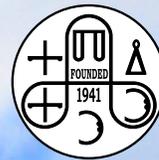


# The AATSEEL NEWSLETTER



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

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## Message from the AATSEEL President

Dear Friends and Colleagues,

As I look back over my past two years as president of AATSEEL, I cannot help but reflect on the tremendous rewards and challenges the position has brought with it. Among the greatest rewards has been the opportunity to give back to an organization that has given me so much throughout my career. The AATSEEL conference was my first and most important professional testing ground, the place where I moved into the wider world of Slavic studies beyond my graduate program, and where I have made some of my best friends and most lasting professional contacts. I only hope that those of you who belong to the generation currently entering the field will look back with such fondness and gratitude to AATSEEL a quarter of a century hence—and that AATSEEL will still be a vibrant and ongoing concern for you when you are senior scholars. Surely, as long as AATSEEL finds itself under the capable stewardship of such dedicated officers as outgoing Past-President Ben Rifkin, incoming President Sibelan Forrester, and incoming President-Elect Caryl Emerson, we can afford to be sanguine about AATSEEL's future prospects.

Already we have undertaken important steps to assure our organization's future stability and relevance, and I urge you all to attend the business meeting at the national conference in Philadelphia for a progress report. First of all, we hope to unveil the redesigned AATSEEL website, which will be gradually phased in and fully operational by the second half of 2007. In Philadelphia we will be soliciting member feedback on the site under construction. Since we fully expect the renovated AATSEEL website to become a valuable professional resource for our entire membership, a way of making AATSEEL a more integral part of our professional lives throughout the year, it is crucial that we gather as much member input as possible at this point in the process. Equally important, we have undertaken a revision of the AATSEEL

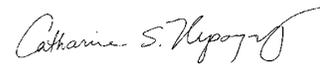
Constitution and Bylaws in consultation with a lawyer as a necessary exercise in housekeeping aimed at strengthening and clarifying the organization's structure and decision-making processes. We hope to make the new documents available to the membership in advance of the conference, pending completion of the legal review, and we hope to be able to initiate their adoption at the meeting.

So, as I conclude, I would like to use this bully pulpit to defend one simple proposition: that Slavic studies in the United States, far from languishing and under threat of extinction, is flourishing. Of course we all know of departmental closings which seem to bode ill, and most, if not all, of us have had occasion to feel embattled by administrators and colleagues in other disciplines who disappoint us with their lack of knowledge, interest, and appreciation of what we do. It is sometimes hard not to feel beaten into retreat before the daunting forces of globalization, internationalization, and world literature. I don't believe that I can be alone, however, in sensing a renewed excitement, an energy in our field that belies indices of impending doom. In order to appreciate better where we are today, let us remember where we came from as a disciplinary cluster. Slavic studies in the United States, after all, largely came into being and survived throughout the cold war as the poor stepchild of politics. Now that we have emerged from our Cold War past, which arguably ghettoized us in the larger world of the humanities, we are better able to move into mainstream scholarly dialogues and out of the shadow of the political fashion of the moment. On the other hand, our longstanding and intimate relationship with area studies would seem to give us an advantage in the increasingly interdisciplinary world of literary and cultural studies. While many departments in the academy still all too often pay lip service to work across disciplinary boundaries, most of us have had to live with that reality throughout our professional lives and therefore are well equipped to move into the vanguard in defining the shape of the study of language, literature, and

culture in the future. We, and AATSEEL as our professional organization, have a responsibility to act as advocates for the crucial significance of depth of regional knowledge in a world in which people from distant cultures are thrown into ever more frequent contact, where encounters with people shaped by different languages, histories, and traditions find themselves in virtually daily interaction. I am given hope by what appears to be a greater awareness among students that globalization does not mean anglicization, that learning a foreign language and culture, especially one distant from one's own experience, provides an invaluable skill set for life in our rapidly changing world. Our field needs to be flexible and quick to respond to changing configurations of learning, without compromising the quality and depth of the knowledge we impart to our students.

In the final analysis one accurate gauge of the state of our field remains our annual conference, and the conference program for Philadelphia will not disappoint. Conference highlights include the keynote address by William Mills Todd, III, the AATSEEL President's Reception and Awards Ceremony, a special open house at the "Princess and the Patriot" exhibit, and a screening of Marina Goldovskaia's film *Anatoly Rybakov: The Russian Story*. Along with these special events, we are also pleased to have a fine array of panels, roundtables, and exhibits. We look forward to your participation in all of these events as well as in the business meeting as we address the future direction for our organization.

With best wishes for a joyful holiday season, I look forward to seeing you all soon.



Catharine Theimer Nepomnyashchy

***See You  
In Philly!***

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

*Editor's Note: Special thanks to James Augerot, professor of Slavic languages and literature at the University of Washington, who recommended that I interview Xan. Please continue to send suggestions of former students and colleagues who use Russian in the workplace. Contact me at: [linda.scatton@gmail.com](mailto:linda.scatton@gmail.com).*

### Go Fish! An Interview with Xan Augerot

As the Chief Scientist, Vice President for Science and the Co-Director of the State of the Salmon Program at the Wild Salmon Center in Portland, Oregon, Xan Augerot is responsible for managing research and information synthesis programs, maintaining external research partnerships, and linking research to conservation action programs. Contributing to efforts to sustain salmon biodiversity across the countries of the North Pacific Rim is where her Russian skills come in. Xan is the only Russian speaker in senior management at the Wild Salmon Center, and over 50% of the Center's activities occur in the Russian Far East. As Senior Russia Program Advisor, she oversees a multidisciplinary team whose mission is to support a knowledge network across the region that develops and shares range-wide salmon status and trend assessments. Her current position at the Wild Salmon Center is a combination of strategic advice to its president, scientific advising, personnel management and mentorship.

Xan initiated the Russian Far East Salmon Biodiversity Conservation Program in order to focus conservation efforts on pristine or highly functioning river basins with high salmon and wildlife diversity, and away from places where humans have already done a great deal of damage. In the RFE, Xan works with colleagues in non-profits, academia

and government to create protected areas for salmon, to support innovative salmon monitoring and research and management reform.

Xan acquired her proficiency in Russian in several ways. During her childhood, she lived in Bulgaria for 1.5 years and in the USSR for one year. She studied Russian in high school, college, and throughout her master's program in Marine Affairs at the University of Washington. In addition, she worked aboard a Soviet trawler for two fishing seasons, between her undergraduate studies and master's program.

Russian language skills were essential for starting up the Russian Far East Salmon Biodiversity Program – Xan met with Russians in government offices, on the river, and in non-profits and discussed science, politics and everyday life. By speaking Russian, she was able to build the relationships necessary to move toward common goals. Even today, when there are more Russian-speaking members of the Center's staff, she finds her knowledge of Russian indispensable in her leadership role. For example, there are two Russian Board members, and Xan finds it extremely useful to be able to speak to them in their native language. She also has a better understanding of what is happening in all of the WSC programs because she can read the incoming correspondence in the original language, not through translation.

For students starting to study Russian, Xan recommends that they stick with it, immerse themselves in the sounds of the language, and get themselves overseas to a Russian-speaking country as soon as possible.

For teachers, Xan reminds us that Russia is a vast country, spanning eleven time zones, with rich natural resources that are increasingly in demand on the world market – hydrocarbons, hard rock minerals and metals. It also represents 25% of the world's timber

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

resources. The diversity of its flora and fauna, and of its native peoples, is also great. As the global community seeks to plumb all of the remaining oil and gas, Russia will increasingly be a focus – both for those interested in the minerals and energy resources, and those that would fight for ecological sustainability and cultural preservation.

### Letter from the Editor

Dear Readers, The wonderful and magical month of December has once again appeared. I say the “wonderful” month because it is the month that ends fall semester, the month that brings fresh snow, the month of holidays for most of the religions that Slavists are involved with, and, especially, the month of the AATSEEL annual meeting, when we all get to see each other. It is also a good time for updating our knowledge of the field, acquainting ourselves with new colleagues, and renewing old friendships for those of us who, like me, do not work full-time in Slavic studies. For me, Russian and Serbo-Croatian are the only two Slavic languages I supervise, a total of only a little more than 20 teachers and students only working at the advanced and superior levels of proficiency — my life is dominated these days by Arabic, a reflection of the world situation. So, I very much look forward to seeing all of you in Philadelphia in a very short while. Since I was living and working in Jordan during the last two annual meetings, I have not seen most of my Slavic colleagues for a very long time. Therefore, there is some excitement in getting to see you again, talking to you about newsletter issues — how the electronic version is or is not working out for you, what you would like to see in the newsletter that we do not include at the moment, and the like. Think about it! For now, take care of yourselves. Enjoy the holidays, and travel safely.

*Betty J. Leaver*

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## Slavic-language Podcasts

To say that today's Slavic language student is more technologically savvy than his or her teachers were as students is an understatement. One of the most popular recent innovations is the mp3 player. Whether a student uses an iPod, a Zune or another player, he or she has access to free content on a multitude of topics over the Internet. Podcasts, the modern alternative to old-fashioned radio shows are topical, free, and can also be played on computers with the proper (free) software. Many include video as well as audio content.

The content and quality of podcasts vary, but they can be used to develop vocabulary, discuss sociolinguistic top-

ics, deliver lectures on current events, and present views of classic and modern literature. For those of us interested in the Slavic languages, they offer benefits that might be beyond the scope for which the broadcast was intended. A clever instructor, or a discerning language student, can use podcasts for instruction or language maintenance. As they are self-contained downloads (as opposed to streaming audio from a radio website), they can be reviewed by students to ensure comprehension.

Several universities have begun to issue podcasts on various topics, but it is important to note that while these podcasts contain accurate, high-quality material, there are hundreds of other podcasts, some of which are very interesting, that were developed by "amateurs". A critical eye (or ear!)

is therefore, a necessity, but as a free resource, podcasts can fill short periods of otherwise blank time with target language material.

Some examples of Slavic language podcasts are listed below. They are only examples of some of the podcasts available via Apple's iTunes. These podcasts were chosen for their quality and to provide examples of the variety of subject matter available.

There are many more podcasts available via the World Wide Web, and into the future we will inevitably see more come out of the Slavic-speaking countries. Used as a tool for instruction, either by a teacher or by a student interested in maintaining or enhancing his or her language skills, they are a free resource we can make some use of.

### Podcasts Available from Apple's iTunes Store (<http://www.apple.com/itunes>)

Name	Subject
<b>Russian Language</b>	
Svobodanews.ru	Radio Free Europe/Radio Liberty news in Russian – audio only
НТВ Новости с видео	Video clips of the daily news
Общая Ленга – Russian Podcasting	Mixture of everything from music to news clips (video and audio)
Business Russian	From UCLA Center for World Languages -
Russian Literature	From UCLA Center for World Languages – Excerpts from classics of Russian Literature read in Russian. Supplement to В Пути.
Проект СВИД Сказки для Взрослых и Детей	Many stories, all in Russian
<b>Polish Language</b>	
Polska Floryda	Polish language broadcast from and about Florida.
UK Polish	Designed for Polish people living in the UK.
Celuloid	Film reviews in Polish
<b>Czech Language</b>	
Radio Prague – Feature ABC of Czech	Radio Prague's Czech language course. Interesting because it is thematically organized, with topical vocabulary.
Czechs in America	Bilingual podcast focusing on Czechs in the US.
<b>Ukrainian Language</b>	
SBS Ukrainian Program	Australian podcast in Ukrainian
Ukrainian Folk Music	Each episode is a song sung in Ukrainian, with musical accompaniment
<b>Belarussian Language</b>	
Мой Родны Кут	News and music in Belarussian.

## Member News

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

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

*Keith Blasing*

*[kmbiasing@wisc.edu](mailto:kmbiasing@wisc.edu)*

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

**Michael Finke** has moved to the Department of Slavic Languages and Literatures at the University of Illinois, Urbana-Champaign.

**Colleen McQuillen** received her Ph.D. from Columbia University in October, 2006. Her dissertation was entitled *The Russian Modernist Masquerade: Deception, Rhetoric, and Theatrical Transposition*. Dr. McQuillen has been hired as visiting Assistant Professor in the Department of Slavic and Baltic Languages at the University of Illinois, Chicago.

**Kirsten Lodge** received her Ph.D. with distinction from Columbia University in May, 2006, defending her dissertation: *The Peak of Civilization on the Brink of Collapse: The "Roman Paradigm" in Czech and Russian Decadence*. Dr. Lodge is now a post-doctoral fellow at the Harriman Institute at Columbia University.

**Marta Deyrup** also received her Ph.D. in May, 2006 at Columbia University, with her dissertation entitled *The Vita Constantini as Literary and Linguistic Construct for the Early Slavs*. Dr. Deyrup is now Associate Professor and Catalog Coordinator at Seton Hall University.

**Emily Johnson** received tenure at the University of Oklahoma and was promoted to Associate Professor. Her book, *How St. Petersburg Learned to Study Itself: The Idea of Kraevedenie* was published in June by Penn State University Press.

**Jerry McCausland** defended his dissertation at the University of Pittsburgh in Summer, 2006.

**AATSEEL Annual  
Convention**  
Philadelphia, Pennsylvania  
December 27-30, 2006

**Be There!**

For Information:

See last pages of this issue

or go to: <http://aatseel.org/program/>



# So, what are you doing next? SUMMER?

## SIX-WEEK INTENSIVE COURSES IN EAST EUROPEAN LANGUAGES (June 4 - July 13, 2007)

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## EIGHT-WEEK INTENSIVE RUSSIAN PROGRAM (June 4 - July 27, 2007)

**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)



## Technology & Language Learning

Editor: Jeanette Owen  
(Arizona State University)

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](mailto: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

This second installment of a two-part series on listening comprehension materials examines the online Russian Advanced Interactive Listening Series (RAILS), a project developed under the direction of Professor Benjamin Rifkin of Temple University and a team of staff and students at the University of Wisconsin, with funding from the U.S. Department of Education. An annotated slideshow depicting a typical lesson is available from the homepage: <http://www.languageinstitute.wisc.edu/rails/>.

The RAILS project provides 30 online lessons designed to improve listening comprehension skills for Russian language learners at the intermediate and advanced levels. The interactive lessons are based on excerpts from documentaries by Marina Goldovskaya and original video-taped interviews with prominent Russian figures. While the crisp visual presentation will likely attract instructors and students alike, the true strength of the RAILS project lies in the sophistication of the pedagogical design informing every aspect of the lessons.

The listening comprehension activities are accompanied by a wealth of information, including an overview of the lesson, a description of the learning objectives, and learning strategies. The exercises themselves also contain

numerous supporting materials. For example, the lesson on Russian Orthodoxy includes photographs, a comparison of Old Church Slavic and contemporary Russian, and a sociological survey regarding faith in Russia. The activities are also highly varied, ranging from multiple-choice questions and sequencing tasks to open-ended questions that let students compare their own answers against a model. Finally, each lesson concludes with suggested topics for writing assignments or further discussion.

As they work their way through the lesson, students are able to return to the video clip at any time, and always have the option of accessing a unique feature called the Listening Assistant. This tool gives students considerable flexibility in determining the type of help they would like to receive. The first option provides a glossary and questions to help students identify the main ideas, followed by three tiers of support for the video clip: First students go through a set of explanations about grammar, vocabulary, and cultural cues; next they are presented with a paraphrased text for the clip and an audio clip that plays at a slightly slower rate of speed. Finally, if students are still having difficulty understanding the video, they can access the transcript and an English translation.

The lessons are designed to run across a full two semesters of Advanced Russian at the rate of one lesson a week. But instructors can work with the lessons in any order they see fit, and arrange the pacing to suit their own curriculum. Each lesson takes the student approximately 1-2 hours to complete, depending on skill level.

To gain direct access to the RAILS materials, users must first request a licensing agreement for each lesson. Simply go to the "Lessons" tab on the home page, click on a lesson, then choose the "Request a license" link. A brief form can be submitted directly from the web, and the approval process typically takes 48 hours. Once the license has been approved, instructors can download the lessons to use at their home institutions.

## RECENT PUBLICATIONS

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

### Literature

- Malmstad, J. 2005. *Pushkin and His Friends: The Making of a Literature and a Myth. An Exhibition of the Kilgour Collection*. Cambridge, MA: Houghton Library Publications.
- Powelstock, D. 2005. *Becoming Mikhail Lermontov: The Ironies of Romantic Individualism in Nicholas I's Russia (SRLT)*. Evanston, IL: Northwestern University Press.
- Pushkin, A.S. 2006. *Secret Journal 1836-1837 / Tainiye Zapiski 1836-1837 A. S. Pushkina: Bilingual Edition, English-Russian* Brookline, MA: Petropol.
- Pyman, A. 2006. *A History of Russian Symbolism*. Cambridge University Press.
- Ram, H. 2006. *The Imperial Sublime: A Russian Poetics of Empire*. Madison, WI: University of Wisconsin Press.
- Ramsay, H. & Salys, R. 2005. *Tightrope Walking: A Memoir by Josephine Pasternak*. Bloomington, IN: Slavica Publishers.
- Rosenflanz, K. 2005. *Hunter Of Themes: The Interplay Of Word And Thing In The Works of Sigizmund Krizizanovskij*. Peter Lang Publishing.
- Ryan-Hayes, K., et. al. 2006. *Contemporary Russian Satire: A Genre Study (Cambridge Studies in Russian Literature)*. Cambridge, UK: Cambridge University Press.
- Seifrid, T., et. al. 2006. *Andrei Platonov: Uncertainties of Spirit (Cambridge Studies in Russian Literature)*. Cambridge, UK: Cambridge University Press.

Continued on page 16

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

Q. When do you use what plural oblique forms of человек / люди or годы / лет, and also ребенок / дети? There is a Blok poem with three variants годы / года / лет.

A. The poem must be the one dated 1914, from which I cite the first five lines:

Рожденные в года глухие

Пути не помнят своего.

Мы — дети страшных лет  
России —

Забывать не в силах ничего.

Испепеляющие годы!

There is a fourth noun that might be added to this group: цветок / (цветки) / цветы, which unlike the first three does not qualify as suppletive, that is it does not have different roots for different forms. The problem in the oblique cases is related to the so-called “counting form” — счётная форма: The regular oblique forms differ from those after a numeral. That is precisely why цветок — цветы, even though not suppletive, fits into the same group.

This issue is surprisingly absent from most reference literature that I checked, including the Academy Grammar and a number of handbooks on norm and variation. Offord (Modern Russian pp. 244-245) mentions год/лет and человек after numerals, but only in the nominative case, that is when the numeral is in the nominative. Zaliznjak, in his notes to the entries of человек, mentions the possibility of variation after numerals, but for год gives only лет after numerals (we will see that this is not entirely correct), while the other two nouns do not have any such notes. The only place where I did find the entire paradigm of человек and год listed is in З.П. Оконь, В.И. Половникова. Сборник упражнений по морфоло-

гии, вып. 2. Числительное, наречие. (МГУ, 1964). And that paradigm for человек will need some revisiting.

Let us begin with the easiest noun: sg. цветок — pl. цветы. The regular genitive plural is based on the plural stem of цветы: нет цветов, много цветов, while the counting form is based on the singular stem of цветок: два цветка, пять цветков.

For год, годы is the standard plural; the poetic form is года. The basic plural paradigm and the paradigm for the numerals 5 and up is the same, keeping in mind that in the direct cases, Nom. and Acc., after numerals 5 and up the form is the same as in basic Gen. plural:

Nom.	эти годы	пять лет
Acc.	эти годы	пять лет
Gen.	этих лет	пяти лет
Dat.	этим годам	пяти годам
Instr.	этими годами	пятью годами
Prep.	об этих годах	о пяти годах

So it is only basic genitive plural that changes the stem to лет. The same is true for the numerals 2, 3, and 4:

Nom.	два года
Acc.	два года
Gen.	двух лет
Dat.	двум годам
Instr.	двумя годами
Prep.	о двух годах

There are instances where the alternative genitive plural годов must be used, such as when speaking of decades: до сороковых годов, с двадцатых годов.

And there are instances where both лет and годов could be used; however, they are not interchangeable even though they are overlapping, as годов emphasizes each individual year, while лет usually lumps them together:

Из прошедших годов, в 1997 и 2000 - были хорошие урожаи. Так что марка маркой, но год очень важен

*Alina Israeli*  
(American University)

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

(конечно для истинных ценителей вин). ([www.russianitaly.com/forum](http://www.russianitaly.com/forum))

Итоги прошедших лет. Дела прошедших лет.

In the meaning of one's age, one can say годы or лета, and even though годы is by far more common, we still can find examples with the old-fashioned лета:

Стали мы тещу уговаривать ехать в Каракас, чтобы сфотографироваться. Она ни в какую! Оно и понятно — лета не те, да и путь не ближний. (Св. Максимова. Хождение за три солнца)

The plural paradigm allows both stems, except for the **genitive** which keeps лет in both cases:

Nom.	мои годы	мои лета
Acc.	мои годы	мои лета
Gen.	моих лет	
Dat.	моим годам	моим лета́м
Instr.	моими годами	моими лета́ми
Prep.	о моих годах	о моих летах

Once again, лета is rather rare. For example, a Google search <25.VII.2006> for в твои годы yielded 47,000 hits, while в твои лета yielded 367 hits. The stem год is much more common for most phrases. One instance where both roots occur equally is не по годам / не по лета́м — not befitting one's age. When speaking of children who are perceived to be ahead of their age physically or mentally, one says развитый не по лета́м; we find this in Pushkin with an obsolete stress: Мне не к лицу и не по лета́м...

Going back to Blok's poem, while года is more high style, in poetry both forms are often used to accommodate the meter.

At first glance, человек — люди seems straightforward: людей is the regular genitive plural, and the counting form is based on the stem человек. This is the paradigm listed in Оконь & Половникова:

Nom.	три человека		пять человек
Acc.	трёх человек	but двадцать три человека	пять человек
Gen.	трёх человек		пяти человек
Dat.	трём человекам		пяти человекам
Istr.	тремя человеками		пятью человеками
Prep.	о трёх человеках		о пяти человеках

However, a Google search <19.VII.2006> showed that for the numerals два and три in the oblique cases other than genitive, preference is disproportionately given to the stem люди (four to sixty-five times, most commonly twenty times more often). In the case of четыре there is also a preference, but it is not as pronounced (of course, the number of uses is much smaller). For the numeral пять, the usage is about equal, with a two to one preference for человек in the instrumental. So I suggest that the current paradigm should appear as follows:

Gen.	трёх человек	пять человек
Dat.	трём людям	пяти человекам / людям
Instr.	тремя людьми	пятью человеками / людьми
Prep.	о трёх людях	о пяти человеках / людях

This noun-only paradigm begins to resemble the paradigm that also includes an adjective (listed in Оконь & Половникова):

Nom.	три молодых человека	
Acc.	трёх молодых людей	двадцать три молодых человека
Gen.	трёх молодых людей	
Dat.	трём молодым людям	
Instr.	тремя молодыми людьми	
Prep.	о трёх молодых людях	

Трёх молодых человек occurs, but extremely rarely.

Nom.	пять молодых людей
Acc.	пять молодых людей
Gen.	пяти молодых людей
Dat.	пяти молодым людям
Instr.	пятью молодыми людьми
Prep.	о пяти молодых людях

Пять молодых человек occurs but not as commonly.

Bortnik, in her 1978 *Russian Language Journal*, article states that while человек is common after a numeral — сто человек — людей is the only form that could be used after a noun or a collective numeral — сотня людей, пятеро людей. The second half of this rule was probably never true. We find parallel examples in the 19<sup>th</sup> century and early 20<sup>th</sup> century literature:

Не десятки, а сотни свидетельств у вас в руках, две сотни свидетельств, **две сотни человек** слышали, тысяча слышала! — воскликнул Митя. (Ф. Достоевский. Братья Карамазовы)

Я знаю **сотни людей**, старых и молодых военных, которые благодаря гонениям против кротких, тру-

долобивых духоборов усомнились в законности своей деятельности; (Л. Толстой. Две войны)

**Сотни человек** пали с той и с другой стороны. Наконец, был захвачен сам Уайтинг. (В. Брюсов. Республика Южного Креста)

Лужи крови, видные на местах незанятых, горячее дыхание нескольких **сотен человек** и испарения рабочих с носилками производили какой-то особенный, тяжелый, густой, вонючий смрад,... (Л. Толстой. Севастополь в мае)

Правда, что деятельность тех **сотен людей**, которые, следуя этому закону, отказываются от военной службы и подвергаются за это тяжелым лишениям и страданиям,... (Л. Толстой. Доклад, приготовленный для конгресса о мире в Стокгольме)

In the 19<sup>th</sup> century, there was a distinct preference for десятки людей compared to десятки человек. Currently, the numbers are equally high for both uses. I suggest that whenever people are seen as individuals and are subject to counting, we are more likely to find человек, whereas when they are seen as a human mass, not countable but approximately gauged, we are more likely to find людей. The same rule applies to the pronoun сколько. As Bortnik points out, the following two questions elicit different answers:

Сколько человек собралось? — Пятнадцать.

Сколько людей собралось? — Много / мало.

She also suggests along the same lines

тысяча человек — тысячи людей

миллион человек — миллионы людей

In reality, her tendency is correct, but all the combinations remain possible.

This same rule explains why in exclamations we find only люди:

Скольким **людям** требуется Коростелёв! (В. Панова. Серёжа)

The last noun is ребенок — дети. БТС lists ребенок as having two plurals: дети and ребята, although ребята is listed separately as well. The word ребенок has a number of meanings: a very small child or a baby, one's own child, and an older pre-teen child. The plural for the first two is only дети, while the plural of the last one can be either дети or ребята. Ребята also means 'lads, guys'. БТС's example Своих ребят у него нет, meaning 'He has no children of his own' is not representative, since it is much harder to envision this sentence with a feminine pronoun, and it is said about a man of lower social standing.

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Nom.	два ребёнка	пять детей	
Acc.	двух детей	двадцать два ребёнка	пять детей
Gen.	двух детей		пяти детей
Dat.	двум детям		пяти детям
Instr.	двумя детьми		пятью детьми
Prep.	о двух детях		о пяти детях

The alternative form and its declension are quite predictable:

Nom.	пять ребят
Acc.	пять ребят
Gen.	пяти ребят
Dat.	пяти ребятам
Instr.	пятью ребятами
Prep.	о пяти ребятах

However, one has to keep in mind that this paradigm is more likely to get replaced by the the collective numeral paradigm:

Nom.	пятеро ребят
Acc.	пятерых ребят
Gen.	пятерых ребят
Dat.	пятерым ребятам
Instr.	пятерыми ребятами
Prep.	о пятерых ребятах

Overall these new emerging paradigms with numerals have a certain amount of leveling off: instead of having two completely different paradigms, the tendency is to have a single paradigm with one or two exceptions.

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**Philadelphia, Pennsylvania  
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# See You There!

For Information:

See last pages of this issue  
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## 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.*

January 2007

### **Adjunct faculty – Russian Literature/African-American Literature**

College for Creative Studies, Detroit, Michigan

The Liberal Arts Department at the College for Creative Studies (CCS) is looking for adjunct faculty to teach one course in Russian Literature and one course in African-American Literature beginning January 2007 for a 15 week semester.

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Contact Information: Dr. Julie Longo, Chair, Liberal arts College for Creative Studies, 201 E. Kirby, Detroit, MI 48202 USA

### **Faculty Position for 2007 – 2008 academic year – Russian History**

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The Evergreen State College, a progressive, public liberal arts college emphasizing integrated interdisciplinary study and collaborative team teaching, is currently recruiting for the following positions: Russian History. For job announcements and to apply: [www.evergreen.edu/facultyhiring](http://www.evergreen.edu/facultyhiring).

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Application Due: 12/15/2006

### **Assistant Professor, Russian History**

Wright State University, Dayton, OH

The History Department at Wright State University invites applications for a tenure-track assistant professorship in Russian history to begin in the fall 2007. Ph. D. anticipated by September 1, 2007. Research specialization within the field is open, but the successful candidate will offer courses in the modern period, the university core curriculum in European history and more specialized courses at the upper division and graduate levels.

Send letter of application describing both research and teaching interests, c. v., three letters of recommendation, a representative sample of scholarship (article or dissertation chapter) and evidence of teaching experience to Professor Roy L. Vice, Chair, Russian History Search Committee, Department of History, Wright State University, Dayton, OH 45435. The deadline for applications is December 15, 2006. Wright State University is EOE.

Application Information

Postal Address: Dr. Roy L. Vice, Chair, Russian History Search Committee, Wright State University, 3640 Col. Glenn Hwy, 370 Millett Hall, Dayton, OH 45435

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## AWARDS

**Ellen Elias-Bursac** was given the National Translation Award for 2006 by the American Literary Translators Association for her translation of Serbian writer David Albahari's novel *Götz and Meyer*, published by Harcourt Brace.

**Irene Masing-Delic**, Ohio State University has been selected as the winner of the Humanities Exemplary Faculty Award for 2006. The Humanities Exemplary Faculty Award is the highest honor given by the College of Humanities; it is awarded to a tenured faculty member in recognition of his/her distinguished and sustained achievements in the areas of teaching, research, and service. The purpose of this award is to honor those individuals who, over a period of years, have developed a noteworthy academic profile, with exceptional strength in research and/or teaching, and who therein serve as role models for students and younger colleagues.

**Leonard A. Polakiewicz**, Ph. D. was awarded the National Council of Organizations of Less Commonly Taught Languages, A. Ronald Walton Award 'In recognition of a Career of Distinguished Service on Behalf of The Less Commonly Taught Languages.' The presentation ceremony took place April 28, 2006 at NCOLCTL's annual conference in Madison, Wisconsin.

Dr. Polakiewicz is a Horace Morse Distinguished Teaching Associate Professor of Slavic Languages and Literatures Head, Slavic and Central Asian Languages and Literatures Institute of Linguistics, English as a Second Language and Slavic Languages and Literatures.

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## 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](mailto:alla.nedashkivska@ualberta.ca)*

Dear Readers,

In this issue, Yulia Zayachuk, a professor from L'viv Ivan Franko National University, continues with her research findings related to intensive Ukrainian language and culture summer programs in Ukraine conducted by various Canadian universities.

### Літні українознавчі курси канадських університетів в Україні

Юлія Заячук  
[yul\\_zayachuk@yahoo.com](mailto:yul_zayachuk@yahoo.com)

In the previous issue, professor Zayachuk introduced various Canadian intensive Ukrainian language and culture summer programs in Ukraine. She began with her research findings; specifically, she discussed the general background of students enrolled in the summer programs, questions of language preservation in the Diaspora, and knowledge of the Ukrainian language by students from the Diaspora prior to their enrollment in the summer programs. In this issue, her discussion continues.

#### [PART II]

4. На запитання “Чи користуєтесь Ви своїми знаннями української мови у повсякденному житті,

як і за яких обставин?” одна з анкетованих відповіла так: “Я б хотіла користуватися українською мовою в Канаді у повсякденному житті, але це не виходить, це не практично”. На загал, за даними 2003 р. семеро із 11 студентів українського походження користуються українською мовою у повсякденному житті тією чи іншою мірою, головним чином у родині, в церкві та громаді. Лише чотири з 10 слухачів Літніх курсів 2004 р., що визначили своє етнічне походження як українське або змішане українське, та три із чотирьох таких слухачів Літніх курсів 2005 р. зазначили, що користуються українською мовою досить часто, проте знову ж таки, головним чином, у родині чи громаді. Троє студентів у своїх анкетах окремо зазначили, що вдома користуються українською мовою щодня, а в університеті і на роботі зрідка чи ніколи.

На нашу думку, отримані результати засвідчують, як нелегко зберігати рідну мову в чужомовному етнокультурному середовищі й яку потрібну і непросту роботу зі збереження української мови, культури, традицій, зв'язків з рідною землею, знайомства канадської студентської молоді з Україною, її історією, культурою виконують вищі українознавчі інституції Канади загалом і їхні Літні українознавчі курси в Україні зокрема.

5. Кожен другий з анкетованих протягом трьох років студентів

*Editor: Alla Nedashkivska  
(University of Alberta)*

ззначив, що бере участь у житті й діяльності української спільноти своєї країни. Спостерігається пряма залежність між відсотком “активних” студентів і їх рівнем володіння українською мовою. Серед студентів, що вивчали курс української мови початкового рівня, про свою участь у діяльності української канадської спільноти заявило 27 % опитаних. Серед студентів з курсу української мови середнього рівня цей відсоток становив уже 37, а з групи студентів, що вивчали українську мову підвищеного рівня, діяльні у спільноті 75 % слухачів. Виходячи з цього, можна припустити, що українську мову початкового рівня переважно вивчають ті студенти, що бажають виконати мовну складову своєї програми, підвищити середню оцінку за навчання чи просто вивчають українську мову для інтересу, розширення кругозору, маючи на меті вивчення різних мов і знайомство з різними культурами. У своїй країні вони переважно не мають зв'язку з українською спільнотою і не залучаються у її діяльність. Ті ж, хто продовжує вивчати українську мову на вищому рівні – це вже ті, хто вирішив вивчати її перш за все тому, що визнає своє українське етнічне походження і бажає зберігати батьківську мову і культурну спадщину, а також щоб покращити свій рівень володіння українською мовою чи вивчати її для академічних студій. Це, очевидно, більшою мірою люди, активні в українській спільноті, які беруть участь у різних її заходах, співпрацюють з українськими громадськими організаціями, клубами, культурними центрами, відвідують гуртки художньої самодіяльності, танцювальні ансамблі, хори тощо.

6. Слухачі Літніх українознавчих курсів в Україні спеціалізуються у своїх університетах не обов'язково в україністиці. Сферою їхніх інтересів є європейські студії, історія України, інформатика, медицина, психологія, бізнес, географія, міжнародні

зв'язки, філософія, література, політологія, освіта тощо. Дехто із студентів планує використати знання української мови для майбутньої науково-дослідної, викладацької чи перекладацької роботи, бізнесових зв'язків з Україною, політичної чи громадської діяльності, роботи в Україні.

7. Окремо необхідно наголосити на тому, що переважна більшість (85 %) опитаних протягом трьох років слухачів Літніх українознавчих курсів канадських університетів в Україні (серед них й неукраїнського походження) вважають збереження материнської мови українською етнічною спільнотою в умовах сучасного канадського суспільства вкрай необхідним або бажаним. Це, на нашу думку, ще раз доводить необхідність і велике як культурно-освітнє, так і прагматичне значення діяльності вищих українознавчих інституцій в Канаді.

Таким чином, наведені результати наукового дослідження, проведеного на основі спостережень і аналізу даних анкетування слухачів Літніх

українознавчих курсів канадських університетів в Україні протягом трьох років, на нашу думку, свідчать про те, що такі студії мають свій попит і є на часі. Вони надають змогу вивчати українську мову різного рівня й інші українознавчі дисципліни в україномовному середовищі, спілкуючись з носіями "живої" мови і вивчаючи саму Україну. І що ще більш важливо – вони сприяють збереженню рідної мови українською етнічною спільнотою в умовах сучасного канадського суспільства, котре вважають вкрай необхідним або бажаним переважна більшість опитаних студентів – слухачів курсів.

Yulia Zayachuk  
Ph.D., Assistant Professor  
Ivan Franko National University in  
Lviv,  
Doroshenko Str., 41, UA – 79000  
Lviv, Ukraine

### Recent Publications Continued

*Continued from page 8*

Sicher, E., et. al. 2006. *Jews in Russian Literature after the October Revolution: Writers and Artists between Hope and Apostasy (Cambridge Studies in Russian Literature)*. Cambridge, UK: Cambridge University Press.

Tosi, A. 2006. *Waiting for Pushkin: Russian Fiction in the Reign of Alexander I (1801-1825) (Studies in Slavic Literature & Poetics)*. Amsterdam: Editions Rodopi BV.

Wachtel, A. 2006. *Remaining Relevant After Communism: The Role of the Writer in Eastern Europe*. Chicago, IL: University of Chicago Press.

### Military Affairs

Grossman, V. 2006. *A Writer at War: Vasily Grossman with the Red Army, 1941-1945*. New York: Pantheon.

Zhdanovich, O., Pieson, D. 2005. *Inside the Russian and Soviet Space Programs*. New York: Springer.

### Music

Tyrell, J. 2005. *Czech Opera*. Cambridge, UK: Cambridge University Press.



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- 1st year Mongolian (pending funding)

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University Communications

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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](mailto:mzs@unlserve.unl.edu).*

### IATC will hold its business meeting at the annual meeting of AATSEEL

The International Association of Teachers of Czech (IATC) will hold its business meeting at the annual meeting of AATSEEL this year. The meeting is scheduled for December 29th, 7-8:30 p.m. All members, in good standing or otherwise, are welcome, indeed encouraged, to attend. Potential members wishing to listen and join are encouraged to attend. For further information, please

contact Craig Cravens at the Department of Slavic and Eurasian Studies

Calhoun 415, F3600, The University of Texas at Austin, Austin, TX 78713, Telephone: 512-232-9125

Craig Cravens, IATC Vice President in Charge of Business Meeting for Neil Bermeil, President.

### Czech teaching materials available on the Internet

Mila Saskova-Pierce and Layne Pierce

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

This article hopefully constitutes a beginning of a collaborative effort of all the teachers of Czech to pool their resources. Here is our humble contribution.

#### Language

Some new and interesting sites for your teaching

*MyCzechRepublic* site has a good set of resources for the beginning language learner. It has a mini Czech phrasebook useful for the traveler and beginner student arranged by novice learners' themes, novice level Czech idioms, link to Amazon for Czech grammars and textbooks, phrasebooks and dictionaries available for purchase. It hosts a lively discussion and chat site, where are discussed Czech language, grammar, pronunciation and vocabulary. One can get translation help from its list of translators, and find a Czech tutor or classes in areas all over the world.

<http://www.locallingo.com/>



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## The School of Russian and Asian Studies

### 2007 Feature Study Abroad Programs

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

Feature Study Abroad brings you intensive Russian language training combined with courses in various fields. Perfect for students seeking credit for study abroad!

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- **Russian Language Study** for all levels
- **Internships** in museums, newspapers, consulting firms, NGOs, and other organizations
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Next site *Bohemica* is sponsored by Advanced International Translations, makers of word count and line count software, accounting software for translators, and project management software for translation agencies. It has resources for the novice level such as alphabet with pronunciation, cross word puzzles, and several dictionaries links some specialized and in progress, authored by David Smart from England. <http://www.bohemica.com/index.php>

Among other information, it contains a nice explanation of the Czech keyboard and how to use it. [www.bohemica.com/index.php?m=catalogue.s=79](http://www.bohemica.com/index.php?m=catalogue.s=79)

Czech Radio *ABC of Czech* <http://www.radio.cz/en/current/abc> has articles about Czech behavior, cultural vocabulary and explanations in English spiked with Czech vocabulary (clickable for pronunciation) and gentle self-deprecating humor typical for Czech journalism. Some subjects: How Czechs Greet Each Other [http://www.radio.cz/en/html/living\\_pozdravy.html](http://www.radio.cz/en/html/living_pozdravy.html) and

[http://www.radio.cz/en/html/living\\_paty.html](http://www.radio.cz/en/html/living_paty.html); the history of Czech Language [http://www.radio.cz/en/html/living\\_history.html](http://www.radio.cz/en/html/living_history.html), and English Words in Czech

[http://www.radio.cz/en/html/living\\_words.html](http://www.radio.cz/en/html/living_words.html).

For **grammar questions**, including intermediate and advanced level students as well as for teachers there is the *SEELRC* resources by Laura Janda, the online reference grammar site: [www.seelrc.org:8080/grammar/mainframe.jsp?nLanguageID=2](http://www.seelrc.org:8080/grammar/mainframe.jsp?nLanguageID=2)

### Czech Culture

The **National Museum** in Prague has an English site (as well as Czech) for visitors. <http://www.nm.cz/english>; unfortunately it does not contain much of a pictorial material. However, it has links to other museums and these, such as the Naprstek Museum, do include some illustrations.

**Religion and philosophy** in the Czech Republic can be glanced at with [www.loc.gov/tr/international/european/czechr/resources/cz-religion.html](http://www.loc.gov/tr/international/european/czechr/resources/cz-religion.html)

The fascinating topic of **Czech castles** can be visited on the following site: [http://www.castles.org/castles/Europe/Central\\_Europe/Czech\\_Republic/](http://www.castles.org/castles/Europe/Central_Europe/Czech_Republic/)

The site of the Czech Republic is at <http://www.czechrepublic.com> and it contains a wealth of official information including the Czech anthem and flag.

### Czechs in the USA

Radio article including the sound of the original broadcast is available on <http://www.radio.cz/en/article/72085>

Czech Archives at the University of Nebraska (Czech Immigration to the US)

<http://www.unl.edu/libr/libs/spec/ethnic.shtml>

Czechoslovak Society of Arts and Sciences has articles about Czech American history and its personalities at <http://www.SVU2000.org>

### Czech News

Czech news overview that includes a version in English. <http://www.ceskenoviny.cz/news/>

Voice of the Czech Republic contains the official radio broadcast.

<http://www.radio.cz/en/>

Excellent resource is the Czech Public TV: <http://www.ceskatelevize.cz/vysilani/>, It has a live broadcast option in addition to the re-broadcasting of past programs. This does not include sports.

The (in)famous TV Nova has programs that are tinged yellow and do not shy from scandal; <http://www.nova.cz> *Občanské judo* political debate, *Na vlastní oči* social and personal problems, and *Televizní noviny* (TV News) have a quick pace and present the shocking in the Czech politics as well as the ugly and often scandalous in the everyday life.

### Czech literature on-line resources

[www.bohemica.com](http://www.bohemica.com) has, in addition to other materials a list of Czech literature resources at <http://www.bohemica.com/?m=catalog&s=59>

History of Czech literature can be found in the form of a brief descriptive outline at the official site of the Czech Republic.

<http://www.czech.cz/en/culture/czech-arts/czech-language-and-literature/the-history-of-czech-literature/>.

James Naughton shared his teaching materials in his *Czech and Slovak Literature Resources* <http://users.ox.ac.uk/~tayl0010/czech.html>

Professor Jan Culik shares his course materials concerning the modern Czech literature at <http://www.arts.gla.ac.uk/Slavonic/ss1Amaterial2002.htm>. A valuable resource of information for 20th century literature study (particularly Holub, Hrabal, Škvorecký, Kundera). Includes excerpts.

Project of Czech Literature Digitization is on the *Č.T.E. České Texty Elektronicky*

site <http://cte.cuni.cz/>. It contains at this point about 20 works, for example of K. Capek, K. Tiege, J.A. Komenský and others that do not have copyright anymore. The authors Vítězslav Prax and Tereza Praxova are looking for volunteers to expand their site's offer.

*Portal of Czech Literature (Portál české literatury)* <http://www.czlit.cz/main.php> is a multilingual web resource aiming at propagation of Czech literature worldwide. It contains information about the youngest generation of contemporary authors and their works.

Brown University on-line Czech Literature Anthology is at <http://www.language.brown.edu/CZH/> This site is an annotated anthology of selected Czech literary texts. It currently provides 22 **texts**, accompanied by audio files in Czech and other tools for reading. The anthology is a product of on-going **collaborative research** in discourse analysis, literary theory, and instructional technology.

**AATSEEL Annual  
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## ROSSICA TRANSLATION PRIZE

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Submit your new publications for the Rossica Translation Prize!

The only award for literary translation from Russian into English in the world.

The Rossica Prize is awarded for the best new translation of a high-quality Russian literary work into English. Literary work must be written in Russian by any author, present or past, and published in 2005 and 2006. The prize is open to works published in any country and awarded biennially: £3,000 to the translator and £1,000 to the publisher.

Closing date for submissions: 31 December 2006.

4 copies of the English translation and 3 copies of the Russian original must be submitted to Academia Rossica.

The award ceremony will take place in London on 24 May 2007, the Day of Sts Kyrill and Methodios, the creators of the Slavic alphabet.

Judges of the Rossica Prize for 2007:  
Prof. Peter France, Edinburgh University  
Prof. Catriona Kelly, University of Oxford  
Elaine Feinstein, writer and literary critic

[www.academia-rossica.org](http://www.academia-rossica.org)

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ROSSICA PRIZE 2007

## 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 Arabic, Chinese, Japanese and Russian June 9-August 10, 2007. See ad in this issue of the *AATSEEL Newsletter* or [www.summerlanguages.com](http://www.summerlanguages.com).

### **Dubravushka (Oak Grove) School**

Summer 2007 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](http://www.dubravushka.ru) or phone 941-351-1596 for additional info.

### **Georgetown University**

Georgetown University will offer Russian courses in Summer

2007: For more information, contact [summer@georgetown.edu](mailto:summer@georgetown.edu), or (202)-687-5942.

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

### **Indiana University**

Indiana University's 57th Summer Workshop in Slavic, East European, and Central Asian Languages will be held June 15th - August 10th, 2007, and will offer intensive first through sixth-year Russian, including cultural programming.

Besides Russian, 18 other languages will be offered including Albanian, Azerbaijani (1st & 2nd), Bosnian/Croatian/Serbian, Czech, Georgian (1st & 2nd), Hungarian, Kazakh (1st & 2nd), Macedonian, Mongolian (pending funding), Pashto (1st & 2nd), Polish, Romanian, Tajik (1st & 2nd), Turkmen (1st & 2nd), Ukrainian, Uyghur (1st & 2nd), Uzbek (1st & 2nd) and Advanced-Mastery Training in South Slavic Languages.

ALL students pay IN-STATE TUITION and FLAS and SSRC funding is available. The following languages are ACLS-funded and TUITION-FREE for grads specializing in East European studies: Albanian, Bosnian/Croatian/Serbian, Macedonian, Romanian and Advanced-Mastery Training in South Slavic Languages. Application deadline for fellowships is March 23rd.

For more information contact: Director, Ballantine Hall 502, Indiana University, Bloomington, IN 47405, Phone: 812-855-2608, [swseel@indiana.edu](mailto:swseel@indiana.edu), <http://www.indiana.edu/~iuslavic/swseel/>.

### **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 Middlebury College

Language Schools, Middlebury College, Sunderland Language Center, Middlebury, VT 05753; (802) 443-5510; [languages@middlebury.edu](mailto:languages@middlebury.edu) or go to the Middlebury Russian School website: <http://www.middlebury.edu/lrussian>. 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](mailto: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](mailto:okagan@humnet.ucla.edu); [okagan@ucla.edu](mailto:okagan@ucla.edu); Mailing address 2207 Hershey, UCLA, Los Angeles, CA 90095-1502; <http://www.humnet.ucla.edu/>; <http://www.humnet.ucla.edu/russian>; <http://www.heritagelanguages.org>

#### University of Wisconsin-Milwaukee

Annual Summer Study-Tour at Catholic University, Lublin, Poland July 7-August 13, 2007.

Estimate cost \$2,393 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 tree-day trips to Cracow (cost \$120) and Białowieża Forest (\$120)

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 26 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, Phone: (414) 229-4948 or 4313, [mikos@uwm.edu](mailto: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](mailto:cwoolhis@fas.harvard.edu).*

### Winners of the 2006 Zora Kipel Prizes for Publications in Belarusian Studies

The North American Association for Belarusian Studies (NAABS) and the family of Zora Kipel are pleased to announce the winners of the first (2006) Zora Kipel Memorial Prize competition for publications in Belarusian studies. The \$500.00 book prize has been awarded to Andrej Kotljarchuk (Stockholm, Sweden) for his innovative study of the Swedish presence in Belarusian history and culture, "Shvedy u historyi j kultury bielarusau" [The Swedes in the History and Culture of the Belarusians] (Miensk: Encyklopedyjsk, 2002). The \$200.00 article prize has been awarded to Uladzimir Kalupajeu (Miensk) for his important contribution to the history of Belarusian economic thought, "Zabyty renesans: bielaruskaja ekanamichnaja shkola 1920-kh hh. [Forgotten Renaissance: the Belarusian Economic School of the 1920s] (Arche 1, 2005).

### Call for Entries: 2007 Zora Kipel Book and Article Prize Competition

NAABS and the Kipel family are pleased to solicit entries for the 2007 Zora Kipel Book and Article Prize competition. The prizes, \$500.00 for books and \$200.00 for articles, will be awarded to the authors of outstanding new publications in the fields of Belarusian cultural studies, linguistics, literature, history and politics. Books and articles published between 2003 and 2007 in either English or Belarusian are eligible. Winners will be selected by a panel of judges made up of NAABS

*Editor: Curt Woolhiser  
(Harvard University)*

officers and members. To enter the competition, please send a copy of your book or article to the following address by June 1, 2007:

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

Winners will be announced in the fall of 2007.

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

The North American Association for Belarusian Studies (NAABS) and the family of Zora Kipel are pleased to announce the creation of a new annual prize (\$100) for outstanding research papers in Belarusian studies by undergraduate and graduate students. Unpublished papers at least 15 pages (double-spaced) in length, written between 2004 and 2007 are eligible for the 2007 competition. Winners will be selected by a panel of judges made up of NAABS officers and members. To enter the competition, please send three copies of your paper to the following address by June 1, 2007:

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

Winners will be announced in the fall of 2007.

## AATSEEL Newsletter Columns

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

## 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@gmail.com](mailto:vbelyanin@gmail.com)*

### **Tensions in the motivation of Russian Heritage Learners: Observation during language teaching in Moscow**

Elena Vasyanina, PhD,  
Associate Professor  
of Moscow State Linguistic University,  
[russian-teacher@nm.ru](mailto:russian-teacher@nm.ru)

It has been observed many times that Russian Heritage Learners (RHL) manifest a strong integrative motivation. In 2005-2006 I worked as an instructor teaching RHL from the University of Pittsburgh Summer Language Institute ([www.pitt.edu/~slavic](http://www.pitt.edu/~slavic)) at Moscow State University ([www.cie.ru](http://www.cie.ru)), Russia, and I'd like to add some remarks on this matter, arguing that integrative motivation of RHL is quite different from that of Non-Heritage Learners (NHL).

I have observed that NHL, coming to Russia after some years of studying Russian, are usually attracted by the experience of being in Russia which outweighs the inconveniences of Russian life. They are motivated by knowing a difficult language, by gaining an idea of the 'mysterious Russian soul,' or by very pragmatic and career-related reasons. They claim and perform both instrumental and integrative motivation: they accumulate Russian friends, apply for jobs, take the trans-Siberian railway, and so forth.

The experience of RHL is different and more ambiguous. Family stories

taught them about the reasons for emigration. Consciously or not, they seek to prove or justify these claims about how hard it is to live in Russia or the FSU. Yet, when they do in fact experience the local problems, they remain disoriented. Many of them claim they are half-Russian. Yet, RHL remain only partly integrated: "I would always be transient – between countries, cultures, and identities." They are often uncertain about their motivation, whether and why they want this 'half' to grow and develop.

They point to different reasons for wanting to improve their language skills: "to communicate with relatives," "not to feel embarrassed to write," "not to lose the advantage of knowing a difficult language," "to read Russian literature," "to help Russian immigrants in the U.S." and the like. When I saw traces of integrative motivation, they seemed to be oriented toward the circle of relatives or toward the immigrant community abroad and not toward Russia. When I asked whether someone would like to work in Moscow, at first no one volunteered. Later some students conceded they could try to work in Russia in a Western company with expat staff.

IM comes from positive attitudes toward the target language group. For RHL, their attitude toward the language group is ambiguous. In Russia, RHL may meet unfriendly people, and experience rudeness, which usually they take much more personally than do NHL. RHL are also often harassed by language purists who approach them: "you sound like someone from the country." Indeed, RHL often inherit vernacular forms such as *ихний* [ihni] instead of *их* [ih], *ложить* [lozhit] instead of *класть* [klas't'] from their parents. RHL, however, are very much embarrassed and insulted by reproaches for speaking ungrammatically, for having poor orthography, and for their lack of

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

cultural background knowledge. Even if this is sometimes true, the problem is also that the Russians they met have never met RHL before and have different expectations about what RHL should know. In contrast with these encounters, I observed RHL engaged in research projects that enable them to meet with educated and worldly Russian people. It was obvious to me during the lessons how much these contacts stimulate their interest in the language and culture and affect the learning process.

In conclusion, in my experience, interest in Russian literature and culture and acquaintance with well-educated and open-minded Russian speakers seems to be one of the most important impulses for RHL. Regardless of where, when and how they encounter Russian culture, the desire to continue this acquaintance is usually a good indicator and maybe even prerequisite of the future personal progress in heritage language learning.

### **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](mailto: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.

## 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 Channon (Purdue University); Halina Filipowicz (University of Wisconsin at Madison); Beth Holmgren (University of North Carolina at Chapel Hill); James Levin (George Mason University); and Ernest Scatton (State University of New York at Albany). Look for their responses to new questions in future issues of the AATSEEL Newsletter.*

Q: My dissertation year is coming up, and I am thinking of applying for a fellowship. The application process seems rather involved, and different awards call for different essays; I am reluctant to take a big chunk of time out of writing. I can continue to teach as a dissertation-level student, and I find that it makes a good balance with my work. But perhaps fellowship applications have other benefits. Can the process of writing up an application help my thinking about the dissertation? And would having a prestigious grant or dissertation fellowship on my CV add significantly to my potential as a job candidate?

**Guest editor Séamas O'Driscoll responds.**

A: This reader raises a number of issues that graduate students face as they finish their dissertation research and begin to write up their findings. The first issue is a practical one: does a year of teaching provide a better writing regimen than an unstructured year with full funding? The answer to this depends on the person. Some students I know feel that teaching really helps the writing process; others prefer the solitary, uninterrupted time afforded by receiving a fellowship. I think it's safe to say that whatever works for you is the way to go with one caveat: a student with little or no teaching experience will be at a significant disadvantage on the job market no matter how many prestigious fellowships he or she has won. For this reason, it's important to build up your teaching credentials before you reach the dissertation stage so that you have the option of accepting a fellow-

ship that will give you time away from teaching.

The second issue the reader raises has to do with the application process and the potential prestige of receiving a competitive fellowship. While applying for fellowships can be time consuming, there is much to be gained from the process of summarizing your dissertation project for an audience outside your committee. Although fellowship applications may differ, the

*Editor: Olga Livshin  
Northwestern University*

initial up-front work involved in writing a research statement can be repurposed for other applications with relative ease. For this reason it is important for graduate students to learn about fellowship opportunities available both inside and outside their home institutions and to apply for any and all opportunities for which they may be eligible. External fellowships are highly competitive and carry with them a great deal of prestige. The incremental work involved in applying for these fellowships is minimal compared to the opportunities they may present.

Séamas O'Driscoll is an Assistant Professor and the Director of Graduate Studies at the Department of Slavic Languages & Literatures at Northwestern University.

# AATSEEL Annual Convention

**Philadelphia, Pennsylvania  
December 27-30, 2006**

## See You There!

For Information: See last pages of this issue  
or go to: <http://aatseel.org/program/>

## PROFESSIONAL OPPORTUNITIES

### Calls for Papers

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>

December 15, 2006

#### CERES Annual Graduate Student Conference

The recent blackout in Europe and the energy crisis in Ukraine during the

severe winter of 2006 have thrown the energy issue into sharp relief. This renewed emphasis on energy underpins recent Russian economic growth and is a key factor in interactions between the EU, Russia and Eurasia. From Dublin to Vladivostok, Tashkent to Helsinki, the topic of power, both physical and political, has become a central focus. A complex set of factors?political, economic, geographic, environmental, among others?yields one of the most important questions of the 21st century. How has Europe responded to the changing global energy market? How have energy concerns affected relations in Europe, Russia and Eurasia as a whole? What role will alternative energies play in solving Europe?s energy question? What are the environmental implications of current trends?

The organizing committee at the Centre for European, Russian and Eurasian Studies (CERES), invites graduate students to submit proposals for its Annual Graduate Student Conference to take place at the University of Toronto, from March 1st to 3rd, 2007, under the title:

*Introducing a new summer program for graduate students and recent PhDs!*

### The 2007 Mikhailovskoe Slavic Scholars Program

in Pushkinskie Gory, Russia

June 10-Aug 5, 2007



Academic program includes:

- **Advanced Composition and Stylistics** course
- **Topics courses** on Russian literature and culture with **leading specialists** from St. Petersburg State University
- Opportunity to develop and deliver an **academic lecture** in Russian on a topic of your choice at the **Mikhailovskoe Scholars Symposium** (August, 2007)
- **Travel** to historic Pushkin sites and other cities in the St. Petersburg and Pskov regions
- **Affordable program costs**

Mikhailovskoe Slavic Scholars is an innovative new summer program developed for grad students by grad students which recognizes the need for high-level academic Russian language training, a critical aspect of professional development for young scholars in our field. Through a rigorous 8-week program of advanced language and literature courses, participants will work toward developing the professional-level Russian language skills necessary to lecture and conduct literature and culture courses in Russian. Graduate students, junior faculty and recent PhDs in Slavic or related fields with advanced level proficiency in Russian are encouraged to apply.

**Applications due: February 1, 2007**

For more information or to apply, please visit program link at

<http://slavic.lss.wisc.edu/pushkin/mikh/>

or write to [pushkin@slavic.wisc.edu](mailto:pushkin@slavic.wisc.edu)

The 2007 Pushkin Scholars Program is a partnership between the UW-Madison Slavic Department, the Wisconsin Center for Pushkin Studies, and the Pilgrim Humanitarian-Cultural Center in St. Petersburg.

Pipelines of Power: Energy, EU and Eurasia

We invite diverse and innovative papers on the political, economical and social aspects of the following themes:

Energy policy and institutions Intra-regional relations Energy security and conflict management Geopolitics of pipelines and energy infrastructure Environmental concerns and alternative energy

Graduate students interested in participating in the conference should submit a one-page paper proposal and a C.V. to [energy.conference@utoronto.ca](mailto:energy.conference@utoronto.ca) by December 15th, 2006.

Qualified candidates will be considered for travel expenditures funding. For additional information about the conference, please contact the conference organizers at [energy.conference@utoronto.ca](mailto:energy.conference@utoronto.ca).

January 10, 2007

### **2007 Central Association of Russian Teachers of America (CARTA) Annual Conference**

March 30-April 1, 2007 Central Association of Russian Teachers of America (CARTA) Annual Conference, Clarion Inn and Suites, Austin, TX Information: <http://carta.us>

CARTA (Central Association of Russian Teachers of America) extends an invitation to interested professionals and graduate students to submit proposals for individual papers, complete panels, or roundtables for its Ninth Annual Conference. The conference, hosted by the Department of Slavic and Eurasian Studies of the University of Texas at Austin, will be held from March 30 through April 1, 2007, in Austin, TX.

Proposals are welcome on any aspect of Russian language, literature, history, social sciences, culture, methodology and related topics. Deadline for submissions is January 10, 2007. Please send proposals to Dr. Mara Sukholutskaya, CARTA, East Central University, Department of English and Languages, Ada, OK 74820.

For more information contact Mara Sukholutskaya at [msukholu@mailclerk.ecok.edu](mailto:msukholu@mailclerk.ecok.edu) and visit CARTA's web page at <http://carta.us>.

January 12, 2007

### **Homesteading Reconsidered Call for papers.**

University of Nebraska-Lincoln is calling for paper submissions to its 33rd Interdisciplinary Symposium that will take place in Lincoln, May 17-19, 2007 Nebraska is a state where every more than 10 percent of population claims Czech heritage.

The University of Nebraska hopes for a panel that deals with the Czech culture as it developed in the Great Plains environment.

INTERESTED CONTRIBUTORS should submit proposals/abstracts of 150-200 words with a brief resume by JANUARY 12, 2007. ELECTRONIC SUBMISSION is preferred. Be sure to indicate the relevant information (contact person, affiliation, address, telephone, e-mail address) in your e-mail and indicate in the subject line: 2007 HOMESTEADING RECONSIDERED SYMPOSIUM. If sending by standard mail, please send two unfolded copies of the abstract to the Program Chair at the address in the column to the left.

Persons whose proposals/abstracts are accepted will be expected to submit final papers at the conference. Great Plains Quarterly and Great Plains Research, the Center's scholarly journals, have the first right to publish papers presented at the symposium. The Homestead Act of 1862 in the United States and the Dominion Lands Act of 1872 in Canada fundamentally shaped the pattern of non-Indian settlement on the Great Plains. By the time the acts were repealed, over 270 million acres in 30 U.S. states and 118 million acres in Canada's western provinces had been distributed.

THIS SYMPOSIUM will examine homesteading and its legacy from all angles, review recent and forthcoming scholarship, probe conflicting interpretations, and encourage all participants to develop their own perspectives on the historical and ecological significance of homesteading. SUBJECTS OF INTEREST for consideration in the event's program include, but are not limited to:

- Cultural and social changes initiated by westward migration and the retention of cultural and social values by those groups and individuals that emigrated;
- The legacy of the Homestead Act/Dominion Lands Act (or anti-legacy, as many ethnic and cultural groups may view it);
- The role of land speculation and fraud in fulfilling or dooming the government's intended uses of the Homestead Act/Dominion Lands Act;
- Past historical remembrance and interpretation of homesteading and Western history; and other subjects.

Persons whose proposals/abstracts are accepted will be expected to submit final papers at the conference. Great Plains Quarterly and Great Plains Research, the Center's scholarly journals, have the first right to publish papers presented at the symposium. Visit the conference website for up-to-date information. [www.unl.edu/plains](http://www.unl.edu/plains)

Dr. Mila Saskova-Pierce Minor Languages Section Head Department of Modern Languages 1133 Oldfather Hall University of Nebraska at Lincoln NE 68588-0315 e-mail: [msaskova-pierce1@unl.edu](mailto:msaskova-pierce1@unl.edu) Tel: (402) 472 1336 Fax: (402) 472 0327

January 30, 2007

### **Call For Papers: Faust**

As the bicentenary of FAUST I (1808) approaches, proposals are now being accepted for chapters in an international scholarly collection on the Faust thematic. Topics in literature, music, art, theatre, philosophy, history, and cultural studies will be considered, all nationalities and periods. English language collection. Send a 500-word proposal and brief bio by Jan. 30 2007 to Professor Fitzsimmons at [lfitzsimmons@csudh.edu](mailto:lfitzsimmons@csudh.edu) Lorna Fitzsimmons, Ph.D. Coordinator, Humanities Program, California State University, Dominguez Hills LCHA338 1000 East Victoria Street, Carson, CA 90747-0005 USA, Phone: 310-243-3036

## Conferences and Workshops

March 23-25, 2007

### **Dissertation Development Workshop - Violence in Eurasia: Historical and Contemporary Approaches** Yale University

EXTENDED Application Submission Deadline: December 12, 2006

The Eurasia Program of the Social Science Research Council (SSRC) invites proposals for a dissertation development workshop, focusing on issues of violence in Eurasia. Graduate students at any stage of their dissertation process (from proposal to write-up) and from any disciplinary or interdisciplinary program in the humanities or social sciences are eligible to apply. Proposals may elaborate upon one or more of the following issues, or applicants may propose their own topics. We particularly encourage applicants who propose new theoretical perspectives and methodologies and whose work speaks to a wide scholarly audience.

Violence - the use or threat of physical/psychological force - has played a role in the exercise of power and the shaping of social relations throughout history. The forms and meaning of violence have varied, however, with time, location, cultural tradition, and political context. In all eras, in any given situation, some types of violence are accepted as legitimate, even necessary, while others are condemned as extreme. How is violence interpreted in the Eurasian context?

One has only to mention the tsarist-era anti-Jewish pogroms, the self-inflicted brutalities of the Stalinist regime, the present government of Uzbekistan, the Russian Mafia, or the conduct of both parties to the war in Chechnya to evoke stereotypes of a Eurasian propensity for violence.

What kind of norms or values have governed the use of violence in the territory once covered by the Russian empire and the Soviet Union, and now by the Russian Federation and other successor states? To what extent have attitudes and practices converged with or departed from patterns elsewhere? To

what extent do local patterns vary within the region? What has been the impact of political, social, and economic change on interpersonal and social relations? How has violence been represented through literary and cultural productions, and what impact has this had on the further propagation of violent behavior in society? What have been the responses from individuals, groups, and states from within and outside the region to violence and repression? And does the region deserve its reputation in the West as lawless and violence-prone?

For detailed information on application procedures and eligibility requirements, please visit the Eurasia Program online at [www.ssrc.org/programs/eurasia](http://www.ssrc.org/programs/eurasia) or contact program staff at [eurasia@ssrc.org](mailto:eurasia@ssrc.org).

Eurasia Program Social Science Research Council 810 Seventh Avenue New York, NY 10019 Phone: (212) 377-2700 Fax: (212) 377-2727

April 18-21, 2007

### **Irbid, Jordan.** **Second International Conference on High-Level Language Learning**

Sponsored by the Jordan Consortium of Centers of Teaching Excellence and the Coalition of Distinguished Language Centers, this conference will be held at Yarmouk University in 2007. Working languages of the conference are English and Arabic although some language-specific sessions may be conducted in other languages. Presentations on research, theory, and practice as related to teaching any foreign language are welcome. Abstracts for conference presentations are due by December 31, 2006. For more information, contact Dr. Mahmud Wardat in Jordan ([mwardat2001@yahoo.com](mailto:mwardat2001@yahoo.com)) or Dr. Betty Lou Leaver in the USA ([leaver@aol.com](mailto:leaver@aol.com)). Information is also available online: [www.distinguished-languagecenters.org](http://www.distinguished-languagecenters.org).

April 26-29, 2007

### **Madison, Wisconsin** **National Council of Less Commonly Taught Languages Tenth National Conference**

For more information contact:  
[www.councilnet.org](http://www.councilnet.org)  
[ncolctl@mailplus.wisc.edu](mailto:ncolctl@mailplus.wisc.edu)

NCOLCTL

4231 Humanities Building  
455 N. Park Street  
Madison, WI 53706  
Tel: 608-265-7903; FAX 608 265 7904

July 5-15, 2007

### **Concordia Language Villages** **Teacher Seminar**

Instructor: Donna Clementi  
ED 565: Second Language Methodologies for Teachers

Location: Bemidji, Minnesota

Dates: July 5-15, 2007

Session Code: TB42

Credits: 3 graduate credits (Concordia College, Moorhead, Minnesota)

Cost: \$1,495 (includes, room, board, and tuition)

Instructor: Donna Clementi

Join language teachers from across the United States for a ten-day summer graduate course at the Villages to adapt our immersion techniques to your classroom setting! Upon successful completion of the course, three semester hours of graduate credit are earned through Concordia College, Moorhead, Minnesota.

Teacher Seminar provides a forum where language educators can learn about and discuss current practices and issues related to the teaching of a second language. Seminar participants visit the Language Villages to see language and cultural immersion strategies in action.

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

Contact us for information on customized workshops in your area or at our permanent site in bemidji, minnesota!

For more information, please contact:  
Concordia Language Villages

Teacher Seminar

901 8th Street South

Moorhead, Minnesota 56562 USA

218.299.4179

[educators@cord.edu](mailto:educators@cord.edu)

[www.concordialanguagevillages.org](http://www.concordialanguagevillages.org)

## Grants and Fellowships

February 15 Annually

### **The Michael and Emily Lapinski Scholarship Endowment**

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

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

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

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

August 15 Annually

### **Kluge Center Fellowships for Library of Congress**

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

The Kluge Center is located in the Jefferson Building of the Library of Congress and provides attractive work and discussion space for scholars. Residents have easy access to the library's specialized staff and to the intellectual community of Washington. The Kluge

Center especially encourages humanistic and social science research that makes use of the library's large and varied collections. Interdisciplinary, cross-cultural, or multi-lingual research is particularly welcome.

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

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

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

#### Various closing dates

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

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

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

### **Title VIII Combined Research and Language Training Program:**

Provides full support for research and approximately ten hours per week of advanced language instruction for three to nine months in Russia, Central Asia, the Southern Caucasus, Ukraine, Belarus, and Moldova.

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

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

### **Title VIII Special Initiatives**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



# AATSEEL Annual Convention

**Philadelphia, Pennsylvania • December 27-30, 2006**

## **The AATSEEL 2006 Convention will feature:**

- Scores of panels of papers and presentations on language, literature, linguistics, second language acquisition, technology and pedagogy.
- Some 400-500 of the most active and professional scholars in Slavic from the USA, Canada, and other countries
- Gratis interviewing facilities
- Exhibit hall with companies offering the newest and best in scholarly books, textbooks, instructional multimedia software and online resources, study abroad and summer intensive programs, and more.
- The American Philosophical Society and AATSEEL invite AATSEEL and MLA conference participants to an Open House showcasing the exhibition “The Princess and the Patriot: Ekaterina Dashkova, Benjamin Franklin, and the Age of Enlightenment” 4:30-7:30 pm, Friday, December 29 at the Museum of the American Philosophical Society, 104 South Fifth Street, Philadelphia, PA 19106 <http://www.amphilsoc.org/exhibitions/princess.html>. Hosted by Marcus Levitt (University of Southern California) and Irina Dubinina (Bryn Mawr College)
- Accommodations in Philadelphia’s only waterfront hotel, with waterfront views of the city and the Delaware River, and within walking distance to Philadelphia’s Historic District.

## **Please direct all questions about AATSEEL 2006 to:**

Dr. Dianna Murphy  
AATSEEL Conference Manager  
1122 Winston Drive  
Madison, WI 53711  
Tel. (608) 770-9080  
Fax (608) 890-1094  
Email: [aatseelconference@mac.com](mailto:aatseelconference@mac.com)

## Conference Schedule

Beginning with 2006 the conference program will be published only online where it can be regularly updated. For the latest version please go to: [www.aatseel.org/program](http://www.aatseel.org/program)

### Wednesday, December 27

5:00-7:00 pm	Conference Registration
5:00-7:00 pm	AATSEEL Program Committee
7:00-10:00 pm	AATSEEL Executive Council

### Thursday, December 28

7:30 am - 7:00 pm	Conference Registration
8:00 am - 10:00 am	Slava/Olympiada Breakfast
9:00 am - 4:30 pm	Exhibit Hall
5:00 pm - 7:00 pm	ACTR Board Meeting
5:00 pm - 7:00 pm	U. of Southern California Reception - Columbus Ball Room (all are invited)
7:00 pm - 10:00 pm	AATSEEL President's Reception and Awards Ceremony

### Friday, December 29

7:30 am - 5:00 pm	Conference Registration
9:00 am - 4:30 pm	Exhibits
10:00 am - 11:00 am	AATSEEL Business Meeting
11:00 am - 12:00 noon	Keynote Address William Mills Todd, III, Harvard University On the Care and Development of "Home-Grown Disciplines"
12:15 pm - 1:30 pm	Meeting of Language Program Coordinators
4:30 pm - 7:30 pm	Special Event: Open House at Museum of the American Philosophical Society (104 S. Fifth St.) "The Princess and the Patriot: Ekaterina Dashkova, Benjamin Franklin, and the Age of Enlightenment" hosted by Marcus Levitt (University of Southern California) and Irina Dubinina (Bryn Mawr College) For more information: <a href="http://www.amphilsoc.org/exhibitions/princess.html">http://www.amphilsoc.org/exhibitions/princess.html</a>
5:00 pm - 7:00 pm	ACTR Membership Meeting
7:00 pm - 8:30 pm	International Association of Teachers of Czech
8:00 pm - 10:00 pm	Special Event: Screening of Marina Goldovskaia's film <i>Anatoly Rybakov: The Russian Story</i> followed by Question-Answer session with the Director

### Saturday, December 30

7:00 am - 10:00 am	AATSEEL Executive Council
9:00 am - 12:00 noon	Exhibits
12:00 noon - 1:00 pm	AATSEEL Program Committee

## Hotel and Accommodations

### Hyatt Regency Philadelphia at Penn's Landing

201 South Christopher Columbus Blvd.

Philadelphia, PA 19106

Tel.: 800-233-1234, 215-928-1234

Fax: 215-521-6600

[www.pennslanding.hyatt.com](http://www.pennslanding.hyatt.com)

**Room rates:** \$109 single/double occupancy

**Reservation deadline:** Reservations must be made by November 27, 2006 and must be guaranteed with a major credit card.

**Reservation procedure:** Call 1-800-233-1234, and tell the reservation agent that you are with the AATSEEL conference. All reservations must be guaranteed with a major credit card.

**Guest rooms and facilities:** All rooms feature high-speed Internet access (for a daily fee of \$9.99), daily newspaper delivery, in-room coffee maker, hairdryer, iron and ironing board, in-room safe, and refrigerator. The hotel features a 24-hour personal business center and 24-hour fitness center. See the hotel's website for complete information.

**Parking:** Attached 6-story parking garage with valet and self-parking.

**Car rental:** An Avis Car Rental desk is located on the basement level of the hotel.

## **AATSEEL Newsletter Information**

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

### **PUBLICITY AND ADVERTISING POLICY**

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

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

Full page	\$200	7 5/8" x 9 3/8"
Half page	\$120	7 5/8" x 4.5 11/16"
Column inch	\$30	Approx. 6 lines

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

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

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

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

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

Address Correction Requested