

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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AATSEEL Web site

**For current online information about
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<http://www.aatseel.org>

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Message from the AATSEEL President

Dear colleagues,

It's time to finalize your plans for attendance at the annual AATSEEL conference in San Francisco. The program includes movies, special events, and a series of panels concentrating on Russian poetry (see www.aatseel.org for more specifics).

If you're a graduate student, or if you teach graduate students, or some of your former undergraduate students are now in graduate school elsewhere, be sure to attend the welcome reception for graduate students the evening of December 27, from 10 to 12, in the conference hotel. Graduate students who check in before the AATSEEL registration desk closes or who present a current grad school ID will receive a coupon for a discount on one drink at the cash bar.

Travel safely, and see you in San Francisco!

Stela & Torrance

Letter from the Editor

Happy Holidays!

The December NL is always an interesting one for including a note from the editor because I know that I will see many of you soon. This year, with the convention near my home town and San Francisco being, in my opinion, the best tourist city in all of America, I hope to see even more of you than usual.

I should mention that we are still working toward a dual-production newsletter--paper and online. The Board of Directors at last year's annual meeting felt that some members would prefer paper. I know that most libraries still do although some have converted to electronic versions due to lack of storage space and costs. As for individual members, I have heard few opinions and would certainly like to hear more from the membership. This is your newsletter, and it is not all that difficult to take your preferences into account if we know what they are, whether that be the manner of publication or the content of the "news."

Until I see you in San Francisco, have a happy holiday season--once finals are over and grades are in!

Sincerely,

Betty J. Weaver

RECENT PUBLICATIONS

The Recent Publications column includes books published in 2007-2008. Authors and publishers are invited to submit information about their new publications.

Culture & Social Studies

Borenstein, Eliot. *Overkill: Sex and Violence in Contemporary Russian Popular Culture*. Ithaca, NY: Cornell University Press.

Bucher, Greta. 2008. *Daily Life in Imperial Russia*. Greenwood Press.

Figes, Orlando. 2008. *The Whisperers: Private Life in Stalin's Russia*. Picador.

Hoffman, Stefani, & Mendelssohn, Ezra. 2008. *The Revolution of 1905 and Russia's Jews*. University of Pennsylvania Press.

Kivelson, Valerie A., & Neuberger, Joan., editors. 2008. *Picturing Russia: Explorations in Visual Culture*. Yale University Press.

Continued on page 11

AATSEEL 2008 Annual Conference

San Francisco • December 27-30, 2008

Come & Leave Your Heart in San Francisco

For more information go to <http://www.aatseel.org>

AATSEEL

American Association of
Teachers of Slavic and
Eastern European Languages



2008

ANNUAL CONFERENCE

December 28–30, 2008
SAN FRANCISCO,
CALIFORNIA

www.aatseel.org

Conference Registration

Pre-register for the 2008 AATSEEL Conference at
www.aatseel.org

2008 pre-registration fees:

Nonstudent, AATSEEL member	\$80.00
Nonstudent, nonmember	\$105.00
Student, AATSEEL member	\$55.00
Student, nonmember	\$70.00

2008 onsite registration fees:

Nonstudent, AATSEEL member	\$105.00
Nonstudent, nonmember	\$130.00
Student, AATSEEL member	\$80.00
Student, nonmember	\$95.00

Conference presenters must pre-register for the conference by **September 30**. All conference presenters must be current AATSEEL members.

Registration for others closes on **November 30**. All others register for the conference on-site.

Hotel and Accommodations



Hyatt Regency San Francisco
5 Embarcadero Center
San Francisco, California, USA 94111
Tel. (415) 788-1234
Fax (415) 398-2567

Room rates: \$125 per night for single-double
Reservations must be made by **November 25, 2008**.
Reservations may be made online, through the AATSEEL website, www.aatseel.org. Or, call (415) 788-1234 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.

Front picture courtesy of Alexei Savkin.

AATSEEL Conference at a Glance

Subject to change. Please visit www.aatseel.org for updated information.

Saturday, December 27, 2008

5:00-7:00 pm	Conference Registration
5:00-7:00 pm	AATSEEL Program Committee
7:00-10:00 pm	AATSEEL Executive Council
10:00 pm	Reception for Graduate Students

Sunday, December 28, 2008

7:30 am-6:00 pm	Conference Registration
8:00-10:00 am	Job Interviewing Workshop
9:00 am-4:30 pm	Exhibit Hall
8:00 am-10:00 am	Conference Panels
10:15 am-12:15 pm	Conference Panels
1:30-3:30 pm	Conference Panels
3:45-5:45 pm	Conference Panels
5:00-7:00 pm	ACTR Board Meeting
9:00-11:00 pm	AATSEEL President's Reception and Awards Ceremony

Monday, December 29, 2008

7:30 am-5:00 pm	Conference Registration
8:00-10:00 am	Conference Panels
9:00-4:30 pm	Exhibit Hall
10:00-11:00 am	AATSEEL Business Meeting
11:00 am-12:00 pm	Keynote Address
1:00-3:00 pm	Conference Panels
4:00-6:00 pm	Conference Panels
5:15-6:30 pm	ACTR General Membership Meeting

Tuesday, December 30, 2008

7:00-10:00 am	AATSEEL Executive Council Meeting
8:00-10:00 am	Conference Panels
9:00-12:00 pm	Exhibit Hall
10:15am-12:15 pm	Conference Panels
12:00-1:00 pm	AATSEEL Program Committee Meeting
1:00-3:00 pm	Conference Panels

Interviews and Special Events

Gratis interviewing facilities are available to institutions holding interviews at the AATSEEL Conference. Contact Dianna Murphy by November 30, 2008 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, 2008 to discuss arrangements.



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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. Can you think of impersonal constructions with accusative direct object of the type: Ему оторвало голову. Меня тошнило. Are they comparatively rare?

A. While the list of impersonal verbs is rather short in Russian (about 30 verbs), impersonal constructions, including those with accusative direct objects, are quite common.

The impersonal verbs typically relate to the weather: светает, холодает, вечереет; to health: (кому) нездоровится, (кому) неможется, (кого) лихорадит, (кого) знобит, (кого) тошнит, (у кого) першит, (у кого) саднит; and to modality, fate, luck or occasionally a description of unexpected events: (кому) надлежит, (кому) подобает, (кому) приспичит, (кому) посчастливится, (кому) несдобровать, (кого) угораздит.

But impersonal constructions are not limited to this small set of impersonal verbs. In fact, most impersonal constructions have verbs that can also be used personally. Some of these verbs do not change their meaning when used impersonally, even though in some cases the meaning may be metaphoric: ветер клонит деревья к земле — меня клонит в сон, он бросает камень — нас бросает из стороны в сторону, он трясёт меня за плечо — меня трясёт от таких разговоров. Other verbs have a different meaning in impersonal constructions than in personal ones. In some of these instances, the connection between the two meanings is clearer than in others: он заносит мне почту по дороге домой — его опять заносит, давай сводим ребенка в зоопарк — ногу сводит, он везёт ребенка в школу — ему везет. And here again the predominant meanings relate to the weather, to the physical state or health of a person, and to modality, luck, and fate.

The government of a verb that relates to a person is important: If the action affects the whole body, we will find accusative of the underlying subject, while if only a part of the body is affected (viewed broadly to include *soul, spirit, memory* and so on), the underlying subject will be expressed by *y + genitive*:

его рвёт — he is vomiting

меня тянет на родину — I have the yearning to go to my homeland

меня так и подмывает сказать ему правду — I am itching to tell him the truth

у него ломит ноги — his legs ache

у неё дух захватывает — it takes her breath away

у него отшибло память — he lost his memory

Then there is a common construction which consists typically of three elements: object, predicate, and instrumental agent, for example дорогу размывло ливнем — the road was washed out by a downpour. The agent in these phrases is usu-

ally either the weather or some natural force (буря, ураган, солнце, гром, мороз, град, ток etc.), a weather-related substance (вода, волна, пыль, песок, иней, пепел etc.), or a destructive object or an object that is an agent of destruction (бомба, граната, дерево, камень, стекло etc.). These agents either represent a force of nature or act as instruments of destruction in the hands of a higher power; in other words, the events which they unleash are not controllable events:

Поднял голову, — **снегом забило рот.** (А. Толстой. Петр Первый) — He lifted his head, and the snow stuffed his mouth.

В Нижнем Новгороде **ветром сорвало крышу** с больницы. (www.regnum.ru/news/974235.html) — In Nizhny Novgorod the wind tore off the hospital roof.

В Ровно **улицы залило бензином** из-за падения автоцистерны. (www.proua.com/news/2008/07/03/091511.html) — In the town of Rovno the streets are flooded by gasoline due to the fall of the oil tanker.

На съемках фильма Никиты Михалкова **взрывом покалечило молодых актеров.** (www.newsland.ru/News/Detail/id/85571/cat/48/) — During the shooting of the film by Nikita Mikhalkov young actors were injured by an explosion.

Стачек и Парашютную залило водой из лопнувших труб. (<http://www.fontanka.ru/2008/02/13/006/>) — Stachek and Parashutnaya streets have been flooded from the burst pipes.

Some of these destructive agents are self-evident, and can be omitted, such as water during a flood, while others are quite obscure and cannot be named. In the latter case, what is important is that the patient could not control the events:

На Западной Украине **затопило** тысячи населенных пунктов. (www.regnum.ru/news/1032772.html) — In Western Ukraine thousands of towns and villages have been flooded.

Тела жертв взрыва в Багдаде **разметало** на 150 метров. (www.utro.ru/news/2003/10/12/240000.shtml) — In Bagdad, the bodies of the victims of the explosion had been thrown 150 meters away.

В результате ДТП водителю **оторвало** голову. (bigbord.net/news/sobitiya/118517.html) — As a result of the automobile accident the driver's head was torn off.

В Житомире в результате аварии «Газель» **перевернуло** на крышу. (zhzh.info/news/2008-08-27-3602) — In Zhitomir as the result of the accident the Gazelle minivan was turned upside down.

Во Владивостоке четырех человек **унесло** в море на надувных матрацах, (deita.ru/?news,,,114529) — In

Vladivostok four people on air mattresses were carried away into the sea.

Якубовичу **размозжило** руку в сенодробилке (<http://nr2.com.ua/crimea/05/04/07/>) — Yakubovich got his hand smashed in a hay-grinder.

Самолет **разорвало** изнутри. (www.utro.ru/articles/2008/09/17/767953.shtml) — The plane was torn apart from inside.

Авария в Крыму: при строительстве дома **прорвало** канализацию. (om.ria.ua/news/132894) — Accident in Crimea: during the construction of an apartment building the sewage pipes blew up.

As the above examples demonstrate, this is a construction to describe disasters. Nothing positive or even neutral would be described this way. Even if the events are somewhat positive, they are viewed as uncontrolled and uncontrollable natural events. For example, the same verb **прорвать**, which is usually used in reference to a dam or other water barrier, can be used in reference to a person who was holding back words or emotions:

Тут **ее осенило**, уже сколько месяцев она молилась, чтобы он приснился, хотя бы во снах быть с ним вместе, рядом. Она вдруг поняла – это [рассказ в журнале] ответ на ее мольбу. И тут **ее прорвало**. Вся горечь и боль потери любимого человека, вся тяжесть, которую она носила в себе эти месяцы, выливалась из нее в слезах. (Жизнь, в которой тебя нет. http://www.show-media-art.ru/articles/4/299_1.shtml) — And now it dawned on her: how many months she was praying for him to come in her dream, to be with him next to him at least in her dreams for a few minutes. She all of a sudden understood that this [short story in a magazine] was an answer to her prayers. And all of a sudden she let forth. All the bitterness and pain of the loss of the loved one, the burden that she had carried within herself for all these months poured out of her in her tears.

Помолчали с минуту.

- Так, значит, она часто бывает тут? - громко спросил Шекспир.

И **Пембрука прорвало**. Он заговорил так, что даже губы у него задрожали... (Ю. Домбровский. Новеллы о Шекспире). — They were silent for about a minute.

“So does she often come here?” Shakespeare asked loudly. And Pembroke let forth; he started speaking in such a way that even his lips trembled...

The verbs of motion play a particular role in these constructions. This is not surprising, since these constructions describe an action that happens to a person, in this case some form of physical or metaphorical motion. One of the biggest problems may be that many verbs of motion have two or more unrelated meanings:

Describing dirt roads that turned into impassible mud after rain, one says **дороги** после дождя **развезло** (<http://io.ua/4503255p>).

Describing someone who was perceptibly drunk, particularly if they became drunk all of a sudden, one could say его **развезло**:

Комар впал в меланхолию. В таком вот состоянии он сидел на кухне и пьянствовал с двумя тараканами. ... **Его развезло** больше всех, потому что пить он старался на равных, но по массе сильно уступал собутыльникам. (С. Ю. Кусков. Муха-Цокотуха. Продолжение. http://zhurnal.lib.ru/k/kuskow_s_j/fly.shtml) — The Mosquito became gloomy. In this state he sat in the kitchen and drank with two roaches. ... He was more drunk than anyone because he tried to drink just like everyone else, but his dimensions were much smaller than that of his fellow-drinkers.

Describing an object that was blown apart or smashed to pieces, one could say его **разнесло**:

По легенде, чудовище терроризировало жителей города, и, чтобы избавиться от него, один из жителей накормил его известкой. Крокодил съел все предложенное, и скоро **его разнесло** на кусочки! (<http://reports.travel.ru/reports/2008/01/118894.html>) — According to the legend, the monster terrorized the population of the town, and in order to get rid of it one of its inhabitants fed it lime. The crocodile ate all that it was offered and soon it burst into pieces.

Describing someone who became fat, one could say его **разнесло**:

И пишет, что ... стал поститься, так как от вкусной пищи в кабаке **его** сильно **разнесло**. (<http://sergiy06.livejournal.com/2008/04/22/>) — And he writes that he started fasting because he had gotten fat from good restaurant food.

Describing someone who had diarrhea, one could say его **пронесло**:

Не **всех туристов пронесло** (<http://www.gzt.ru/tourism/2008/09/15/223006.html>) — Not all of the tourists had diarrhea.

Describing someone who got spared, one could say **пронесло**, usually without the accusative object:

Сухая трасса, яркое солнце, стрелка на спидометре переваливает за все допустимые ограничения. Сегодня **пронесло**, но могло быть и по-другому. (<http://azov-citi.com/new/5410/>) — Dry road, bright sun, and the needle on the speedometer tips over all allowable limits. Today you got lucky (were spared), but it could have been otherwise.

The only instance I can envision where the action could be positive is as in the example above, where the presumed thought or idea came from ABOVE: меня осенило, меня озарило.

In conclusion, impersonal constructions with accusative of object are very common in all styles of language. They describe an uncontrollable or even a disastrous event. As far as human objects are concerned, if the action affects the whole person, the whole body, then the person will be in the accusative; if the action affects some part of the body or of the human, then that part will be in the accusative, and the person will be either in dative or in the construction y + genitive.

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◆ **Application & fellowship deadline March 20.** For more information please write or call:

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BELARUSICA

*Editor: Curt Woolhiser
 (Harvard University)*

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

The Belarusica 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 Belarusica column editor.

The Critical Languages Institute

SUMMER STUDY AT ARIZONA STATE June 8 – July 31 8 credits



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RUSSIAN	I, II & III
TATAR	I & II
UZBEK	I

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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).

Steve Schmida holds a B.A. in Russian Studies from the University of Richmond and an M.A. in International Finance from the Fletcher School of Law and Diplomacy at Tufts University. He runs a consulting and project management firm, SSG Advisors, which specializes in assisting businesses and government agencies in the establishment of community-driven, collaborative, and sustainable international development projects overseas. SSG works all over the world, including in Russia and countries of the former Soviet Union, namely, Azerbaijan, Armenia, Kazakhstan, and the Balkans.

Special thanks to Yvonne Howell at the University of Richmond for suggesting Mr. Schmida as an interviewee for the "Russian At Work" column this month.

-When did you begin studying Russian? What other languages do you speak/have you studied?

"I started studying Russian my freshman year at the University of Richmond. I took four years of Spanish in high school, but never really enjoyed it".

-When was your first trip to a Russian speaking country? What were your initial impressions?

"I was fortunate enough to go on a trip to Moscow and Leningrad when I was in high school ('89, I think). It was an amazing experience. I long had an interest in Russian culture and history, but I came to understand on that trip that I loved the people as well. At that time, the Soviet Union was a gray place and basic necessities were scarce, yet I met wonderfully warm people".

-Describe your present job and location.

"I run a small consulting firm that provides advisory and project management services to government and corporate clients on corporate social responsibility, public-private partnerships and community development. We are based out of Burlington, Vermont. We work exclusively overseas and have completed projects in Russia, Armenia, Azerbaijan and Kazakhstan as well as many non-NIS countries in Asia, Latin America and Africa. Previously, I was the Regional Director for the Eurasia Foundation in Russia and Central Asia, living in Moscow and Almaty for a total of 6 years. Prior to that I worked for 18 months in Bishkek, Kyrgyzstan with the National Democratic Institute.

-How have your initial impressions of Russia and the NIS changed as a result of your profession?

"The biggest change of my initial impressions came when I began working in other former Soviet republics in the Baltics, Central Asia and the Caucasus. When I was in school, I think there was a tendency to think of the Soviet Union as monolithic when that was hardly the case. Each culture has such a distinct history, language, cuisine etc. After nearly 5 years in Central Asia plus travel throughout the region, I grew to love the cultural richness of Eurasia. From drinking Georgian wine with a *tamada* to eating sheep's eyeballs in a yurt in the Tian Shan mountains, there is so much that the region has to offer. Even as an independent country, Russia is still an incredibly diverse place. We presently have a project working with an indigenous group, the Saami, on the Kola peninsula. It is fascinating to learn about their culture and traditional lifestyle".

*Editor: Rachel Stauffer
(University of Virginia)*

-What is the best part of your job?

"I have the best job in the world. I help corporate CEOs and high-level government officials design and implement strategies that make demonstrable improvements in the lives of stakeholders. I also get the opportunity to learn about new cultures, industries and development challenges every day. That is extremely important".

-What is the most challenging part of your job?

"I'd say two things. First, being a business owner is a lonely profession. There is really no one to turn to for certain decisions. You have to make your best judgment on your own and move on. Secondly, I travel a lot. This year I've been to Russia (2x), Sri Lanka (2x), Singapore(2x), Indonesia, Canada(2x), Bosnia, Armenia and Mexico. Before the end of the year, I will go to Russia, Macedonia, Sri Lanka and Canada. While travel is a wonderful thing, I do have two kids at home and that makes it difficult".

-What advice would you give to someone with Russian interests who might want to work in consulting or the business sector, in the U.S., Russia, or countries of the former USSR? What about for those students who may be interested in majoring in Russian or in studying abroad somewhere in the region?

"There is no substitute for field experience. When I was an undergrad I looked for every opportunity to get over to the region, through school, but also as a volunteer. Look for long-term opportunities. Not only will that build your language skills more quickly, but it will also demonstrate that you have an understanding of the region that goes beyond academic preparation.

I am also a big believer in not rushing off to grad school. Better to get out of school, get some experience and then figure it out. Grad school is a huge investment of time and money; you need to be 100% sure that an advanced degree will get you exactly where you want to go. I ended up waiting almost 10 years and I think I made a much better choice because of it”.

-Describe how you use Russian in your everyday life - both professionally and personally.

“I use Russian on an almost daily basis to interact with our clients who are Russian. As a Westerner, having fluent Russian, gives me a huge advantage in dealing with clients in Russia. My Russian clients know that I know how Russia operates”.

“At home, my wife (who is Kyrgyz) and I speak a mixture of Russian and English. Our kids know some Russian as well through hearing it at home and interacting with their relatives”.

-What do you think is the most common misconception that Americans have about the NIS and Russia? What misconceptions do people of those countries have about us?

“I think a lot of Americans assume people from Eurasia are corrupt. While corruption is a huge problem, some of the most honest, honorable and decent people I have ever interacted with have been in the Eurasia region. I think a lot of people in the Eurasia region assume that because America is a wealthy country that we don't have problems at home. 9/11, the Iraq War, Katrina and now the Wall Street meltdown

have changed that perception, but it still persists”.

For more information about Steve Schmida or his company, SSG Advisors, visit the company website at <http://www.ssg-advisors.com>, or e-mail Mr. Schmida directly: steve@ssg-advisors.com

AATSEEL Web site

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

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Cross-Cultural Communications

Editor: Elena Denisova-Schmidt
University of St. Gallen, Switzerland

This column will deal with cross-cultural issues. Topics covered will include teaching culture through language, cross-cultural communication in business environment and cross-cultural communication in academic settings. Any suggestions are welcomed. Please contact Elena Denisova-Schmidt (elena.denisova-schmidt@unisg.ch)

Please check your cultural awareness. Imagine you are an exchange student visiting a university in Russia.

1. You are supposed to talk with a young professor. His name is Anton Petrovič Stepanov. The conversation will be in Russian. How would you address him?

- Anton
- Professor Stepanov
- Anton Petrovič

2. Your first impressions about Russian students and lecturers – they do not smile. You assume:

- they do not like you
- they are just very serious
- they are concerned about the world financial crisis

3. Several classes are different from your home university; for example some professors do not use any visual support or provide scripts of their lectures. Instead, they expect students to write everything down and it seems to you very close to a dictate and it is difficult to follow. You guess:

- these professors are atypical
- your Russian skills are not satisfactory
- they just use different teaching techniques

4. Some classes are very close to your home university, there are many interesting discussions. But you notice that your Russian fellow students do not cite sources properly in their presentations and lecturers accept this. You think:

- your fellow students and lecturers have a different concept of the term ‘copyright’
- your lecturers just do not see it
- your fellow students have unfortunately forgotten to cite

5. You socialize with your new Russian friends. You learn a large number of toasts: for women, for friendship between the peoples. But once before leaving, somebody suggests to you to drink for ‘pososhok’. What does it mean?

- this is the special drink between students
- this is the special drink between Americans and Russians
- this is the final drink before going home

Answers:

1c. Russian students usually call their lecturers by his/her first name and patronymic.

2b. Russians do not smile so often because in the Russian culture ‘laughter without any reason is considered as a sign of foolishness’. Russians are really very serious.

3c. The Russian educational system stipulates a different curriculum, including other teaching methods as well as requirements for the graduates. The course of classes, as a rule, is straightforward and not interactive.

4a. Many Russians really think that copyrighted materials belong to the common knowledge. Even Vladimir Putin’s PhD thesis was plagiarized from the Western point of view, but not in Russia.

5c. Pososhok – this is the final drink before going home. NB: Experienced visitors to Russia know: it could be Pososhok No. 1, Pososhok No. 2 etc.

Recent Publications Continued

Continued from page 3

Richmond, Yale. 2008. *From Nyet to Da: Understanding the New Russia*. Intercultural Press.

Economics

Burakovsky, Ihor, Handrich, Lars, & Hoffman, Lutz. 2008. *Ukraine’s WTO Accession: Challenge for Domestic Economic Reforms*. Physica-Verlag, Heidelberg.

Linguistics

Bermel, Neil. 2007. *Linguistic Authority, Language Ideology, and Metaphor: The Czech Orthography Wars*. Mouton de Gruyter.

Mladenova, Olga M. 2008. *Definiteness in Bulgarian: Modelling the Processes of Language Change*. Mouton de Gruyter.

Pereltsvaig, Asya. 2008. *Copular Sentences in Russian: A Theory of Intra-Clausal Relations*. Springer.

Sturgeon, Anne. 2008. *The Left Periphery: The Interaction of Syntax, Pragmatics and Prosody in Czech*. Johns Benjamins Publishing Company.

Continued on page 14

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 Marina Balina (Illinois Wesleyan University); Margaret Beissinger (Princeton University); Thomas Beyer (Middlebury College); Robert Channon (Purdue University); Halina Filipowicz (University of Wisconsin at Madison); and Sibelan Forrester (Swarthmore College). Look for their responses to new questions in future issues of the AATSEEL Newsletter.

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

With great regrets we have to announce that two distinguished members are leaving our board: Beth Holmgren of Duke, who has been elected the President of the AAASS, and Ernest Scatton, who retired in 2005. We thank both authors for the years of mentorship and support of their younger colleagues, and wish them the best of luck in their new endeavors.

Announcement: New Author on the Board

We are proud to introduce our new author, Professor Sibelan Forrester. Dr. Forrester is Professor of Modern Languages and Literatures, Chair of the Department of Modern Languages and Literatures, and the Head of the Russian Section at Swarthmore College, (and President of AATSEEL in 2007-2008). Her research interests focus on twentieth-century poetry, especially Marina Tsvetaeva; Russian women authors; Slavic and East European

folklore; South Slavic literatures and cultures, literary translation (theory and practice); and creative writing. At the moment, she is working on a research project in folk healing and fortune telling and translating a novel by Milica Micic Dimovska from Serbian. We are delighted that Professor Forrester is able to join the board of faculty and look forward to her entries.

Question:

I have a difficulty advocating my interest in the Slavic field. Whether talking to freshmen trying to get them interested in taking a course in the Slavic department, or writing grant applications, I halt when it comes to articulating why Slavic languages and literature deserves attention above other fields. Of course, it offers endless riches, but so do many other literatures, arts, and fields of study. I got involved in the field for personal reasons, and do not feel confident when it comes to

*Editor: Nina Wieda
Northwestern University*

“infecting” others with my enthusiasm. Do you have any advice?

Answer:

Don't feel you have to “dis” any other field of interest in order to advocate for Slavic and East European topics or courses. Of course everything has its charms, and you can say that as you get rolling. It's also fine to start by saying that you got into the field for personal reasons - it often happens (especially in language study) that love is the first step towards knowledge. Concentrate on the things that your knowledge has led you to love: Armenian cuisine, Bulgarian folk dances, the great tradition of Czech satire, or how fun it is to discuss Dostoevsky in a group of students with backgrounds in philosophy, religion or psychology as well as literature. Your enthusiasm is the best proof that the course you're recommending is worth taking - and that the grant you're applying for should be yours.

If your enthusiasm for a particular topic feels a bit too nebulous to you, check some of the examples that colleagues have suggested on the new “Why Study Slavic and East European Languages?” part of the AATSEEL webpage!

Sibelan Forrester

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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.

News from the International Association of Teachers of Czech

The International Association of Teachers of Czech will be sponsoring not only the usual panels on Czech literature and Czech linguistics, but also roundtables on Czech translation and Czech pedagogy during the 2008 Annual AATSEEL conference in San Francisco. For further information about the Association's annual meeting contact the IATC co-president Susan Kresin at: kresin@humanities.ucla.edu

New Anthology of Czech Literature

Solitude, Vanity, Night: An Anthology of Czech Decadent Poetry, ed. and trans. Kirsten Lodge (Charles University Press: Prague, 2008). Although it was published in Prague, it is available through www.amazon.com.

Central European Studies or Jewish Studies in Prague

CET Academic Programs offers two programs in Prague known for providing challenging courses and introducing students to Czech culture through local roommates, study trips, community service projects and more! All students take Czech language; advanced language instruction can be arranged. Other courses include topics such as Jewish history; 20th Century Central European History; Franz Kafka; Holocaust Studies; Intellectual and Cultural History of Prague, Vienna and Budapest; Czech Art and Architecture; and others. These programs are available in the fall and spring semesters (16 weeks) as well as the summer (8 weeks). Please encourage your dedicated students to

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

apply at www.cetacademicprograms.com.

Call for papers

The Tenth Annual Czech Workshop, which will be held at Columbia University on May 1st and 2nd, 2009, welcomes papers on Czech topics, broadly defined, in all disciplines – Slovak topics will also be considered. In the past our interdisciplinary conference has drawn participants from colleges and universities in the United States and abroad. Areas of interest have been: anthropology, architecture, art, economics, education, film, geography, history, Jewish studies, literature, music, philosophy, politics, religion, society, and theater. Work in progress is appropriate for our workshop format, and junior faculty and advanced graduate students are particularly encouraged to participate. We also invite suggestions for roundtables.

Please send your abstract of approximately 250 words via e-mail to: Bradley Abrams, Czech Studies Workshop CzechStudies2009@yahoo.com

Please include your name, full address, institutional affiliation, daytime telephone, fax, and email address with the proposal. For more information, contact Brad Abrams at bfa4@columbia.edu.

The deadline for submissions is December 15, 2008. The 2009 Czech Studies Workshop is supported by funding from the Harriman Institute for Russian, Eurasian and Eastern European Studies at Columbia University.

Great Plains Symposium

This Symposium entitled *Czech and Slovak Americans: International Perspectives from the Great Plains*,

April 7-10, 2010, is sponsored by the Center for Great Plains Studies, University of Nebraska–Lincoln. This 2010 Symposium will address all aspects of the experience of Czech and Slovak immigrants and their descendants in the Great Plains region, as well as the relationships of these citizens with other Czech- and Slovak- Americans and with Czechs and Slovaks in Europe and in other parts of the world.

One of the goals of the 2010 Symposium is to understand how Americans of Czech and Slovak ancestry have helped to build the economy and culture of the Great Plains region from Texas to Canada, from the Missouri River to the Rocky Mountains, and of the nearby states of Illinois, Iowa, Minnesota, Missouri, and Wisconsin. Of particular interest to colleagues abroad will be the 2010 Symposium's emphasis on ongoing contact and mutual interests between Czech- and Slovak-Americans and their relatives and friends in Europe and adopted homelands on other continents.

All interested scholars, including advanced graduate students, are encouraged to participate in the 2010 Symposium and are asked to send abstracts of proposed papers with a short vitae in English, the symposium language, by **November 1, 2009**, to the following e-mail address: cgps@unl.edu. Please, title your e-mail "2010 Symposium" in the subject line.

Especially welcomed are proposals for panels of two to three closely related scholarly papers. We also solicit the presentation of short critical commentaries on any unpublished documents, correspondence or artifacts related to the theme of this symposium. Such primary sources may include materials held privately as well as those from the collections of archives and libraries. These presentations will be organized thematically according to such topics as music, art, handicrafts, politics, religion, and popular culture.

During the 2010 Symposium, a secure, but limited, space will be made available for the public display of those items whose short-term loan is approved by their owners.

The Center for Great Plains Studies reserves the right to publish selected papers and presentations in its peer-reviewed academic journals whose purpose and scope are discussed at <http://www.unl.edu/plains/publications/publications.shtml>. The Center annually presents a symposium on a theme related to the Great Plains. Information about these symposia may be obtained at <http://www.unl.edu/plains/seminars/seminars.shtml>.

If you have any questions about the 2010 Symposium, please contact the Center for Great Plains Studies: cgps@unl.edu.

Russian Conservation News Publishes the First Bilingual Issue

For almost 15 years, *Russian Conservation News* (RCN) provided a forum for Americans and Russians to support the protected areas of Eurasia – unique natural habitats of global significance for preserving bio-diversity and combating climate change. This quarterly journal has also been testimony to the enduring strength of grassroots collaboration between Russian and American environmentalists stretching over two decades.

The first bilingual issue of Russian Conservation News, can download at: http://www.actr.org/newsDetail.php?news_id=MTg1

In 2006 RCN's founder and long-time editor, Margaret Williams of *World Wildlife Fund*, asked *American Councils* to take over responsibility for RCN. We agreed to do so, working with Russian partners, in order to help educate a new generation of young people in Eurasia and the U.S. about the responsible stewardship of global natural resources. In line with our commitment to language learning as a key to understanding other cultures, we decided to publish the journal in Russian and English versions and make it available to students and environmentalists on the internet.

In these contentious times, it's good to remember that Russians and

Americans share a common concern for our planet, and are working together to protect it in many areas. This magazine demonstrates one of them. Please download a copy now, in Russian or in English. Enjoy the stunning wildlife photography of Igor Shpilenok and others. Learn about Russia's unique natural habitats, the challenges they face, and the people – from both countries – who are dedicated to preserve them.

Upcoming NCOLCTL Newsletter Articles Sought

Dear Colleague:

As we move deeper into the 21st century, the less commonly taught languages become increasingly more important in the changing geopolitical landscape. Our work, our conferences, our institutions and publications become critical resources to support this shifting US and global dynamic. Thus, NCOLCTL needs more than ever to capture your valued news, views, and expertise.

The Council is soliciting articles, of varying lengths and subject, from members who are actively engaged in new, exciting or cutting edge research, writing and teaching of the less commonly taught languages. We know that you're aware of what's happening in your language, and in some there is a lot to report. I'm very much hoping to receive either an article or short blurb about your current or planned activities, or a piece reflecting your views on recent developments.

The 2009 NCOLCTL conference, at which the newsletter is distributed, is fast approaching (April 24-26, 2009) and includes a pre-conference workshop on April 23. The title of this year's conference is: Towards a new Paradigm in the LCTLs. We are inviting submissions to the newsletter of varied lengths: between 100 and 1,200 words is the optimum. The documents should be in Word format and submitted via email to: cwingold@nflc.org no later than December 15, 2008. Please also pass this invitation along to col-

leagues who might be willing to make a submission.

We would love to receive an article from you or any of your colleagues on your current or future activities, whether they are relevant to this year's topic or not. However, it would be great if your article connects with this year's conference theme.

Catherine Ingold
Director, NFLC
Vice President, NCOLCTL

Recent Publications Continued

Continued from page 11

Smith, Andrew D. M., & Smith, Kenneth, editors. 2008. *The Evolution of Language: Proceedings of the 7th International Conference (EVO-LANG7), Barcelona, Spain 12-15 March 2008*. World Scientific Publishing Company.

Soika, Petr, Horak, Ales, Kopecek, Ivan, & Karel, Pala, editors. 2008. *Text, Speech and Dialogue: 11th International Conference, TSD 2008, Brno, Czech Republic, September 8-12, 2008, Proceedings*. Springer.

Swan, Oscar E. 2008. *Polish Verbs and Essentials of Grammar (Second Edition)*. McGraw-Hill.

Swan, Oscar, E. 2008. *Russian Sounds and Inflections: The Sounds, Structure, and Inflection of Russian Nouns, Pronouns, Adjective, Numericals, and Verbs*. Slavic Publishers.

Literature

Andrew, Joe, Offord, Derek, and Reid, Robert. 2008. *Turgenev and Russian Culture: Essays to Honour Richard Peace*. Rodopi.

Bunimovitch, Evgeny, & Kates, J., editors. 2008. *Contemporary Russian Poetry: An Anthology*. Dalkey Archive Press.

Emerson, Caryl. 2008. *The Cambridge Introduction to Russian Literature*. Cambridge University Press.

Continued on page 27

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

Russian Songs in Teaching Russian

Alfia Rakova
Department of Russian
Dartmouth College

Alfia.Rakova@Dartmouth.edu

How to help our students master Russian pronunciation and the Russian language in general? Marion Williams (M. Williams, 2005) states that there are key questions for both teachers and learners, including “What can teachers do to help learners to learn more effectively?” Among other answers and approaches in teaching Russian, I (and many Russianists) turn to music and songs. (Valery Belyanin adds singing as the fifth type of speech activity to talking, writing, listening and reading). (Belyanin, 1996) The role of music as a pedagogical tool in teaching foreign languages has been broadly discussed in educational research. Everyone agrees that it has a significant impact on how students learn grammar and vocabulary, that it improves pronunciation and exposes students to a different culture. There are a number of articles, where authors emphasize the importance of the enjoyment and relaxation that songs bring into teaching and learning foreign languages. This is due to the fact that songs use simplified language, natural rhythm and repetition, and can be viewed as “a very powerful mnemonic tool and vehicle for providing content” (Reinmann, 2006). The pedagogical potential of songs in learning foreign languages is significant and, according to Falioni (1983), “practically all grammar points can be found in music texts, and the texts also offer a wide variety of vocabulary, all of which can be utilized to practice the four communications

skills” (p. 98). Researchers agree that music brings enjoyment and relaxation. According to Maess and Koelsch (2001) “research in neurology has determined that musical and language processing occur in the same area of the brain and that there are strong similarities in the way musical and linguistic syntax are processed.”

Using music in teaching Russian can be a very powerful tool if teachers know what they want their students to accomplish beyond just listening and enjoyment. Do we want to help our students find a better way of mastering hard and soft consonants, learning cases and case endings, numerals, suffixes and prefixes, verbs of motion, etc.? The priorities of using songs at the beginning level, for my classes, are: to use songs primarily for the most challenging topics of Russian Grammar. This includes, but is not limited to, pronunciation, declension and all noun and adjective cases, verbs of motion, verb conjugation and verb aspect. But how to proceed: by just turning on the CD and listening? Or, like some teachers suggest, doing exercises while listening? How much time to spend on songs in the classroom? What if they will create more stress in the classroom for those who are shy and would not want to sing, even with an entire group? Teachers need to answer those questions in accord with their goals. What we really need to avoid is creating more stress than learning Russian creates by itself. Here are some examples of my approach.

To help students master the Russian language, I put together the CD “Russian Songs for Students of Russian,” which I recorded with myself playing the guitar and singing primarily Russian bards’ songs. (Rakova, 2001). The CD is accompanied by a booklet

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

with lyrics and exercises. The songs are on-line (Dartmouth College and Harvard University Language Resource Centers’ websites <http://consortium.dartmouth.edu>), so that students can access them at home, or even put them on their ipods; they were chosen with a view to the most challenging topics of Russian grammar for English-speaking students. There are songs to master hard ж, ш sounds (“Девушка плачет, муж ушёл к другой, её утешают, а шарик летит...”), songs on soft and hard т, л sounds (“Можешь отдать долги, можешь любить других, можешь совсем уйти, только свети, свети.”), songs on Genitive Case (“Если у вас нету дома”...), Prepositional, Accusative, Genitive and Instrumental Cases (“На далёкой Амазонке”...), songs on verbs of motion (“А я еду, а я еду за туманом...”) and other songs where teachers and students can find interesting grammar and vocabulary topics in Russian.

In teaching Elementary Russian, the instructor has to consider the difficulties that English speakers encounter when dealing with Russian pronunciation. Students have to spend a lot of time using conventional techniques, such as listening to phonetics tapes, recording their own pronunciation, etc., while when they listen to Russian songs (carefully selected by their instructor) as part of homework and occasionally in the classroom, and sing those songs at home (songs are available on-line on campus, many students bought their own copy of the CD, so that they could listen to it with their friends, in a car, etc.), they accomplish two major goals: one - they master pronunciation rules much faster, two - the relaxing effect of songs alleviates the stress of the challenge of learning Russian. As G. Lozanov has stated, “when learners are relaxed they are more open to learning input and retain more” (Lozanov, 1978).

Thus, even such grammar topic as “Numerals”, certainly not always

popular with students, presented as a song (called “*Encrypted Message*” by Moscow bard singer Leonid Sergeev) was not only memorized immediately, but “was stuck in their head...,” “continuously replayed in their mind, and became a strong source of language beyond the classroom” (Reimann, 2006).

That is why I am no longer surprised to hear students on campus, in hallways and classrooms, humming “*Двести сорок восемь, триста тридцать два, тысяча пятнадцать, кончились слова.*”

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Belyanin V. *Vvedeniye v Psihicheskiye Literaturovedeniye. Specimina Philologiae Slavicae*. Band 107. Munchen, 1996.

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Maess, B&Koelsch, *Musical Syntax is processed in Broca’s Area: An MEG study*. *Nature Newuroscience* 4, 2001, pp. 540-545.

Reimann, A., *Music as a Medium for Language & Cultural Content Instruction*. ACTJ.org. 2006, pp. 1-6.

Rakova, A. “Russian Songs for Students of Russian”, CD with 12 Russian songs accompanied by a booklet with lyrics and exercises. Harvard University. *Consortium for Language Teaching and Learning*, 2001.

Williams, M., *Psychology and Language Teaching*, *AATSEEL Newsletter*, Vol. 48, 2005.

AATSEEL Needs Newsletter Column Editors & Contributors

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

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

Member News

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

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

The Member News 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 Member News column editor.



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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 little 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.

University of Pittsburgh

Programs in the U.S.

University of Pittsburgh, Summer Language Institute, Pittsburgh, PA. **Russian** (beginning, intermediate, advanced, and fourth-year intensive), June 8-July 31, 2009. **Bosnian/Croatian/Serbian** (beginning, intermediate, and advanced), **Bulgarian** (beginning), **Hungarian** (beginning), **Polish** (beginning and intermediate), **Slovak** (beginning, intermediate and advanced), **Czech** (beginning), **Ukrainian** (beginning), June 8-July 17. University of Pittsburgh announces its summer immersion programs in Russian, Slovak, Czech, Bulgarian, Polish, Bosnian/Croatian/Serbian, Ukrainian, and Hungarian. The Russian Summer Language Program is an eight-week, 8-credit intensive language program (June 8-July 31, 2009) in beginning, intermediate, advanced, and fourth-year intensive Russian, plus special classes for Russian Heritage Speakers. Beginning Bulgarian, Hungarian, Czech, 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 8-July 17), 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 21, 2009). Graduate students will be considered for FLAS fellowships which cover tuition and provide a stipend. For more information, contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 6, 14, 16, and 17.

University of Pittsburgh

Programs in Russia:

In Summer of 2009, the **University of Pittsburgh** will offer a special

opportunity to combine five weeks of intensive language study in Pittsburgh (June 8-July 10, 2009) with five weeks of intensive Russian study at **Moscow State University** in Russia (July 13-August 14). 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 21, 2009. Contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 6, 14, 16, and 17.

University of Pittsburgh

Programs in East Europe:

In Summer of 2009 the **University of Pittsburgh** will offer a special opportunity for heritage speakers to achieve Advanced Mastery (Professional Competence) in Bosnian/Serbian/Croatian languages. This ACLS-funded which provides for significant tuition waivers for graduate students, includes two weeks each in **Belgrade, Serbia; Sarajevo, Bosnia Herzegovina; and Zagreb, Croatia**. 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 20-July 31, 2009. Scholarships are available. The deadline for applications is March 21, 2009. Contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 6, 14, 16, and 17.

University of Pittsburgh*Programs in Bulgaria:*

In Summer of 2009 the **University of Pittsburgh** will offer a special opportunity to combine six weeks of intensive beginning-level Bulgarian language study in Pittsburgh (June 8-July 17, 2009) with four weeks of intensive intermediate-level study in **Sofia, Bulgaria** (July 20-August 14). 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 21, 2009. Contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 6, 14, 16, and 17.

University of Pittsburgh*Programs 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 8-July 17, 2009 in Pittsburgh, and July 20-August 14 in Poland. Scholarships are available. The deadline for applications is March 21, 2009. Contact: Sum-

mer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 6, 14, 16, and 17.

University of Pittsburgh*Programs 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.) The program includes a tour of Slovakia, including possible visits to Trencin, Zilina, Martin, the High Tatras, Banska Bystrica, and Bratislava. Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 8-July 17, 2009



So, what are you doing next? SUMMER?

SIX-WEEK INTENSIVE COURSES IN EAST EUROPEAN LANGUAGES (June 8 - July 17, 2009)

Advanced: BCS [Bosnian, Croatian, Serbian] and Slovak
Beginning and Intermediate: BCS, Bulgarian, Polish and Slovak
Beginning: Czech, Hungarian and Ukrainian

ACLS-Funded Program for Super Advanced/Heritage Speakers of Bosnian/Croatian/Serbian: 6 weeks (2 weeks at each site) Belgrade, Sarajevo, Zagreb (6/22-7/31)

◆ Fellowship deadline March 20. *Generous scholarships available through CREES-FLAS & SLI. ACLS funding provides for full tuition waivers for graduate students in Intermediate BCS.* 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 8 - July 31, 2009)

Beginning, Intermediate, Advanced, and Fourth-Year Russian (including special placement/classes for Heritage speakers of Russian)

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



in Pittsburgh, and July 20-August 14 in Slovakia. Scholarships are available. The deadline for applications is March 21, 2009. Contact: Summer Language Institute, Department of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-5906; e-mail: slavic@pitt.edu; web site: <http://sli.slavic.pitt.edu>. Please also see our ads on pages 6, 14, 16, and 17.

Dubravushka School

Getting potential Russian language students to Russia helps get students to begin the Russian language and/or to continue with it. A prestigious 19 year old college preparatory boarding school located outside Moscow has a summer camp program where English is taught to high school aged Russians. Because the school is anxious to expose these students to native English speakers, it offers a program which includes beginning and intermediate Russian lessons at what is in effect a subsidized rate to native English speaking high school aged students. (185 Eros/wk in 2008) This may be the only program where

the American students are socializing and living mainly with Russian children. The fee includes room and board, Russian lessons, inclusion in all the camp activities and airport pick up and drop off. Watervaliet, NY Russian language HS teacher Steve Leggiero had 5 of his students in the program in 2008. Thru local fund raising including obtaining funds from service clubs, Steve was able to reduce costs for his students. For additional information, see www.dubravushka.ru or contact Bill Grant, volunteer US Agent, at 941-351-1596 or grantwb@tampabay.rr.com

Cosmopolitan Educational Center, Novosibirsk, Russia

We have been running these programs for fourteen years already. For the past years volunteer teachers from Argentina, Australia, Austria, Canada, China, Denmark, Fiji, Finland, France, Germany, Great Britain, Holland, Hong Kong, India, Ireland, Italy, Japan, Malaysia, Singapore, Sweden, Switzerland, Spain, the United States of America, as well as university students and school children from the USA, Great Britain,

Germany, Greece, Sweden and Switzerland have participated in our summer and winter language camp programs.

The major benefits to join our program are as follows:

1) We organise an exciting cultural, social and excursion program for international participants of the camp, which is a very enriching experience. You will be involved in interaction with the Russian children, youth and adults all the time. This is the kind of experience you will never get if you go as a tourist.

The camp lives a full cultural and social life. In addition to language and culture studies we also offer sports, intellectual games, quizzes, entertaining activities, shows, performances, presentations, parties, discos, etc.

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

3) This is a not-for-profit program. Participation fee covers expenses on accommodation and ALL meals, and tuition fee for students as well. If you come to Russia (Siberia) on your own



6+4 : PITTSBURGH ~

POLAND, BULGARIA OR SLOVAKIA

6 weeks - Pittsburgh — (June 8 - July 17, 2009)

4 weeks - Krakow, Sofia or Modra — (July 20 - August 14, 2009)

Intensive Courses on the Beginning and Intermediate Levels

◆ Generous scholarships available for graduate students through CREES; these programs are FLAS eligible for graduate students

◆ Application and fellowship deadline March 20. For information 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/>

or through a travel agency you will spend much more money compared to what you would pay to participate in our programme. Participating in our program you won't need much pocket money, you may only need some spending money to buy souvenirs and gifts to take back home.

All the local services (airport pickup, local transportation, excursions) are provided by our school without any additional payment.

4) You don't have to be a professional teacher in order to volunteer for the program. The most important aspect is your willingness to participate and share your knowledge and culture, as well as your enthusiasm and good will. Teaching at the camp is not like an academic teaching routine, it's more like fun where emphasis is made on communication. Our school will provide you with the daily topical schedule for the classes and will be happy to assist with lesson planning and teaching materials. University students are eligible to apply as volunteer teachers. You will gain valuable practical experience, proven ability and contacts that you can use to get a future job. Teaching at the camp can also be considered as an INTERNSHIP with all necessary paperwork and an on-site internship supervision provided.

5) International participants have an opportunity to attend Russian languages classes every day. Russian classes are taught by well-educated native speakers trained to teach foreigners. Students are placed in a group according to their level of Russian. No previous knowledge of Russian is required.

We will also be happy to arrange courses on the Russian culture, history, music, etc., if required.

6) We are dedicated to providing a student with the most excellent supervision possible. All the students are supervised and each group has a group leader who is normally responsible for 10 students and stays with the group 24 hours a day. Everyone can expect a warm, supportive and friendly atmosphere along with professional service. Our goal is that a student has the most enjoyable and worthwhile experience

possible during the stay with us. We are determined to ensure that everyone benefits fully from the interaction with other students and the staff. The Head of Studies, Psychologist, the Social Program Coordinator and the Program Director are constantly monitoring the program to assure that everyone is enjoying the stay and taking advantage of the many activities offered by the school. Parents are allowed to the program.

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

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

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

For further details please email cosmopolitan@rinet.su or cosmoschool2@mail.ru

University of Wisconsin-Milwaukee

The University of Wisconsin-Milwaukee announces its 2009 annual Summer Study in Poland program at the Catholic University of Lublin.

The five-week Polish language course (July 4-August 10) includes 100 hours of instruction at beginning, intermediate, or advanced levels, plus lectures on Polish culture and sightseeing. Cost estimate: \$2,670.00, including tuition, room and board, and 5 UWM credits, plus round trip air transportation Chicago-Warsaw-Chicago. The program is open to students and the general public.

Also being offered this year are two, three, and four-week courses as well as two, three, four and five-week intensive and highly intensive courses of Polish language. A new course on

Polish culture (3 credits) is also offered during the first three weeks of the program and can be taken together with the Polish language course for the total of six credits (July 6-27).

For information and application materials contact Professor Michael J. Mikoś
Department of Foreign Languages and Linguistics
University of Wisconsin-Milwaukee
Milwaukee, WI 53201
(414) 229-4948 or 4151
fax (414) 229-2741
e-mail: mikos@uwm.edu
www.lrc.uwm.edu/tour/

Azbukum - Centre for Serbian Language and Culture

Azbukum - Centre for Serbian Language and Culture (Novi Sad and Belgrade, Serbia) offers various short and long-lasting Serbian immersion program: courses, ethno camps, Orthodox Christmas sessions. Join the Azbukum winter or summer programs from January to August 2009. Or simply choose the time and get individually tailored course. Azbukum language programs are created for all levels.

Visit us at www.azbukum.org.rs or write to azb@eunet.yu

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 13 through August 7. 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, 2009. CLS tuition grant (\$1,883 (8-week); \$483 (4-week)) available to all qualified applicants through April 17, 2009. 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>.

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 (<http://www.aatseel.org>), which maintains up-to-date information on job openings. We also encourage employers to share their job openings with the newsletter where possible.

Special Professional Faculty University of Notre Dame

The Department of German and Russian Languages and Literatures invites applications for a Special Professional Faculty (non-tenure-track) position in Russian literature and culture (specialty open) to begin July 1, 2009. Applicants should be trained in the latest methods of foreign language pedagogy and be prepared to teach at all levels of our curriculum, including Beginning, Intermediate, and Advanced Russian as well as literature courses in Russian and in translation. Applicants should demonstrate evidence of excellent teaching, scholarly promise, and the dedication to contribute to a growing program. Near-native fluency in Russian and English is required. Ph.D. in hand, ideally, by time of appointment. Responsibilities include teaching six courses per academic year, maintaining a research profile, and fulfilling various administrative duties, including advising undergraduates in areas such as major and minor requirements, course selection, study abroad, and fellowships; developing pedagogical materials; and organizing Russian-related events and activities. Nine-month faculty appointment, 1-3 year term, depending on qualifications, indefinitely renewable pending favorable reviews. Send application (cover letter, CV, and three letters of recommendation) postmarked by January 15, 2009, to Robert Norton, Chair, Department of German and Russian Languages and Literatures, University of Notre Dame, Notre Dame, IN 46556-5639. Applications will be acknowledged by a letter from the department. The Uni-

versity of Notre Dame is an affirmative action employer with a strong commitment to fostering a culturally diverse atmosphere for faculty, staff, and students. Women, minorities, and those attracted to a university with a Catholic identity are encouraged to apply. Information about Notre Dame, including our mission statement, is available at <http://www.nd.edu>.

Department Head Department of Slavic and Baltic Languages and Literatures University of Illinois at Chicago

The College of Liberal Arts and Sciences at the University of Illinois at Chicago invites applications and nominations for the position of Head of the Department of Slavic and Baltic Languages and Literatures. Located in the heart of Chicago, UIC is a Carnegie Research/Extensive University with 16,000 undergraduates, 6,500 graduate students, and 3,000 professional students. This is an exciting time for the Department: it is in a position to hire new faculty and has (together with Germanic Studies and History) established a new interdepartmental graduate concentration in Central and Eastern European Studies.

The Head is the chief administrative officer of the Department with responsibility for instructional programs and for administrative, budgetary, promotion, and recruitment matters. The Department Head also provides leadership in the areas of research, teaching, and community outreach. We are seeking an innovative and dynamic leader with a research specialty in either Polish

(with the possibility of a named chair) or Russian. The successful candidate will be an associate or full professor, have a strong record of scholarly and teaching accomplishments, and some administrative experience.

The desired appointment date is 16 August 2009 (pending budgetary approval). The salary is competitive based on qualifications. Applicants should send a full curriculum vitae, and names and full contact information of four references to:

Professor Astrida Orle Tantilto
Co-Chair, Slavic and Baltic Languages and Literatures Search
The University of Illinois at Chicago
College of Liberal Arts and Sciences
(m/c 228)
601 S. Morgan St.
Chicago, IL 60607-7104

Applications and nominations should be received by 7 November 2008 to receive full consideration, although the search will proceed until the position is filled. Applications from women and minorities are particularly encouraged. The University of Illinois is an Equal Opportunity, Affirmative Action Employer.

Director, Area Studies Columbia University Libraries

Director, Area Studies/Global Resources Library Program

The Columbia University Libraries invite nominations and applications for the position of Director of the Area Studies/Global Resources Library Program. For more information about the program, see <http://www.columbia.edu/cu/lweb/indiv/area>.

The Libraries are strategically committed to building strong, comprehensive international collections and to using technology in innovative ways to extend and enhance the access and use of these resources. The Libraries will sustain and expand its leadership role in the global resources community, aligning with the University's deep commitment to global education and research and with the many regional institutes at Columbia designated as Title VI National Resource Centers.

Area Studies/Global Resources collections at Columbia are characterized by depth and breadth, covering African Studies, Jewish Studies (including a newly funded professional position), Latin American and Iberian Studies, Middle East and Islamic Studies, Russian and Eurasian and East European Studies, South Asian Studies, and Southeast Asian Studies. Support for research and teaching across the disciplines is based on consultation and outreach services to students, faculty and scholars from around the world.

The Director of Area Studies/Global Resources also serves as the Director of the Center for Human Rights Documentation and Research. The Center builds on the growing collection of human rights organization archives at Columbia through collection development, user services, outreach programming and collaborations with the multidisciplinary human rights community. For information about the Center, see <http://www.columbia.edu/cu/lweb/indiv/humanrights>.

Reporting to the Associate University Librarian for Collections & Services, this position:

- * provides leadership, direction, and management of system-wide collection development and faculty liaison programs for designated world areas and global programs, including close consultation and collaboration with other library subject divisions and technical services units and service on appropriate campus committees and councils

- * coordinates reference, instructional and outreach services to students and scholars working with area studies/global resources collections

- * works closely with instructional technology and digital library program units to implement innovative ways to enhance access to area studies/global resources collections and services in support of research, teaching and learning

- * develops and advances external fundraising and grants initiatives

- * performs collection development and service activities in areas of experience and expertise

- * develops and implements public programs and publications which advance area studies/global resources collections and services

- * recruits, mentors and manages professional and support staff

- * develops and maintains international partnerships and agreements related to area studies/global resource collections and services

- * leads and guides area studies/global resources librarians in the development of resource sharing and collaborative projects with other academic and research libraries in the U.S.

- * represents Columbia at regional, national and international meetings, organizations, consortia and on projects focusing on global resources

- * serves on the Management Committee of the Columbia University Libraries, and on various committees and task forces

The successful candidate will have:

- * significant experience working with area studies/global collections and services in a research library setting

- * an understanding of human rights education and research and related documentation and archival issues

- * an accredited MLS or PhD in relevant subject area or an equivalent combination of education and experience

- * the demonstrated ability to manage in a complex organization, including budget, staff supervision and strategic planning experience

- * knowledge of trends in area studies/global resources education and research, and of the scholarly communication landscape in the area studies/global resources context

- * a commitment to and understanding of technology's role in enhancing information discovery and access

- * excellent communication skills

- * the ability to build, lead and motivate a team of professionals

One of the world's leading research universities, Columbia provides outstanding opportunities to work and grow in a unique intellectual community. Set in the Morningside Heights academic village, Columbia also presents the

unmatched dynamism, diversity and cultural richness of New York City. The University Libraries, grounded in collections of remarkable depth and breadth, are also building extensive electronic resources and services. The Libraries at Columbia are committed to collegiality, professionalism, innovation and leadership.

We offer excellent benefits including 100% Columbia tuition exemption for self and family and assistance with University housing. Columbia will also pay 50% tuition for your dependent child who is a candidate for an undergraduate degree at another accredited college or university.

For immediate consideration please visit the following link: <http://academicjobs.columbia.edu/applicants/Central?quickFind=50876>

Applications will be accepted immediately and until the position is filled; however, applications submitted before December 1, 2008 will receive priority consideration.

Columbia University is An Equal Opportunity/Affirmative Action employer.

Department Head University of Illinois at Chicago

The College of Liberal Arts and Sciences at the University of Illinois at Chicago invites applications and nominations for the position of Head of the Department of Slavic and Baltic Languages and Literatures. Located in the heart of Chicago, UIC is a Carnegie Research/Extensive University with 16,000 undergraduates, 6,500 graduate students, and 3,000 professional students. This is an exciting time for the Department: it is in a position to hire new faculty and has (together with Germanic Studies and History) established a new interdepartmental graduate concentration in Central and Eastern European Studies.

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community outreach. We are seeking an innovative and dynamic leader with a research specialty in either Polish (with the possibility of a named chair) or Russian. The successful candidate will be an associate or full professor, have a strong record of scholarly and teaching accomplishments, and some administrative experience.

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Chicago, IL 60607-7104

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Summer teaching in Russian Beloit College

Summer Teaching Positions in Russian, Beloit College

June 10 - August 7, 2009

Senior instructors and graduate teaching assistants are needed for Beloit College's summer intensive Russian language program (June 10 - August 7, 2009). In 2009, we expect to offer first-through fourth-year Russian. Each level, with enrollments of ten students, has one instructor and one graduate teaching assistant. Instructors collaborate with each other, the language coordinator, and the CLS director on curriculum, syllabi, and instruction. Duties include classroom teaching and evaluation, and assistance with organizing cultural activities for the program. Instructors will be expected to live on campus (single occupancy), share lunch and dinner with

the students in the dining commons, and be available to students evenings and weekends.

Minimum qualifications for senior instructors include an M.A., teaching experience preferably in an immersion environment, native or near-native proficiency in Russian, and advanced proficiency in English. An advanced degree in Russian, applied linguistics, or foreign language education is desirable. For graduate teaching assistants, an M.A. in progress is required. Salary is competitive, and includes room and board. Employment is contingent upon new employees providing documents verifying U.S. citizenship or, for non-citizens, documents verifying legal permission to work in the United States.

Send letter of application, curriculum vitae, and list of three references to Patricia L. Zody, Center for Language Studies, Beloit College, 700 College Street, Beloit WI 53511. Applications will not be accepted by e-mail. Review of applications will begin on October 31, 2008, and will continue until positions are filled. For more information about the summer language programs, please call 608-363-2277 or visit our Web site at <http://www.summerlanguages.com>. Beloit College is committed to the education benefits of diversity, and urges all interested individuals to apply. AA/EEO Employer.

Slavic linguistics, tenure track University of Chicago

The Department of Slavic Languages and Literatures of the University of Chicago seeks to fill an entry-level, tenure-track position in Slavic linguistics, with a special interest in diachronic linguistics. The ideal candidate will also have expertise in other historically and/or areally relevant languages or language families. We seek a candidate who will complement and build on our strengths in Slavic and areal linguistics and contribute to the intellectual life of the University in general. Teaching experience and evidence of publications are required. Candidates should have the Ph.D. in hand at the time of appointment, preferably at the time of

application. We will begin reviewing applications on 1 November 2008.

Applications should be sent to:
Search Committee In Slavic Linguistics
Slavic Dept., U. Chicago
1130 E 59th St
Chicago, IL 60637

They should include the following:

1. cover letter.
2. curriculum vitae
3. sample publication(s): not more than 3
4. one and only one sample course syllabus

The applicant should have three letters of recommendation sent directly to the search committee.

Preliminary interviews will be held at AAASS and LSA National Conventions.

The University of Chicago is an affirmative action/equal opportunity employer.

Assistant Professor of Russian UC Davis

The Department of German and Russian at UC Davis announces an opening for an *Assistant Professor of Russian literature and culture *with specialization in the twentieth century, to begin July 1, 2009. Position is tenure-track. Applicants should possess* *a strong teaching record and a clear commitment to undergraduate education. Near-native fluency in Russian required. Ph.D. or ABD with expected date of completion no later than August 2009 is required.

Applicants should submit a cover letter including a statement of research and teaching interests, curriculum vitae, and three professional references to:
Gail Finney, Search Committee Chair
Department of German and Russian
University of California, Davis
One Shields Avenue
Davis, CA 95616
*gefinney@ucdavis.edu*

Teacher Assistant Obninsk

(for January-May 2009)

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 12 years ago by an American, Pete V. Wager, 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 is invited for the period of 3 months to 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 (5000 rubles per month) but there is a possibility to have private lessons of 350 rubles (about \$15 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>

AATSEEL Web site

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

<http://www.aatseel.org>

PROFESSIONAL OPPORTUNITIES

Call For Papers

January 16, 2009

**Southern Conference on Slavic
Studies Annual Meeting, March 26-
28, 2009**

The 47th annual meeting of the Southern Conference on Slavic Studies (SCSS) will take place in Charlottesville, VA, on March 26-28, 2009 (please note corrected dates). The purpose of SCSS is to promote scholarship, education, and in all other ways to advance scholarly interest in Russian, Soviet, and East European studies in the Southern region of the United States and nationwide. Papers from all humanities and social science disciplines are welcome and encouraged, as is a focus on countries other than Russia/USSR. The program committee is accepting panel and paper proposals until January 16, 2009. Whole panel proposals (chair, three papers, discussant) are preferred, but proposals for individual papers are also welcome. Whole panel proposals should include the titles of each individual paper as well as a proposed title for the panel itself and identifying information (including email addresses and institutional affiliations) for all participants. Proposals for individual papers should include email contact, institutional affiliation, and a brief (one paragraph) abstract to guide the program committee in the assembly of panels.

The conference will be held at the Omni Charlottesville Hotel in beautiful downtown Charlottesville. Charlottesville is accessible by three airports: the Charlottesville-Albemarle County Airport; the Richmond airport (about 45 min. away); and Washington, DC area airports (about 2 hours away).

Sharon Kowalsky
History Department
Texas A&M University-Commerce
PO Box 3011
Commerce, TX 75429
(903) 886-5627
Email: sharon_kowalsky@tamuc.edu

Conferences & Workshops

December 6-7, 2008

Annual CDLC Conference

The Winter 2008 Conference on Teaching and Learning to Near-Native Levels of Language Proficiency will be held on December 6-7, 2008.

The Coalition of Distinguished Language Centers conducts conferences about teaching to and reaching Level 4 (near-native) proficiency. The conferences include theory and research, as well as updates on high-level-language program activities, along with a healthy dose of shared practical experience.

Location: The Conference Center at the Maritime Institute (CCMIT), 692 Maritime Blvd., Linthicum Heights, Maryland

Registration: (registration form available at <http://distinguishedlanguagecenters.org/conferences.htm>)

Pre-registration by November 15th for \$75; Students \$15 or register at the door for \$125

Coalition of Distinguished Language Centers, 3836 Glen Eagles Drive, Silver Spring, Maryland 20906

Phone: 301.529.1247

Fax: 301.603.1551

December 27-30, 2008

AATSEEL Annual Conference

The AATSEEL Annual Conference is a forum for scholarly exchange of ideas in all areas of Slavic and East/Central European languages, literatures, linguistics, cultures, and pedagogy.

In 2008, the Annual Conference will take place from December 27-30, 2008 at the Hyatt Regency San Francisco on the Embarcadero Waterfront in San Francisco, California. Reserve your room online.

For more information, visit the AATSEEL website (<http://www.aatseel.org>).

Grants & Fellowships

Kathryn Davis Fellowships for Peace:

Investing in the Study of Critical Languages

Full Scholarships Available for Intensive Russian Language Study at the Middlebury Summer Language Schools

Middlebury College is pleased to announce the Kathryn Davis Fellowships for Peace: Investing in the Study of Critical Languages. These 100 fellowships are made possible by a generous gift from Kathryn Davis to address today's critical need for increased language proficiency in the United States.

For the third year in a row, the Kathryn Davis Fellowships are being offered to cover the full cost of one summer of language study at the Middlebury Language Schools—from the beginner to the graduate level—in six languages, including Russian. The fellowship covers the full comprehensive fee (tuition, room, and board), plus a stipend to assist in defraying program-related expenses.

For more information, please visit http://www.middlebury.edu/academics/ls/fellowships_scholarships/kwd.htm.

You may also contact us directly at:

Middlebury College Language Schools, Middlebury College Sunderland Language Center, 356 College Street Middlebury, VT 05753

802.443.5510

languages@middlebury.edu

February 15 Annually

The Michael and Emily Lapinski Scholarship Endowment

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

The Michael and Emily Lapinski Scholarship Endowment will pay partial or full tuition for undergraduate and graduate students of Polish language,

literature, and culture at UW-Madison. Tuition may be used to pay for study abroad in Poland through UW-Madison.

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

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

August 15 Annually

Kluge Center Fellowships for Library of Congress

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

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

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

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

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

Various closing dates

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

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

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

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

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

Open to graduate students, post-doctoral scholars, and faculty. Funded by the U.S. Department of State, Program for the Study of Eastern Europe and the Independent States of the

Former Soviet Union (Title VIII). Application deadlines: October 1 (Spring Program); January 15 (Summer, Fall and Academic Year Programs.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grant recipients are required to be in residence in Washington, D.C., for the duration of their grant. Four rounds of competitive selection for Short-Term Grants are held each year. Closing dates are **December 1, March 1, June 1, and September 1**. Applicants are notified of the competition results roughly seven weeks after the

closing date. U.S. citizens, permanent residents, and non-Americans are eligible for Short-Term Grants, although funding for non-American applicants is limited. Approximately one in three American applicants and one in six non-American applicants are awarded Short-Term Grants in each of the four competition rounds.

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

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

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

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

Recent Publications Continued

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Pedagogy

- Block, Cathy Collins, & Parris, Sheri R. 2008. *Comprehension Instruction, Second Edition: Research-Based Best Practices*. The Guilford Press.
- Byrnes, Heidi, ed. 2007. *Advanced Language Learning*. Continuum.
- CDLC Staff. 2008. *What Works: Helping Students Reach Native-Like Second Language Competence*. SJB, CA: MSI Press.

Butler, Donna Bain, & Zhou, Yalun. 2007. *Teaching and Learning to Near-Native Levels of Language Proficiency IV: Proceedings of the Spring and Fall 2006 Conferences of the Coalition of Distinguished Language Centers*. SJB, CA: MSI Press.

Dornyei, Zoltan. 2007. *Research Methods in Applied Linguistics*. Oxford, UK: Oxford University Press.

Gass, Susan, & Mackey, Allison. 2007. *Data Elicitation for Second and Foreign Language Research*. Mahwah NJ: Lawrence Erlbaum.

Ortega, Lourdes, & Byrnes, Heidi. 2008. *The Longitudinal Study of Advanced L2 Capacities*. Psychology Press.

Duff, Patricia. 2007. *Case Study Research in Applied Linguistics*. Mahwah NJ: Lawrence Erlbaum.

Shekhtman, Boris with Kupchanka, Dina. 2007. *Communicative Focus: Teaching Foreign Language on the Basis of the Native Speaker's Communicative Focus*. SJB, CA: MSI Press.

Political Science

Farkas, Richard P. 2008. *Democratization in the Balkans: Prescription for a Badly Scarred Body Politic*. Northeastern.

Goldman, Marshall. 2008. *Petrostate: Putin, Power, and the New Russia*. Oxford, UK: Oxford University Press.

Hale, Henry E. 2008. *The Foundations of Ethnic Politics: Separatism of States and Nations in Eurasia and the World*. Cambridge, UK: Cambridge University Press.

Judah, Tim. 2008. *Kosovo: What Everyone Needs to Know*. Oxford, UK: Oxford University Press.

Kaganovsky, Lilya. 2008. *How the Soviet Man Was Unmade: Cultural Fantasy and Male Subjectivity under Stalin*. Pittsburgh, PA: University of Pittsburgh Press.

Kavalski, Emilian. 2008. *Extending the European Security Community: Constructing Peace in the Balkans*. Tauris Academic Studies.

Kuromiya, Hiroaki. 2007. *The Voices of the Dead: Stalin's Great Terror in the 1930s*. New Haven, CT: Yale University Press.

LeVine, Steve. 2007. *The Oil and the Glory: The Pursuit of Empire and Fortune on the Caspian Sea*. New York: Random House.

Livanios, Dimitris. 2008. *The Macedonian Question: Britain and the Southern Balkans 1939-1949*. Oxford, UK: Oxford University Press.

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

Phillips, Sarah D. 2008. *Women's Social Activism in the New Ukraine: Development and the Politics of Differentiation*. Bloomington, IN: Indiana University Press.

Pickering, Paula M. 2008. *Peacebuilding in the Balkans: The View from the Ground Floor*. Ithaca, NY: Cornell University Press.

Tauris, I.B. 2008. *Extending the European Security Community: Constructing Peace in the Balkans*. London.

Tzouliadis, Tim. 2008. *The Forsaken: An American Tragedy in Stalin's Russia*. New York: Penguin Press.

Religion

Garrard, John, & Garrard, Carol. 2008. *Russian Orthodoxy Resurgent: Faith and Power in the New Russia*. Princeton University Press.

Grillaert, Nel. 2008. *What the God-seekers found in Nietzsche: The Reception of Nietzsches Übermensch by the Philosophers of the Russian Religious Renaissance*. Rodopi Press.

Hedda, J. 2008. *His Kingdom Come: Orthodox Pastorship and Social Activism in Revolutionary Russia*. Northern Illinois University Press.

Heretz, Leonid. 2008. *Russia on the Eve of Modernity: Popular Religion and Traditional Culture under the Last Tsars*. Cambridge University Press.

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	\$150	7 5/8" x 4 5/8"
Quarter page	\$90	3 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.

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Address Correction Requested