia Digital Library" (<http://rbr.lib.unc.edu/cm/>). A grant of \$363,000 from the Andrew W. Mellon Foundation funded the project, which is the first phase in the Library's digital publishing initiative to document the Russian Diaspora.

The Core Module provides access to the original research of Andre Savine, an antiquarian book dealer and owner of Le Bibliophile Russe bookstore in Paris. By the time of his death in 1999, Savine had amassed a collection of more than 60,000 items documenting the lives of Russians who lived in exile, from the 1917 revolution onward. The UNC Library acquired the Savine Collection in 2002, including Savine's annotated descriptions of items in his collection on thousands of index cards and notebook pages.

The Core Module database serves as an index hub that will eventually link to modules consisting of electronic full text. Core Module records include item descriptions, related indexes, and digitized images of Savine's written records. The module provides Russian-language search and retrieval functionalities, with the option to display text in Cyrillic or in Roman transliteration.

Phase II of "Russia Beyond Russia" will be to catalog all materials in the Savine Collection. A \$218,000 grant from the Mellon Foundation, scheduled for completion June 30, 2010, is currently being used to catalog 1,600 serials in the Savine Collection. In addition, a donation from Van and Kay Weatherspoon of Charlotte, North Carolina, will be used to catalog monographs in the Savine Collection in a project that will begin July 1, 2008, and run through June 30, 2010. A planned Phase III of "Russia Beyond Russia" will create new digital content to be indexed through the Core Module.

For more information about "Russia Beyond Russia," visit <http://www.lib.unc.edu/savine/RBR/>.

### Recent Publications Continued

*Continued from page 13*

Wa-Mbaleka, Safary. 2008. *A Meta-Analysis Investigating the Effects of Reading on*

Watziner-Tharp, Stacey Katz, and Carl Blyth. *AAUSC 2008: Conceptions of L2 Grammar: Theoretical Approaches and Their Application in the L2 Classroom*. Boston: Heinle and Heinle.

### Political Science

Blum, Douglas W. 2008. *Russia and Globalization: Identity, Security, and Society in an Era of Change*. Baltimore, MD: John Hopkins University Press.

Evans, James. 2008. *Great Britain and the Creation of Yugoslavia: Negotiating Balkan Nationality and Identity*. Tauris Academic Studies.

## PROFESSIONAL OPPORTUNITIES

### Call For Papers

January 16, 2009

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

The 47th annual meeting of the Southern Conference on Slavic Studies (SCSS) will take place in Charlottesville, VA, on March 26-28, 2009 (please note corrected dates). The purpose of SCSS is to promote scholarship, education, and in all other ways to advance scholarly interest in Russian, Soviet, and East European studies in the Southern region of the United States and nationwide. Papers from all humanities and social science disciplines are welcome and encouraged, as is a focus on countries other than Russia/USSR. The program committee is accepting panel and paper proposals until January 16, 2009. Whole panel proposals (chair, three papers, discussant) are preferred, but proposals for individual papers are also welcome. Whole panel proposals should include the titles of each individual paper as well as a proposed title for the panel itself and identifying information (including email addresses and institutional affiliations) for all participants. Proposals for individual papers should include email contact, institutional affiliation, and a brief (one paragraph) abstract to guide the program committee in the assembly of panels.

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

Sharon Kowalsky  
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Email: [sharon\\_kowalsky@tamuc.edu](mailto:sharon_kowalsky@tamuc.edu)

## Conferences & Workshops

December 6-7, 2008

### Annual CDLC Conference

The Winter 2008 Conference on Teaching and Learning to Near-Native Levels of Language Proficiency will be held on December 6-7, 2008.

The Coalition of Distinguished Language Centers conducts conferences about teaching to and reaching Level 4 (near-native) proficiency. The conferences include theory and research, as well as updates on high-level-language program activities, along with a healthy dose of shared practical experience.

Location: The Conference Center at the Maritime Institute (CCMIT), 692 Maritime Blvd., Linthicum Heights, Maryland

Registration: (registration form available at <http://distinguishedlanguagecenters.org/conferences.htm>)

Pre-registration by November 15<sup>th</sup> for \$75; Students \$15 or register at the door for \$125

Coalition of Distinguished Language Centers, 3836 Glen Eagles Drive, Silver Spring, Maryland 20906

Phone: 301.529.1247

Fax: 301.603.1551

December 27-30, 2008

### AATSEEL Annual Conference

The AATSEEL Annual Conference is a forum for scholarly exchange of ideas in all areas of Slavic and East/Central European languages, literatures, linguistics, cultures, and pedagogy.

In 2008, the Annual Conference will take place from December 27-30, 2008 at the Hyatt Regency San Francisco on the Embarcadero Waterfront in San Francisco, California. Reserve your room online.

For more information, visit the AATSEEL website (<http://www.aatseel.org>).

## Grants & Fellowships

November 17, 2008

### Individual Advanced Research Opportunities (IARO) Fellowship

IREX is pleased to announce that applications are now being accepted

for the 2009-2010 Individual Advanced Research Opportunities (IARO) Program.

The IARO Program provides fellowships to US scholars and professionals for long-term overseas research on contemporary political, economic, historical, or cultural developments relevant to US foreign policy.

The IARO application and supporting materials are available on the IREX website at: [www.irex.org/programs/iaro/index.asp](http://www.irex.org/programs/iaro/index.asp)

Completed applications are due no later than **November 17, 2008**

Masters Students, Pre-doctoral Students, Postdoctoral Students, and Professionals with advanced degrees are eligible for a IARO Fellowship

IARO Fellowships cover the cost of travel and a living/housing stipend

Questions may be addressed to the IARO Program Staff at [iaro@irex.org](mailto:iaro@irex.org) or by telephone at 202-628-8188

Countries Eligible for Research: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan

IARO is funded by the United States Department of State Title VIII Program.

February 15 Annually

### The Michael and Emily Lapinski Scholarship Endowment

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

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



abroad in Poland through UW-Madison.

The annual deadline for applications is February 15. Application forms and instructions for applicants are online at: <http://polyglot.lss.wisc.edu/slavic/Lapinski-Info.htm>. For additional information, please contact Professor Halina Filipowicz, Chair of the Lapinski Scholarships and Fellowships Committee: [hfilipow@wisc.edu](mailto:hfilipow@wisc.edu)

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

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

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

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

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

Exceptions may be made for individuals without continuous academic

careers. Applicants may be U.S. citizens or foreign nationals. For applicants whose native language is not English, there must be evidence that the applicant is fluent in English.

Up to twelve Kluge Fellowships will be awarded annually. Fellowships are tenable for periods from six to eleven months, at a stipend of \$4,000 per month. Visit the Library of Congress Web site for complete fellowship program information and application procedures Location: USA Deadline: Aug. 15 each year. Website: <http://www.loc.gov/loc/kluge/kluge-fellowships.html>

#### Various closing dates

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

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

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

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

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

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

Program); January 15 (Summer, Fall and Academic Year Programs.)

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

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

#### **Title VIII Southeast Europe Research and Language Study Programs:**

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

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

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

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

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

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

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

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

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

For more information, contact: Outbound Programs, American Councils

for International Education: ACTR/ACCELS, 1776 Massachusetts Avenue, NW, Suite 700, Washington, DC 20036; (202) 833-7522, [outbound@american-councils.org](mailto:outbound@american-councils.org).

**Kennan Institute Short-Term Grants:** The Kennan Institute offers Short-Term Grants to scholars whose research in the social sciences or humanities focuses on the former Soviet Union (excluding the Baltic States), and who demonstrate a particular need to utilize the library, archival, and other specialized resources of the Washington, D.C. area. Policy-relevant research is preferred. Academic participants must either possess a doctoral degree or be doctoral candidates who have nearly completed their dissertations. For non-academics, an equivalent degree of professional achievement is expected.

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

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

gible for Short-Term Grants, although funding for non-American applicants is limited. Approximately one in three American applicants and one in six non-American applicants are awarded Short-Term Grants in each of the four competition rounds.

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

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

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

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

### AATSEEL Needs Newsletter Column Editors & Contributors

The AATSEEL Newsletter currently carries columns about news in the fields of Belarusica, Czech, Russian and Ukrainian studies. We invite readers to send information for sharing to the respective column editors.

If you are interested in editing a new column or helping a current editor come forward. We are willing to add columns for other Slavic languages and covering topics of interest to all. Please contact Betty Lou Leaver at [Leaver@aol.com](mailto:Leaver@aol.com).

**American Association of Teachers of Slavic and East European Languages  
AATSEEL 2008 Conference  
Pre-Registration Form**

Online pre-registration is strongly encouraged. Go to: [www.aatseel.org](http://www.aatseel.org)  
This form may also be used to pre-register for the 2008 AATSEEL Conference by mail or fax. Complete the information requested and return it to the address below with your credit card information or check, payable to AATSEEL in US dollars. Please print all information.

**PERSONAL INFORMATION**

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

Mailing address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Affiliation (for your conference badge): \_\_\_\_\_

**REGISTRATION**

Fill in the appropriate amount:

Registration Category	Amount	Amount enclosed
Student, AATSEEL member:	\$55.00	
All others, AATSEEL members:	\$80.00	
Student, not AATSEEL member	\$70.00	
All others, not AATSEEL member	\$105.00	
LCD projector for individual	\$50.00	
LCD projector for panel	\$120.00	
<b>TOTAL</b>		

**PAYMENT (check one)**

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

Credit card: [ Visa;  Mastercard

Account number: |\_|\_|\_|\_|\_|-|\_|\_|\_|\_|\_|-|\_|\_|\_|\_|\_|-|\_|\_|\_|\_|\_|

Exp. date (MM/YY): ( \_\_\_\_ / \_\_\_\_ ) Signature: \_\_\_\_\_

Please return this entire form and your remittance to:  
AATSEEL, c/o Dianna Murphy, 1122 Winston Drive, Madison, WI 53711.

Please include a stamped, self-addressed envelope, if you wish to receive a receipt.  
Thank you for your continued interest in, and support of, AATSEEL!

Office use: Check # \_\_\_\_\_ date \_\_\_\_\_ amount \$ \_\_\_\_\_

## **AATSEEL Newsletter Information**

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

### **PUBLICITY AND ADVERTISING POLICY**

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

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

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

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

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

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

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

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Address Correction Requested