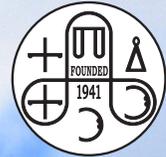


The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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AATSEEL NEWSLETTER EDITORIAL STAFF**Editor:** BETTY LOU LEAVER**Assistant Editor:** ANNA JACOBSON

Contributing Editors: VALERY BELYANIN
ALINA ISRAELI
KEITH MEYER-BLASING
ALLA NEDASHKIVSKA
MILA SASKOVA-PIERCE
RACHEL STAUFFER
NINA WIEDA
CURT WOOLHISER

NL Coordinates:Editor: Leaver@aol.comAssistant Editor: ajacobso@indiana.eduLayout/Advertising: CDLSrvcs@aol.com**AATSEEL Office:**

PATRICIA ZODY

Executive Director, AATSEEL

P. O. Box 569

Beloit, WI 53512-0569 USA

Phone: 608-361-9697

Fax: 608-363-7129

E-mail: aatseel@sbcglobal.net**Layout/Advertising:** CDL Services**Submitting Copy:**

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on the web:**

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AATSEEL POINTS OF CONTACT

President:

SIBELAN FORRESTER
Swarthmore College
sforres1@swarthmore.edu

President-Elect:

CARYL EMERSON
Princeton University
cemerson@princeton.edu

Past President:

CATHARINE NEPOMNYASHCHY
Columbia University
cn29@columbia.edu

Vice Presidents:

ANTHONY ANEMONE
The New School University
anemonea@newschool.edu

JULIE A. CASSIDAY
Williams College
Julie.A.Cassiday@Williams.edu

LYNNE DEBENEDETTE
Brown University
lynne_debenedette@brown.edu

KEITH LANGSTON
University of Georgia
langston@uga.edu

BETSY SANDSTROM
Thomas Jefferson High School
for Science and Technology
betsy.sandstrom@fcps.edu

BORIS WOLFSON
University of Southern California
bwolfson@usc.edu

Editor, *Slavic and East European Journal*:

GERALD JANECEK
University of Kentucky
seej@uky.edu

Editor, *AATSEEL Newsletter*:

BETTY LOU LEAVER
Leaver@aol.com

Conference Program Committee Chair:

ALEXANDER BURRY
Ohio State University
burry.7@osu.edu

Executive Director:

PATRICIA L. ZODY
Beloit College
aatseel@sbcglobal.net

Conference Manager:

DIANNA MURPHY
University of Wisconsin-Madison
aatseelconference@mac.com

AATSEEL Web Master:

DAVID GALLOWAY
Hobart and William Smith Colleges
galloway@hws.edu

Message from the AATSEEL President

Dear friends and colleagues,

As spring becomes more and more prevalent, it's time to channel some of that abundant energy into planning panels and suggesting events for the 2008 AATSEEL conference in San Francisco. Though panels may be proposed and calls for papers posted through late July, the deadline for the first round of abstract submission is April 15. Posting calls for papers is one way to make the scholarly and intellectual connections that are such a valuable part of our work. Both new Slavists and established scholars can use the panel declaration process, like the program book and the conference itself, to gather information, keep up with the latest developments in the field, meet favorite authors, and find the right people for stimulating ongoing collaboration. For more information about the conference hotel and program, see the web page at <<http://www.aatseel.org/program/>>

We especially encourage senior members of the profession to propose panels, submit abstracts for conference papers, volunteer to serve as chair or discussant, and plan to attend the conference. Remember that, as a general rule, you very quickly become more senior than you think you are! Whether or not you teach or advise graduate students and junior faculty members, conference attendance is a crucial kind of service to the profession, where you can model scholarly standards, enterprise, enthusiasm, and helpful criticism for our younger colleagues.

During the next few months, AATSEEL needs your nominations of books for publication prizes, of outstanding individuals for the various AATSEEL prizes, and of hard-working and thoughtful colleagues for the organization's elected positions.

The AATSEEL web page continues to evolve both in its visible contents and in the hidden database aspects that make renewing membership, searching for contact information for a colleague, or handling conference business more

transparent and convenient. As authoring technology becomes ever more user-friendly, it's no longer necessary to be a specialist in html to create intellectual content on line. Are you interested in contributing, or in maintaining part of the page? Working with a web site is a great way to make connections in the profession, build your resume, and be poised to take advantage of new opportunities in electronic publishing.

The various AATSEEL committees are doing work in many areas. This year I am chairing the committee on Membership and Outreach, and I invite you to send me or other committee members your comments and suggestions. We want to find and contact members who have lapsed, or other people who should be members, and of course to explore and refine ways to serve our varied and gifted membership as well as possible.

With best regards,



Letter from the Editor

Greetings to one and all!

I was very happy to be able to see a number of you at the AATSEEL Annual Meeting in Chicago in December. I certainly hope to see as many and more in San Francisco in December. As a California resident, who lives not far from the Golden Gate city, I know that any of you who have not yet been in San Francisco have missed seeing one of the most unique and most beautiful of America's cities. So, in addition to coming for the conference, I recommend that you stay on and see the sights.

As for the newsletter, the only immediate news coming out of the conference is that we are now exploring the possibilities of making print versions of the newsletter also available. We have found that libraries, advertisers, and a number of readers still prefer the print version. If we go back to print, at least for a certain part of the readership, the mailing of the newsletters will begin in January 2009, not earlier. I will keep you informed of our progress in this matter.

Please do not hesitate to drop me a line if you have comments on newsletter plans, reactions to the contents of the newsletter, or suggestions and requests for newsletter content.



RECENT PUBLICATIONS

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

Art

- Kivelson, V., & Neuberger, J. 2008. *Picturing Russia: Explorations in Visual Culture*. Yale University Press.
- Kostenovich, A. 2008. *From Russia: French and Russian Master Painting 1870-1925 from Moscow and St. Petersburg*. Royal Academy of Arts.

Culture

- Heretz, L. 2008. *Russia on the Eve of Modernity: Popular Religion and Traditional Culture under the Last Tsars*. Cambridge University Press.
- Kule, N. K. 2007. *Slavic Folklore Handbook*. Greenwood press.
- Mckenzie, D. A. 2007. *Stories of Russian Folk Life*. BiblioBazaar.
- Ralston, W. R. S. 2008. *Songs of the Russian People*. Kindle.

Dictionaries

- Berlitz. *Berlitz Russian Concise Dictionary: Russian-English - English-Russian*. Berlitz.

Film

- Dobrenko, E. 2008. *Stalinist Cinema and the Production of History*. Edinburgh University Press.

Continued on page 12

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).

Josh Wilson, a native of rural Idaho, holds a B.A. in history and an M.A. in theater from Idaho State University. He has lived and worked in Moscow with the School of Russian and Asian Studies (SRAS) since 2003, before which he had no prior experience with Russia or the Russian language.

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

"I started studying Russian when I got to Russia four years ago. I had studied Spanish in high school and college and studied, informally, some Latin and Middle English in college. However, despite having studied and liked these languages, I never really learned to speak them because I was never forced to use them. That's why, when I decided to study Russian, I knew I would need to simply go abroad and surround myself with the language in order to really learn to speak it. At least that's I felt would work best for my particular learning style.

What was your major in college?

"I have a BA in history - focused mainly on Russia and Medieval Europe. I went on to get an MA in theatre history and theory and wrote my thesis on how Soviet-era censorship organs affected the stage. I wanted to continue my study of Russian theatre, and I knew that I would have to gain at least a working knowledge of Russian to be able to do serious dissertation research. I decided, therefore, to go to Russia after finishing my MA to learn Russian."

How did studying abroad contribute to your knowledge of the country and the language?

"My first study abroad experience was coming to Russia. In fact, my only other experience outside the US was a day trip to Canada about four years before. I recall being surprised at how clean Canada was, and how it seemed that people always wanted to talk to you - random strangers - in restaurants, gas stations, etc. I remember thinking that it was definitely a difference in culture. However, I've always been rather detached from my surroundings, able to view things and accept them and only then attempt to work out a reason why things are that way or why people do what they do. I would say that skill has been the biggest single contributor to my success in living and working in Russia, which is very, very different culturally from America."

Describe your current job and location.

"I'm based in Moscow, Russia. My job is a bit harder to describe, but basically I'm an editor and administrator. I work primarily for The School of Russian and Asian Studies (SRAS.org) as their editor, site developer, and Moscow student coordinator (arranging/leading excursions, finding internships, dealing with issues or questions that come up). Most of my job is spent trying to keep up with deadlines on our two publications, the SRAS Monthly Newsletter (which has articles and resources of interest to folks interested in Eurasia) and Vestnik, a scholarly journal devoted to undergrad, grad, and post grad scholarship in Russian and Asian studies).

"In addition to this, I work as editor and site developer for two organizations related to SRAS. Alinga Consulting Group provides business services in Russia. For Alinga (ACG.ru), I run a bilingual monthly-ish publication that focuses mostly on business in Russia (accounting, legal issues, taxation, issues surrounding foreigners working in Russia). The US-Russia Chamber

*Editor: Rachel Stauffer
(University of Virginia)*

of Commerce of New England (US-RCCNE.org) is an organization that represents the interests of businesses whose activities bridge New England and Russia. This includes a lot of tech companies, investment companies, law firms, etc. For them, I run yet another monthly newsletter that focuses on the activities of the member organizations, as well as other business, cultural, linguistic, and other issues that might be of interest to those members. We discuss human resources quite often as that's one of the main challenges of doing business on two continents."

What is the best part of your job?

"The best part of my job is definitely who I do it for. I found that I was a bit of a job-hopper throughout college because I would get bored with routine tasks or because it seemed that my employers didn't care about me or the customer, only about profit. I quit two jobs because I was instructed to lie to customers and I hated myself for doing it. With my current employers, though, I really feel they are in business because they want to build good organizations - and secondarily because they want to make money doing it. Plus, I'm basically left alone to create my own editorial policy and style which means that I'm able to consistently publish what I feel are accurate and truthful documents and I'm able to continually grow and push the publications in new directions, which keeps me challenged."

What is the most challenging part of your job?

"Definitely the most challenging part of my job is keeping up with deadlines. This involves not only formatting the publications and individual webpages online, but also soliciting related articles which are often written by people who may be experts in their field, but who may not write professionally and/or are often very busy. I have to translate the articles if necessary - or arrange to

have them translated, so it really is a team effort to get everything together. But guiding that team, as being at the head of any group of individuals can, sometimes feels like herding cats.”

What are your goals and plans for the next few years?

“I have plans to open other websites for other organizations soon. Hopefully I can keep doing what I’m doing and just do more of it – maybe even hire an assistant within the next few years.”

What do think is the most common misconception that people in the U.S. have about Russia and vice versa?

“Definitely the most common misconception that Russians have is that people in the US are all wealthy and live in big houses in suburban communities. This is largely because that’s mostly what they see on American TV shows and movies that are broadcasted here. I don’t know how many times I’ve heard ‘but I saw it in a movie’ when Russians mention something that they ‘know’ about America.

Americans still tend to believe that Russians are unhappy and are all clamoring to get out of Russia to someplace free, wealthy and warm. This again, comes from the movies, which usually depict Russia as populated almost entirely by the KGB and heavy snow. The truth is that most Russians, especially those in urban centers, are quite satisfied with their lives, have no wish to live outside of Russia, and would either chuckle or scoff at the insinuation they are not free.”

How do you use Russian in your day-to-day life? What are the words/phrases that would be impossible for you to be without?

“I speak with coworkers and contributors about articles, and translate articles from Russian to English. The articles I deal in that require Russian are often about business and legal issues, so phrases like Федеральная налоговая служба (Federal Tax Service – basically Russia’s IRS) and налоговая проверка (tax audit) are some of the exciting terms I come across quite often. As I

often have to request articles or remind people about articles they are supposed to write, the handy difference between писать (to write) and написать (to write to conclusion) is very helpful in my language. However, most of my work is done in English and I find that the time I use Russian most is at home. My wife is Russian and, although her English is actually quite good, we find that Russian is a much more comfortable common language for us. So, especially since our recent marriage, I find that my daily vocabulary has rapidly grown to include such (again, very exciting) words like “тележка” (shopping cart) and “тряпица” (cleaning rag).”

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

“Come with an open mind; come ready to learn the language. Both are essential to success here.”



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LANGUAGE SCHOOLS & SCHOOLS ABROAD

Technology & Language Learning

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

Ukrainian Issues

Editor: Alla Nedashkivska
(University of Alberta)

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

BELARUSICA

Editor: Curt Woolhiser
(Harvard University)

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

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

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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

Q₁. When invoking the conditional in Russian, one has to look for either the aspect of the ‘intended’ consequent action or an adverbial modifier of time to clarify whether the whole scene occurred in the past, present, or future. Please correct, if I’m wrong.

Я бы позвонил ей, но что-то меня останавливает. ‘I would call her, but something is stopping/preventing me.’

Я бы позвонил ей, но что-то меня останавливало. ‘I would have called her, but something was stopping me.’

Если ничего не будет останавливать меня, то я ей позвоню завтра. ‘If nothing stops me, I’ll call her tomorrow.’

A₁. I would for the most part agree with your assessment, except that without the context it is difficult to tell whether the past tense sentence refers to one moment in time or is a repetitive action.

Q₂. Here is an example: Что делать, если плохо себя почувствовали, а нужных медикаментов под рукой не оказалось? Читайте 8 советов от медиков на всякий пожарный случай. — What would you do if you felt bad and didn’t have the medicine you needed? There is no “бы” in the sentence that seems to require a conditional. I would have it “если бы”, if I’m reading it right.

A₂. No, this sentence does not require a бы.

A. I think part of the problem stems from a terminological confusion between the terms conditional mood and conditional construction. Only some conditional constructions, those that express a hypothetical or counterfactual, unreal meaning are in conditional mood. Those that express real meaning are not in conditional mood. Cubberly in *Russian: A linguistic introduction* (Cambridge UP, 2002) calls the mood **Hypothetical Conditional**, while Timberlake in *A Reference Grammar of Russian* (Cambridge UP, 2004) uses the term **irrealis** for both (hypothetical) conditional and subjunctive moods. The pervasiveness of the use of бы in Russian is such that grammars often devote more attention to various uses of the conditional and subjunctive moods, both of which use бы, and devote little attention to real conditional constructions. Such is the case in Wade’s *A Comprehensive Russian Grammar*, while Offord in *Modern Russian* does give a few examples of real conditional constructions (pp. 341-342).

When dealing with Russian conditionals, one should keep two important points in mind: 1. There is **real** conditional and **hypothetical** or **counterfactual** conditional; 2. English conditionals are very different from Russian with respect to tense, hence one can never go by English usage in order to create a Russian conditional statement.

Let me first address the second point. In English conditionals, tense and time differ so that the tense in the if-clause is time minus one. For example, in order to express future conditional one uses present tense: *If it rains tomorrow we will not go to the park*. In order to express present conditional one uses past indefinite: *If it rained today we would not be going to the park*. In order to express past conditional one uses a tense typical for expressing a past action in relationship to another past action: past perfect: *Had it rained yesterday we would not have gone to the park*. One simply has to keep in mind that the structure of Russian conditional is different and therefore avoid using English as a model.

This brings us to the real conditional and counterfactual in Russian. Real conditional constructions can have all three tenses and both aspects, and they represent actions that either have happened undoubtedly, happen (or are happening), or will or can happen from the point of view of the speaker, although not every single verb can exhibit such a variety. In real conditional the tense and the time coincide:

Если шел дождь, мы сидели дома. — If it rained we stayed home.

Если идет дождь, мы обычно сидим дома. — If it rains we usually stay home.

In both examples I have used habitual imperfective. With other verbs we may be able to create a counterpart of actual, which would correspond to Continuous (-ing) tenses, but not so with *идет дождь*.

It is worth looking at *Если идет дождь...* and why it cannot mean actual or Present continuous (-ing) action. In order for the meaning to be actual, the speaker must not know whether it is raining at the moment of speech, and there must be a compelling reason why the speaker does not know. In order to make this pragmatically plausible, either the entity must be removed in space: *Если и на острове идет дождь, он не выйдет в море*, or the speaker must be unable to see outside for some reason. In addition, in the latter case he or she must have some clue that it might be raining in order to speak of rain in the present tense as a condition of some other event: *Если этот звук — шум дождя, то мы никуда не поедem*. Otherwise, that is if the speaker is perfectly aware that it is raining at the moment of speech, he or she would say: *Раз идет дождь, мы никуда не поедem*.

This problem does not arise in the future tense; in fact future offers a number of possibilities:

Если пойдет дождь, мы будем сидеть дома.

Если будет идти дождь, мы не сможем ходить на пляж.

The last example is a bit of a stretch, since it is difficult to perceive the *если*-clause about the rain as a repetitive action; it is easier to perceive it as a continuous action. 'If it keeps raining (on and on) we won't be able to go to the beach.'

This same future simple could be used as an extension of the present circumstances, although some "little words" or discourse words may be needed to make the statement cohesive:

Если так и будет идти дождь, мы никуда не пойдем.

Some other types of verbs may offer different combinations of meanings:

Если он опаздывал, садились обедать без него. — repetitive

Если огонь горит, значит она в бухте. (Н. Чуковский) — actual: 'If there is a fire, it [the sub] is in the harbor.'

The counterfactuals refer to a sequence of events that would have taken place under certain circumstances but did not; the time when the events might have taken place is expressed either by an adverbial construction, as in Q₁, or by the tense in the other half of the sentence, provided it is not a *если бы* clause.

Q₂ exemplifies the situation when we deal with a past perfective whose result carries into the present, as occurs with some verbs even in non-conditional constructions, such as он устал, мы заблудились, она обиделась, я ошиблась where the present tense would mean repetitive, not actual (-ing) action.

Here are some additional examples of such past perfective usage:

Если в дом пришла беда — If trouble has come to your house.

Если нагрянули гости, а в доме пусто — If guests unexpectedly dropped by and you have no food

Если погас свет. — If the lights went out.

It may appear that this is a grammar construction for all things bad. This is actually a good rule of thumb; this usage may not always spell disaster but it is certainly a conduit for adversity or advice on how to deal with a particular complicated situation:

Если вы забыли ключи от вашей железной двери и не хотите ее взламывать — позвоните нам. Мы используем альпинистское снаряжение и можем спуститься в квартиру ... (518.ru/znaem/index.php?cat=9)

Если вы захотели купить квартиру, а денег у вас не хватает или вообще нет, то можно попытаться оформить банковский кредит. (chemodan.com.ua/subscribe/home_77.html)

Given that these are perfectives, we could have future counterparts, although none of them would carry the overtone of an undesirable event and would not be likely to enter adversative constructions:

Но если **придет беда**, они докажут, что у них добрая душа и верное сердце. (wow.su/index.php?showtopic=2643&view=getlastpost) — But if trouble comes, they will prove that they have a kind soul and a trusted heart.

Compare this with the past form:

И если **пришла беда** и ничто не помогло, а наша жизнь столь трудна — помоги себе сам! (мое-zdorovie.narod.ru/publik/lrast/boligol.htm) — And if trouble has come and nothing helped, and our life is so difficult — take matters into your own hands!

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World Russian Forum

The 27th annual World Russian Forum will be held May 19-20, 2008 in Washington, DC. The main goal of this gathering is to discuss and generate new ideas for the development and broad expansion of US - Russia business, political, science, education, and cultural cooperation. Participants are encouraged to present their specific business or investment proposals and discuss their company's or personal cooperation agenda.

Among the Forum's speakers are leading businessmen, political leaders, scholars, and foreign policy experts.

The preliminary Forum agenda and registration form can be found on www.russiahouse.org/wrf.

For additional information please e-mail to: Russia@RussiaHouse.org or by phone 202-364-0200 in Washington or 495-787-7776 in Moscow

AATSEEL Needs Newsletter Column Editors & Contributors

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

If 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.

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); Beth Holmgren (Duke University); and Ernest Scatton (State University of New York at Albany). Look for their responses to new questions in future issues of the AATSEEL Newsletter.

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

Announcement: New Author on the Board

We are proud to introduce our new author, Professor Marina Balina. Dr. Balina is Isaac Funk Professor of Russian Studies in the Department of Modern and Classical Languages and Literatures at Illinois Wesleyan University. Her research interests focus on literary theory and on the interrelation between literature and politics. She has written extensively on contemporary Russian Life Writing, including autobiography, memoir, and travel literature. We are delighted that Professor Balina is able to join the board of faculty and look forward to her entries.

Question:

As a TA for literature classes, I've found that some of my students are resistant to changing the way they think about literature. It's really difficult for them to unlearn certain mental models, and I think I am beginning to understand why. Knowledge about how to write an essay or approach a literary work brings certainty. If the professor introduces a relatively complex concept or a radically new way of thinking about literature (say, deconstructive criticism), some students feel helpless because they can't rely on their current beliefs or methods to do an adequate job on their papers. What can I do either to reassure my students as they learn or help them

become more open to change? I got help for this from the professor and from my advisor, but I would like to find a few methods because different students require different approaches.

Answer:

You are not the only one to find students reluctant to embrace new ideas and approaches to literature. Reading is a very individual activity, and most avid readers and students of literature come with an unstated conviction that reading is and should be "for pleasure." For some, any analysis or explanation that is not their own threatens the very validity of their own personal experience and interaction with a text. When we or anyone else calls into question their approach or understanding and appreciation of a text we risk exactly the type of reaction you describe: resistance and rejection of the new methodology.

I have been teaching Russian literature in Russian and in translation for over thirty years. I begin each semester with an explanation that distinguishes what scholars and critics of literature do, how their tasks differ from the first reading and encounter with a text, and that at their best can enhance the reading experience for the interested reader. But I stress that the first, original and highly personal reaction to a piece of literature has validity for the individual. Only when the student no longer feels threatened or somehow inadequate in a new approach can she or he open up to new possibilities. Let us also be honest

*Editor: Nina Wieda
Northwestern University*

that the vocabulary of any approach coupled with the number of texts we have read position us as scholars in a privileged relationship, one that can but should not be used to intimidate or assert the superiority of "our reading" of a text.

Ultimately we want our students and future teachers to read texts with an awareness of the greater complexities and possibilities that they contain, and appreciate the contributions that they and their fellow or future students can make to that enhanced reading and interpretation of literary texts. If students and their readings are first "embraced," they in turn will feel less "helpless." Who better than future teachers to remember how inadequate they might have felt, and to promise to never let it happen to their students?

*Thomas Beyer
Middlebury College*

Sending News to the AATSEEL NL

News from the membership is always welcome. For the most sure form of delivery, it is best to send the information to the editor (Leaver@AOL.com). We always confirm receipt of information; no confirmation means that we did not receive your missive.

The kinds of news that we accept include awards, obituaries, projects of interest to the membership as a whole (or information needed from the membership as a whole), and summer and winter program announcements.

Additionally, a number of the column editors accept articles from readers. Please check the individual columns for contact information and specific content needs.

Czech Corner

Editor: Mila Saskova-Pierce
(University of Nebraska)

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.

UNL Center for Great Plains Studies will host US Czechs symposium in 2010

The UNL Center for Great Plains Studies and the UNL Czech Language Program plans a symposium devoted to the Czech settlements in the Great Plains, tentatively named *The Czech Presence in the Great Plains*. It proposes to study all aspects of Czech culture that flourished not only in the Great Plains region but also the contacts that the Great Plains Czech press established with the other regions in the USA as well as in the old country. The Great Plains symposium makes an appeal to the members of the Czech ethnic communities to come forward and share any documents they might have with the public during the symposium.

It also invites academics interested in the intellectual exchange between the US and the Czech Lands to submit papers. The goal of the symposium is to provide space for a discussion, presentation of ideas and the start of research dealing with Czech émigré and ethnic cultural productions.

The Great Plains is defined as the continuous region between Missouri River and Rocky Mountains, including

the Canadian Plains in the North and down to the southern shores of Texas in the South, roughly the prairies on both sides of the 100th parallel. This area covers the US States of North and South Dakota, Montana, Colorado, Nebraska, Kansas, Oklahoma, Texas, Wyoming, New Mexico, and the Canadian provinces of Alberta, Manitoba, and Saskatchewan.

Czechs started to settle in the Great Plains in the sixties of the nineteenth century. The biggest number came after the passage of the Homestead Act and when the cheap railroad lands became available. Many of the Czech towns were founded by members of settlement clubs founded in New York, Chicago and other US town with sizeable Czech immigrant communities. These clubs sent exploration parties, who then staked their claims and through the Czech language press invited others to join them. Nebraska, South Dakota, Kansas, Oklahoma, and Texas were states in which members of these clubs settled.

The settlers founded a number of Czech language periodicals, among which were the *Hospodar* and the *Pokrok Zapadu*, both published in Omaha. Josef Svoboda, UNL head archivist until 1996, counted 48 titles of Czech periodicals in Nebraska alone. These were in their turn exported to the Czech Lands and Slovakia which were until 1948 parts of the Austro-Hungarian Empire. These periodicals were deeply democratic and their content which included a translation of the American Constitution, among other things, was either forbidden and confiscated at the border, or eyed with suspicion by the Imperial Police.

There was also Czech language literature, music, and political tracts, published in the US Czech publishing houses.

These political and intellectual documents, either translated from English originals, or created in the US Czech communities ultimately influenced the Czechoslovak state policy and its constitutional and civil rights. On the other hand the political struggle of the Czech

society influenced the cultural behavior of the Great Plains communities.

The political and intellectual history of Great Plains Czechs has its grassroots components, such as activities in local theaters, music halls, architectures of churches, community centers, dance halls, and village main streets. Many of these have documentation that is written in Czech, and deposited in the Czech communities, their libraries and archives. These documents need to be assessed and published.

The *Great Plains Quarterly* plans to devote one issue to the proceedings of the conference.

Julius Fucik Conference

The conference dedicated to Julius Fucik, Czech Communist writer and victim of Nazis, will take place August 21 and 22, on the premises of the Czech Academy of Sciences, Narodni 3. Sponsored by Revue Vulga.net. For further information Frantisek Podhajsky <vulgo.editor@gmail.com> and/or Peter Steiner <psteiner@sas.upenn.edu>.

AATSEEL Newsletter Needs 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.

We are currently looking for an editor for the Technology & Language Learning column.

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.

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

Why Go Abroad to Study a Foreign Language?

Valeriy V. Chastnykh,
lecturer of the Center for International
Education of Moscow State
University, visiting lecturer of Kobe
City University of Foreign Studies
tchastnykh@mail.ru

Studying a foreign language abroad does not only give students a very good opportunity to see how this language actually works and improve their language skills. It also creates the unique chance to obtain new types (models) of social behavior.

It is common knowledge that every cultural lingual community has its specific models of social behavior which distinguish it from other communities. These models are closely connected with the native language: on one hand they are expressed by means of this language, on the other – they influence the language.

Students living abroad and studying foreign languages mostly unconsciously absorb new models of social behavior when they communicate with native speakers. Sometimes these models are completely different and even opposite to those which they have adopted in their native country. So when they come back to their home countries their behavior changes. Here are some examples:

Some of my Japanese students spent a year or more in Russia learning Russian language. After that I could not have recognized them. They have become more open, sociable, and active when communicating with other people. For example the relations between professors and students in Russia do not demand as many formalities as in Japan.

That is why the models of social and therefore language behavior of students speaking to their instructors are different in both countries. It stunned me to hear from my student who could barely force herself to talk to me before she went to Russia not less than 10 questions (like “Where are you going to?” and “What are you going to do there?”) when I accidentally met her on my way downtown. Another girl has stopped addressing me by personal name Valerij-sensei and turned to personal pronoun “вы (you)” when asking direct questions, e.g.: “What do you like to eat?” instead of “What does Valerij-sensei like to eat?”. When a teacher addresses the whole class with a question those who had studied in Russia and used to this are ready to answer without being asked personally. Others just wait until the teacher calls them by their names.

However the new models of social behavior are applied only in the situations when Russian language is spoken and native speakers of Russian are involved in the process of communication. This means that within the Japanese lingual and cultural community the students’ behavior has been quite traditional. The students have not lost their national cultural identity but just got acquainted with other types of social behavior.

The process of exploring the models of social behavior and cultural lingual codes of a foreign cultural lingual community does not automatically depend on the amount of time spent in a foreign country. If a student just lives in another country and even attends long-term language classes but does not contact with native speakers (or limit this contact to small acts of formal communication), is not involved in everyday life of the country and its cultural

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

life his knowledge of models of social behavior typical for representatives of this cultural lingual community will be minimal.

On the contrary short-term programs which push students into active exploring the foreign country life, its cultural lingual codes and help them to set contacts with native speakers could give them better ideas about the country models of social behavior.

The program “Two cities – two universities” designed and organized by the author of this article is set up to help foreign students to explore main cultural lingual codes and models of social behavior of Russian cultural lingual community. It includes four weeks of interactive classes at two biggest Russian universities (Moscow State University and St. Petersburg State University) with a lot of social cultural activities (excursions, meeting native speakers, attending cultural events).

The main philosophy of the program is to teach the language through culture. That is why lessons in a classroom are connected to and continued by outclass activities (excursions, meetings, etc.). This gives a very strong effect.

For example, one of the days at St. Petersburg university was devoted to Feodor Dostoevskiy. After reading the texts and discussing them the students could take part in a very interesting excursion: they could follow the route of Rodion Raskol’nikov, the main character of “Crime and punishment. One of the students wrote afterwards in her diary:” I was very much impressed by that walk and by the awful gate which I had seen. I felt as if I was Raskol’nikov going to kill an old woman.”

The program is four years old, but already about 200 Japanese students from universities of Tokyo, Osaka and Kobe had a chance to visit Russia and meet its life and culture.

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

Melissa Frazier Receives Book Award

Romantic Encounters: Writers, Readers and the "Library for Reading" (Stanford UP, 2007) has just been awarded the 2007 Jean-Pierre Barricelli Prize for "the year's best work in Romanticism studies" by the International Conference on Romanticism.

The Biggest Repository of South Slavic Epic Songs

The site guslarskepesme.com featuring 1350 epic songs of famous South Slavic bards is now open. The base is searchable by collection, title, and text.

The number of songs and search options will be rising.

The site is intended for the researchers and admirers of epic poetry, slavists, folklorists.

AATSEEL Web site

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

<http://www.aatseel.org>

NOTES FROM AATSEEL COUNTERPARTS

Canadian Association of Slavists

The next Congress of the Social Sciences and Humanities Federation of Canada (CFHSS), which includes a general meeting of the CAS will be held May 31 – June 8, 2008 at the University of British Columbia, BC. A call for papers, focusing on the congress theme "Thinking Beyond Borders" has been issued, with a deadline of April 30.

Members of the CAS will be able to vote for a president, two vice-presidents and several program committee members at the next General Meeting, to be held at the CFHSS.

Please see the CAS website, <http://www.ualberta.ca/~csp/cas/index.html>, for details and forms.

British Association for Slavonic and Eastern European Studies

The British Association for Slavonic and Eastern European Studies will hold its annual conference at Fitzwilliam College, Cambridge from March 29 – 31, 2008. A preliminary program for the conference can be found on their website: http://fp.paceprojects.f9.co.uk/BASEES2008_programme.htm

MAPRYAL

MAPRYAL's website (<http://www.mapryal.org>) features a report on the 11th Congress, which met from September 17 – 23 in Varna, Bulgaria.

Upcoming conferences include:

March 20 – 23, 2008

Loyan, China: Russian Language and the teaching of the Russian Language in the Information Society

March 30 – April 3, 2008

Vidin, Bulgaria: Meetings on the Danube. Horizons of cooperation in the world of Russian language.

May 8 – 11, 2008

Warsaw, Poland: Russian language in linguistic and cultural space of Eu-

rope and the world: people, the awareness, communication, the Internet

May 14 – 18, 2008

Thessaloniki, Greece: The Russian language and culture in mirror translation

Recent Publications Continued

Continued from page 3

History

Anon. 2008. *Territories of the Russian Federation 2008*. London: Routledge.

Kemp-Welch, A. 2008. *Poland under Communism: A Cold War History*. Cambridge University Press.

Kimura, H. 2008. *The Kurillian Knot: A History of Japanese-Russian Border Negotiations*. Stanford University Press.

Pelensky, J. 2008. *Studies in Ukrainian History (East European Monographs)*. East European Monographs.

Plokhly, S. 2008. *Ukraine and Russia: Representations of the Past*. University of Toronto Press.

Siljak, A. 2008. *Angel of Vengeance: The "Girl Assassin," the Governor of St. Petersburg, and Russia's Revolutionary World*. St. Martin's Press.

Smith, A. K. 2008. *Recipes for Russia: Food and Nationhood Under the Tsars*. Northern Illinois University Press.

Stites, R. 2008. *Serfdom, Society, and the Arts in Imperial Russia: The Pleasure and the Power*. Yale University Press.

Literature & Literary Criticism

Beasley-Murray, T. 2008. *Mikhail Bakhtin and Walter Benjamin: Experience and Form*. Palgrave-MacMillan.

Bunimovitch, E. 2007. *Contemporary Russian Poetry: An Anthology*. Dalkey Archive Press.

Fanger, D. 2008. *Gorky's Tolstoy and Other Reminiscences: Key Writings By and About Maxim Gorky*. Yale University Press.

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SUMMER LANGUAGE PROGRAMS

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

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

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

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

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

Andrei Sakharov Russian Free Academy

We are pleased to present to you the summer program of the Andrei Sakharov Russian Free Academy. The 2008 seminar will be held 3-23 August in Lichtenfels, Bavaria, Germany. We offer a total-immersion Russian language seminar, meaning all lectures and study groups, as well as everything before, after, and in between are in Russian. Wherever your language skills lie, this course will give you a jump-start to greater fluency. If you are already fluent or a native speaker, the course will give you invaluable insight into the political, military, economic, historical, and cultural situation in Russia.

Our seminar also provides greater security than a course held in Russia. As the West has acquiesced to Putin's authoritarian regime, thinly veiled as democracy, it is even more vital that true fighters for democracy be heard.

Since we are completely independent, your personnel will not be inundated with the "party line".

The cost for the three weeks, which includes room, board, three daily meals, and all lectures and study seminars in a picturesque setting, is only 3,130 euros (approximately \$4,660 at the current exchange rate).

Please see our website www.akademie-sakharov.org for our lecture topics and registration information. Feel free to contact us if you have any further questions.

Concordia Language Villages

Second Language Methodologies for World Language Teachers

Four-credit Graduate Course June 22 – July 2, 2008

Join language teachers from across the United States for this ten-day four-credit graduate course at Concordia Language Villages, Bemidji, Minnesota. Learn about and discuss current practices and issues related to second

language teaching and learning. Observe the strategies in action at one of the 15 Language Villages. The course is open to all K-12 second language educators including ESL educators, college educators with an interest in K-12 second language methodologies, and pre-service education majors.

Connecting Content With Language

Four-Credit Graduate Course for Teachers of Arabic and Chinese

Concordia Language Villages is the site for a STARTALK professional development program for teachers of Arabic and Chinese. Participants will examine the principles of content-based instruction and how these principles can be applied to the Arabic and Chinese language classrooms. The course for Arabic teachers is June 22 – July 2 in Bemidji, Minnesota; the course for Chinese teachers is August 3 -13 in Bemidji, Minnesota. Full tuition scholarships are provided to participants through the STARTALK program.

For information on all these programs:

Call: 800.222.4750 Extension 8002

Email: educators@cord.edu

Web: http://clvweb.cord.edu/prweb/educators/teacher_seminar.asp.

Beloit College

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

cls@beloit.edu; Web site, <http://www.summerlanguages.com>.

COSMOPOLITAN Educational Center, Novosibirsk, Siberia, Russia

The Educational Center "COSMOPOLITAN" (<http://cosmo.qc.nov.net/>), located in Novosibirsk, the largest city in Siberia, Russia, is pleased to announce that we are accepting applications for the "LINKING THE PLANET" International Summer Language Camp, that we are going to run in Novosibirsk region in SIBERIA in the summer of 2008, and the "SIBERIAN WONDERLAND" Winter Language Camp that will be run in January 2009.

The Summer camp will be taking place during the summer 2008 in four consecutive two-week sessions, with participation of local Russian children, youth and adults, as well as volunteer teachers and international students from around the globe. Please note that on August 1st Novosibirsk will be the centre of the TOTAL SOLAR ECLIPSE providing ready access to the eclipse track and to the most favourable area for viewing it. Viewing the total solar eclipse will be an exciting experience of the 4th session of our summer camp.

The Winter camp is run from January 3rd until January 12th, 2009, and is a unique opportunity to celebrate the coolest festive season in Siberia with lots of exciting events, and experience all the winter fun you have ever dreamed of in ten days.

Both the summer and the winter programs are a great chance for international participants to learn the Russian language and get a first-hand experience of the Russian culture and life style. The programs provide a unique cultural opportunity of daily interaction with the Russian children, youth and adults. The RUSSIAN COURSE is organized for overseas students and volunteer teachers and includes language studies as well as learning about the Russian culture, history and society.

We are looking for native speakers of English, German, French, Spanish and other languages, who would like to be VOLUNTEER TEACHERS of their language and/or Volunteer Creativity

Workshop Coordinators at the Summer/Winter camps. No previous teaching experience is required. University students are eligible to apply as volunteer teachers/workshop coordinators. Teaching at the camp can also be considered as an INTERNSHIP with all necessary paperwork and an on-site internship supervision provided. We are looking for people who are energetic, enthusiastic, open-minded, sociable, enjoy camp experiences, are willing to share their knowledge and culture.

We also seek people worldwide (SCHOOLCHILDREN, university STUDENTS, and ADULTS) to join the Winter/Summer camp as international students of the RUSSIAN courses offered at the camp, and enjoy all the exciting activities scheduled within the program.

We have been running these programs for twelve 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 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 or through a travel agency you will spend much more money compared to what you would pay to participate in our program. 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 pick-up, 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 between 10 - 15 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.

- Have you always wanted to add some meaning to an overseas adventure?
- Do you want a new, challenging experience?
- Do you like to meet people from other countries and get your energy from working towards a goal as part of a team?
- Are you willing to gain experience, improve communication abilities, and develop skills that will help in your future employment?
- Have you ever daydreamed about gaining insight into the Russian culture and life in a way no traveler could?

If 'yes' is the answer, our program is the best way for you to spend your

summer or winter vacation! For further details please email cosmopolitan@rinet.su or cosmoschool2@mail.ru

Indiana University

Indiana University's 58th Summer Workshop in Slavic, East European, and Central Asian Languages will be held June 13th - August 8th, 2008, and will offer intensive first through sixth-year Russian, including cultural programming.

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

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

For more information contact:

Director
Ballantine Hall 502
Indiana University
Bloomington, IN 47405
812-855-2608

swseel@indiana.edu
<http://www.indiana.edu/~iuslavic/swseel/>

UCLA

Summer courses at UCLA, 2008

Russian 10: Intensive Elementary Russian, 12 units

Russian 20: Intensive Intermediate Russian, 12 units

--Eight week sessions: June 23 - August 15, 2008

Russian 4: Intermediate Russian for High School Heritage Speakers of Russian, 5 units

Russian 90BW: 20th Century Russian Civilization, 5 units

--Six week sessions: June 23 - August 1, 2008

Lithuanian 103: Intensive Elementary Lithuanian, 12 units

Slavic 103E: Intensive Elementary Estonian, 12 units

Slavic 103L: Intensive Elementary Latvian, 12 units

--Eight week sessions: June 23 - August 15, 2008

Serbian/Croatian 103: Intensive Elementary Bosnian/Serbian/Croatian, 12 units

--Six week session: June 23 - August 1, 2008

Romanian 103: Intensive Elementary Romanian, 12 units

--Six week session: August 4 - September 12, 2008

For more information about the Russian language courses, please contact Anna Kudyma at akudyma@ucla.edu.

UCLA Russian program: www.humnet.ucla.edu/russian.

For more information about the other courses, please contact Ksenia Kurnakova at ksenia@humnet.ucla.edu. UCLA Slavic Dept.: www.humnet.ucla.edu/humnet/slavic/.

For information about registration and housing, see <http://www.summer.ucla.edu>.

University Of Lublin, Poland

Summer School Of Polish Language And Culture

July 7 - August 11, 2008

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

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

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

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

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

Also available:

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

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

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

For detailed information and application call:

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

Department of Foreign Languages and Linguistics, University of Wisconsin - Milwaukee, Milwaukee, WI 53201
e-mail: mikos@uwm.edu
www.lrc.uwm.edu/tour/
fax (414) 229-2741

AATSEEL Web site

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

<http://www.aatseel.org>

EMPLOYMENT OPPORTUNITIES

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

Program Hub Director

American Councils for International Education

Future Leaders Exchange Program (FLEX), Moscow, Russia

SUMMARY:

The Program Hub Director is the key individual in the Moscow office responsible for oversight of the FLEX program for Central and Southern Russia. Primary responsibilities include: recruitment and testing of potential program participants; orientation and coordination of logistics for participants; oversight of administrative and finance functions; coordination of alumni events; and liaison with foreign government officials. The position reports to the Moscow-based Eurasia FLEX Manager and works in conjunction with Washington-based program managers and the Vice President.

For more information: http://members.aatseel.org/jobs/job.asp?job_id=211

Research Director

American Councils for International Education

FLSA STATUS: Exempt

SUMMARY:

The Research Director is responsible for coordinating and conducting activities related to in-house program evaluations, outside evaluation work contracted to American Councils, and research grants held by American Councils. The Research Director position reports to Dr. Dan Davidson, President.

For more information: http://members.aatseel.org/jobs/job.asp?job_id=210

Participant Recruiter

American Councils for International Education, Ukraine, Russia, Central Asia, Caucasus

SUMMARY:

The four month Participant Recruiter position serves as the American Councils program representative in the region and is responsible for all aspects of participant recruitment including: advertising competitions; interviewing candidates; conducting prerequisite testing; and associated record keeping. The position requires extensive travel throughout the country. The Recruiter must also interact with local governmental and educational officials at all levels in disseminating information about the programs and coordinating testing process. The position reports to the country Program Hub Director and/or the Moscow administrative officers. The position is a short-term, full-time position beginning mid-August and ending December 31, 2008.

For more information: http://members.aatseel.org/jobs/job.asp?job_id=209

Lecturer pool for various languages

UCLA

The Department of Slavic Languages and Literatures has established a lecturer applicant pool from which it may draw from time to time to fill instructional needs (normally part-

time) in the following languages and literatures: Belorussian, Bulgarian, Czech, Hungarian, Lithuanian, Polish, Romanian, Russian, Serbian/Croatian and Ukrainian.

Applications are currently being accepted for the 2008-2009 academic year. Letters of interest, a curriculum vitae and the names of two potential references should be sent to: The Humanities Administrative Group, UCLA, 361 Humanities Bldg., Los Angeles, CA 90095-7233, Attn: Mark Leong.

UCLA is an Equal Opportunity/Affirmative Action Employer, and the Program has a strong commitment to the achievement of excellence and diversity among its faculty and staff.

Summer Resident Directors

Summer Resident Directors - Olympiada, Vladimir, Russia

Three Resident Directors for the Olympiada program will accompany a group of high school students to Vladimir, and/or Moscow, Russia, where they will participate in a Russian language and cultural study program.

The Olympiada program enables high school students who have won their local and regional Olympiada competitions to immerse themselves in Russian culture while furthering their knowledge and proficiency in the language. This year there will be three different types of Olympiada programs.

For more information: http://members.aatseel.org/jobs/job.asp?job_id=206

Instructor in Russian

University of Alaska Anchorage

The Department of Languages at the University of Alaska Anchorage (UAA) is seeking a full-time term instructor of Russian. Must have native/near native proficiency in both English and Russian, demonstrable skills in teaching Russian at the college level, experience teaching at a U.S. institution, willingness to work with the students outside the classroom setting, and sensitivity to a diverse student population. M.A. or higher in Russian or related field, documented interest in second language teaching methods, and experience using the communica-

tive approach are required. Collegiality is a must. The successful candidate will work with the program coordinator in a team environment to further develop a closely articulated Russian language and culture program.

For application procedures and a complete description, please visit the UA Human Resource Services Web site: <http://www.uaa.alaska.edu/humanresources/employment/index.cfm>

UAA is an Affirmative Action/Equal Opportunity Employer. Women and Minorities are encouraged to apply.

Lecturer positions in Russian language

University of Wisconsin, Milwaukee

The Slavic Languages Program in the Department of Foreign Languages and Linguistics at University of Wisconsin Milwaukee (<http://www.uwm.edu/Dept/FLL/slavic.html>) is accepting applications for ad hoc lecturer positions in Russian language for the 08-09 academic year. These are one-year positions with possibility for renewal. Typically, part-time lecturers teach 2 sections (8 credits) per semester, and full-time lecturers teach 3 sections (12 credits) per semester. There are no service or other non-teaching duties associated with these positions. The compensation is approximately \$1000/credit. Benefits are available to all staff teaching four or more credits.

Minimum qualifications:

1. MA in Slavic or Russian, ABD or PhD preferred;
2. demonstrated excellence in teaching Russian to American undergraduates;
3. Russian-specific pedagogical training;
4. ability to teach Russian language at all levels.

Incidental desiderata include:

1. experience teaching Russian literacy to native/heritage speakers;
2. ability to teach surveys of Russian literature and culture in translation.

To apply, please email a letter of interest detailing qualifications and a CV with contact information for at least three references to Professor Joe Peschio, Coordinator (peschio@uwm.edu). Please indicate in your letter whether you are interested in a full-time position, part-time position, or both. Review of applications will begin March 3 and continue until all positions are filled.

Program Officer

Future Leaders Exchange Program (FLEX), Moscow, Russia
SUMMARY:

The Moscow-based Program Officer is responsible for overseas functions related to the FLEX secondary school program including: recruiting and testing program candidates in Russia; coordinating orientation activities for participants Eurasia-wide; assisting with the coordination of program components concerning students with disabilities; and assisting with the return and departure travel of participants throughout the summer. The position reports to the Moscow-based Eurasia Program Manager and works in conjunction with Washington-based program managers and the Vice President.

For more information: http://members.aatseel.org/jobs/job.asp?job_id=202

Lecturer or Assistant Professor in Russian Language & Literature

One or Two-Year Position
Wellesley College

The Wellesley College Department of Russian seeks candidates for a leave-replacement at the visiting lecturer level for the 2008-2009 academic year, with possible extension to the 2009-2010 academic year. Candidates will have a Ph.D., native or native-equivalent fluency in Russian and English, and experience teaching introductory and intermediate Russian language classes, as well as survey courses in Russian literature.

Applications should consist of a letter of interest, curriculum vitae, and three letters of recommendation. Please submit them to Adam Weiner, Depart-

ment of Russian, Wellesley College, 106 Central Street, Wellesley, MA 02481.

The deadline for submission is April 7, 2008.

Wellesley is an EO/AA education institutional and employer. The College is committed to increasing the diversity of the College community and the curriculum. Candidates who believe they can contribute to that goal are encouraged to apply.

Administrative Assistant Position

Administrative Assistant, Vice Presidents, Field and Program Activities, Washington, DC

FLSA STATUS: Non- Exempt

SUMMARY:

The primary role of the Administrative Assistant is to provide administrative support to the Vice Presidents for Field and Program Activities. The Administrative Assistant independently performs a broad range of tasks aimed at providing information to and on behalf of the Vice Presidents. Further, the Administrative Assistant provides assistance in the overall management of the offices of the Vice Presidents for Field and Program Activities.

The Administrative Assistant reports to the Vice Presidents for Field and Program Activities and works in cooperation with other members of senior staff and regional directors.

For more information: http://members.aatseel.org/jobs/job.asp?job_id=201

Senior Program Officer

Dushanbe, Tajikistan

SUMMARY:

The Senior Program Officer is responsible for supporting all American Councils for International Education: ACTR/ACCELS programs in Tajikistan. The Senior Program Officer also assists the Country Director in maintaining organizational relations in the host country, managing internal operations, and providing supervision of American Councils programs in country. In this capacity, the Senior Program Officer position works closely with the Country Director and reports to the Regional Director for CAR and works with the

Washington-based VP for Field Operations and well as Washingtonbased program managers.

For more information: http://members.aatseel.org/jobs/job.asp?job_id=200

Recent Publications Continued

Continued from page 12

Feuer, K. B., & Miller, R. F. 2008. *Tolstoy and the Genesis of War and Peace*. Cornell University Press.

Hetenyi, Zs. *In a Maelstrom: A History of Russian-Jewish Prose, 1860-1940*. Central European University Press.

Katz, E. 2008. *Neither With Them Nor Without Them: The Russian Writer and the Jew in the Age of Realism*. Syracuse University Press.

McLean, H. 2008. *In Quest of Tolstoy*. Academic Studies Press.

Phelps, W. L. 2008. *Essays on Russian Novelists*. Slusser Press.

Rylkova, G. 2008. *The Archaeology of Anxiety: The Russian Silver Age and its Legacy*. University of Pittsburgh Press.

Military Science

Dunn, W. S. 2008. *Soviet Blitzkrieg: The Battle for White Russia, 1944* (Stackpole Military History Series). Stackpole.

Kobylyanskiy, I. 2008. *From Stalingrad to Pillau: A Red Army Artillery Officer Remembers the Great Patriotic War*. University Press of Kansas.

Page, C. 2008. *The Royal Navy and the Malta and Russian Convoys, 1941-1942*. Routledge.

Miscellaneous

Siegelbaum, L. 2008. *Cars for Comrades: The Life of the Soviet Automobile*. Cornell University Press.

USA International Business Publications. 2008. *Russian Medical Services and Recreational Services Directory 2008*. International Business Publications.

Walker, G., & Simmons, J. S. G. 2008. *University Theses in Russian, Soviet and East European Studies, 1907-2006: A Centennial Bibliography of Research in the British Isles*. Modern Humanities Research Association.

Pedagogy & Textbooks

Beyer, T. *Russian at a Glance*. Barrons Educational Series.

Political Science

Berlin, I. 2008. *Russian Thinkers*. Penguin.

Bittner, S. 2008. *The Many Lives of Khrushchev's Thaw: Experience and Memory in Moscow's Arbat*. Cornell University Press.

Borzecki, J. 2008. *The Soviet-Polish Peace of 1921 and the Creation of Interwar Europe*. Yale University Press.

Daniloff, N. 2008. *Of Spies and Spokesmen: My Life As a Cold War Correspondent*. University of Missouri Press.

Fitzpatrick, S. 2008. *The Russian Revolution*. Oxford University Press.

Galbreath, D., Lasas, A., Lamoreaux, A. 2008. *Continuity and Change in the Baltic Sea Region: Comparing Foreign Policies (On the Boundary of Two Worlds: Identity, Freedom, & Moral Imagination in the Baltics)*. Rodopi.

Kemp-Welch A. 2008. *Poland under Communism: A Cold War History*. Cambridge University Press.

Luthi, L. M. 2008. *The Sino-Soviet Split: Cold War in the Communist World*. Princeton University Press.

Mickiewicz. 2008. *Television, Power, and the Public in Russia*. Cambridge University Press.

Oates, S. 2008. *Television, Democracy and Elections in Russia*. Routledge.

Yafimava, K., Stern, J., & Umland, A. 2007. *Post-Soviet Russian-Belarusian Relationships: The Role of Gas Transit Pipeline*. Ibidem-Verlag.

PROFESSIONAL OPPORTUNITIES

Call For Papers

May 15, 2008

Cultures and Languages Across the Curriculum (CLAC)

Frankly Speaking: Challenges in Integrating Languages and Cultures into a Post-Secondary Curriculum

October 15-17, 2008

FedEx Global Education Center

University of North Carolina at Chapel Hill

<http://www.unc.edu/clac>

The Fall 2008 conference on Cultures and Languages Across the Curriculum (CLAC) provides an opportunity for faculty, graduate instructors, and administrators to share expertise in building and managing post-secondary CLAC programs. A special focus this year will be on the implications of the May 2007 MLA Foreign Language Report (<http://www.mla.org/flreport>) on CLAC initiatives nationwide.

Cultures And Languages Across The Curriculum (CLAC)

The CLAC movement intends to make global competence a reality for students and to create alliances among educators to share practices and methods for incorporating an international dimension in curricula, and, more generally, to achieve internationalization goals. General principles of CLAC include:

1. A focus on communication and content;
2. An emphasis on developing meaningful content-focused language use outside traditional language classes;
3. An approach to language use and cross-cultural skills as a means for the achievement of global intellectual synthesis, in which students learn to combine and interpret knowledge produced in other languages and in other cultures.

Within this large framework, CLAC can take many forms, depending on

specific content and curricular goals within a discipline.

PROPOSAL GUIDELINES

Proposals for 30-minute papers or 90-minute panels on any issue relating to CLAC are welcome, although the following topics are of particular interest:

- Institutional, professional, and practical obstacles to CLAC
- CLAC: in competition or collaboration with foreign language departments?
- Innovative interdepartmental or interinstitutional links
- CLAC models for less commonly taught languages or heritage languages
- Preparing graduate students and faculty to implement CLAC
- The role of Title VI Centers and other funding agencies
- CLAC evaluation and assessment
- Sample teaching materials: syllabi, classroom activities, lesson plans
- The use of technology in CLAC
- The implications of national foreign language standards on CLAC
- Languages for special purposes / professional use / service learning

To submit a proposal, please email an submission form (available on the web at <http://www.unc.edu/clac>) and a one-page abstract (max. 350 words) to clac2008@unc.edu by May 15, 2008.

Selected papers will be published on the CLAC conference website. Submission of a proposal constitutes agreement to online publication. This in no way limits the author's rights to publish the paper elsewhere.

For additional information, please visit the conference website at <http://www.unc.edu/clac>.

Conferences & Workshops

June 22 – July 2, 2008

Teacher Seminars

Second Language Methodologies for Teachers

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

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

For more information, please contact:

Concordia Language Villages

Teacher Seminars

901 Eighth Street South

Moorhead, Minnesota 56562

800.222.4750 Ext. 2002

218.299.4179

educators@cord.edu

Summer 2007 - Fall 2009

Master of Education in World Language Instruction Combine On-site With Online Learning

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

For more information, please contact:

Concordia Language Villages

Teacher Seminars

901 Eighth Street South

Moorhead, Minnesota 56562

800.222.4750 Ext. 2002

218.299.4179

educators@cord.edu

Grants & Fellowships

February 15 Annually

The Michael and Emily Lapinski Scholarship Endowment

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

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

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

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

August 15 Annually

Kluge Center Fellowships for Library of Congress

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

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

istic 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

AATSEEL 2008 MEMBERSHIP FORM

THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2008 DUES THROUGH THE WEB (www.aatseel.org) WITH MASTERCARD OR VISA.

TO JOIN, RENEW or CHANGE YOUR ADDRESS BY MAIL, fill in the information requested and return it with your check (payable to AATSEEL in US dollars) to: AATSEEL, c/o Patricia Zody, P.O. Box 569, Beloit, WI 53512-0569 USA. If you wish a receipt in addition to your canceled check, please enclose a self-addressed stamped envelope. AATSEEL also accepts payment by Visa or Mastercard.

(Please PRINT all information.)

First name _____ Last name _____

Mailing address: _____ Contact info (in case we have questions):
 _____ Phone: _____
 _____ Fax: _____
 _____ Email: _____

MEMBERSHIP 2008		
MEMBERSHIP CATEGORIES	CY 2008	Circle applicable rate(s) at left and enter amount(s) below:
Affiliate (Newsletter only)	\$30	
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Assistant Professors	\$55	
Associate Professors	\$65	
Full Professors	\$75	
Non-Academic Members	\$55	
Administrators	\$65	
Sustaining Members	\$200	
SUPPLEMENT for Joint Membership Name of Other Member: _____	Fee for Higher-Ranking Member +\$25	
SUPPLEMENT for Mail to address outside N. America	+\$25, all categories	
Benefactor/Life Member	\$1000	

PAYMENT METHOD (check one box; do not send cash):

Check (US funds; payable to "AATSEEL, Inc.")

(if check: check # _____, date _____, amt. \$ _____);

or

Credit Card: Visa; Mastercard

Name on Card: _____

Billing Address: _____

Account Number: || || || - || || || - || || || - || || ||

City/State/Zip: _____

Exp. Date (MM/YY): (____/____) Signature: _____

AATSEEL Newsletter Information

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

PUBLICITY AND ADVERTISING POLICY

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

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

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

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

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

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

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

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

Address Correction Requested