

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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Message from the AATSEEL President

Dear Friends and Colleagues,

As the Program Committee puts finishing touches on the schedule for the annual conference, we look forward to an extremely interesting series of panels and roundtables and a variety of special presentations for your pleasure and utility. December 29 will showcase the Russian Poetry Reading and an evening of Czech music with Jeff Holdeman, and (in late-breaking news) Robert Chandler will present a reading of his recent translations the same evening. Don't miss the President's Reception later on the 29th, to greet friends and applaud while outstanding colleagues receive various AATSEEL awards for publications and professional achievement.

I would especially like to invite graduate students attending the conference to check out the pre-conference Job Interviewing Workshop the evening of December 27. It will be followed by the President's Reception for Graduate Students — information on the location will be at the Registration Table. If you are no longer a graduate student but do teach them, please urge your students to attend this special reception, which will offer a chance to meet members of the Executive Council and get acquainted with other AATSEEL graduate members over snacks and a glass of wine, to compare projects and interests, and to plan to attend one another's papers or explore possible future collaboration before the conference gets into full swing.

This year's Program Book will contain the agenda for the Members' Meeting for Business on the morning

of December 29: be sure to attend that meeting for an update on the health and activities of the organization. More details on the conference program schedule, complete and frequently updated, is on the organization's web page at http://www.aatseel.org/2007_conference_pr.

Last, but not least, start thinking of panels you would like to organize and papers you would like to present at the 2008 AATSEEL conference in San Francisco, to take advantage of the chance to discuss and organize during the personal conversations that are such a valuable part of our scholarly interactions.

Hoping to see you in Chicago -- with safe intellectual and actual travels until then,

Sibela & Forrester

See You At The AATSEEL 2007 ANNUAL CONFERENCE December 27-30, 2007

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I am delighted to invite you to the 2007 AATSEEL conference in Chicago, Illinois. This year we will meet at the historic Hilton Chicago, on the Michigan Avenue "Cultural Mile," overlooking Grant Park and Lake Michigan, Millennium Park and the Museum Campus. Besides artistic and intellectual treats, the city offers some of the best food in the world, both haute cuisine and a wealth of ethnic food traditions.

Sibela Forrester, AATSEEL President (2007-2008)

For More Information & To Register On-line Go To:
<http://www.aatseel.org>

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

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

Of Ukrainian descent, though originally from Schenectady, New York, Michele A. Berdy lives and works in Moscow as a freelance writer, translator, and instructor. Mickey has lived in Moscow permanently since 1992, and off and on since graduating from Amherst College in 1978 with a B.A. in Russian Language and Literature. Prior to working as a freelancer, she held jobs in non-profits, publishing, film, and communication. She was kind enough to take time out of her busy schedule to answer some questions for the "Russian At Work" column via e-mail.

Q: When did you begin studying Russian? What other languages do you speak?

A: "I had two years of Russian in high school and then four years in college. I studied French in high school and college, ancient Greek in college and a bit of Czech as an adult. I've forgotten

all of them but Russian, but if I screw up my face in a grimace of fierce concentration, I can sometimes read a bit. And if you drop me in either a Slavic-speaking or Romance language country, I can more or less, sort of, almost, to some extent figure out the gist of things. Or at least I enjoy the illusion (delusion?) that I can".

Q: Did you major in Russian as an undergraduate? If so, what led you to that decision - was it a specific class or professor, maybe the language itself?

A: "Yes, I was a Russian language and literature major in college. I think my interest started out as family curiosity -- my grandparents came from the Ukraine but were in a Russian-speaking community -- and then got hooked, I think mostly through the literature. I wanted to read it in the original".

Q: Did you study abroad in Russia (or anywhere else) as an undergraduate? If so, how did that experience contribute to your knowledge of the country and the language?

A: "After I graduated from college, I spent a semester at the Pushkin Insti-

*Editor: Rachel Stauffer
(University of Virginia)*

tute in Moscow. Suddenly the largely literary language I knew was a real living language that I could barely understand at all. I remember having a headache for months just from concentrating. But I loved Moscow immediately and wanted to stay -- both to improve my Russian, and to learn and see more. After the program was over, I got a job as an editor at a Soviet publishing house and stayed for almost four years".

Q: What is the best part of your job?

A: "The variety and the fact that "going to the office" means carrying a cup of coffee from the kitchen to my desk".

Q: What is the most challenging part of your job?

A: "That same variety -- switching from job to job over the course of the day -- and the constant struggle with words: finding the 'right' way to translate a text, finding the 'right' way to describe a church or the history of a place. And the fact that almost everyone wants a translation 'yesterday'".

Q: What are your goals and plans for the next few years? Do you intend to stay in Moscow indefinitely?

A: "I didn't plan to stay as long as I have -- I always say it was like getting a job transfer to Peoria and then discovering that 20 years later you've put down roots. I don't have any plans to leave, but I think I'd like to spend a bit more time in the US every year... I'd like to go back to school -- to learn more systematically what I've learned in bits and pieces about Russian and translation".

Q: Now having lived in Russia for several years, what do think is the most common misconception that people in the U.S. have about Russia and vice versa?

A: "Almost all Americans who come to Moscow for the first time are surprised that it is a modern European city, that people are stylishly dressed, and that educated people are incredibly well-educated and cultured. Almost all

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Russians who go to the US for the first time are surprised that people are so friendly, that everything is so convenient, and that many people are quite religious. I cannot for the life of me figure out why basic stereotypes are so enduring when there is so much information available. But the misconceptions persist”.

Q: What advice do you have for students planning to study or work in Russia?

A: “Come! Be prepared to have a lot of fun, be constantly surprised, and learn patience; the country is changing quickly, which is both exhilarating and exasperating. Travel outside the big cities. Soak up the culture -- go to museums, concerts, exhibitions, plays, festivals, and events. Ask questions and talk to everyone. Unfortunately, anti-Americanism is growing, so be prepared for some pointed questions. And if you’ll be in Moscow -- expect to spend a lot of time sitting in traffic jams”.

Q: What is the best thing about living and working in Moscow?

A: “I have wonderful professional opportunities -- I love writing about Russian culture, and most of the translations I do are quite interesting and sometimes even fun. I also love teaching. It is incredibly gratifying when you can see how you’ve helped someone master new skills. I think it is rare to truly enjoy what one does for a living, and I’m very grateful that I do. Of course, what I like best about living in Moscow are my personal and professional friendships. But I also love the experience of seasons -- moving out to the dacha for the summer and having a very different kind of life for three months -- lolling on the river bank, taking walks in the woods, sitting on the terrace with friends...the beauty of the city and the countryside. I cannot explain why this is, but there are places in the city that give me endless delight -- little streets on Ivanovskaya Gora, tiny churches hidden among the state office buildings in Kitay-Gorod, the Boulevard Ring. Conversely -- the Moscow buzz. I love walking along a main street with all the garish neon, the hustle and bustle, the cell phones and clamor and sushi bars and whizzing cars

-- and then turning off on a side-street and feeling as if you’ve left the 21st century”.

You can find Mickey’s column online in the English-language newspaper The Moscow Times (www.moscowtimes.ru). Called “The Word’s Worth”, it analyzes colloquial Russian expressions from the perspective of a non-native speaker, and is unflinching in its wit and insight.

Rare Russian Materials to be Cataloged at UNC Thanks to Grant, Gift

CHAPEL HILL - Two recent awards will fund cataloging of rare Russian-language periodicals and books in the Andre Savine Collection at the University of North Carolina at Chapel Hill Library.

A grant of \$218,000 from the Andrew W. Mellon Foundation will be used to catalog all 1,616 serials from the collection. The grant will run Jan. 1, 2008, through June 30, 2010.

An additional gift from donors Kay and Van Weatherspoon of Charlotte, N.C., will be used to catalog approximately three-quarters of the monographs in the Savine Collection. The cataloging project will begin July 1, 2008, and end June 30, 2011.

Savine, a book dealer and owner of Le Bibliophile Russe bookstore in Paris until his death in 1999, amassed a collection of more than 60,000 items documenting the lives of Russians who lived in exile, from the 1917 revolution onward. The Library acquired the Savine Collection in 2002 with a gift from the Weatherspoons.

UNC’s initial analyses suggest that significant portions of the Savine serials and monographs are held by no other library. Some items are thought to be unique, such as the handwritten journal “Invalid” that White Russian Army personnel produced in 1920 and 1921

at their encampment on the Gallipoli peninsula in Turkey.

The cataloging projects are part of the Library’s multi-phased endeavor to maximize access to the Savine Collection. A 2005 grant of \$363,000, also from the Mellon Foundation, helped to create the Core Module of the “Russia Beyond Russia Digital Library.” The Core Module enables scholars to search and read Savine’s original research about and annotations to materials in his collection. New serial and monograph records will link to the Core Module, providing context for researchers who encounter records via the Internet or OCLC’s WorldCat.

Researchers will be able to consult cataloged Savine materials in UNC’s Rare Book Collection Reading Room. The Library anticipates subsequent projects to catalog the remaining monographs and process archival materials, and intends eventually to digitize the entire collection.

Savine Collection contact: Nadia Zilper, Curator of the Andre Savine Collection, 919-962-3740 or nz@unc.edu

Links:

Slavic and East European Collections at UNC, including Savine Collection <http://www.lib.unc.edu/cdd/crs/international/slavic/>

Russia Beyond Russia - Core Module - Project site <http://online.eastview.com/projects/savine/index.html>

“Collection of rare Russian materials, possibly at more than 20,000 items, now at UNC” (UNC News Services, April 3, 2003) <http://www.unc.edu/news/archives/apr03/russiancoll040303.html>

“UNC to digitize Russian emigration resource, with support from Andrew W. Mellon Foundation” (UNC News Services, Sept. 19, 2005) <http://www.unc.edu/news/archives/sep05/mellongift091905.htm>

Technology & Language Learning

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

Ukrainian Issues

*Editor: Alla Nedashkivska
(University of Alberta)*

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

BELARUSICA

*Editor: Curt Woolhiser
(Harvard University)*

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

The Belarusic column was not ready at the time that this newsletter went to press. We expect it to return next issue. Please consider sending a contribution to the Belarusic column editor.

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RECENT PUBLICATIONS

The Recent Publications column includes books published in 2006-2007. Authors and publishers are invited to submit information about their new publications.

Culture

Blum, D. W. 2007. *National identity and globalization: Youth, state, and society in post-Soviet Russia*. Cambridge, UK: Cambridge University Press.

Levitt, Marcus C. and Novikov, Tatyana. 2007. *TIMES OF TROUBLE Violence in Russian Literature and Culture*. University of Wisconsin Press.

Khodasevich, Vladislav. 2007. *DER-ZHAVIN A Biography*. University of Wisconsin Press

Continued on page 13



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

Alina Israeli
(*American University*)

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

Q. How come there are two questions meaning ‘How was your trip?’: Как вы доехали? and Как вы съездили?

A. The problem here is mainly due to the English translation. Как вы доехали? is usually asked when the person has just arrived, and it is about the trials and tribulations of a one-way trip, be it by train, plane or car. Were there any problems? In Chekhov’s short story “Мальчики”, the father asks Volodya, who has just arrived:

— А мы тебя еще вчера ждали! Хорошо доехал? Благополучно? — And we already expected you yesterday. How was the trip? All right?

One can also find such questions in letters to someone who has gone away:

Напиши, как доехали, как устроились. — Write to us how your trip was, how you got settled.

Как вы съездили? on the other hand pertains to a round trip and usually refers to the traveler’s experience *at the destination*. So in the case of a business trip or a vacation, one inquires about the outcome, the events at the place from which the interlocutor has just arrived. Perhaps if we were to translate this question as ‘Tell me about your trip’, we would avoid the ambiguity. Similarly, the first question should be paraphrased whenever appropriate as ‘How was your flight?’ or ‘How was the ride?’.

Q. In a situation where people were carrying plates of food from the kitchen into the dining room — i.e., going in one direction with a clear goal and leaving the plates at that destination — I’ve heard two separate native speakers of Russian, on two separate occasions, say something to the effect of “надо тарелки носить.” Why would they use the indeterminate, rather than the determinate infinitive, “нести”?

A. In this case, every person would be making several trips carrying dishes from the kitchen to the dining room, if it is a big dinner party, or the same person would be making multiple trips in the same direction. Нести would assume only one trip from the kitchen to the dining room table. So, for example, when there is a unique item, one would expect to hear “Пора нести торт.”

Q. Can the verbs вести, нести, везти be used for the context of repeated motion in one direction? (Parallel to the usage of, for example, Я обычно еду на работу на трамвае, а домой иду пешком.)

A. I don’t think so. When we speak of ourselves or another person in the same situation, the focus is on that person

and we may use unprefix verbs. Even if we speak of birds, the focus is on the birds:

Каждую осень птицы летят на юг, а весной они снова прилетают в наши края.

But when we speak of objects of transitive verbs and break the round trip, the focus is still on the person, not on the object and we have to use prefixed verbs to indicate the direction and the focal point of the movement:

Я **отвожу** ребенка в детский сад, а забирает его мой муж.

Он каждое утро **приносит** матери готовые обеды, а вечером заезжает за посудой.

For regular repetition in one direction, if all the actions are viewed as a whole, we would use the non-unidirectional verb:

Настоятельница сама водит грузовик, **возит** на базар продукты монастырского хозяйства - яйца и брынзу, занимается всеми хозяйственными вопросами,...

Clearly she takes the goods one way, unless there are unsold items.

Unidirectional in this case has the same focal function as perfective within a narrative, making each individual case stand out. For example,

Он всегда скажет какую-нибудь глупость. — He would always say some stupid thing.

Similarly unidirectional make each event individual:

Я часто **везу** подарки из магазина Ив Роше - там всё бывает и косметички, сумочки, перчатки...

Мы часто **ведем** детей в сад, чтобы отдохнуть от них хоть пару часов, а у них детей по два десятка.

Needless to say, these examples are not very common.

Q. How do you say in Russian:

—*He drove grandma there. —Why did he drive her there? He wasn’t supposed to drive her there.*

A. The main issue with sentences of this type is the time of utterance: **before** the return or **after** the return. When said after the return, transitive verbs have an additional problem of whether the object **returns** or **remains** at the destination.

So **before** the **return** of the driver with or without the grandmother, one would hear:

— Он повез бабушку в поликлинику.

— Зачем он ее туда повез? Он не должен был ее туда везти.

After the **return** of both the driver and the grandmother one would hear:

— Он возил бабушку в поликлинику.

— Зачем он ее туда возил? Он не должен был ее туда возить.

If the grandmother remained and the driver returned alone, one would hear:

— Он отвез бабушку в больницу.

— Зачем он ее туда отвез? Он не должен был ее туда отвозить.

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Czech Corner

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

24th World Congress of SVU – Call for papers

The organizing committee issued a call for papers and panel declarations for the 24th World Congress of the Czechoslovak Society of Arts and Sciences, in Ruzomberok, Slovak Republic. This congress will commemorate the 50th Anniversary of the Foundation of the Society.

The Congress will take place between the 8th and 14th of September 2008 at the Catholic University of Ruzomberok.

The papers can deal with any contributions of Czechs and Slovaks to the world cultures and sciences, as well as Czech and Slovak cultures in the world. Special emphasis is placed on the anniversaries of the Munich pact and dissolution of Czechoslovakia (in 1938), Communist coup in 1948 and Prague Spring and Warsaw Pact occupation of Czechoslovakia.

Further information concerning the Congress can be found at <http://www.svu2000.org/headlines/svu-congress2008.pdf>.

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

Penn-in-Prague Summer Program June 30 - August 8, 2008

The University of Pennsylvania's Penn-in-Prague summer program offers an introduction to the culture, politics and history of Central Europe. In addition to courses in elementary and intermediate Czech, the program covers topics including Central European art, literature; the reappearance of the concept of Central Europe within the context of the

European Union the development of post-Communist Central Europe; and the study of ritual artifacts produced by Central European Jewish craftsmen.. For further information go to <http://ccat.sas.upenn.edu/prague/summer.html>



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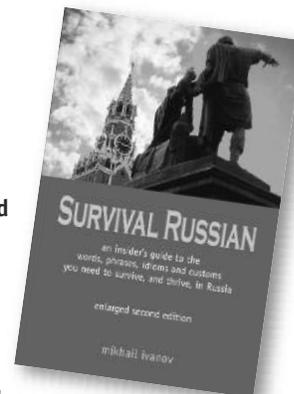
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Graduate Student Forum

The AATSEEL and the editors of the AATSEEL Newsletter would like to thank our colleagues who serve as advisors to the Graduate Student Forum. They include Thomas Beyer (Middlebury College); Robert Channon (Purdue University); Halina Filipowicz (University of Wisconsin at Madison); Beth Holmgren (Duke University); James Levin (George Mason University); and Ernest Scatton (State University of New York at Albany). Look for their responses to new questions in future issues of the AATSEEL Newsletter.

Please send your questions to Olga Livshin (o-livshin@northwestern.edu).

Announcement: AATSEEL newsletter is looking for an editor of the Graduate Forum.

As the current editor of the Graduate Forum, I have enjoyed working on this column very much. This fall, I will be leaving this position to concentrate on my dissertation and on another service commitment. I encourage current graduate students to consider applying for this position. I learned a great deal from editing this column, and it was a pleasure to interact with the contributors. Please contact Betty Lou Leaver at leaver@aol.com if you are interested.

I also want to take a moment to thank the contributors to the Graduate Forum -- both the board members and those faculty who served as our guest authors. Their insights into our profession and the field and their personal perspectives on the issues raised by students' questions are a valuable resource to our graduate student readers. Many questions posed here deal with thorny ethical and practical issues, and we are grateful for the time and thought that our authors spend on these questions, and for the sense of mentorship and community that their responses produce.

Question: I thought that it was a sign of respect to do your homework about people who will be interviewing you for a job. I am hoping to mention ways that my research might complement theirs. But my friends who have been on the job market tell me that it may be interpreted as a sign of indis-

cretion. How do I approach this matter tactfully?

Two authors respond to this question.

Ernest Scatton

There's no question that a job applicant would be well-advised to learn as much as possible prior to going to an interview, not only about the research interests of those conducting the interview, but also about the relevant program, its students, and curriculum, the program's general institutional setting and the institution itself. The more you know the better prepared you'll be. How to use this information is obviously a different matter. My feeling is that the way it is used depends a great deal on the circumstances that arise during the interview. For example, if over lunch with some members of the department, the talk turns to scholarship, I wouldn't be at all offended or annoyed if the applicant showed familiarity with my research areas. In fact, if the applicant showed no familiarity at all with my work, I'd find it difficult not to be put off...not as a matter of vanity, but rather because I'd conclude that the applicant didn't care to take the trouble to find out what kind of place he or she was trying to join. And on top of that, if the candidate brought up the question of his or her scholarly fit in the department, I'd be very pleased and positively impressed. The fact is, I think this is just one aspect of the most important issues that arise in hiring: the applicant's fit in the department. Certainly there are indiscretions that can be committed by interviewees (the one drink too many;

*Editor: Olga Livshin
Northwestern University*

the bad joke, to name two), but wanting to talk about one's scholarly place in an academic department isn't one of them...at least not for me. I know jobs are hard to come by, but if I were an applicant and some interviewer showed any sign of irritation as a consequence of my bringing up the subject of the scholarship of the prospective colleagues and the relationship of my scholarship to it, I'd give some really serious thought to not accepting an offer, if one were forthcoming and if I had an alternative. If I didn't have an alternative and got the offer, I'd naturally accept, but I'd be on my guard from day one.

Halina Filipowicz

As I wrote in my earlier contributions to this Forum, being versatile and flexible is always a plus. If I were to answer this particular question from the perspective of someone who was interviewed for academic positions, I would say that it is useful to do one's homework more broadly and to familiarize oneself with the profile of a department to which one is applying. This kind of information will go a long way to help an applicant tackle a standard interview question: how would your teaching and research interests contribute to the department's overall mission? This mission is "readable" -- or can be inferred -- from a department's self-presentation posted on-line, i.e., from information about degree programs offered; courses taught; language proficiency testing provided; study abroad programs supported; interdisciplinary initiatives sponsored, etc. Having gathered this information, an applicant may want to ask herself or himself: how can I contribute to what the department is already doing?

AATSEEL Conference

December 27-30

Chicago, Illinois

www.aatseel.org

PSYCHOLOGY OF LANGUAGE LEARNING

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

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

WITH RUSSIANS IN RUSSIA: Using Live Audio Chat in a Basic U.S. Classroom

Richard M. Robin, Ph.D.

Director Russian Language Program
Technical Advisor, GW Language
Center, The George Washington
University <rrobin@gwu.edu>

Nothing beats talking to real Russians in Russia to prove to students that they have acquired communicatively valuable skills. But most audio/oral activity in basic Russian courses – the first 200–250 classroom contact hours is practice and rehearsal for a day that seems far, far away. Students ask and answer questions of the teacher and each other; they engage in role-plays, again with the teacher or each other; more rarely they interact with guest Russian native speakers that the teacher might have brought into the classroom. But all such activities have the look and feel of semi-authenticity at best. Classroom-based exchanges in basic courses lack information gaps. In most situations, the teachers and the students already know the bulk of the information being exchanged. Either the teacher has recently fed that information to the student (“*Понятно, Ваша мама финансовый советник*”) or the conversation partners are hearing the information for the tenth time. Even conscientious teachers fall into the non-authentic speech patterns of their students because they know precisely what formulas the students will or will not understand, or what areas of conversation are to be avoided.

Until recently conversations with real Russians in Russia was an expensive proposition involving phone calls

or rarely available internet connections. The appearance of Voice over Internet services such as Skype and ICQ-voice have radically altered – in the view of Godwin-Jones (2005) – destroyed the previous communications structure, and with it, the limits on the classroom participation of native speakers who are not teachers.

As a result Skype has now caught the eye of numerous language teachers, attested to by the numerous discussions on the language teaching site Moodle and language exchange groups like Xlingo or the Mixxer.

Skype conversations between Russians in Russia and American students in class are a regular part of the Basic Intensive Russian course at the George Washington University. The conversations begin after about 120 hours of classroom instruction. About five 15-20 minute conversations take place over the course of the following 120 hours, always in a “smart” classroom with overhead speakers and an LCD projector, allowing students to hear and in some cases see their interlocutors.

The Russians involved are members of volunteer families selected by the teacher (his friends in Russia). The Skype calls are arranged about a week in advance. In most cases, the family has high school or college students at home willing to take part in the conversation. The American class sizes range from eight to twelve.

What makes a Skype conversation work? However ready students appear to be in class, real conversations with strangers fall into embarrassing silence quickly unless students are prepared.

Practice conversations first. While this article started with a list of all the non-authenticities of classroom-based

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

talk, real talk won't work if students have never practiced classroom talk. Practicing inauthentic conversations in the classroom is necessary preparation for authentic conversations.

Prepare questions. For the first time students will have a true information gap. But they must be ready to exploit it. Each student should have 10-20 questions ready to ask their Skype guests.

Provide some background information. In order to prepare questions students have to know a bit about their interlocutors: how many people they will be speaking to and a bit. Teachers should also provide the ground rules on **ТЫ-ВЫ** usage.

Facilitate the conversation when necessary. Faced with major information gaps, students require four types of teacher facilitation.

1. Prompt less forthcoming speakers to take part in the conversation. Everyone should get a chance to talk.
2. Allow the speakers to negotiate meaning, but provide assistance when a clear impasse is reached. In some cases, students may prompt each other with corrections.
3. Anticipate disruptions in the conversation by providing on-the-spot glosses as required (on computer screen, whiteboard, chalkboard). Consider this example: Russian interlocutor: Я уже сдавала ЕГЭ... Teacher writes on the board: **ЕГ = SAT**.
4. Provide on-the-fly background information by breaking into the conversation as required:

Classroom student: *Значит, ты уже поступила в университет?*
Russian interlocutor: *Я буду учиться по бюджетной линии.*

Teacher: *Оля, это значит, ты получишь полную стипендию?*

Do live conversations work? Меа-

asures of oral proficiency are too blunt to distinguish to what extent if any live electronic conversations bring about greater proficiency. However, they are clear motivators. Students look forward to them and prepare for them thoroughly. Few other assignments that students undertake in a Basic Russian classroom carry the communicative payload that characterize this kind of exchange.

Since the conversations take place in real time, time zone differences are a factor. The class at hand meets at 11:00 a.m. Eastern Time, 7:00 p.m. Moscow Time. Teachers who want to introduce such practices for evening classes on the U.S. East Coast would need to find partners in Siberia and the Far East.

On the down side, two attempts to set up two separate Skype exchanges as independent studies with students at a higher level (ACTFL Intermediate Mid) produced mixed results. Two third-year students engaging in Skype conversations with Russian partners in Russia as part of an independent study project reported occasional difficulties with the technology and missed chat times. One of the students found that his Russian conversation partner usually missed chat appointments. American students might be motivated to chat with Russians at the Intermediate Mid level. But randomly selected Russians probably need some additional motivation to chat independently with Americans at such a relatively low level of proficiency. As Oral Proficiency trainers often say, you have to be Advanced to have friends.

Clearly though, the future of *moderated* classroom exchanges is bright. The main obstacle is probably the forest of university computer policies that in some instances ban Skype and similar VoIP computer use on their networks as reported recently in *The Chronicle of Higher Education*.

With those caveats in mind, teachers who are willing to prepare for computer mediated conversations after doing the necessary technological and pedagogical groundwork will afford their students a rewarding and motivating experience.

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“Professors and Students Ask Colleges Not to Hang Up on Skype.” *The Chronicle of Higher Education*, December 18, 2006. Accessed at chronicle.com/weekly/v53/i16/16a02801.htm

Godwin-Jones, Robert. 2005. “Skype and podcasting: disruptive technologies for language learning.” *Language Learning & Technology*, 9, 3:9-12.

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

The Mixxer (Dickinson College), accessed at <http://www.language-exchanges.org/>

Recent Publications Continued

Continued from page 6

Radetsky, P. 2007. *The Soviet image: A hundred years of photographs from inside the TASS archives*. Chronicle books.

Robinson, Harlow. 2007. *Russians in Hollywood, Hollywood's Russians: Biography of an image*. Northeastern.

History

Whiting, J. 2007. *The Russian Revolution, 1917*. Mitchell Lane Publishers.

Language

Franke, K. 2007. *Streetwise Russian*. San Francisco: McGraw Hill.

Margulis, A. 2007. *Russian-English dictionary of proverbs and sayings*. McFarland & Co.

Mosely, C. 2007. *Colloquial Latvian*. London: Routledge.

Member News

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

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

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

In June, 2007 **Frederick H. White** was appointed Associate Dean (Research and Graduate Programs), Faculty of Arts at Memorial University (Newfoundland, Canada), and in September, 2007 **Dr. White** was tenured and promoted to Associate Professor in the Department of German and Russian at Memorial University.

Susan McReynolds was promoted to associate professor with tenure at Northwestern University. Her book, *Redemption and the Merchant God: Dostoevsky's Economy of Salvation and Antisemitism* will be published by Northwestern University Press in January 2008.

In September, 2007, **Mark Nuckols** defended his dissertation, *Case Variation in Czech and Russian: Implications for the Transitivity Hypothesis* at The Ohio State University; he will receive his Ph.D. in December.

Milla Fedorova was hired as tenure-track Assistant Professor of Russian Language and Literature in the Slavic Department of Georgetown University.

New Books by AATSEEL Members

DERZHAVIN A Biography by Vladislav Khodasevich Translated and with an introduction by Angela Brintlinger

Continued on page 14

Publication Date: December 10, 2007 ISBN: 978-0-299-22420-2 Cloth, \$60.00 344 pages

“Angela Brintlinger’s transposition of Khodasevich’s masterful reading of Russia’s greatest eighteenth-century poet into English gives those who did not yet have the time to study Russian a very rare and profound insight into the very fabric of what Shakespeare might have called ‘a Russian eye in a fine frenzy rolling’ and Brodsky would understand as the ultimate dialogue about the very ‘stuff’ of poetry.”—Alexander Levitsky, Brown University

Russian poet, soldier, and statesman Gavriil Derzhavin (1743–1816) lived during an epoch of momentous change in Russia—imperial expansion, peasant revolts, war with Turkey, and struggle with Napoleon—and he served three tsars, including Catherine the Great. Here in its first English translation is the masterful biography of Derzhavin by another acclaimed Russian man of letters, Vladislav Khodasevich. Derzhavin occupied a position at the center of Russian life, uniting civic service with poetic inspiration and creating an oeuvre that at its essence celebrated the triumphs of Russia and its rulers, particularly Catherine the Great. His biographer Khodasevich, by contrast, left Russia in 1922, unable to abide the increasingly repressive regime of the Soviets. For Khodasevich, whose lyric poems were as commonplace in their focus as Derzhavin’s odes were grand, this biography was in a sense a rediscovery of a lost and idyllic era, a period when it was possible to aspire to the pinnacles of artistic achievement while still occupying a central role in Russian society. Khodasevich writes with humor, intelligence, and understanding, and his work stands as a monument to the last three centuries of Russian history, lending keen insight into Russia’s past as well as its present and future.

Vladislav Khodasevich (1886–1939), called by Vladimir Nabokov (in 1939) “the greatest Russian poet that the twentieth century has yet produced,” was also an outstanding memoirist and biographer.

Angela Brintlinger is associate professor of Slavic languages and literatures at the Ohio State University. She is the author of *Writing a Usable Past: Russian Literary Culture, 1917–1937* and coeditor of *Madness and the Mad in Russian Culture*.

TIMES OF TROUBLE *Violence in Russian Literature and Culture* Edited by Marcus C. Levitt and Tatyana Novikov

Publication Date: December 10, 2007 ISBN: 978-0-299-22430-1 Cloth, \$60.00 336 pages

“The first book of its kind to address head-on the problem of violence in Russian culture.”—Angela Brintlinger, Ohio State University

Looking at the country that has added to our vocabulary such colorful terms as “purgés,” “pogroms,” and “gulag,” this collection investigates the conspicuous marks of violence in Russian history and culture. Russians and non-Russians alike have long debated the reasons for this endemic violence. Some have cited Russia’s huge size, unforgiving climate, and exposed geographical position as formative in its national character, making invasion easy and order difficult. Others have fixed the blame on cultural and religious traditions that spurred internecine violence or on despotic rulers or unfortunate episodes in the nation’s history, such as the Mongol invasion, the rule of Ivan the Terrible, or the “Red Terror” of the revolution. Even in contemporary Russia, the specter of violence continues, from widespread mistreatment of women to racial antagonism, the product of a frustrated nationalism that manifests itself in such phenomena as the wars in Chechnya. *Times of Trouble* is the first book in English to explore the problem of violence in Russia. From a variety of perspectives, essays investigate Russian history as well as depictions of violence in the visual arts and in literature, including the works of Fyodor Dostoevsky, Isaac Babel, Mikhail Lermontov, and Nina Sadur. From the Mongol invasion to the present day, topics include the gulag, genocide,

violence against women, anti-Semitism, and terrorism as a tool of revolution.

Marcus C. Levitt is associate professor of Slavic languages at the University of Southern California.

Tatyana Novikov is associate professor of Russian at the University of Nebraska at Omaha.

This book was published with the support of the University of Southern California; the University of Illinois; the University of California, Davis Department of History; Washington and Lee University; the University of New Hampshire Center for the Humanities and College of Liberal Arts; the Department of Russian and Slavic Studies, University of Arizona; the Division of Arts and Sciences, Brandeis University; and anonymous donors

Recent Publications Continued

Continued from page 13

Literature

Benn, A., & Bartlett, R. 2007. *Literary Russia: A guide*. Overlook Hardcover.

Glynn, M. 2007. *Vladimir Nabokov: Bergsonian and Russian formalist influences in his novels*. Palgrave Macmillan.

Hokanson, K. 2007. *Writing at Russia's border*. Toronto, Ontario: University of Toronto Press.

Kharms, D. 2007. *Today I wrote nothing: The selected writing of Daniil Kharms*. Overlook Hardcover.

Levitt, M. C., & Levitt, M. 2007. *Times of troubles: Violence in Russian literature and culture*. Madison, WI: University of Wisconsin Press.

Loewen, D. 2007. *The most dangerous art: Poetry, politics, and autobiography after the Russian Revolution*. Lexington Books.

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SUMMER LANGUAGE PROGRAMS

The AATSEEL Newsletter regularly announces information about summer and winter language programs in Slavic and East European languages. We also announce programs in Russian and East European cultural studies. As of the time of publication this fall, however, we had no specific information about any forthcoming programs.

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

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

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

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

Beloit College

The Center for Language Studies at Beloit College offers summer intensive language courses in Arabic, Chinese, Japanese, and **RUSSIAN** (1st through 4th-year). Eight- and four-week sessions available from June 14 through August 8. Advantages: personalized instruction, small classes, superb teachers, twelve semester hours of credit, language tables, extracurricular activities, a pleasant summer in Wisconsin, and easy access to Madison, Milwaukee, and Chicago. Rolling admissions from January 1, 2008. CLS tuition grant (\$1,810 (8-week), \$460 (4-week)) available to all qualified applicants through April 25, 2008. Please contact us at the Center for Language Studies, Beloit College, 700 College Street, Beloit WI 53511; Phone, 608-363-2277; E-mail, cls@beloit.edu; Web site, <http://www.summerlanguages.com>.

Indiana University

Indiana University's 58th Summer Workshop in Slavic, East European, and

Central Asian Languages will be held June 13th - August 8th, 2008, and will offer intensive first through sixth-year Russian, including cultural programming.

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

ALL students pay IN-STATE TUITION and FLAS and SSRC funding is available. The following languages are ACLS-funded and TUITION-FREE for grads specializing in East European studies: Albanian, Bosnian/Croatian/Serbian, and Macedonian. Application deadline for fellowships is March 21st.

For more information contact:
Director
Ballantine Hall 502

Indiana University
Bloomington, IN 47405
812-855-2608
swseel@indiana.edu
<http://www.indiana.edu/~iuslavic/swseel/>

University of Pittsburgh

University of Pittsburgh announces its summer immersion programs in Russian, Slovak, Bulgarian, Polish, Bosnian/Croatian/Serbian, Ukrainian, and Hungarian. The Russian Summer Language Program is an eight-week, 8-credit intensive language program (June 9-August 1, 2008) in beginning, intermediate, advanced, and fourth-year intensive Russian. Beginning Bulgarian, Hungarian and Ukrainian; Beginning and Intermediate Polish, Croatian, Slovak, and Serbian; as well as Advanced Slovak and Bosnian/Croatian/Serbian are six-week intensive programs (June 4-July 13), carrying six credits. All of the summer language programs consist of five hours per day of instruction with native speakers and are proficiency based. Scholarships are available (scholarship deadline: March 22, 2008). Graduate students will be considered for FLAS fellowships which cover tuition and provide a stipend. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University of Pittsburgh

Summer Language Program in Russia

In Summer of 2008 the **University of Pittsburgh** will offer a special opportunity to combine five weeks of intensive language study in Pittsburgh (June 9-July 11, 2008) with five weeks of intensive Russian study at Moscow State University in Russia (July 14-August 15). In the "5+5" program, which is part of the Russian Summer Institute, beginning through fourth-year students, and heritage students, will receive instruction and take part in a program of cultural excursions in Moscow and in other Russian cities. Students will earn ten college credits. Scholarships

are available. Program strictly limited to 32 students. The deadline for applications is March 22, 2008. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University of Pittsburgh

Summer Language Program in Russia for Heritage Speakers

In Summer of 2008, the **University of Pittsburgh** Summer Language Institute offers a program for Russian heritage speakers. Participants must be U.S. citizens or permanent residents and juniors, seniors or graduate students, who are interested either in K-12 or college teaching careers in foreign language or area studies, or in applying their international knowledge to other fields such as government, the professions or international development. . All seminar participants will receive intensive advanced Russian language training for five weeks at the University of Pittsburgh, immediately followed by five weeks at Moscow State University. The seminar will provide both regular language instruction and individualized tutoring and mentoring to address heritage speakers' specific needs across the wide range of differences in literacy and fluency encountered among such speakers. The Moscow portion of the seminar will utilize local instructors, carefully designed cultural excursions, and other in-country resources to maximize the expansion of participants' linguistic and cultural knowledge. Students will earn ten college credits. The deadline for applications is March 22, 2008. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University of Pittsburgh

Summer Language Program in Bulgaria

In Summer of 2008 the **University of Pittsburgh** will offer a special

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

University of Pittsburgh

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

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

University of Pittsburgh

Summer Program in Poland

University of Pittsburgh announces its "6+4" program of Polish language in Pittsburgh and in Poland. Students will study beginning or intermediate intensive Polish for six weeks in Pittsburgh at the University of Pittsburgh's Summer East European Language Institute, followed by four weeks of instruction in Poland. (Students demonstrating adequate academic preparation can choose to join only the course in Poland.) Based in Krakow and taught by instructors trained at the Jagiellonian University, the program includes weekend excursions in and around Krakow, and a 3-day trip to Warsaw. Informational meetings, gatherings, excursions, and trips together with students in Poland are an integral part of this study program, making it unique among American study-in-Poland programs. Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 9-July 18, 2008 in Pittsburgh, and July 21-August 15 in Poland. Scholarships are available. The deadline for applications is March 22, 2008. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University of Pittsburgh

Summer Program in Slovakia

University of Pittsburgh announces its "6+4" program of Slovak language in Pittsburgh and in Slovakia. Students will study beginning or intermediate intensive Slovak for six weeks in Pittsburgh at the University of Pittsburgh's Summer East European Language Institute, followed by four weeks of instruction in Slovakia through Comenius University. . (Students demonstrating adequate academic preparation can choose to join only the course in Slovakia.) Based in Modra, the program includes a tour of Slovakia, including visits to Trencin, Zilina, Martin, the High Tatras, Banska Bystrica, and Bratislava among others. to Warsaw.

Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 9-July 18, 2008 in Pittsburgh, and July 21-August 15 in Slovakia. Scholarships are available. The deadline for applications is March 22, 2008. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://sli.slavic.pitt.edu>.

University Of Lublin, Poland
Summer School Of Polish Language And Culture

July 7 - August 11, 2008

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

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

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

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

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

Also available:

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

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

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

For detailed information and application call:

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

Department of Foreign Languages and Linguistics, University of Wisconsin - Milwaukee, Milwaukee, WI 53201

e-mail: mikos@uwm.edu

www.lrc.uwm.edu/tour/

fax (414) 229-2741

Recent Publications Continued

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Milner, J. 2007. *A slap in the face!* Futurists in Russia. Philip Wilson Publishers.

Orwin, D. 2007. *Consequences of consciousness: Turgenev, Dostoevsky, and Tolstoy*. Palo Alto, CA: Stanford University Press.

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So, what are you doing next? SUMMER?

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

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

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

Beginning: Hungarian and Ukrainian

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

◆ Generous scholarships available through CREES-FLAS & SLI

◆ Fellowship deadline March 22. For more information please write or call:

Department of Slavic Languages and Literatures

1417 CL, University of Pittsburgh

Pittsburgh, PA 15260

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

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

EIGHT-WEEK INTENSIVE RUSSIAN PROGRAM (June 9 - August 1, 2008)

Beginning, Intermediate, Advanced, and Fourth-Year Russian

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



EMPLOYMENT OPPORTUNITIES

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

Capable, Enthusiastic Romanian Instructors Wanted!

Berlitz Language Center, Boston

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

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

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

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

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

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

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

Teacher Assistant for OESL

Obninsk

Teacher Assistant for OESL (for January-May 2008)

The city of Obninsk (population 100,000) is located 60 miles (100 kilometers) southwest of Moscow. Home of the world's first atomic power station, Obninsk was founded as a scientific town in 1956 and continues to be internationally regarded for its many scientific research Institutes.

Obninsk English as a Second Language School (OESL) was founded 11 years ago by an American, Pete V. Wagener, as a joint American-Russian project to teach general conversational

English to both children and adults and to prepare students for university entrance examination.

The native speaker will assist with pronunciation, conversation and reading tasks. Grammar instruction is provided by the Russian teachers.

The conditions of work in our school are as follows:

We supply you with the official invitation from our local authorities to get your visa. The salary is not big (4000 rubles per month) but there is a possibility to have private lessons of 300 rubles (about \$12 per hour) that is enough to live in Russia. We provide the transportation from the Moscow airport to Obninsk and back. Also we pay for your housing (except meal). Usually our TA lives with a hostess who takes care of him. Your schedule will average 3-4 teaching hours a day in couple with a Russian teacher. Our groups of students of different ages are not big (about 4-6 students per group). As a rule, Saturdays and Sundays are days off.

You may contact us at: oesl@mail.ru. Our Web site: <http://oesl.narod.ru>

Resident Director, Russian Flagship Program

St. Petersburg

The Flagship Resident Director serves as the American Councils representative and in-country Program Director for participants on the Russian Flagship Program, an intensive language training program at St. Petersburg State University for learners already at the advanced level of proficiency in Russian. The Flagship Resident Director represents American Councils in his/her actions and words during the tenure of appointment. S/he must be available to program participants on a daily basis; observe student classes and meet regularly with teachers, administrators, and students; and arrange group travel and cultural programs. The Flagship Resident Director must be available to participants during any emergencies that arise and must communicate regularly with the Flagship program staff in Washington, DC.

Prior to departure for Russia, the Flagship Resident Director must attend

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

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

Primary Responsibilities Include:

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

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

- * Secure medical treatment for students as necessary;

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

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

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

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

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

Qualifications:

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

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

- * U.S. Citizenship Required;

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

- * Experience overseeing and guiding groups;

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

- * Demonstrated skills in general financial accountability

To Apply:

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

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

Country Director - Kyrgyz Republic

Bishkek

The Country Director is responsible for maintaining American Councils for International Education: ACTR/ACCELS organizational relations in the Kyrgyz Republic, overseeing internal operations, and providing overall supervision of American Councils programs in country. The Country Director coordinates all administrative and programmatic tasks in the region including: recruiting, advertising, tracking, testing, assisting interview teams, coordinating visa processing and departures of participants, directing alumni and follow on activities, and managing and accounting for office expenses. The Country Director position, located in Bishkek, reports to the Regional Director for Central Asia and works with Washingtonbased program managers.

Responsibilities:

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

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

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

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

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

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

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

- * Supervises staff, coordinates development of programs, and oversees

internal operations of auxiliary centers such as Educational Advising Center, Regional Information and Educational Advising Center, Alumni Center, and Language Center; and

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

Qualifications:

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

* Ability to travel extensively in difficult environments;

* Professional-level program management experience;

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

* Supervisory experience; experience supervising local national staff preferred;

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

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

To Apply:

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programs in education, community outreach, and scholarly research.

Advisor/Assistant Director, Student Services

Indiana University

Position Description

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

Qualifications

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

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

Assistant Professor in Russian U of New Mexico, Albuquerque

The Department of Foreign Languages and Literatures at the University of New Mexico in Albuquerque

invites applications for a probationary appointment leading to a tenure decision position in Russian language and literature/culture at the rank of Assistant Professor, beginning August 2008. Minimum Requirements: 1) Ph.D. by date of appointment. 2) Specialization in Russian Literature/ Culture or Slavic Linguistics, 3) Demonstrable experience in teaching Russian at all levels, 4) Native or near-native fluency in Russian and English. Preferred Qualifications: 1) Potential for scholarly distinction, 2) Ability to teach interdisciplinary topical courses, 3) Evidence of teaching excellence, 4) Collegiality.

For best consideration applications must be received by December 1, 2007. The position will remain open until filled. Please send a signed letter of application, CV, sample course syllabi, and three letters of recommendation to Professor Walter Putnam, Search Committee Chair, Dept. of Foreign Languages and Literatures, 229 Ortega Hall, MS 032080, University of New Mexico, Albuquerque, NM 87131. The University of New Mexico is an equal opportunity/affirmative action employer and educator.

Teacher Assistant for OESL (for January-May 2008)

Obninsk

The city of Obninsk (population 106,000) is located 60 miles (100 kilometers) southwest of Moscow. Home of the world's first atomic power station, Obninsk was founded as a scientific town in 1956 and continues to be internationally regarded for its many scientific research Institutes.

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We supply you with the official invitation from our local authorities to get your visa. The salary is not big (4000 rubles per month) but there is a possibility to have private lessons of 300 rubles (about \$12 per hour) that is enough to live in Russia. We provide the transportation from the Moscow airport to Obninsk and back. Also we pay for your housing (except meal). Usually our TA lives with a hostess who takes care of him. Your schedule will average 3-4 teaching hours a day in couple with a Russian teacher. Our groups of students of different ages are not big (about 5-7 students per group). As a rule, Saturdays and Sundays are days off.

You may contact us at: oesl@mail.ru. Our Web site: <http://oesl.narod.ru>

Country Director Armenia

Yerevan

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

Responsibilities:

Oversight and Leadership:

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

* Represents American Councils as related to all programs in individual

consultations, public appearances, and meetings with potential and existing partners;

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

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

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

Administration and Finance:

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

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

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

* Oversees tracking of all applicant and participant files;

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

Program Administration:

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

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

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

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

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

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

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

Qualifications:

* Program administration experience;

* Experience in budget management;

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

* Fluent in regional languages and/or Russian;

* Experience traveling extensively under difficult conditions;

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

* Cross-cultural skills;

* Strong written and oral communication skills;

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

To Apply:

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

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Office Director**Ekaterinburg, Russia**

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

Primary Responsibilities Include But Are Not Limited To:Administration and Finance Duties:

- * Organize and maintain all participant document files;
- * Respond to inquiries and correspondence related to all programs;
- * Assist with recruitment of office

staff;

- * Prepare materials for training seminars;
- * Prepare and submit timesheets twice a month;
- * Oversee and conduct performance reviews for office staff;
- * Monitor outgoing and incoming funds;
- * Manage fiscal operations of the office;
- * Provide DC office with finance reports and budgets on a monthly basis
- * Assist in the development of new organizational and business development initiatives

Alumni Events:

- * Appoint and oversee alumni assistants;
- * Assist in planning, organizing and implementing events;
- * Prepare report on alumni events;
- * Monitor recruiters' alumni activities

Government Liaison:

- * Meet with ministry officials before program recruitment begins to provide information and overview of the competition process; keep them informed of changes regarding the competition;
- * Provide ministry officials with program and competition materials, as requested;
- * Facilitate meeting with candidates and their parents
- * Maintain regular communications with US Consulate staff on recruitment, processing, participant on-program support, and alumni programming.

Recruitment/Testing:

- * Assist recruiters in finding recruiting assistants ;
- * Prepare contracts for recruiting assistants ;
- * Oversee recruitment activities to assure the competition is conducted properly and in a timely manner;
- * Secure advertising and testing location;
- * Conduct testing;
- * Organize and participate in meetings with candidates, finalists and their parents;
- * Conduct interviews with candi-

dates;

- * Prepare materials for finalist packets;
- * Prepare correspondence with candidates, finalists, those not selected, and alternates;

Orientation:

- * Organize and conduct meetings for all finalists and alternates;
- * Organize and lead multiple cycles of 3 day pre-departure orientations for finalists;
- * Respond to requests and relay information to finalists and alternates;
- * Assist in all travel and lodging logistics: meeting flights; transporting to hotels; organizing meeters greeters;
- * Assist with participant orientation registration;
- * Organize parents' meeting, including contributions from alumni, local assistants, and Americans;
- * Serve as liaison with ministry and USG officials to encourage attendance;

Returning Participants:

- * Maintain contact with parents of returning students;
- * Organize and conduct meeting for parents of returning students;
- * Purchase travel tickets for returning students;

Qualifications:

- * Program administration experience;
- * Supervisory experience;
- * Fluent in Russian and/or regional languages;
- * Experience traveling extensively under difficult conditions;
- * Experience in budget management;
- * BA in relevant field (e.g. Russian language, Russian area studies, education, etc.) required; advanced degree preferred

To Apply:

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Program Associate Future Leaders Exchange Program (FLEX)

Kyiv, Ukraine

The Kyiv-based Program Associate is responsible for overseas functions related to the FLEX program including: recruiting qualified candidates for the program; arranging and participating in the interviewing and testing of semifinalists; coordinating pre-departure orientations for finalists; and assisting with logistics for departure and return of finalists. This position provides support for FLEX conferences held in Kyiv. This position reports to Kyiv FLEX Senior Program Hub Director. This is a limited term, full-time position from January 2008 - December 31, 2008

Primary Responsibilities

Include:

Orientation:

- * Coordinate the organization and conduct of pre-departure orientations for all finalists and alternates;
- * Respond to requests and relay information to finalists and alternates;
- * Assist in all travel and lodging logistics: meeting flights; transporting to hotels; coordinating travel staff;
- * Assist with participant orientation registration;
- * Organize parent meetings for program participants: meetings include

participation by alumni, local assistants, and Americans;

- * Serve as liaison with ministry officials to attend;
- * Assist in the organization and running of the Training of Trainers for FLEX pre-departure orientations;

Visa Interviews

- * Assist in data entry for visa processing;
- * Arrange interview times with consulate;
- * Arrange participant travel to and from Kyiv;
- * Accompany student to consulate for interviews;

Travel

- * Assist in all travel and lodging logistics: meeting flights; transporting to hotels; coordinating participant travel between home and international gateway.

Recruitment/Testing:

- * Assist in recruitment of recruiting assistants;
- * Carry out recruitment activities to assure that the competition is conducted in a timely and proper fashion;
- * Secure advertising and testing location;
- * Conduct testing;
- * Organize and participate in meetings with semifinalists;
- * Conduct interviews with semifinalist;
- * Prepare materials for finalists packets;
- * Prepare correspondence with applicants;

Staff Training

- * Assist in the organization and running of the FLEX fall and spring conferences;

On Program Support

- * Maintain contact with parents of students on program;
- * Respond to requests from the Washington, DC office to relay information to and from parents;
- * Organize and conduct meeting for parents of returning students;

Administration and Finance Duties:

- * Organize and maintain participant document files;

* Respond to inquiries and correspondence;

- * Monitor outgoing and incoming funds;
- * Provide information for budget requests and monitor expenses;

Qualifications:

- * Program administration experience;
- * Excellent communication skills;
- * Supervisory experience;
- * Fluent in Ukrainian and/or Russian languages;
- * Experience traveling under difficult conditions;
- * Experience in budget management;
- * BA in relevant field (e.g. Russian language, Russian area studies, education, etc.) required;
- * Familiarity with the FLEX program preferred.

To Apply:

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

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Resident Director

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

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

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

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

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

Primary Responsibilities

Include:

- * Serve as academic and personal advisor for American Councils program participants;
- * Serve as a liaison between American Councils and the host institute administration to ensure that the academic program proceeds as agreed;
- * Coordinate closely with American Councils Dushanbe-based staff to arrange travel, internships, and classroom audits for students;
- * Observe classes;
- * Secure medical treatment for students as necessary;
- * Enforce American Councils rules and policies;
- * Communicate regularly with the American Councils Washington office, reporting any problems regarding participants' health, academic performance, or behavior, and providing general group/program updates;
- * Within two weeks of program conclusion submit a final report, program grades and test scores;
- * Ensure that in-country travel and excursion program is arranged as agreed and outlined in American Councils materials;
- * Manage program finances and submit monthly expense reports accounting for all American Councils program expenditures;
- * Coordinate program logistics, including visits from outside inspectors, and communicate logistical details to DC-based staff;
- * Depending on experience, the resident director may be asked to work with the Academic Coordinator to develop curricula, syllabi, and advanced-level course materials for Persian, Tajik, and/or Uzbek.

Qualifications:

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

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

* Knowledge of Russian is preferred;

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

* Experience overseeing and guiding groups;

* Demonstrated skills in academic and personal counseling;

* Demonstrated skills in general financial accountability; and

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

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

To Apply:

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

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Open Rank in Religion and Literature

Notre Dame

The College of Arts and Letters at the University of Notre Dame an-

nounces a tenure-track or tenured position for a scholar-teacher whose work explores religion and literature. The position is open with regard to discipline, and the candidate could be housed in English, Theology, or any of the College's several language and literature departments. Candidates should send a letter of application and a CV to Religion and Literature Search Committee, 100 O'Shaughnessy Hall, University of Notre Dame, Notre Dame, IN 46556. Review of applications will begin on November 1, 2007. The preferred candidate will be sympathetic to and supportive of the mission of the University of Notre Dame, which seeks a distinctive educational and scholarly excellence founded on its Catholic identity. The University is an affirmative action, equal opportunity employer with a strong commitment to fostering a culturally diverse atmosphere for faculty, staff, and students. Women and members of minority groups are especially encouraged to apply. The University particularly seeks candidates who demonstrate excellence in both teaching and research. Information about the College of Arts and Letters is available at .

Azerbaijani - language experts telecommuting

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

Resident Director Russian Flagship Program St. Petersburg, Russia

The Flagship Resident Director serves as the American Councils representative and in-country Program

Director for participants on the Russian Flagship Program, an intensive language training program at St. Petersburg State University for learners already at the advanced level of proficiency in Russian. The Flagship Resident Director represents American Councils in his/her actions and words during the tenure of appointment. S/he must be available to program participants on a daily basis; observe student classes and meet regularly with teachers, administrators, and students; and arrange group travel and cultural programs. The Flagship Resident Director must be available to participants during any emergencies that arise and must communicate regularly with the Flagship program staff in Washington, DC. Prior to departure for Russia, the Flagship Resident Director must attend both American Councils' orientation programs: for resident directors and for participants. He/she must travel to Russia with the student group at the beginning of the program and return to Washington, DC with the group at the end of the program. The Flagship Resident Director reports to the Flagship Program Manager and Program Officers.

Primary Responsibilities

Include:

- * Serve as academic and personal counselor for American Councils program participants;
- * Serve as a liaison between American Councils and the host institute administration to ensure that the academic and cultural program proceeds as agreed;
- * Secure medical treatment for students as necessary;
- * Enforce American Councils rules as well as those of the Russian host institute;
- * Communicate regularly with the American Councils Washington office, reporting any problems regarding participants' health, academic performance, or behavior, and general group/program updates; and within two weeks of program conclusion submit a final report, program grades and test scores;
- * Ensure that in-country travel and excursion program is arranged as agreed

and outlined in American Councils materials;

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

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

Qualifications:

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

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

- * U.S. Citizenship Required;

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

- * Experience overseeing and guiding groups;

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

- * Demonstrated skills in general financial accountability

To Apply:

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

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

programs in education, community outreach, and scholarly research.

**Department Of World Languages And Cultures
Assistant Professor Of World Languages And Cultures**

Iowa State University

Proposed Start Date: AUGUST 16, 2008

Appointment Conditions: Tenure Track, 09 Months, Full Time

The Department of World Languages and Cultures invites applications for the position of tenure-track Assistant Professor of world languages and cultures. The successful applicant will have the ability to teach Intercultural Communication in the interdisciplinary Program in Communication Studies.

The Department of World Languages and Cultures currently offers undergraduate majors and minors in French, German, Russian Studies, and Spanish, and minors in Chinese and Latin. A growing secondary major program in Languages and Cultures for Professions is available for undergraduates in business and engineering. The successful candidate will teach five courses per year including one intercultural communication course each semester and relevant courses in world languages and cultures. Reduced teaching load for the first two years of appointment.

Iowa State University, one of the nation's leading land grant institutions, is located in Ames, Iowa, a community of 50,000 ranked nationally for its exceptional quality of life (www.visitames.com). The university is ranked as one of the top 50 public universities by U.S. News and World Report and is one of 34 public institutions belonging to the Association of American Universities (AAU). Learn more about Iowa State at www.iastate.edu.

Required Qualifications: Ph.D. required in a world language or culture, communication studies, applied linguistics, sociolinguistics, anthropology, or other appropriate field. Minimum of a Master's degree in one of the world languages offered by the department (Arabic, Chinese, French, German,

Russian, Spanish) or in ESL. Must have active research program in one of the following fields: global intercultural communication, language and social interaction; global project management; business communication across cultures; language for specific purposes; translation and/or interpretation. Near-native proficiency in one of the languages offered by the department. Post-secondary teaching experience in a world language or ESL.

Preferred Qualifications: Expertise and experience in teaching intercultural communication and conducting international or cross-cultural training. Stand-alone teaching experience.

Salary/Wage: Commensurate with qualifications.

Application Deadline: Review of applications to begin January 1, 2008. To guarantee full consideration, application must be postmarked by 01-15-2008.

Application Instructions: Applicants should send a cover letter, curriculum vitae, three letters of reference, representative narrative and statistical teaching evaluations, and a writing sample to: Prof. Dawn Bratsch-Prince, Chair, Intercultural Communication Search, Department of World Languages and Cultures, 3102 Pearson Hall, Iowa State University, Ames, IA 50011 (email: deprince@iastate.edu). Members of under-represented groups are especially encouraged to apply. Iowa State is an Affirmative Action/Equal Opportunity Employer.

**International Program Officer
Washington, DC**

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

Responsibilities: organize international exchanges, meetings, study tours, conferences (including logistics: travel, hotel, meals, visas, insurance, interpretation, etc.); draft correspondence, press

releases; conduct research; maintain files & databases; prepare financial/expenditure documents, expense reports, and project budgets.

Requirements: 2 years professional experience in a related field; experience coordinating international and domestic study tours and meetings; strong communication, organizational, analytical and writing skills. Knowledge of the nonprofit field and/or USAID grant requirements desired, especially familiarity with J-1 visa processing. Russian language fluency required. Knowledge of public energy utility sector very useful. International and domestic travel required (approx 25% of time).

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

Recent Publications Continued

Continued from page 17

Music

Haas, D. 2007. *Symphonic etudes: Portraits of Russian operas and ballets*. The Scarecrow Press, Inc.

Kurtz, M., Rostropovich, M., & Brown, M. H. 2007. *Sofia Gubaidulina: A biography*. Bloomington, IN: Indiana University Press.

Political Science

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

McIlroy, A., & Campbell, A. 2007. *The Russian connection: British communism and the Kremlin*. Ashgate.

Woll, A. 2007. *Democracy and myth in Russia and Eastern Europe*. London: Routledge.



Ψ INDIANA UNIVERSITY

Summer Workshop in Slavic, East European and Central Asian Languages, June 13-Aug 8

Russian: 1st-6th year, 4 and 8 week courses available

East European: 1st year Czech, Hungarian, Polish and Ukrainian; Advanced Master's training in South Slavic languages, 1st year Albanian, Bosnian/Croatian/Serbian, Macedonian, and Romanian are all tuition-free for graduate students in East European fields (ACLS funded)

Central Asian and Georgian: 1st and 2nd year Azerbaijani, Kazakh, Pashto, Tajik, Turkmen, Uyghur, Uzbek, and Georgian (1st year Mongolian pending funding)

FLAS and SSRC Fellowships are available. Application Deadline for Fellowships: March 21

More information is available at <http://www.indiana.edu/~iuslavic/swseel/>
Tel.: (812) 855-2608 Fax: (812) 855-2107 Email: SWSEEL@indiana.edu



Photo by Jeff Miller/UW-Madison
University Communications

Master of Arts Program in Russian, East European, and Central Asian Studies at the University of Wisconsin-Madison

The MA Program in Russian, East European, and Central Asian Studies provides interdisciplinary area studies training for students interested in pursuing professional careers in business, government, journalism, law, or further graduate study in another established academic discipline.

The program is based in the Center for Russia, East Europe, and Central Asia, but students will have the opportunity to work with nationally recognized scholars in a variety of departments.

We regularly offer Czech, Finnish, Persian, Polish, Russian, Serbo-Croatian, Turkish, and Uzbek.

For more information contact:

University of Wisconsin-Madison

CREECA 

Center for Russia, East Europe, and Central Asia

Center for Russia, East Europe, and Central Asia

210 Ingraham Hall, 1155 Observatory Drive • Madison, WI 53706

Phone: (608) 262-3379 • Fax: (608) 890-0267

E-mail: info@creeca.wisc.edu • www.creeca.wisc.edu

PROFESSIONAL OPPORTUNITIES

Conferences and Workshops

Upcoming congresses and conferences from Mapryal:

XI Конгресс МАПРЯЛ

«МИР РУССКОГО СЛОВА И РУССКОЕ СЛОВО В МИРЕ»

Варна, Болгария, 17-22 сентября 2007 г.

For more information, see <http://www.mapryal.org/congressXI/>

Международная научная конференция

MegaLing'2007 Горизонты прикладной лингвистики и лингвистических технологий. 24-28 сентября 2007 г.

Крым (Украина)

For more information see <http://megaling.crimea.edu/>

February, 2008

Register for Education Fairs in Russia and Armenia

American Councils is pleased to invite US institutions of higher education to participate in fairs organized in cooperation with American Councils Education USA Advising Centers in Moscow and Yerevan in October, 2007 and February, 2008.

For more information, see http://www.actr.org/newsDetail.php?news_id=MTA3

June 22 – July 2, 2008

Teacher Seminars

Second Language Methodologies for Teachers

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

The course is open to all K-12 second language educators including

ESL educators, college educators with an interest in K-12 second language methodologies, and pre-service education majors.

For more information, please contact:

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

Summer 2007 - Fall 2009

Master of Education in World Language Instruction

Combine On-site With Online Learning

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

For more information, please contact:

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

Grants and Fellowships

February 15 Annually

The Michael and Emily Lapinski Scholarship Endowment

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

The Michael and Emily Lapinski Scholarship Endowment will pay partial

or full tuition for undergraduate and graduate students of Polish language, literature, and culture at UW-Madison. Tuition may be used to pay for study abroad in Poland through UW-Madison.

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

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

August 15 Annually

Kluge Center Fellowships for Library of Congress

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

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

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

such as architecture or law are eligible to apply.

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

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

Various closing dates

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

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

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

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

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

Open to graduate students, post-doctoral scholars, and faculty. Funded by the U.S. Department of State, Pro-

gram for the Study of Eastern Europe and the Independent States of the Former Soviet Union (Title VIII). Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs.)

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

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

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

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

Open to students at the MA and Ph.D. level, as well as faculty and post-doctoral scholars. Funded by the U.S. Department of State, Program for the

Study of Eastern Europe and the Independent States (Title VIII). Application deadline: January 15.

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

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

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

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

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

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

programs); April 1 (fall semester and academic year programs).

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

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

Short-Term Grants provide a stipend of \$100 per day. The Kennan Institute cannot provide office space for Short-Term scholars. Travel and accommodation expenses are not directly covered by this grant. There is no official application form for Short-Term Grants.

The applicant is requested to submit a concise description (700-800 words) of his or her research project, a curriculum vitae, a statement on preferred dates of residence in Washington, D.C., and two letters of recommendation specifically in support of the research to be conducted at the Institute. All applicants must note their country of citizenship or permanent residency in their materials. Letters of recommendation, with signatures, should be sent either by fax or post, all other application materials may be submitted via e-mail or in hard copy. Any materials submitted in hard copy should be in clear dark type, printed on one side only, and without staples.

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

Short-Term Grants in each of the four competition rounds.

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

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

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

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

AATSEEL 2007 Annual Conference Info

Interviews & Special Events

Gratis interviewing facilities are available to institutions holding interviews at the AATSEEL Conference. Contact Dianna Murphy by November 30, 2007 to reserve a space.

Institutions wishing to host a reception or other special event at the AATSEEL convention should contact Dianna Murphy by November 1, 2007 to discuss arrangements.

Hotel & Accommodations

Hilton Chicago
720 Michigan Avenue
Chicago, IL USA 60605
Tel. (312) 922-4400
Room rates: \$105 per night for single-quad
Reservations must be made by December 3, 2007. Call Hilton Reservations at 1-877-865-5320 to reserve your room with a major credit card. Ask for the group rate for the American Association of Teachers of Slavic and East European Languages.

Conference Contacts

Conference Program

William J. Comer
AATSEEL Program Committee Chair
wjcomer@ku.edu
(785) 864-4701

All Other Conference Questions

Dianna L. Murphy
AATSEEL Conference Manager
aatseelconference@mac.com
(608) 770-9080
www.aatseel.org

For updated information please visit www.aatseel.org

AATSEEL Newsletter Information

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

PUBLICITY AND ADVERTISING POLICY

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

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

Full page	\$200	7 5/8" x 9 3/8"
Half page	\$120	7 5/8" x 4 5/8"
Column inch	\$30	Approx. 6 lines

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

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

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

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

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

Address Correction Requested