

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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**Special in This Issue:
A New Era for
Foreign Languages**

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AATSEEL Web site

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Message from the AATSEEL President

Dear Colleagues,

As both the AATSEEL and the academic year move along, I want to remind you of important upcoming AATSEEL deadlines and leadership changes. This is a presidential election year for AATSEEL, so I particularly want to urge you all to exercise your right and responsibility to vote. The "polls" will be open from April 10-24. Just go to the "Members Only" section of the AATSEEL website and click on elections. There you will find biographies and position statements by the candidates both for president and for two vice-presidential positions. To vote just click on the candidates of your choice. As you will see, the Nominations Committee chaired by Past-President Ben Rifkin has come up with an excellent slate of candidates. Now we as members need to do our part and sit down at our computers to vote in record numbers.

I want to thank and congratulate all of you who manage to get not just your taxes, but also your AATSEEL abstracts for this year's national conference in by April 15. This year we are particularly urging you to think of putting together complete panels. You may submit abstracts for panels as a group to the appropriate division head as listed on the AATSEEL website, where you will also find guidelines for the preparation of abstracts. Of course, abstracts for individual papers are welcome as well. Whether you make the April 15 deadline or the August 1 deadline, do plan to come to Philadelphia. We have high hopes of building on the intellectual vitality of the Washington, DC conference, but it will take all of you pitching in with your latest scholarship and freshest ideas on the future of our profession to make this year's conference yet another memorable event.

Finally, on July 1 AATSEEL will undergo a major changing of the guard. Kathleen Dillon will step down as Executive Director, a job she has performed with patience and grace, for which she deserves all of our heartfelt thanks.

Patricia Zody will take over as Executive Director, and Dianna Murphy will take on the new position of Conference Manager. Please join me in welcoming them on board.

I wish you all a satisfying end of the semester and a stimulating and productive summer.



Letter from the Editor

Greetings to all!

You will notice that a few of the traditional columns are missing. In some cases, this is because of illness of the column editor (and, in this case, I wish them returning good health). In other cases, though, it is because there has been a dearth of contributions for this issue. I would urge all members to participate actively in the newsletter, sharing information and ideas. Let us know about your publications (Recent Publications column), achievements (Members' Column), as well as information pertinent to Czech, Belarus, using Russian at work, and the psychology of language learning.

This is the last newsletter until next fall. I hope that all of you will finish the academic year in style and have a restful summer for relaxation or rejuvenation or an exciting summer full of new experiences—whichever you prefer.



2006 Candidates for AATSEEL Office

The following individuals have been nominated for the AATSEEL offices listed below. AATSEEL members will be able to vote online April 10-24 at <http://aatseel.org/intranet/login.asp>

Candidates for President:

Caryl Emerson
Jane Hacking

Candidates for Vice President:

Race 1:	Race 2:
Jeanette Owen	Daniela Hristova
Boris Wolfson	Keith Langston

Legislative Alert

On March 16, Senators Daniel Akaka (D-Hawaii) and Richard Durbin (D-Illinois) introduced the Homeland Security Education Act - S.2450 The Homeland Security Education Act provides the framework and funding that is critical in developing the high-level language expertise necessary to national security and economic competitiveness. This comprehensive legislation provides many programs to promote language learning such as: student and teacher scholarships, student loan forgiveness, grants to establish partnerships between school districts and institutions of higher education, and grants to encourage students to develop foreign language proficiency along with science and technological knowledge.

To view a copy of the bill, please visit: http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&doc id=f:s2450is.txt.pdf

To read Senator Akaka's press release about the bill, please go to: <http://akaka.senate.gov/~akaka/releases/2006/03/2006317D13.html>

Representative Silvestre Reyes (D-TX) introduced the 21st Century National Defense Education Act - HR 4734. This bill will provide \$1 billion in federal funding to: provide curriculum and instructional facilities and materials; educational incentives such as grants, scholarships and loan forgiveness programs for undergraduate and graduate students who plan to pursue STEM instruction; career development opportunities; the creation of the Office of Teaching Americans Language Concepts in the Department of Education to improve K-12 language education; and the creation of a STEM Revitalization Advisor and Task Force, and a National Foreign Language Advisor and Task Force in the White House.

To view a copy of the bill, please go to: http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&doc id=f:h4734ih.txt.pdf

Representative Reyes' Press Release on HR 4734 http://www.house.gov/reyes/issue_detail.asp?id=347

Rebecca Epstein Matveyev Scholarship

Established in 2005 with a gift from the estate of Rebecca Epstein Matveyev at the request of her family and augmented by gifts from family, friends, colleagues, and students, in perpetuity this fund honors her memory and her devotion to the highest standards of scholarship and teaching.

Students who are eligible to receive the Rebecca Epstein Matveyev Scholarship have qualified for admission to Lawrence University or, if already enrolled, are eligible to continue at the college and have demonstrated financial need. Preference is given to students of music history and/or Russian studies.

Students interested in this scholarship should contact Sara Beth Holman, Director of Financial Aid, Lawrence University, at sara.b.holman@lawrence.edu (920-832-6583), or by US mail to Sara Beth Holman, Financial Aid, Lawrence University, PO Box 599, Appleton, WI 54912-0599.

Individuals interested in making a contribution to the Rebecca

Epstein Matveyev Scholarship Fund should contact Mr. Tim Riley (timothy.riley@lawrence.edu) or by telephone at 920-832-6517), director of donor relations at Lawrence University. Contributions should be directed to Lawrence University - Rebecca Epstein Matveyev Scholarship, and mailed to Lawrence University Office of Development, P.O. Box 599, Appleton, WI 54912-0599.

Submitted by Benjamin Rifkin (Temple University) at the request of the family of Rebecca Epstein Matveyev and the administration of Lawrence University.

New Website

A new language advocacy website has been placed online by The School of Russian and Asian Studies. Included is a wide list of networking and advocacy organizations, sources for related quotes and statistics, and many ideas on how to approach "marketing" Russian classes and programs to university students and administrators. More information is available at <http://www.sras.org/news.phtml?m=502>. This is just one of the school's free resources - many more can be found on the resources home page at <http://www.sras.org/text.phtml?m=209>

Sending News to the *AATSEEL* Newsletter

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.



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A New Era for Foreign Languages

J. David Edwards, Ph.D.
Executive Director, JNCL/NCLIS

Not since the late fifties and early sixties of the Cold War and the Space Race have languages enjoyed the support and attention that they are currently receiving. Over the last few years, numerous studies, reports, and hearings, have noted our nation's serious language shortages and called upon the federal government to increase and improve the United States' language capabilities. For example, last November the prominent Abraham Lincoln Commission released their report, *Global Competence and National Needs: One Million Americans Studying Abroad*, calling on Congress and the Administration to provide \$125 million by 2011 for scholarships and fellowships for one million students to study overseas. In early February, the very influential Committee for Economic Development (CED) released their study, *Education for Global Leadership: The Importance of International Studies and Foreign Languages for U.S. Economic and National Security*, urging increased investment in international studies and foreign languages. Among their various recommendations was "expanding the training pipeline at every level of education to address the paucity of Americans fluent in foreign languages especially critical, less-commonly taught languages."

These studies and others, as well as the language community's own advocacy efforts have helped create public pressure, media attention, and consideration by policy makers that are producing new opportunities and advantages. Recently, attention and concern have given rise to new and increased federal policies and funding for languages and international studies. While this may not yet be the golden age of language study, it is quite evident that the United States has entered a new era with respect to the knowledge of other languages and the understanding of other cultures. It is a new era that is being determined by national security and economic com-

petitiveness, but its most serious impact will be upon education.

One of the most significant of these new policies is the "National Security Language Initiative" (NSLI) launched by the President of the United States speaking at a National Summit of College and University Presidents held at the State Department in early January. The NSLI is a joint effort by the Departments of Defense, State, and Education, as well as the Intelligence Community, which will provide \$114 million for languages. This figure is roughly divided into \$57 million for ED, \$27 million for State, \$25 million for DOD, and \$5 million in Intelligence.

Specifically, within the Department of Education, despite past opposition to the program, \$24 million will be for a "refocused" Foreign Language Assistance Program. Other new or expanded programs will include \$24 million for developing a pipeline through Flagship K-16 Language Programs; \$5 million will go to develop a Language Teacher Corps; \$3 million is to expand teacher-to-teacher language seminars; and \$1 million will create a new E-Language Learning Clearinghouse.

While the NSLI has been in the planning stages for well over a year, some of the sponsoring agencies had already undertaken impressive internal efforts and achieved progress toward addressing their language needs and developing their language capabilities with policies of their own. Within the Department of Defense, the National Security Education Program (NSEP) has been providing scholarships and fellowships for study abroad in a nation's language for almost fifteen years. Within recent years, NSEP has initiated the National Language Flagship Initiative, a K-16 Chinese Language Initiative, and laid the groundwork for the creation of a Civilian Linguistic Reserve Corps (all of which will be expanded under the President's initiative). The entire Department of Defense will implement a Defense Language Transformation Roadmap that, among other things, increases resources for the Defense Language Institute (DLI), requires officers to learn another language, and

identifies DOD's long and short-term language needs.

About two years ago the Department of State instituted a Language Continuum that requires Foreign Service Officers to know two additional languages and be able to use them. State has increased their support for the Foreign Service Institute (FSI) and Education and Cultural Affairs (ECA). This latter support will continue to increase as part of the NSLI through increases in Gilman Scholarships for needy students to study critical need languages abroad, increases in immersion language study centers overseas, and the creation of new State Department summer immersion study programs.

Some of the changes put forth as part of NSLI will require Congress to authorize new or amended legislation as well as provide the appropriations of funds. The first session of the 109th Congress considered twenty-six bills dealing with languages and international education. In such an environment, it seems quite likely that there will be considerable legislative support for new and increased programs dealing with languages. In fact, some of the pending legislation such as H.R. 4629, Rep. Rush Holt's K-16 Critical Foreign Languages Pipeline Act anticipates the President's Initiative. Other bills such as H.R. 115, Holt's National Security Language Act; S. 1089, Senator Akaka's National Foreign Language Coordination Act; or S. 1117, Senators Lieberman and Alexander's U.S.-- People's Republic of China Cultural Engagement Act would go considerably beyond NSLI.

Additionally, Congress still has to reauthorize the Higher Education Act in which Title VI contains \$93 million in programs dealing with International Studies and Foreign Language Education. The Senate has passed its version of reauthorization which contains S. 1105, Senators Dodd and Cochran's International and Foreign Language Studies Act. However, the House of Representatives still has to pass its version and then both houses have to reach agreement. While passage of a final bill in the 109th Congress is not certain, what is very heartening is that both houses'

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

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

Editor's Note: Special thanks go to Rachel Stauffer of the University of Virginia for suggesting an interview with Colin Mc Cullough. Please continue to send names of former students and colleagues who use Russian in the workplace. Contact me at Lscatton@ets.org

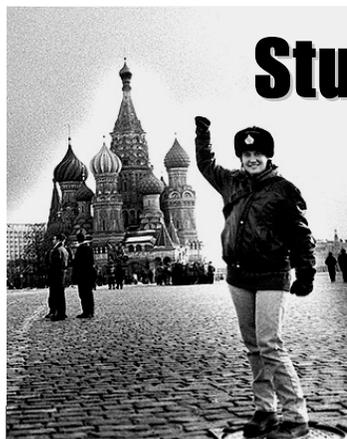
The Russian at Work column was not ready at the time that this newsletter went to press. We expect it to return next issue in October. Please consider sending a contribution to the Russian at Work column editor, Linda H. Scatton.

bills have provisions beyond Title VI that provide support for financial assistance and loan forgiveness for foreign languages. In short, both the Administration and Congress are providing attention to and support for languages. This is a confluence of interest that has not happened in the last forty years.

Leaving the State Department after the President's speech, I overheard a college president telling a media inter-

view, "It's a good beginning." NSLI is a good beginning. The Lincoln Commission and the CED report are good beginnings. Internal initiatives and changes within federal agencies are good beginnings. Many of the congressional bills and amendments are good beginnings. Taken together, they may be the beginning of a good era for languages in the United States. If this is the case, this beginning is in large part possible

because of the unity of the language profession, because of effective and tireless advocacy, and because of the knowledge, expertise, and effectiveness of language professionals. These three factors will be even more important not just in determining how we begin the new language era, but in determining what this era accomplishes.



Study Russian This Summer In Washington D.C.

**The Department of Slavic Languages
at Georgetown University**

announces the following courses for Summer 2006:



■ RUSS-111, Intensive Second-Level Russian I (June 6 – July 8)

Textbook: *V puti*, second edition, Chapter 1-6, and supplementary materials.

■ RUSS-112, Intensive Second-Level Russian II (July 11–August 12).

Textbook: *V puti*, second edition, Chapters 7-12, and supplementary materials.

■ HUMW-011, Tolstoy/Dostoevsky: Love/Pain (June 6 – July 8), taught in English.

Summer students may take both RUSS-111 and RUSS-112 or either course separately. Applicants for RUSS-111 must have completed two semesters of college Russian with at least four contact hours per week. HUMW-011 is an undergraduate humanities/writing course, with all readings, discussions and papers in English. For more information, contact the department chair, David R. Andrews, at andrews@georgetown.edu, or (202)-687-5951.

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

Member News

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

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

Keith Blasing

kmbiasing@wisc.edu

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

Bilingual Pushkin's Secret Journal

This is the first bilingual English-Russian edition of The Secret Journal <http://www.mipco.com/english/push-biling.html>. It is intended not only for scholars of Russian language and literature, but also for English-speakers studying Russian, as well as Russian-speakers studying English. In the Russian text stressed syllables are indicated to facilitate reading. The hero of the work, Alexander Pushkin, presents in an encapsulated form his various sexual relations, his complex thoughts on life, the nature of sin, love, and creativity, as well as the complicated path that led him to his tragic end. The Secret Journal has incited and continues to incite the most contradictory responses. Now translated into 24 languages, The Secret Journal deserves to be placed among the most scandalous works of Russian erotic literature. This edition is in celebration of the twentieth anniversary of the first publication of the Secret Journal in 1986.

A. S. Pushkin Secret Journal 1836-1837 / Tainiye Zapiski, 1836-1837
A. S. Pushkina: Bilingual Edition, English-Russian (Hardcover): Retro Publishing, MA, 2006; 384 p. USA - ISBN 0-9773864-0-6 Russia - ISBN 5-94855-042-7

This book will dramatically enhance student's interest and ability to learn Russian.

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The School of Russian and Asian Studies

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- ✓ Siberian Studies (Irkutsk)
- ✓ Bordertalk: Sino-Russian Relations (Irkutsk)
- ✓ The Russian Far East (Khabarovsk)

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Technology & Language Learning

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

Listening comprehension materials for Russian

In the first of a two-part series, the editor reviews two substantial contributions to the field designed to promote listening proficiency in Russian that are available on the web free of charge.

The October 2006 newsletter column will address the "Russian Advanced Interactive Listening Series (RAILS)," a United States Department of Education-funded project developed at the University of Wisconsin, while the current issue presents an overview of "News of the Week in Simplified Russian," a project of the National Capital Language Resource Center developed by Richard Robin and Natalia Bessergeneva.

Designed for learners in the Intermediate Mid to Intermediate High range on the ACTFL scale for listening proficiency, the bi-weekly "News of the Week in Simplified Russian" (Новости недели на упрощённом русском языке) webcasts are available to all visitors at <http://www.gwu.edu/~slavic/webcast/>. The site also includes a useful link to detailed instructions on how to set up computers to work with Cyrillic (complete with computer screen shots marked up with a red pen highlighting appropriate buttons and menu items) for students who have not yet configured their home computers.

Each webcast features 5 news stories from the previous two weeks taken from a variety of Russian news sites. The news stories are rewritten for the purposes of preparing audio clips for the

*Editor: Jeanette Owen
(Arizona State University)*

Intermediate range, and then recorded by a native speaker at a slightly slower rate of speech than found in mainstream news broadcasts. Each story is accompanied by an audio file, a vocabulary list (with word stress indicated) and a brief set of exercises aimed at assessing listening comprehension. Learners are advised to look over the vocabulary and exercises before listening to the clip to help them anticipate what they will hear, and can listen to the clip as many times as necessary.

Once learners click on the link to the audio file ("Слушать") they are taken to a new page with nothing but the audio clip (the vocabulary and exercises are no longer visible). After listening to the clip, learners return to the exercise page using the "Back" button on the web browser. At this point, learners can either review the vocabulary and listen again, or work on the exercises. Finally, students can view the transcript for the audio clip, though they are advised that this should be a last resort to help them complete the exercises.

Since each of the 5 news topics in a webcast functions as a stand-alone unit, teachers have the option of choosing how many items to assign, depending on the amount of time they want to devote to listening tasks. The archive of webcasts going back to 2003 ensures an ample supply of assignments, even if the stories covered no longer constitute "news."

In addition, the audio files and exercises can be used on the site or downloaded and copied for use elsewhere, as long as the project is cited properly. The reliable and easy-to-navigate interface offers teachers maximum flexibility in adjusting the materials to suit the needs of the curriculum.

RECENT PUBLICATIONS

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

Art & Architecture

Boyd, B., Nabokov, V. and, Holabird, J. 2006. *Vladimir Nabokov, Alphabet in Color*. Corte Madera, CA: Gingko Press.

Jenks, A. 2005. *Russia In A Box: Art And Identity In An Age Of Revolution*. DeKalb, IL: Northern Illinois University Press.

Tsapayev, Y. 2006. *The Mix: Russian Modern Art*. San Francisco: Artodox Publishing.

Cultural studies

Adamatsky, I. 2006. *Uteshitel'. Cherdak. Otrechenije*. Somerset, UK: Luniver Press.

Fitzpatrick, S. 2005. *Tear Off the Masks! : Identity and Imposture in Twentieth-Century Russia*. Princeton, NJ: Princeton University Press.

Franklin, S. and Widdis, E., eds. 2006. *National Identity in Russian Culture 281: An Introduction*. Cambridge, UK: Cambridge University Press.

Ostashevsky, E. ed. 2006. *Oberiu: An Anthology of Russian Absurdism*. Evanston, IL: Northwestern University Press.

Wigzell, F., et. al. 2006. *Reading Russian Fortunes: Print Culture, Gender, and Divination in Russia from 1765* (Cambridge Studies in Russian Literature). Cambridge, UK: Cambridge University Press.

Yurchak, A. 2005. *Everything Was Forever, Until It Was No More : The Last Soviet Generation (In-formation)*. Princeton, NJ: Princeton University Press.

Continued on page 10

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

Q. Could you address the use of the 2nd person singular imperative where one might expect a subjunctive (as in Okudzhava's "Может быть надежнее рук твоих кольцо/Покороче б, наверно, дорога мне легла")?

A. Russian imperative has a number of non-imperative uses, four of which are essential for students of Russian. The imperative forms in these cases are always singular. They may be grouped by word order:

1. Unrestricted word order. This pattern follows the semantic word order, although by far more common is the subject-predicate word order. The meaning of the construction is unexpected action in the past (from the speaker's point of view). It is very common to use the phrases *возьми и* or *возьми да и* in order to emphasize the element of surprise.

Раз **он** ему и **скажи**: "Вижу, Азамат, что тебе больно понравилась эта лошадь..." (Лермонтов. Бэла)

А **я возьми** и ляпни: десятка два, не больше... (В. Губарев. Саркофаг)

А тут **возьми да и** случись **незадача** — в районе... (http://www.situation.ru/app/j_art_690.htm)

2. Subject-predicate word order. Most commonly this construction is used with the first person singular of the subject, while in other cases the speaker may refer to himself/herself in the third person or as part of a group; occasionally the subject refers to someone with whom the speaker strongly empathizes. The meaning of this construction is 'I am forced to do this, which I really don't want to do'.

—Ты будешь шляться неизвестно где, а **я бегай** за тобой! (В. Панова. Ранним утром)

In the next example, the mother refers to herself in the third person: Кто ж это лежит одетый? С ногами на покрывале, а **мать стирай**. (И. Грекова. Вдовый пароход)

Навязал узлов, любо-дорого, а **мы - распутывай!** (И. Элиман. Ветра Унтаря. http://zhurnal.lib.ru/e/eliman_i/vetra-1.shtml)

In the following example, the man speaks of himself using the generalized ты-form:

Девушка платок уронила — **ты поднимай**, она входит — **ты вставай** и **давай** ей свой стул, уходит — **ты провожай**. (Чехов. Женское счастье)

3. Predicate-subject word order. Conditional. There are two sub-groups: conditional proper, and counterfactual conditional. However, they have one thing in common: there is some element of disaster or doom or very negative unforeseen consequences in one of the elements of the complex sentence.

a) Conditional proper. One can see that death, retirement and its consequences, or war could be categorized as disasters:

Умри я сегодня, что с вами будет? (А. С. Пушкин. Письмо Н. Н. Пушкиной 28 июня 1834 г.)

и вспомнила она, что ей уже не двадцать лет и даже не сорок, ... И что **умри она** или **уйди** на пенсию, — и все трудом налаженное дело постепенно начнёт распадаться. (И. Грекова. Хозяйка гостиницы)

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

И так мне от этой песни [от военной песни во славу Сталина] страшно стало и тошно, так я вдруг ясно представил, что **случись** у нас опять какая-нибудь **заваруха**, и нас под такую песню, действительно снова поведут, как телят на бойню, ... (В. Кунин. Русские на Мариенплац)

b) Counterfactual conditional. Events that could have or might have taken place also qualify as disasters:

Так вот, дежуря однажды «свежей головой» ночью в типографии, Анна Константиновна обнаружила грубую, просто ужасную опечатку: **проскочи она** в тираж, многим бы в редакции не сносить головы, в том числе и главному. (В. Перуанская. Кикимора)

Меня за такую мысль, **выскажи я** ее вслух, — писала она, — распяли бы без суда и следствия, и правильно сделали бы! (Г. Щербакова. Романтики и реалисты)

Sometimes the disaster is in the background, as in Okudzhava's war song "На Смоленской дороге".

This construction allows formation of imperatives that are otherwise impossible or questionable. The imperative formations from the derivatives of *ехать* are always derivatives of *едь*:

— Вы хорошо приехали, — сказала мачеха, — у нас все лето дачники жили, **приедь** вы раньше на два дня — ни топчана, ни подушки бы не было, пришлось бы вам нарядне в сарае с нами спать. (В. Панова. Сёстры)

Continued on page 10

NOTES FROM AATSEEL COUNTERPARTS

AIS

Associazione Italiana degli Slavisti has posted a number of interesting links on its website: http://www.humnet.unipi.it/~presais/info_AIS.html.

BASEES

The preliminary conference program for the 2006 Conference (held April 1 – 3, 2006 at Fitzwilliam College, Cambridge) of the British Association of Slavic and East European Studies is now available online: <http://www.basees.org.uk/>. The site also features information about current and upcoming publications from Routledge Curzon on behalf of BASEES, the Alexander Nove Prize, as well as other interesting links.

CAS

The Canadian Association of Slavists (CAS), founded in 1954 at the University of Manitoba, is an interdisciplinary gathering of scholars and professionals whose interests focus on the social, economic and political life of the Slavic peoples, as well as their languages, diverse cultures and histories.

The Annual CAS conference will be held at York University, Ontario from May 27 – 29, 2006. The deadline for proposals was February 10, but proposals will be accepted, preferably as an online submission, until April 7 (a fee, however, will be charged for late proposals). The theme of this year's conference is "The City: A Festival of Knowledge". For more information, see the CAS website: <http://www.ualberta.ca/~csp/cas/>.

Their site also features information about an upcoming student essay contest for Slavic language students in Canadian universities and colleges (deadline August 1, 2006).

Finnish Institute for Russian and East European Studies

If anyone happens to be traveling through Finland enroute to St. Petersburg on a Tuesday, a stop-over might be in order. The Finnish Institute for Russian and East European Studies holds Tuesday public lectures on Slavic topics. See <http://www.rusin.fi/seminaaareja/index.html> for a listing.

Everything You Always Wanted to Know About Russian Grammer Continued

Continued from page 9

In this context it is worth mentioning not only the consistency of –едь verbs, but also the ability to form imperatives from verbs that either do not use imperatives or are difficult to form (as stated in dictionaries), such as *очутись*, *принудь*, *увидь* and so on.

Да **увидь** она вокруг себя беду и людское горе, она бы **вмиг** протрезвела. (Г. Щербакова. Реалисты и жлобы)

И мальчику становится страшно, как стало бы страшно любому его сверстнику, **очутись** он ночью один в лесу. (Э. Севела. Земля ждет чуда)

There are instances where imperative phrases are difficult to form due to the meaning of the verbs, but the same verbs easily form conditional imperatives:

А **случись беда**, есть рядом родной человек. (Речь Б. Ельцина 8 марта 1995)

Казалось, вспыхни сейчас пожар, застучи град, **послышься** человеческие голоса полные ужаса, зовущие на помощь, все это только рассеяло б страх, помогло б ощутить себя человеком, которому ничто, кроме смерти, грозить не может. (Ф. Горенштейн. Искупление)

Another point worth mentioning is the observance of strict word order in cases of generalized subjects: while

ты precedes indirect objects, кто/кто-то/кто-нибудь follows them:

А **приди ты ко мне**, мой кошелек стал бы твоим. (М. Пьюзо. Крестный отец. www.acapod.ru/2147.html)

отец одаренной девочки вряд ли бы удивился, **скажи ему кто-нибудь**, что его Оленька тоже станет академиком. Но не художником, а математиком. (www.peoples.ru/science/mathematics/laduzhenskaya/)

Сосипатров, который редко у кого перехватывал до полочки и всегда аккуратнейше возвращал взятое, очень бы удивился, **скажи ему кто**, что во всем остальном он неплатный должник, причем неизвестно кому. (Д. Биленкин. Шел человек по грибы)

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Recent Publications Continued

Continued from page 8

Economics

Artis, M., Banerjee, A., Marcellino, M. eds. 2006. *The Central and Eastern European Countries and the European Union*. Cambridge, UK: Cambridge University Press.

Carter, F. W. 2006. *Trade and Urban Development in Poland: An Economic Geography of Cracow, from its Origins to 1795*. Cambridge, UK: Cambridge University Press.

Sinisa, K. 2005. *Path-dependent Development in the Western Balkans: The Impact of Privatization*. Peter Lang Publishing.

History

Baker, P. and Glasser, S. 2005. *Kremlin Rising: Vladimir Putin's Russia and the End of the Revolution*. New York: Scribner Publishers.

Bassin, M. 2006. *Imperial Visions: Nationalist Imagination and Geographical Expansion in the Russian Far East, 1840 – 1865*. Cambridge, UK: Cambridge University Press.

Continued on page 17

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.

Visiting Position in Russian Language and Literature University of Notre Dame

The Department of German and Russian Languages and Literatures at the University of Notre Dame is seeking to fill a visiting position in Russian language and literature for academic year 2006-2007 (with a possibility of renewal for 2007-2008). A master's degree is required and a doctorate preferred. The successful candidate will be appointed at the rank of visiting assistant professional specialist or visiting assistant professor—depending on qualifications—and will teach three courses per semester: in Fall 2006 Beginning Russian I, Advanced Russian I, and a literature course in Russian, and in Spring 2007 Beginning Russian II, Advanced Russian II, and a literature course in translation.

Review of applications will begin immediately and continue until the position is filled. Please send a letter of application and CV to: Professor David Gasperetti, Chair, Department of German and Russian Languages and Literatures, 318 O'Shaughnessy Hall, University of Notre Dame, Notre Dame, IN 46556. The University of Notre Dame is an affirmative action employer with a strong commitment to fostering a culturally diverse atmosphere for faculty, staff, and students. Women, minorities, and those attracted to a university with a Catholic identity are encouraged to apply.

AATSEEL Web site

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

<http://www.aatseel.org>

AWARDS

Heldt Prize Announcements

The Association for Women in Slavic Studies (AWSS) will award the 2006 Heldt Prizes during its annual meeting at the AAASS National Convention in Washington, DC in November 2006. Nominations are invited in the following categories:

1. Best book in Slavic/Eastern European/Eurasian women's studies;
2. Best book by a woman in any area of Slavic/East European/Eurasian studies;
3. Best article in Slavic/Eastern European/Eurasian women's studies.

English language books or articles published from May 31, 2005 to May 31, 2006 are eligible for consideration. **NOMINATIONS ARE DUE NO LATER THAN JUNE 15, 2006.**

Please send one copy of each book and/or article in any of the three categories to each member of the prize committee:

- 1) Prof. Margaret Beissinger Department of Slavic Languages Van Hise Hall 1432 1220 Linden Drive University of Wisconsin Madison, WI 53706
 - 2) Prof. Yana Hashamova Slavic Department 400 Hagerty Hall 1775 College Road Ohio State University Columbus, OH 43210
 - 3) Prof. Katya Makarova Department of Sociology University of Virginia P.O.Box 400766 Charlottesville, VA 22904-4766
 - 4) Prof. Paula A. Michaels 106 Hanford Rd. Chapel Hill, NC 27516
4. Best translation in Slavic/East European/Eurasian women's studies.

English-language scholarly or literary translations published between May 31, 2004 and May 31, 2006 are eligible for consideration. **NOMINATIONS ARE DUE NO LATER THAN JUNE 15, 2006.**

Please send one copy of each translation to each member of the translation prize committee:

- 1) Prof. Margaret Beissinger Department of Slavic Languages Van Hise Hall 1432 1220 Linden Drive University of Wisconsin Madison, WI 53706
- 2) Prof. Marian Schwartz 1207 Bickler Road Austin, TX 78704
- 3) Dr. Aida Vidan Department of Slavic Languages and Literatures Barker Center 340 Harvard University Cambridge, MA 02138

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Awards Continued

Continued from page 11

SVU Student Awards For The Year 2006

Dr. Joseph Hasek Award

The Czechoslovak Society of Arts and Sciences (SVU) is announcing a competition for the 2006 Dr. Joseph Hasek student awards. The names of the winners will be announced in the Society's newsletters.

The main purpose of the Society's awards is to generate and encourage scholarly interest in Czech and Slovak affairs among university students living outside the Czech and Slovak republics. There will be one prize for the best undergraduate and one for the best graduate study dealing with some aspect of Czech and/or Slovak history, politics, or culture. The winners will receive the \$250 Dr. Joseph Hasek award, a year's membership in the Society, which includes a year's subscription to the Society's newsletter, and a certificate of merit.

The following rules apply:

- 1) The paper must be submitted by the professor in whose class it was presented and should be accompanied by his recommendation.
- 2) The study must have been written for an undergraduate or graduate course during the academic year 2005-2006. Chapters of theses or dissertations are not admissible.
- 3) The deadline for submission is June 1, 2006.
- 4) The study essay should be submitted in triplicate to professor Vera Borkovec, 12013 Kemp Mill Road, Silver Spring, MD 20902. It must be typewritten, double-spaced and submitted in Czech, Slovak, or any of the major Western languages (English, French or German).
- 5) The Student Awards Committee which will judge the quality of the submitted essays consists of:

Prof. Ivo Feierabend
(San Diego State University),

Prof. Milan Hauner
(University of Wisconsin), and
Chair, Prof. Vera Borkovec
(American University)

- 6) Submitted papers are not returned.

2005 Early Slavic Studies Association Distinguished Scholarship Award

The ESSA Distinguished Scholarship Award Committee invites ESSA members to nominate works for the third annual Distinguished Scholarship Award. Eligible for consideration for this year's award are works published during the period 1999-2005 that engage contemporary methodologies and adapt them to Early Slavic Studies. (Note that the next ESSA award in this particular category will be given in 2009 for books published during the period 2006-2008.)

The deadline for nominations is ****May 30, 2006****. Nominations should be sent to Francis Butler, chair, ESSA Distinguished Scholarship Award Committee, <fbutler@uiuc.edu>. Self-nominations are permitted.



So, what are you doing next? SUMMER?

SIX-WEEK INTENSIVE COURSES IN EAST EUROPEAN LANGUAGES (June 5 - July 14, 2006)

Advanced: Bosnian, Croatian and Serbian
Beginning and Intermediate: Bulgarian, Croatian, Polish, Serbian and Slovak
Beginning: Hungarian and Ukrainian

- ◆ Generous scholarships available through ACLS agreement, 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 5 - July 28, 2006)

Beginning, Intermediate, Advanced, and Fourth-Year Russian

• Pittsburgh/Moscow 5+5 week program & 5+5 program for Russian Heritage Speakers also available (funding from Fulbright-Hays)



LEXIA STUDY ABROAD

Lexia provides individualized study abroad programs during the spring, summer, fall, and academic year. Please contact us for more information!

LEXIA INTERNATIONAL

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1-800-775-3942

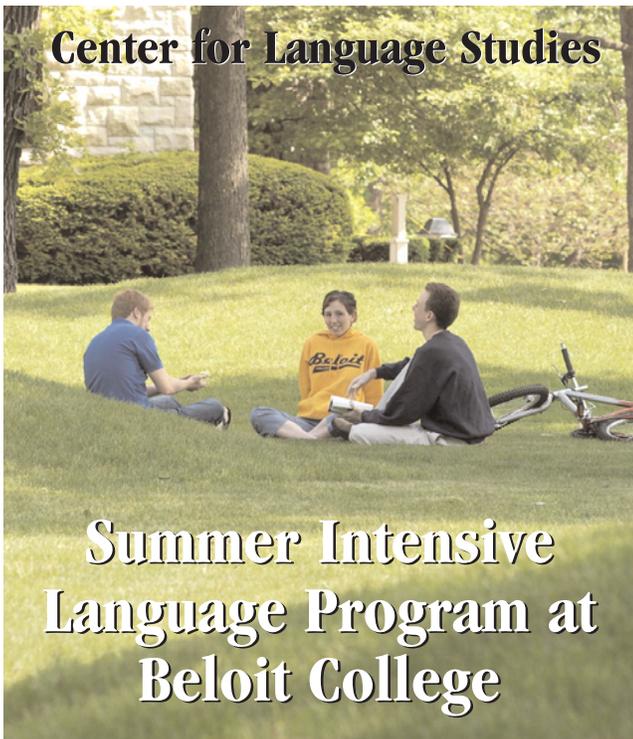
23 S. Main St. Box B

Hanover, NH 03755-2048



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Czech Corner

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

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

The Czech Corner column was not ready at the time that this newsletter went to press. We expect it to return next issue in October. If you are a teacher of Czech please consider sending a contribution to the Czech Corner column editor.

Ukrainian Issues

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

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

*Editor: Alla Nedashkivska
(University of Alberta)*

The Ukrainian column was not ready at the time that this newsletter went to press. We expect it to return next issue in October. If you are a teacher of Ukrainian please consider sending a contribution to the Ukrainian Issues column editor.



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SUMMER LANGUAGE PROGRAMS

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

Beloit College

The Center for Language Programs at Beloit College is offering summer intensive programs in Russian, Czech, and Hungarian June 10-August 11, 2006. These courses last either 4 ½ or 9 weeks. First through fourth year Russian is offered, as is an advanced course in political Russian. Hungarian and Czech courses are at the beginning level. See ad in this issue of the *AATSEEL Newsletter*.

Dubravushka (Oak Grove) School

Summer 2006 High School Beginning and Intermediate Russian Language and Literature Program.

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

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

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

Georgetown University

Georgetown University will offer the following Russian courses in Summer 2006: 1. RUSS-111, Second-Level Russian I (June 6 – July 8). Text: V puti, second edition. 2. RUSS-112, Second-Level Russian II (July 11 – August 12). Text: Same. 3. HUMW-011, Tolstoy/Dostoevsky: Love/Pain (June 6 – July 8).

Summer students may take both language courses or either one separately. Applicants for RUSS-111 must have completed two semesters of college Russian with at least four contact hours per week. HUMW-011 is an undergraduate literature/writing course taught entirely in English. For more information, contact David Andrews, chair, at andrews@georgetown.edu, or (202)-687-5951.

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

Middlebury College

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

For further information and applications contact Margot Bowden, Coordinator, Russian School, Freeman International Center, Middlebury College, Middlebury, VT 05753, telephone 802-443-5533, or bowden@middlebury.edu, or Russian School Director Karen Evans-Romaine, Ohio University, at evans-ro@ohio.edu. Information and applications are also available at the Middlebury Russian School website: <http://www.middlebury.edu/ls/russian>. Consideration of applications begins in January; apply early for financial aid.

Monterey Institute of International Studies

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

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

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

University of California at Los Angeles

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

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

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

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

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

- July 8-August 14, 2006
- Estimate cost \$2,207 plus round-trip airfare (Chicago-Warsaw)
- Accommodations and all meals in Poland
- Lectures, language classes, performances
- 5 UWM credits
- Five weeks in historic Lublin, with a course of Polish language (100 hours), at beginning, intermediate and advanced levels
- Lectures, films and cultural performances
- Excursions to Warsaw, Kazimierz and other places of interest
- Optional three-day trips to Cracow (cost \$120) and Białowieża Forest (\$100)

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

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

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

BELARUSICA

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

Symposium on “The Arts, National Identity and Cultural Politics in Belarus”

Harvard University,
October 14-15, 2005

An international symposium on “The Arts, National Identity and Cultural Politics in Belarus” was held at Harvard on October 14-15, 2005 in conjunction with the first North American performances by the Viciebsk-based Jakub Kolas Academic Theatre (see information below on the theatre’s performances). The symposium, organized by Curt Woolhiser (Harvard), was sponsored by Harvard’s Department of Slavic Languages and Literatures, The Harvard Ukrainian Research Institute, The Davis Center for Russian and Eurasian Studies, the Orsa-Romano Cultural and Educational Foundation, and the North American Association for Belarussian Studies.

The symposium focused on the role of literature and the arts in the construction of competing visions of Belarussian national and cultural identity, and the ways in which the Lukashenka regime has sought to shape post-Soviet Belarussian society through its cultural and educational policies.

The symposium was divided into two sessions; the first, “Literature and Music in Contemporary Belarus”, was held on October 14th and featured papers by Arnold McMillin (University of London) — “Aspects of Belarussian Literature since 1994,” Zina Gimpelevich (Waterloo U, Ontario) — “Vasil Bykau: My Biography is in My Books”, and Paula Survilla (Wartburg College, Iowa) — “Back in the BSSR, or And the Beat Goes On: Adaptations in Sound and Vi-

*Editor: Curt Woolhiser
(Harvard University)*

sion in the Belarusan Rock Movement, 1989-2005.” The discussant for the first session was Thomas Bird (CUNY-Queens College).

The second session, “The Politics of Culture and Cultural Policy in Belarus” on Saturday, October 15 included papers by Grigory Ioffe (Radford U, Virginia) — “Cultural Wars, Soul-Searching and Belarussian Identity”, Iryna Vidanova (Johns Hopkins) — “The State vs. the Nation: Lukashenka and Educational Policy”, and Elena Gapova (European Humanities University, Minsk/Vilnius) — “The Cultural as the Political in Belarussian Intellectual Journals.” The discussants for the second session were Vital Zajka (YIVO Institute for Jewish Research, New York). and Timothy Snyder (Yale).

Plans are underway for a volume related to the themes of the symposium, including articles based on the presentations as well as other specially-commissioned pieces.

Other events related to the symposium included an informal meeting with members of the Jakub Kolas Theatre at the Barker Center for the Humanities at Harvard on October 13, during which members of the theatre answered questions regarding the theatre’s repertoire and cultural policy in contemporary Belarus. The meeting with members of the theatre was followed by a screening and discussion of the critically acclaimed film “Occupation: Mysterium” by Belarussian director A. Kudzinenka. During the week of the symposium and the performances by the Jakub Kolas Theatre, a small exhibition of photographs from Belarus by Paula Survilla and etchings by Belarussian artist Alena Liapko was held at the Arsenal Center in Watertown.

On the final day of the symposium Valzhyna Mort, one of Belarus’s most interesting young poets, gave a reading of her work in Belarussian and English translation at the Barker Center for the Humanities. For samples of Mort’s poetry, see the following

PSYCHOLOGY OF LANGUAGE LEARNING

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

Submissions for future editions of this column should be sent electronically to vbelyanin@mtu.ru.

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

The Psychology of Language Learning column was not ready at the time that this newsletter went to press. We expect it to return next issue. Please consider sending a contribution to the Psychology of Language Learning column editor, Valery Belyanin, vbelyanin@mtu.ru.

websites: http://www.lyrikline.org/en/list_az.aspx?authorId=vm00 (includes audio recordings), <http://www.blueflowerarts.com/vmort.html>, and <http://www.wordswithoutborders.org/bio.php?author=Valzhyna+Mort>.

Performances by the Jakub Kolas Academic Theatre (Viciebsk, Belarus) in Massachusetts and New York

The Jakub Kolas Academic Theatre is the second-largest theatre company in Belarus and the country's premiere touring company. With funding from the Trust for Mutual Understanding (New York), Harvard University, and the Orsa-Romano Cultural and Educational Foundation, on its first North American tour the Jakub Kolas Theatre performed two of their most popular pieces, Uladzimir Drazdou's "Chagall... Chagall..." and Sakrat Janovich's "The Arrest", at the Arsenal Center for the Arts in Watertown, Massachusetts, October 13-15, 2005. "Chagall..." the theatre's most internationally acclaimed production, portrays the early life of the Viciebsk-born artist Marc Chagall as he remembers it in his dying moments. "The Arrest" is an exploration of Belarusian identity and the modern Belarusian experience based on episodes from the life of the Belarusian scholar, educator and political activist Branislau Tarashkevich (imprisoned by the Poles in the 1920s as a "Soviet agent," and later executed by the Soviets as a "Polish spy"). In both Drazdou's "Chagall" and Janovich's "The Arrest," the viewer is made acutely aware of Belarus's historical role as a contested cultural

and political borderland — a role that was to have particularly tragic consequences over the course of the 20th century. Both plays were performed in the original Belarusian with projected English supertitles.

After the performances in Watertown, the members of the theatre traveled to New York, where they performed on October 17 at UN Headquarters and on October 19 at the Brooklyn Academy of Music.

Upcoming Conferences in Belarusian Studies

*VI Uzvyshsha Lectures
(Minsk, Belarus)*

The Belarusian State Archive and Museum of Literature and Art and the Janka Kupala Institute of the Belarusian Academy of Sciences are pleased to announce the VI Uzvyshsha Lectures, to be held on May 26, 2006, in honor of the 80th anniversary of the founding of the literary group "Uzvyshsha" and the 120th anniversary of the birth of Zmitrok Biadulia. The proposed themes are "Uzvyshsha and modern Belarusian literature" and "Zmitrok Biadulia: His life and work." The lectures will be held at the Belarusian State Archive and Museum of Literature and Art. Applications should be sent by May 15, 2006 to the following address: Belaruski dziazhauny arkhiv-muzei litaratury i mastatstva, vul. Kiryly i Miafodziia 4, 220030, Minsk, Belarus.

*Jerzy Giedroyc: The "Last Citizen of the Grand Duchy of Lithuania"
(Minsk, Belarus)*

The Polish Sejm, with the support of UNESCO, has declared 2006 the "Year of Jerzy Giedroyc." This celebration has special significance for Belarus, inasmuch as the editor of the famed Paris-based journal "Kultura" and advocate for the successor states of the Grand Duchy of Lithuania (Lithuania, Belarus and Ukraine), was born in Minsk and lived there for the first ten years of his life. The Polish Institute in Minsk and the International Association of Belarusianists are planning an international conference devoted to the legacy of Jerzy Giedroyc, "the last citizen of the Grand Duchy of Lithuania," tentatively scheduled for June 1-3, 2006. Applications should be sent to ezhy06@tut.by by May 1, 2006. The languages of the conference will be Belarusian, Polish and Russian.

Recent Publications Continued

Continued from page 10

Hayoz, N. & Lushnycky, A., eds. 2005. *Ukraine At A Crossroads (Interdisciplinary Studies on Central and Eastern Europe, V. 1)*. Peter Lang Publishing.

Hirsch, F. 2005. *Empire Of Nations: Ethnographic Knowledge & The Making Of The Soviet Union (Culture and Society After Socialism)*. Ithaca, NY: Cornell University Press.

Pleshakov, C. 2005. *Stalin's Folly: The First Ten Days of World War Two on the Eastern Front*. Boston, MA: Houghton Mifflin.

Graduate Student Forum

The AATSEEL and the editors of the AATSEEL Newsletter would like to thank our colleagues who serve as advisors to the Graduate Student Forum. They include Thomas Beyer (Middlebury College); Robert Chanon (Purdue University); Joan Chevalier (Brandeis University); Halina Filipowicz (University of Wisconsin at Madison); Beth Holmgren (University of North Carolina at Chapel Hill); James Levin (George Mason University); Benjamin Rifkin (University of Wisconsin at Madison); Ernest Scatton (State University of New York at Albany), and Irwin Weil (Northwestern University). Look for their responses to new questions in future issues of the AATSEEL Newsletter.

Q: "I got back my student evaluations from first-year Russian. Many of them are written in a rather offensive (imperious?) form. And, alas, they are so general, I cannot even learn from them: while they attack my teaching, they are phrased in ways such as, "Go to [the name of a more experienced language teacher] for real teaching." It seems like this is a trend--the same problem has happened to my close friend, who also taught language, and to my significant other, who is a TA at a different university and in a different discipline. Is there an effective way to deal with this issue? As it is, it's frustrating on more than one level."

A: Alas, while graduate student teaching assistants in any discipline are often required to undergo rigorous training, supervision and mentoring, students are not required to go through any such training and are free to write nasty and, indeed, irrelevant comments in their evaluations of their instructors, regardless of their rank. Evaluating my teaching, one student wrote: "Professor Rifkin wears white shirts too often!" There is little that we can do, at any level, to make sure that all the comments

we receive in our teaching evaluations are useful. But there are some things we can do to help increase the propensity of our students to give us constructive criticism.

First, administer midterm course evaluations. These can come once or twice in the semester, but no more frequently than once a month. Provide your students with an opportunity to give you evaluative feedback on your teaching that does not go into your personnel file; then respond to students' feedback. It is important that the evaluation instrument not require your students to write any text, as that would eliminate the anonymity that makes the process useful. In my classes, for example, I ask my students to respond to statements such as "I feel comfortable asking questions in class" by circling a number, 1-5, corresponding to a Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree), so that all I can see is the circled numbers (no handwritten words).

I offer students the opportunity to type, in English, additional comments overnight and provide an anonymous "feedback folder" hung temporarily on a bulletin board around the corner from my office or on the office door of a colleague where students can add those comments by a specified deadline. This exercise can help you make course corrections in time to have an impact on this very same course, rather than just for the next generation of students to enter your classroom.

Once your students have given you feedback on a midterm course evaluation, you should respond to this feedback by holding a discussion in class, providing students with a summary of their evaluations. For instance, you might point out that everyone in the class agrees on certain issues, e.g., all students enjoy listening comprehension activities or test review sessions, but that students have different attitudes towards some instructional activities. For

*Editor: Olga Livshin
Northwestern University*

example, some students might enjoy fluency activities in pairs or small groups, while others prefer more traditional "teacher-fronted" accuracy activities. I suggest that you identify these differences of opinion, explain that students are diverse and have different learning preferences and styles and ask students to be understanding and patient with one another as you vary activities to help all students achieve their learning goals. Of course, in those instances when you can make corrections based on student feedback, you should do so and tell them that you are doing so. This will enhance their sense of efficacy in participating in the evaluation process.

I also recommend that you videotape yourself teaching and view the videotape together with a friend. As you view the videotape, ask yourself these questions:

- how many minutes do I (teacher) hold the floor?
- how many minutes do students hold the floor?
- if a language class: what is the balance of English and the target language in the classroom?
- do I call on all students an equal number of times (regardless of where they are sitting in the classroom or their gender, race, or other characteristics)?
- what steps do I take to make students feel comfortable and respected in the classroom and what steps do I take to make students comfortable in taking language risks?
- do I vary interaction patterns in the classroom (teacher to whole class, pairs, small groups, etc)?
- do I ask students to respond to one another or do I interject myself as a mediator of every student comment (especially important for discussion-based classes)?

- do I provide students with an appropriate amount of time to reflect before answering a question?
- do I tactfully correct student errors (in language or culture classes) while minimizing the stigma for individual students who have made errors?

This last question must be emphasized. College-age students are often working through issues of their own identity and sense of competence as adults. Language classes, in particular, can be threatening to students' sense of themselves as competent adults. Students can be reluctant to speak up in language classes for fear of making a mistake; language teachers should impress upon their students that they cannot make progress without taking language risks and that means making mistakes.

Language teachers must establish a sense of community in the classroom so that students will feel comfortable making mistakes and learning from them without risk of ridicule from or embarrassment before instructor or classmates. Teachers of literature and culture classes must also establish a sense of community and safety for students to feel emboldened enough to participate in discussion: this means recognizing student contributions to discussion as hypotheses that should be confirmed or refuted on the basis of evidence from the text(s) under discussion, rather than celebrated or dismissed on the basis of the instructor's extensive knowledge of the topic. (Celebrating or dismissing a student's suggestion on the basis of your experience gives the students an unstated but very clear message: you cannot learn this material at all, but must simply absorb my wisdom.)

There are other ways to improve your teacher. Consider the suggestions of those students who single out another instructor as a model. Ask that individual if you could visit his or her classes and observe instruction. In general, teaching is far too private an act; the observation of instruction is typically only for supervisory purposes, while beginning teachers are often not asked or required

to observe master teachers at all. There is much to learn by watching successful teachers in the classroom. If you don't have any suggestions from your students' evaluations, you might ask to observe those teachers in your college who have won teaching awards. Teaching assistants can observe one another's teaching and establish a community of sharing and helping one another as they strive to improve their teaching.

Lastly, before you distribute the official course evaluations at the end of the semester, remind your students that you view these as an important tool in helping you to continue to improve your teaching. Enlist them as your allies in this effort. If you establish a successful listening pattern throughout the semester, including midterm course evaluation and feedback response discussions, and demonstrate to your students that you genuinely care about your teaching, students will be more likely to view the official course evaluation exercise as an opportunity to provide you with genuine constructive criticism from which you will benefit as you continue to grow and develop as a teacher.

However, no matter how hard you try to coach your students to provide you with useful feedback, some students may choose to use the course evaluations as their venue to critique your clothing or hairstyle; you'll just have to dismiss such comments while trying to implement useful and productive suggestions from those students who genuinely want to help you improve your teaching.

Benjamin Rifkin
Temple University

AATSEEL Newsletter Columns

The AATSEEL Newsletter currently carries columns about news in the fields of Belarusica, Czech, Russian and Ukrainian studies. Send information for sharing to the respective column editors. If editors come forward, we are willing to add columns for other Slavic languages.

PROFESSIONAL OPPORTUNITIES

Calls for Papers

August 31, 2006

2006 AATSEEL-Wisconsin Conference

Benjamin Jens and John Holm, co-chairs of the AATSEEL-Wisconsin conference, invite abstracts on any aspect of Slavic literatures and cultures (including film) and on issues in the learning and teaching of Slavic languages and literatures. Papers that cross disciplines, take creative risks, and draw on contemporary critical theory are especially encouraged.

The conference will be held at the University of Wisconsin, Madison, on 21 October 2006. The deadline for submitting abstracts is 31 August 2006.

Abstracts can be sent via e-mail. To ensure readability, please paste the proposal into the body of your message. Abstracts sent by regular mail or fax should include FOUR copies prepared for an anonymous review: only one copy should have the author's name and address. Guidelines for preparing abstracts are posted on the AATSEEL website: http://aatseel.org/program/aatseel/abstract_guidelines.html

Each proposal will be allotted 20 minutes for presentation. Individual papers will be combined into panels by the conference co-chairs. Authors will hear about their proposals by mid-September.

Please include your name, university affiliation (if any), and mailing address. Send your proposal to: Benjamin Jens Department of Slavic Languages and Literatures University of Wisconsin 1220 Linden Dr. Madison, WI 53706 fax: 608.265.2814 bcjens@wisc.edu

Paper proposals accepted beginning
May, 1, 2006

2007 Conference of the International Society for Language Studies

The 2007 Conference of the International Society for Language Studies Honolulu, Hawaii, USA April 2-4, 2007 Lehulehu nā (na:) ölelo (‘o:lelo);

ho'okahi na'e mana'o Many through our languages, but one in our thoughts.

In cooperation with:

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

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

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

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

Conferences and Workshops

April, 18-20 2006

Symposium on Distinguished Language Studies

Sponsored by the Jordan Consortium of Teaching Excellence Center an affiliate of the US-based Coalition of Distinguished Language Centers, this conference is dedicated to exploring the issues of developing high-level proficiency in reading and writing in foreign languages, with some attention as well to the issue of speaking, listening and cultural competency It is an outgrowth of a CCCC (NCTE) grant to study the acquisition of high-level writing skills. Reading skills will be included, as well, in the conference.

The conference organizers will provide transportation within Jordan, establish low-cost lodging and air transportation, and arrange for pre-conference and post-conference tours.

Jordan has many attractions to offer: Dead Sea swimming and health improvement, diving in the Red Sea at Aqaba, visiting the ancient cities of Petra and Jerash, viewing the "promised land" from Mount Nebo, and much more. Plan to come! Plan to participate!

For more information, see the Coalition of Distinguished Language Centers' website: www.distinguished-languagecenters.org or contact Dr. Betty Lou Leaver, leaver@msipress.com.

April 27-30, 2006

National Council of Less Commonly Taught Languages Ninth National Conference

The Ninth Annual Meeting of the National Council of Less Commonly Taught Languages (NCOLCTL) is scheduled for April 28-30, 2006, in Madison, WI (with a pre-conference workshop scheduled for April 27th).

October 6-8, 2006

Dissertation Development Workshop

Russia/Eurasia in World Context: A Dialogue with East Asian Studies
Princeton University
Application Submission Deadline:
April 24, 2006

The Eurasia Program of the Social Science Research Council, in partnership with Princeton University's Institute for International and Regional Studies (PIIRS), East Asian Studies Program, and Russian and Eurasian Studies Program, invites applications for a three-day dissertation development workshop that opens up area studies boundaries, encourages interdisciplinary conversations and explores the continuities, connections and contrasts that can be investigated across the Eurasian/East Asian regions.

Following the workshop on Russia/Eurasia in World Context: A Dialogue with Middle East Studies held in 2004, this workshop focuses on a different, but analogous, set of cross-regional interactions and comparisons. It aims

to investigate commonalities in research agendas and frameworks, as well as differences and pitfalls, and to develop new questions through juxtapositions. Discussions should range from interpretive categories (empire, nation, the state, gender, modernism, modernity, authoritarianism, democracy) to transnational issues (development, trade, governance, private corporations, corruption, water, oil, environment, health, disease, terrorism, IT, diasporas, cultural exchange, war), to see what does, or does not, link Russia/Eurasia with East Asia, as well as to investigate the ways in which all regions are constructed in scholarly and public discussions.

Up to twelve graduate students and six faculty discussants will attend the 2006 workshop. Participants will convene for three days of intensive and critical discussion of the students' dissertation projects, alongside larger theoretical and methodological issues. Graduate students from social science disciplines and the related humanities who are at any stage of the dissertation process (from proposal to write-up) are eligible to apply. Applicants need not possess expertise in both area-studies contexts but should work within one or the other area-studies field and possess a curiosity to explore potential similarities or differences in subject matter, approach, and or methodology across the regional divide.

The SSRC and Princeton University will cover all transportation, accommodation, and related expenses for participants. SSRC and Princeton envision continuing with additional workshops to promote dialogues among world regions and the disciplines. Participation in multiple workshops would be possible.

Applicants should submit the following material:

- A five page, double spaced summary of the dissertation project, addressing how their topic speaks to, or can benefit from this particular inter-regional perspective.
- One letter of academic recommendation from the applicant's primary advisor

- Curriculum Vitae

If selected, participants will be required to submit a 15-25 page dissertation chapter or writing sample. Selected participants will receive detailed information as to the requirements for the writing sample, which will be due by September 8, 2006. The five page application statements, writing samples and CVs will be circulated among all conference participants. To be eligible, applicants must be currently enrolled in an accredited PhD program, and working at some stage on their dissertation projects. A limited number of places will be available for students in universities outside the United States and such students are encouraged to apply.

The deadline for receipt of applications is Monday, April 24 2006. Decisions regarding final participants will be announced by May 22, 2006.

Please address all inquiries and correspondence to the address listed below.

All narrative statements and CVs should be submitted by email, and all letters of reference should be sent by post to the address listed above.

Funding is provided by the United States Department of State, Program for Research and Training for Eastern Europe and the Independent States of the Former Soviet Union (Title VIII) and by Princeton University Institute for International and Regional Studies (PIIRS) and its East Asian Studies and Russian and Eurasian Studies Programs.

Eurasia Program Social Science Research Council, 810 Seventh Avenue, New York, NY 10019 Phone: (212) 377-2700 x 459, Fax: (212) 377-2727, Email: eurasia@ssrc.org, Website: <http://www.ssrc.org/programs/eurasia>

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 fellow-

ships 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://slavic.lss.wisc.edu/lapinski.htm>

For additional information, please contact Professor Halina Filipowicz, Chair of the Lapinski Scholarships and Fellowships Committee: [<hfilipow@wisc.edu>](mailto:hfilipow@wisc.edu)

For 2005-2006, the Committee awarded approximately \$25,000 in scholarships and fellowships. For 2006-2007 and beyond, it is anticipated that about \$60,000 will be awarded in scholarships and fellowships annually. The Committee hopes to fund one or two graduate students with a full fellowship (one if out of state, two if in state) and to give partial or full scholarships to several undergraduates on an annual basis.

February 15, 2006

Fulbright Foreign Language Teaching Assistant (FLTA) Program 2006-07

Schools wishing to host an FLTA are free to tailor the program to meet their needs. FLTAs often teach beginning and intermediate classes or offer tutorial sessions to improve U.S. students' language acquisition. On many campuses they serve as coordinators of the Language House or Language Floor, offering students access to the language and culture of interest at all times.

The FLTA Program is organized into three components depending on the level and source of funding provided to the fellows; please refer to the attached Fact Sheet for details. FLTAs are selected by U.S. Embassies, Fulbright Commissions and Bi-National Centers in their home countries. Participating

institutions will receive the dossiers of several candidates that match their requirements and select the one (or more) FLTA(s) they believe most appropriate for their campus.

1) Strategic Fulbright Languages

The U.S. Department of State provides Fulbright FLTAs in strategic languages with a monthly stipend to cover room and board, daily living expenses, round-trip travel, health insurance and additional enrichment activities. The only financial responsibility of host institutions is a tuition and fee waiver for two courses per semester.

Countries: Afghanistan, Algeria, Bahrain, Bangladesh, Egypt, Kenya, India, Indonesia, Iraq, Israel, Jordan, Kazakhstan, Kenya, Kuwait, Kyrgyz Republic, Lebanon, Libya, Malaysia, Mongolia, Morocco, Nigeria, Oman, Pakistan, Philippines, Qatar, Russia, Saudi Arabia, Senegal, South Korea, Syria, Tajikistan, Tanzania, Thailand, Tunisia, Turkey, United Arab Emirates, Uzbekistan and Yemen.

Languages: Arabic, Bengali, Dari, Hausa, Hindi/Urdu, Indonesian, Kazakh, Kiswahili, Korean, Malay, Mongolian, Pashtu, Russian, Tagalog, Tajik, Thai, Turkish, Uzbek, Wolof and Yoruba.

2) Traditional Fulbright Languages.

Host institutions must offer room and board, a tuition and fee waiver for the required two courses per semester, and a small monthly stipend of between \$300 and \$600 per month. Some host institutions offer a monthly stipend to cover all of these costs. Fellows receive a travel stipend, visa sponsorship and U.S. Department of State ASPE health insurance coverage.

Countries: Argentina, Austria, Canada, France, Germany, Ireland, Italy, Mexico and Spain.

Languages: French, Gaelic, German, Italian and Spanish.

3) Non-Fulbright Languages.

Host institutions provide these "Non-Fulbright" FLTAs with room and board, a tuition and fee waiver for the required two courses per semester, and

a small additional stipend of between \$300 and \$600 per month. Some host institutions offer a monthly stipend to cover all of these costs. Some institutions offer health insurance coverage and round-trip travel. If institutions do not offer health insurance or a travel stipend, FLTAs pay for these expenses with personal funds.

Countries: Brazil, Chile, Colombia, France, Iran, Japan, Peru, South Korea and Taiwan.

Languages: Chinese, French, Japanese, Korean, Persian, Portuguese and Spanish.

To apply, simply fill out the online application at the following website: www.iie.org/flta. Please follow the link to the host institution application under the Application Center. The deadline is February 15.

John Valliere, Program Officer, Institute of International Education, 809 United Nations Plaza, New York, NY 10017, Telephone: (212) 984-5335, FAX: (212) 984-5484, Email: jvalliere@iie.org

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.

Tentative program dates are June 17 to August 4. Funded by the U.S. Department of Education. Application deadline: March 1.

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

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

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

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

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

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

Short-Term Grants provide a stipend of \$100 per day. The Kennan Institute cannot provide office space for Short-Term scholars. Travel and accommodation expenses are not directly covered by this grant. There is no official application form for Short-Term Grants. The applicant is requested to submit a concise description (700-800 words) of his or her research project, a curriculum vitae, a statement on preferred dates of residence in Washington, D.C., and two letters of recommendation specifically in support of the research to be conducted at the Institute. All applicants must note their country of citizenship or permanent residency in their materials. Letters of recommendation, with signatures, should be sent either by fax or post, all other application materials may be submitted via e-mail or in hard copy.

Any materials submitted in hard copy should be in clear dark type, printed on one side only, and without staples.

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

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

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

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

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

Why Join AATSEEL?

Some Slavists ask why they should bother joining AATSEEL when they can belong to the MLA and AAASS. The fact is that neither the MLA nor the AAASS puts at the heart of its mission the goals, concerns and interests of those who teach Slavic languages and literatures. AATSEEL is the only professional association dedicated precisely to these fields; it is the first and most important scholarly “home” for Slavists in the United States.

Slavists who belong to AATSEEL:

- Support and receive *SEEJ*, a quarterly journal with the most groundbreaking research in Slavic literature, linguistics, and pedagogy along with reviews of books Slavists need to read and know about;
- Publish research in *SEEJ*, joining colleagues in the most important journal for Slavists in North America, benefit from referee reports by the best scholars in the field and, in turn, contribute to the work of other scholars by reviewing their submissions;
- Receive the *AATSEEL Newsletter*, a quarterly bulletin with important news about events in our profession, grant and fellowship opportunities, job listings, summer programs, study abroad programs, news of other members (promotions, retirements, etc.), and informative columns such as “Everything you wanted to know about Russian grammar but were afraid to ask” as well as columns on Ukrainian, Belarusian, Czech and other languages;
- Can attend and participate in the annual **AATSEEL Conference** (held in the same city and at the same time as the annual MLA Conference), together with tenured and tenure-track scholars as well as graduate students and independent scholars, hear and give papers, take part in panels and roundtables and job interviews, receive the annual conference program book with its abstracts;
- Receive the annual **AATSEEL membership directory**;
- May nominate others for **AATSEEL awards**, including the book awards;
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