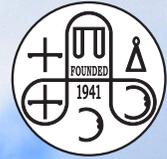


The

AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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Message from the AATSEEL President

Dear AATSEEL Members,

Special greetings to everyone who attended the conference in Chicago in December! Among many other exciting developments, the revised Constitution and By-Laws were passed at the Members' Meeting for Business, bringing AATSEEL into compliance with current law. Now is the time to consider posting calls for papers for panels in San Francisco in 2009.

In this first message of 2008, I wish to mention some AATSEEL members in recognition of their service to the organization over the past few years. Thanks to Todd Armstrong and Jane Hacking, who just finished terms as AATSEEL Vice Presidents, for their thoughtful contributions to the deliberations of the Executive Council and work on the 2007 Nominations and Awards Committee. I welcome the two new AATSEEL Vice Presidents who begin three-year terms in 2008: Julie Cassiday and Lynne deBenedette.

We all owe a great debt to William Comer, AATSEEL Program Committee Chair in 2003-2007, who ran four extremely rewarding conferences while expertly balancing the help of dozens of abstract readers, Program Committee members, and participating members. Thanks also to Janneke van de Stadt, who leaves the Program Committee after some years of busy service as Division Head for Theory, Central/Eastern European Literature and Special Topics. I am happy to say that Alexander Burry will take over as Program Committee chair in 2008-2010. As our field and the topics we study continue to widen and evolve, the Program Committee responds by creating new divisions: check the web site for the latest information.

Special thanks go out to Marta Deyrup, AATSEEL Webmaster for several years, who will phase out her Web-mastery over the next few months as she moves on to other projects. Marta oversaw the recent and very successful remodeling of the association's web site and has contributed valuable and

popular content to the site. We hope she will continue to be a friend of our association. By this summer, the new AATSEEL Webmaster will be David Galloway, who has been involved with the web page for over a decade and is glad to talk with anyone who might like to contribute materials, create a new page, or take over maintenance of an existing page.

As always, pass on your suggestions and ideas for the association to any member of the Executive Council or Program Committee!

Finally, if you have not already done so, make haste to your computer and renew your membership at <http://www.aatseel.org/join_aatseel> If you prefer to print out a membership form and mail it in with a check, you'll find a printable form there, as well as in the back of each AATSEEL Newsletter.

With best regards,



Sibelan E. S. Forrester
AATSEEL President 2007-2008

Letter from the Editor

Happy 2008! Yes, I know it is already February, but this is our first newsletter of the new year.

Before writing anything else, I should apologize for the delayed completion of this issue. We were right one schedule three weeks ago, when my younger daughter, who was born with spina bifida, decided to take us on a roller coaster ride, the likes of which we have not seen in about a dozen years with her. (When she was a child, we lived on a roller coaster, but as an adult, she has had a relatively placid life. Of course, relative is the operant word.) In a nutshell--if such things ever do fit in nutshells--the ventriculo-peritoneal shunt that controls her hydrocephalus quit working. The local hospital could not be convinced of that, and we spent a week fighting doctors who kept doping her up on morphine and diagnosing her as having a cervical strain. Finally, and thankfully in time because a malfunctioning shunt can be life-threatening,

we were able to pry loose a consult with Stanford University Hospital, which quickly diagnosed the true problem, scheduled her for surgery, and replaced the shunt. She is now home, doing well, and awaiting her two-week post-surgery checkup. Many thanks to those of you who knew about this and provided us with emotional support. Thanks, too, to Pat Zody for her understanding of the situation.

I enjoyed seeing many of you at the annual meeting in Chicago. Chicago is not my favorite city, but one has to admit that the hotel was spectacular, and the conference had many good events. I hope that all of you who were there found it worthwhile, interesting, and enjoyable. I enjoyed meeting the newsletter column editors, especially one whom I had known only through correspondence in spite of several years of diligent assistance from her.

Along those lines, I would like to thank all the newsletter column editors for the assiduous and dedicated work. Without you, it would be very difficult to put out this newsletter four times a year. The columns have attracted a number of readers, and specific populations like specific columns. Other columns have more general appeal. I have heard that people cut out and save those columns that they like. One of the plans for the newsletter that was discussed at the Executive Council meeting in December was to find a way to collate the columns on line so that readers can get all the issues of a particular column, e.g. Belarusica or Czech Corner. I would note also that Alina's column on grammar will be published in a book (so we will not be collating it). She has some information about that at the end of the column. Of course, interested parties can always email her to find out more about that.

We are still looking for an editor for the technology column, by the way. If you have some interest in that or know someone who does, please let me know.

Most of all, have a great 2008!



2007 AATSEEL Awards

Outstanding Contribution to Scholarship

Katerina Clark

(citation written by Catharine
Nepomnyashchy)

Katerina Clark is widely acknowledged as one of the foremost scholars in our field. During the past three decades, Professor Clark's work has fundamentally redefined the study of Soviet literature and culture, inspiring the work of scholars who have followed her lead. Few books written by Slavists in the United States have had the immediate and ongoing revelatory impact, both here and abroad, on the course of Soviet literary and cultural studies of Professor Clark's first book. *The Soviet Novel: History as Ritual*, the first major study to propose a compelling and theoretically astute paradigm for the study of Socialist Realism at the intersection of literature, history, and political mythopoesis. Into the third decade after its appearance, Professor Clark's *The Soviet Novel* remains necessary reading for scholars of Soviet literature, culture, history and even anthropology and political science. The well respected biography, *Mikhail Bakhtin*, which Professor Clark co-authored with Michael Holquist, represents a scholarly contribution of equivalent significance in its nuanced contextualization of the life and works of one of the most complex figures in the twentieth-century Russian literary and intellectual traditions. Professor Clark's third book, *Petersburg, Crucible of Cultural Revolution*, brilliantly reaffirms her ability to synthesize enormous amounts of material across disciplinary boundaries into a compelling and rich narrative of a crucially important topic. All of her writings, whether her books or her many articles and book chapters, are characterized by an exceptional elegance of expression which beautifully complements her clarity of vision and freshness of insight. Brilliant scholar,

generous colleague, rigorous mentor, and consummate professional, Professor Clark has indeed "overfulfilled the quota" by any standards, justly earning the respect and admiration of our profession as represented by the award we confer on her today.

Outstanding Contribution to the Profession

Beth Holmgren

(written by Todd Armstrong)

Beth Holmgren joined Duke University's Department of Slavic and Eurasian Studies as Professor in 2006, after a distinguished thirteen years at University of North Carolina-Chapel Hill. A prolific scholar, Holmgren has published on a wide range of issues in Russian and Polish literature including important contributions to research on gender and women's studies. She is the author of *Women's Works in Stalin's Time: On Lidiia Chukovskaia and Nadezhda Mandelstam* (1993); *Rewriting Capitalism: Literature and the Market in Late Tsarist Russia and the Kingdom of Poland* (1998); co-editor and translator (with Helena Goscilo) of Anastasiia Verbitskaia's *Keys to Happiness* (1999); editor of *The Russian Memoir: History and Literature* (2003); and co-editor (with Helena Goscilo) of *Russia. Women. Culture* (1996) and *Poles Apart: Women in Modern Polish Culture* (2006). *Beth's service to the field is second to none, and her work as member and past-president of the American Association of Women in Slavic has been instrumental in the success of that organization. Her election as vice-president/president elect of the American Association for the Advancement of Slavic Studies, the largest national organization of American specialists in interdisciplinary Slavic studies, clearly recognizes her far-reaching contributions to our profession.*

Distinguished Service to AATSEEL

Gerald Janecek

(written by Jane Hacking)

It is with great pleasure that we honor Professor Gerald Janecek for his Distinguished Service to AATSEEL. Professor Janecek, through his extended and varied work with the Association's Slavic and East European Journal has made a major and lasting contribution to our organization and to the field of Slavic Studies. Professor Janecek served two stints on the editorial board of SEEJ, once in the 1980s and a second time between 1995-2000. In between these two periods, he served for five years as Review Editor (1989-1994). In 2001 he assumed the position of Editor. As many of us recall, he was faced with the daunting task of bringing the journal back on schedule, and he worked tirelessly to do so producing extra volumes each year. At the same time he displayed a commitment to the highest quality of review and the timely turnaround of submissions. The 50th Anniversary issue of SEEJ, which appeared in Spring 2006, is exemplary of Professor Janecek's vision. As Editor he sought from the AATSEEL membership reflections on the past, present and future of the profession. The volume he produced demonstrates appreciation for the rich traditions of our association and represents the diverse trends of the disciplines that constitute our intellectual work. It embodies Professor Janecek's contribution to AATSEEL and the profession.

Excellence in Teaching (Post-Secondary)

Irina Reyfman

(written by Margo Rosen)

In acknowledgement and appreciation of Irina Reyfman, whose efforts on many fronts have contributed over many years to the exciting and intellectually rewarding atmosphere at Columbia University's Department of Slavic Lan-

guages and to advancement in the field of Russian literary scholarship; for the fundamental and hugely positive role she plays in her students' development as scholars and teachers while imposing on herself the highest, most demanding standards in teaching, scholarship and service; for her inimitable style in attacking all problems and opportunities without delay in order to bring them to a swift, fair and successful conclusion; for her incisive, unremitting criticism and support of her students' work, always nudging them beyond their comfort zone in scholarship while simultaneously going beyond the call of duty in helping them meet the challenges of their academic programs and prepare for a professional career; for her infectious love of eighteenth century Russian literature, even Radishev, and for her scholarship and teaching that open Russian writing and thought of every era to others; for her innovative approach to teaching, always finding fresh, more effective approaches in venues both inside and out of the classroom and always harnessing the synergy of students' needs and interests; for her generosity in including and acknowledging students as colleagues she consults in the process of her research; and above all for her true grace and humility as a scholar and human being. Never seeking the limelight, always giving one hundred percent, when thanked she responds simply, "That's my job."

Excellence in Teaching (Secondary)

Paavo Husen

(written by Jane Shuffelton)

It takes a talented teacher to teach talented students, as Paavo Husen does at Illinois Mathematics and Science Academy. Paavo brings commitment and innovative approaches to his teaching, so that his students achieve strong results in Russian. His students perform wonders on the National Russian Essay Contest, for example. He serves on the development committee for the Prototype AP® Russian Language and Cul-

ture course and exam and has contributed resource materials for AP® teachers, including an article on "Peer teaching in a thematic unit on Russian fairy tales". He has participated in ACTR summer teacher institutes for Russian teachers at Bryn Mawr and in Moscow, consulted with the Illinois State Board of Higher Education on Russian teaching standards, and developed a website on Russian at his school. One of his students wrote of Paavo's teaching: "I do not consider Russian at IMSA to be a class. Rather, I see it as an experience – or a set of experiences – which help to improve my learning, social, and problem-solving skills." Clearly this gifted teacher makes his classroom a memorable and meaningful place for his students. Paavo Husen receives the AATSEEL award for excellence in teaching at the pre-college level.

2007 AATSEEL Book Awards

Best Contribution to Language Pedagogy

Robert A. DeLossa, R. Robert Koropecykj, Robert Romanchuk, and Alexandra Isaievych Mason, *Rozmovljajmo! (Let's Talk!): A Basic Ukrainian Course with Polylogs, Grammar, and Conversation Lessons* (Bloomington, IN: Slavica, 2005).

Rozmovljajmo is a much needed textbook in the dramatically changing landscape of Slavic studies, where a truly diverse expertise of Slavic languages and cultures is in increasing demand. The book covers the basic grammar of Ukrainian and aims to develop all basic language skills. It is a result of years of classroom teaching and is built on a strong foundation in the latest teaching methodologies. Written with a profound knowledge of the recent linguistic development, the textbook represents the dominant conversational standard in post-Soviet Ukraine. Each lesson

opens up with situational polylogs and communicative exercises, which are followed by grammatical explanations with practice exercises. The main chapters are supplemented by further dialogs, *rozmovnyky*, and their English translations. *Rozmovljajmo* contains impressively rich spoken language input that can be used for conversational as well as structured tasks. Numerous authentic photographs also provide a good sense of today's Ukraine. The book includes an additional section that presents the frequent pitfalls for speakers of Russian, tabular appendices, a glossary, and a detailed index. *Rozmovljajmo* is an excellent textbook that will be used in colleges and high schools as well as in self-study for many years to come.

Best Contribution to Slavic Linguistics

Laada Bilaniuk, *Contested Tongues: Language Politics and Cultural Correction in Ukraine* (Ithaca, NY: Cornell University Press, 2005).

Laada Bilaniuk's *Contested Tongues* stands out for its thorough and insightful investigation of the language situation in contemporary Ukraine. Impressively readable and informative, the study is based on extensive fieldwork conducted by the author over an eleven-year period beginning in 1991. Professor Bilaniuk analyzes the social, cultural, political and linguistic differences between Ukrainian, Russian and *surzhyk*, carefully situating them in the socio-historical context in which they have developed. She devotes careful attention to the role of language attitudes and biases with regard to the current and historical position of Ukrainian, exemplified nicely by a second chapter featuring interviewees' personal narratives on language embedded in more general oral histories. The book also offers a solid overview of the history of Ukraine and the Ukrainian language, including the pre-soviet standardization and codification of the language, as well as the anti-communist symbolism the lan-

guage acquired in the decades following the Bolshevik revolution—a symbolic tension that was only enhanced by the close linguistic affinities between Ukrainian and Russian.

Best Translation into English

Robert Chandler, for his translation of Hamid Ismailov, *The Railway* (London: Harvill Secker, 2006).

Hamid Ismailov's multi-voiced, quasi-surreal novel *The Railway* poses almost every possible challenge to the literary translator, from puns and "talking" names to complex symbolism and detailed depictions of life in a provincial Central Asian town under Soviet rule. In his masterful translation, Robert Chandler deals with every one of these challenges with enormous creativity and panache. Never simplifying Ismailov's work or losing the particularity of any of its unique narrative voices, Chandler makes the novel accessible to English-language readers, with all its dense word play, wide-ranging cultural allusions, and complex tone, at once profoundly dark and absurdly comical. He also provides a thoughtful and informative preface, copious footnotes, an essential list of characters' names, and a map of the region. Leading his readers deftly through this remote world, Chandler introduces us to a cast of characters that appear humorously quaint and at the same time thoroughly human in their capacity for cruelty and suffering.

Best Book in Literary/Cultural Scholarship

Catherine Ciepiela, *The Same Solitude: Boris Pasternak and Marina Tsvetaeva* (Ithaca, NY: Cornell University Press, 2006).

Catherine Ciepiela's *The Same Solitude* has rightly been praised for its "impeccable scholarship, theoretical acumen, and rich, resourceful close readings," its "degree of insight that

borders on the uncanny," and its "very careful, illuminating, and nuanced analysis." These readers have recognized the achievement of *The Same Solitude*, after which no reader will see the poetry of Pasternak and Tsvetaeva as fully separable. Professor Ciepiela tells the story of the poets' connection, which was made all the more passionate by their living in different cities, almost in different worlds. She demonstrates brilliantly how the performance of intense emotion, long recognized as Tsvetaeva's signature, characterizes Pasternak's poems and letters to her just as aptly. New readings of individual poems abound in this book, which is written with remarkable elegance and lucidity. The readings draw deftly on rhetorical, psychoanalytical, and feminist theory, always with exemplary clarity. Professor Ciepiela also shows herself to be a splendid translator of these two fantastically difficult poets. The translations as well as the overall argument open this book to readers far beyond specialists in the Silver Age or in Russian poetry. To quote one last review of the book, it is a "remarkable and moving work of criticism and biography," for which it handsomely wins the AATSEEL Award for the Best Book in Literary and Cultural Scholarship, 2007.

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New Features on the CCPCR Website

At the request of AATSEEL, the Committee on College and Pre-College Russian has recently added two new features to its website. In February, the CCPCR website initiated an annual list of summer stateside college and university program offerings in Russian, other Slavic, and East European languages, beginning with summer 2008. You can view the format and programs that are already posted at: www.american.edu/research/CCPCR/ (you can just Google CCPCR to get to the website).

In addition, this fall CCPCR expanded its data base by posting enrollment data for Russian, other Slavic, and East European languages. Over 60 college and university programs have responded with their language offerings and enrollment figures.

If you wish to include your program's offerings in the national compendium of summer 2008 programs, please e-mail to CCPCR (ccpr@american.edu) the following information:

Name of Institution
Languages Offered
Program dates for 2008
Contact Information:

- Website for program (if available)
This address will be posted as a direct hyperlink on the site.
- e-mail address (optional, especially if website available) This address will be posted as a direct hyperlink on the site.
- Contact person (optional, especially if website available)
- Phone number (optional, especially if website available)

CCPCR is also still collecting data on fall 2007 enrollments in Russian, other Slavic and EE Languages. While you're visiting the Summer Language Program link on our website, please click on the College Enrollment link to see if your program has responded. If not, please do send in your information!

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

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

Sarah Forman is a 2007 graduate of the University of Virginia with a B.A. in Russian and East European Studies and Foreign Affairs who currently teaches English full-time at the American Home in Vladimir, Russia. Originally from Ardsley, New York, Sarah believes her close proximity to the diversity of New York City directly contributed to her fascination with other cultures. Vladimir is the third Russian city in which Sarah has lived since 2003. She plans to stay through the summer of 2008.

What led you to your study of Russian, when did you decide to pursue it as your major, and why?

"When I started college, my intention was to graduate with a double major in Spanish and psychology. I didn't take any classes in the Russian department my first year. I decided to study Russian during the following summer. I have

always loved to travel, but that summer I was looking for a different type of travel experience. Cross Cultural Solutions, an organization that sends volunteers on trips all over the world, had programs that would allow me to travel and interact with locals in hospitals, schools, and orphanages. I researched the organization and its programs and presented it to my parents, but I was stuck between trips to India, Thailand, and Russia. It was actually my parents who pushed me towards Russia. My great grandparents were all born in Russia, and they thought that it might be interesting for me to see where my family came from. It was. I spent 4 weeks in Yaroslavl and spent half of each day volunteering in an orphanage with young children and the other half wandering around the city trying to decipher all of the Cyrillic! When I went, I couldn't speak a word of Russian and when I came back, I was speaking about 10 or 20, but I had the desire to learn more. As soon as I got back to school I enrolled in my first Russian class".

*Editor: Rachel Stauffer
(University of Virginia)*

How do you use Russian in your day-to-day life?

"I have many opportunities to practice my Russian each day here in Vladimir. The American Home provides teachers with home stays all over the city. I live with a Russian woman who doesn't speak a word of English, and I speak Russian with her when I'm not working and at work I speak mostly English, but I have plenty of chances to use Russian. One of the perks of teaching at the American Home is that I get 3 hours of private Russian instruction each week. My Russian lessons are always a nice break from planning and grading. Of course, the Russian staff is always willing to speak with us. Most afternoons around 3 o'clock they can be found having tea and cookies in the kitchen, and it's the perfect atmosphere for conversation. The best language practice I get is with my students outside of class. In class I speak as little Russian as possible, but as I'm get to know my students I'm spending more and more time with them socially. Many of them are around my age, and the idea of having an American friend is very appealing to them. Sometimes we'll go out for coffee after class or just walk around the city. When I hang out with my students, we usually end up speaking a mix of Russian and English. They all find it really interesting that Americans are learning Russian, and are always eager to teach me a new word or phrase in return for what I am teaching them".

How did you find your current position?

I found my job after many hours of searching on the Internet. I knew that after graduation I wanted to live in Russia for a year and I figured that teaching English would be the best way to meet an interesting mix of people, so I searched for language schools in Russia that were looking for English teachers. Originally I thought I wanted to be in

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St. Petersburg or Moscow, but experiencing life outside of the big cities won out.

How did your undergraduate education prepare you for what you're doing now?

"I completed 2 majors at the University of Virginia, one in Russian and East European Studies and the other in Foreign Affairs. I studied the Russian language, took classes in folklore, history, literature, film, and politics. The breadth of my studies really prepared me for life in Russia. I know what to do and what not to do when I am a guest in someone's home. I don't feel ignorant when my Russian friends begin to talk about their country's great writers, and I can appreciate Russia's history as I walk around Vladimir every day and pass by all of the churches and monuments. My undergraduate education also helped prepare me to answer the questions I get from my students every day. What do Americans think about Russians? What are the biggest cultural differences between the two countries? I receive questions about political relations and history as well. My purpose here is not just to teach English, but to foster cultural exchange".

How did your study abroad experience as an undergraduate enrich your studies?

"I studied in St. Petersburg for a semester during my 3rd year of college. I had taken a full year of Russian and wanted to try to put it to use, and of course, learn more. I lived with a Russian family in an apartment about 15 minutes off of Nevsky Prospect, and studied Russian language, literature, and history at Smolny Institute. I could visit the Hermitage for free with my student ID, so most days after class I would get on a bus down Nevsky and wander around the museum for a few hours. St. Petersburg is a beautiful city, and my experiences in class, at museums, at the theater, and in countless cafes, confirmed that I had made the right decision to study Russian.

What are the best things about your present job?

"Hands down, the people. The teachers that I work with are from all over America and all have different educational backgrounds. Most have studied Russian, but not all of them have. We are all teaching for the first time, and teaching EFL in Russia has its own unique set of challenges that we are facing together. The Russian staff at the American Home is also wonderful, and very supportive when we have questions. The students are the people who are really making my experience great though. It's incredible to see their progress in class, and also to learn about their lives outside of school and meet their friends and families on the weekends.

What are the most difficult things about your job?

"While cultural differences are making my experience in Russia so rich, they sometimes make the atmosphere in the classroom difficult to handle. For example, all of my students are used to helping their neighbors when they have questions during exams! It doesn't matter how many times I explain that everyone needs to do his or her own work,

they still whisper answers to each other. For someone like me who attended a university with a strict honor code, this attitude is a shock to the system. I am told that this always goes on in school. Another difficulty: the English language! As I plan each lesson and look at the grammar points I need to teach, I feel for my students. As a native speaker I never really thought about how complicated English is. Now the challenge is to figure out how to explain dense grammar points using only simple, understandable speech. Getting blank stares from students during a lesson is awful, so I do everything I can to avoid it".

What advice would you give to American college students who are thinking of studying abroad and/or living and working in Russia?

"Living in Russia is really the best way to round out your education. You can read hundreds of textbooks, but nothing compares to an actual encounter with Russian culture. Making Russian friends, speaking to people in shops and on trolleybuses, going to a friend's dacha on the weekend, and drinking tea in a café on a rainy day...you'll realize that however much Russian you thought you knew, you still have so many more words to learn".

How long do you intend to stay in Russia? What are your plans for the future?

"I will return to the States next summer. As much as I love being here, I miss my family, friends, and comforts of home. I plan on going to graduate school. Right now my goal is to get an M.P.A. in International Management. I intend to keep on working on my Russian until I am fluent, and hopefully I will be able to put it to use in my future work. Living abroad is definitely an option. This is my third time in Russia and I have a feeling it won't be my last".

For more information:

Cross Cultural Solutions: <http://www.crossculturalsolutions.org/>

American Home in Vladimir: <http://www.serendipity-russia.com/home.htm>

**AATSEEL Needs
Newsletter Column
Editors & Contributors**

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

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

Technology & Language Learning

The AATSEEL Newsletter is looking for an editor for Technology & Language Learning to replace Jeannette Owens, who did a fine job of editing this column for the past few years. If you are interested in editing this column or want more information, please contact Betty Lou Leaver, editor (Leaver@aol.com), or Anna Jacobson, assistant editor (ajacobso@indiana.edu).

Ukrainian Issues

Editor: Alla Nedashkivska
(University of Alberta)

Alla Nedashkivska is on leave until March 15, 2008. Anyone with contributions for this column should send them to Betty Lou Leaver, editor (Leaver@aol.com), or Anna Jacobson, assistant editor (ajacobso@indiana.edu).

Czech Corner

Editor: Mila Saskova-Pierce
(University of Nebraska)

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

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 2007-2008. Authors and publishers are invited to submit information about their new publications.

Culture & Sociology

- Blum, D. W. 2007. *National Identity and Globalization: Youth, State, and Society in Post-Soviet Eurasia*. Cambridge, UK: Cambridge University Press.
- Borenstein, E. 2007. *Overkill: Sex and Violence in Contemporary Russian Popular Culture*. Ithaca, NY: Cambridge University Press.
- Bridger, S. 2007. *Women in the Soviet Countryside*. Cambridge, UK: Cambridge University Press.
- Chalif, L. 2007. *Russian Festivals and Costumes for Pageant and Dance*. Kessinger.

Continued on page 12



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

Alina Israeli
(*American University*)

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

Q. Would you like to comment on the use of the predicative nominative vs. instrumental in sentences with **быть** in the past or future, e.g.

1. Собака, которая охраняла дом, была сердитая/сердитой.
2. Глаза у нее были красивые/красивыми.
3. Я буду тогда некрасивая/некрасивой.

Wade mentions this phenomenon on p.165, saying that the nominative is “colloquial”, while the instrumental is “typical of the written style”.

A. It is true that instrumental is more common in higher styles, but the reasons are not stylistic.

The main difference is that instrumental signals some kind of limitation while nominative means permanent feature. So if we look at the first sentence, Собака, которая охраняла дом, была сердитая means that the dog by its nature was mean; it was a characteristic of the dog. On the other hand, Собака, которая охраняла дом, была сердитой means that at the particular time described the dog was mean. In other words, this would be **limitation in time**.

Consequently, speaking of permanent features, one is more likely to use nominative:

Ящик **был металлический** и очень тяжелый, но крышка откинулась без труда. (www.lib.ru/INOFAANT/STEWART_M/merlin_2.txt)

олень **был белый** и всегда ходил в одиночестве из-за своего высокомерия и королевской стати. (www.newethnic.ru/home/keltte/olenne/index.htm)

Дом **был кирпичный, двухэтажный**. (www.minsk-old-new.com/minsk-2844.htm)

But when speaking of a building that does not exist anymore one would use instrumental:

Поиск людей под завалами осложнялся тем, что **взорванный дом был кирпичным**... (www.ng.ru/events/1999-09-14/terrorist.html)

There may be other forms of limitation: **scope limitation**, for example. It may be that only **part of the total** has that feature (in this case it is up to the speaker to choose the case for the rest, since after all it also a part of the total; nominative makes it look more “whole”):

Первый этаж - был кирпичным, второй и третий - деревянные. (www.dombai.info/story/s_boublik.shtml)

The limitation could mean that the expression of some particular quality is **limited to a person or a group of people**. This is particularly so with adjectives that do not have to represent a permanent attribute of the object.

A permanent quality is in nominative:

Он **был добрый** и противостоял Сталину. (www.vk-smi.ru/2004/decem04/vkdec0101.htm)

Its counterpart is in instrumental; all it says is that Grandpa was kind towards Leka:

Дед **был добрым**. Лека знал точно. (А. Лиханов. Звезды в сентябре)

Consequently the original sentence about the dog with instrumental can mean that ‘as far as I am concerned (or the character that dealt with the dog) the dog was mean’.

A similar comparison can be made regarding a house. A house that is objectively large (or at least one that the speaker thinks that it is objectively large) will be described with the nominative. This is the kind of description that we find in guide books and ethnographic descriptions:

Дом был большой, с большими высокими комнатами и закрытым балконом вокруг дома, и с лестницей в сад, и с двумя небольшими балконами по обеим сторонам дома. (www.peoples.ru/family/dynasty/trubetskaya/)

A house that has some limitations or that is seen from the point of view of the speaker will be described using instrumental:

Дом был большим, но не имел никаких удобств. (www.baby.ryazan.ru/methods.html)

Его **дом был большим**, хотя и не окружен рвом, но комнаты после Эльсинора казались низкими и тесными. (www.lib.ru/INPROZ/APDAJK/updike_gertruda.txt)

Дом был большим и вместительным настолько, что во время зимних императорских звериных охот 1862-1864гг. в нём останавливался сам император Александр II с великими князьями. (<http://ethics.narod.ru/articles3/archeology.htm>)

In other words, in the last example it is the house’s relational quality, its function that is important, not its absolute quality.

There could be **place limitation**. It could be literally:

Проект для Новосибирска **был грандиозным**. (academgorodok.ru/applications/social.php?set=street&id=8)

In other words, in Moscow it may not have seemed so grandiose. Or place stands for place and time, as in the following explanation as to why the soccer team is not as good any more compared to when it was in Mexico:

- В первую очередь, мне кажется, что здесь у нас соперники посильнее. Во-вторых, наша команда в Мексике **была более сыгранной**. (Наконец-то заговорила наша атака. «Советский спорт», 21.VI.88)

Naturally, there are adjectives that are always or primarily relational, not absolute, as well as adjectives that describe some entity subjectively, in a way that only the experiencer would know about first-hand. Such adjectives in combinations with the nouns that reflect their non-universal or subjective quality are most likely to be used in instrumental. For example, the mother tongue is individual for each specific person. But again in the article about people we find instrumental, that is language is seen through the prism of a group of people:

Между тем смущался г-н Танюк напрасно. Русский язык **был родным** для многих деятелей украинского движения. (www.pr-expert.net/telegraf/material.php?id=5613&nomer=271)

But when the author of a text and are at issue, nominative is used.

Это вопрос тому, кто написал английский текст. Наверное **для него язык был родной**. Поэтому, увы, оригинал не обсуждается. (www.multitrans.ru/c/m.exe?a=ForumReplies&MessNum=117128&l1=1&l2=2)

There is another meaning or usage of nominative which is often mentioned: The object is discussed as (or as if) observed at that particular moment. Clearly this should be said about adjectives that do not have a permanent quality. So if one says:

Я подумал, а смогу ли добежать до Мариуполя. Попробую. Конкретного дня не намечал, **погода была плохая**, то дождь, то холодно, то ветер. (www.roller.com.ua/p60.htm)

the speaker is a witness who is not claiming that the weather had any impact on him. On the other hand, in the following example with instrumental there is direct impact of the weather:

Самолет готовился идти на посадку, но **погода была плохой**, и его затрясло. (www.geocities.com/lady_freckle2/fanfictions/tom_ru1.htm)

True, not all examples explicitly show the impact, but by keeping in mind that instrumental conveys the idea of

impact, one can better understand the message of less explicit sentences as well.

To sum up: Speaking of a moment in time one would use nominative:

Лицо у нее было усталое и бледное, а маленькая горячая рука, данная для рукопожатия, как будто просила помощи. (novayagazeta.ru/data/2005/66/30.html)

Удивительное лицо у нее было в тот момент, когда она подбежала: было видно, что она сострадает, ... (<http://www.zn.ua/3000/3760/45545/>)

When there is emphasis on change or a non-permanent state one would use instrumental:

Она лежала молча, **лицо у неё было бледным и отрешённым**. (zhurnal.lib.ru/n/nalbandjan_karen_eduardowich/vozvrawenie_v_arkanar.shtml)

When the statement is made about a permanent feature one would again use nominative:

Лицо у нее было благородное. (www.bab.newmail.ru/text9/txt_0965.htm)

We could view the distinction as point (nominative) vs. span (instrumental) vs. all of time/permanent state (nominative). Or we could say that instrumental implies comparison or change.

Going back to sentence (2) Глаза у нее были красивые/красивыми, nominative would be used in a typical description, while instrumental would signal that some other part of her face was ugly.

There is one more interesting distinction between these two cases. When describing a group, instrumental makes the participant one among equals in the group, while nominative make him/her distinctively different. This is best seen with adjectives such as старший, первый and the like. So a discoverer would be described using nominative:

Я [блочков] **был первый**, применивший для освещения трансформаторы, которые в вышеописанной схеме включались у него вместо конденсаторов. (www.biografija.ru/show_bio.aspx?id=140149)

The speaker could also make a deliberate distinction between himself and the others:

Но я **был первый**, и это мне было важно. (http://www.lib.ru/PROZA/BAKLANOW/r_perwenstwo.txt)

But when the person is one individual in a row of people and the ranking is not important, instrumental is used, as in the answer of Tsiskaridze, whose interviewer and the audience know that there were many other partners who danced with Volochkova:

— Отчего же все танцовщики Большого отказались быть ее [Волочковой] партнерами?

— Ну, не все... Когда Настя перешла в Большой, я был **первым и единственным**, кто довольно долго танцевал с ней несколько спектаклей, ... (http://www.pr.bolshoi.net/person/sbsd_z_0810.htm)

Instrumental underscores that the person was just like the others, except for the ranking while nominative juxtaposes him to the others due to the ranking.

A note. I am currently working on a one volume collection of past columns, which will be published by Slavica. Meanwhile, as always, please keep the questions coming! A.I.

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Recent Publications Continued

Continued from page 9

Davis, J. 2007. *The Russians and Ruthenians in America: Bolsheviks or Brothers?* Kessinger.

Gerson, J., ed. 2007. *Sociology Confronts the Holocaust: Memories and Identities in Jewish Diasporas*. Durham, NC: Duke University Press.

Johnson, E. 2007. *Dreaming of a Mail-Order Husband: Russian-American Internet Romance*. Durham, NC: Duke University Press.

MacFadyen, D. 2007. *Russian Culture in Uzbekistan: One Language in the Middle of Nowhere*. Taylor & Francis.

Smorodinskaya, T., Evans-Romaine, K., & Goscilo, H. 2007. *Encyclopedia of Contemporary Russian Culture*. London: RoutledgeFarmer.

Williams, H. P. 2007. *A Social Study of the Russian German*. Kessinger.

Economics

Folkmanis, A. J. 2008. *Energy in Poland: Between Russian and EU Markets*. GMB Publishing.

Swain, M. 2008. *Collective Farms which Work?* Cambridge, UK: Cambridge University Press.

Education

Bain, O. 2007. *University Autonomy in the Russian Federation Since Perestroika*. Taylor & Francis.

David-Fox, M. 2008. *Academia Upheaval: Origins, Transfers, and Transformations of the Communist Academic Regime in Russia and East Central Europe*. Information Age Publications.

History

Breyfo, N. 2007. *Peopling the Russian Periphery: Borderland Colonization in Eurasian History*. London: Routledge.

Continued on page 20



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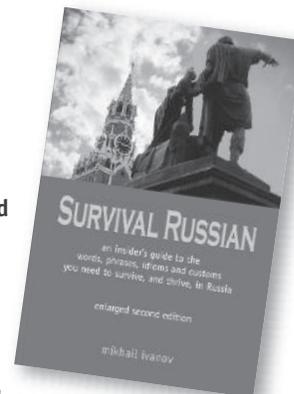
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Graduate Student Forum

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

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

Announcement: New Editor of the Graduate Forum; New Author on the Board

As the current editor of the Graduate Forum, I have enjoyed working on this column very much. This fall, I will be leaving this position to concentrate on my dissertation and the job market. I would like to thank the contributors to the Graduate Forum -- both the board members and those faculty who served as our guest authors. Their insights into our profession and the field and their personal perspectives on the issues raised by students' questions are a valuable resource to our graduate student readers. This is time away from their research, teaching and administrative obligations--in exchange for creating mentorship and community for our readers. Many questions posed here deal with thorny ethical and practical issues, and I am grateful for the time and thought that our authors spend on these questions.

I would also like to introduce Nina Wieda, the new editor for this column. Nina is a fellow graduate student in the department of Slavic Languages and Literatures at Northwestern. A poet who writes in Russian and winner of the Esenin poetry prize, she is also the author of several articles on Chekhov and two book publications concerning

Russian language teaching. Her dissertation research is on the esthetics of wastefulness in 19th- and 20th-century Russian prose. Nina's term takes effect in December 2007. Please send your inquiries to her at ninawieda2008@u.northwestern.edu.

We also have a new author, Professor Margaret Beissinger. Professor Beissinger teaches in the Department of Slavic Languages and Literatures at Princeton University. Her research is gloriously wide-ranging and concerns Balkan oral traditions, Romani (Gypsy) culture, oral epic, and Balkan languages and literatures. We are delighted that Professor Beissinger is able to join the board of faculty and look forward to her entries.

Lastly, I would like to encourage our graduate student readers to keep sending their questions to this column. The Graduate Forum is an opportunity to pose a practical or theoretical question--even a thorny or problematic one--to a seasoned faculty member. You can ask questions on graduate school concerns, pedagogical issues, applying for jobs, or the field as a whole, all while maintaining your anonymity. In a sense, it's like having an occasional advisor to fill in gaps or add another perspective to the advice one already receives. So send your questions to Nina, and she will send them onward!

Olga Livshin

*Editor: Nina Wieda
Northwestern University*

Editor's Note: This issue's question is being responded to by two of our advisors: Thomas Beyer, Middlebury College and Margaret Beissinger, Princeton University.

"How important are people skills (e.g., building lasting relationships through networking) in the job search? As an Introvert, I find that I am more attracted to research than to interaction with people and as a result have not been able to do a very good job of networking. Will this disadvantage me in contrast to students who are better networkers? Do you have any suggestions for how someone like me can improve the chance of being hired?"

Response by Thomas Beyer

This is really a two-part question. How important is networking in identifying and obtaining a position? What "people skills" are required in the job interview process and in one's professional life as scholar and teacher?

Networking all by itself is not likely to get you a position. But keeping in touch with faculty advisors, department chairs and department assistants can often match your strengths with potential employers and unexpected opportunities. Be sure all of these people know of your active interest and how you can be reached on short notice.

The second more important aspect of "people skills" is the reality that you may be given as little as twenty minutes to impress the interviewer or committee that you will be a valuable addition to their program. Next, if you are successful, there will come an on campus visit, where you will interact with future colleagues, students and administrators.

At my own undergraduate college we are interested in finding future scholars to be sure, (a colleague who will eventually publish and receive a favorable tenure review), but more importantly we need a person who will excite, inspire, and engage undergraduate students. A potential colleague must have a fiery passion for TEACHING,

for promoting LEARNING by eager young minds.

The current generation has been highly stimulated by technology. Today's students expect and demand high energy, energizing, interactive instruction and direction. Most if not all of us will be asked to teach Russian language as well as literature to undergraduates, regardless of the institution. You should be preparing yourself for those challenges now!

Take time out for a chat and a cup of coffee with faculty advisors. Visit the department office and make the acquaintance of the very important department assistant. Do some mock interviews with fellow students. Check with your Career Services office for its resources. Ask to visit and observe a variety of classes. Think of who you are and who you want to be in the classroom, as well as in the library. Play and experiment with the technology to connect with the generation you will be instructing. Be yourself, but find ways to communicate effectively the real you to others.

Thomas R. Beyer
Middlebury College

Response by Margaret Beissinger

A balanced combination of evidence of research and publishing, teaching experience, and people skills is the ideal situation for someone on the job market. Some types of networking and connection-building, especially when seen from the outside, can be a bit intimidating. Some people just love the schmoozing; they seem to thrive on it. Others are almost turned off by it. To be honest, I think that some degree of it is necessary, but I also think that there are a variety of ways to do it, and some ways are likely to be more attractive to someone who is introverted than others. It seems that some people incessantly network and yet don't land the jobs they want; in other words, networking alone is not the answer. In the end, research, publishing, and teaching are more important than networking in terms of getting and keeping a job.

The people skills part of interacting with other scholars as you start out on

the job market is often crucial to making sure that you make yourself memorable to scholars who are important to you and your future. So, people skills should be cultivated to some extent, that is, skills that build lasting relationships and bonds. In most cases, it is to your advantage and even logical to know some of the specialists in your field (especially in Slavic, which represents an overall small community of scholars in North America), and you most likely will want to know them anyway if you are informed about and interested in other work that relates to yours. In some ways, it's intellectual curiosity to be in touch with scholars who do what you do; networking can intensify your own knowledge of your research interests.

I think that students need to feel they have the support and guidance of scholars in the field: first of all, of course, from their own university (e.g., their main professors and dissertation adviser), and secondly from a few scholars in other universities. It is definitely helpful as you embark on the job search to have a few anchors in the larger academy—people from outside of your immediate circle who know and support your work. So, to answer your second question, yes, I think that if other students “network,” that is, establish connections in the field, and you don't, you may be—at least in some cases—somewhat at a disadvantage. But I also think this shouldn't be overemphasized since when job interviews happen, it's not really whom you know that determines whether you get a job but rather to what degree you are beginning to build a publication record, how you demonstrate your expertise, and how well your job talk goes.

As to suggestions for how someone who is introverted can improve the chances of being hired, I think being genuine—even if that means not being the smoothest people person—is super important. Pushing yourself to be someone you aren't in terms of building social connections is not convincing. But being present and participating at conferences—passively at first, maybe, and then gradually more actively—is important. Start giving papers and meet-

ing people by the time you are working on your dissertation and thus have an intellectual field staked out. Submitting abstracts for panels or organizing panels yourself is a great way to get yourself right in there with people in your area. It's a way of bringing to their attention your work and yourself as a person. Send professors whom you'd like to get to know papers or articles by you (and contact them before conferences and suggest that you meet them briefly). This may be more easily said than done for the introverted but once you get up the nerve to carry through with it, it can be very gratifying (using email and the internet as an initial way to make your name familiar is especially handy—even ideal—for students who prefer more passive ways of meeting other people).

In short, while nothing can replace research, publishing, and teaching, networking—becoming familiar with other scholars in a way that is comfortable for you—can help you to know people in your field who can genuinely support and advise you, as well as influence positively your job search.

Margaret Beissinger
Princeton University

Sending News to the AATSEEL NL

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

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

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

PSYCHOLOGY OF LANGUAGE LEARNING

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

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

An overview of spontaneous English verbal importations into the speech of Russians in North America (linguistic outcome of a contact situation)

Julia Mikhailova

University of Toronto

julia.mikhailova@utoronto.ca

A few years ago I was in a Russian deli and heard the following exchange between two native speakers:

– Взвесьте мне паунд чизу ‘Weigh for me a pound of cheese’.

– А вам послайсать или целым писом? ‘Do you want it sliced or as one piece?’

This bothered me because they were using English words where there are perfectly fine Russian equivalents: сыру, нарежьте, куском. At that time that manner of speaking seemed sloppy and careless to me. Later I noticed that such importations are not only common in the conversations among bilingual Russians, but I had begun doing it myself. It started as a game perhaps one born of laziness, but after a while certain habits developed, and spontaneous importations were difficult to filter out when for instance, I was teaching my advanced-level Russian class and couldn't immediately access the correct way to say ‘to log in’ in Russian войти в систему доступа, and just produced Вам надо сначала залогиниться.

Why do members of the minor (Russian in this case) speaking community tend to mix their native language with the dominant (English in this case) one and nativize it, using the roots of

the dominant language and adding Russian morphology? What is the reason for replacing a sufficient self-standing everyday usage Russian verb with an English equivalent such as дронуть as in дронуть класс ‘to drop a class’ instead of ‘бросить курс’, фиксовать проблему ‘to fix a problem’ but not ‘решить проблему’, вычекнуть книги из библиотеки ‘to check out books from the library’ instead of ‘взять’, стартовать машину ‘to start the car’ instead of ‘завести машину’, нашредить сыру ‘to shred cheese’ for ‘натереть сыру’, заряджить телефон ‘to charge a phone’ for ‘зарядить телефон’, от забукировать комнату ‘to book a room’ rather than ‘забронировать комнату’? All of the preceding examples came from a study of conversations overheard among Russian NS in their mid 20s to 30s, who were Graduate Teaching Assistants at North American Universities.

Most borrowings, associated with distant¹ contact are motivated by ‘need’ (to fill in the lexical gap in L1 for the borrowed things and concepts) and ‘prestige’, but what if there is no need and speakers do it anyway?

I noticed a fascinating phenomenon in the speech of other Russian bilingual speakers: not only do they easily replace Russian verbal roots with English ones and then add Russian prefixes and suffixes but also they are selective about the lexical items they replace. It is as if RNS take a preference to import

1 Distant contact means communities of monolinguals most of whom have little or no direct contact with speakers of other languages. In distant contact, foreign influence maybe introduced into the language by individuals who travel, by mass media, or through language teaching at school (Winford, 2001: 26)

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

only certain English verbs over the others. For example, why do you hear послайте ‘slice’, but probably have never heard something like гивните ‘give’ or уейтните ‘weight’ мне....? In all likelihood probably the answer of choice in this particular example lies in particularities of norms and cultural differences, such as the fact that in Russia cheese or kielbasa was sold as a piece and whether or not to slice was never an issue. If so such an importation can be considered a borrowed concept, yet Russian has a verb ‘to slice’ нарезать which would have worked fine.

This larger question of how Russian bilinguals select the lexical items for importation is one I hope to study one day. But within the parameters of my current research I was able to look only at the choices speakers make in assigning suffixation and prefixation.

In my pilot study I found that in many cases speakers assign the verbal features (morphology, conjugation and aspect) of the corresponding Russian verb to English verbal importations. Though the most productive derivational suffixes were Impr: – ова/ -ева/ -ирова/ –а/ -и/ (дропать класс ‘to drop a class’, дринькать ‘to drink’, драйвовать ‘to drive’, перенайтовать ‘to have a sleep over’, стартовать машину ‘to start a car’, градуироваться ‘to graduate’, смикшеваться ‘to mix’, залогиниться ‘to log in’) and a Perf: – ну (дропнуть ‘to drop’, дринькнуть/ дринькануть ‘to drink’, кликнуть ‘to click’, стракнуть ‘to struck’, чекнуть ‘to check’, залокнуть ‘to lock’)², attempts to look at corresponding existing Russian verbs, their conjugation, verbal suffixes and the phonetic environment in which these suffixes occurred were not always successful in predicting exactly which verbal Impr. suffix will be

2 Note that some importations were based on an English root and some on a combination of the root and preposition, some English verbs acquired the reflexive suffix.

chosen by RNS, for example, whether they will say *аскать* or *асковать* 'to ask', *дринькать* or *дриньковать* 'to drink', *чатовать* or *чатиться* 'to chat', *драйвить* or *драйвовать* 'to drive'.

The choice of prefixes on the other hand was clear: spontaneous importations were formed by analogy with Russian verbs (prefixes were Russian but the roots were English), compare: *забанить* – 'запретить', *надринькаться* – '*напиться*', *перенайтовать* – '*переночевать*', *отланчевать* – '*отобедать*', *полукать* – '*посмотреть*', *залокнуть* – '*закрыть*'.

What becomes frustrating is when such spontaneous and contagious importations effortlessly emerge in the speech of heritage learners (HL) of Russian. Though social factors promoting the process of importations³ into the speech of bilinguals (see Winford 2003) may be various, HL such as those in Toronto or NYC are especially susceptible to these kinds of spontaneous importations precisely because of the fact that they live in large communities of other heritage speakers and utilize both English and Russian in many cases seamlessly. I have found this often leads to resistance on their part as to what the correct Russian word is. This is a unique situation in a language class and can confuse other L2 learners and HL alike. A language teacher needs to focus on such barbarianism and to fight them immediately. The following are some strategies I have developed to address this issue in my class. One strategy is to have focus on meaning exercises throughout the course include peer correction; though some L2 and HL learners sharing the lexicon may not recognize incorrect vocabulary. Another approach is gearing meaningful and semi-communicative exercises to identifying such incorrect tokens and working on their correct usage. Still it can be rather difficult to predict what English words will be produced

3 I do not refer such verbs to borrowings since in linguistics the term borrowing is used to refer to the instance of adaptation of words from one language into another in a monolingual community.

in the speech of HL. If there is a high occurrence of russified English words in certain classes, teachers might collect a list of misused lexical items, provide their Russian equivalents, and create exercises around them. For example, meaningful exercises might resemble an input⁴ enhancement technique proposed by Sharwood Smith (1993). However, when fighting English importations in the speech of HL, teachers might use a negative input enhancement technique, that is mostly common importations are put in bold, and students are asked to replace them with Russian equivalents. A variation of the previous activity could be an exercise that asks students to find and circle all lexical items used incorrectly in a certain text and then to provide a correct Russian variant. Semi-communicative exercises might be done through cued dialogues (cards that prompt students in English to ask questions and give responses or to express certain ideas in the target language) and role-plays (cards that ask students to act out a certain situation in Russian). However, one of the most important conditions that will promote successful language learning and facilitate correct language usage is the amount of positive language input that learners are exposed to and students' motivation to use appropriate lexicon.

Below is an example of a meaningful exercise that includes an anecdote with a lot of English importations (which I overheard from HL and Russian Immigrants). I ask students to identify importations and provide proper Russian variant.

Your Russian friend Igor now studies in America and likes writing you messages in a chat-room. Here is one of his messages to you. Find all the words imported from English and replace them with appropriate Russian variants.

4 In input enhancement technique learners see positive input in the written form, and the linguistic tokens to be learnt are made noticeable to students through some kind of typographical enhancement, such as boldfacing.

Привет, как здорово, что я могу с тобой чатиться. Ты знаешь, вчера мы праздновали День студента и, конечно, безумно надринькались с друзьями так, что я про всё забыл. А сегодня утром я проснулся после обеда и понял, сколько мне надо сделать! Во-первых, сегодня ведь последний день, когда можно дропнуть класс. Во-вторых, мне надо подать документы, чтобы градуироваться весной, в-третьих, сегодня дэдлайн, и мне надо распринтовать пэйпер, и в-четвёртых, ещё надо окешить чек, чтоб заплатить за рент.

Ну вот. Открыл я компьютер, хотел дропнуть класс по интернету, но почему-то не смог залогиниться. Компьютер мой пароль не эксэптовал и сказал, что проблему пароля можно фиксовать только персонально в компьютер центре. Ладно, тогда я решил риньгануть в офис оф реджистрарс и дропнуть класс по телефону, но оказалось, что я забыл вчера зачарджить телефон, и батарейки сели за ночь. А чаржджер не мог найти нигде. Ну что, - подумал я, - придётся мне драйвить в универистет, пока офис ещё не закрылся. Ну, и что ты думаешь? Сел я в машину, а она не стартуется! Оказалось, мы вчера всю ночь по хайвею драйвили и спалили весь гас. Ну я бегом в универсиете, а там опять проблема. В офисе меня аскают: «Где твоя студенческая карточка?», я полукал полукал во всех карманах, мать честная, я её в машине забыл. Побежал к машине и понял, что я её залокнул, а ключ внутри. После этого я решил, что надо забанить любые партиз до конца семестра, а то меня точно выкикнут из университета.

In conclusion, speakers rely on the rules of their native grammar and use its available inventory to adapt spontaneous importations. However, there is no apparent pattern guiding the suffixation and conjugation choice of English-Russian verbs, as well as choice of English verbs to be imported into the flow of a spontaneous conversation among bilinguals. The reasons for importations might be various. While

we're able to understand how Russians use their importations to some degree, how they choose which words they'll sacrifice or not is still awaiting conclusive data. This does not mean that for linguists the sound of сквизануть as in сквизануть через толпу (to squeeze through a crowd) for протиснуться will cease to hurt the ears anytime soon.

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Member News

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

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

Keith Blasing kmbiasing@wisc.edu

Julie A. Buckler Receives MLA Award

New York, NY – 3 December 2007 – The Modern Language Association of America today announced it is awarding its seventh Aldo and Jeanne Scaglione Prize for Studies in Slavic Languages and Literatures to Julie A. Buckler, of Harvard University, for her book *Mapping St. Petersburg: Imperial Text and Cityshape*, published by Princeton University Press. Olga Matich, of the University of California, Berkeley, received honorable mention for *Erotic Utopia: The Decadent Imagination in Russia's Fin de Siècle*, published by the University of Wisconsin Press. The prize is awarded biennially for an outstanding scholarly work on the linguistics or literatures of the Slavic languages, including Belarussian, Bulgarian, Croatian, Czech, Polish, Russian, Serbian, Slovak, Slovene, and Ukrainian.

The prize, which consists of a \$2,000 check and a certificate, is one of eighteen awards that will be presented on 28 December 2007 during the association's annual convention, held this year in Chicago. The members of the 2007 selection committee were Vitaly Chernetsky (Harvard Univ.), chair; Gabriella Safran (Stanford Univ.); and Barry Scherr (Dartmouth Coll.). The committee's citation for the winning book reads:

Julie A. Buckler's *Mapping St. Petersburg* provides fresh and insightful analysis of the role of Saint Petersburg in the Russian cultural imagination. Buckler brings a breadth of scholarship to her investigation of this well-studied city, using little-known as well as familiar texts and juxtaposing architecture knowledgeably with literature. Rather than privilege a few leading figures or works, she elucidates the complex, seemingly amorphous "middle," the ordinary Saint Petersburg that gave shape to the ultimate image. Weaving together urban legends, travel writing, and high and low literature, she creates a rich and illuminating cultural geography of Russia's most literary city. Julie A. Buckler is a professor in the Department of Slavic Languages and Literatures at Harvard University. She received her PhD from Harvard and her BA from Yale University. Her first book, *The Literary Lorgnette: Attending Opera in Imperial Russia*, was awarded Best Work of Literary and Cultural Criticism for 2000 by the

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AATSEEL Publications Committee. Her essays have appeared in journals such as *Comparative Literature* and in anthologies such as *Yuri Lotman and Cultural Studies* and the forthcoming *Preserving Petersburg: History, Tradition, Memory, and Loss*. She is the recipient of a Radcliffe Institute Fellowship and an Everett Mendelsohn Excellence in Mentoring Award from the Harvard Graduate Student Council.

The committee's citation for Matich's book reads:

Olga Matich's *Erotic Utopia: The Decadent Imagination in Russia's Fin de Siècle* reveals that at the turn of the twentieth century Russian writers fantasized about apocalyptic redemption achieved through an eroticism that led neither to consummation nor procreation. Examining prose, poetry, letters, diaries, portraits, and philosophical tracts and situating her writers in the context of contemporary psychology, Matich shows that the vision of erotic utopia intrigued not only writers who publicized their unconventional love lives (such as Zinaida Gippius and Aleksandr Blok) but also Lev Tolstoy and the philosopher Vladimir Solov'ev. The result is a startling and persuasive tour de force.

Olga Matich is a professor of Slavic languages and literatures at the University of California, Berkeley. She was previously affiliated with the University of Southern California. Her interests in Russian modernism and the avant-garde, especially its paradoxical utopian experimentation with sexuality, the body, and gender, are already reflected in her first book, *Paradox in the Poetry of Zinaida Gippius*. Her approach to the avant-garde in Russia is expressed in *Laboratory of Dreams: The Russian Avant-Garde and Cultural Experiment*, coedited with John Bowlt. She organized a major conference on Russian émigré literature and edited the resulting volume, *The Third Wave: Russian Literature in Emigration*. Her articles have appeared in such journals as *Slavic Review*, *Russian Literature*, and *Novoe Literaturnoe Obozrenie*. She is currently working on a book titled *Petersburg/Petersburg: Novel and City*

and collaborating on an accompanying Web site, *Mapping St. Petersburg*.

The MLA, the largest and one of the oldest American learned societies in the humanities (est. 1883), exists to advance literary and linguistic studies. The 30,000 members of the association come from all fifty states and the District of Columbia, as well as from Canada, Latin America, Europe, Asia, and Africa. *PMLA*, the association's flagship journal of literary scholarship, has published distinguished scholarly articles for over one hundred years. Approximately 9,500 members of the MLA and its allied and affiliate organizations attend the association's annual convention each December. The MLA is a constituent of the American Council of Learned Societies and the International Federation for Modern Languages and Literatures.

The Aldo and Jeanne Scaglione Prize for Studies in Slavic Languages and Literatures, awarded under the auspices of the MLA's Committee on Honors and Awards, was presented for the first time in 1995. That year's winner was Robert Maguire, of Columbia University; honorable mention was given to Monika Greenleaf, of Stanford University. In 1997 the award went to Alexander M. Schenker, of Yale University. In 1999 the award was given to Harriet Murav, of the University of California, Davis. The award in 2001 was given to Gabrielle Safran, of Stanford University. The 2003 award was given to Irina Sirotkina, of the Russian Academy of Sciences. The most recent award, presented in 2005, went to Vladimir E. Alexandrov, of Yale University, with an honorable mention going to Harsha Ram, of the University of California, Berkeley.

Other awards sponsored by the committee are the William Riley Parker Prize; the James Russell Lowell Prize; the MLA Prize for a First Book; the Howard R. Marraro Prize; the Kenneth W. Mildener Prize; the Mina P. Shaughnessy Prize; the MLA Prize for Independent Scholars; the Katherine Singer Kovacs Prize; the Morton N. Cohen Award; the MLA Prizes for a Distinguished Scholarly Edition and

for a Distinguished Bibliography; the Lois Roth Award; the William Sanders Scarborough Prize; the Fenia and Yakov Leviant Memorial Prize in Yiddish Studies; the MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies; and the Aldo and Jeanne Scaglione Prizes for Comparative Literary Studies, for French and Francophone Studies, for Italian Studies, for Studies in Germanic Languages and

Literatures, for a Translation of a Literary Work, for a Translation of a Scholarly Study of

Literature, and for a Manuscript in Italian Literary Studies.

The Aldo and Jeanne Scaglione Endowment Fund was established and donated by Aldo Scaglione to the MLA in 1987. The fund honors the memory of his wife, Jeanne Daman Scaglione. A Roman Catholic, Jeanne Daman taught in a Jewish kindergarten in Brussels, Belgium. When deportation of Jews began in 1942, she helped find hiding places for 2,000 children. She also helped rescue many Jewish men by obtaining false papers for them. Her life and contributions to humanity are commemorated in the United States Holocaust Memorial Museum in Washington, DC.

Aldo Scaglione, a member of the MLA since 1957, is Erich Maria Remarque Professor of Literature at New York University. A native of Torino, Italy, he received a doctorate in modern letters from the University of Torino. He has taught at the University of Toulouse and the University of Chicago. From 1952 to 1968 he taught at the University of California, Berkeley, and from 1968 to 1987 he was W. R. Kenan Professor of Italian and Comparative Literature at the University of North Carolina, Chapel Hill. In 1987 he came to New York University as professor of Italian and then served as chair of the Department of Italian. He has been a Fulbright fellow and a Guggenheim fellow, has held senior fellowships from the Newberry Library and the German Academic Exchange Service, and has been a visiting professor at Yale University, the City University of New York, and the Hu-

manities Research Institute of the University of Wisconsin, Madison. In 1975 he was named Cavaliere dell'Ordine al Merito della Repubblica Italiana. He has been president of the American Boccaccio Association and was a member of the MLA Executive Council from 1981 to 1984. His published books include *Nature and Love in the Late Middle Ages* (1963); *Ars Grammatica* (1970); *The Classical Theory of*

Composition (1972); *The Theory of German Word Order* (1980); *The Liberal Arts and the Jesuit College System* (1986); *Knights at Court: Courtliness, Chivalry, and Courtesy from Ottonian Germany to the Italian Renaissance* (1991); and *Essays on the Arts of Discourse: Linguistics, Rhetoric, Poetics* (1998).

Recent Publications Continued

Continued from page 12

Halfin, I. 2007. *Intimate Enemies: Demonizing the Bolshevik Opposition, 1918-1928*. Pittsburgh, PA: University of Pittsburgh Press.

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

Lincoln, W. B. 2007. *The Conquest of a Continent: Siberia and the Russians*. Ithaca, NY: Cornell University Press.

Language

Berlitz. 2008. *Berlitz Russian Concise Dictionary: Russian-English - English-Russian*. Berlitz.

Margulis, A. 2008. *Russian-English Dictionary of Proverbs and Sayings*. McFarland & Company.

Literature & Literary Criticism

Byford, A. 2007. *Literary Scholarship in Late Imperial Russia, 1870s - 1917: Rituals of Academic Institutionalism*. Maney Publishing.

Gerber, A. 2007. *Great Russian Animal Tales: A Collection Of Fifty Tales*. Kessinger Publishing.

Continued on page 22

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.

Winners of the 2007 Zora Kipel Prizes for Publications in Belarusian Studies

The North American Association for Belarusian Studies (NAABS) and the family of Zora Kipel are pleased to announce the winners of the 2007 Zora Kipel Memorial Prize competition for publications in Belarusian studies. The \$500.00 book prize has been awarded to Hanna Kislicyna (Belarusian State University, Miensk) for her groundbreaking critical study of recent trends in Belarusian literature, *Novaja litaraturnaja situacyja: zmiena kulturnaj paradyhmy* [The New Literary Situation: A Shift in the Cultural Paradigm] (Miensk: Lohvinaŭ, 2006). The winner of the \$200.00 article prize is Andrij Danylenko (Pace University, New York) for his article "'Prostaja mova', 'kitab' and Polissian standard" (*Die Welt der Slaven* LI, 2006), which presents an innovative approach to the question of the linguistic status and dialectal basis of the East Slavic 'ruski jazyk' and 'prostaja mova' employed as administrative and literary languages in the Grand Duchy of Lithuania.

Winner of the 2007 Zora Kipel Prize for Unpublished Student Papers

NAABS and the Kipel family are delighted to announce the winner of the first annual prize for outstanding unpublished student papers in Belarusian studies. This year's prize, in the amount of \$100.00, has been awarded

to Vital Harmatny, a student of history at Belarusian State University (Miensk), for his paper "Praviadziennie ahrarnaj reformy ŭ Paleskim vajavodstvie ŭ 1921-1939 hh." [The Implementation of Agrarian Reform in the Polesie Palatinate in 1921-1939], which presents an in-depth analysis, based on extensive archival research, of the interwar Polish government's attempts at agrarian reform in West Polesie (modern-day southwestern Belarus).

Call for Entries: 2008 Zora Kipel Prize Competition

The North American Association for Belarusian Studies and the family of Zora Kipel are pleased to solicit entries for the 2008 Zora Kipel Prize competition. The prizes, \$500.00 for books and \$200.00 for articles, will be awarded to the authors of outstanding new publications in the fields of Belarusian cultural studies, linguistics, literature, history and politics. Books and articles published between 2004 and 2008 in either English or Belarusian are eligible. We particularly encourage scholars based in North America to enter the competition (entrants need not, however, be members of NAABS). Winners will be selected by a panel of judges made up of NAABS officers and members. To enter the competition, please send a copy of your book or article to the following address by August 1, 2008:

Dr. Curt Woolhiser
Harvard University
Department of Slavic Languages
and Literatures
Barker Center 327, 12 Quincy St.
Cambridge, MA 02138-3804

Winners will be announced in January 2009.

Call for Entries: Zora Kipel Prize for Student Research Papers in Belarusian Studies

NAABS and the family of Zora Kipel are pleased to solicit entries for the 2008 Zora Kipel Prize for outstanding research papers in Belarusian studies by undergraduate and graduate students. Unpublished papers at least 15 pages

(double-spaced) in length, written between 2005 and 2008 are eligible for the 2008 competition. We particularly encourage undergraduate and graduate students from universities and colleges in North America to enter the competition (entrants need not, however, be members of NAABS). Winners will be selected by a panel of judges made up of NAABS officers and members. To enter the competition, please send three copies of your paper to the following address by August 1, 2008:

Dr. Curt Woolhiser
Harvard University
Department of Slavic Languages
and Literatures
Barker Center 327, 12 Quincy St.
Cambridge, MA 02138-3804

Winners will be announced in January 2009.

Zora Kipel (1927-2003): an appreciation

By Thomas E. Bird (CUNY-Queens College) (published in full in *Zapisy/Annals* (Belarusian Institute of Arts and Sciences, New York) (New York-Miensk 2004), 27, p. 7).

“Zora Kipel will be remembered by generations to come as a pioneer researcher who dedicated her life to investigating, rescuing, and helping to preserve fully and accurately the history and culture of her nation.

A member of an indomitable generation who survived the Second World War and went on to build remarkable academic and intellectual careers, she was impelled by temperament to pursue interests beyond the boundaries of any single discipline.

With a flair for responsibility and endowed with unparalleled modesty, she pursued thoroughness, authenticity, and integrity in both her personal life and professional work. Courteous and honest in her dealings with others, she was a cherished *cicerone* of close friends, visiting scholars, and far-flung correspondents -- from all of whom she won respect.”

“She made a significant contribution to the field of *Belarusica* through

her research, editing, and collecting, combined with a kaleidoscopic variety of civic and bibliotecal activities. An omniverous reader, her own research focused on literary influences. Dr. Jan Zaprudnik has chronicled her accomplishments in detail.” [please see bibliography in *Zapisy* 27 (2004), pp. 27-34].

“...Her knowledge, insight and wisdom, her warmth and friendship will be sorely missed.

May her memory be eternal!”

New Publications in Belarusian Studies

Беларусь і беларусы ў прасторы і часе. Зборнік да 75-годдзя прафесара Адама Мальдзіса. Пад рэдакцыяй Сяргея Запрудскага, Аляксандра Фядуты, Захар Шыбекі. Мінск: Лімарыус, 2007.

Білорусько-український словник. Півторак Г.П., Скопненко О.І.; За ред. Г.П. Півторака. – К.: Довіра, 2006.

Чернявская, Юлия. Белорус о себе. Этнический образ белоруса в сказках // *Die Welt der Slaven*. LII. 2007. 2. S. 312–333.

Этнокультурные и этноязыковые контакты на территории Великого княжества Литовского. Материалы международной научной конференции. Ред. Ю.Будрайтис, М.В.Завьялова, Е.Л.Назарова. Москва: Новое издательство, 2006.

Christophe v. Werdt. *Stadt und Gemeindebildung in Ruthenien. Okzidentalisation der Ukraine und Weißrusslands im Spätmittelalter und in der frühen Neuzeit.* Wiesbaden: Harrassowitz, 2006.

Jankowiak, M. Białorusini na Łotwie – współczesna sytuacja socjolingwistyczna na przykładzie rejonu krasławskiego // *Acta Baltico-Slavica*. XXX. Warszawa 2006. P. 541–556.

Lizisowa, M.T. Konfrontacja pojęć prawnych w słowniku Konstantego Szyrwida i w Statutach Litewskich // *Acta Baltico-Slavica*. XXX. Warszawa 2006. P. 145–164.

Lizisowa, M.T. Językowe mechanizmy perswazji w Statutach Litewskich // *Acta Baltico-Slavica*. XXXI. Warszawa 2007. S. 141–147.

Smułkowa, E. *Spentany jenzyk, czyli o substytucji i kalkach na pograniczu językowym. Na materiale z rejonu brasławskiego na Białorusi* // *Acta Baltico-Slavica* XXXI. Warszawa, 2007. S. 283-289.

Suter, Paul. *Alfurkan tatarski. Der litauisch-tatarische Koran-Tefsir. Bausteine zur slavischen Philologie und Kulturgeschichte. Neue Folge. Reihe A: Slavistische Forschungen.* Band 43. Böglau, Cologne, Weimar, Vienna, 2004.

Valentyna Pashkevich, comp. Siarhei Shupa and Thomas Bird, eds. *English-Belarusian Dictionary.* Minsk: Z'mitser [Zmicier] Kofas, 2006.

Zinkevičius, Zigmantas. Lietuvių etnogenezė ir Gudija // *Acta Baltico-Slavica*. XXX. Warszawa 2006. P. 19–30.

Upcoming Conferences

20-21 марта 2008 г. факультет русской филологии Белорусского государственного педагогического университета им. Максима Танка проводит **Международную научную конференцию «Взаимодействие, взаимопроникновение языков и культур: состояние и перспективы».**

На конференции предполагается работа по следующим направлениям:

Язык в поликультурном пространстве.

Язык в диалоге культур.

3. Язык в условиях глобализации.

Лингвистические заимствования как отражение межкультурных и межъязыковых взаимодействий.

Межкультурная коммуникация и языковые контакты.

Проблемы межъязыковой эквивалентности.

Интернет как специфическая коммуникативная среда.

Лингвокультурологический анализ текста.

Теория и практика перевода. Перевод в диалоге культур. Компьютеризация перевода.

Национально-культурный компонент в лексике и фразеологии.

Культурологическая направленность преподавания языка и литературы.

Для участия в работе конференции необходимо до **1 февраля 2008 года** направить в адрес оргкомитета следующие материалы: заявка на участие в конференции (форма прилагается); материалы выступления в электронном варианте или на дискете 3,5 и один отпечатанный экземпляр.

Объем материалов - до 3 страниц текста (шрифт Time New Roman, кегль 14, интервал - 1,5; поля: слева - 25 мм, справа - 10 мм, сверху и снизу - 25 мм).

При подготовке материалов просим Вас учесть, что продолжительность докладов на пленарном заседании составляет 15-20 минут, на секционных заседаниях - 10 - 15 минут.

Материалы и заявку просим направлять по E-mail: baltv@inbox.ru или по адресу: деканат факультета русской филологии (ауд. 411 корпус 2), БГПУ, ул. Советская, 18, г. Минск, 220050.

Информацию о конференции в г. Минске можно получить по телефонам: +375-017-227-80-09 (Татьяна Владимировна Балущ, Валентина Тадеушевна Иватович), +375-017-200-84-85 (Василий Денисович Стариченок).

Организационный взнос для участников из Беларуси - 25 тыс. бел. руб., из стран СНГ - 15 у.е., для зарубежных участников - 20 у.е.

Образец оформления материалов:

А. А. Иванов (Москва)

РЕКЛАМНЫЙ ТЕКСТ И КУЛЬТУРА РЕЧИ

Ссылки: [1, с. 32].

Литература

1. Стариченок В.Д., Рудь Л.Г.

Культура речи делового человека: Словарь-справочник. -М.: БГПУ. 2003. - 90 с.

ЗАЯВКА

на участие в Международной научной конференции

«Взаимодействие, взаимопроникновение языков и культур: состояние и перспективы»,

20-21 марта 2008 г.

Фамилия _____

Имя _____

Отчество _____

Место работы _____

Должность _____

Ученая степень _____

Ученое звание _____

Электронный адрес _____

Почтовый домашний адрес (индекс) _____

Телефоны _____

Факс _____

Форма участия__ Название доклада

Доклад включить в научное направление _____

Нуждаетесь ли Вы в гостинице 1 -местный номер, место в 2-местном номере

Recent Publications Continued

Continued from page 20

Heteny, G. 2008. *In the Maelstrom: A History of Russian-jewish Literature 1860-1940*. Budapest, HU: Central European University Press.

Magnus, L. 2007. *Russian Folk Tales 1916*. Kessinger.

Milner, J. 2007. *A Slap in the Face!: Futurists in Russia*. Philip Wilson Publishers.

Naake, J. 2007. *Slavonic Fairy Tales: Collected And Translated From The Russian, Polish, Servian And Bohemian*. Kessinger.

Xenophontovna, V. 2007. *Folk Tales From The Russian*. Kessinger Publishing.

Military

Barany, Z. 2007. *Democratic Breakdown and the Decline of the Russian Military*. Princeton, NJ: Princeton University Press.

Dauenhauer, N. M., Dauenhauer, R. Black, L. T. 2007. *Anooshi Lingit Aani Ka/Russians in Tlingit America: The Battles of Sitka, 1802 And 1804*. Seattle, WA: University of Washington Press.

Sergeev, E. 2007. *Russian Military Intelligence: Secret Operations on Land and at Sea*. London: Routledge.

Smelser, R., & Davies, E. 2007. *The Myth of the Eastern Front: The Nazi-Soviet War in American Popular Culture*. Cambridge, UK: Cambridge University Press.

Wanke, P. 2007. *Russian Soviet Military Psychiatry, 1904-1945*. Taylor & Francis.

Pedagogy

Berberi, Y., & Hamilton, E. C. 2008. *Worlds Apart? Disability and Foreign Language Learning*. New Haven, CT: Yale University Press.

Continued on page 33

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 no 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.

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 14 through August 8. 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, 2008. CLS tuition grant (\$1,810 (8-week), \$460 (4-week)) available to all qualified applicants through April 25, 2008. 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>.

COSMOPOLITAN Educational Center, Novosibirsk, Siberia, Russia

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

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

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

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

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

We are looking for native speakers of English, German, French, Spanish and other languages, who would like to be **VOLUNTEER TEACHERS** of their language and/or Volunteer Creativity Workshop Coordinators at the Summer/Winter camps. No previous teaching experience is required. University students are eligible to apply as volunteer teachers/workshop coordinators. Teaching at the camp can also be considered as an **INTERNSHIP** with all necessary paperwork and an on-site internship supervision provided. We are looking for people who are energetic, enthusiastic, open-minded, sociable, enjoy camp experiences, are willing to share their knowledge and culture.

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

We have been running these programs for twelve years already. For the past years volunteer teachers from Argentina, Australia, Austria, Canada, China, Denmark, Fiji, Finland, France, Germany, Great Britain, Holland, Hong Kong, India, Ireland, Italy, Japan, Malaysia, Singapore, Sweden, Switzerland,

Spain, the United States of America, as well as university students and school children from the USA, Great Britain, Germany, Greece and Switzerland have participated in our summer and winter language camp programs.

The major benefits to join our program are as follows:

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

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

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

4) You don't have to be a professional teacher in order to volunteer for the program. The most important aspect is your willingness to participate and share your knowledge and culture, as well as your enthusiasm and good will. Teaching at the camp is not like an academic teaching routine, it's more like fun where emphasis is made on communication. Our school will provide you with the daily topical schedule for the classes and will be happy to assist with lesson planning and teaching materials.

University students are eligible to apply as volunteer teachers. You will gain valuable practical experience, proven ability and contacts that you can use to get a future job. Teaching at the camp can also be considered as an INTERNSHIP with all necessary paperwork and an on-site internship supervision provided.

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

6) We are dedicated to providing a student with the most excellent supervision possible. All the students are supervised and each group has a group leader who is normally responsible for between 10 - 15 students and stays with the group 24 hours a day. Everyone can expect a warm, supportive and friendly atmosphere along with professional service. Our goal is that a student has the most enjoyable and worthwhile experience possible during the stay with us. We are determined to ensure that everyone benefits fully from the interaction with other students and the staff. The Head of Studies, Psychologist, the Social Program Coordinator and the Program Director are constantly monitoring the program to assure that everyone is enjoying the stay and taking advantage of the many activities offered by the school. Parents are allowed to the program.

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

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

tour descriptions are available at request.

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

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

If 'yes' is the answer, our program is the best way for you to spend your summer or winter vacation! For further details please email cosmopolitan@rinet.su or cosmoschool2@mail.ru

Indiana University

Indiana University's 58th Summer Workshop in Slavic, East European, and Central Asian Languages will be held June 13th - August 8th, 2008, and will offer intensive first through sixth-year Russian, including cultural programming.

Besides Russian, 18 other languages will be offered including Albanian, Azerbaijani (1st & 2nd), Bosnian/Croatian/Serbian, Czech, Georgian (1st & 2nd), Hungarian, Kazakh (1st & 2nd), Macedonian, Mongolian (pending funding), Pashto (1st & 2nd), Polish, Romanian, Tajik (1st & 2nd), Turkmen (1st & 2nd), Ukrainian, Uyghur (1st & 2nd), Uzbek (1st & 2nd) and Reading Yiddish for Holocaust Research.

ALL students pay IN-STATE TUITION and FLAS and SSRC funding is available. The following languages are ACLS-funded and TUITION-FREE for grads specializing in East European studies: Albanian, Bosnian/Croatian/

Serbian, and Macedonian. Application deadline for fellowships is March 21st.

For more information contact:

Director

Ballantine Hall 502

Indiana University

Bloomington, IN 47405

812-855-2608

swseel@indiana.edu

<http://www.indiana.edu/~iuslavic/swseel/>.

University of Pittsburgh

University of Pittsburgh announces its summer immersion programs in Russian, Slovak, Bulgarian, Polish, Bosnian/Croatian/Serbian, Ukrainian, and Hungarian. The Russian Summer Language Program is an eight-week, 8-credit intensive language program (June 9-August 1, 2008) in beginning, intermediate, advanced, and fourth-year intensive Russian. Beginning Bulgarian, Hungarian 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 4-July 13), 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 22, 2008). Graduate students will be considered for FLAS fellowships which cover tuition and provide a stipend. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University of Pittsburgh

Summer Language Program in Russia

In Summer of 2008 the **University of Pittsburgh** will offer a special opportunity to combine five weeks of intensive language study in Pittsburgh (June 9-July 11, 2008) with five weeks of intensive Russian study at Moscow State University in Russia (July 14-August 15). 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 22, 2008. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University of Pittsburgh

Summer Language Program in Russia for Heritage Speakers

In Summer of 2008, the **University of Pittsburgh** Summer Language Institute offers a program for Russian heritage speakers. Participants must be U.S. citizens or permanent residents and juniors, seniors or graduate students, who are interested either in K-12 or college teaching careers in foreign language or area studies, or in applying their international knowledge to other fields such as government, the professions or international development. . All seminar participants will receive intensive advanced Russian language



So, what are you doing next? SUMMER?

SIX-WEEK INTENSIVE COURSES IN EAST EUROPEAN LANGUAGES (June 9 - July 18, 2008)

Advanced: BCS [Bosnian, Croatian, Serbian] and Slovak

Beginning and Intermediate: Bulgarian, Croatian, Polish, Serbian and Slovak

Beginning: Hungarian and Ukrainian

New Program for Super Advanced/Heritage Speakers of Bosnian/Croatian/Serbian: 1 week in Pittsburgh; 5 weeks in Sarajevo, Zagreb & Belgrade

◆ Generous scholarships available through CREES-FLAS & SLI

◆ Fellowship deadline March 22. 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 9 - August 1, 2008)

Beginning, Intermediate, Advanced, and Fourth-Year Russian

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



training for five weeks at the University of Pittsburgh, immediately followed by five weeks at Moscow State University. The seminar will provide both regular language instruction and individualized tutoring and mentoring to address heritage speakers' specific needs across the wide range of differences in literacy and fluency encountered among such speakers. The Moscow portion of the seminar will utilize local instructors, carefully designed cultural excursions, and other in-country resources to maximize the expansion of participants' linguistic and cultural knowledge. Students will earn ten college credits. The deadline for applications is March 22, 2008. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University of Pittsburgh

Summer Language Program in Bulgaria

In Summer of 2008 the **University of Pittsburgh** will offer a special opportunity to combine six weeks of intensive beginning-level Bulgarian language study in Pittsburgh (June 9-July 18, 2008) with four weeks of intensive intermediate-level study in Sofia, Bulgaria (July 21 – August 15). In the Bulgaria program, students will receive instruction and take part in a program of cultural excursions in Sofia and in other Bulgarian cities. Students will earn ten college credits for participation in the Pitt and Bulgaria programs, and four credits for Bulgaria only. Students must be at the intermediate-level to participate in the Bulgaria program without completing the 6-week course in Pittsburgh. Scholarships are available. The deadline for applications is March 22, 2008. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412)624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University of Pittsburgh

Summer Language Program in Zagreb, Sarajevo and Belgrade for Heritage Speakers

In Summer of 2008 the **University of Pittsburgh** will offer a special opportunity for heritage speakers to achieve Advanced Mastery (Professional Competence) in Bosnian/Serbian/Croatian languages. The program includes one week in Pittsburgh and a total of five weeks in Belgrade, Sarajevo and Zagreb. 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 9-July 18, 2008. Scholarships are available. The deadline for applications is March 22, 2008. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University of Pittsburgh

Summer Program 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 9-July 18, 2008 in Pittsburgh, and July 21-August 15 in Poland. Scholarships are available. The deadline for applications is March

22, 2008. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University of Pittsburgh

Summer Program 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.) Based in Modra, the program includes a tour of Slovakia, including visits to Trencin, Zilina, Martin, the High Tatras, Banska Bystrica, and Bratislava among others. To Warsaw. Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 9-July 18, 2008 in Pittsburgh, and July 21-August 15 in Slovakia. Scholarships are available. The deadline for applications is March 22, 2008. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University Of Lublin, Poland

Summer School Of Polish Language And Culture

July 7 - August 11, 2008

The UWM Program of Slavic Languages announces a 5-week summer study program at the Catholic University in Lublin, Poland. The five credit course (774-280) offers:

A course of Polish language, with 100 hours of instruction at elementary, intermediate, and advanced levels, and additional lectures on literature, history, and arts conducted in English and in Polish.

Cultural activities: Polish films, performances of music and folk groups, excursions to Warsaw, Kazimierz, and other places of interest in the Lublin area.

Additional trip to Cracow (cost \$176) and to Białowie, a National Park (\$176) during the course.

The estimated total cost of the program, including tuition (5 UWM credits), room, meals, and travel in Poland is \$2,688, plus airfare Chicago - Warsaw - Chicago.

Also available:

Two or three or four-week or five week course of Polish language, with 20 hours of language per week. 2, 3 or 4 credits, July 7--July 19 or July 26, or August 2. The same courses can also be taken from July 28 to August 9, August 16, August 23 or August 30.

Two or three or four or five-week course of *intensive* Polish language, with 30 hours of language per week. 2, 4, 5 or 6 credits.

Two or three or four or five-week course of *highly intensive* Polish language, with 35 hours of language per week, including individual tutoring. 3, 4, 5 or 6 credits.

For detailed information and application call:

Professor Michael J. Miko, (414) 229-4313 or write:

Department of Foreign Languages and Linguistics, University of Wisconsin - Milwaukee, Milwaukee, WI 53201
e-mail: mikos@uwm.edu
www.lrc.uwm.edu/tour/
fax (414) 229-2741

AATSEEL Web site

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

<http://www.aatseel.org>

EMPLOYMENT OPPORTUNITIES

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

Capable, Enthusiastic Romanian Instructors Wanted!

Berlitz Language Center, Boston

- Has the allure of teaching always pulled at you, but you are currently working in another field?
- Are you looking for a part-time position to supplement your income, but want to enjoy yourself at the same time?
- Are you looking for something where you can express your creativity and desire to interact with people?
- Do you enjoy working with children and realize the importance of exposing them to foreign languages and cultures at an early age?
- Would you enjoy working in an international environment with colleagues from all over the world, while still in your own backyard?
- Are you a parent who would love a part-time position, but need flexibility for your child/children's schedule?
- Or are you simply looking to promote your language and culture through teaching?

If you answered yes to any of these questions, why not join the company that has been helping the world communicate for almost 130 years?

Berlitz is accepting applications for instructors in the Boston metro area with the following qualifications to fill part-time positions, as needed:

- US Citizenship or permission from the US government to work
- Native-fluency in Romanian
- BA or equivalent degree/work experience
- Reliable, enthusiastic, flexible, willing to travel in local area, and outgoing

If this describes you, please contact us at the Berlitz Language Center in Boston. Please visit our web site at www.berlitz.us for more information about our company.

No teaching experience necessary. Berlitz provides complete training for our instructors and provides all materials. Work schedules are flexible. We are also seeking instructors to teach our Berlitz Kids programs.

Helping the world communicate begins with you! We look forward to seeing you!

Resident Director, Russian Flagship Program St. Petersburg

The Flagship Resident Director serves as the American Councils representative and in-country Program Director for participants on the Russian Flagship Program, an intensive language training program at St. Petersburg State University for learners already at the advanced level of proficiency in Russian. The Flagship Resident Director represents American Councils in his/her actions and words during the tenure of appointment. S/he must be available to program participants on a daily basis; observe student classes and meet

regularly with teachers, administrators, and students; and arrange group travel and cultural programs. The Flagship Resident Director must be available to participants during any emergencies that arise and must communicate regularly with the Flagship program staff in Washington, DC.

Prior to departure for Russia, the Flagship Resident Director must attend both American Councils' orientation programs: for resident directors and for participants. He/she must travel to Russia with the student group at the beginning of the program and return to Washington, DC with the group at the end of the program.

The Flagship Resident Director reports to the Flagship Program Manager and Program Officers.

Primary Responsibilities Include:

- * Serve as academic and personal counselor for American Councils program participants;

- * Serve as a liaison between American Councils and the host institute administration to ensure that the academic and cultural program proceeds as agreed;

- * Secure medical treatment for students as necessary;

- * Enforce American Councils rules as well as those of the Russian host institute;

- * Communicate regularly with the American Councils Washington office, reporting any problems regarding participants' health, academic performance, or behavior, and general group/program updates; and within two weeks of program conclusion submit a final report, program grades and test scores;

- * Ensure that in-country travel and excursion program is arranged as agreed and outlined in American Councils materials;

- * Manage program finances and submit monthly expense reports accounting for all American Councils program expenditures;

- * Coordinate program logistics, including visits from outside inspectors, and communicate logistical details to DC-based staff.

Qualifications:

- * M.A. degree or higher in Russian language or area studies or equivalent;

- * Advanced Russian language skills --written and oral (minimum 'Level 3' as defined by OPI http://www.dlielc.org/testing/opi_examinees.htm) ;

- * U.S. Citizenship Required;

- * Study, work, or extensive travel experience in Russia;

- * Experience overseeing and guiding groups;

- * Demonstrated skills in academic and personal counseling; interest in advanced level language acquisition is an advantage in this position

- * Demonstrated skills in general financial accountability

To Apply:

Send letter/resume and salary requirements to HR Department, American Councils, 1776 Massachusetts Avenue, Suite 700, Washington, DC 20036. Fax: 202-872-9178 or 202-833-7523; email: resumes@americancouncils.org. Affirmative Action / Equal Opportunity Employer.

American Councils for International Education: ACTR/ACCELS is an international not-for-profit organization working to advance education, research, and mutual understanding across the United States and the nations of Eastern Europe, Eurasia, and Southeast Europe. Its mission is to foster democratic development and civil societies by advancing education and research, cultivating leadership, and empowering individuals and institutions through learning. With a staff of 400 professionals in 17 countries, American Councils designs, implements, and supports innovative programs in education, community outreach, and scholarly research.

Country Director - Kyrgyz Republic

Bishkek

The Country Director is responsible for maintaining American Councils for International Education: ACTR/ACCELS organizational relations in the Kyrgyz Republic, overseeing internal operations, and providing overall supervision of American Councils programs in country. The Country Director coordinates all administrative and program-

matic tasks in the region including: recruiting, advertising, tracking, testing, assisting interview teams, coordinating visa processing and departures of participants, directing alumni and follow on activities, and managing and accounting for office expenses. The Country Director position, located in Bishkek, reports to the Regional Director for Central Asia and works with Washingtonbased program managers.

Responsibilities:

- * Maintains American Councils organizational relations in the Kyrgyz Republic with relevant US government offices and institutions (the US embassy, PAS, USAID, and other US government agencies); with national government and private institutions (government ministries, agencies and offices; national corporations; American Councils' institutional partners); with the in-country offices of American organizations and foundations; and, with the international and domestic press;

- * Oversees American Councils internal operations in the Kyrgyz Republic; coordinates the activities of program staff; and advises staff on American Councils policies and employment matters regarding local national employees;

- * Provides overall supervision of American Councils programs in the Kyrgyz Republic by communicating, as needed, with country-based staff members concerning academic, operational, and other policy matters as affected by the region's political, economic and cultural conditions;

- * Manages and participates in all aspects of program recruitment (includes significant travel throughout the Kyrgyz Republic and extensive interaction with local communities and government structures);

- * Communicates regularly with, and makes recommendations to, the Regional Director for Central Asia, the Washington-based VP for Field Operations and other staff on general program matters, on perceptions of American Councils programs and on the influence of local conditions on the organization's programs in the Kyrgyz Republic;

* Assists US-, the Kyrgyz Republic, and other NIS-based program staff in developing new programs and seeking new funding sources for ongoing or prospective projects; assists in coordinating the work of American Councils offices in the host country and works to further external relations there;

* Assists in coordinating work in other regions, as needed;

* Supervises staff, coordinates development of programs, and oversees internal operations of auxiliary centers such as Educational Advising Center, Regional Information and Educational Advising Center, Alumni Center, and Language Center; and

* Manages all general office administrative matters such as budgeting, finance and negotiating contracts; interacting with landlords, etc.

Qualifications:

* Fluency in Russian or Kyrgyz;

* Bachelor's degree (graduate degree preferred) in international education or development, history, political science, international business or related area;

* Ability to travel extensively in difficult environments;

* Professional-level program management experience;

* Overseas work/living experience, preferably in the Kyrgyz Republic; demonstrated interest in Central Asia;

* Supervisory experience; experience supervising local national staff preferred;

* Proven cross-cultural skills and ability to interact with various stakeholders; and

* Strong written and oral communication skills (English, Russian and/or Kyrgyz).

To Apply:

Send letter/resume and salary requirements to HR Department, American Councils, 1776 Massachusetts Avenue, Suite 700, Washington, DC 20036. Fax: 202-872-9178 or 202-833-7523; email: resumes@americancouncils.org. Affirmative Action / Equal Opportunity Employer.

American Councils for International Education: ACTR/ACCELS is an

international not-for-profit organization working to advance education, research, and mutual understanding across the United States and the nations of Eastern Europe, Eurasia, and Southeast Europe. Its mission is to foster democratic development and civil societies by advancing education and research, cultivating leadership, and empowering individuals and institutions through learning. With a staff of 400 professionals in 17 countries, American Councils designs, implements, and supports innovative programs in education, community outreach, and scholarly research.

Advisor/Assistant Director, Student Services

Indiana University

Position Description

This position supports the work of the director, staff, and students of the Russian and East European Institute at Indiana University. Major duties include counseling students on degree requirements, registration, and career planning; recruiting students into degree and intensive language study programs; assisting students in choosing the academic program that best suits their needs; monitoring the job market and identifying internship opportunities for students; and tracking the career paths of program alumni. Duties will also include supervision of the publication of program information that is distributed in written form through departmental brochures, newsletter, and web pages.

Qualifications

Applicants should be able to work effectively with faculty, staff, and students. Applicants must have strong oral and written communication skills, be well-organized, and be computer literate. Master's of Arts is required. Ideal candidate will be familiar with current issues in Russia, East Central Europe, and Central Asia. Previous study of at least one area language required. Previous university administrative experience desirable. Please include a cover letter and resume with your online application and list the contact information for four references on your resume. If selected for an interview, candidates will be

asked to prepare a mock oral presentation for recruitment of students to the summer intensive language workshop and provide samples of written work.

For more information please contact Assistant Director Mark Trotter at martrott@indiana.edu.

Country Director Armenia

Yerevan

The Country Director is responsible for maintaining American Councils for International Education: ACTR/ACCELS organizational relations in Armenia, overseeing internal operations in the Yerevan office, and providing oversight of student, undergraduate, graduate, post-graduate, and teacher and professional development exchange programs. Primary responsibilities include: recruitment and testing of potential program participants; orientation and coordination of logistics for participants; oversight of administrative and finance functions; supervision and delivery of alumni programming; and liaison with government officials. The Country Director reports to the Director of Program Administration and works with Washington-based program managers and field-based program officers.

Responsibilities:

Oversight and Leadership:

* Provides overall supervision of American Councils programs in Armenia by communicating, as needed, with Yerevan-based staff members concerning academic, operational, and other policy matters as affected by the region's political, economic and cultural conditions;

* Represents American Councils as related to all programs in individual consultations, public appearances, and meetings with potential and existing partners;

* Maintains American Councils organizational relations in Armenia with relevant US government offices and institutions (the US embassy/ consulate, PAS, USAID, and other US government agencies); with the Armenian government and private institutions (government ministries, agencies and offices; national corporations; American

Councils' institutional partners); with the in-country offices of American organizations and foundations; and, with the international and domestic press;

- * Communicates regularly with, and makes recommendations to the Acting Regional Directors on general program matters, on perceptions of American Councils administered programs and on the influence of local conditions on administration of programs in Armenia;

- * Participates actively in developing new programs, seeking new funding sources, and enhancing external relations.

Administration and Finance:

- * Oversees American Councils internal operations; coordinates the activities of program staff; and advises staff on American Councils policies and employment matters;

- * Manages all general office administrative matters such as negotiating contracts; interacting with landlords, maintaining proper work environment, etc.;

- * Provides DC office with finance reports monthly, and budgets every six months; monitors all outgoing and incoming funds;

- * Oversees tracking of all applicant and participant files;

- * Hires for approved positions, prepares contracts and maintains files for host-country national staff, trains and oversees staff, conducts performance reviews, monitors proper submission of timesheets.

Program Administration:

- * Oversees and assists in organizing, implementing and reporting on activities, including recruitment and alumni activities delivered by host country offices;

- * Monitors all recruitment activities to assure timely and proper conduct of competitions;

- * Conducts recruitment, including advertising, lectures, interviews with finalist candidates, testing, correspondence, and meetings with parents, applicants and finalists, and those not selected;

- * Coordinates alumni activity planning and delivery of appropriate

activities for alumni of all programs, oversees alumni assistants and alumni fellows, coordinates updates to alumni information, submits regular reports on alumni activity;

- * Coordinates appropriate contributions to recruitment and alumni activities from alumni, host-country national assistants, and Americans;

- * Meets with ministry and US government officials regularly to provide appropriate information and overview of the competition process and alumni activities; keeps them informed of changes regarding the competition;

- * Coordinates and supervises all logistics for events: meeting flights, transporting to hotels, organizing support staff, registering participants, providing support to dignitaries and guests.

Qualifications:

- * Program administration experience;

- * Experience in budget management;

- * Supervisory experience; experience supervising host-country national staff preferred;

- * Fluent in regional languages and/or Russian;

- * Experience traveling extensively under difficult conditions;

- * Overseas work/living experience, preferably in Armenia; demonstrated interest in Armenia and the region;

- * Cross-cultural skills;

- * Strong written and oral communication skills;

- * Bachelor's degree (graduate degree preferred) -- related to region in: economics, international education or development, history, or related area.

To Apply:

Send letter/resume and salary requirements to HR Department, American Councils, 1776 Massachusetts Avenue, Suite 700, Washington, DC 20036. Fax: 202-872-9178 or 202-833-7523; email: resumes@americancouncils.org. Affirmative Action / Equal Opportunity Employer.

American Councils for International Education: ACTR/ACCELS is an international not-for-profit organization

working to advance education, research, and mutual understanding across the United States and the nations of Eastern Europe, Eurasia, and Southeast Europe. Its mission is to foster democratic development and civil societies by advancing education and research, cultivating leadership, and empowering individuals and institutions through learning. With a staff of 400 professionals in 17 countries, American Councils designs, implements, and supports innovative programs in education, community outreach, and scholarly research.

Office Director

Ekaterinburg, Russia

The Office Director is the key individual in the field office responsible program administration. Primary responsibilities include: recruitment and testing of potential program participants; orientation and coordination of logistics for participants; oversight of administrative and finance functions; participation in coordination of alumni events; liaison with US and Russian government officials; and development of initiatives related to American Councils' work in the region. The Office Director reports to the Regional Director for Russia, and works in conjunction with: Moscow administrative officers and Washington-based program managers.

Primary Responsibilities Include But Are Not Limited To:

Administration and Finance Duties:

- * Organize and maintain all participant document files;

- * Respond to inquiries and correspondence related to all programs;

- * Assist with recruitment of office staff;

- * Prepare materials for training seminars;

- * Prepare and submit timesheets twice a month;

- * Oversee and conduct performance reviews for office staff;

- * Monitor outgoing and incoming funds;

- * Manage fiscal operations of the office;

* Provide DC office with finance reports and budgets on a monthly basis

* Assist in the development of new organizational and business development initiatives

Alumni Events:

* Appoint and oversee alumni assistants;

* Assist in planning, organizing and implementing events;

* Prepare report on alumni events;

* Monitor recruiters' alumni activities

Government Liaison:

* Meet with ministry officials before program recruitment begins to provide information and overview of the competition process; keep them informed of changes regarding the competition;

* Provide ministry officials with program and competition materials, as requested;

* Facilitate meeting with candidates and their parents

* Maintain regular communications with US Consulate staff on recruitment, processing, participant on-program support, and alumni programming.

Recruitment/Testing:

* Assist recruiters in finding recruiting assistants ;

* Prepare contracts for recruiting assistants ;

* Oversee recruitment activities to assure the competition is conducted properly and in a timely manner;

* Secure advertising and testing location;

* Conduct testing;

* Organize and participate in meetings with candidates, finalists and their parents;

* Conduct interviews with candidates;

* Prepare materials for finalist packets;

* Prepare correspondence with candidates, finalists, those not selected, and alternates;

Orientation:

* Organize and conduct meetings for all finalists and alternates;

* Organize and lead multiple cycles of 3 day pre-departure orientations for finalists;

* Respond to requests and relay information to finalists and alternates;

* Assist in all travel and lodging logistics: meeting flights; transporting to hotels; organizing meeters greeters;

* Assist with participant orientation registration;

* Organize parents' meeting, including contributions from alumni, local assistants, and Americans;

* Serve as liaison with ministry and USG officials to encourage attendance;

Returning Participants:

* Maintain contact with parents of returning students;

* Organize and conduct meeting for parents of returning students;

* Purchase travel tickets for returning students;

Qualifications:

* Program administration experience;

* Supervisory experience;

* Fluent in Russian and/or regional languages;

* Experience traveling extensively under difficult conditions;

* Experience in budget management;

* BA in relevant field (e.g. Russian language, Russian area studies, education, etc.) required; advanced degree preferred

To Apply:

Send letter/resume and salary requirements to HR Department, American Councils, 1776 Massachusetts Avenue, Suite 700, Washington, DC 20036. Fax: 202-872-9178 or 202-833-7523; email: resumes@americancouncils.org. Affirmative Action / Equal Opportunity Employer.

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opment and civil societies by advancing education and research, cultivating leadership, and empowering individuals and institutions through learning. With a staff of 400 professionals in 17 countries, American Councils designs, implements, and supports innovative programs in education, community outreach, and scholarly research.

Resident Director

Persian and Central Asian Languages Flagship Programs/Eurasian Regional Language Program Dushanbe, Tajikistan

The Dushanbe Resident Director serves as the American Councils representative and in-country Program Director for participants on the Persian Overseas Flagship Program, the Central Asian Languages Overseas Flagship Program, and the Eurasian Regional Language Program. The Flagship programs are for learners already at the advanced level of proficiency in Persian or a Central Asian language, and the Eurasian Regional Languages Program offers course work for learners of Persian, Tajik, Uzbek or Dari at the intermediate or advanced level. The Dushanbe Resident Director represents American Councils in his/her actions and words during the tenure of appointment. S/he must be available to program participants on a daily basis; observe student classes and meet regularly with teachers, administrators, and students; and arrange group travel and cultural programs. The Dushanbe Resident Director must be available to participants during any emergencies that arise and must communicate regularly with the American Councils Tajikistan Country Director and the Flagship and Eurasian Outbound program staff in Washington, DC. Applicants with extensive experience in curriculum development and/or foreign language teaching may also be asked to work with the Dushanbe Academic Coordinator and faculty to develop curricula, syllabi and advanced-level course materials for Persian, Tajik and/or Uzbek.

Prior to departure for Tajikistan, the Dushanbe Resident Director must attend two American Councils orientation

programs: one for resident directors and one for participants. He/she must travel to Tajikistan with the student group at the beginning of the program and return to Washington, DC with the group at the end of the program.

The Dushanbe Resident Director reports to the Flagship and Outbound Program Managers.

Anticipated employment dates: late August/early September, 2008 - mid June 2009 with possible continuation into the following academic year

Primary Responsibilities

Include:

- * Serve as academic and personal advisor for American Councils program participants;

- * Serve as a liaison between American Councils and the host institute administration to ensure that the academic program proceeds as agreed;

- * Coordinate closely with American Councils Dushanbe-based staff to arrange travel, internships, and classroom audits for students;

- * Observe classes;

- * Secure medical treatment for students as necessary;

- * Enforce American Councils rules and policies;

- * Communicate regularly with the American Councils Washington office, reporting any problems regarding participants' health, academic performance, or behavior, and providing general group/program updates;

- * Within two weeks of program conclusion submit a final report, program grades and test scores;

- * Ensure that in-country travel and excursion program is arranged as agreed and outlined in American Councils materials;

- * Manage program finances and submit monthly expense reports accounting for all American Councils program expenditures;

- * Coordinate program logistics, including visits from outside inspectors, and communicate logistical details to DC-based staff;

- * Depending on experience, the resident director may be asked to work with the Academic Coordinator to de-

velop curricula, syllabi, and advanced-level course materials for Persian, Tajik, and/or Uzbek.

Qualifications:

- * Bachelor's degree or higher in Persian, Tajik, and/or Uzbek language or area studies or equivalent;

- * Advanced Persian, Tajik, and/or Uzbek skills -- written and oral (minimum "Level 3" as defined by the ILR scale);

- * Knowledge of Russian is preferred;

- * Study, work, or extensive travel experience in Central Asia;

- * Experience overseeing and guiding groups;

- * Demonstrated skills in academic and personal counseling;

- * Demonstrated skills in general financial accountability; and

- * Experience teaching or developing curricula for Persian, Tajik, and/or Uzbek.

More information: Please visit our employment section at <http://www.americancouncils.org> and read more about Flagship at <http://flagship.americancouncils.org>.

To Apply:

Send letter/resume and salary requirements to Dushanbe Resident Director Search, American Councils, 1776 Massachusetts Avenue, Suite 700, Washington, DC 20036. Fax: 202-872-9178 or 202-833-7523; www.americancouncils.net email: resumes@americancouncils.org. Affirmative Action / Equal Opportunity Employer.

The American Councils for International Education: ACTR/ACCELS is a private, non-profit educational association and exchange organization devoted to improving education, professional training and research within and regarding the former Soviet Union (FSU). The American Councils administers academic exchange and training programs in virtually all fields; provides educational advising and academic testing services throughout the FSU; and organizes conferences and seminars in the US and abroad for its membership,

exchange participants, alumni, and professional groups.

Azerbaijani - language experts telecommuting

Avant Assessment is looking for native speakers of Azerbaijani to work as target language experts (TLE) to help create reading and listening assessments for non native speakers on a contractual part-time basis. TLEs will be responsible for locating and translating authentic texts, as well as rating them according to the Interagency Language Roundtable (ILR) scale. TLEs must be self-directed, well organized with strong attention to detail and able to work from home. The compensation is competitive. To pursue this exciting opportunity, email a resume to: yprefontaine@avantassessment.com

Resident Director Russian Flagship Program

St. Petersburg, Russia

The Flagship Resident Director serves as the American Councils representative and in-country Program Director for participants on the Russian Flagship Program, an intensive language training program at St. Petersburg State University for learners already at the advanced level of proficiency in Russian.

The Flagship Resident Director represents American Councils in his/her actions and words during the tenure of appointment. S/he must be available to program participants on a daily basis; observe student classes and meet regularly with teachers, administrators, and students; and arrange group travel and cultural programs.

The Flagship Resident Director must be available to participants during any emergencies that arise and must communicate regularly with the Flagship program staff in Washington, DC. Prior to departure for Russia, the Flagship Resident Director must attend both American Councils' orientation programs: for resident directors and for participants. He/she must travel to Russia with the student group at the beginning of the program and return to Washington, DC with the group at

the end of the program. The Flagship Resident Director reports to the Flagship Program Manager and Program Officers.

Primary Responsibilities

Include:

- * Serve as academic and personal counselor for American Councils program participants;

- * Serve as a liaison between American Councils and the host institute administration to ensure that the academic and cultural program proceeds as agreed;

- * Secure medical treatment for students as necessary;

- * Enforce American Councils rules as well as those of the Russian host institute;

- * Communicate regularly with the American Councils Washington office, reporting any problems regarding participants' health, academic performance, or behavior, and general group/program updates; and within two weeks of program conclusion submit a final report, program grades and test scores;

- * Ensure that in-country travel and excursion program is arranged as agreed and outlined in American Councils materials;

- * Manage program finances and submit monthly expense reports accounting for all American Councils program expenditures;

- * Coordinate program logistics, including visits from outside inspectors, and communicate logistical details to DC-based staff.

Qualifications:

- * M.A. degree or higher in Russian language or area studies or equivalent;

- * Advanced Russian language skills --written and oral (minimum 'Level 3' as defined by OPI http://www.dlielc.org/testing/opi_examinees.htm) ;

- * U.S. Citizenship Required;

- * Study, work, or extensive travel experience in Russia;

- * Experience overseeing and guiding groups;

- * Demonstrated skills in academic and personal counseling; interest in

advanced level language acquisition is an advantage in this position

- * Demonstrated skills in general financial accountability

To Apply:

Send letter/resume and salary requirements to HR Department, American Councils, 1776 Massachusetts Avenue, Suite 700, Washington, DC 20036. Fax: 202-872-9178 or 202-833-7523; email: resumes@americancouncils.org. Affirmative Action / Equal Opportunity Employer.

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International Program Officer

Washington, DC

The National Association of Regulatory Utility Commissioners (NARUC), a trade association, seeks a Program Officer for its international energy regulatory programs. Salary \$40-45K, based on experience, with excellent benefits. This position is for 12 months, with the possibility of extension dependent on grant funding.

Responsibilities: organize international exchanges, meetings, study tours, conferences (including logistics: travel, hotel, meals, visas, insurance, interpretation, etc.); draft correspondence, press releases; conduct research; maintain files & databases; prepare financial/expenditure documents, expense reports, and project budgets.

Requirements: 2 years professional experience in a related field; experience coordinating international and domestic study tours and meetings; strong communication, organizational, analytical

and writing skills. Knowledge of the nonprofit field and/or USAID grant requirements desired, especially familiarity with J-1 visa processing. Russian language fluency required. Knowledge of public energy utility sector very useful. International and domestic travel required (approx 25% of time).

Must be extremely proficient in Microsoft Office. Must be US citizen or have US work permit. Please send cover letter, resume, and salary history to Ms. Erin Skootsky, Director, International Programs, NARUC, www.naruc.org, email: jobs@naruc.org. No telephone calls. EOE

Recent Publications Continued

Continued from page 22

Dubinsky, I., & Butler, D. B. 2007. *Teaching and Learning to Near-Native Levels of Language Proficiency III: Proceedings of the Fall 2005 Conference of the Coalition of Distinguished Language Centers*. San Juan Bautista, CA: MSI Press.

Farrell, T. S. C. 2008. *Reflective Language Teaching: From Research to Practice*. Continuum International Publishing Company.

Hampel, R., & Lamy, M. 2007. *Online Communication in Language Learning and Teaching*. Palgrave MacMillan.

Robinson, P. 2008. *Handbook of Cognitive Linguistics and Second Language Acquisition*. London: Routledge.

Samuda, V., & Bygate, M. 2008. *Tasks in Second Language Learning*. Palgrave MacMillan.

Shekhtman, B. 2007. *Communicative Focus: Teaching Foreign Language on the Basis of the Native Speaker's Communicative Focus*. San Juan Bautista, CA: MSI Press.

Continued on page 36

PROFESSIONAL OPPORTUNITIES

Call For Papers

March 31, 2008

Polish Institute of Arts & Sciences of America 66th Annual Meeting

PIASA has scheduled its 66th Annual Meeting (a multi-disciplinary conference on Polish and Polish American Studies) on June 13-14, 2008. It will take place in the newly renovated HOLIDAY INN HISTORIC DISTRICT PHILADELPHIA 400 Archer Street, located in the "Nation's Most Historic Square Mile" near the Liberty Bell, The National Constitution Center, and the Polish American Cultural Center. The "Call for Proposals" form and information regarding hotel group rates are attached to this e mail and posted on PIASA's website www.piasa.org/news.html Scholars and graduate students in the field of Polish and Polish American studies are encouraged to submit their proposals for sessions; the deadline is March 31, 2008. Please forward this information to your members and constituency. For further information please contact me by e mail tgromada@mindspring.com.

Thad Gromada, Exec. Dir. Polish Institute of Arts & Sciences of America (PIASA)

Conferences and Workshops

June 22 – July 2, 2008

Teacher Seminars

Second Language Methodologies for Teachers

Join language teachers from across the United States for a ten-day summer graduate course at the Villages. Upon successful completion of the course, four semester hours of graduate credit are earned through Concordia College, Moorhead, Minnesota. Learn about and discuss current practices and issues related to second language acquisition.

The course is open to all K-12 second language educators including ESL educators, college educators with an interest in K-12 second language methodologies, and pre-service education majors.

For more information, please contact:

Concordia Language Villages
Teacher Seminars
901 Eighth Street South
Moorhead, Minnesota 56562
800.222.4750 Ext. 2002
218.299.4179
educators@cord.edu

Summer 2007 - Fall 2009

Master of Education in World Language Instruction Combine On-site With Online Learning

The Master of Education Program is designed for the working teacher : Summer One, July 5 - 29, takes place at Concordia Language Villages. Two online courses during the academic year bridge to Summer Two, July 5 - 28, at the Villages. The program capstone is a thesis and online seminar during the fall semester of 2009. The total program includes 34 semester hours of instruction.

For more information, please contact:

Concordia Language Villages
Teacher Seminars
901 Eighth Street South
Moorhead, Minnesota 56562
800.222.4750 Ext. 2002
218.299.4179
educators@cord.edu

Grants and Fellowships

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

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

Grant recipients are required to be in residence in Washington, D.C.,

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

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

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

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

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

Recent Publications Continued

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Political Science

Aalto, P. 2008. *The EU-Russian Energy Dialogue (The International Political Economy of New Regionalisms)*. Ashgate.

Badcock, S. 2007. *Politics and the People in Revolutionary Russia: A Provincial History*. Cambridge, UK: Cambridge University Press.

Baker, P., & Glasser, S. 2007. *Kremlin Rising: Vladimir Putin's Russia and the End of Revolution*. Potomac Books.

Bodansky, Y. 2007. *Chechen Jihad: Al Qaeda's Training Ground and the Next Wave of Terror*. NY: Harper.

Figes, O. 2007. *The Whisperers: Private Life in Stalin's Russia*. Metropolitan Books.

Gorodetsky, G. 2007. *Russia Between East and West: Russian Foreign Policy on the Threshold of the Twenty-First Century*. Taylor & Francis.

Hahn, G. N. 2007. *Russia's Islamic Threat*. New Haven, CT: Yale University Press.

Hughes, J. 2007. *Chechnya: From Nationalism to Jihad (National and Ethnic Conflict in the 21st Century)*. Philadelphia, PA: University of Pennsylvania Press.

Kuhr, N. 2008. *Russian Policy towards China and Japan: The Yeltsin and Putin Periods*. London: Routledge.

Levin, M. 2007. *The Next Great Clash: China and Russia vs. the United States*. Praeger.

Levine, S. 2007. *The Oil and the Glory: The Pursuit of Empire and Fortune on the Caspian Sea*. NY: Random House.

Lucas, E. 2008. *The New Cold War: Putin's Russia and the Threat to the West*. Palgrave.

Mackie, J. M. 2007. *Life of Schamyl and Narrative of the Circassian War of Independence Against Russia*. BiblioBazaar.

Martin, J. 2008. *Medieval Russia, 980-1584*. Cambridge, UK: Cambridge University Press.

Ostrow, J., Saratov, G., & Khakamada, I. 2007. *The Consolidation of Dictatorship in Russia: An Inside View of the Demise of Democracy*. Praeger.

Serio, J. 2008. *Investigating The Russian Mafia*. Carolina Academic Press.

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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.)

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Column inch	\$30	Approx. 6 lines

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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.

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