

The

AATSEEL



NEWSLETTER

American Association of Teachers of Slavic & East European Languages

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Special:

Call for Papers

AATSEEL Annual

Meeting 2002

New in This Issue:

Ukrainian Issues (new column)

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AATSEEL WEB SITE

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

<http://clover.slavic.pitt.edu/~aatseel/>

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Message from the President

Dear Colleagues,

The genuinely good news is that the AATSEEL convention did take place and was a real, full-fledged event. Was it colored by the events of September 11th? Of course it was. Was it gutted of its substance, leaving only a shell of the usual interaction and conviviality that reinvigorate our field every year? By no means. The convention was well attended by Slavists at many different stages in their careers and from all different parts of the country and abroad. The panels were of high quality and stirred up plenty of conversation and debate. An array of well-attended receptions (not to mention the stunning array of restaurants in New Orleans) brought us together for food, drink, and still more conversation. At a time when travel is difficult and nerves are frayed for good reason, the fact we actually went beyond our expected levels of conference registration and hotel bookings provides evidence that our field is as lively as ever and that we are as committed to our field as ever. This bodes well for us. As a small field that is rarely perceived as profitable by university administrators or as more than marginally relevant by colleagues in other fields, we need this vitality to assure our survival. Moreover, our strength bodes well for the rest of the world at a time when understanding languages, cultures, and, simply put, understanding people in different parts of the world is menacingly important.

To turn from the conference to some smaller news items:

Most readers probably didn't know that our mail permit had been put in jeopardy by the recent lag in the publication rate of *SEEJ*. Thanks to the efforts of the new editor, Gerald Janecek, and AATSEEL Executive Director, Gerard Ervin, we are on our way to being once again "in compliance." The solution to the problem has an added benefit: *SEEJ* will be publishing issues

roughly every two months for the next two years. Now is the time to submit articles and to urge colleagues and graduate students to do the same.

In the face of the recent closing of Russian programs at a number of secondary schools, AATSEEL will be working jointly with ACTR to find ways of supporting the Russian programs that do exist. Our intent is to provide information for the use of principals and teachers who need to convince beleaguered school boards of the relevance of our field not just in general, but in relation to the overall profile and success of their own students.

I would like to encourage AATSEEL colleagues to support the presses, programs, and others who take the trouble to come and set up exhibits at AATSEEL conventions or advertise in our newsletter or *SEEJ*. Some of these enterprises, too, are under siege for the usual financial reasons and the perceived marginal status of Slavic studies. We need their contributions to our field, and we should do what we can to contribute to their viability. Some of the presentations at the conference session "Vision 20/20: The Future of Slavic Studies" touched on these issues. The newsletter will publish the presentations in the next issue.

In closing, I would like to thank a number of people who keep this organization cooking and urge AATSEEL members to respond to the upcoming call for nominations so that we can keep up the momentum. The conference is only as good as its panels, and in this area we owe the Program Committee and its chair, Karen Evans-Romaine, a huge debt of gratitude not to mention the panelists and presenters themselves. In addition, we must thank the outgo-

ing vice presidents, Beth Holmgren and Olga Kagan for their efforts and welcome the incoming vice presidents Carol Ueland and Joan Chevalier. And finally, this conference could not have happened without myriad arrangements being made by a jolly fellow in a red vest and hat. No, this is not Santa Claus, but our own Jerry Ervin. Many, many thanks!

As ever,

Sarah Pratt

Editor's Note

A very happy New Year to one and all—albeit by the time this issue reaches readers' hands, the new year will be well underway. That is always a problem with newsletters; the actual composition occurs much in advance of readers' receipt, and sometimes many things change in the interim. Along those lines, I would note that the Call for Papers for the AATSEEL Annual Meeting 2002, which will take place in New York City, is current as of the date that the February issue of the *AATSEEL Newsletter* went to press. For more current information about this and other topics that change or expand with the passage of time, check the AATSEEL website (the URL is on the opposite page). I recently had a chance to look at what Marta Deyrup, David Galloway, and those who have assisted them have constructed and updated, and the site is beginning to look very professional, as well as to contain much useful information.

Along similar lines, I would note that it is a continuing problem for me to get the newsletter to you in a timely fashion because much of the information arrives after the deadlines. Observing them would help me very much.

Finally, I would note that we are still having difficulties with Belarussian font compatibility for "Belarusica"—but we are working on it and hope to be able to include full columns again soon.

Betty L. Gaver

Renewal Reminder

Don't forget to renew your membership for 2002. The inside back cover contains the form for renewing if you have not done so already.

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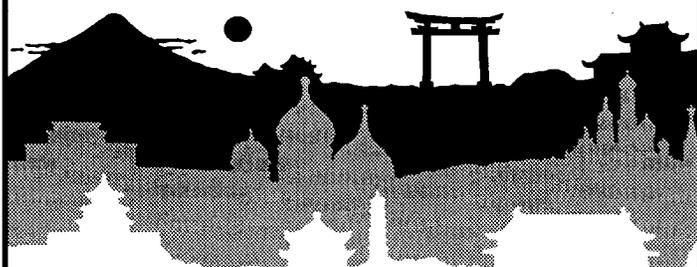
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Patricia L. Zody, Director
Center for Language Studies
Beloit College
Beloit, WI 53511
tel. 800-356-0751
tel. 608-363-2277
fax. 608-363-2082
email: cls@beloit.edu
web site: <http://beloit.edu/~cls>

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APPLICATIONS:

◆ For application forms and funding information, please
write or call:

Department of Slavic Languages and Literatures
1417 CL, University of Pittsburgh
Pittsburgh, PA 15260
(412)624-5906/Fax (412)624-9714
e-mail: slavic+pitt.edu



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

AATSEEL 2001 Association and Book Awards

The following awards were presented at the AATSEEL 2001 Annual Meeting in New Orleans, LA in December 2001. The citations that were read at the presentations are also provided.

Excellence in Teaching (Secondary): Judith Wobst

"I felt like a novice being initiated into a tradition of strange and wonderful mysteries. As my fellow novices and I stumbled along the way, Jude always encouraged us to laugh at the apparent capriciousness of Russian grammar and at the apparent masochism we demonstrated in our willingness to learn and obey its whims. At the same time, Jude instilled in us a tremendous respect for—and curiosity about—both large-C and small-c Russian culture. I think her approaches to teaching both language and culture are distinguished by a very effective strategy of confrontation with the 'difference' of things Russian. She lets her students know from the very beginning—and reminds them at various points along the way—that they are really learning new ways of thinking. And she makes each advance toward mastery of that different way of thinking rewarding both in and of itself, and as a step toward understanding a big, very wonderful picture."

Excellence in Teaching (Postsecondary)" Thomas Garza

In his more than 10 years at the University of Texas, Tom Garza has taught at almost every level of the undergraduate program as well as a wide range of graduate level courses. He has transformed the entire language program by establishing competency-based curricula, by creating and implementing video-based labs for upper-level language courses, and by conducting oral proficiency interviews for graduating seniors. Students comment on his energy and enthusiasm, his broad range of knowledge, and his excellent guidance and encouragement. His training

of graduate students has raised the level of language instruction in his entire department.

Distinguished Contribution to the Profession: Alex Rudd

Since its creation in 1991, SEELANGS has been a valuable e-mail based forum for communication over the Internet for both teachers and students of Russian and other Slavic and East European Languages and Literatures. Because whatever is sent over SEELANGS is distributed to the entire list membership, everyone benefits from the exchanges, even if they do not participate actively. By administering this list since 1993, ALEX RUDD has made an invaluable contribution to the profession.

Outstanding Achievement in Scholarship: Caryl Emerson

Caryl Emerson is a leading, significant figure in Russian literary and critical scholarship. As the premier translator of Mikhail Bakhtin, she has also written (with Gary Saul Morson) the definitive study of Bakhtin's philosophy. Beyond her work on Bakhtin, she has published widely on Pushkin, Mussorgsky, Tolstoy, Lotman, and Czech literature. Caryl Emerson is an involved and active member of our profession — her presence at conferences as speaker, discussant, and reader of keynote addresses is a reliable guarantee of stimulating scholarly exchange and the ongoing development of ideas in our field. Furthermore, Caryl Emerson has been a mentor of extraordinary generosity and vitality to our younger generation of scholars.

Best Book in Linguistics: Sue Brown

Sue Brown's monograph, *The Syntax of Negation in Russian* (Stanford, CA: Center for the Study of Language and Information, 1999), is a highly focused discussion of negation and related issues in Russian and is one of the first

to treat a syntactic phenomenon completely within a single Slavic language. Its clear introduction to Minimalism, its thorough survey of other approaches, and its analytical strength has led to a renewed interest in the genitive of negation in Russian and the other Slavic languages. For general linguists the value of the work lies in its clear explication of negation in Russian and its contribution of reliable data to the theoretical discussion. For Slavists it serves both as an introduction to a new theoretical approach as well as an accessible demonstration of how Minimalist theory can solve old problems in a new and insightful way.

Best Book in Literature/Cultural Scholarship: Eliot Borenstein

In elegant and lucid prose, Eliot Borenstein's *Men without Women: Masculinity and Revolution in Russian Fiction, 1917-1929* (Durham, NC: Duke University Press, 2000) offers a detailed analysis of the masculinist ethos of Russian revolutionary culture as reflected in the prose fiction of the 1920's. In the wake of the revolution, argues Borenstein, social relations assumed a new vision of comradeship predicated on male bonding, one that effectively eroded family ties, the worth of heterosexual romance and the exigencies of reproduction. The Soviet "man question" emerged alongside the older "zhenskii vopros" and survived as the phenomenon of "fratriarchal communism" until high Stalinism's discursive return to family values in the 1930's. Since the "man question" was never conceptualized as systematically or consciously by contemporary thinkers as the gender issues raised by Russian feminists, it is to Borenstein's credit that he has been able to tease out the ramifications of what was more a rhetorical and cultural tendency than a fully fledged theory. This he does not by dissolving literature into culture, but by reading the works of Babel, Olesha, and

Platonov as critical engagements in the culture of Bolshevik masculinity, texts that ultimately expose the dystopian consequences of a society from which the feminine has been excluded.

Best Translation into English: Daniel Weissbort

The *Selected Poems of Nikolay Zabolotsky*, edited by Daniel Weissbort (Manchester: Carcanet, 1999), is the first representative collection of Zabolotsky's poems in English translation. For this alone, this volume earns accolades, for Zabolotsky is undoubtedly a poet of great significance. The somewhat mystifying absence of any previous systematic attempt to render his poetry into English might be explained by its sheer linguistic complexity in the original, for Zabolotsky was fond of grotesques, intricate and obscure metaphors, and eccentric turns of speech and style. In this light, this volume becomes even more worthy of acclaim. The translations included are pri-

marily the work of Weissbort himself, although there are a few by Robin Milner-Gulland and Peter Levi. The volume incorporates poems from every stage of Zabolotsky's career—over eighty shorter lyrics and all four of his long poems. Taking a variety of approaches to translation, ranging from a high degree of formal faithfulness to more semantically precise renderings, the volume as a whole accomplishes the seemingly impossible, delivering a composite image that accurately conveys the overall tone and tenor of Zabolotsky's works to the English reader.

Best Contribution to Language Pedagogy: Olga Kagan, Benjamin Rifkin, Susan Bauckus

Olga Kagan, Benjamin Rifkin and Susan Bauckus's *The Learning and Teaching of Slavic Languages and Cultures* is truly "a volume of breadth and complexity that required the time, energy, and enthusiasm of many people,"

but most of all—of the editors themselves. With this volume, they have created a bridge reaching back to a similar effort published by colleagues 15 years ago, and reaching forward to the next generation of teachers, to whom they dedicate their book with the hope that they will compile the next such volume. The book gives a broad overview of what is happening in pedagogy and second language acquisition not only in Slavic but also in the field at large, with each section of refereed papers being introduced by a prominent non-Slavist. In addition to the extensive collection of essays, the volume also includes a comprehensive review of textbooks, references and other resources currently available to students and teachers of Slavic languages and cultures. *The Learning and Teaching of Slavic Languages and Cultures* offers a snapshot of the field at the beginning of the 21st century and it will remain an invaluable resource and starting point for further discussion and research in the years to come.

Summer 2002 Russian Language Teachers Program

Pre- and in-service teachers of Russian at the high school and university level are encouraged to apply to the 2002 Summer Russian Language Teachers Program. Selected candidates will receive full funding for:

- Six weeks of specially arranged seminars in Russian language, culture and pedagogy at Moscow State University
- Housing with a Russian host family
- Round trip airfare from Washington, D.C. to Moscow
- Pre-departure orientation in Washington, D.C.
- Living stipend
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- Application Deadline: March 1, 2002
- For more information and an application, contact: Outbound Programs, American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Ave., NW, Ste. 700, Washington, DC 20036. Phone: (202) 833-7522, outbound@actr.org

**AMERICAN
COUNCILS**
FOR INTERNATIONAL EDUCATION
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Call for Papers

AATSEEL National Meeting

New York, 27-30 December 2002

For additional information, and for the most current Call for Papers, please see the AATSEEL conference web site: <http://clover.slavic.pitt.edu/~djb/aatseel.html>.

Since some panels overlap among divisions, but we list them under only one because of limited space, we encourage authors to read the entire Call for Papers.

This year we are listing only those panels for which we received panel declarations by 10 January. Panel proposals submitted after that date will be posted on the AATSEEL conference web page, together with the panels listed below.

The Program Committee welcomes suggestions for other panels. (See below under each division for further details.) Please contact one of the following committee members if you would like to propose a panel.

Linguistics

Dr. Alla Nedashkivska
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Fax: 780-492-9106
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Fax: 740-593-0729
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Pedagogy

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Fax: 206-593-0053
Email: emboyle@u.washington.edu

Submissions by e-mail are preferred, but submissions by regular post and fax are also acceptable.

Chairs are invited to submit brief descriptions of their panels, if a panel title alone might not be sufficiently specific.

Linguistics

Papers in all areas of Slavic linguistics are welcome. Authors may propose papers for any of the general panel topics: Phonology, Morphology, Syntax, Historical Linguistics, Discourse and Pragmatics, Sociolinguistics, and Linguistics and Pedagogy.

In addition to these broad themes, two specialized panels have been proposed:

Title: Language as a Means to Ethnic Identity
Chair: Mica J. Hall
Affiliation: Defense Language Institute Foreign Language Center (Monterey, CA),
Medina Joint Language Center (San Antonio, TX).
Address: 6101 Whitby Rd., #1510, San Antonio TX 78240
Telephone: 210-671-4577 (work), 210-690-5821 (home)
Fax: 210-671-0766
Email: micamyshka@yahoo.com
Description: Language is used increasingly in the political sphere to establish ethnic identity and group rights. This

panel would welcome papers on any aspect of language and ethnicity, particularly language as a means to preservation of ethnic groups, both politically and socially.

Title: Slavic Gender Linguistics
Chair: Carole Greene
Affiliation: University of Alberta
Address: 200 Arts Building, Edmonton, Alberta T6G 2E6 Canada
Telephone: 780-492-4926
Fax: 780-492-9106
Email: cgreene@powersurfr.com

Literature and Culture

In addition to the following panels, we welcome abstracts and further panel proposals in all areas of Russian and Central and East European literature and culture, including art, architecture, music, popular culture, and the mass media.

Title: *Avtorskaja pesnja*
Chair: Rachel S. Platonov (coordinator)
Affiliation: Harvard University
Address: Harvard University Slavic Department, Barker Center, 3rd Floor, 12 Quincy St., Cambridge, MA 02138
Telephone: [e-mail contact preferred]
Email: slayman@fas.harvard.edu
Description: This panel will seek to examine various aspects of *avtorskaja pesnja*; potential papers may address *avtorskaja pesnja* as a whole (genre characteristics, socio-cultural aspects, etc.) as well as individual *bardy*.

Title: Contemporary Russian Poetry
Chair: Gerald Janecek
Affiliation: University of Kentucky
Address: Dept. of Russian & Eastern Studies, University of Kentucky, Lexington, KY 40506
Telephone: 859-257-3761
Fax: 859-257-3743

Email: gjanecek@uky.edu

Description: This panel will focus on Russian poetry of the most recent decades in any style or from any critical approach.

Title: Definitions of Self in Post-Soviet Cinema

Chair: Natalie Smith

Affiliation: University of Texas at Austin

Address: Department of Slavic Languages and Literatures, Calhoun Hall 415, University of Texas at Austin, Austin, TX 78713

Telephone: 512-471-3607

Fax: 512-471-6710

Email: keller@mail.utexas.edu

Description: Post-Soviet film offers a rich opportunity to view cultures in transition. Questions about the self, especially on the nature of gender and ethnic identity, are treated in many recent films. This panel is soliciting papers on Post-Soviet film and film theory that address self-definition in either intra-cultural or intercultural contexts.

Title: Dostoevskij and World Cinema

Chair: Lily Alexander (coordinator)

Affiliation: University of Toronto

Address: Munk Centre for International Studies, 1 Devonshire Place, University of Toronto, Toronto, ON M5S 3K7 Canada

Telephone: 416-544-0079

Fax: 416-946-8939

Email (preferred): lily.alexander@utoronto.ca

Description: In addition to dozens of adaptations of his novels in many national cinemas, Dostoevskij has profoundly influenced many outstanding directors, such as Kurosawa, Hitchcock, Scorsese and others, as many of them acknowledged. The proposed panel will focus on direct and indirect influences of Dostoevskij on world cinema.

Title: Eduard Liminov

Chair: Lisa Ryoko Wakamiya

Affiliation: University of Washington

Address: Department of Slavic Languages and Literatures, Box 353580,

Seattle, WA 98195

Telephone: 206-543-7462

Email: lwakamiy@mail.fsu.edu

Title: Eighteenth-Century Russian Literature and Culture

Chair: Marcus Levitt (coordinator)

Affiliation: University of Southern California

Address: Department of Slavic Languages and Literatures, 408 Taper Hall, Los Angeles, CA 90089-4353

Telephone: 213-740-2736

Fax: 213-740-8550

Email: levitt@usc.edu

Title: Fairy Tales In Contemporary Russian Fiction

Chair: Tatiana Osipovich

Affiliation: Lewis and Clark College

Address: Box 30, Lewis and Clark College, Portland, OR 97219

Telephone: (503)768-7442

Email: tatiana@lclark.edu

Title: International Vladimir Nabokov Society

Chair: Priscilla Meyer

Affiliation: Wesleyan University

Address: Russian Department, 262 High Street, Fisk Hall, Middletown, CT 06459

Telephone: 860-685-3127

Fax: 847-685-3465

Email: pmeyer@mail.wesleyan.edu

Title: Issues in Twentieth-Century Polish Literature

Chair: Andrzej Karcz

Affiliation: The University of Kansas

Address: Department of Slavic Languages and Literatures, The University of Kansas, Wescoe Hall,

1445 Jayhawk Blvd., Room 2134, Lawrence, KS 66045-7590

Telephone: 785-864-2351

Fax: 785-864-4298

Email: akarcz@ku.edu

Title: The Literary and the Visual: Interdisciplinary Approaches

Chair: Nikita Nankov

Affiliation: Indiana University, Bloomington

Address: Hepburn, 103; Bloomington, IN, 47408

Telephone: 812-857-7828

Email: nnankov@indiana.edu

Description: The panel will explore the diverse connections between literature (or the literary and the verbal) and the visual arts (or the visual) in the Slavic cultures. Possible topics can be—but are not limited to—the ability of literature to represent visual phenomena; synesthesia in the arts; verbal representations of the visually unthinkable; the translatability of literature into the visual arts and vice versa; poetry about paintings, films, etc.; narrativity in the visual arts and literature; common semiotic features between literature and the visual arts; writers who are painters, film and/or theater directors and vice versa; illustrations of literature; visual poetry; spectacles; verbal criticism of the visual arts; staging of novels or turning them into films, libretti and screenplays; etc.

Title: Literary Cults and the Myth of the Poet

Chair: Catherine O'Neil (coordinator)

Affiliation: University of Denver

Address: Department of Languages and Literatures, 2000 Asbury Avenue, Denver, CO 80208

Telephone: 303-871-2147

Fax: 303-871-4555

Email: coneil@du.edu

Description: This panel seeks to investigate the effect of "poetic canonization" and popular perception of poets on scholarship and readership.

Title: Literary Geographies: Concepts of Space and Place in Russian/Soviet Literature

Chair: Cynthia Ruder

Affiliation: University of Kentucky

Address: Russian & Eastern Studies, 1055 Patterson, Lexington, KY 40506-0027

Telephone: 859-257-7026

Email: raeruder@uky.edu

Description: The notion behind the panel is to encourage submissions that delve into the function—thematic,

metaphorical, spiritual, ideological, etc.—that space and place play in Russian/Soviet literature.

Title: "Mens sana in corpore sano:" the Healthy Body in Russian Culture (1861-1930)

Chair: Otto Boele

Affiliation: University of Groningen, the Netherlands

Address: Ruyschstraat 30-II, 1091 CC Amsterdam, The Netherlands

Telephone: 31-20-6931378/ 50-3636029

Email: otto_boele@hotmail.com

Description: The panel invites papers that explore the Russians' growing preoccupation with physical health and corporal beauty at the turn of the nineteenth century (the rise of sport, vegetarianism, nudity etc.).

Title: Mixail Bulgakov Society

Chair: Katherina Filips-Juswigg

Affiliation: University of Wisconsin, Milwaukee

Address: 3338 N. Downer Ave., Milwaukee, WI 53211

Telephone: 414-962-3953

Fax: 414-229-2741

Email: kfj@uwm.edu

Title: Modernisms in 20th-Century Czech Literature, Music and Culture

Chair: Geoffrey Chew

Affiliation: Royal Holloway, University of London

Address: Department of Music, Royal Holloway, University of London, Egham Hill, Egham, Surrey TW20 0EX, UK

Telephone: +44-1784-443537 (w, direct line); +44-1784-435664 (h)

Email: chew@sun.rhul.ac.uk

Description: Exploration of all the varied forms of "modernism" in Czech 20th-century culture; crossovers and comparisons with other national cultures would also be welcome.

Title: New Media Theory and Experimental Languages in Russian Art

Chair: Lily Alexander

Affiliation: University of Toronto

Address: Munk Centre for International Studies, 1 Devonshire Place, University of Toronto, Toronto, ON M5S 3K7 Canada

Telephone: 416-544-0079

Fax: 416-946-8939

Email (preferred): lily.alexander@utoronto.ca

Description: Lev Manovich, an immigrant from the former Soviet Union, has become a new guru in North American new media theory. It is clear that he himself has been influenced by theory and practice of Russian avant-garde and experimental narrative and visual languages developed in Russian culture, as well as by theoretical breakthroughs of Russian thought on art, language, and culture. The proposed panel will trace and discuss the connection between current developments in new media theory and theory/practice of experimental art in the history of Russian culture.

Title: North American Dostoevskij Society

Chair: Gary Rosenshield

Affiliation: University of Wisconsin, Madison

Address: Department of Slavic Languages and Literatures, 1442 Van Hise Hall, Madison, WI 53706

Telephone: 608-262-3499

Email: grosen@slavic.wisc.edu

Title: North American Pushkin Society

Chair: Olga Peters Hasty

Affiliation: Princeton University

Address: Slavic Department, 028 East Pyne, Princeton, NJ 08544

Telephone: 609-258-4734

Fax: 609-258-2204

Email: hasty@princeton.edu

Title: North American Tolstoy Society

Chair: Andrew Wachtel

Affiliation: Northwestern University

Address: Dept. of Slavic Languages and Literatures, Evanston, IL 60208-2206

Telephone: 847-491-5636

Fax: 847-467-2596

Email: a-wachtel@northwestern.edu

Title: Princess E. R. Dashkova Revisited

Chair: Marcus Levitt (coordinator)

Affiliation: University of Southern California

Address: Dept. of Slavic, University of Southern California, Los Angeles, CA 90089-4353

Telephone: 213-740-2736

Email: levitt@usc.edu

Title: Russian Literary Criticism

Chair: Marcus Levitt (coordinator)

Affiliation: University of Southern California

Address: Department of Slavic Languages and Literatures, 408 Taper Hall, Los Angeles, CA 90089-4353

Telephone: 213-740-2736

Fax: 213-740-8550

Email: levitt@usc.edu

Title: Russian Poetry Reading

Chair: Dr. Andrei Gritsman

Affiliation: Independent Scholar

Address: 14 Carol Lane, River Edge, NJ 07661

Telephone: 201-225-0090

Fax: 201-447-8657

Email: agritsman@msn.com

Description: Annual poetry reading by several Russian poets in diaspora. There will be new collections of poetry and anthologies presented.

Title: Slavic Semiotics

Chair: Karina Ross

Affiliation: Ohio State University

Address: Department of Slavic and East European Languages and Literatures, 232 Cunz Hall, 1841 Millikin Road, Columbus, OH 43210

Telephone: 614-292-6733, 614-292-4235 (GTA office)

Email: ross.337@osu.edu

Title: Song in Russian and East European Culture and Society

Chair: Philip Ross Bullock

Affiliation: Oxford University

Address: Wolfson College, Oxford, OX2 6UD, United Kingdom

Telephone: 01865 284298

Fax: 01865 274125

Email: philip.bullock@wolfson.oxford.ac.uk

Panel: Totalitarianism and Translation
 Chair: Angela Brintlinger
 Affiliation: Ohio State University
 Address: Department of Slavic and East European Languages and Literatures, 232 Cunz Hall, 1841 Millikin Road, Columbus, OH 43210
 Telephone: 614-292-6326, 292-6733
 Fax: 614-688-3701
 Email: brintliger.3@osu.edu

Description: Translations and translators have had a very specific role under Russian and East European totalitarian regimes and have commented, overtly in essays, letters, etc. and covertly in their translated works, on the role of literature and translation under repressive social and political conditions. This panel invites papers to explore the nexus of translation and totalitarianism in the 20th century.

Title: Translating Czech Literature (Roundtable)
 Chair: Neil Bermel
 Affiliation: University of Sheffield
 Address: Department of Russian and Slavonic Studies, University of Sheffield, Sheffield S10 2TN England
 Telephone: 011-44-114-222-7405
 Email: n.bermel@sheffield.ac.uk

Title: Vladimir Jabotinsky's "Russian" Novels
 Chair: Michael R. Katz
 Affiliation: Middlebury College
 Address: 209 Sunderland, Middlebury College, Middlebury, VT 05753
 Telephone: 802-443-2447
 Fax: 802-443-2075
 Email: mkatz@middlebury.edu
 Description: New perspectives on Jabotinsky's *Samson* and *Pyatero*.

Title: Roundtable: Vse luchshee det'am: Soviet/Post-Soviet Literature for Children
 Chair: Marina Balina
 Affiliation: Illinois Wesleyan University

Address: MCLL, P.O. Box 2900, IWU, Bloomington, IL 61702
 Telephone: 309-556-3082
 Fax: 309-556-3284
 Email: mbalina@titan.iwu.edu
 Description: This roundtable will address major issues related to the evolution of literature for children in the former Soviet Union and in Russia today. It will focus on particular genres of children's literature, as well as major literary figures/events that contributed to its development.

Pedagogy

In addition to the above-proposed panels, we invite papers in the areas of second language acquisition; efficacy of study abroad; teaching of individual skills (pronunciation, reading, listening, writing, speaking) and content areas (culture, literature, film) in the language classroom at all levels and for all Slavic and East European languages; and teaching Russian for special purposes.

Title: Film, Culture and Models of Language Instruction
 Chair: Alla Akishina
 Affiliation: Rutgers University
 Address: Slavic Department, Rutgers University, Scott Hall 227, College Avenue, New Brunswick, NJ 08903
 Telephone: 732-932-7619
 Email: takishina@aol.com
 Description: The panel will include discussion of new forms and models of teaching language in cultural context using films and TV programs. The panelists will also discuss using films in teaching culture to heritage speakers.

Title: Roundtable: Material and Curriculum Development for Languages Other Than Russian (Sponsored by The Committee for Testing and Professional Development)
 Chair: Jeffrey D. Holdeman
 Affiliation: The Ohio State University
 Address: 232 Cunz Hall, 1841 Millikin Road, Columbus, OH 43210-1215
 Telephone: 614-299-2718
 Fax: 614-688-3107
 Email: holdeman.2@osu.edu

Description: The purpose of the roundtable is to develop methods for solving problems associated with the collection of teaching resources and the development of curricula for the Slavic and East European languages other than Russian through the presentation of case studies, group discussion, and establishment of personal contacts between instructors of less commonly taught languages.

Title: Issues in Pre-College Russian
 Chair: James W. Sweigert
 Affiliation: Price Laboratory School - U. Northern Iowa
 Address: 1901 Campus Street, Cedar Falls, IA 50613-3593
 Telephone: 319-273-7675
 Fax: 319-273-6457
 Email: sweigert@uni.edu
 Description: This panel is for those professionals interested in issues related to the teaching of Russian language, culture, and area studies at the pre-college level.

Title: Roundtable: New (Innovative) Trends in Study Abroad
 Chair: Marc Robinson
 Affiliation: St. Olaf College
 Address: 1520 St. Olaf Avenue, Dept. of Russian, Northfield, MN 55057
 Telephone: 507-646-3160
 Fax: 507-646-3732
 Email: robinso@stolaf.edu
 Description: The roundtable will focus on new or untraditional developments in study abroad programs in Russia. The chair will present information on St. Olaf's study/service program and work program at a Russian orphanage.

Title: Roundtable: Language Program Administration and Teacher Education
 Chair: William J. Comer
 Affiliation: University of Kansas
 Address: EGARC, Wescoe Hall, 1445 Jayhawk Boulevard, Room 4069 Lawrence, KS 66045-7590
 Telephone: 785-864-4701
 Fax: 785-864-4298
 Email: wjcomer@ukans.edu

ADVERTISING GUIDELINES FOR THE AATSEEL NEWSLETTER

Title: New Methods and Contexts for
Language Instruction
Chair: Howard Keller
Affiliation: Indiana University
Address: Slavic Department, Indiana
University, Bloomington, IN 47405
Phone: 812-855-2608
Fax: 812-855-2107
Email: keller@indiana.edu

Title: Online Resources for Russian
Language Teaching
Chair: Marta Deyrup
Affiliation: Seton Hall University Li-
braries
Address: 400 South Orange Avenue,
South Orange, NJ 07079
Telephone: 973-275-2223
Email: deyrupma@shu.edu

Title: Teaching Heritage Speakers of
Russian
Chair: Olga Kagan
Affiliation: University of California,
Los Angeles
Address: Russian Language Program,
Department of Slavic Languages and
Literatures, 115 Kinsey, UCLA, Los
Angeles, CA 90095-1502
Telephone: 310-825-2947
Fax: 310-206-5263
Email: okagan@humnet.ucla.edu

Title: Teaching with Technology
Chair: Barbara Mozdierz
Affiliation: ACTR/ACCELS
Address: 1776 Massachusetts Avenue,
7th Floor, Washington, DC 20036
Phone: 202-833-7522
Fax: 202-833-7523
Email: mozdierz@actr.org

Conference Books

A limited number of program books from recent years' annual conferences are still available. To order: Specify the year(s) desired, and send \$5 each (US funds; checks payable to AATSEEL) to AATSEEL, 1933 N. Fountain Park Dr., Tucson, AZ 85715.

The following information is provided for persons responsible for placing advertisements and those responsible for producing advertisements in the *AATSEEL Newsletter*. Any questions that are not answered below or any information needing further elucidation should be discussed with the Editor: Leaver@aol.com. (These guidelines are also available at the AATSEEL website.)

Deadlines

Deadlines for ads are 6 weeks before the first day of the month in which the issue running the ad will appear. In other words:

August 15 (October issue)
October 15 (December issue)
December 15 (February issue)
February 15 (April issue)

The reason for this is that not only do we need time to prepare the NL but also it has to go to the printer several weeks before the beginning of the month, so that it can get to readers near the beginning of the month. The printing is accomplished quickly, but bulk mail can take several weeks for distribution.

Sizes

Half-page horizontal ads can always be accommodated. Since the NL is produced in a 3-column, not 2-column, format, half-page vertical and quarter-page ads can only be accommodated if there are enough of these combined to make a full page (two vertical ads, a vertical and two quarter ads, or four quarter ads) or, for quarter-page ads, a half page. To date, we have been able to accommodate all such difficult sizes, but there is no guarantee. Where we can accommodate some but not all, that decision will be made on a first-come, first-served basis.

Specific sizes for these formats are as follows:

full page: 7.25" wide x 9" high
half-page vertical: 3.5" w x 9" h
1/2 horizontal: 7.25" x 4 3/8"
quarter-page: 3.5" x 4 3/8"

Other sizes can sometimes be accommodated. These need to be discussed on an individual basis with the Editor and Executive Director.

Costs

The cost of advertising, as of January 2002, are given below. These costs are for single insertions. Multiple inserts are given a 10% discount if multiple insertions are requested when the ad is first placed.

\$160 for a full page
\$95 for a half page
\$80 for a quarter page
\$20 per column inch (approximately six lines).

Cost for ad composition is \$50. Costs for changes to advertisements (these can be faxed, handwritten, or sent by e-note) are charged at the ad composition rate.

These costs are subject to change without notice, based on the escalating costs of NL production. Changes in prices will be announced in the NL and updated as soon as possible in the guidelines.

Full scholarship study tours and stateside study program, meetings, job information, new classroom materials, and similar announcements are published free of charge. Questions on advertising fees and determination of whether an announcement is an advertisement should be addressed to the Editor.

Insertions and Billing

Ads should be submitted to both Editors simultaneously: AATSEEL News@MIIS.edu and Leaver@aol.com. Technical questions should be sent to Leaver@aol.com.

When making the original insertion, please let the Editor know how many issues the ad should be carried in. A multiple-insertion discount is applicable only to insertion orders placed and billed at one time.

Billing is accomplished by the Executive Director. This takes place after the Newsletter has appeared.

Advertisement Preparation

The *AATSEEL Newsletter* is prepared totally electronically. There is no option for paste-up, i.e., no mechanism for sending paper ads for the printer to insert (and therefore, there is no need and no way to use camera-ready copy). The Newsletter is produced in California and sent to a printer in Illinois as a PDF file.

While the NL can scan paper ads to turn them into electronic files, the results are generally unsatisfactory. If there is much grey background or a fancy graphic under text, it usually does not scan well. If the ad is, indeed, camera-ready copy (CRC), it will scan better than a simple printout; nevertheless, even all CRC does not scan well. Further, in making CRC, often images are screened, and half-tones do not scan well, either. In the 21st century, it does not make a lot of sense to be scanning paper copy, especially when most ads have been composed on the computer, not drawn by an artist. Therefore, beginning in January 2002, the only ads that the NL will scan are those that have been produced as original art work by hand (i.e. by an illustrator).

There are two options for preparation of ads for the NL. One of is to compose the ad yourself. The other is to let the NL compose your ad (for which there is an additional charge, the amount depending on the complexity of the ad).

Suggestions for Composing the Ad Yourself

1. Avoid fancy fonts that are not readily available to others. Use resident, cross-platform fonts. There are many nice fonts that are resident, and most pro-

fessional layout specialists prefer to use these. If a font is not true-type or post-script, or if it cannot be embedded because it is purloined, the NL cannot accommodate it. Eventually, the NL is turned into a large PDF file, and all fonts must be embeddable, including those in the ads.

2. If possible, produce the ad in a professional layout program. The NL can handle Indesign, PageMaker, and Quark Express for either Mac or PC and will convert it to whichever platform is needed. (The NL is prepared in PageMaker on both platforms, depending on the issue or the section of the issue.) The NL cannot handle home/personal, low-end, and non-professional commercial layout programs, such as Microsoft Publisher. If you must use a non-professional layout program, then you will need to send the result to the NL in an importable format (see below); alternatively, the NL can layout the ad for you and will bill accordingly.

3. Advertisements without graphics may be sent as word files. Word files with graphics, however, do not import, nor do word processing programs generally produce graphics of newsletter quality.

4. Send us by e-mail your product, in format (a) or (b) below:

a: If you have used a professional layout program, you may e-mail the completed ad to us, and it should take only a few minutes to convert, even if you are not using PageMaker but rather a different professional layout program. When you do so, make sure to include any fonts used and convert color to grayscale. (Remember, we can use only true-type/post-script, cross-platform fonts.)

b. If you have not used a professional layout program or cross-platform fonts, then send us a PDF or EPS file. It does not matter which one you

send; however, all size specifications must be followed and all fonts must be embedded.

Having the AATSEEL Newsletter Compose the Ad

If you prefer, the *AATSEEL Newsletter* can prepare the ad for you. If you want to exercise this option, send the information, along with a description or drawing of the ad. Logos should be sent as EPS files. Photographs can be sent by mail to:

AATSEEL Newsletter, c/o TESOL
Monterey Institute of International
Studies
425 Van Buren Street
Monterey, CA 93940.

Ads can also be sent as digital images (JPEGs), TIFs, EPS, or PDF files. Again, these should be sent to aatseelnews@miis.edu, with a copy to leaver@aol.com.

Advertisers might consider copying and keeping these guidelines for future reference.

Updates to these guidelines will appear at the AATSEEL website.

SEEJ 44:2 COPIES NEEDED

Because of miscommunication between the AATSEEL office and our printer, we are running short of issues of *Slavic and East European Journal*, Volume 44, Issue 2.

While all current obligations have been met, we anticipate a need for additional copies in the coming years as libraries contact us to replace issues that have been damaged or gone missing.

If you do not archive your own copies of *SEEJ* and would like to send AATSEEL that particular issue, we'd be most appreciative.

If you have a copy to donate, please contact Jerry Ervin, Executive Director. His e-mail and postal addresses appear on pages 2 and 44 of this newsletter.

THE COMMUNICATIVE CLASSROOM

Editor's note: This issue's contribution describes an game used in a first year Russian class; the activity proposed is a good example of how instructors using specific textbooks or other language input materials work with the sometimes limited language resources available to students in the early stages of acquisition to allow for cooperative and creative interaction. Submissions for the Communicative Classroom column should be submitted to Lynne_debenedette@brown.edu.

Lost and Found: A Game for the Introductory Russian Classroom

*Kerry Sabbag
Brown University*

One challenge involved in teaching an Introductory Russian class is placing activities in new and interesting contexts when students have a limited vocabulary on which to draw. Textbooks necessarily offer limited contexts, frequently in the form of dialogues; however, this input can be built upon when it is synthesized in new ways by the instructor. The following activity, "Lost and Found," was developed with my colleague Heather Daly; it was used to recontextualize familiar vocabulary while reinforcing some grammatical concepts. It was used in conjunction with Chapter 4 of *Golosa* (vol.1), with some modifications.

Activity

The students' goal is to obtain desired objects; they must rely on a variety of language tasks and interaction with each other and the instructor. They should be able to ask questions and

make statements related to possession. Pictures of various objects should be spread out on a table or the floor, preferably in a setting that allows students some mobility. Each student is given a list of objects which s/he has 'lost' and is paired with another student so that everyone is looking both for one's own and another's things. The role of the administrator may be played by the instructor or, ideally, a confident student who is given some language help in the form of written model responses. Students should be able to ask the administrator - do you have my (e.g.) book (У вас есть моя книга?) They may receive a negative response or be directed to the wrong object; having an indifferent or semi-hostile administrator can make the game more challenging. Students may be prompted to give more details about the object sought in order to distinguish it from others; if several of the pictures used look similar, students will be more likely to have longer exchanges before getting their objects back. Partners may help by indicating that they see missing items (Я вижу твою книгу.). In terms of targeted language structures students are working with the accusative case of nouns, adjectives and pronouns.

Props for the activity:

- Pictures of the lost objects – they should be large enough to be easily identifiable and in color if students will be using color adjectives to describe them.
- List of objects to be obtained.
- Space and a flat surface on which to display the pictures.

Skills

Some topics were introduced before encountered in *Golosa* (for example, colors, which are covered in Unit 6), and several points were added in conjunction with the accusative case

*Editor: Lynne deBenedette
(Brown University)*

in order to facilitate students' comprehension (chiefly the verb, *иметь*, to make the concept of direct object more tangible). In addition to reviewing the accusative case of both nouns and modifiers before the activity, we introduced the accusative case pronouns *его* and *ее*. Other necessary components of the task were very familiar to students at this point: most of the vocabulary was taken from Chapter 2 (clothing, technology, some basic adjectives) as were the concepts of grammatical gender and possession (*у меня есть*). Thus, while students were being asked to balance multiple language tasks, some of the tasks were familiar, and the new ones were modeled both prior to the activity and in the written instructions.

Given that the linguistic task of obtaining a lost object lends itself to variation, this activity need not be linked to *Golosa* or even to the chapter we chose. Students could rely on various question words and statements to achieve the same goal – for example, *Где моя книга? / Я не знаю, где моя книга. / У вас есть моя книга?* Focusing on the task rather than the grammatical elements or specific vocabulary items opens up an array of possible adaptations and opportunities for recontextualization.

As with any activity, this one has both potential pitfalls and benefits. The students' natural tendency is to resort to more familiar grammatical forms (*Вот она. vs. Я вижу твою книгу.*); if desired the former construction can be avoided by forbidding students to touch or pick up the pictures. Alternative forms should be modeled by the instructor, either in the capacity of a circulating observer or the administrator. In addition, preparation may include a brainstorming session on the various ways to accomplish the linguistic task and what kind of responses may be received or the distribution of cards with model questions and answers. A benefit inherent in such an activity is that

it allows students a structured opportunity to explore with the target language even at an elementary level. It also reinforces familiar vocabulary and structures at a point where students may be overwhelmed by the knowledge that they are being introduced to yet another case. In practice this activity allows students of all levels to explore their limits with the language without forcing individuals into the spotlight. The class should come to see communication with their peers and instructor as a positive experience and one in which they can, at least on some level, genuinely express themselves.

Variations

Changes may be made to this activity based on group size, classroom space, and ability or ease with the target language. If many of the students are still struggling with the required language tasks, one may remove some of the flurry of movement from the exercise and structure it so that students can hear each other's statements, the responses, and the instructor's corrections through restatement. In one such case, the teacher can act as administrator and have students look for objects of their choice individually rather than in pairs, so that they can hear both questions and answers quite clearly. The instructor can claim not to see what the student is looking for or direct him/her to the wrong object; this encourages other students to assist the original speaker. Again, the tasks are accomplished and the targeted language structures come into play, but in that instance a more controlled approach may be more productive.

Role Play in the Communicative Classroom

It should be acknowledged that the situation of a "Lost and Found" that contains computers, televisions, and every article of clothing imaginable is a stretch in any cultural context. However, the linguistic task is authentic – retrieving a lost object. Generally, students who have just begun to leave behind familiar cognates like тигр,

лимон, кофе seem willing to suspend disbelief in order to expand their linguistic horizons. This role play also encourages attending to aspects of culturally appropriate behavior, specifically, it allows for the exploration of differences in attitude toward and expectations of customer service between students' native cultures and the target culture. This point need not be overemphasized; however, it can be demonstrated in the activity by the way in which the administrator interacts with the students. In addition, speaking with an administrator who may not be helpful in locating the lost object or may produce the wrong object prompts students to take the lead in communication and to rephrase their statements when possible (I see my umbrella; that's my umbrella; I have a red umbrella not a black one...). Finally, while the opportunity for humor and playfulness is not necessarily built into role play, it may manifest itself. For example, one need not distribute the lists of objects with regard to traditional gender expectations, and students invariably delight in locating a "pink dress" for a male student or an "ugly tie" for a female. Humor can both reinforce vocabulary by creating associations with certain words and support a positive classroom environment in which students feel comfortable with each other and their ability (and the group's willingness) to use Russian creatively.

Call for Nominations

The AATSEEL Committee on Nominations, Elections, and Awards is calling for nominations for the following positions: President Elect 2003-2004, and Vice President (2003-2005). Nominations should be sent to Frank Miller, Past President of AATSEEL, Chair of the Committee on Nominations, Elections and Awards (fjm6@columbia.edu), Laura Janda (janda@unc.edu), or James Sweigert (sweigert@uni.edu).

AATSEEL Election Results

Last fall's fall elections resulted in the election of two new vice-presidents:

Vice President: Carol Ueland, Drew University (2002-2004)

Vice President: Joan Chevalier, Brandeis University (2002-2004)

Outgoing vice-presidents are Beth Holmgren (UNC) and Olga Kagan (UCLA). AATSEEL thanks them for their service.

Yevgeny Yevtushenko Papers Now Available to Researchers

Stanford University Libraries now offer access to the papers of Yevgeny Yevtushenko from ca. 1945 to 1997, a collection purchased from the poet in 1999. The finding aid, prepared by Stanford CREES graduate Maria Kiehn, can be found on the Special Collections website <http://library.stanford.edu/depts/spc/spc.html>.

The collection includes correspondence, political papers, manuscripts by Yevtushenko and others, material from performances and exhibits, personal papers, photographs and audiovisual materials. Also included are a large clippings file and books from his library, many with inscriptions to Yevtushenko from their authors. For information on access to the collection, contact Special Collections at speccoll@sulmail.stanford.edu.

An article on the collection by Maria Kiehn will appear in *Slavic & East European Information Resources* 3:4.

- submitted by Karen Rondestvedt
Curator for Slavic and East European Collections
Stanford University Libraries

UKRAINIAN ISSUES

Alla Nedashkivska
University of Alberta

Dear Readers,

I would like to initiate this column as a medium of discussion for all those who are involved and/or interested in teaching Ukrainian as a foreign language. I would like to encourage questions, topics for discussion, and insights related to issues of learning and teaching Ukrainian. It is my hope that those of us involved in this endeavour will share some specific methodologies, techniques, and issues related to curricula development, as well as specific questions that repeatedly arise in Ukrainian language classrooms. Please send your questions, comments or suggestions to the address below. There are several questions that await discussion, among them dialectal/regional variations of Ukrainian, the never-ending questions of orthography and its standardization, the diversity of registers, changes and innovations in the language, and the integration of cultural information in the classroom.

Situating Ukrainian Language Teaching and Learning in the Age of the Internet

To begin the discussion, I propose my thoughts on situating Ukrainian language teaching and learning in the age of the Internet, in particular, how the Internet could be utilized as a tool for the acquisition of language and intercultural awareness.

Our teaching methodologies have progressed from focusing on reading and writing skills to developing students' ability to speak, understand, and be functional in the target language. We continue to strive in our attempts to incorporate cultural material into the language classroom. An important problem for those teaching Ukrainian is that, unlike French, Russian, or Spanish, Ukrainian is not a language that has a broad base of learners in North America. The implications of this for

both teachers and learners is that the return on investment for publishing houses is not particularly high, which, in turn, means that not only are few Ukrainian textbooks published, but there are even fewer materials that are current. This situation creates a number of hurdles, especially for the advanced levels of instruction, which continues to be plagued by a lack of texts. Therefore, there is a need to search for materials elsewhere. One answer, I find, is the Internet.

The Internet as a Pedagogical Tool

The Internet is a gateway for instantaneous communication with a target culture. The use of the Internet in the foreign language classroom can serve a variety of purposes. At the most basic level, the Internet constitutes an extensive, up-to-date, textual, visual, and audio research library for the teacher and the student (maps, photographs, works of art, literature, audio and video of newscasts, TV programs, advertisements, songs and speeches, games, cartoons, surveys, language tutorials and dictionaries—the list is endless). It provides myriad opportunities to consult authentic sources and to practice using the target language. It can also be a communicative tool (e-mail), and it can provide the user with interactive activities (discussion groups). Thus, the Internet resources allow access to a broad spectrum of materials previously not obtainable and allow for both the receiving of input and producing of output, which are essential for the foreign language learning process.

My hope is to communicate a spirit of information-sharing and to show how concrete examples involving the resources found on the Web can impact the teaching and learning of foreign languages and culture, in this case, Ukrainian.

Specific Activities for Different Levels of Instruction

To demonstrate how the Internet could be an important learning and teaching tool in a task-based or content-based teaching environment, I would like to offer a few examples of language activities that stem from the use of this new medium. One common example of current web activities for language acquisition is to “plan a trip” to a country or city using travel resources, such as hotel advertisements, restaurant reviews, and transportation schedules of the target country, found on the Internet. Another popular activity is visiting historical sites, museums, and cultural events by researching resources on the Internet that deal with tourism. The topic of food and cuisine is another one that is covered extensively on web pages.

Even though it may seem necessary that students possess at least an intermediate, or preferably an advanced, level of knowledge of the target language in order to utilize Internet resources, the medium can nevertheless be utilised in a beginner-level classroom. I will illustrate how a particular topic, in this case food, can be adapted easily to multiple levels.

Tasks for a beginner level could be the following: Students are provided with a list of possible sites to visit and are asked to look for advertisements for various food items sold in Ukraine. They are asked to list the names and organize the food items into categories. Students may also collect information on names of stores in which particular food items can be purchased. (Note: students will encounter some cultural differences, such as supermarkets vs. specialized grocery stores.) These activities may be conducted either individually or in groups. By pursuing these tasks, students have a chance to gain a visually enhanced practice of everyday

vocabulary.

Note: students should be allowed to have a choice of a Ukrainian and/or an English interface. The English interface should not be seen as a hindrance to Ukrainian instruction, but rather as a quick reference, a ready-made translation tool, which facilitates reading comprehension.

Tasks for an intermediate level could be the following: Students are assigned a budget with the request that they plan a weeklong stay in a specific Ukrainian city. They are asked to search for stores where they can do their shopping and buy a variety of grocery items. Based on the information gathered, students prepare their plans for grocery shopping, demonstrating among other things when and where a specific item will be purchased, its quantity and price, their personal preferences, meal arrangements, etc.

Tasks for an advanced level could be the following: Students may be chal-

lenged with a narrative situation, which asks them to describe (in the form of an essay and/or oral class presentation) their imaginary visit to a city/town in Ukraine of their choice, concentrating on the question of food/nutrition. Questions such as food types found, brand names, prices, nutritional information, as well as questions of eating habits, dieting, and the like, may be suggested. Students may also be asked to prepare a comparison between food preferences, cuisine in general, and table manners of Ukrainians in Ukraine and those of their own culture(s). Students are also asked to express and support their own opinion about the information they find and can be assigned the preparation of questions for class discussion.

These are just a few samples of how one topic can be treated at different levels of student proficiency, utilizing the Internet as a tool for language activities. Despite the fact that the quantity

and quality of language resources vary depending on level, advanced students are certainly at a vantage point from which there is ample opportunity to delve deeper into the target culture. For this reason I will concentrate on activities, which are possible in an advanced language classroom.

Language Activities in an Advanced Language Class

Currently, I teach a fourth-year language and culture course, "Advanced Ukrainian: Pop Culture, Media and Internet." The course curriculum is task- and cultural project-based. The objective of this course is to broaden the students' cultural understanding of contemporary Ukraine, thereby enhancing their reading, speaking, listening, and writing skills.

Since there are no textbooks that could be used for such a course, advanced Ukrainian is therefore an area of study in which the Internet could and

Russia

Study in Moscow & St. Petersburg



Jan. 26-April 25, 2002	Spring Language or Business Internship, Moscow	\$ 6,325
May 31-July 6, 2002	Summer Language Program I, St. Petersburg	\$ 3,375
May 31-July 6, 2002	Summer Language Program I, Moscow	\$ 3,375
July 6-August 11, 2002	Summer Language Program II, Moscow	\$ 3,715
May 31-August 11, 2002	Summer Language Program I&II, Moscow & St. Petersburg	\$ 4,800
May 31-August 11, 2002	Summer Business Internship Program I & II, Moscow	\$ 4,725
Sept. 13-Dec. 13, 2002	Language or Internship Program, Moscow	\$ 6,650
Sept. 13, 2002 -April 25, 2003	Language or Business Internship, Moscow(airfare not incl.)	\$11,510

All prices include roundtrip airfare from New York, except Option 7. Dates and prices are subject to change based on availability.

For brochure and application packet:

Christine Erkman, Program Director
The University of Arizona
939 N. Tyndall Avenue
Tucson, AZ 85721
(520) 626-7129
erkmanc@u.arizona.edu

For additional program information:

Professor Del Phillips
Russian & Slavic Languages
The University of Arizona
Tucson, AZ 85721
(520) 621-7344
dphillip@u.arizona.edu

needs to be integrated successfully. During the semester students work on three to four cultural projects, with the number of projects depending on the number of students enrolled. The choice of topics is entirely up to the students, stemming from their personal interests, ranging from the official former KGB sites to "alternative" groups in today's Ukraine. Students are encouraged to primarily consult Internet resources since in Ukrainian these are the most readily accessible and available materials. Cultural projects are both presented in class and submitted in written form.

A plethora of materials obtained from the Web is a definite enhancement to the students' projects and their presentations. The information is timely, easily obtained, and free of cost to the student. The incorporation of multimedia accompaniments, be it PowerPoint demonstrations, audio-files downloaded from the Net, interesting graphics, or short video vignettes projected to the entire class, elicits much enthusiasm on the part of both the presenters and their audience. It also stimulates a great deal of interest and encourages collaboration among students. The variety of multi-media elements allows for the creation of an environment that makes learning fun, engaging, and productive.

To take advantage of the communicative possibilities of the Web, students participate in on-line discussion groups of their choice. They are asked first to choose a discussion group and then post their question(s) to their group. This on-line engagement motivates students to check the discussion forums regularly in expectation of responses. By participating in on-line forums, they are exposed to the 'real language,' with its colloquialisms, idioms, and slang (this exposure has also led to interesting discussions on existing language registers). In class, students report on their on-line activities, facilitating discussions with their classmates. The fact that virtual talk is an authentic way of practicing language and com-

municating in "real-world" contexts succeeds the traditional, in a way artificial, classroom settings.

Class engagements with Internet resources are expanded by live broadcasts, downloaded from the Internet, which bring Ukrainian current events into the classroom. These are prepared by the instructor and are utilized for short, warm-up type, class discussions. (Please note that in North America, there are currently no Ukrainian satellite television broadcasts available.)

Other ideas that could be incorporated into the advanced language classroom:

*Students may take part in projects that explore the history of a particular city through street names or the names of metro-stations (this will allow students to learn about important personages and places in Ukrainian history);

*In a "Business Ukrainian" class, students could be virtually buying houses/apartments in Ukraine, practicing the formalities and paperwork associated with purchasing or leasing, obtaining a loan, arranging for utilities, etc.

I would like to note here that the type of class described above creates a new social dynamic. Students are no longer passive learners and become quite independent of the teacher. In this scenario, students are encouraged to teach themselves, thus changing traditional roles: The student becomes the teacher, while the teacher's role transforms from a top-down instructor to that of a guide, a listener, a facilitator, a helper and a challenger.

Benefits of Incorporating the Internet Resources for Students and Teachers

The benefits of implementing Internet-based activities in Ukrainian programs are significant:

- The multimedia nature of the Internet appeals to today's generation of students;
- A multitude of teaching resources provide the instructor

with opportunities to personalize instruction with respect to students' interests and needs;

- Using the Internet as a pedagogical tool encourages student-centred, task-oriented activities that foster communication and use of the language while interacting with authentic documents, other students, and even native speakers;
- This, in turn, creates an engagement in meaningful socio-cultural exchange in an authentic context;
- An engagement with the Internet creates a nuanced cultural context for the students, one in which they become active participants;
- By entering into the specific foreign culture, students acquire a great deal of cultural knowledge and delve into a type of "e-mersion;"
- An increase in cultural understanding results in greater confidence on the part of the learner and a deeper appreciation of the target culture;
- As students tailor assignments to their particular interests, they pursue a topic that intrigues them personally, which, in turn, stimulates interest and self-motivation. The learning process (and indeed its teaching) becomes fun and productive as it occurs in real-world kinds of activities;
- By researching their own topics, students even acquire knowledge not associated with the course;
- Students who major in disciplines not directly connected to languages gain language competence and cultural knowledge specific to their areas of career interest;

- Easy access to Internet-resources provides a powerful incentive for students to use and learn the language;
- As students have different learning styles, Internet activities allow students to learn at their own pace, avoiding pressure from either the instructor or their peers;
- The interesting and stimulating nature of instruction can readily serve to increase enrolments.

The significant lack of materials for the study of Ukrainian places the Internet in a unique position to fill the vacuum of teaching and learning aids. I am confident that together with a careful orchestration of curricula, the Internet can be a key to a successful process of language and intercultural awareness acquisition.

For information on how Internet is implemented into other foreign language curricula, please consult the following:

- Beauvois, Margaret. 1998. Write to speak: The effects of electronic communication on the oral achievement of fourth semester French students. In Judith A. Muyskens (Ed.), *New ways of learning and teaching: Focus on technology and foreign language education* (pp. 93–115). AAUSC Issues in Language Program Direction. Boston: Heinle & Heinle.
- Bush, Michael D. 1997. "Implementing technology for foreign language teaching. In Michael D. Bush and Robert M. Terry (Eds.), *Technology-enhanced language learning* (pp. 287–350). ACTFL Foreign Language Education Series. Lincolnwood, IL: National Textbook Company.
- Lee, Lina. 1997. "Using Internet tools as an enhancement of L2 cultural teaching and learning." *Foreign Language Annals*, 30, 410–427.
- . 1998. "Going beyond classroom learning: Acquiring cultural knowledge via online newspapers and intercultural exchanges." *CALICO*, 16(2), 101–120.

Meunier, Lydie E. 1998. "Personality and motivational factors in computer-mediated foreign language communication (CMFLC)." In Judith A. Muyskens (Ed.), *New ways of learning and teaching: Focus on technology and foreign language education* (pp. 145–198). AAUSC Issues in Language Program Direction. Boston: Heinle & Heinle.

Warschauer, Mark. 1996. "Motivational aspects of using computers for writing and communication." In Mark Warschauer (Ed.), *Telecollaboration in foreign language learning: Proceedings of the Hawaii Symposium* (pp. 64–81). Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center.

Please send contributions to the Ukrainian Issues column to Professor Alla Nedashkivska, 200 Arts Building, University of Alberta-Modern Languages, Edmonton, AL AB T6G 2E6 Canada or via email to: alla.nedashkivska@ualberta.ca



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UCLA will offer Intensive Elementary (equivalent to first year), Intensive Intermediate (second year) Russian and Literature from June 24-August 16, 2002 and Literature and Film June 24-August 2, 2002.

Contact Olga Kagan, 310-825-2947, okagan@humnet.ucla.edu; <http://www.humnet.ucla.edu/russian>.

University of Illinois, Urbana-Champaign

Summer Research Laboratory on Russia and Eastern Europe

The University of Illinois offers its annual Summer Research Laboratory on Russia and Eastern Europe, June 10 to August 2, 2002. Associates are given full library privileges to conduct research in the University Library, which holds the largest Slavic collection west of Washington, DC, and is staffed by Slavic reference librarians.

Beyond research opportunities, the Lab offers programs from June 10 to July 5, which include an annual summer symposium, "Islam from Eastern Europe to Central Asia," and a research workshop, which provides practical information on conducting research in the region. Thematic/regional workshops and discussion groups, lectures and films. Free housing awards. Graduate students and independent scholars are encouraged to apply. Application deadline: April 1, 2002

Contact the Russian and East European Center, University of Illinois, 104 International Studies Building, 910 S. Fifth Street, Champaign, IL 61820; tel: (217) 333-1244; fax: (217) 333-1582; reec@uiuc.edu; www.reec.uiuc.edu/srl.htm

University of Minnesota

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The institutes offered during summer 2002 include the following: Developing Materials for Less Commonly

Taught Languages, July 29-August 2; Proficiency Oriented Language Instruction & Assessments, July 29-August 2; Basics of Second Language Acquisition for Teachers, July 29-August 2; Practical Course in Styles- and Strategies-Based Instruction, August 5-9; Developing Assessments for the Second Language Classroom, August 5-9; Meeting the Challenges of Immersion Education: Focus on Reading; August 5-9; Culture as the Core in the Second Language Classroom, August 12-16; Immersion 101: An Introduction to Immersion Teaching, August 12-16; Technology in the Second Language Classroom, August 12-16.

For more information, contact the CARLA office at carla@tv.umn.edu.

Catholic University, Lublin, Poland Summer Study Tour

The University of Wisconsin-Milwaukee announces the Summer Study Tour at Catholic University, Lublin, Poland. Five weeks (July 13 to August 19, 2002) in historic Lublin, with a Polish language course at beginning, intermediate, and advanced levels; lectures, films, and cultural performances; excursions to Warsaw, Kazimierz, and other places of interest. This study tour is led by Dr. Michael Miko, Professor of Polish language and literature and leader of 21 study tours to Poland. Also available: various language courses.

For detailed information contact Prof. Michael Miko; Dept of Foreign Languages and Linguistics/Slavic Languages; University of Wisconsin-Milwaukee; P.O. Box 413; Milwaukee, WI 53201-0413; tel.: 414-229-4948; fax: 414-229-2741; e-mail: mikos@uwm.edu.

Monterey Institute of International Studies

Russian Language Courses

The Monterey Institute of International Studies offers four levels of Russian language courses in the eight-week Summer Intensive Language Program from June 18 to August 14, 2002. Content instruction in the program includes "Political Russian" and "Mass Media

and Politics" offered by leading experts. Access to the Center for Russian and Eurasian Studies and its research facilities, specialized computer lab, and topical seminar series.

Contact Summer Session Office, Monterey Institute of International Studies, 460 Pierce St., Monterey, CA 93940; tel: (831) 647-4115; fax (831) 647-3534; e-mail: silp@miis.edu; website: www.miis.edu.

International Institute of Russian Language & Culture, Tver Language and Culture Programs

The International Institute of Russian Language and Culture (IIRLC), located in Tver, Russia, offers special language and cultural programs during the summer and winter months, as well as professional practica for journalists, legal professionals, and translators. All programs include intensive language study, a home stay with a Russian family, and numerous excursions to places of cultural and historical interest. The Summer School of Russian Language and Area Studies will take place from June 18 to September 7, 2002. Students may elect to participate in an internship in a local company or organization or conduct an independent research project under the supervision of an academic advisor. Credit through Western Maryland College.

See <http://www.volga.net> or contact Dr. Marina Oborina, Academic Programs Director, IIRLC, Tver InterContact Group, at infodesk@postman.ru.

Study-Tour in Novgorod the Great Miami University

Study-tour in Novgorod the Great, plus program of tours of sites of interest in Moscow and St. Petersburg. The study-tour will take place from June 5 to July 7, 2002. Two tracks are available: (1) Intensive Russian Language (Beginning, Intermediate, and Advanced Levels) and (2) Russian History and Culture (taught in English). Tours and excursions in Novgorod are conducted three afternoons per week. The tours to Moscow, to St. Petersburg and

its environs, to the ancient city of Pskov, and to the Pushkin estate at Mikhailovskoe are longer. See <http://www.cas.muohio.edu/~greal/forst/novgorod.html> or contact Prof. Irina Goncharenko: Dept. of GREAL, Miami University, Irvin Hall 127, Oxford, OH 45056; tel. 513-529-2526; e-mail: gonchai@muohio.edu.

Summer Institutes for Language Educators University of Iowa

(1) *Action Research in Foreign Language Education*. Institute Leader: Dr. Richard Donato. June 27-July 3, 2002. Deadline: April 30. For experienced and practicing K-12 foreign language teachers and teacher educators at institutions of higher education who prepare K-12 foreign language pre-service and in-service teachers.

(2) *Integrating Technologies in the Foreign Language Classroom*. Institute Leaders: Karen Willetts, Cindy Kendall, and Dr. Carine Feyten. Dates: Au-

gust 9-August 17, 2002. Deadline: April 3. For K-12 foreign language teachers and teacher educators who prepare K-12 teachers.

To receive more information about our 2002 Summer Institutes, visit the University of Iowa Web site (<http://www.educ.iastate.edu/nflrc>) or contact the National K-12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011, Email: nflrc@iastate.edu.

Summer Workshop in Slavic, East European, and Central Asian Languages Indiana University

From June 14-August 9. Intensive Russian, first-through sixth-year. Introductory Czech, Polish, Serbian/Croatian, Hungarian, Romanian, and Slovene (pending funding). Cultural and extra-curricular programs. Four-week and eight-week courses. Fellowship deadline: 1 April, thereafter rolling admissions.

Contact Director. 502 Ballantine Hall, Indiana U., Bloomington, IN 47405, e-mail: swseel@indiana.edu; <http://www.indiana.edu/~iuslavic/swseel.shtml>.

Programs in Russia Indiana University

The Indiana University Russian Language Program in St. Petersburg offers students an opportunity to attend to study and travel in Russia from July 13 to August 23, 2002. Morning classes; afternoon excursions. Visits to Pskov, St. Petersburg, Valaam Monastery on Lake Ladoga, and Kizhi on Lake Onega.

Participants may (beginners must) attend an intensive four-week pre-departure language program in Bloomington.

Contact L. Richter, 510 Ballantine Hall, Indiana U., Bloomington, IN 47405, e-mail: richter@indiana.edu; <http://www.indiana.edu/~iuskavic/swseel.shtml>.

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June 14-August 9, 2002

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- 2nd year Azeri, Kazak, Turkmen, Uzbek (6-8 cr.)
- 1st year Georgian (10 cr.)
- 1st year Tibetan (6-8 cr.)
- FLAS & SSRC Fellowships available

For applications or brochures, write to:

Director, SWSEEL, BH 502, Indiana University, Bloomington, IN 47405
Tel. (812) 855-2608 · FAX (812) 855-2107 · e-mail: SWSEEL@indiana.edu
World Wide Web: <http://www.indiana.edu/~iuslavic/swseel.shtml>

AWARDS

2001 Outstanding Achievement Award of the Association for Women in Slavic Studies

This year for the first time the Outstanding Achievement Award is presented in recognition of a specialist in Linguistics: Olga Tsuneko Yokoyama. As many of you know, her accomplishments are too numerous and varied to list here in any way that might approach completeness—this is merely a brief summary.

Olga Yokoyama is a native speaker of Japanese whose mother tongue is Russian; her gifts as a student of languages appear to be exceeded only by her ability as a teacher. She is both an unusually effective instructor and a lasting inspiration to her students. She began to study Slavic linguistics at the University of Illinois at Urbana-Champaign, then completed her doctoral degree at Harvard University, where she became the first woman to be hired by that department after completing a degree there. Since 1995 she has been Professor of Slavic Languages and Literatures at the University of California at Los Angeles.

Dr. Yokoyama has made particular contributions to the field of discourse analysis, with broad applications to the field of linguistics as well as to literature. Her fundamental book, *Discourse and Word Order*, was published by Johns Benjamins in 1986; she has edited or co-edited four books, and authored, at last count, 44 book chapters and articles. Her scholarly work has supported colleagues and students, as she has offered comments and encouragement for countless papers, articles and dissertations, and otherwise made life and work more possible for others in her part of the field. She has also been active as a scholarly translator, including works by Roman Jakobson and (into Japanese) Ivan P. Pavlov.

We would like draw special atten-

tion to her work in Gender studies: Dr. Yokoyama pioneered gender studies at Harvard University with a course for graduate students, presently teaches an analogous course at UCLA for undergraduates, and has presented papers and organized panels on gender at AAASS and AATSEEL. In the 1999 volume *Slavic Gender Linguistics* (Margaret Mills, ed., Johns Benjamins) three articles are written by former students who wrote dissertations under Dr. Yokoyama's supervision (she contributed another article to the collection herself). Her Transactional Discourse Model offers a productive and exciting way to approach that, suggesting the existence of male and female "genderlects" in Russian and examining their connections to Russian language and society.

Dr. Yokoyama demands and observes the highest academic standards as a scholar and teacher, with a constant personal commitment to her students and colleagues and rigorous personal integrity. Students and colleagues speak of her vast energy, her concern for justice and for the emotional as well as intellectual well-being of others. Russians she visited years ago doing field research remember her with fondness and admiration. One former student who works in a field not directly related to Slavic Linguistics summed up: "For me personally, she remains an inspiration."

For all these reasons, AWSS is delighted to present Olga Yokoyama the Outstanding Achievement Award for 2001, and we wish her all the best in her life and work.

- submitted by Sibelan Forrester
AWSS Past President (2001-2002)
Swarthmore College
for the committee: Hilary Fink,
William G. Wagner, and Sibelan
Forrester

AWSS Graduate Essay Prize

The Graduate Essay Prize Committee of the Association for Women in Slavic Studies is pleased to announce the winner of this year's Graduate Essay Prize, Kelly Miller, who received the award at the luncheon meeting on Saturday, November 17, at AAASS in Crystal City. This year's submissions were greater than ever in number (23), written by both men and women, and covered a heartening range of disciplines, themes, and institutions.

Kelly Miller's essay, "Iconography of the Poet as Intercessor: The Russian Painting Subtexts in 'Requiem,'" is a chapter from her dissertation, "Painting and the Poetry of Anna Akhmatova." Miller's essay is beautifully written, clear, and persuasive. She treats the intersection of aesthetics and ethics with grace and insight. Her sources are impressively broad in range, while her own interpretations are strikingly original. Miller meticulously and compellingly demonstrates the connections between Akhmatova's *Requiem* and the artistic works identified, as well as Nikolai Punin's writings, and her discussion of the poem in terms of the iconostasis, as an artistic monument of Russian courage composed of beauty, suffering, faith and love, is powerful and elegantly focused.

The members of the committee all felt that we learned a great deal from this essay, and we look forward to encountering more of Kelly Miller's scholarship.

Miller is a PhD Candidate at the University of Michigan at Ann Arbor, where she expects to defend her dissertation next year.

- submitted by Sibelan Forrester.
Swarthmore College
for the Committee: Hilary Fink,
William G. Wagner, Sibelan Forrester

The Association for Women in Slavic Studies (AWSS) 2001 Heldt Prizes

The Heldt award for "Best Book in Slavic/East European/Eurasian Women's Studies" went to two winners this year:

(1) Susan Gal and Gail Kligman
The Politics of Gender: A Comparative-Historical Essay (Princeton, NJ: Princeton University Press, 2000)

Susan Gal and Gail Kligman's co-authored volume presents a first-rate synthesis of the gender issues, constructions, and concerns manifest in postsocialist East Central Europe.

Intelligently organized, clearly written, and systematically argued, this "comparative-historical essay covers all the right topics – reproductive rights, reconstitution of the private and public spheres, and changing and determining gender relations in the postsocialist household, workplace, market, and politics.

By comparing well-grounded East European case studies to Western examples and placing them in the larger context of contemporary feminist analysis, Gal and Kligman have produced what promises to be a seminal study for scholars within and outside our field."

(2) Christine Worobec
Possessed: Women, Witches, and Demons in Imperial Russia (DeKalb, IL: Northern Illinois University Press, 2001)

"Christine Worobec's monograph is exceptionally well-researched and exhaustive in its coverage, drawing on a wide array of sources (religious, legal, literary, ethnographic, psychiatric) and mapping the various intriguing diagnoses and interpretations (spiritual, cultural, psychological, biological) of *klikushestvo*.

Possessed represents a fundamental, richly detailed contribution to our understanding of Russian women's history, Russian peasant culture, and Russian spirituality."

The award for "Best Book by a Woman in Slavic Studies" went to:

Alaina Lemon
Between Two Fires: Gypsy Performance and Romani Memory from Pushkin to Post-Socialism (Durham, NC: Duke University Press, 2000)

"Alaina Lemon elaborates an excellent, provocative ethnographic study of the Moscow Roma. Based on extensive fieldwork and shaped by sophisticated theoretical considerations of the construction of race, ethnicity, and gender, her ethnography analyzes the at once typecasting and empowering role of theatricality and theatrical tropes in Romani life. Lemon's analysis engages with a fascinating range of texts, from nineteenth-century Russian poetry to contemporary interviews, proffering important insights to literary scholars and historians as well as anthropologists. *Between Two Fires* smartly explicates both the understudied community of the Moscow Roma and their contemporary Russian cultural context."

The award for "Best Translation in Slavic/East European/Eurasian Women's Studies" went to two winners:

(1) Angela Livingstone
Translation of Marina Tsvetaeva's *The Ratcatcher: A Lyrical Satire* (Evanston, IL: Northwestern University Press, 1999).

"In her version of Tsvetaeva's *Ratcatcher*, Angela Livingstone delivers a virtuoso performance as critic and translator.

Her critical framework includes a gracious, excellent introduction and thoroughgoing notes; her translation of Tsvetaeva's extraordinarily difficult work manages precision, sophistication and readability. *The Ratcatcher* proffers a superbly framed and translated text for both academic use and a general audience.

(2) Joanna Trzeciak
Translation of Wislawa Szymborska's

poetry, titled *Miracle Fair: Selected Poems of Wislawa Szymborska*. With a foreword by Czeslaw Milosz. (New York, London: W. W. Norton & Co., 200)

"In *Miracle Fair*, Joanna Trzeciak renders the Nobel Prize-winning Polish poet's texts into English with almost perfect pitch, beautifully transmitting as well Szymborska's distinctive persona and tone.

Packaged deftly, with witty illustrative and organizational accents and a pithy foreword by Czeslaw Milosz, Trzeciak's translation works as real poetry and is sure to expand Szymborska's general English-speaking readership. *Miracle Fair* is a treat to read and re-read."

The award for "Best Article in Slavic/East European/Eurasian Women's Studies" went to:

Douglas Northrop
"Subaltern Dialogues: Subversion and Resistance in Soviet Uzbek Family Law." *Slavic Review*, 60, 1 (Spring 2001): 115-39.

"Douglas Northrop's article lays out a finely textured, carefully documented analysis of the sometimes surprising interaction between Soviet power and Uzbek society on issues of gender inequality and family law.

Northrop delineates both the valiance and Eurocentric self-righteousness of Soviet women's activists and the varying subversions Uzbeks (both women and men) and even Uzbek party cadres assayed against Soviet laws criminalizing such customs as forced marriages, brideprice, polygyny, and women's forced seclusion.

His close examination of Soviet-Uzbek relations complicates and enriches women's history with its attention to inter-ethnic tensions and a complex Soviet orientalism.

**WE WELCOME NEWS
ABOUT AWARDS AT
YOUR INSTITUTE!**

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 dealing with the teaching of various courses dealing with Czech culture, language and literature. It does not have to be limited to the USA; it can and should include issues of Czech language and culture instruction in the whole world.

Subjects that I would like to suggest concern the use of technology in the teaching of Czech, resources available, and experience that can be shared.

Contributions to the Czech corner may be sent to the column editor at mzs@unlserve.unl.edu.

Call for Papers Czechoslovak Society of Arts and Sciences

The 21st SVU World Congress of the Czechoslovak Society of Arts and Sciences will take place in Pilsen, June 24-30, 2002. This Congress will be under the auspices of the Rector of the University of West Bohemia and the Mayor of the City of Pilsen.

The overall theme of the Congress is "The Transformation of Czech and Slovak Societies on the Threshold of the New Millennium, and their Role in the Present Global World."

The Congress themes will be devoted to general civilization and historical questions, which will include discussion panels on Multiculturalism and many others. There will be lectures discussing different cultural themes in the frame of panels: Czech Literature at the Break of the 20th and 21st century, Shakespeare in Czech Literature (Problems of Authors Using English Language), Present Czech Architecture, Czech Structuralism and its Interna-

tional Echo (Personality and Works of Roman Jacobson), Changes in Czech Puppet Shows, Czech and Slovak Music of the 20th Century, Jewish and Czech Culture: Mutual Influences, and The Beginnings of Czech State in International Context.

Problems of the sciences, education, and the economy will be introduced in discussion panels as Universities and their Role of Education in the 21st Century, Possibilities of Current Medical Science, Informational Technology, and Economic Views of the Czech Republic, History of Czech Beer, and History of Skoda Factory: World and Czech Industrial Tradition.

Topics regarding present Czech and Slovak societies, political and spiritual life and destinies, past, present, and future Czech and Slovak communities abroad will be addressed in discussion panels including: Media and Democracy, European Integration: Euro skepticism and Euro optimism, Belief and Czech Society, Czechs and Slovaks in America, Czech and Slovak Museums, Czech and Slovak Library Archives and Collection Development, Role of Ethnic Organizations in Preserving Our Cultural Heritage, Genealogy, and The Constitution and Voting Systems: Czech and American experiences.

Special discussion panels will be focused on various problems of young generation including lectures devoted to The Assimilation and Acculturation of Youth, Youth Movement, Student Exchange Programs, and Teaching Czech Language. Other panels can be added.

For Congress attendees, a rich and attractive evening cultural program will be prepared, where interested persons will be able to choose between many theatrical performances, concerts of classical, jazz or even folk music, as well as literary events. The Ceremonial

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

Reception of the Czechoslovak Society of Arts and Sciences will be included in the program. At the end of the Congress the organizers will prepare two alternative group excursions into Western Czech spa cities (Karlovy Vary, Mariánské Lázně, Frantiskovy Lázně), or into regional, architecturally and historically magnificent castles and cha-teaus.

Accommodation will be provided for interested people in the local hotels and pensions, or in student dormitories. Regarding meals, the Congress attendees can choose from a variety of high quality and inexpensive restaurants, located in the city center (reservations will be arranged prior to the Congress with the restaurants' owners).

Significant authorities of Czech and Slovak political, cultural, intellectual, and spiritual life, including the President of the Czech Republic, the Prime minister, and Presidents of both chambers of the Parliament will attend. Interest and active attendance of the public at large is expected.

Organizers of the Congress, in cooperation with the SVU Executive Board, are hopeful of creating an inspirational and friendly environment in Pilsen. They hope that this exchange of ideas will contribute to a deeper understanding of the larger challenges of civilization, in front of which the Czech and Slovak societies are standing, on the threshold of the 21st century. Finally, they wish to further the relationships between domestic Czechs and Slovaks and those Czechs and Slovaks living abroad.

If you are interested in panel chairing or presenting papers, please register on the Czechoslovak Society of Arts and Sciences website: <http://www.svu2000.org/headlines/b20.htm>.

For further information you can also contact Mila Saskova-Pierce, 1133 Oldfather Hall, UNL, Lincoln, NE 68588-0315, USA. 402-472 1336.

BELARUSICA

*Editor: Curt Woolhiser
University of Texas*

Belarusian Textbooks on the Internet

The last year has seen the appearance on the Internet of two downloadable textbooks for those wishing to acquire a basic knowledge of conversational Belarusian: *Havary sa mnoi pa-belarusku*, by Siarzhuk Aleksandrau and Halina Mytsyk (for students with a knowledge of Russian) and *Conversational Belarusian* by George Stankievich, which is intended for English speakers and assumes no prior knowledge of Russian or other Slavic languages. URLs for the two textbooks are given below.

Siarzhuk Aleksandrau, Halina Mytsyk. *Havary sa mnoi pa-belarusku. Bazavy kurs belaruskaj movy*. (Prague, 2001). Includes 247-page textbook, Belarusian-Russian phrasebook and Belarusian-Russian dictionary. URL: <http://mujweb.cz/www/padrucnik>.

George Stankievich. *Conversational Belarusian* (Prague, 2001). (103 pp). The textbook (in pdf format) may be downloaded from the website of the *Belarusian Review* (<http://www.belreview.cz/>). Select "Downloads" from the menu at the top of the page. To obtain a copy of the cassette accompanying the textbook, please contact the author at: atjirstan@login.cz.

Francisco Skaryny National Scientific Center

The F. S. National Scientific Center is a Belarus government institution founded in 1991, immediately following the 500th anniversary of Skaryny's birth. Skaryny not only translated the Bible into Old Belarus, but he was also the first East Slavic publisher.

Initially, the Center was part of the Belarus Academy of Sciences; in 1993 it was transferred to the Ministry of

Education and located in the historical building at 15 Revolution Street, which in the 1920s served as the Institute of Belarus Culture.

The Center is dedicated to the study of state educational policy; history and theory of Belarus culture; development of Belarus terminology; problems of religion and national development; Belarustica; intercultural interactions with other nations; international location and retrieval of Belarus artifacts and other items of cultural value; creation of a bank of information about Belarus education, science, history, culture, and religion; regional issues; and publishing.

To contact the Center by e-mail, use the following address: skc@lingvo.minsk.by. The director, Lubov Uladikovskaya-Kanaplyanik, can be reached at uladyk@lingvo.minsk.by; tel: 011-375-017-206-57-97; fax 011-375-220-93-50.

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

Q. My suggestion for your column is the distinctions within the class of adverbs meaning ‘again,’ ‘anew,’ ‘once more,’ and so on. Many are clear (or at least appear to behave like their counterparts in English), but at times I see these in the written language and am not quite sure what has motivated the choice of one over another—semantics, stylistics, or something else. I have in mind adverbials like *опять*, *снова*, *заново*, *сызнова*, and *еще раз*. I find myself hesitating, although I seem to use (and hear) *опять* more than the others. Still, I have a nagging feeling that there are register differences with *снова* and *заново* to which I am not attuned.

A. These adverbials are, indeed, difficult. In all instances involved, there is some kind of repetition or reference to repetition. In oral speech, we probably do hear *опять* more often, and there are reasons for this which I will touch upon later. But in writing this is not necessarily the case: The Uppsala data base search turned up 378 examples of *снова* and 287 examples of *опять*.

In order to understand what is going on, we need to use a concept that is intuitively clear: old event vs. new event. The distinction between *опять* and *снова* seems to be precisely that (although I admit that there are some very tricky cases). *Опять* refers to another in a series of old events, while *снова* establishes a new event.

Here are two examples with *опять* where substitution with *снова* is impossible, in the first because of the explicit continuity of the years, and in the second because the repetition involves a continuous event:

Этой весной *опять* был сильный голод — уже второй год шла война. (М. Ганина. Бестолочь)

Скажешь ему точно по книге, а он: «Что вы имеете в виду?» Она *опять* по книге, а он: «Расскажите своими словами». А какие могут быть свои слова в матлогике? (И. Грекова. Кафедра)

In the following example with *снова*, it is easy to see that the protagonist’s being in the familiar place is actually a new event:

Да и очень соскучился он по Великому, по особому, ни с чем не сравнимому здешнему воздуху, по той внутренней сосредоточенной тишине, какую он испытывал только здесь. Сейчас, *снова* оказавшись в милом, привычном окружье, понял он понастоящему, как плохо и несчастно жил всё последнее время. Он и к домашним утратил свое обычное доброе внимание. (Ю. Нагибин. Погоня)

In the next example, putting on a military uniform after being wounded and having surgery also constitutes a new event:

Когда ее прооперировали и перевязали, на нее *снова* надели гимнастерку, потому что ранение позволяло это, и ее письмо, написанное Синцову, по-прежнему лежало в кармане. (К. Симонов. Последнее лето)

The meaning of some verbs is such that a new occurrence of the action could take place only if the previous one had run its course. For example, in order to believe again, one has to have stopped believing previously. Consequently believing would be a new event, and the

use of *опять* in such examples is impossible:

«Эх, лопухи, лопухи!» — быстро подумал он, заражаясь азартом боя, *снова* веря в свою счастливую звезду. (Г. Бакланов. Мертвые сраму не имут)

There are instances where meaning changes dramatically with a change of the adverbial. In the next example, Vershinin desires to start living his life anew, all over again, consciously:

Вершинин. Я часто думаю, что, если бы начать жить *снова*, притом сознательно? (Чехов. Три сестры)

If we replace *снова* with *опять*, it would mean ‘consciously resume living.’

On the other hand, much depends on the speaker’s/author’s view of the events described. Occasionally we can find parallel examples with *опять* and *снова*, where one of the authors perceived the event as an old one, part of a continuous, ongoing alternating action, and the other author perceived the event as a new one:

Вечер совсем почернел. Гарусов то шел, то *опять* бежал, или ему казалось, что бежал, по какой-то странной улице без домов, где стояли одни заборы, сплошь покрытые белым бархатом. Когда шел, он тихо кричал: «Мама», — а когда бежал — умолкал. (И. Грекова. Маленький Гарусов)

Он бежал по полю в темноте, падал, вскакивал и *снова* бежал. Наткнувшись на стог сена, остановился. (Г. Бакланов. Карпухин)

So, the way the speaker sees the events affects the choice of adverbials. Both of the following examples describe speakers as hospital patients:

Сознание приходило, мигало и пропадало опять. (И. Грекова. Вдовий пароход)

Иногда я приходил в себя, чтобы почувствовать в себе озноб и глухую боль, и снова впадал в тяжелое, тупое забытье. (В. Распутин. Наташа)

However, in the case of a negative event, the tendency is to connect it with the strings of previous similar negative events rather than to represent it as a new event. That is why in the case of unpleasant or negative circumstances опять is used and cannot be replaced with снова:

ОПЯТЬ двойка! (title of a painting)

ОПЯТЬ прошляпили (title of an article in «Техника и наука»)

Что греха таить, многие настоятели московских храмов впали в сомнение. «Перестройка перестройкой, а нас опять на порог больниц не пустят. Отвергнут протянутую руку...» (Милосердие. «Огонек» № 38, 1988)

This possibly explains why опять is more common in colloquial speech, while снова is more common in narratives.

The connotation of заново is that either the previous effort must be completely erased or a completely new entity or state created:

Сперва он сходил посмотреть Кремль, восстановленные заново башни, белую громаду Софийского собора, купил билет в Грановитую палату, но дожидаться впуска терпения не хватило. (Д. Гранин. Дождь в чужом городе)

Я действительно не знаю, сколько комнат в нашем,

стоившем столько трудов и нервов большом доме — каждый раз принимаюсь считать заново. (М. Ганина. Пока живу — надеюсь)

Он развивал пункты и делал пометки в скобках: «не забыть спросить», «не забыть сказать», «сделать вид, что забыл». После чего он вспоминал еще одно, чуть ли не самое важное дело, и список приходилось переписывать заново, чтобы это дело заняло свой порядковый номер. (А. Битов. Дачная местность)

So if we compare the following similar sentences, we will see the different connotations:

Он снова переписал список. —
He once again rewrote the list
(another new action of rewriting).

Он опять переписал список.
He yet again rewrote the list
(there may be a certain annoyance in the statement, the rewriting is viewed as connected to the previous rewritings).

Он заново переписал список.
He rewrote the list anew (throwing the old one out or making it obsolete).

Он еще раз переписал список.
He rewrote the list one more time
(reference to a countable previous number).

Вновь is similar to снова in many respects. The difference is that the previous event was either a very long time ago and/or was considered the last one of its kind. This idea of a new beginning often produces a connotation of high style (and vice versa, high style calls for вновь):

Едва ли не самая важная примета и движущая сила наших дней в том, что многие высокие слова вновь

обретают для нас свой забытый, стершийся серьезный смысл. Список таких слов достаточно велик, но в начале его — демократия, право, выбор, собственное мнение. (Не подводя итогов. «Московские новости», 25.12.1988)

Однако опередив весь мир в разработке идеи, в создании первых промышленных образцов, мы не удержали первенства. Дело застопорилось, и теперь мы вновь глядим на Запад, кусая локти и кляня собственную нерасторопность. (А. Емельянов. Опять прошляпили. «Техника и наука» № 7, 1988)

Одна из умерших церквей вновь воскресла. На ее колокольне зазвенел жидким консервным звоном уцелевший колокол. (В. Тендряков. Чрезвычайное)

Лишь после войны, в пятидесятых, имя его вновь всплыло, объявились люди, знавшие его, ... (Н. Кожевникова. Внутренний двор)

Сызнова, the rarest of them, is somewhat similar to сначала—‘from the very beginning’ or ‘all over again,’ and has a low style connotation (the highly colloquial насмарку in the first example and the choice of words in the second underscore this):

Существовал один шанс из четырнадцати. Не повезет, тогда придется начинать сызнова, и целый день насмарку. (Д. Гранин. Дождь в чужом городе)

— Нет. Батюшка, я есть большевик, хоть нигде и не записанный. Я слова товарища Ленина народу передаю и так считаю, что землю надо сызнова поделить. Поровну. (Б. Васильев. Вы чьё, старичё?)

The hardest of them is ещё раз. Its simplicity is deceptive, for it seems that

anything countable can be counted. Not so. There are many verbs that resist counting for some reason. You can write one more time, or call one more time, but not buy something one more time. If going someplace one more time—it can be only *сходить* and not *пойти*. You cannot get married one more time (*он еще раз женился), and cannot fall one more time (*он еще раз упал). Often the closest translation of *еще раз* is 'once again.'

Скейтбординг — это вид спорта. Самостоятельный, развивающийся, увлекший уже тысячи молодых людей, что еще раз подтвердили все-союзные соревнования, которые второй раз прошли в Москве. (Скейтборд — это интересно. «Советский спорт» 3.7.1988)

Не думала Ольга, что еще раз увидит корабль-флюгер так близко, снова коснется его руками, а он послушный каждому прикосновению, будет отклоняться от своего курса. (Е. Воробьев. Небо в блокаде)

Еще раз is often used in the titles of articles that address some old topic or problem:

Еще раз о наркомании. («Известия» 23.11.1987)

Еще раз о любви (title of a film)

But once again, *еще раз* is the adverbial that requires the most caution and causes the most mistakes in the papers of my students.

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Please send questions to:

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NOTES FROM AATSEEL COUNTERPARTS

From BASEES

The following information is provided about the activities of the AATSEEL counterpart in the UK, the British Association for Slavonic and East European Studies.

(1) The BASEES Annual Conference will take place from April 6-8, 2002 at Fitzwilliam College in Cambridge, England.

All paper-givers, panellists, discussants and chairs are expected to register as conference participants and to confirm their attendance by sending a non-refundable deposit by 14 February 2002.

A provisional programme including a booking form will be sent to all BASEES members and to other panel members during January, and will be available on the BASEES website: <http://www.gla.ac.uk/external/basees/conference2002.htm>.

A conference registration form is available at the website (in .pdf format). It should be mailed with payment to Mrs Jacqueline Bowman, 9 Brookside, Headington, Oxford OX3 7PJ, England, UK. (BASEES does accept credit and debit card payments.) Please note that all forms have to be sent by mail; email applications cannot be accepted.

Questions about booking and practical matters can be addressed to Jackie Bowman at the above address, telephone (44) 01865 761316.

In 2002, as in previous years, BASEES will be making the conference papers available from mid-January at its website.

(2) BASEES has established "Slavophilia," a comprehensive guide to Internet resources on Russia and Central/Eastern Europe, on its website. Slavists with webpages for listing may contact BASEES on its website for this.

From CAS

The following information is provided about the activities of the AATSEEL counterpart in Canada, the Canadian Association of Slavists.

CAS maintains a website at <http://www.utoronto.ca/slavic/cas/>. At the website one may find information about the journal published by CAS, *Canadian Slavonic Papers*, along with a table of contents from the current issues. Other items available at the website include previous issues of the CAS Newsletter and information about the CAS Annual Conference.

The CAS participates in the Congress of the Social Sciences and Humanities, which will take place at the University of Toronto from May 25-June 1, 2002. The Congress is sponsored by the University of Toronto, with support from Ryserson Polytechnic University. The theme of the Congress is "Boundaries." More information is available at the CAS website.

Accelerated Publication Schedule for SEEJ

The *Slavic and European Journal* is now running a little over a year behind its cover date. The new *SEEJ* editorial team and the Executive Director are committed to returning it to schedule, as required by the US Postal. Accordingly, for the next two years a *SEEJ* issue will appear every two months.

Prospective authors are advised that early submission of manuscripts for consideration is necessary. (We suggest a minimum of 9-12 months before the mailing date.)

For accepted manuscripts prompt turnaround on editorial suggestions and on proofs is required.

Since *SEEJ* must restore its schedule or lose its mailing permit, delayed manuscripts—whatever the reason—will at the editor's sole discretion to be shifted to subsequent issues of *SEEJ*.

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NEW AND RECENT BOOKS

- **Genevra Gerhart.** *The Russian's World*. 3rd, corrected ed., 420 p., 2001 (ISBN 0-89357-293-4), paper, \$34.95.

Slavica is proud to restore this classic of our field to print for the third millennium. The new edition reprints the 2nd edition, with corrections and a few additions to the text. The new price is \$34.95 (a \$15 reduction from the price of the previous edition). A full description of the book, together with samples and many other materials, is available at <http://www.members.home.net/ggerhart>.

- **Eloise M. Boyle and Genevra Gerhart, eds.** *The Russian Context: The Culture behind the Language*. 688 p. + CD-ROM, 2001 (ISBN 0-89357-287-X), paper, \$49.95.

This companion to *The Russian's World* is a collectively authored monograph which sets itself the daunting task of quantifying the minimum level of cultural literacy necessary for serious foreign learners of Russian to appreciate and function properly in the Russian cultural context. Chapters are devoted to History, Poetry, Prose, Children's Literature, Proverbs, Theater, Art, Popular Entertainment, Geography, Government, and Science. The bundled CD-ROM disk includes the full text of the book in cross-platform Acrobat Reader format, enriched by about 1,700 graphic and sound files which could not be included in the printed book. The CD will run on any computer with at least a Pentium- or PPC-level processor and basic media support installed.

- **Slava Paperno, Alexander D. Nakhimovsky, Alice S. Nakhimovsky, and Richard L. Leed.** *Intermediate Russian: The Twelve Chairs*. 2nd ed., 340 p., 2001 (ISBN 0-89357-294-2), paper + 3 CD-ROM disks (Windows/Mac), \$59.95.

A brand new, completely revised edition of this popular textbook for 2nd- and 3rd-year courses. In addition to its enhanced presentation and substantial new material, the textbook is now bundled with *The Twelve Chairs Interactive*, a multimedia course for intermediate and advanced learners (two hours of full-motion digital video). A full description of the book is at <http://www.slavica.com/texts/twelve.html>; details on the CDs are at http://www.lexiconbridge.com/12Chairs/12c_des.htm.

- **Anna Lisa Crone.** *The Daring of Derzhavin: The Moral and Aesthetic Independence of the Poet in Russia*. 258 p., 2001 (ISBN 0-89357-295-0), paper, \$24.95.

In this revisionist study of Derzhavin's poetic art and his contribution to the emerging importance of the role of "leading poet" in Russian culture and throughout the Russian Empire, the author paints a new picture of what is meant by Derzhavin's "heavy lyre." She traces how the very modest conception of the poet's role he held in the 1770s was systematically rendered more authoritative, powerful, and independent.

- **Robert Orr.** *Common Slavic Nominal Morphology: A New Synthesis*. 224 p., 2001 (ISBN 0-89357-288-8), paper, \$24.95.



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GRADUATE STUDENT FORUM

*Editor: Mark Nuckols
(Ohio State University)*

Graduate students! This is your column. What is it you have always wanted to know but were afraid to ask? Take advantage of the opportunity to have some very knowledgeable people answer those questions for you! Send your questions to the editor, Nuckols@hotmail.com.

Q. I really cannot afford (timewise and moneywise) to spend a semester in Russia, and I did not have the chance to do so as an undergraduate. Will that hurt my chances of employment? What can I do to compensate?

A. (Joan Chevalier) The fact that you have not been able to spend time in Russia may not weaken your application. Lack of experience in Russia is less likely to affect your application if your language skills are strong. If your Russian language skills need improvement and circumstances will not permit you to go to Russia for a semester, you should consider participating in a summer language study immersion program in the US.

Job candidates who have not spent any time in Russia might be at a disadvantage in applying for positions to teach Russian culture courses. You could compensate for your lack of experience by developing a well thought out curriculum design for a culture course to bring to interviews. As long as you demonstrate that you are familiar with the literature on the topic and that you can competently teach such a course it should not affect your application.

While it is difficult to ascertain how much lack of experience in Russia will affect your search, it is true that time spent in Russia (particularly for non-native speakers of Russian) will strengthen your application. If you have not had an opportunity to go to Russia for a semester, you should try to take advantage of the numerous interesting

opportunities for shorter stays, serving as a volunteer or an intern. The American Council of Teachers in Russian (ACTR) runs a summer program for teachers of Russian of all levels (including graduate students) at Moscow State University. Participants receive full scholarships to participate in the program. This program is a great deal, but admission is competitive as it is limited to between 10–15 teachers a year.

Q. Recent studies have pointed to a salary discrepancy countrywide between male and female professors. How much sense, then, does it make for a woman to enter the academic community? What can she do to position herself for equal treatment with and by male colleagues?

A. (Halina Filipowicz) The easy way out of this question would be to say, “We don’t enter this field to get rich, and excellence has no gender.” I do know, though, that women in academe (as elsewhere) have traditionally and inappropriately lagged behind their male colleagues at many points. Salary discrepancies based on factors other than merit are unfair and demoralizing. When you negotiate the terms of a job offer, I would suggest the following: (1) Check how the proposed salary compares with the mean as cited for a particular school in *The Chronicle of Higher Education*; (2) inquire if the proposed salary and benefits are in line with the salary and benefits of other junior faculty in the humanities who have a comparable record of teaching and publication. After you are hired, I would suggest working closely with colleagues across campus to make sure that there is a campus-wide committee on gender equity—in the spirit of fairness, integrity, and collegiality.

Apologia

Our sincerest apologies to our readers and to Dr. Ben Rifkin for an error in the December Forum. Dr. Rifkin had been asked to respond to a question specifically on the role of technology in career preparation; the question as it appeared in the Newsletter was on general career preparation. Both the original question response are reprinted below.

Q. Is it important for job-searching to have technological skills? If so, how much and how precisely would they help?

A. (Rifkin) As everyone knows, today’s academic job market is tight, especially the market for scholars trained in Slavic languages and literatures. Any scanning of the jobs listed in the MLA Job Information List or the AATSEEL Newsletter or on SEELANGs shows the reader that there are not many jobs in any given year. Nothing can replace the importance of excellent training in one’s academic or research discipline (be it Slavic linguistics or one or more Slavic literatures) as well as superior proficiency in speaking, reading, listening and writing in one or more Slavic language and English. It is also of critical importance to have excellent preparation to teach in the field since virtually every job listing features phrasing such as “able to teach language X, X-literature and culture at all levels.” That being said, training to use technology can help graduate students with excellent preparation in the areas just described distinguish themselves on the job market and may help them land if not the job of their dreams, then perhaps at least an academic job. Moreover, there are many jobs in academia that are not traditional tenure-track positions that are

rewarding and fulfilling but that do require expertise in the use of technologies. These include positions in language laboratories and directors of technology projects such as the T⁴ Project at UW-Madison (<http://imp.lss.wisc.edu/t4flp/>).

As I see the field, there are three levels of expertise in technology, the first two of which are essential for every candidate for a position, while the third might be considered "expedient."

Level One: Graduate students should be familiar with the basic technologies we use as scholars, including classroom technologies (overhead transparency projection, projection from a computer), as well as the software most scholars use for writing and communication needs (Microsoft Office Suite or Correl Office Suite, Outlook or Eudora for e-mail, Netscape or Explorer for web-browsing.) In addition, graduate students must be familiar with the use of Cyrillic character sets in these programs. While it is not necessary for everyone to be a whiz at installing Cyrillic keyboards and using Cyrillic even in e-mail messages, it is essential for every graduate student to be able to create documents (in a word processing program) with text consisting of both Latin and Cyrillic characters in such a way that the document can be read by others. This means that graduate students must be able to use standard encodings.

Level Two: Graduate students should be familiar with ways to search the internet for resources relevant for their research and for their teaching. This includes familiarity with resources such as SEELANGs, Sher's Index, Slavophilia, Language Links, the essays cataloguing and describing resources for the teaching of Slavic languages (an electronic version of the chapters in Part 8 of the volume I edited with Olga Kagan, *The Learning and Teaching of Slavic Languages and Cultures*), electronic dictionaries, Slavic-world media outlets, and so forth. One never knows what one will need, but chances are

good, it's out there, as evidenced by the recent contributions on SEELANGs to a query about *Saints' Lives* on the web.

Level Three: Graduate students who want to be able to offer something *more* in the area of technological training should learn how to digitize sounds and still and moving images and how to create web pages. While learning and using these skills, graduate students should be careful to consider how their web pages will be viewed by others using both Netscape, Explorer or other browsers as well as others using Macintosh, PC or other platforms. Graduate students should also consider studying web design: the best designed web pages do not read like a book, but rather take advantage of all the possibilities for conveying information available to the worldwide web. Some institutions offer courses (some for credit, others not) that graduate students can take to help prepare themselves at this level of technological expertise. The Center for Educational Technology, a Mellon-funded project at Middlebury College (<http://www.cet.middlebury.edu/>) offers short programs in the summer of this nature, but admission to the program is competitive. It does not matter how one gets this training, but rather that one has the training and can display evidence of this expertise. Some individuals are lucky enough to be able to make sense of computer manuals and can, therefore, train themselves in the use of software at this level. (This writer, alas, is admittedly not of that lucky group!)

The mastery of technology and software at level three is NOT enough to guarantee one an academic job. Such mastery can help on the job market, but as noted above, nothing can replace excellence in scholarship and teaching and proficiency in the language(s) in question.

Advisory group for GSF: Thomas Beyer, Robert Channon, Joan Chevalier, Halina Filipowicz, Beth Holmgren, James Levine, Benjamin Rifkin, Ernest Scatton, and Irwin Weil.

Nominations for AATSEEL Awards

The AATSEEL Committee on Nominations, Elections, and Awards is calling for nominations for the following awards:

- 1) Excellence in Secondary Teaching;
- 2) Excellence in Post-Secondary Teaching;
- 3) Service to AATSEEL;
- 4) Contribution to the Profession;
- 5) Contribution to Scholarship.

Please forward all nominations to Frank Miller, Chair of the Committee on Nominations, Elections and Awards (fjm6@columbia.edu) or to one of the two members of the Nomination Committee: Laura Janda (janda@unc.edu) or James Sweigert (sweigert@uni.edu).

- submitted by Frank Miller
Columbia University

Dobro Slovo

Dobro Slovo, the Slavic honor society, has an e-mail address now: DobroSlovo@hotmail.com.

If there are any institutions that would like to apply for a Charter, they can send inquiries to that email address.

- submitted by Sanford Couch

AATSEEL Now Takes Credit Cards

AATSEEL can now accept payments (such as membership or conference registration) via credit card. We accept Visa, Mastercard, American Express, and Discover. We anticipate that this development will be of particular use to our non-US members and subscribers.

Checks in U. S. funds are, of course, still welcome.

PSYCHOLOGY OF LANGUAGE LEARNING

Putting Psychology into Practice for Language Learners and Teachers

Madeline E. Ehrman
Foreign Service Institute

Mainstream psychology has played a key role in theories of learning and teaching. Second language acquisition has adapted a variety of models from cognitive, humanistic, and educational psychology. There is even a small body of work that uses concepts from clinical psychology. Among these are cognitive styles, especially field independence; language aptitude studies; approaches based on humanistic philosophies such as Counseling-Learning; exploitation of general educational psychology for learning strategies, motivation and learner autonomy; and exploration of ego boundaries and defensive style to language learning (e.g., Curran, 1972; Ehrman, 1998; Ehrman & Dörnyei, 1998; Leaver, 1997; Oxford, 1990; Williams & Burden, 1997).

Most of these sources in general psychology have offered hypotheses for research that is well documented in the SLA literature. However, relatively few of these research projects have resulted in systematic applications to language learning.

Various interventions such as methodologies (e.g., Community Language Learning, strategies workshops, student grouping by learning preference) have been tried but none with so much success that it has taken over the field. Instead, each research finding, each new

instrument and the constructs it represents, contributes to an increasingly flexible toolbox for teachers, program managers, and, ideally, for learners. The drawback to this situation is that it depends almost entirely on the sophistication and flexibility of the user. The following describes an attempt to institutionalize research findings to add to the flexibility of the sophisticated but provide support for teachers and learners who need it. (A more complete description is available in Ehrman, 2001.)

At the US State Department's Foreign Service Institute (FSI), over 60 languages are taught to members of the foreign affairs community and their adult family members who are preparing for an overseas tour of duty. Instruction is intensive, long-term (24-88 weeks depending on the difficulty of the language for English speakers), and focused on ability to communicate effectively at levels needed for diplomatic functioning.

FSI has had a history of adopting methodologies and theories like the ones listed above but finding that they fail to become established. For example, I attempted a learning strategies workshop for students but found that a) their needs were so different that we could not reach everyone; and b) the information was provided outside the classroom and thus was often unavailable when needed. Something different was needed, and I decided not to oppose the differences among learners, but to make use of it.

For this purpose, I undertook a multiyear research project sponsored by FSI aimed at establishment of individual learner profiles during the 1990's. The project tried and discarded a variety of constructs and measurement instruments. As more and more students participated in the research project,

Editor: Matt Tittle
(University of Illinois at
Urbana-Champaign)

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 addressed to Matt Tittle, Campus Honors Program, University of Illinois at Urbana-Champaign, 1205 W. Oregon, Urbana, IL 61801 or sent electronically to tittle@uiuc.edu.

some of their teachers asked us to provide special consultation to them and students who were having particular difficulty. By the mid-90's, we had an established set of instruments and interpretations that we could use with any student, and so began to offer diagnostics and an individual session to receive interpretation to all incoming students, on a voluntary basis. With strong support from FSI management, the initiative has spread to the entire School of Language Studies, and most incoming students and their teachers participate in Language Learning Consultation Service (LCS) activities.

Students take a set of diagnostic instruments, usually on their first day, receive a group explanation of what the instruments mean, and then can sign up for individual interpretation sessions. Individual sessions examine the results of the diagnostics in the light of the student's validation of them and the student's current and past language learning experience. The affective domain is a key element in these discussions and may override the cognitive factors, for example, when a student presents with extreme anxiety about learning, class dynamics, or the very high-stakes end-of-training test.

The diagnostics include:

Instrument	Main constructs for which used	Comments
Myers Briggs Type Indicator (Myers, McCaulley, et al., 1998)	Personality & learning style: extraversion-introversion, sensing-intuition, thinking-feeling, judging-perceiving	Counselors are receiving MBTI qualification training
Hartmann Boundary Questionnaire (Hartmann, 1991)	Ego boundaries, tolerance for ambiguity, receptivity to language and culture phenomena	Requires briefing of students to avert reactions to somewhat clinical questions
Modern Language Aptitude Test (Carroll & Sapon, 1959)	General aptitude, field independence-like abilities, metacognition	The peaks and valleys of the subscale are more useful than the total score
E&L Learning Styles Questionnaire v. 2 (Ehrman & Leaver, forthcoming)	Cognitive styles, such as random-sequential, field independent-field dependent, field sensitive-field insensitive, global-particular, impulsive-reflective, leveling-sharpening, synthetic-analytic	The cognitive style pairs are subscales of a higher-order opposition between 'gestalt' and 'atomistic' processing
Motivation & Strategies Questionnaire (Ehrman, 1996)	Self-efficacy, motivation, anxiety; classroom learning preferences; study strategies	Used to confirm findings from other questionnaires and information gained in feedback interview

We see this program as a route to increasing learner autonomy, as learners gain more self-knowledge and can apply it to managing their own learning, and as teachers expand their perception of their role to include enhancing learner self-regulation and building true partnerships with their students.

The Learning Consultation Service has developed into a systematic application of insights from cognitive, humanistic, clinical, education, organizational, and even Skinnerian psychology. It builds on the understanding that every student is different from all the others, but at the same time, the differences fall into a limited set of functional categories that permit 'shortcuts' when designing interventions for those individuals.

The intensity, length of training, and high stakes of FSI language training justify this kind of resource investment. Other institutions and programs may be able to establish more limited interventions. In any event, new programs probably work best with small beginnings, as this one did.

Although what we do is shaped by FSI's context, some of the concepts might well work for other teaching and learning settings. For example, teaching staff at a university might begin with one model, and selected staff would learn to interpret and apply it to real individual situations. Others would learn

to understand the model and be able to use it in discussions with colleagues and students, as well as apply some of the insights to just-in-time interventions.

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Seeking AATSEEL Chapters

Are you a member of an active regional, state, or local AATSEEL chapter? If so, the AATSEEL Executive Director would like to hear from your group so that we can compile a list of active chapters, including their contact information.

And here's another good reason to let us hear from you: Paragraph 3c of the AATSEEL Bylaws states, "The charter of a chapter shall be automatically suspended if a chapter fails to remain active, that is, if it fails to hold at least one meeting a year and forward minutes of such meeting or meetings to the Executive Director and to the Editor of the Association's Newsletter by December 15 of any given year."

PROFESSIONAL OPPORTUNITIES

Calls for Papers

February 5, 2001

“Reconfiguring The Humanities in the Post-Soviet World”

The Havighurst Center for Russian and Post-Soviet Studies at Miami University of Ohio invites papers from advanced graduate students on the theme of “Reconfiguring The Humanities in the Post-Soviet World.” This conference will be held March 21–24, 2002. Proposals on any topic in Russian literature will be considered. Proposals should include a two-page abstract and c.v. Please send to Dr. Zara Torlone, Miami University Department of Classics, torlonzm@muohio.edu.

February 15, 2002

Frontlines: Gender, Identity, and War

“Frontlines: Gender, Identity, and War,” hosted by the School of Historical Studies, Monash University, Melbourne, Australia, July 12–13, 2002, is a multi-disciplinary conference that will bring together researchers with an interest in the social and cultural aspects of war. It will invite particularly an exploration of the ways that national, cultural, and personal identities intersect at times of major upheaval. Discussions of migrant and indigenous experiences of war will be encouraged, as will papers that take a comparative approach to the social and cultural aspects of conflicts across time.

Organizers invite papers from all disciplines including the Humanities, Law, Science, Medicine, and Nursing. Papers from postgraduate students who wish to present their research in an international forum are welcomed.

Abstracts of no more than 200 words should be sent to The Organising Committee, Frontlines: Gender, Identity

and War; School of Historical Studies, Monash University; Clayton 3800; Victoria, Australia or by e-mail to genidwar@arts.monash.edu.au.

February 28, 2002

“The Russo-Japanese War & the 20th Century: An assessment from a centennial perspective”

In February 2004 Japanese and Russians will commemorate a century to the outbreak of the Russo-Japanese War. The objectives of the conference are to discuss the following issues: the international context of the war; was the Russo-Japanese war the first modern war; the effect of the war on political and social issues; the war in literature and popular culture; the media and the war; was the war a conflict between ‘East’ and ‘West’; far-reaching impacts of the war on the 20th century.

An abstract within 200 words or correspondence should be sent to Dr. Rotem Kowner, Japan and Asia Program; Dept. of Multidisciplinary Studies, The University of Haifa; Mt. Carmel 31905, Haifa, ISRAEL; fax: 972-4-824-9155; tel.: 972-4-824-0559; e-mail: kowner@research.haifa.ac.il. Or Prof. Ben Ami Shillony, Dept. of East Asian Studies, The Hebrew University of Jerusalem; Jerusalem 91905, ISRAEL; fax: 972-2-532-2545; phone: 972-2-588-3728; e-mail: shillony@h2.hum.huji.ac.il.

March 1, 2002

“Russia and Britain in the Enlightenment”

The All-Russian Museum of Alexander S. Pushkin, St. Petersburg Branch of Institute of Human Studies RAS, St. Petersburg Centre for the History of Ideas will hold an international conference on June 6–8, 2002: “Russia and Britain in the Enlightenment.”

The following spheres will be discussed (see website for more details: <http://ideashistory.org.ru/scot/conf206.htm>): How Ideas Move: Problems in Philosophical Comparativistics; Images and Styles: Problems of Literary Inter-

ferences; and Mysterious Island or Treasure Island: Cultural Communications and Personal Contacts.

Send abstracts or full texts (up to 12,000 characters), preferably by e-mail, to Prof. Dr. Tatiana V. Artemieva or Dr. Michael I. Mikeshin, P. O. Box 264, B-358, St. Petersburg 194358 Russia. Tel: +7-812-514-9380; fax: +1-603-297-3581; e-mail: art@hb.ras.spb.su or mic@mm1734.spb.edu; <http://ideashistory.org.ru>.

April 15, 2002

Русский язык в кругу мировых языков и языковое планирование в ЧЧШ веке /традиции, инновации, перспективы/

The Irkutsk State Linguistic University and the Irkutsk Pedagogical University, in conjunction with MAPRIAL, will conduct a conference October 5-9 in Irkutsk on language planning, language teaching and testing, literature, culture, technology in education, and other methodological topics.

More information is available by e-mail: isl@isluru or tel. 011-7-395-2-51-27-40.

July 1, 2002

2002 AATSEEL–Wisconsin Conference

David Danaher and Halina Filipowicz, co-chairs of the AATSEEL–Wisconsin, invite abstracts on any aspect of Slavic literatures and cultures (including film) and on issues in the learning and teaching of Slavic languages and literatures. Individual papers will be combined into panels by the conference co-chairs. The conference will be held at the University of Wisconsin, Madison, on October 5, 2002.

Abstracts can be sent via e-mail (text-only format, i.e., without attachments). Abstracts sent by regular mail or fax should include four copies prepared for an anonymous review: Only one copy should have the author’s name and address.

Those who wish to submit an abstract should refer to guidelines on the AATSEEL website: <http://clover.slavic.pitt.edu/~aatseel/index.html>.

The selection committee, consisting of panel chairs, panel secretaries, and the conference co-chairs, expects to notify those proposing papers of its decision by August 15, 2002.

All abstracts should be sent to Professor Halina Filipowicz; Department of Slavic Languages and Literatures; University of Wisconsin; 1220 Linden Dr.; Madison, WI 53706; fax: 608-265-2814; e-mail: hfilipow@facstaff.wisc.edu.

Deadline Unspecified

Special Issues of The Silver Age of Russian Literature and Culture

Papers are solicited for two issues: *Special Issue: The Revolutions of 1917: The Poetic Response in Russia* and *Special Issue: Women in the Silver Age*. In addition, any submissions relevant to the Silver Age are welcomed. The *Silver Age* is an annual journal that publishes scholarly articles, translations, book reviews, and bibliographies devoted to the Russian Silver Age. Send submissions to: Eric Laursen, Editor, *The Silver Age*, Dept. of Languages and Literature, University of Utah, 255 So. Central Campus Drive, Room 1400, Salt Lake City, Utah 84112-0490, eric.laursen@m.cc.utah.edu.

Conferences and Workshops

February 14–17, 2002

The Future of Cultural Memory

This conference addresses issues at the intersection of cultural/literary study, political philosophy, and international relations. Contact Dr. Meili Steele, Comp. Literature Program, Univ. of South Carolina, Columbia, SC 29208. E-mail: Steelem@sc.edu.

March 1–2, 2002

Slavic Theory Today: Between History and System

Conference to be held at the Whitney Humanities Center, Yale University. Contact ilya.kliger@yale.edu or lina.steiner@yale.edu.

March 8, 2002

Workshop for the Exploration of Religious and Spiritual Themes in Russian Cultural History

Workshop to meet at the University of Surrey to bring together established and young scholars (including graduate students) from various disciplines, who are interested in the role of spiritual and/or religious aspects of Russian culture, history, art and thought. Contact Dr Irina Paertm Department of History and Welsh History, University of Wales at Bangor, Bangor, Gwynedd LL57 2DG, e-mail: i.paert@bangor.ac.uk (term time) or irina@paert.com.

March 9, 2002

NSGSA Conference

The Northeastern Slavic Graduate Student Association presents The Third Annual NSGSA Conference to take place on Saturday, March 9, 2002 at Brown University. Lodging with Brown graduate students will be provided. For information, contact Kerry_Sabbag@brown.edu

April 5–7, 2002

CARTA

The annual conference of the Central Association of Russian Teachers of America will take place in Tulsa, Oklahoma. The theme of the 2002 conference is: "The Importance of Russian in a Shifting World." For more information, please contact Professor Mara Sukholutskaya, who can be reached at msukholu@mailclerk.ecok.edu.

April 16–20, 2002

World Congress on Language Policies

The Linguapax Institute is organizing a World Congress on Language Policies that is to be held in Barcelona. There will be six keynote addresses and five workshops. More information is available at <http://www.linguapax.org>. The deadline for registration is March 31, 2002.

April 18–21, 2002

Thirteenth Biennial Conference on Balkan and South Slavic Linguistics, Literature, and Folklore

The Thirteenth Biennial Conference on Balkan and South Slavic Linguistics, Literature, and Folklore will be held at the University of North Carolina-Chapel Hill. Contact Ivana Vuletic, ivuletic@email.unc.edu; Curt Ford, curtf@email.unc.edu; or Robert Greenberg, greenberg@unc.edu.

April 19–20, 2002

"The Over-examined Life: New Perspectives on Tolstoy"

The Harvard University Department of Slavic Languages and Literatures and Davis Center for Russian Studies will host a two-day conference, devoted to new perspectives on Lev Tolstoy. For more information, please contact the Department of Slavic Languages and Literatures, Harvard University, Barker Center, 12 Quincy Street, Cambridge, MA 02138.

May 3–5, 2002

FASL 11: Eleventh Annual Workshop on Formal Approaches to Slavic Linguistics

All who are interested in attending FASL 11 at the University of Massachusetts, Amherst should see the website: <http://www.umass.edu/linguist/FASL11/FASL11.html>. Immediately following the FASL 11 conference there will be a two-day Workshop on the semantics and syntax of possessive constructions (including but not limited to Slavic). A call for abstracts can be found at <http://www.umass.edu/linguist/PossessiveWorkshop.html>.

May 8–11, 2002

The Second Chicago Conference on Caucasia

The Second Chicago Conference on Caucasia will be held on the campus of the University of Chicago. There will be a Linguistics Session and a Culture Session. For more information, please contact Chicago Conference on Caucasia, Department of Slavic Languages and Literatures, University of

Chicago, 1130 East 59th St., Chicago, IL 60637; tel.: 773-702-8033; e-mail: slavic-department@uchicago.edu.

Grants and Fellowships

February 1, 2002

Social Science Research Council

The Global Security and Cooperation Program of the Social Science Research Council announces a new funding opportunity for research and training on the underlying causes and conditions of conflict and insecurity: Grants for Research Collaboration in Conflict Zones. There are no citizenship or nationality requirements. Applications are invited from teams of researchers working or living in a zone of widespread or intractable violent conflict for short research projects of 4–6 months in length. Contact Global Security and Cooperation Program, Social Science Research Council, 810 Seventh Ave. 31st Floor, NY, NY 10019. Phone: 212-377-2700; fax: 212-377-2727; e-mail: gsc@ssrc.org; web site: <http://www.ssrc.org>.

February 1, 2002

Vaclav Havel Fellowship in Czech Studies

This fellowship provides five years of support for an incoming student to a Rackham doctoral program at the University of Michigan who expects to focus his/her studies on Czech lands and culture. Departments and professional schools are invited to submit nominations for the Vaclav Havel Fellowship to the Center for Russian and East European Studies, crees@umich.edu.

Anyone interested in additional information should contact Kirsten Willis, International Institute; University of Michigan, Room 2632; 1080 S. University; Ann Arbor, MI 48109-1106; tel.: 734-763-3297; e-mail: kbakke@umich.edu or Lynda Norton, Student Services Associate; Center for Russian and East European Studies; 1080 S. University Ave., Suite 4668; Ann Arbor, MI 48109-1106; tel: 734-936-1842; fax: 734-763-4765; e-mail:

lyndan@umich.edu; www.umich.edu/~iinet/crees.

February 4, 2002

Andrew W. Mellon Postdoctoral Fellowship in the Humanities

Yale University announces the first Andrew W. Mellon Postdoctoral Fellowship in the Humanities for a two-year period, to begin July 2002. The Fellow will teach one course each semester and devote other time to individual research. The Mellon Fellowship will offer extensive opportunities for mentoring relationships with Yale faculty and for intellectual exchanges among other postdoctoral fellows, faculty, and visitors. Applicants must have received the Ph.D degree in Humanities after September 1997 and before July 1, 2002.

Submit application form, available at <http://www.yale.edu/whc> or by phone/fax request; curriculum vitae; statement of current research interests in 2–4 pages, which should outline the research to be undertaken during the term of the fellowship; dissertation summary in one page; one-page statement of teaching interests and sample syllabi; three letters of recommendation; one copy of an official transcript for all graduate studies. Send all materials to Dr. Norma Thompson, Associate Director, Whitney Humanities Center; Mellon Postdoctoral Fellowships; Yale University; P.O. Box 208298; New Haven, CT 06520-8298; Tel.: 203-432-0670; Fax: 203-432-1087.

February 8, 2002

Foreign Language and Area Studies (FLAS) Fellowships

The Ohio State University's Title VI Slavic and East European National Resource Centers will award fellowships for Summer Quarter 2002 and Academic Year 2002-2003 FLAS fellows. Full-time graduate and professional students pursuing a course of study in advanced foreign language and area studies training are eligible to apply. A stipend of \$11,000 is awarded with the academic year fellowships and a \$2,400

stipend is awarded with the summer fellowships. In addition to the stipend, both summer and academic year fellowships cover the costs of tuition and fees. Fellowships may be used for study at OSU or other U.S. or foreign institutions. Applicants must be U.S. citizens or permanent residents. Contact: Bill Wolf, Slavic & East European Studies, 303A Oxley Hall, 292-8770, wolf.5@osu.edu, www.osu.edu/csees.

February 8, 2002

Five College Women's Studies Research Center

A collaborative project of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts, Amherst. The Center invites applications for its Research Associateships for 2002–2003 from scholars and teachers at all levels of the educational system, as well as from artists, community organizers and political activists, both local and international. Applications are accepted for either a semester or the academic year. The Center supports projects in all disciplines so long as they focus on women or gender.

Applicants should submit a project proposal (up to 4 pages), curriculum vitae, two letters of reference, and application cover sheet. Submit all applications to Five College Women's Studies Research Center, Mount Holyoke College; 50 College Street; South Hadley, MA 01075-6406.

For further information, contact the Center at tel.: 413-538-2275; fax: 413-538-3121; e-mail: fcwsrsrc@wscenter.hampshire.edu; web site: <http://wscenter.hampshire.edu/>.

February 11, 2002

The American Association of University Women: Recognition Award for Emerging Scholars

This award honors an untenured woman scholar who has a record of exceptional early professional accomplishments and demonstrated promise of future distinction. The award carries an honorarium of \$5,000 and travel ex-

penses to the June 2002 Foundation awards banquet in Washington, DC. Candidates must be women who have earned a PhD or equivalent on or after January 1, 1997; are untenured; and are U.S. citizens or permanent residents. The Foundation strongly encourages nominations of women of color and other underrepresented groups. Candidates must be nominated for the award in compliance with the requirements. Questions about the award may be directed to the Foundation by phone, 202-728-7601, or e-mail at emergingscholar@aauw.org.

February 13, 2002

The Vaclav Havel Fellowship for Incoming Graduate Students

This fellowship for residents of the Czech Republic provides five years of support for an incoming student at the University of Michigan. Departments and professional schools are invited to submit nominations to the Graduate Board of the International Institute.

For information, contact Kirsten Willis, International Institute; University of Michigan, Room 2632; 1080 S. University; Ann Arbor, MI 48109-1106; tel.: 734-763-3297; e-mail: kbakke@umich.edu.

February 15, 2002

American Council of Learned Societies grants

The American Council of Learned Societies will offer grants in amounts up to \$2,500 to individuals for use at intensive summer language programs in 2002 for training in East European languages. Preference will be given to students (1) who cannot study their chosen language (at the appropriate level) at their home institution; (2) who will be continuing the study of this language in the following year; and (3) who have begun or are beginning language study early in their academic careers. Applicants should explain particular circumstances that would constitute exceptions to this general rule.

These grants will support elementary or intermediate study in the US (in exceptional cases, proposals to study in Eastern Europe will also be considered) or advanced study in Eastern Europe. Eligible languages are Albanian, Bosnian/Croatian/Serbian, Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Macedonian, Polish, Romanian, Slovak, and Slovene. Funding for these grants is provided by the U.S. Department of State under the Research and Training for Eastern Europe and the Independent States of the Former Soviet Union Act of 1983 (Title VIII).

Graduate students (including those applying to graduate programs), post-doctoral scholars, and others who need the language in their professional careers are eligible to apply. U.S. citizenship or permanent legal residence is required. Applications may be obtained at www.acls.org.

Applicants must apply directly to the language study program they wish

Summer 2002 Advanced Russian Language & Area Studies Program

American Councils has managed summer, semester, and academic year study abroad programs in the NIS for over 25 years, supporting more than 3,000 students, faculty & scholars.

GROUP PROGRAMS FEATURE:

- Intensive language training at leading Russian universities in Moscow, St. Petersburg and Vladimir
- Housing with a Russian host family or in university dormitories
- Peer tutoring
- Internships
- Experienced full-time resident directors
- Cultural excursions
- Round trip international airfare from Washington, D.C.
- Pre-departure orientation
- 8 undergraduate or 10 graduate hours of credit
- Scholarships available
- Application deadline: March 1, 2002
- For more information and an application, contact: Outbound Programs, American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Ave., NW, Ste. 700, Washington, DC 20036. Phone: (202) 833-7522, outbound@actr.org

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to attend, applying to the ACLS only for financial assistance. Applicants should therefore contact the appropriate institutions regarding course offerings and admission procedures. This should be done as soon as possible. Applicants may apply for ACLS awards before being admitted to a language program, but the awards will be made contingent upon admission.

February 25, 2002

Fellowships in Peace and Security

The Women and Public Policy Program (WAPPP) of Harvard University's John F. Kennedy School of Government is offering pre- and post-doctoral Fellowships in Peace and Security for the year 2002–3. These fellowships are designed to promote basic research in the broad area of gender and international security, with a particular focus on prevention, peacebuilding, and sustainable security.

The WAPPP Fellows can be either residential or non-residential.

For more information, please see the complete description on the Women and Public Policy Web site at <http://www.ksg.harvard.edu/wappp/research/fellowship.html> or contact Victoria Budson, Executive Director of the Women and Public Policy Program, at 617-495-1981 or victoria_budson@harvard.edu.

March 1, 2002

Summer 2002 Russian Language Teachers Program

The American Council of Teachers of Russian (ACTR) is currently accepting applications for the Summer 2002 Russian Language Teachers Program.

The program provides full tuition for six weeks of study in Russian literature, culture and language at Moscow State University; housing and meals with a Russian host family; round-trip international airfare from Washington, DC, to Moscow, Russia; insurance; visa; and a living stipend. Tentative program dates are June 19 to August 5, 2002.

Funding priority will go to teachers who have not been to Russia in the past three years, who are non-native speakers of Russian, and who support fledgling programs or plan to launch new programs for the instruction of Russian. Graduate students, professors, and schoolteachers at all levels are encouraged to apply. Current and future Russian-language teachers who wish to participate in the program with funding sources other than the Department of Education grant administered by ACTR are also encouraged to apply (FLAS fellowships, for example, can be applied to this program).

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

March 15, 2002

Carter Manny Award for Doctoral Research on Architecture

The Carter Manny Award, offered by the Graham Foundation for Advanced Studies in the Fine Arts, supports research for academic dissertations by promising scholars whose doctoral projects focus on topics directly concerned with architecture and arts immediately contributive to architecture. For further instructions, visit the Foundation's website at <http://www.grahamfoundation.org> or contact them directly: Graham Foundation for Advanced Studies in the Fine Arts, 4 West Burton Place, Chicago, IL 60610. Tel. 312-787-4071; fax 312-787-6350; or, contact us by e-mail: info@grahamfoundation.org.

April 1, 2002

Reagan-Fascell Fellowships International NED Democracy Fellows Programme

The National Endowment for Democracy announces the establishment of the Reagan–Fascell Democracy Fellows Program to enable democracy activists, scholars, and journalists to en-

hance their ability to promote democracy.

Reagan–Fascell Fellows will be in residence at the International Forum for Democratic Studies in Washington, DC. The International Forum hosts 12–15 fellows per year for three to ten months each.

Each fellow will receive a monthly stipend for living expenses plus health insurance and reimbursement for travel to and from Washington, DC.

The Reagan–Fascell fellowship program is intended primarily to support practitioners and scholars from new democracies. Distinguished scholars from established democracies are also eligible to apply.

For more information, visit http://www.ned.org/forum/fellowship_program.html or contact Kristin Helz, Program Assistant, Fellowship Programs; International Forum for Democratic Studies; National Endowment for Democracy; 1101 15th Street, N.W.; Washington, DC 20005; tel.: 202-293-0300; fax: 202-293-0258; e-mail: kristin@ned.org.

April 15

IREX

John J. and Nancy Lee Roberts Fellowship Program: A single grant of up to \$50,000 for research projects lasting up to 18 months.

This program supports research in the social sciences in Eastern Europe, the NIS, China, Mongolia, Turkey, Afghanistan, Pakistan, and Iran for scholars with PhD or equivalent terminal degrees. Collaborative research programs involving international colleagues are strongly encouraged.

For more information, see the IREX web site at <http://www.irex.org/programs/roberts/index.htm>.

May 1

IREX

Black and Caspian Sea Collaborative Research Program: Grants of up to \$25,000 to a collaborative team of graduate and/or postgraduate scholars

conducting research for up to one year, focusing on issues of practical relevance and current interest to academic, corporate, and policymaking communities. The collaborative team must consist of a minimum of three people: at least one US citizen or permanent resident and at least two citizens and current residents of two different countries of the Black and Caspian Sea region.

For more information, see the IREX web site at <http://www.irex.org/programs/black-caspian-sea/index.htm>

Various Closing Dates/Rolling Dates **American Councils for International Education**

American Councils for International Education: ACTR/ACCELS is currently accepting applications for the following fellowship programs:

(1) *Fellowships to Central, Eastern, and Southern Europe.* American Councils for International Education announces the Central, Eastern, and Southern Europe Research Scholar Pro-

gram. The program offers fellowships to scholars from the U.S. to conduct research for three to nine months in Bulgaria, Czech Republic, Slovakia, Hungary, Macedonia, Poland, Romania, Albania, Moldova, and the Baltic States.

Applicants must be either US citizens or permanent residents with the necessary academic background for conducting advanced, independent, in-country research in one of the following fields: humanities, social sciences, literature and linguistics, and area studies.

For more information contact American Councils for International Education, East-Central Europe Research Scholars Program, tel. 202-833-7522, e-mail outbound@actr.org.

(2) *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 eligible to apply. Tentative program dates are June 19 to August 5, 2002. Funded by the U.S. Department of Education. Application deadline: March 1.

(3) *Scholarships for language study on American Councils language programs:* Graduate students participating in the American Councils Russian Language and Area Studies program or the NIS Regional Language program are eligible for full or partial scholarships from the U.S. Department of State Program for Research and Training on Eastern Europe and the Independent States of the former Soviet Union. 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.

continued on page 39

Grants for Research and Language Study in Russia, Eurasia and Eastern Europe

Research Scholar Program: Provides full support for field research in the NIS. Total estimated value of awards: \$5,000-\$15,000 for four to nine months.

Combined Research and Language Training Program: Provides full support for 8-10 hrs/week of intensive language study in addition to field research in the NIS. Total estimated value of awards: \$5,000-\$15,000 for four to nine months.

Central Asian Special Initiatives Research Program: Provides full support for field research on policy-relevant topics in Kazakhstan, Kyrgyzstan, Turkmenistan and Uzbekistan. Total value of awards: up to \$35,000. Applicants must hold a Ph.D. in a policy-relevant field, have held an academic research position for at least five years.

Central, Eastern and Southern European Research Program: Provides full support for field research in Central, Southern and Eastern Europe. Optional 8-10 hrs/week intensive language study. Total estimated value of awards: \$5,000-\$15,000, for four to nine months. Open to graduate students, post docs and faculty.

Central, Eastern and Southern European Summer Language Program: Provides full support for intensive language study at Central, Eastern and Southern European universities for up to three months. Open to graduate students, post docs and faculty.

All programs funded by the Program for Research and Training on Eastern Europe and the Independent States, U.S. State Department (Title VIII). Applicants must be U.S. citizens or permanent residents.

Application deadlines: For Summer, Fall and Academic Year Programs, January 15; for Spring Programs, October 15.

For more information and an application, contact: Outbound Programs, American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Ave., NW, Ste. 700, Washington, DC 20036. Phone: (202) 833-7522, outbound@actr.org

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RECENT PUBLICATIONS

The list below includes books published in 2001-2002. Authors and publishers are invited to submit information about new publications in the categories below.

Art

- Kutsenkov, P.A. *Nachalo: Ocherki istorii pervobytnogo i traditsionnogo iskusstva*. Moskva: Aleteia, 2001.
- Dubova, O.B. *Mimesis i poiesis: Antichnaia kontseptsia "podrazhaniia" i zarozhdenie evropeiskoi teorii khudozhestvennogo tvorchestva*. Moskva: Pamiatniki istoricheskoi mysli, 2001.
- Turchin, V.S. *Aleksandr I i neoklassitsizm v Rossii: Stil' imperii ili imperiia kak stil'*. Moskva: Zhiraf, 2001.

Professional Opportunities, continued

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

The NIS 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@actr.org.

Biography

- Dutka, June. *The Grace of Passing: Constantine H. Andrusyshen: The Odyssey of a Slavist*. Edmonton: Canadian Institute of Ukrainian Studies Press, 2000.

Business and Economics

- Maleva, Tatyana, red. *Zarplata I rasplata: Problemi zadolzhennosti po oplate truda*. Moskovskiy Tsent Karnegi, 2001
- Trenin, Dmitri. *The end of Eurasia: Russia on the border between geopolitics and globalization*. Moskovskiy Tsent Karnegi, 2001

History/Sociology

- Bakhturina, A.Iu., red. *Rossia i SShA: Ekonomicheskie otnosheniia 1933-1941: Sbornik dokumentov*. Moskva: Nauka, 2001.
- Chikalova, I.R., red. *Zhenshchiny v istorii: vozmozhnost' byt' uvidennymi: Sbornik nauchnykh statei. Vypusk 1*. Minsk: BGPU, 2001.
- Grosul, V.Ia. *Mezhdunarodnye sviazi rossiiskoi politicheskoi emigratsii vo 2-i polovine XIX veka*. Moskva: ROSSPEN(Rossiiskaia politicheskaiia entsiklopediia), 2001.
- Gus'kova, E.Iu. *Istoriia iugoslav-skogo krizisa (1990-2000)*. Moskva: Algoritm, 2001.
- Healey, D. *Homosexual Desire in Revolutionary Russia: The Regulation of Sexual and Gender Dissent*. University of Chicago Press, 2001.
- Latyshev, I.A. *Iaponiia, iapontsy i iaponovedy: Kak skladyvalis' i osveshchalis' v pechati vo vtoroi polovine XX-go veka sovetsko-iaponskie i rossiisko-iaponskie otnosheniia*. Moskva: Algoritm, 2001.
- Osadchii, I.P. *Dramaticheskie stranitsy istorii. Kniga 1: Kak i pochemu sozdavalas' kompartiiia RSFSR (1990-1991 gg.)*. Moskva: ITRK, 2001.
- Smolii, V.A. ta in. *Ukrains'ke suspil'stvo na zlami seredn'ovichchia i novoho chasu: Narisy z istorii*

mental'nosti ta natsional'noi svidomosti. Kyiv: Instytut istorii Ukrainy NAN Ukrainy, 2001.

- Tsurganov, Iu. *Neudavshisia revansh: Belaia emigratsiia vo Vtoroi mirovoi voine*. Moskva: Intrada, 2001.

Language and Linguistics

- Andrews, Edna. *Russian*. Munich: Lincom Europa, 2001.
- Brill Olcott, Martha i Ilya Semenov, red. *Iazyk i etnicheskii konflikt*. Moskovskiy Tsent Karnegi, 2001
- Danylenko, Andrii, and Serhii Vakulenko. *Ukrainian*. Munich: Lincom Europa, 2001.
- Gasparov, Boris. *Old Church Slavonic*. Munich: Lincom Europa, 2001.
- Glovinskaia, M.Ia. *Mnogoznachnost' i sinonimiia v vido-vremnoi sisteme russkogo glagola*. Moskva: Azbukovnik; Russkie slovari, 2001.
- Katsnel'son, S.D. *Kategorii iazyka i myshleniia: Iz nauchnogo naslediia*. Moskva: Iazyki slavianskoi kul'tury, 2001.
- Lifanov, Konstantin Vasilievich. *Genesis of the Slovak Literary Language*. Munich: Lincom Europa, 2001.
- Takács, Gábor. *Development of Afro-Asiatic (Semito-Hamitic) Comparative-Historical Linguistics in Russia and the Former Soviet Union*. Munich: Lincom Europa, 2001.
- Vorozhtsova, I.B., red. *Lingvisticheskie issledovaniia. K 75-letiiu prof-essora Vladimira Grigor'evicha Gaka*. Dubna: Feniks, 2001.

Literary Studies

- Dinega, Alyssa. *A Russian Psyche: The Poetic Mind of Marina Tsvetaeva*. Madison, Wisconsin: University of Wisconsin Press, 2001.

Religion

- Malashenko, Aleksei. *Islamskie orientiry Severnogo Kavkaza*. Moskovskiy Tsent Karnegi, 2001
- Malashenko, Aleksei i Martha Brill Olcott, red. *Islam na postsovietskom prostranstve: vzglyad isnutri*. Moskovskiy Tsent Karnegi, 2001.

VIRGINIA TECH

Summer Study at Moscow State University

June 10 – August 5, 2002

Six credits hours

Program features:

- Six-week intensive language study at Lomonosov State University (MGU)
- Stay in single occupancy rooms at MGU dormitory
- Excursions in and around Moscow
 - *Orientation/bus tour around the city*
 - *Guided walking tours*
 - *Kremlin*
 - *Armory*
 - *Tretyakov Art Gallery*
 - *Chocolate factory “Red October”*
- *Side trips*
 - *St. Petersburg – 4 days*
 - *Sochi (Black Sea resort) – 6 days*
 - *Tallinn, Estonia – 3 days*

During the eight-week program, students will engage in intensive study of Russian language and culture, and experience various aspects of modern Russian life while traveling throughout the country.

For additional info and an application:
www.fl.vt.edu/Russian/Summer98.html

or

Irina Makoveeva, Program Leader

331 Major Williams Hall

Virginia Tech

Blacksburg, VA 24061-0225

Phone: (540) 231-5361

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2002 Summer Institutes

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June 27-July 3

APPLICATION DEADLINE APRIL 30, 2002

K-8 Arabic, Chinese, Hebrew,
and Japanese: Teacher Preparation
July 8-July 18

APPLICATION DEADLINE APRIL 30, 2002

Integrating Technologies
in the Foreign Language Classroom
August 9-17

APPLICATION DEADLINE APRIL 30, 2002

Technology-Based Classroom Activities

- Submit a successful classroom activity to an on-line collection designed to help teachers integrate new technologies into their curriculum at:

www.educ.iastate.edu/nflrc/project/collection/html

For more information contact:

National K-12 Foreign Language Resource Center
N131 Lagomarcino Hall
Iowa State University
Ames, IA 50011
515-294-6699 • Fax: 515-294-2776
nflrc@iastate.edu • www.educ.iastate.edu/nflrc

National K-12
Foreign
Language
Resource Center
Iowa State University



EMPLOYMENT OPPORTUNITIES

Dean of Liberal Arts and Sciences University of Wisconsin at Green Bay

The University of Wisconsin-Green Bay invites nominations and applications for the position of Dean of Liberal Arts and Sciences. Qualifications: Terminal degree in a field of study represented in the liberal arts and sciences; administrative experience at baccalaureate level or beyond and at the level of chairperson or beyond; record of teaching, scholarship, and service appropriate for appointment as a tenured full professor; experience in budget, resource, and personnel management; commitment to promote a culturally diverse learning environment; and evidence of interdisciplinary engagement.

Applicants should send a vita; the names, addresses, and telephone numbers of five persons who can later serve as references; and a letter of interest that includes a statement highlighting the abilities and experiences that they can bring to this position.

Applications should be sent to Professor Gregory Davis, Chair, Search and Screen Committee; c/o Judy Parins, Office of the Provost, CL 805; University of Wisconsin-Green Bay; 2420 Nicolet Drive; Green Bay, WI 54311-7001; e-mail: davisg@uwgb.edu; tel: 920-465-2369; fax: 920-465-5044; Web site: www.uwgb.edu.

Initial screening begins on February 11, 2002.

The University of Wisconsin is an Affirmative Action, Equal Opportunity employer and actively seeks and encourages applications from women, minorities, and persons with disabilities who are employees or applicants for employment.

Lecturer, Slavic Studies Rice University

High proficiency in Russian is required. Candidates should have a doctorate in Slavic Languages and Literatures. Knowledge of Czech and/or Polish is desirable. Good research record

and/or plan is desirable. Application materials should include c.v., three reference letters (sent separately), statement on teaching philosophy, and portfolio (including student evaluations).

Submit complete application by February 15, 2002, to Professor Ewa Thompson, Chair of the Search Committee; Department of German and Slavic Studies - MS 32; Rice University; 6100 Main St.; Houston, TX 77005-1892. E-mail: ethomp@rice.edu.

Rice University is an equal opportunity employer.

Chair, Associate or Full Professor, History Winthrop University

Winthrop University invites applications for a tenure-track position as History Department chair, with the rank of associate or full professor, to begin August 2002.

Candidates must have a PhD in history and demonstrated evidence of effective college-level teaching, scholarship, and administrative skills and experience, as well as an area of expertise that complements fields already represented in the department. Preference will be given to candidates with specializations in pre-1800 United States history or pre-1800 European history.

Submit by February 15, 2002, a letter of application; c.v.; and the names, addresses, and telephone numbers of five professional references who may be contacted directly to Search Committee, Department of History; 357 Bancroft Hall; Winthrop University; Rock Hill, SC 29733. Tel.: 803-323-4692; fax: 803-323-4023; e-mail: kennedym@winthrop.edu.

Winthrop University is an Equal Employment/Affirmative Action employer.

International Center Director Berea College

Reporting directly to the Academic

Vice President, the Director provides leadership for Berea's International Center. The Director teaches at least two courses per year, provides oversight and guidance for the Study Abroad Adviser and the International Student Adviser, and has responsibility for creating curricular and co-curricular campus activities and for helping to plan and assess international dimensions of faculty development programs and activities.

Preferred qualifications include strong interpersonal, supervisory, and oral and written communication skills; successful teaching experience in liberal arts environment; Ph.D. in international studies or specific cultural area; advocacy of the international dimension of student learning; broad international experience; bilingual skill; leadership style that promotes teamwork, enhances creativity, and builds consensus; and the capacity to work in support of faculty colleagues and students.

Applicants should submit a letter of application that includes a statement describing her/his qualifications for this position, a complete curriculum vitae, and three letters of reference. Applicant review will begin February 15. The projected starting date is August 21, 2002. Applications should be submitted to Jim Strand, Provost and Dean's Office; CPO 2204; Berea College; Berea, Kentucky 40404.

Berea College, in light of its mission in the tradition of impartial love and social equality, welcomes all peoples of the earth to learn and work here.

Modern European History Mount Royal College

The Department of Humanities invites applications for a tenure-track position in History which will commence August 15, 2002, subject to final budgetary approval. The College is seeking candidates with a focus on teaching and learning. The College provides the opportunity for participation in ini-

tiatives related to the integration of technology and learning, the development of an outcomes-based curriculum, and international education. The successful candidate will teach introductory and intermediate courses in modern European history. Preference will be given to candidates with the ability to teach and develop advanced courses in social, cultural, and/or women's history. Applicants must have a completed Ph.D. with a major concentration in modern European history.

A complete dossier including curriculum vitae, a brief statement of teaching philosophy, writing samples, three letters of reference, and evidence of teaching excellence should be submitted quoting competition #WS9892H. Send applications to Mount Royal College; Human Resources Department; 4825 Richard Road S.W.; Calgary, Alberta T3E 6K6; fax: 403-240-6629; e-mail: webapply@mtroyal.ca; web site: <http://www.mtroyal.ab.ca>. For further information, contact Mark

Gardiner, Chair, Department of Humanities, at 403-240-6541 or mgardiner@mtroyal.ca.

Central Intelligence Agency Foreign Language Teachers

The Central Intelligence Agency is hiring qualified and motivated individuals as full-time language instructors of Russian and Serbo-Croatian to work in the Washington, D.C. area.

General qualifications include native fluency in the language; a graduate degree in the foreign language, linguistics, education, or a related field; two to five years advanced teaching experience at university level; demonstrated knowledge of history, culture, politics, and economy of the area(s) of the world where the language is spoken as a native/first language; and ability to use instructional/information technologies.

Desired qualifications include the ability to teach and evaluate language skills for a wide range of adult students,

from beginners to those with significant experience and experience in program and/or education management.

East European Summer Language Institute University of Pittsburgh

The Department of Slavic Languages and Literatures at the University of Pittsburgh is soliciting resumes from native speakers of Bulgarian, Croatian, Hungarian, Macedonian, Polish, Serbian, Slovak, and Ukrainian with teaching experience to develop a pool of potential instructors for the 2002 Summer Language Institute in Pittsburgh.

Send resume and cover letter to Christine Metil, Assistant Director, Summer Language Institute, Department of Slavic Languages and Literatures, University of Pittsburgh, 1417 Cathedral of Learning, Pittsburgh, PA 15260. Tel.: 412-624-5906; fax: 412-624-9714; e-mail: slavic@pitt.edu; web site: <http://www.pitt.edu/~slavic>.

INDIANA UNIVERSITY

Six-Week Russian Study Tour

July 13-August 23, 2002

Four weeks in St. Petersburg. Two weeks of touring to Moscow, Pskov, Pechory, Pushkinskie Gory, Valaam, Kizhi, and Helsinki.



- Cost: approximately \$6,000 if participants total 10 or more
- FinnAir from Chicago
- 6 hours of Indiana University credit at reduced rates
- 80 classroom hours of intensive language instruction conducted in students' hotel, including Business Russian for those interested
- Excursions on cultural, historical, and literary themes in St. Petersburg and its environs
- **Participants may precede this program with four weeks of Russian in Bloomington (5 additional credit hours)**

For applications or additional information, contact:

Laurence Richter • BH 502 • Indiana University • Bloomington, IN 47405-6616
Tel. (812) 855-2608 • FAX (812) 855-2107 • e-mail: richterl@indiana.edu

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The *AATSEEL Newsletter* is published in October, December, February, and April. Advertising and copy are due six weeks prior to issue date. The next deadline is December 15, 2001. Queries taken, without guarantee, until January 3, 2002.

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