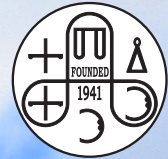


The

AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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<http://www.aatseel.org>

Message from the AATSEEL President

Three years ago *NewsNet*, the AAASS equivalent of the AATSEEL Newsletter, featured a column by Ronald Suny and Dmitry Gorenburg titled “Where are We Going? What Is To Be Done?” (August 2006, v. 46.4). Among the confusions, challenges, and suggestions for the field raised in that excellent essay were some problems we recognize as routine for social scientists: global versus regional approaches to our subject matter; Eurasia versus Russocentrism versus Eastern Europe as political and geographical entities. There was also discussion of problems that are also routine for us: the upgrading of websites; the internationalization of professional journals to include not only reviews of non-English works but essays in languages other than English; the diversification of conference formats so that the “scholarly panel + discussant” is not the only way to share one’s personality or work. AAASS warmed to the idea of a “theme” for the entire conference, and to special forums on individual prize-winning books (in this case, Yuri Slezkine’s *The Jewish Century*), both of which were well received. Re-reading that column in 2009, I began to think of Where We (AATSEEL) Are Now.

First, geopolitical crises of nomenclature have less impact on us. Not no impact, of course, but less. As an organization specializing in the creative humanities and their many languages, we are comfortable with the idea that legitimate worlds are created and dissolved constantly in the imagination — and that these worlds not only exist as autonomous realities, but that most people live more of the time inside them than outside them. Second: we are still small — too small. Efforts have been made to increase membership and turn the slippage around, especially among slack senior professors and the pre-professoriat (graduate students). Anna Berman is especially to be thanked for her initiative here. But we must make our annual getting-together more worth-

while for more people. Here, trying to get bigger can coexist with capitalizing on our cozy size. The Annual Convention in Philadelphia this coming December will have a number of innovations tailored to smallish gatherings: 8:00 “coffees” with senior scholars; participatory master classes on literary history or theory; workshops intended not for the presentation of finished papers but for the discussion of some passionate, small-scale, scholarly pursuit-in-progress. In this age of intimate interactive access to everything, we should not be tethered to the monologue-lecture droned out in a big hall — except, perhaps, at celebratory bonding moments.

Finally, the future of the field. A financial nightmare such as this nation has been through the past half-year is sobering. Familiar paradigms, and with them our sense of the possible, can change massively overnight. Perhaps some of you saw the “Washington Diarist” column by Leon Wieseltier in March 18, 2009 issue of *The New Republic* entitled: “The Tolstoy Bailout.” Wieseltier takes to task all those nervous funding agencies and well-wishers who insisted that the humanities are “impractical” — and thus people who love them will have to make them “relevant.” He has some wonderful lines: “The crisis in which we find ourselves was the work of practical men. The securitization of mortgages was not conceived by a head in the clouds. No poet cost anybody their house. . . . The creativity of bankers is a luxury we can no longer afford. . . . Regression analysis will not get us through the long night.” And the advice at the end to humanists: stay put, hang in, believe in our worth, for (as Tolstoy insists) even our present unhappiness is a deepening experience.

Caryl Emerson

Letter from the Editor

Dear Readers,

If all goes well, this issue will be the last electronic-only newsletter. I remember when we went all-electronic, there was a lot of enthusiasm for moving ahead with technology. (We had a technology in teaching column, too, at that time.) Time have changed, however, and technology is now a routine part of our lives. The column has gone by the wayside; such information is no longer novel. As for the newsletter itself, however, some people never made the conversion from paper to electrons. Over time, we have found that many previously avid readers have also dropped by the wayside. Libraries, too, often prefer paper formats still. So, the Executive Committee at the 2008 Annual Meeting decided to return to paper this fall. Surprisingly, or maybe not so, we are going in a direction that is the opposite of the current trend in publishing, and the ease of finding a printer-mailer combination has become a relic from the past. I would like to ask any readers who know of any inexpensive and reliable printers who also do bulk mail distribution to let me know. I will be searching for a replacement for Crouse Printing, which formerly printed and distributed the newsletter but no longer does our sort of thing. Any place in the country is okay because most printers now use digital files. And this is what I will be working on this summer.

I hope you will all have an enjoyable summer break—if you are taking one. If not, I wish you a productive summer!

Betty L. Leaver

Call For Papers AATSEEL 2009 Conference

**Abstracts are due April 15 for more
information, visit AATSEEL on the web:**

<http://www.aatseel.org>

AATSEEL Master Classes (2009 Philadelphia)

AATSEEL announces two innovative Master Classes, led by renowned scholars who will provide AATSEEL members with an intensive introduction and overview of the seminar leader's area of expertise.

The two 2009 Master Classes are led by Caryl Emerson (Princeton; AATSEEL president) and William Mills Todd (Harvard). Prof. Emerson's seminar will focus on contemporary approaches to cultural theorist M.M. Bakhtin and how they can be usefully deployed to read a work of literature; Prof. Todd will lead participants through his pioneering work on the 19th-c. Russian novel.

Master Class I:

Topic: *"Tools for Teaching the post-Boom Bakhtin — as Philosopher, Carnivalist, Post-Modernist, Formalist, and 'Dialogic Classic' "*

Prof. Caryl Emerson (A. Watson Armour III University Professor, Slavic Languages and Literatures; Professor, Comparative Literature; Chair, Slavic Department at Princeton University)

Master Class II:

Topic: *"Approaching the Nineteenth-Century Novel as Art Form, Enterprise, and Institution"*

Prof. William Mills Todd III (Harvard College Professor; Harry Tuchman Levin Professor of Literature; Professor of Comparative Literature at Harvard University)

Master Classes are limited to 15 participants, who must be current members of AATSEEL and preregistered for the 2009 conference. Master-class registration begins on August 1, 2009. Participants will receive a list of recommended readings (not to exceed 30

pages), as well as study questions, in mid September.

The AATSEEL Executive Council will continue Master Classes at the following conference in January 2011, when Prof. Boris Gasparov (Columbia) leads a seminar on semiotics and its applications in the present day. The Executive Council welcomes suggestions for future topics and leaders. Suggestions or questions should be directed to Julie Cassiday at Julie.A.Cassiday@williams.edu.

Five University Presses awarded \$1.16m Mellon grant

University Presses receive collaborative grant from the Andrew W. Mellon Foundation to support the Modern Language Initiative

Fordham University Press, University of California Press (FlashPoints series), University of Pennsylvania Press, University of Virginia Press, and University of Washington Press have been awarded a collaborative publishing grant of \$1.16 million from the Andrew W. Mellon Foundation to publish scholarly books on the literatures of the non-Anglophone world. The Modern Language Initiative (MLI) will support the publication of 20 titles by each press over the next five years.

"Inasmuch as academic presses are the lifeblood of scholarly discourse, this grant is a wonderful assurance that non-Anglophone literatures will receive the attention they are due," said Stephen Freedman, Ph.D., senior vice president/chief academic officer and professor of natural science at Fordham University. "The grant is a wise investment in global scholarship, and comes at a time when scholars in the United States are increasingly finding their research subjects abroad."

The grant will assist the presses in identifying, publishing, and disseminating first books by scholars in fields such as rhetoric, film, performing arts,

and popular culture, as well as language and literature. The focus of this initiative is on language itself, especially as manifested in literature and other cultural narratives, rather than on areas of geographic or national origin.

Despite increasing public interest in world literature and growing enrollment in foreign language classes nationwide, publishing opportunities for scholars in these fields have declined. This generous grant from the Andrew W. Mellon Foundation will allow each of the five presses to publish up to four titles per year for the next five years.

This collaborative endeavor will offer authors a shared space for publishing innovative scholarship that will influence the way literature and other language-based arts are researched and taught. Each press will maintain its own separate editorial profile and acquisitions procedures, while centralizing copyediting, production, and an aggressive marketing program. The grant will be administered by Fordham University Press, which organized the cooperative effort and presented the proposal to the Foundation.

"There are fewer and fewer opportunities for scholars to find publishing outlets in the United States for work on non-English texts. With the support of the Modern Language Initiative, authors will have new opportunities to publish in this growing and vital field," says Rosemary G. Feal, Executive Director of the Modern Language Association.

"We applaud the Mellon Foundation for its vision in funding this consortium of academic presses," said Joseph M. McShane, S.J., president of Fordham University. "It is an acknowledgment of the primacy of intellectual community, and of the need for a diversity of voices in scholarly conversation. We look forward to the broadening effect such diversity will bring to Fordham and its sister institutions."

For more information, please see www.washington.edu/uwpress.

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Treasures of Polish Culture in Manhattan

Archives of The Polish Institute of Arts and Sciences in New York

New York's Polish Institute of Arts and Sciences of America, Inc. (PIASA), which was founded in 1942 by a group of Polish scholars associated with the Polish Academy of Arts and Sciences in Krakow, continues to serve as a scientific and cultural bridge between America and Poland. As it did at its inception, the Institute has continued to attract outstanding scholars, scientists, writers, artists, and professionals thanks to the energetic efforts of its President, Profes-

sor Thaddeus Gromada, and its Deputy Executive Director, Mrs. Jane Kedron, as well as the selfless work of its Board of Directors and entire staff.

One sign of this is undoubtedly the Institute's ongoing cooperation since 2000 with the Polish National Archives in Warsaw. An especially critical aspect was the transfer to PIASA of the standard databases for archival entry, which enabled PIASA to enter into Poland's scientific information system, thereby making information about the Institute's archives available on the NDAP website. The agreement also provides for annual internships to the Institute by Polish archivists who help make invaluable historical sources more accessible for scholars.

The gigantic work performed by the first of the „Visiting Research Archivists” – Stanisław Flis from the National Archive in Gdańsk - resulted in the publication in 2004 of the “Guide to the Archival Collections of the Polish Institute of Arts and Sciences of America in New York” [in Polish]. The work of successive representatives of the Polish National Archives - from Olsztyn, Częstochowa, Płock and Warsaw - made use of additional archival data bases – SEZAM (Evidence System of Archival Resources) and IZA (Inventories of Archival Units) to record information about additional valuable PIASA collections. Since October 2008, under a fellowship granted by the Kościuszko Foundation, this work is being continued by Anna Cieśla, a graduate of the History Department of the Jagiellonian University in Kraków currently on the staff of the Polish National Archives in Warsaw.

PIASA's archives cover a wide range of subjects. First should be mentioned the archives of a political character, such as the documents of the Legation of Poland in Rio de Janeiro for the years 1918-1945 (1957), of the Embassy of Poland in Washington for the years 1918-1945, or the documents and recordings of Radio Free Europe. There is great interest in the documents of the Association of Polish Federalists—Chicago Division, the Polish Freedom Movement “Independence

and Democracy”—New York Division, as well as the papers of Felix Gross which afford an opportunity to follow the development of federalist movement in exile.

The Institute also holds the papers of the leaders of Polish political parties active in exile, including the collections of Karol Popiel and Konrad Sieniewicz. There also is an ever growing collection of materials of the Polish democratic opposition, among them of Komitet Obrony Robotników (KOR- Workers Defense Committee).

The second group of archival materials, mainly of an artistic-literary character, are the artistic works, materials documenting professional and social activity, personal and family documents, as well as the correspondence of many outstanding representatives of the Polish émigré community in the US. Especially deserving mention here are the documents of Jan Lechon (1938-1956) Kazimierz Wierzyński (1953-1959), writer and journalist Bohdan Pawłowicz (1931-1967), Andrzej Bobkowski, Waław Solski, the legacy of the long-serving editor of the Polish language daily “Nowy Świat” Piotr Yolles, as well as the papers of Polish scholars: Oskar Halecki, Ludwik Krzyżanowski, Waław Lednicki. Recently the papers of Jadwiga Irena Daniec were added to PIASA's archives. Rounding out this group are documents of researchers who studied the Polish community in Latin America – Edmund Urbański and Juan Wyskoty-Zakrzewski, as well as of researchers of the fate of the Polish community in the United States – Frank Renkiewicz and Frank B. Roman (Witkowski). It is worth noting also that the Institute has digitized documents of the so-called Potocki Archives of Lancut, whose originals completed the collection of the Archive of Ancient Documents (Archiwum Akt Dawnych) in Warsaw.

Among the documents recently acquired by PIASA, the Waław Hilary Bniński Collection deserves special attention. Bniński was a member of the Home Army, a participant in the Warsaw Uprising, activist in the anti-communist Union “Freedom and Independence”

[Zrzeszenie "Wolność i Niezawisłość"], Radio Free Europe journalist and Voice of America radio correspondent, as well as co-organizer and member of the Executive Committee of the North American Study Center for Polish Affairs. His correspondence, memoirs, publications, press clippings, recordings and photographs throw a light on Waclaw Bninski's exceptional political activism and form a valuable source of information about the functioning of the Union "Freedom and Independence" as well as the North American Study Center for Polish Affairs [Polnocno-Amerykańskie Studium Spraw Polskich]. The documents of "STUDIUM" - which functioned initially (1974-1975) as an arm of the Polish American Congress and then from 1976 as an independent organization uniting Polish-Americans dedicated to freeing Poland from Soviet domination - will undoubtedly serve as invaluable historical sources for many researching the influence of the Polish-American community on the process of democratization in Poland.

Another exceptionally valuable accession to the PIASA archives are the papers of Roman Michałowski, a notable Polish military officer, diplomat and lecturer. This adjutant of Marshall Piłsudski and chief of staff of the Volunteer Division in 1920, military attaché in London 1923-1928, and subsequently in Bucharest 1929-1932, First Secretary of the Polish Embassy in Tokyo until 1939, became a Colonel of the American Army on the Western Front during World War II and worked closely with the American Office of Strategic Services (OSS). Having been honored with numerous Polish and foreign orders, Roman Michałowski was for many years after WWII a lecturer at New York University, as well as Vice President of the Polish Institute of Arts and Sciences in New York. The documents received by PIASA in 2008 reflect above all Michałowski's diplomatic, military and academic career. His manuscripts and typescripts, on the other hand, reflect his exceptionally deep interest in Poland's international position, especially in the context of its being a neighbor of the USSR.

The Institute's wealth of historical sources and its special congenial atmosphere, and perhaps also the magic of Manhattan, where the Institute is located (208 East 30th Street, New York, NY 10016), draws new researchers each year from the United States, Canada, and also Poland.

Information about PIASA's archival holdings is available on-line at <http://www.piasa.org/archives.html>

CCPCR Website Results: Fall 2008 Enrollments, Summer 2009 Programs Increases

There may be cause for some guarded optimism in regard to student interest in the study of Russian. Responses to date from both pre-college and college-level Russian programs indicate a trend of increasing enrollments in the fall 2008 semester over previous years. Of the 52 college-level programs that responded thus far (by the end of February), 26 reported gains over their previous enrollment levels, and a number of those gains were significant. First-year Russian at American University, for example, increased from 28 to 55, the U. of Chicago went from 55 to 63, the U. of Oklahoma from 37 to 48, Portland State from 44 to 57, and St. Olaf from 27 to 42. Not all programs increased, of course, but many more held steady and most others decreased only slightly. At the pre-college level, responses thus far from 77 teachers across the country reflect a similar pattern, further supported on the CCPCR website by the newly-created category, New Programs (initiated in 2007 and 2008). CCPCR will present a more complete overview and statistics at the end of the spring 2009 semester, when most data will have been gathered, but interested readers can view these initial

results now by googling CCPCR to reach the website.

Fall 2008 Data on Other Slavic & EE Languages; Summer Programs

In 2008, CCPCR began reporting fall semester enrollment levels in other Slavic and East European languages and initiated a list of summer offerings in those languages on college campuses in the US. These two new categories are beginning to demonstrate the diversity of offerings across the country, and are easily available on the CCPCR website to students who seek programs offered in the US, as well as to faculty members who wish to have an overview of available programs.

Input From Your College or Pre-College Program

Please check the CCPCR Website! If your college or university program is not yet listed or updated, a direct e-mail link to send your information to CCPCR (ccpcr@american.edu) is posted on the website next to the fall enrollment and summer program links. Just check the site to see what information is requested and posted before e-mailing your data. For pre-college programs, an easy to fill in electronic report form link is located on the CCPCR website home page.

Why Participate?

CCPCR has been gathering enrollment data for the past 25 years, following trends and providing program and contact information for teachers and students across the country. Your input is important so that the CCPCR website can continue to be a source of information for program defense and serve as a positive influence on funding for state and government initiatives to assist programs and teachers, as well as to support the production of new textbooks and teaching materials.

John Schillinger
American University
Website: <http://www.american.edu/research/CCPCR/>

STATE OF THE FIELD

Russian Film Studies Today: Common Blessings, Common Woes?

(Two Comments from the UK)

In the pieces offered below, two leading UK scholars of Russian cinema, Birgit Beumers and Julian Graffy, comment on the state-of-the-field on their side of the Atlantic. Their views provide opinions and information on the field's key markers: its monograph series, English-language journals on Russian cinema, fluctuating enrolments, uneven subtitled films, and research lacunae. Are we "separated by a common language" or do they struggle with the same challenges that Russian-cinema specialists face here in the US? Their assessments provide a snapshot of the profession today.

The State of Russian film studies today

Birgit Beumers,
Bristol University (UK)

The state of the arts in general, and arts faculties in particular, is sooner or later going to feel the effect of the credit crunch as we still call it in the UK, or the recession as some bolder Europeans call it. So say our university managers. For the time being, let us look at what we have rather than indulge in the study of *chernukha* – the bleak future that might not be that bleak at all.

Film studies has been an established discipline for many years, but has made its way into language departments in the last decade as we teach less and less literature and find students engage more with cultural studies, of which film is extremely popular with students (yes, for the reason that they'd rather watch a film than read *War and Peace*, Lev Nikolaevich, forgive me...). Does it matter? My answer is no. As long as the

students are capable of engaging with cultural texts – songs, films, paintings, novels, performances – they learn to understand a different culture and engage intellectually with it. Indeed, the same is true for historians who have introduced visual sources increasingly into their syllabi, and we can see a growing number of historians engage in research on cinema. This has also had the effect of broadening and widening cinema studies, moving it out of the niche of film theories and placing it into a larger context.

In terms of publications, we are looking at the bright side: publishers are increasingly keen to publish on film. In the UK alone, there is IB Tauris with its Kino series, edited by Richard Taylor; there is Intellect Books with some 30 journal titles in visual arts and cinema, as well as a book publishing arm with titles in media and performing arts; and Wallflower press with the series of Director's Cuts, 24 Frames and others. Routledge have a strong list of publications on the media – even if these books are terrifically expensive, they are of high standard and quality.

Where do we go from here? – A major issue remains the training of film critics. *Sight and Sound* recently carried a feature on the 'death of the profession': we need to enable students in all subject areas – history, film, modern languages – to be able to write film reviews and engage in a challenging way with the films they watch. I would also very much like to see an exchange in teaching film programmes between US and UK universities, with scholars and teachers from a range of departments looking at one and the same film from a variety of angles: what does the historian, the film scholar, the Russian scholar get out of a Sokurov film, for example. Suggestion for the next AATSEEL conference: three panels on a single film, respectively from the pre-Revolutionary, the Soviet, and the post-Soviet era, with three scholars from history, film, and Russian studies delivering papers.

*Editor: Nancy Condee
University of Pittsburgh*

Another area of concern is the dearth of proper training for film critics and historians in Russia and the former CIS. The Cinema University, as VGIK now calls itself, has its courses focused on Russia: young critics do not engage with scholarship in foreign languages. Critics in the former CIS are isolated, especially in Central Asia. The Confederation of Filmmakers' Unions (and its administrator, Daria Borisova, in particular) has established a young critics' jury and a film school for critics and filmmakers, both of which should be promoted; ideally critics should be given the opportunity for exchange.

As I write, Bristol University has notified its staff that all DVDs of films, which have no British Board of Film Classification (BBFC) certificate, have been removed from the library shelves (including *Aelita*, *The Cranes are Flying*, *The Commissar* and other Russian classics) as it would be illegal to loan these to students. And here I write about the future of film studies.... Tell me: what shall I teach next year?

Russian Film Studies Today

Julian Graffy,
University College London (UK)

The study of Russian film has never been more popular in the Slavonic Departments of British universities. In my own department, at the School of Slavonic and East European Studies in University College London, we currently teach four courses to undergraduates and a further four to MA students, with about half a dozen students currently engaged in PhD research. Altogether around a hundred students are studying Russian film at UCL at any one time. Film is used widely in a range of other courses on culture, history and society. We also have a thriving Russian Cinema Research Group. All of this is a cause for optimism about the continuing importance of Russian film

in understanding Russian experience of the last century, and it has been made possible by technological innovation – by the vastly increased accessibility in recent years of the primary materials, the films themselves.

Yet paradoxically it is the state of those primary materials that currently offers one of the main challenges for students and teachers of Russian film, a challenge not faced by teachers of literature. Almost alone among great European film-making nations, Russia has not proved very attractive to the most prestigious producers of high quality subtitled DVDs in Britain or the USA. Leading DVD publishers, notably Criterion and Image in the USA, and Artificial Eye in Britain have, in recent years, issued good quality versions of most of the films of Sergei Eizenshtein; some works by Pudovkin, Dovzhenko and Vertov; a handful of key works of the Thaw period; all of Tarkovskii and Paradzhanov; Sokurov's documentaries and his most recent feature films; and, looking at the work of the last twenty years, a random selection of Russian films that have achieved either festival prizes or box office success, films as different as Zviagintsev's *The Return* and Bekmambetov's *Nightwatch* and *Daywatch*. But a list of the important films that are *not* commercially available in subtitled versions would include Kuleshov's *The Extraordinary Adventures of Mr West in the Land of the Bolsheviks*; many of the key works of Pudovkin, Dovzhenko and Vertov; Kozintsev and Trauberg's *Maxim* trilogy; the musicals of Aleksandrov (in this case even the subtitled video versions are no longer in print; though they are widely agreed to be of lamentable quality, without them we would not have been able to teach the Stalinist musical at all); the musicals of Aleksandrov's rival Ivan Pyr'ev (none of which have ever been released in subtitled versions, making it hard to show students that he is just as worthy of their interest as is Aleksandrov); any of the films of Aleksei German; almost all the key films of Kira Muratova ... the list could be endlessly extended. The enterprising Ruscico company, in Russia, does issue a large number of films

in good subtitled editions, but their list is limited to films from particular studios, and it has so far been unusual for them to release a film which appeared before 1950.

Of course most of the films mentioned in my list *are* available on Russian DVDs, but these editions are of extremely variable quality – Russian companies, thus far, have shown almost no interest in their silent film heritage, or (with the exception of Krupnyi plan, whose recent editions of the early films of Andrei Konchalovskii, for example, show just what can be done in this area) in re-mastering the films they do release. Thus the versions of older films we can get hold of are far too often of very poor visual quality and presented in the wrong aspect ratio. Films of the Stalin period that were 're-edited' in the 1960s continue to be released only in these sanitised versions, skewing the historical record. Russian companies have not, so far, ventured to issue films with audio-commentaries – one has only to think of the brilliance of Yuri Tsivian's commentaries on the versions of *The Man with the Movie Camera* and *Strike* issued in Britain and the USA to see what an opportunity is being missed here. And to cap it all, when Russian companies *do* issue interesting older films they are notoriously difficult to get hold of – Russian internet companies (apart from Ruscico, which has a European and North American presence) are not allowed to send them abroad and Western internet companies concentrate on contemporary films.

So the first challenge that faces us is to do everything we can to encourage companies, in the USA, in Britain, in Russia itself, to conclude that it would be commercially viable to sink more money into the restoration and release of more of the great Russian cinematic heritage. The Ruscico *Academy* series, curated by Nikolai Izvolov, which is apparently about to issue its first DVDs of classic Russian films in the next few months, is an exciting development.

But to teach our undergraduate students (and any other students without a good knowledge of Russian), we need *subtitled* versions of films on DVD – I

myself still have to rely on videos I made in the late 1980s from British television for subtitled versions of such key works as *The Asthenic Syndrome* and *My Friend Ivan Lapshin*. These films are not best shown in this way, interrupted as they often are by advertisements for pasta sauce and lavatory paper...

If the first issue is to make the films themselves available in acceptable editions, then the other key challenge is to get more good writing about Russian film into print. As my colleague Dr Birgit Beumers writes in her companion essay, huge strides have recently been made in this area. Both in Britain and the USA several serious monographs and collections of articles about Russian film have appeared over the last few years. Dr Beumers herself is the author of the first history of Russian film for many decades, which has just been published, and another such history is imminent. There are also now two English language journals about Russian film, the online *KinoKultura* (which concentrates on contemporary releases) and the print journal *Studies in Russian & Soviet Cinema*, journals which the indefatigable Dr Beumers modestly does not mention since in both cases she is the editor. (A not entirely frivolous suggestion for the further amelioration of the state of Russian film studies would be to find more people with the knowledge, drive and enthusiasm of Dr Beumers).

All of these developments are very welcome, and they encourage teachers to broaden the range of films they include on their courses. But it is often the case that when my students are studying a recent film they can read about it in *KinoKultura* and nowhere else. When they are studying older films, particularly of the period from 1964 to the fall of the Soviet Union, there is sometimes nothing for them to read in English at all. Once again, comparison with our colleagues teaching Russian literature shows that their students can consider a far broader range of critical sources when forming their own readings of the books they study. So we need more studies of individual films and directors;

Continued on page 9

Member News

Editor: Molly Thomasy

(University of Wisconsin-Madison)

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

In Memoriam:

Professor John Mersereau, Jr.

It is with deepest regret that the Department of Slavic Languages and Literatures of the University of Michigan announces the death of **John Mersereau, Jr.**, a beloved colleague and former Chair of the Department.

Below are the words of the current Chair, Professor Herb Eagle, who announced the sad news to the Department:

"I write with a heavy heart to tell you that our dear friend and former leader, John Mersereau, Jr. has passed away.

When last we all saw him, at our Departmental party in the fall, he was his usual cheerful, witty and engaging self. He lived his life to the fullest to the very end. He was not only an eminent scholar, among the most prominent experts on Lermontov and on Russian Romanticism and the author of five books and many articles, but also an inspiring undergraduate teacher and

an influential mentor to generations of graduate students at Michigan. He was the recipient of a Guggenheim Fellowship in 1972.

He led the Department as its chair from 1961 to 1971, the decade in which it rose to prominence among graduate departments of Slavic Languages and Literatures in this country, in no small measure as a result of his wise leadership. From 1977 to 1985 he was Director of the Residential College and helped build that experimental liberal arts college into the excellent four-year undergraduate college within the University that it is today. Before retiring from regular teaching, he led our Slavic Department again from 1986 to 1989.

As a Professor Emeritus he taught from time to time in the 1990s and he continued his research and writing up until the present. My last conversation with him was, in part, about his latest book manuscript on 19th century Russian literature.

John was a delightful and charming person with many interests beyond academia. He grew up in a rural area in the Santa Cruz mountains of California and never lost his love of nature. He was a farmer and he and his wife Nanine ("Bimi") bred and raced horses, another subject of our last conversation.

While Director of the Residential College, John learned to fly planes and not only bought his own small plane, but built a runway for it on his farm. He enjoyed gourmet cooking and with friends opened the first authentic French restaurant in Ann Arbor in 1965.

Most of all, he was an outgoing, warm and generous person who always

sought to help his colleagues in the Department (and later in the Residential College) and his students. I consider myself especially fortunate to have been both his student and his colleague.

Sometime later this year, I hope and expect that the Slavic Department and the Residential College will hold a gathering to honor John's memory and share our stories about him."

As Herb's words emphasize, John was held in the highest esteem by many generations of students, and by all those who worked with him and under his leadership. His loss is deeply felt by all who were privileged to know him.

Thanks to Professors Michael Makin and Herbert Eagle for granting permission to publish this obituary.

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

Viktoriya V. Ivleva defended her PhD dissertation devoted to fashion and clothing in eighteenth century Russian literature at the University of Wisconsin-Madison in January 2009.

Jane F. Hacking, Associate Professor of Russian and Co-Chair of the Department of Languages and Literature at the University of Utah has been elected to a three-year term on the Association of Departments of Foreign Languages Executive Committee.

Mara Sukholutskaya, Associate Professor of English and Languages at East Central University in Ada, Oklahoma, has been selected for the 2009 Global Ada Distinguished International Citizen of the Year Award.

State of the Field Continued

Continued from page 8

more studies of periods which have so far been neglected – the Second World War and Late Stalinism; the Brezhnev years, which emphatically did not just produce cinematic also-rans; and the 1990s, already described in Russia as *The Cinema Which We Lost*; and more themed studies, looking at Russian film

through a particular prism, of which Professor Nancy Condee's imminent *The Imperial Trace* is an excellent example.

There are other causes for concern, ably articulated here by Dr Beumers. I myself have concentrated on two issues – the availability of the primary sources and the availability of good quality criticism with which scholars and students

can engage. In both cases there have been real improvements in recent years, and these challenges are in a sense the result of the continuing success of our studies. But I am writing this piece in the city of Charles Dickens, so perhaps it will not be considered churlish of me to end with the famous words "*Please, sir, I want some more.*"

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

Alina Israeli
(American University)

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

Q. If you haven't already done this topic: B + nominative plural, as in "идти в солдаты." I've always been fascinated by this one.

A. This is indeed a fascinating topic, except I would not call it nominative plural, but rather Accusative₂. We already have Genitive₂, Prepositional₂, so there can be yet one more case. The big advantage in choosing this term is that it allows us to preserve the traditional syntactic definitions where the grammatical subject is always in nominative case and nominative case never follows a preposition.

This usage is very common and this type of construction can be formed with any noun designating a person, most commonly names of professions, including personal names. I will discuss the latter subject below. The construction means 'joining the ranks of N, becoming one of the Ns'; it typically means not actually being an N, but rather motion, physical or mental, towards the state or position of N, or being good enough to become an N: **в дочери годиться, в отцы годиться**. If it means 'being one of the Ns', it implies the road to get there: **определить в профессионалы, произвести в генералы, сдать в солдаты, записаться в студенты, взять в помощники, попасть в диссиденты, завербовать в шпионы, постричься в монахи**.

Mayakovsky in his poem "Кем быть?" enumerated a number of potential professions: **Я бы в лётчики пошёл, пусть меня научат. Я б в шофёры пошёл, пусть меня научат**. As the result the line **Я бы в Npl пошел** became proverbial and can be found with many nouns describing humans.

In addition to unidirectional verbs of motion — **идти, пойти, уйти, выйти, лезть, пролезть** — a number of verbs that indicate the movement toward or joining the ranks can govern professions and titles: **метить в звёзды, стремиться в лидеры**. The motion can be implied: **из лягушек в принцы, из Золушки — в принцессы**. The phrase **идти в гости** also originally belonged here, even though intuitively it is no longer perceived as a free syntactic formation and is reinterpreted for **гости** to mean 'hosts': **пришли из гостей**.

В 1874 г., когда председательство в училищных советах перешло к предводителям дворянства, Гнедину предложили **баллотироваться в предводители**, но он отклонил это предложение, так как был принципиальным противником сословной службы, и остался попечителем школы в своем селе. Далее, с введением в уезде судебной реформы, Г. в течение одиннадцати лет **был избираем в участковые мировые судьи**. (http://www.biografija.ru/show_bio.aspx?ID=25792)

There are also some nouns that trigger Acc₂: **кандидат в президенты, прием в пионеры, посвящение в принцы, путь в супермены, дорога в вожди**. Of course these nouns do not exhaust the list; as long as there is a meaning of moving towards that job, rank or position, Acc₂ is used.

This same case is used in naming games: **играть в казаки-разбойники, в дочки-матери, в кошки-мышки, в дурачки, в куклы, в Акулины**.

Last names that allow this formation should necessarily belong to a famous person. Such people must be in a class by themselves. Yet, other people are trying to emulate them, to become another Napoleon or Einstein:

Почти **в Цезари** меня записал! (archive.velozona.ru/boards/enviro/1999/23607.html)

Кандидаты **в Эйнштейны** встретились на Сахалине (primamedia.ru/news/show/goto.php?p=&sec=18&r=9&goto=next&id=15094)

Мы все глядим **в Наполеоны**. (Пушкин. «Евгений Онегин»)

В Лужковы метит? (kirulya.livejournal.com/2008/08/25/)

Операция «Преемник», или 30 претендентов **в Путины** — эксклюзив «Нового Региона». (www.nrn.ru/n/103980.html/discussion/)

Кто **в Наполеоны** подавался, кто **в Ельцины**, кто-то прокурором становился, а кто-то Цезарем. Только вот президентом Бушем никто становиться не хочет. Может личность не та? (<http://subscribe.ru/archive/rest.funny.sarkazm/200404/02084331.html>)

What is also interesting is that some nouns take different forms which are predictable from the point of view of the paradigm. For **гражданин** we find both **в гражданины** and **в граждане**, for **крестьянин** — **в крестьянины** and **в крестьяне**, and similarly for some nationalities have dual formation, for example **в татары** and **в татарины**:

Если у спецслужбы возникнут сомнения в лояльности **кандидата в гражданины**, его пригласят на собеседование, чтобы уточнить некоторые детали... (<http://www.dw3d.de/dw/article/0,2144,2019791,00.html>)

Правительства не препятствуют получению постоянными жителями статуса граждан, скорее наоборот, пропагандируют переход постоянных жителей **в граждане**, считая, что натурализация будет полезной для национальной экономики. (<http://www.antropotok.archipelag.ru/text/a036.htm>)

Из программистов — **в крестьяне** (<http://shcoder.ru/2008/12/29/koshastiy/>)

Вим уже Хома в **крестьянины** произвел, а Абрикошку — в графини. (<http://www.hamster.ru/forum/viewtopic.php?p=22811&sid=b796f7f83662a58297669c7e7a177a47>)

Из его объяснений следовало, что колокол в качестве символа праздника не имеет ничего общего с христианством, а символизирует набат, в который ударил в XVII веке Козьма Минин, записанный некоторыми участниками форума не только в **татарины**, но и чуть ли не в террористы. (<http://www.rusk.ru/st.php?idar=14411>)

В **татары** стали записывать Суворова, Кутузова, адмирала Ушакова, Пушкина, Гоголя и даже... Ельцина. (http://www.businesspress.ru/newspaper/article_mId_40_aId_127531.html)

The common proverb Из грязи в **князи** is another example of such a formation along with в князья:

прыгнул из хохлов в **князья** (<http://www.rvb.ru/pushkin/02comm/0558.htm>)

There are linguists who do not treat the usage under discussion as Accusative case. Yet, we clearly see Accusative case whenever both singular and plural are possible:

Вы еще не знаете о том, что однажды я **переквалифицировался в рабочего** на обыкновенной стройке. (fsnews.ru/page-id-150.html)

Семью на данную заработную плату было не прокормить, в связи с чем папа поменял специальность и из работника культуры **переквалифицировался в рабочие**. (<http://www.superjob.ru/contests/6693/>)

Additionally, we find the perfectly systemic opposition Acc. vs. Prep. for motion vs. location, just like the counterpart of идти в гости is были в гостях. В мужьях in the final example below does not mean that he was one of a number of her husbands, as if he were included in that group (one of the claims some opponents of Acc₂ make is that it is *inclusive*, i.e. идти в солдаты means to be included in the army; we have the same situation with the Prepositional below, yet no one calls for a special case):

Наконец, застрявши у нас в уезде, он служил в **лакеях, лесниках, псарях, церковных сторожах**, женился на гулящей вдове-кухарке и окончательно погряз в холуйскую жизнь... (Чехов. Страх)

И хотя новоявленная Эмма Бовари стала американкой, переселившись из душной французской провинции в пригород Нью-Йорка, а в **мужьях у нее** не зануда Бовари, а великолепный Ричард Гир, Лайн все сделал как надо. (<http://www.itogi.ru/archive/2002/30/99240.html>)

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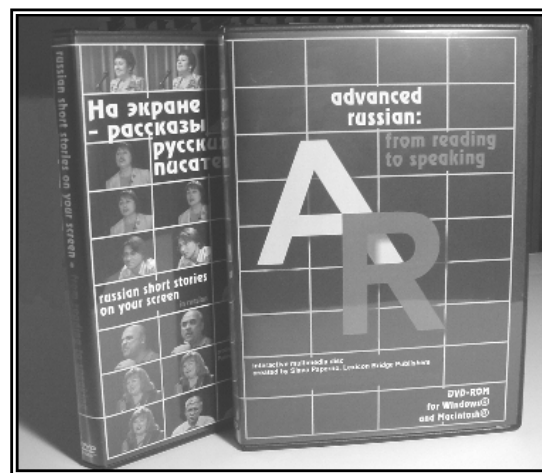
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BELARUSICA

*Editor: Curt Woolhiser
(Harvard University)*

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

Southwestern College International Summer School of Belarusian Studies, Hajnówka, Poland

The Center for Belarusian Studies at Southwestern College (Winfield, KS) invites undergraduate and graduate students to participate in its first International Summer School of Belarusian Studies from July 6 to August 7, 2009. The program, to be co-sponsored by the Poland-based Belarusian Historical Society, will be held at the Belarusian Lyceum in the town of Hajnówka in the Podlasie region of northeastern Poland, an area of great natural beauty and home to Poland's ethnic Belarusian minority — an ideal setting for the study of Belarusian language, history and culture, as well as for the

study of a broad range of issues relating to cultural diversity and minorities policies in the expanded EU. Coursework will include intensive Belarusian language instruction (beginning and intermediate levels and individual advanced-level tutorials) and lectures in English and Belarusian on Belarusian history, literature, contemporary politics and society. The program will also include a regional studies component, with lectures and events focusing on the history, culture and current status of the Belarusian minority in Poland, as well as of the Podlasie region's other ethnic groups, including Poles, Jews, Tatars, Lithuanians, and Russian Old Believers. Faculty will include instructors from Białystok University and the Belarusian Lyceum in Hajnówka, as well as Hrodna University in Belarus. Additional guest lectures on Belarusian history, politics and culture will be given by visiting researchers from Europe and North America. Students will have a choice of dormitory accommodations at the Belarusian Lyceum, or homestays with Belarusian-speaking families in Hajnówka.

Coursework will be supplemented by a rich and diverse cultural program, including visits to Belarusian minority cultural organizations and media outlets, meetings with Belarusian writers and artists, films, concerts, theatrical performances, and excursions to important sites related to Belarusian and Orthodox culture and other attractions of the Podlasie region: the city of Białystok, the recently restored Orthodox monastery in Supraśl, the Białowieża (Belaveža) National Park (the largest and ecologically most diverse remnant of the primeval forests of the Northern European plain), the historic town of Bielsk Podlaski, the Holy Mountain of Grabarka (the most important Eastern Orthodox pilgrimage site in Poland), and the Borderland Foundation in Sejny, a unique institution dedicated to preserving the rich multicultural heritage of the borderland region and promoting dialogue and new forms of cooperation between its many ethnic groups and cultures. In mid-July students will also have the opportunity to attend Basovišča, the annual festival of Belarusian rock music organized by the Belarusian Students' Association in the town of Gródek (Haradok) east of Białystok. At the end of the program, from August 8-19th, students will have the option of traveling to Belarus on a tour including Hrodna, Navahrudak, Slonim, Niasviž, Mir, Minsk, Połack, Viciebsk, Mahiloŭ, Pinsk and Brest.

The program cost, including tuition, room, board, cultural program and excursions is \$2,900 (the cost of the optional Belarus tour at the end of the program will be announced as details become available). For further information and application materials, please contact the program director: Dr. Curt Woolhiser, Harvard University, Department of Slavic Languages and Literatures, Barker Center 327, 12 Quincy St., Cambridge MA 02138-3804; e-mail: cwoolhis@fas.harvard.edu; tel. (617) 495-3528. Please note that the due date for all applications is May 15, 2009.

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<http://www.pitt.edu/~slavic/sli/>

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

A Good-Bye

After two years of writing the "Russian At Work" column and having the opportunity to interact with people from all sorts of professions, I, regrettably, will no longer be able to write this column regularly due to my own professional obligations. This column needs and deserves an enthusiastic volunteer to take it over. Please take advantage of the unique opportunity to compose the column regularly by contacting Betty Leaver at Leaver@aol.com. If you have questions about what the position entails, please do not hesitate to contact me, Rachel Stauffer, at staufferr@virginia.edu.

Shelbie Legg is currently stationed as a Foreign Service Officer in Sarajevo. She is married to a Russian and has two young daughters. She holds an undergraduate degree from Florida State University and several graduate degrees. Prior to joining the State Department she worked as a Water Enforcement Attorney for the State of Florida. She has studied abroad at Charles University in Prague twice, in St. Petersburg, and in Omsk at the Faculty of Law at Omsk State University. She is originally from Quincy, Florida, just outside of Tallahassee. Special thanks to Lisa Wakamiya at Florida State for suggesting an interview with Ms. Legg for the "Russian At Work" column.

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

I began studying Russian in 1992 when I entered Florida State University. I have studied Russian, Spanish, Portuguese, Czech, Classical Hebrew and Bosnian

2. Describe your educational background.

I have a double Bachelor's in Spanish w/ an emphasis in Business (a co-major at my university) and Russian and minors in Russian and East European Studies and Latin American Studies. I have a Master's in Slavic Languages and Literature, and a 2nd Masters in Russian and E. European Studies. I also have a J.D.

3. When was your first trip to a Russian speaking country? What were your initial impressions?

My first trip to Russia was in 1993. I loved it - absolutely loved it. I was in St. Pete with FSU on a language trip May and June. We stayed in a dorm and I met my first Russian friends.

4. Describe your present job and location.

In general, I am what is called a Foreign Service Officer (diplomat for short) and I work for the United States Department of State. We rotate positions every 2-3 years and we are assigned according to service needs. Currently, I am in Sarajevo, Bosnia and Herzegovina where I serve as the Staff Assistant to the Ambassador. My last job was as a Consular Officer in Tashkent, Uzbekistan. I was slated in a Russian-speaking position.

5. Have your initial impressions of Russia and the NIS changed as a result of your profession?

Absolutely. It is completely different when one visits a foreign country as a visitor or tourist than when one works in a place day in and day out. There are pros and cons to both. For instance, I have been in Sarajevo for 4 months and I have yet to complete a tour of the city's museums and religious sites. As a tourist, I would have hit them in 3 days. It is kind of like living in your home town... you never quite seem to get to the "tourist" spots. On the other hand,

*Editor: Rachel Stauffer
(University of Virginia)*

since I have time to wander and many of my colleagues are locals, I might learn about a hidden gem, a restaurant or craftsperson, for instance, that I would never have found on my own.

6. What is the best part of your job?

Moving every 2-3 years.

7. What is the most challenging part of your job?

Moving every 2-3 years!

8. What advice would you give to someone interested in working in the Foreign Service or for the U.S. State Department? What about for those students who may be interested in majoring in Russian or in studying abroad somewhere in the region?

I would definitely encourage applying to the State Department at any stage in their career, no matter what their background is. This type of public service is not just for young college graduates. I, for instance, changed careers midstream at 30 after practicing as an environmental attorney in Florida. While the DOS does have age limits (we have mandatory retirement at 65 and an officer must be able to serve at least 10 years), many people in my class of officers were over 40, and a few were well into their 50's. There is an entrance exam, which consists of a written portion and if one passes that, there is an oral exam. I also would suggest reading about the Foreign Service on-line at careers.state.gov. There are a few books available through major booksellers on the test and Foreign Service life. It is important to know a little about the job because you do have to choose from the very beginning what type of Foreign Service Officer you want to be (Political, Economic, Consular, Management, etc) and it is extremely difficult to change your "cone," or section, once you have entered the Foreign Service.

I also should mention that the USDOS also has positions for Foreign Service Specialists. These are people who have specific areas of knowledge, like medicine or security/ investigations and IT. The process for becoming a Foreign Service Specialist is quite different than for an FSO, but you can also find information on these careers at the same web address.

As for students interested in Slavic languages, I think there are great opportunities, but you have to be mindful that getting a job in your field will be a challenge. On the other hand, if you are creative, you can always find a way to use your language skills. For instance, as an environmental attorney for the State of Florida, my daily job clearly did not entail any use of the Russian language; however, I joined the international section of the Florida Bar where I was able to work on exchanges between the Moscow Bar and a few translation projects. The same holds for study abroad. I hate to use the old refrain "where there's a will, there's a way," but it is true. I just met a young American high school student who somehow learned about a small international high school in Mostar, Bosnia and Herzegovina, and he is now the first American to participate in their program, which draws students from places like Italy and Eritrea! I, myself, created my own study abroad program to Omsk State University, where I studied at the Faculty of Law during law school. You have to be motivated and willing to do the leg work.

9. Describe how you use Russian in your everyday life - both professionally and personally.

Well, this is an easy question for me. I am married to a Russian and we speak Russian in the home with our 2 daughters. As a Foreign Service Officer in Bosnia and Herzegovina I don't use Russian professionally very much, but the skills I learned during my training obviously translate to any Slavic language. Of course, I run into a Russian speaker now and then and have a good time chatting. In Uzbekistan, however, I used Russian everyday with my staff

and with the visa clients. As I said, my position was a Russian-language designated position, which meant that upon my arrival to Tashkent, the State Department expected me to be proficient in Russian at a level in which I could communicate effectively and efficiently on all levels.

10. What do you think is the most common misconception that Americans have about the NIS and Russia? What misconceptions do people of those countries have about us?

I am sorry to say that unfortunately, the Cold War is alive and well in American movies and books. I find it completely ridiculous how many average Americans still view Russians with suspicion and fear.

I think many people in Russia, and all over the world, really, still see Americans in a very naïve manner. Young people believe what they see on TV. While we may not be spies and crooks and Mafiosi to them, they have a tendency to think we all live in New York or Miami, drive fancy cars and bleed money. However, it only takes a few conversations to change these perceptions and this is an important part of my job - of every diplomat's job. This is why we are encouraged to go out to regions and talk to people about America and share both our problems and our successes. For me, I particularly enjoy working with high school and college students. My next project will be celebrating Earth Day with a school in Mostar!

For more information about the Foreign Service or employment with the Department of State, visit <http://careers.state.gov>. For specific questions directed to Ms. Legg, e-mail her at shelbielegg@yahoo.com

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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 msaskovapierce1@unl.edu.

The Czech Corner 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 Czech Corner column editor.

RECENT PUBLICATIONS

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

Culture

Encyclopedia Britannica. 2009. *Britannica Guide to Russia*. Running Press.

Oisteanu, Andrei, Mirela Adascalitei, Moshe Idel. 2009. *Inventing the Jew: Antisemitic Stereotypes in Romanian and Other Central-East European Cultures*. Lincoln, NE: University of Nebraska Press.

Petrovsky-Shtern, Yohanan. 2009. *The Anti-Imperial Choice: The Making of the Ukrainian Jew*. New Haven, CT: Yale University Press.

Continued on page 27

Cross-Cultural Communications

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

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

Who is the *американский друг* ‘American friend’?

An American engineer, John, who has been involved in a long-term project dealing with some suppliers in Russia, gets a new position in his company and starts working on a new assignment in one of their Western European offices, namely in Paris. Russian companies are not a part of his job duties anymore. Within a few weeks, he receives email and messages on his answering machine from one of his former Russian colleagues. The Russian engineer, Sergey, is planning to go on a business trip to Paris and would like to visit John's new house.

John does not even reply to his emails and telephone calls. He does not want to invite any former business associates to his house. He does not see any point in socializing with a person whose contacts will not benefit him anymore. His successor, Mike, who coordinates collaboration with Russian companies now, tells him that Sergey wants to find out his address and his private phone number in Paris, and wants to meet his *американский друг* ‘American friend’ very much.

However, Sergey comes to Paris. The meeting did not take place, and Sergey is very disappointed. He could imagine that he has done something ‘wrong’ and it is a particularity of ‘US-American mentality’. But he couldn't understand it and does not want to accept it. This adversely affects his cooperation with John's successor, Mike. All the jobs that used to be completed within a few days – e.g. working out and approving procedures, making amendments to internal specifications, answering emails – now take months or do not happen at all.

Why did this happen?

For Sergey:

A trip abroad (for vacation or for business) is still uncommon for financial (not everyone can afford it) or procedural (passport, invitation, medical insurance, visa, etc.) reasons. Until recently, it has been something unusual and special. Russians prepare for such a journey beforehand. In addition, Russians have a special relationship with France, and the French way of life: fashion, cinema, language and literature and particularly Paris itself. In Russia it is said: *Увидеть Париж и умереть* (‘Visit Paris and die’).

In Russia, professional relationships are very often closely associated with private relationships – or, it is better to say, professional relationships are successful when the private relationships are good as well. If colleagues are working together for a long period of time, they often spend their weekends and vacations together. They might invite each other to their homes and they always have time for one another. A colleague can become very often and quickly a friend.

For John:

For the American it means that socializing, which took place during the close cooperation in Russia (the common dinners, long discussions, boating, visiting Russian saunas), was just a part of business, and now he does not want to do it voluntarily. He is not responsible for Russian companies anymore. He didn't always enjoy some of the particularities of Russian festive meals: the abundant food and beverages, the numerous toasts, the necessity of drinking up to the bottom, the inevitable drinking competitions, and so on almost every day. Additionally, many American

companies do not allow social activities outside of work between employees and suppliers, especially if one person is paying for things for the other. It can be seen as a conflict of interest and can even be illegal in the United States.

But Sergey does not know that, and therefore he is disappointed with his *американский друг* ‘American friend’ and concludes now that ALL Americans are unreliable and bad friends.

Consequences for the future cooperation between Sergey's and John's companies:

The Russian company doesn't supply their products in time and the American company should always be prepared with a Plan B. The Russian company should pay compensation or arrange delivery by plane instead of by ship, which raises the cost, but Sergey doesn't care. Having been a production director in a large corporation for many decades, he has learned how to avoid taking responsibility and hide the real reason behind these ‘technical problems’.

The lesson learnt: Personal relationships are an absolute must when doing businesses in Russia!

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visit www.aatseel.org
We can't support you if
you don't support us!

Graduate Student Forum

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

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

Question:

After years of TA-ing, I finally have an opportunity to design and teach my own literature course. I am excited to make this course unique and memorable, yet anxious not to go overboard without the intuitive feel that comes with years of teaching. What is your advice for someone designing his or her first independent course and willing to take risks? What are the common mistakes to watch out for?

Answer:

This is an excellent question, and the questioner herself suggests a wise answer: in designing one's first literature course, the goal should be to be innovative without going overboard, memorable while at the same time solid. If you have real latitude in designing your first independent course, I suggest starting with a literary problem, genre or period that has particularly engaged you throughout your graduate-student career. Think about it in a serious, personal, yet intellectual way. Why has this particular question engaged you? What are its broader ramifications? How does thinking about it perhaps suggest a different way to organize a reading list? (Don't be afraid to put old wine in new bottles—the result of doing so may lead you and your students in a genuine new direction.) Work out from there. For example, the first independent course I offered—decades ago—was entitled: "The Confession: Rhetoric and Morality." I was interested in narrative theory, Dostoevsky, and the clash between art

and belief. I worked outward from those interests—both broadening and fine-tuning them. Of course I assigned far too many texts.

With these thoughts in mind, here are a few caveats and general suggestions:

1. Don't hesitate to keep the reading list shorter than you think it "should" be.
2. Create a bibliography for further reading.
3. Always give your students a syllabus, a schedule and a bibliography by the first day of class. It is fine to modify things later as you go.
4. Allow time in your syllabus for you and your students to reconnoiter.
5. Do not be afraid to abandon chronology, but at the same time work to offer your students an over-view of the genre or period on which you are focusing. For example, in my Tolstoy course, I begin with War and Peace and then return to the beginning of Tolstoy's literary career to more or less follow it chronologically. But by then students have already spent five and a half to six weeks of a thirteen week semester on War and Peace (while they are still full of beginning-of-the-semester energy) so they consider themselves to be expert readers of Tolstoy. That makes them especially attentive to following his development as an artist and thinker.

*Editor: Nina Wieda
Northwestern University*

6. Endeavor to make your enthusiasm for your subject contagious while maintaining rigor.
7. Always tell students when you don't know the answer to one of their questions—don't fudge it—and let them know that you will find out the answer for them by the next class meeting.
8. Make sure that at least 70% of the texts you choose for your syllabus are themselves of high literary merit and intrinsically interesting. That will make students more willing to read a few works that may be of theoretical or historical interest but that do not stand up strongly on their own in a full-bodied way.
9. If possible, assign the students frequent writing assignments—some un-graded, but which you comment on in detail. Try to find a way for them to share some of what they have written with the class—even if the presentation is just a few minutes. With frequent writing assignments, one begins to see that students will often have a particular area or theme of interest that manifests itself in a variety of ways throughout the semester. This developing interest can become for them an important building block for later papers, later studies, just as such a preoccupation has probably nourished most of us.

Robin Feuer Miller, Professor of Russian and Comparative Literature
Edytha Macy Gross, Professor of Humanities
Brandeis University

AATSEEL Web site

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

<http://www.aatseel.org>

PSYCHOLOGY OF LANGUAGE LEARNING

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

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

Stress and Success in Study Abroad

Nathan Longan, Ph.D.,
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Resident Director
CIEE Study Center
St. Petersburg, Russia

Living and studying in a foreign land is stressful, and how students cope with that stress plays a role in their success while overseas. How big a role is far from clear, but after ten years in Russia with a major provider of study abroad opportunities for U.S. college students, I am convinced students could gain much from more training in coping with stress before heading overseas.

Much of the stress follows a pattern frequently described as the "cycle of cultural adjustment." The cycle usually includes a happy first stage, an unhappy second, a third, more or less balanced, stage, and culminates with a fourth, and sometimes fifth, stage. The semester abroad that most of our students go on is just enough time to get many of them past the euphoric "I-can't-believe-I-go-to-school-in-a-UNESCO-world-heritage-site" stage and right into the "what-a-dump-this-country-is:-how-dare-they-get-mad-at-me-for-not-having-the-exact-change" stage. These stages are often called, concisely and alliteratively, the "honeymoon" and "hostility" stages. Depending on the person, the first can give way to the second quickly, and the second stage can linger for days, weeks and even months. A quick Internet search will bring up lengths from "depending on the individual" to "three to six months." Our experience is that the length (and, for that matter, "depth") of the second stage of the adjustment cycle is indeed

highly individual, but handling it successfully can make a world of difference in student "success" when abroad.

Another way to look at the stress students experience while overseas is in the context of Abraham Maslow's hierarchy of needs. In Maslow's terms, many students, when they study abroad, plummet precipitously from the giddy heights of the self actualization they enjoyed in the safe havens of their home universities, engrossed in the "life of the mind." The drop is often straight through the "esteem" needs to the "belonging" needs (some even get mired in the "safety" needs, but those are special, and very unhappy, cases). Students very often satisfy these needs of belonging by befriending one another, coping with the stress of the unknown by concentrating on the known. This is clearly part of the reason, ironic as it is, why the American friends our students make while abroad are often their closest and among the most valuable "gains" from their stay abroad, whether they admit it to researchers or not.

Making and having friends is good, and befriending people with whom you have something in common is perfectly natural. Nevertheless, this dynamic clearly has implications for language learning since "time on task" (if the task is talking with native speakers) is given short shrift when you need to fulfill the deep psychological thirst for belonging that comes from being a stranger in a strange land.

What can we do? Perhaps a first step would be to include more "psychology" in pre-departure materials. Before they leave home, we owe it to our students to reflect with them on some of the psychological challenges they will face overseas. The challenges might be called "emotional" or "per-

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

sonal growth" with equal impact. The important thing is to address the phenomena. On a more "pragmatic" level we could offer them some "tools" for combining their needs and achieving their goals while overseas. The "tool-box" might include language games for two Americans (we all too often forget the importance of fun and play), and hints for making positive social contact. The games can be as simple as "Ask the cashiers ..." "What time is it; where is the milk; do you have yellow socks" or any other simple question. Cashiers being a captive audience in Russia, they are good targets for practicing talking to unknown people. The person who gets an answer without having to repeat the question wins a point. If the task is done with an American friend and, within the limits of American competitiveness, no pressure, the game can satisfy the need to belong and the need to move towards higher, linguistic or culture, goals.

Predeparture exercises might also include whole sets of scenarios for intercultural communication. One excellent internet resource is Dr. Bruce LaBrack's "On-line Cultural Training Resource for Study Abroad" at University of the Pacific (<http://www3.uop.edu/sis/culture/>). The country-specific stories in Professor LaBrack's site could easily be replaced with, for instance, Russia-specific examples. This year the Council on International Educational Exchange has introduced an online orientation that contains country-specific information. While the exact content of each CIEE program online orientation is left to the resident staff, it is my firm conviction that all these "orientations" should contain some discussion of what is likely to happen to students on a psychological level.

With a little more attention to dealing with the emotional realities of studying overseas, I think there is great potential to broaden and deepen student

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SUMMER LANGUAGE PROGRAMS

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

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

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

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

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

Arizona State University

In 2009, the Arizona State University Critical Languages Institute (CLI) will offer eight-week, eight-credit intensive language courses in:

- Albanian (elementary, intermediate, and advanced)
- Armenian (elementary and intermediate)

Psychology of Language Learning Continued

Continued from page 17

success and growth, cultural, personal and linguistic, during study abroad.

Notes:

H. Maslow, *A Theory of Human Motivation*, *Psychological Review* 50(4) (1943):370-96.) (This is where Maslow first describes his theory. A bibliography of Maslow's works can be found at www.maslow.org/sub/m_bib.htm)

- Bosnian/Croatian/Serbian (elementary and intermediate)
- Macedonian (elementary and intermediate)
- Polish (elementary)
- Russian (elementary, intermediate, and advanced)
- Tajik-Persian (elementary and intermediate)
- Tatar (elementary and intermediate)
- Uzbek (elementary)

This year the CLI will be held June 8 - July 31, 2009 on the Tempe campus of Arizona State University.

Classes meet Monday through Friday from 8:30am to 12:30 pm and cultural sessions are held in the afternoons.

All classes are tuition-free. The only cost for the course is a \$500 non-refundable registration processing fee.

After the course in Tempe, students can continue their language and culture

studies on special three-week study abroad programs. These programs will run from August 3-August 21, 2009. Students earn an additional two credits for these classes, tuition-free.

The study abroad programs are open to eligible students who did not participate in the courses at ASU.

For more information and to apply to the CLI, please visit our website: <http://melikian.asu.edu/summersessions.php> or contact us at cli@asu.edu.

Azbukum - Centre for Serbian Language and Culture

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

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

Beloit College

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

**CARLA University of Minnesota:
Institute**

Topic: Language and Culture in Sync: Teaching the Pragmatics of a Second Language

Date: July 27-31, 2009

A truly daunting challenge for second language learners is to adjust their language use so that it is appropriate for different socio-cultural contexts. How, for example, are learners supposed to address strangers, close friends, or people of higher social status in that culture? While acquiring discourse practices can take learners many years, research has shown that the process can be facilitated through explicit instruction.

This institute provides practical insights for teachers on how to enhance the learning of pragmatics. Participants will have hands-on opportunities to develop activities and materials for the classroom.

This institute is designed for K-16 ESL and foreign language teachers, material developers, curriculum coordinators, teacher educators, administrators, and researchers.

Testimonials from past participants:

Becoming aware and excited about new aspects of teaching are an important part of our continual development as instructors. The professional quality of the workshop, the ideas and experiences of other participants will definitely result in benefits for my students.

Pragmatics positively encourages successful communication, and successful communication means getting what we want. Isn't that what teachers need to motivate and encourage students and to raise all student's achievements? We need this kind of training!

Presenters:

Noriko Ishihara, PhD, Hosei University, Japan

Andrew D. Cohen, PhD, University of Minnesota (guest speaker)

Readings include:

Ishihara, N., & Cohen, A. D. (in press). Teaching and learning pragmatics: Where language and culture meet. Pearson Education (latest manuscript to be shared with all participants)

More information about this institute is available on the CARLA website at: <http://www.carla.umn.edu/institutes/2009/pragmatics.pdf>

Information about registration: <http://www.carla.umn.edu/institutes/register.html>.

**Cosmopolitan Educational
Center, Novosibirsk, Russia**

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

The major benefits to join our program are as follows:

1) We organise an exciting cultural, social and excursion program for international participants of the camp, which



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5 weeks - Pittsburgh — (June 8 - July 10, 2009)

5 weeks - Moscow — (July 13 - August 14, 2009)

Intensive Courses in Beginning, Intermediate, Advanced, and Fourth-Year Russian

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◆ "Special" Heritage Speakers Program Pittsburgh-Moscow

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

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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 programme. Participating in our program you won't need much pocket money, you may only need some spending money to buy souvenirs and gifts to take back home.

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

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

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

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

6) We are dedicated to providing a student with the most excellent supervision possible. All the students are supervised and each group has a group leader who is normally responsible for 10 students and stays with the group 24 hours a day. Everyone can expect a warm, supportive and friendly atmosphere along with professional service. Our goal is that a student has the most enjoyable and worthwhile experience possible during the stay with us. We are determined to ensure that everyone benefits fully from the interaction with other students and the staff. The Head of Studies, Psychologist, the Social Program Coordinator and the Program Director are constantly monitoring the program to assure that everyone is enjoying the stay and taking advantage of the many activities offered by the school. Parents are allowed to the program.

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

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

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

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

Dubravushka School

Getting potential Russian language students to Russia helps get students to begin the Russian language and/or to continue with it. A prestigious 19 year old college preparatory boarding school located outside Moscow has a summer camp program where English is taught to high school aged Russians. Because the school is anxious to expose these students to native English speakers, it offers a program which includes beginning and intermediate Russian lessons at what is in effect a subsidized rate to native English speaking high school aged students. (185 Eros/wk in 2008) This may be the only program where the American students are socializing and living mainly with Russian children. The fee includes room and board, Russian lessons, inclusion in all the camp activities and airport pick up and drop off. Watervliet, NY Russian language HS teacher Steve Leggiro had 5 of his students in the program in 2008. Through local fund raising including obtaining funds from service clubs, Steve was able to reduce costs for his students. For additional information, see www.dubravushka.ru or contact Bill Grant, volunteer US Agent, at 941-351-1596 or grantwb@tampabay.rr.com

Indiana University

Indiana University's fifty-ninth **Summer Workshop in Slavic, East European, and Central Asian Languages** will be held June 19-August 14th, and will offer intensive first through sixth-year Russian, and cultural and extracurricular programs. In addition to the eight-week program, four-week (one semester) Russian courses will be offered starting on June 11th. First-year Russian course lasts nine weeks and starts June 15th. Fellowships (graduate and undergraduate) for eight-week courses are available. The workshop will also offer introductory courses in Bosnian/Croatian/Serbian, Czech, Georgian, Hungarian, Macedonian, Polish, Romanian, and Ukrainian, as well as first-and second-year Azerbaijani, Kazakh, Pashto, Tajik, Turkmen, Uyghur and Uzbek. This year, pending funding, we also plan to

offer introductory Albanian, Kyrgyz, Mongolian and Slovene and third-year Azerbaijani, Uyghur and Uzbek. FLAS fellowships available for **all** languages except Pashto. Courses in Bosnian/Croatian/Serbian, Macedonian, and Serbian are ACLS funded and tuition free to graduate students in East and Central European fields. Fellowship application deadline for all languages: March 20, 2009. Thereafter, rolling admissions. For more information, contact: Director, 502 Ballantine Hall, Indiana U, Bloomington, IN 47405, tel.:812-855-2608, fax: 812-855-2107, email: swseel@indiana.edu, website: <http://www.indiana.edu/~iuslavic/swseel/>

Leiden University The Netherlands

Leiden Summer School in Languages and Linguistics: 27 July - 7 August 2009

We are happy to announce the fourth edition of the Leiden Summer School in Languages and Linguistics which will be held from 27 July - 7 August 2009 at the Faculty of Human-

ities of Leiden University. The Summer School offers a number of courses on a wide range of subjects in the field of languages and linguistics. This year, the Summer School will consist of seven programmes, including courses for beginners as well as for advanced students, taught by internationally renowned specialists:

Indo-European Programme
Germanic Programme
Iranian Programme
Indological Programme
Semitic Programme
Russian Programme
Demotic Papyrology

For more information and registration, visit: <http://www.hum.leiden.edu/summerschool/>

University of Pittsburgh Programs in the U.S.

University of Pittsburgh, Summer Language Institute, Pittsburgh, PA. **Russian** (beginning, intermediate, advanced, and fourth-year intensive), June 8-July 31, 2009. **Bosnian/Croatian/Serbian** (beginning, intermediate, and advanced), **Bulgarian** (beginning), **Hungarian** (beginning), **Polish** (beginning and intermediate), **Slovak**

(beginning, intermediate and advanced), **Czech** (beginning), **Ukrainian** (beginning), June 8-July 17. University of Pittsburgh announces its summer immersion programs in Russian, Slovak, Czech, Bulgarian, Polish, Bosnian/Croatian/Serbian, Ukrainian, and Hungarian. The Russian Summer Language Program is an eight-week, 8-credit intensive language program (June 8-July 31, 2009) in beginning, intermediate, advanced, and fourth-year intensive Russian, plus special classes for Russian Heritage Speakers. Beginning Bulgarian, Hungarian, Czech, and Ukrainian; Beginning and Intermediate Polish, Croatian, Slovak, and Serbian; as well as Advanced Slovak and Bosnian/Croatian/Serbian are six-week intensive programs (June 8-July 17), carrying six credits. All of the summer language programs consist of five hours per day of instruction with native speakers and are proficiency based. Scholarships are available (scholarship deadline: March 21, 2009). Graduate students will be considered for FLAS fellowships which cover tuition and provide a stipend. For more information, contact: Summer Language Institute, Department of



So, what are you doing next? SUMMER?

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

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

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

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

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

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

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

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

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

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



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

University of Pittsburgh

Programs in Russia:

In Summer of 2009, the **University of Pittsburgh** will offer a special opportunity to combine five weeks of intensive language study in Pittsburgh (June 8-July 10, 2009) with five weeks of intensive Russian study at **Moscow State University** in Russia (July 13-August 14). In the "5+5" program, which is part of the Russian Summer Institute, beginning through fourth-year students and heritage students will receive instruction and take part in a program of cultural excursions in Moscow and in other Russian cities. Students will earn ten college credits. Scholarships are available. Program strictly limited to 32 students. The deadline for applications is March 21, 2009. Contact: Summer Language Institute, Department of

Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 12, 19, 21, and 22.

University of Pittsburgh

Programs in East Europe:

In Summer of 2009 the **University of Pittsburgh** will offer a special opportunity for heritage speakers to achieve Advanced Mastery (Professional Competence) in Bosnian/Serbian/Croatian languages. This ACLS-funded which provides for significant tuition waivers for graduate students, includes two weeks each in **Belgrade, Serbia; Sarajevo, Bosnia Herzegovina; and Zagreb, Croatia**. Students will learn to write, translate, read and interpret in BCS; express themselves in journalistic, scholarly and literary styles; and work with academic experts in the region. Dates: June 20-July 31, 2009. Scholarships are available. The deadline for applications is March 21, 2009. Contact: Summer Language Institute,

Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 12, 19, 21, and 22.

University of Pittsburgh

Programs in Bulgaria:

In Summer of 2009 the **University of Pittsburgh** will offer a special opportunity to combine six weeks of intensive beginning-level Bulgarian language study in Pittsburgh (June 8-July 17, 2009) with four weeks of intensive intermediate-level study in **Sofia, Bulgaria** (July 20-August 14). In the Bulgaria program, students will receive instruction and take part in a program of cultural excursions in Sofia and in other Bulgarian cities. Students will earn ten college credits for participation in the Pitt and Bulgaria programs, and four credits for Bulgaria only. Students must be at the intermediate level to participate in the Bulgaria program without completing the 6-week course in Pittsburgh. Scholarships are available. The deadline



6+4 : PITTSBURGH ~

POLAND, BULGARIA OR SLOVAKIA

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

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

Intensive Courses on the Beginning and Intermediate Levels

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

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

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

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



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

for applications is March 21, 2009. Contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 12, 19, 21, and 22.

University of Pittsburgh

Programs in Poland:

University of Pittsburgh announces its “6+4” program of Polish language in Pittsburgh and in Poland. Students will study beginning or intermediate intensive Polish for six weeks in Pittsburgh at the University of Pittsburgh’s Summer East European Language Institute, followed by four weeks of instruction in Poland. (Students demonstrating adequate academic preparation can choose to join only the course in Poland.) Based in **Krakow**, and taught by instructors trained at the **Jagiellonian University**, the program includes weekend excursions in and around **Krakow**, and a 3-day trip to **Warsaw**. Informational meetings, gatherings, excursions, and trips together with students in Poland are an integral part of this study program, making it unique among American study-in-Poland programs. Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 8-July 17, 2009 in Pittsburgh, and July 20-August 14 in Poland. Scholarships are available. The deadline for applications is March 21, 2009. Contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 12, 19, 21, and 22.

University of Pittsburgh

Programs in Slovakia:

University of Pittsburgh announces its “6+4” program of Slovak language in Pittsburgh and in Slovakia. Students will study beginning or intermediate intensive Slovak for six

weeks in Pittsburgh at the University of Pittsburgh’s Summer East European Language Institute, followed by four weeks of instruction in Slovakia through **Comenius University**. (Students demonstrating adequate academic preparation can choose to join only the course in Slovakia.) The program includes a tour of Slovakia, including possible visits to Trencin, Zilina, Martin, the High Tatras, Banska Bystrica, and Bratislava. Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 8-July 17, 2009 in Pittsburgh, and July 20-August 14 in Slovakia. Scholarships are available. The deadline for applications is March 21, 2009. Contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 12, 19, 21, and 22.

Southwestern College Hajnówka, Poland

The Center for Belarusian Studies at Southwestern College (Winfield, KS) invites undergraduate and graduate students to participate in its first International Summer School of Belarusian Studies from July 6 to August 7, 2009. The program, to be co-sponsored by the Poland-based Belarusian Historical Society, will be held at the Belarusian Lyceum in the town of Hajnówka in the Podlasie region of northeastern Poland, an area of great natural beauty and home to Poland’s ethnic Belarusian minority — an ideal setting for the study of Belarusian language, history and culture, as well as for the study of a broad range of issues relating to cultural diversity and minorities policies in the expanded EU. Coursework will include intensive Belarusian language instruction (beginning and intermediate levels and individual advanced-level tutorials) and lectures in English and Belarusian on Belarusian history, literature, contemporary politics and society. The program will also include a regional studies component, with lectures and events focusing on the

history, culture and current status of the Belarusian minority in Poland, as well as of the Podlasie region’s other ethnic groups, including Poles, Jews, Tatars, Lithuanians, and Russian Old Believers. Faculty will include instructors from Białystok University and the Belarusian Lyceum in Hajnówka, as well as Hrodna University in Belarus. Additional guest lectures on Belarusian history, politics and culture will be given by visiting researchers from Europe and North America. Students will have a choice of dormitory accommodations at the Belarusian Lyceum, or homestays with Belarusian-speaking families in Hajnówka.

Coursework will be supplemented by a rich and diverse cultural program, including visits to Belarusian minority cultural organizations and media outlets, meetings with Belarusian writers and artists, films, concerts, theatrical performances, and excursions to important sites related to Belarusian and Orthodox culture and other attractions of the Podlasie region: the city of Białystok, the recently restored Orthodox monastery in Supraśl, the Białowieża (Belaveža) National Park (the largest and ecologically most diverse remnant of the primeval forests of the Northern European plain), the historic town of Bielsk Podlaski, the Holy Mountain of Grabarka (the most important Eastern Orthodox pilgrimage site in Poland), and the Borderland Foundation in Sejny, a unique institution dedicated to preserving the rich multicultural heritage of the borderland region and promoting dialogue and new forms of cooperation between its many ethnic groups and cultures. In mid-July students will also have the opportunity to attend Basovišča, the annual festival of Belarusian rock music organized by the Belarusian Students’ Association in the town of Gródek (Haradok) east of Białystok. At the end of the program, from August 8-19th, students will have the option of traveling to Belarus on a tour including Hrodna, Navahrudak, Slonim, Niasviž, Mir, Minsk, Połack, Viciebsk, Mahiloŭ, Pinsk and Brest.

The program cost, including tuition, room, board, cultural program and excursions is \$2,900 (the cost of

the optional Belarus tour at the end of the program will be announced as details become available). For further information and application materials, please contact the program director: Dr. Curt Woolhiser, Harvard University, Department of Slavic Languages and Literatures, Barker Center 327, 12 Quincy St., Cambridge MA 02138-3804; e-mail: cwoolhis@fas.harvard.edu; tel. (617) 495-3528. Please note that the due date for all applications is May 15, 2009.

UCLA Department of Slavic Languages and Literatures Summer 2009

Russian 10, Intensive Elementary Russian, Session A, 8 weeks (12 units)

Russian 20, Intensive Intermediate Russian, Session A, 8 weeks (12 units)

Russian 90BW, Russian Civilization 20 century, Session A, 6 weeks (5 units)

Russian 4, Intermediate Russian for High School Students, Session A, 6 weeks (5 units)

Romanian 103, Intensive Elementary Romanian/Moldovan, Session A, 6 weeks (12 units)

Session A - 6-weeks: June 22 July 31 (R90BW, R6, Rom 103)

8-week: June 22 August 14 (R10, R20)

Any of the Intensive Language courses satisfy a 1 year foreign language requirement.

Russian 90BW satisfies UCLA's GE Writing II requirement.

For fee breakdown please go to www.registrar.ucla.edu then select summer 2009 and the class you are interested in; click on the words "fee chart" located right above the course ID number.

For information on UCLA summer registration and housing, please go to: <http://www.summer.ucla.edu/>.

For more information about the Russian language courses, please contact Anna Kudyma at akudyma@ucla.edu.

www.humnet.ucla.edu/russian.

For more information about the Romanian course, please contact Georgiana Galanteanu at farnoaga@humnet.ucla.edu.

For more information about the other courses, please contact Ksenia Kurnakova at ksenia@humnet.ucla.edu.

UCLA Slavic Dept.: www.humnet.ucla.edu/humnet/slavic/.

University of Wisconsin-Milwaukee

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

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

Also being offered this year are two, three, and four-week courses as well as two, three, four and five-week intensive and highly intensive courses of Polish language. A new course on Polish culture (3 credits) is also offered during the first three weeks of the program and can be taken together with the Polish language course for the total of six credits (July 6-27).

For information and application materials contact Professor Michael J. Mikoś
Department of Foreign Languages and Linguistics
University of Wisconsin-Milwaukee
Milwaukee, WI 53201
(414) 229-4948 or 4151
fax (414) 229-2741
e-mail: mikos@uwm.edu
www.lrc.uwm.edu/tour/

PROFESSIONAL OPPORTUNITIES

Call for Papers

April 15, 2009

AATSEEL 2009 Conference

Abstracts are due April 15 for more information, visit AATSEEL on the web: <http://www.aatseel.org>

Conferences & Workshops

June 13-14, 2009

Polish Institute's 67th Annual Meeting

The 67th Annual Meeting of the Polish Institute of Arts & Sciences of America (PIASA) will be held on June 13-14, 2009 at the Hyatt Regency Jersey City Hotel 2 Exchange Place, Jersey City, over looking the New York Harbor with a stunning sky line view of lower Manhattan. The Hotel is adjacent to PATH train station to Manhattan, 15 minutes from Newark Liberty International airport with an easy access to the New Jersey Turnpike. This two day multi-disciplinary conference on Polish, East Central European and Polish American studies is being organized in cooperation with the Polish Cultural Foundation, Clark, N.J.. According to Dr. Thaddeus V. Gromada, chairman of the Annual Meeting a Program Committee is hard at work preparing the conference whose main theme will be "1989: Annus Mirabilis; 20th Anniversary of Poland's Independence". The Program Committee includes Dr. Jakub Grygiel, Johns Hopkins University; Dr. Patrice Dabrowski, Harvard University; Dr. Paul W. Knoll, University of Southern California; Dr. Charles S. Kraszewski, Kings College PA; Dr. Neal Pease, University of Wisconsin-Milwaukee; Dr. Kathleen Cioffi, Princeton University Press; Dr. Donald E. Pienkos, University of Wisconsin-Milwaukee; Dr. Susanne S. Lotarski, Polish American Congress DC and Dr. James S. Pula, Purdue University. Sessions dealing with the natural sciences and the his-

tory of science are being organized by Dr. Anne Hermanowski-Vosatka, Merck Research Laboratories; Dr. Hanna Kelker, New York University School of Medicine and Dr. Zbigniew Darzynkiewicz, New York Medical College. Scholars, scientists and graduate students are requested to send in their proposals for individual papers or preferably for full sessions to Dr. Gromada, by e mail tgromada@mindspring.com by March 31, 2009. Members of the local arrangements committee include Frederick Czulada, President of the Polish Cultural Foundation. It is expected that more than one hundred scholars and scientists from all regions of the U.S. will make their presentation at panels/sessions in various disciplines including history, political science, literature, economics, music, history of science, etc. Participation in the conference is not limited to members of PIASA. Persons interested in the academic and cultural issues dealing with Poland and Polonia are also invited. All persons attending the conference are required to register and pay a registration fee. Information regarding registration, hotel group rates at Hyatt Regency \$169. per room, banquet reservations for the evening of June 13, etc. will be found on PIASA's website www.piasa.org or can be requested by writing to PIASA 208 E. 30th St. New York, N.Y. 10016

July 28-31, 2009

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

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

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

Date: July 28 to July 31, 2009.

Topics:

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

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

Important Dates:

Submission Date: Feb. 23, 2009

Notification of acceptance: Two months from submission.

Camera-ready : One month from notification.

Registration : Two months from notification.

Notes:

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

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

Submission:

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

Grants & Fellowships

Kathryn Davis Fellowships for Peace:

Investing in the Study of Critical Languages

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

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

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

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

You may also contact us directly at:

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

802.443.5510

languages@middlebury.edu

February 15 Annually

The Michael and Emily Lapinski Scholarship Endowment

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

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

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

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

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

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

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

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

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

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

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

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

Various closing dates

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

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

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

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

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

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

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

Tajikistan, Turkmenistan, and Uzbekistan.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recent Publications Continued

Continued from page 14

- Romaniello, Matthew and Tricia Sparks. 2009. *Tobacco in Russian History and Culture: The Seventeenth Century to the Present*. London, UK: Routledge.
- Veidlinger, Jeffrey. 2009. *Jewish Public Culture in the Late Russian Empire*. Jewish Public Culture in the Late Russian Empire. Bloomington, IN: Indiana University Press.
- Vinitzky, Ilya. 2009. *Ghostly Paradoxes: Modern Spiritualism and Russian Culture in the Age of Realism*. Ottawa: University of Toronto Press.
- Zhivov, Victor. 2009. *Language and Culture in Eighteenth Century Russia*. Academic Studies Press.

AATSEEL 2009 MEMBERSHIP FORM

THIS FORM MAY BE PHOTOCOPIED.

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

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

(Please PRINT all information.)

First name _____ Last name _____

Mailing address: _____

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

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

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

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

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

or

Credit Card: Visa; Mastercard

Name on Card: _____

Billing Address: _____

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

City/State/Zip: _____

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

AATSEEL Newsletter Information

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

PUBLICITY AND ADVERTISING POLICY

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

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

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

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

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

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

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

AATSEEL
c/o Patricia Zody
P.O. Box 569
Beloit, WI 53512-0569 USA

Address Correction Requested