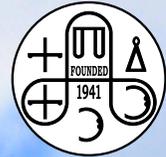


The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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Message from the AATSEEL President

Dear AATSEEL members,

As I write this, the Program Committee is shaping the panels, roundtables and special events for the annual conference, to be held in Chicago in December. Visit the AATSEEL web site at <http://www.aatseel.org> to pre-register for the conference on line, and if you haven't yet had a chance to explore the new web site take a look at it now. Many thanks to Stuart Green at Level9Digital, Dan Morris at Morris Development, the many association members who sent comments and suggestions, and especially the team who worked closely with AATSEEL Webmaster Marta Deyrup on the revision: William Comer, Caryl Emerson, Dianna Murphy, Cathy Nepomnyashchy, and Patricia Zody.

This year I would like to issue a special invitation to graduate students who will be in Chicago: the annual Job Interviewing Workshop will take place on December 27, the evening before the conference begins. We hope this will provide useful suggestions before interviews start up, and also give graduate students who are not yet applying,

as well as interested faculty and other scholars, a chance to gather information. The workshop will be followed by a reception for graduate students, a chance to get acquainted and compare interests and topics before the hectic panels and presentations begin.

Immediately following the Business Meeting, this year's Keynote Address will be delivered by Professor Nancy Condee of the University of Pittsburgh. The celebration of our member's scholarship and teaching will continue with the annual presentation of awards at the President's Reception.

Programming for the Chicago conference will take advantage of the city's rich Slavic and East European heritage – so keep an eye out for details, and make your travel plans now!

With best regards,



Sibelan E. S. Forrester

Letter from the Editor

Dear Readers, I would like to point out the need for a column editor to take over responsibility for the Technology & Language Learning column that has now been running nearly five years.

We owe Dr. Jeannette Owen a debt of gratitude for her hard work on this column. She has, however, now moved on to a new position and cannot continue with this column. According to reader feedback, this column is well liked by readers. I hope that some of you who enjoy the column will step forward to continue with it.

In addition, Professor Alla Nedashkivska is expecting a child and has taken this academic year off. If someone would step in as Ukrainian column editor-interim, it would help me considerably. In any event, I am willing to accept direct contributions in Dr. Nedashkivska's stead.

I would point out, as well, that Keith Blasing had no submissions for the member news column for this issue. Please share your successes with your colleagues by sending your news to Keith!

Finally, Carl, who typesets the AATSEEL Newsletter, and I are looking forward to seeing all of you in Chicago in December at the AATSEEL annual meeting. I wish you all a very successful 2007-2008 academic year!



Betty L. Leaver

See You At The AATSEEL 2007 ANNUAL CONFERENCE December 28-30, 2007 Hilton Chicago • Chicago, Illinois

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

Sibelan Forrester, AATSEEL President (2007-2008)

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

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

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

A profound interest in the human experience, specifically in universal human rights, is what has driven Jill Robinson to pursue a Ph.D in Community Research and Action at Vanderbilt University. A Texas native, Jill received her B.A. in a self-designed, interdisciplinary major in Russian Studies, Latin American Studies, and International Studies from Texas Tech University, and later went on to pursue a Master's in Community Psychology at Penn State. She has lived and worked in Moscow and Kiev, and has conducted research in Costa Rica, Moldova, and most recently, in the Guangxi Zhuang Autonomous Region of China. Between living abroad and attending graduate school, Jill worked for the Department of Human Services in Austin, Texas, where she worked daily with immigrants from all over the world. This, coupled with her experiences abroad and her undergraduate preparation, resulted in a desire to understand poverty, struggle, and conflict as they relate to fundamental human rights and needs. Her experience with and exposure to Russian culture has heavily informed her present academic interests.

Jill originally planned to major in International Studies at Texas Tech with the goal in mind of working for an international organization in the D.C. area. A study abroad program in Moscow changed her plans, however, when she fell in love with the city, the culture, and the Russian people. After graduating with a B.A., Jill moved to Moscow with enough money in her pocket to stay for one month. In that one month, she hoped to find a job and a place to live. She was able to procure employment teaching English for a private firm and at a polytechnical university, and rented

an apartment a few metro stops north of the city center. Teaching English eventually led Jill to receive an offer to teach in Kiev, Ukraine, where she moved after living in Moscow for just a little under a year. She says that the experience of moving to Russia humbled her a great deal, showing her how privileged we are in the United States. She says that naturally, we have our problems too, but that Americans who have dealt with the bureaucratic nightmares of living in Russia can appreciate the relative efficiency of things in the U.S.

Jill's experience of living in Russia in the late 1990s without corporate or academic sponsorship has proven to be impressive to prospective employers and graduate schools. She says that they are aware of the maturity and capability required for such an endeavor, and that often, based on her experiences abroad, they assume that she is able to work independently, efficiently, and without a great deal of supervision. Living in Russia and Ukraine also informed Jill's research in that it exposed her to various issues and topics faced by the region of which she was not previously aware. She points out that not everything can be learned from the classroom, that firsthand experience of living among those conditions that she researches is the most effective type of research. Ultimately, her interest in Russia has played what she calls a "door-opening role" in that it has enabled her to have the courage and confidence to conduct research anywhere in the world.

Similarly, Jill's knowledge of the Russian language has helped her a great deal both academically and personally. Jill's husband Denis is a native of Uzbekistan, and though as a couple they communicate mostly in English, Jill's Russian does prove to be useful from time to time, especially when visiting with her in-laws! In fact, her advice to undergraduates studying Russian is to work as hard as they can in their lan-

*Editor: Rachel Stauffer
(University of Virginia)*

guage classes. She has experienced the benefits of speaking a foreign language, especially Russian, and says that it undoubtedly makes one more competitive on the job market, and makes the experience of travel more adventurous, i.e., less touristy. Above all, though, Jill says that all students should study what interests them most because, as exhibited by her experience, studying a particular subject does not limit one's opportunities, and may in fact, open the door to something completely unexpected.

After completing her Ph.D, Jill plans to teach at the college level, but only if this type of employment permits her to continue traveling and researching abroad fairly frequently. Now that she has more experience, and a greater understanding of what she hopes to accomplish in her research, working for an international organization as she had anticipated doing originally is more of a possibility. Regardless of where she ends up permanently, Jill hopes to continue her work as a community scientist and psychologist, working with communities to involve local members in determining the future of their communities and in implementing positive change.

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.

AATSEEL

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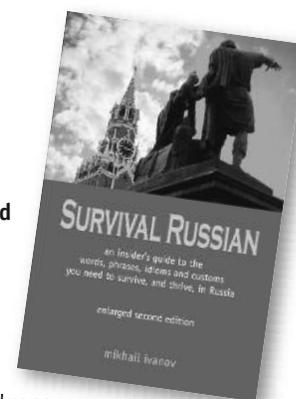
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Technology & Language Learning

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).

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

RECENT PUBLICATIONS

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

Anthropology

Schwartz, K. 2006. *Nature and national identity after communism: Globalizing the ethnoscope*. Pittsburgh, PA: University of Pittsburgh Press.

Art

Blakesley, R. P., & Reid, S. E. 2006. *Russian art and the West: A century of dialogue in painting, architecture,*

and the decorative arts. Northern Illinois University Press.

Jackson, D. 2006. *The Russian vision: The art of Ilya Repin*. BAI (Exhibitions International).

Culture

Dickinson, S. 2006. *Breaking ground: Travel and national culture in Russia from Peter I to the era of Pushkin*. Editions Rodopi.

Ioffe, G., Nefedova, T., & Zaslavsky, I. 2006. *The end of peasantry? The disintegration of rural Russia*. Pittsburgh, PA: University of Pittsburgh Press.

Health and Medicine

Transparency International. *Global Corruption Report 2006: Special Focus: Corruption and Health*. Pluto Press.

History

Gilbert, M. 2007. *The Routledge atlas of Russian history*. UK: Routledge.

Trotsky, L., & Shawki, A. 2007. *History of the Russian Revolution*. Haymarket Books. (Republished, with new foreword, for the 90th anniversary of the Russian Revolution)

Law

Burkov, A. 2007. *The impact of the European Convention on Human Rights on Russian law: Legislation and application in 1996-2006*. Germany: Ibidem Verlag.

Literature

Markov, V. 2006. *Russian futurism: A history*. New Academia Publishing. Pedagogy

O'Malley, L. D. 2006. *The dramatic works of Catherine the Great: Theatre and politics in eighteenth-century Russia*. Ashgate Publishing.

Rifkin, B., Kagan, O., & Yatsenko, A. 2006. *Advanced Russian through history*. New Haven, CT: Yale University Press.

Military Affairs

Barany, Z. 2007. *Democratic breakdown and the decline of the Russian military*. Princeton, NJ: Princeton University Press.

Political Science

Anders, A. 2006. *Revolution in orange: The origins of Ukraine's democratic breakthrough*. Washington, D.C.: Carnegie Endowment for International Peace.

Danilovich, A. 2006. *Russian-Belarusian integration: Playing games behind the Kremlin walls*. Ashgate.

Ledeneva, A. V. 2006. *How Russia really works: The informal practices that shaped post-Soviet politics and business*. Ithaca, NY: Cornell University Press.

Oates, S. 2006. *Television democracy elections*. UK: Routledge.

Politkovskaya, A. 2007. *Putin's Russia: Life in a failed democracy*. Owl Books.

Rozman, G., Togo, K., & Ferguson, J. 2006. *Russian strategic thought toward Asia*. Palgrave Macmillan.

Smyth, R. 2006. *Candidate strategy and electoral competition in the Russian federation*. Cambridge, UK: Cambridge University Press.

Yafimava, K. 2007. *Post-Soviet Russian-Belarusian relationships: The role of gas transit pipelines*. Germany: Ibidem Verlag

Yurchak, A. 2006. *Everything was forever until it was no more: The last Soviet generation*. Princeton, NJ: Princeton University Press.

Science & Technology

Harvey, B. 2007. *Russian planetary exploration: History, development, legacy, and prospects*. Springer.

Meet Me In Chicago!

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

Alina Israeli

(American University)

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

Q. What is the difference between в кругу and в кругу?

A. First we need to examine the so-called Prepositional-2 or Locative-2 which affects some masculine nouns ending in consonants and a few feminine nouns of declension III.

Many monosyllabic masculine nouns have both a regular prepositional case, Prepositional-1 ending in -e, as well as a second prepositional case, Prepositional-2, ending in stressed -y. The only non-monosyllabic masculine noun that has both cases — берег — acquired its second vowel due to a change known as полногласие that affected East Slavic languages, and is etymologically connected to the monosyllabic German noun Berg 'mountain'.

The nouns that have Prep-2 can be divided into three groups:

- a) those that have an obligatory grammatical distinction between Prep-1 with the preposition O and Prep-2 with the prepositions B and HA; replacing one by the other is ungrammatical:

о мосте — на мосту, о льде — на льду, о шкафе — в шкафу, о лбе — на лбу, о носе — на носу and many others.

- b) those that can take both endings with the prepositions B or HA; the distinction is stylistic, be it in register or metaphoric quality:

• в цехе, в отпуске, в доме, в тереме vs. substandard в цеху, в отпуску, в дому, в терему;

• на смотре and на смотре — the former is a showcase of results, and the latter is a military review;

• на крюке vs. на крюку — the latter is technical or metaphoric ('on the hook');

• в хлеве vs. (грязно, как) в хлеву — the latter is metaphoric 'like a pig sty'.

- c) those that can have both endings with the prepositions B and/or HA; the distinction is semantic:

• на банковском счете — in a bank account, в счете — in calculations, in the bill

vs. на его счету — on his record, быть на хорошем счету — be in somebody's good graces

• в круге — in a mathematical circle, in a physical circle, as in The Inferno's circles, hence «В круге первом» vs. в кругу друзей — in a circle of friends, в кругу семьи — in a family circle

• в цвете — in color vs. в цвету — in bloom

• в соке — in juice vs. в соку — at its peak, at the height of one's ripening, в собственном соку — in its own juice

• в лесе — in wood vs. в лесу — in the woods

Additionally, speaking of substances, Prep-1 means 'in a substance' while Prep-2 means 'in a location covered with the substance' or '(to be) covered with the substance:

• в снеге — in snow (концентрация частиц в снеге — concentration of particles in snow) vs. в снегу — covered with snow, стоять по колено в снегу — to stand in knee-high snow

• в пухе — in down (они знали толк в пухе — they knew their down, муха в пухе — a fly in down) vs. в пуху — covered with down, fluff (город в пуху — the city covered in fuzz)

When a substance is a foundation of some product or the main added ingredient for cooking, Prep-2 is used:

• на жиру — on lard, with a fat base

В глубокой сковородке или специальной кастрюле на жиру обжарим лук, ... (www.radio.cz/ru/statja/58880) — In a deep frying pan or special pot we will fry onion in lard ...

Рисунок выполнен чёрной минеральной краской, разведённой на жиру. (www.dazzle.ru/spec/bboloto.shtml) — The drawing is made with a black mineral dye dissolved in fat.

• на меду — on honey, honey base

Варенье на меду имеет более нежный вкус и аромат. (www.treeland.ru/article/eko/food/bluda_na_medu.htm) — Honey base preserve has a more tender taste and aroma.

• на шелку — on silk

В средневековом Синьцзяне существовала также живопись на шелку, холсте, бумаге, в том числе и книжная миниатюра. (artyx.ru/books/item/f00/s00/z00000004/st032.shtml) — In medieval Xinxiang there was also painting on silk, canvas, and paper, including book miniatures.

A complete list of nouns that have Prep-2 would be much longer. Some nouns that did not have Prep-2 in the 19th century now do as a standard grammatical form, for example в аду, на балу.

Он жил в аде - он был на Олимпе... (К. Батюшков)

Она оставалась позже всех на бале и в четвертом часу ночи протанцевала польку-мазурку с Ситниковым на парижский манер. (Тургенев. Отцы и дети)

The feminine declension III nouns in Prep-2 look the same as in Prep-1; the difference is that in Prep-2 the stress is on the ending –и. Thus we can speak of Prep-2 only for stem-stressed nouns, not for those that have end-stressed –и in Genitive/Dative/ Prepositional, for example *глушь*.

- о пыли, в пыли — in the dust vs. в пыли — in dust, i.e. covered with dust

The stress is best observed in the following poems (the authors marked the stress in the first two):

Дверь в прошлое захлопнется, скрипя.

Потухнет под дождем и сгинет в пы'ли. (Е. Кудаква.
<http://www.snezhny.com/texts.php?id=10716>)

Мы были...

Конечно, мы были...

Сорвавшиеся с поводков.

Как жадно... В дорожной пы'ли

Не видно уже следов. (<http://www.stihi.ru/poems/2003/03/14-88.html>)

Весь мир в пыли ... Всё надоело. (И. Жихарев. <http://lib.userline.ru/6472>)

Other examples of Prep-2 for declension III are: в тени, в ночи, в тиши, в сети, в грязи, в крови, в груди, в степи,

на мели, на печи, на оси, на цепи, на кости, and a few others.

Q. I was taught to say *Каким видом спорта ты занимаешься?* but a native speaker on campus says *Каким спортом ты занимаешься?* Is one preferable to the other? And if the second one is okay, would one respond *Я занимаюсь разным спортом* — as opposed to *Я занимаюсь разными видами спорта*.

A. *Каким видом спорта ты занимаешься?* is definitely preferable, particularly in the answer you suggested. However, both can be heard, especially in questions, and both can be found on the web even in such respectable publications as “Аргументы и факты”:

Скажи, каким спортом ты занимаешься, и я скажу, кто ты. (www.aif.ru/online/ss/180/sis01_01)

It is possible that English is exhibiting its influence on the morphology of Russian, making the word *спорт* less abstract.

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Czech Corner

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

IATC Meeting in Chicago

At the AATSEEL annual meeting in Chicago, IATC (International Association of Teachers of Czech) will hold its business meeting, which will be followed by "An Evening of Czech Music" hosted by Jeff Holdeman--guitar and vocals. December 29th, 7-9 p.m. The room has not yet been determined. This will be something along the line of the Russian poetry readings held every year ... but different. Refreshments may or not be served depending on whether or not we can persuade the hotel kitchen to make kolaches. Craig Cravens, co-president, IATC.

Do not forget about the Czech Literature and Culture panel at the AATSEEL Conference in Chicago.

Important Papers on Structuralism in Toronto

On October 11-13 the University of Toronto held a conference in honor of Professor Dolezel, entitled *Structuralism(s) Today, The Legacy of Prague, Paris, Tartu and Beyond. Reassessing the Legacy of Structuralism*. The program over the three days had papers dealing with the legacy of structuralism, the structuralism today, poetics and esthetics, literary history, and semiotics of cinema and theater, among others. Watch for the conference proceedings. For further information, write to Veronika Ambros: veronika.ambros@utoronto.ca

100 Years of Czech Language Program in Nebraska

The University of Nebraska at Lincoln is celebrating the 100th year of the Czech Program. The program

was preceded by the founding of the Komensky Clubs Association that contained 27 Komensky Clubs in the United States in 1919. To celebrate with the University of Nebraska at Lincoln came representatives from the Czech Government Dr. Zdenek Lycka, from the Ministry of Foreign Affairs and the Honorable Marek Skolil, Consul General from the Chicago Consulate of the Czech Republic. The Governor of Nebraska Dave Heineman declared a week of Czech Language Program in the State of Nebraska.

The inclusion of the Czech Studies Program into the University of Nebraska at Lincoln instruction constituted a culmination of the hopes of the Czech settlers for their children to learn the literary language and to study Czech literature and culture in a university setting. The program produced a number of famous social, literary and political personalities, such as Dr. Olga Stastny, Fr. J. Pipal (later professor at Purdue), the politician Roman Hruska, and many others. Several generations of teachers in Nebraska high schools came from this university program. These teachers then became involved in the organization of Czech cultural life of the state.

When the existence of the Czech program was accepted by chancellor Andrews in exchange for a mille passed by the Nebraska legislature on March 24th, 2007, it was hailed as a victory by the Czech communities in Nebraska.

The aim of the program, as expressed by professors and students in the program were rather telling.

- Teaching the literary form Czech language.

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

- Teaching about the higher Czech culture.
- Teaching about Czech literature.
- Spreading culture to the wider masses of Czech Americans, including the farming communities of the Midwest.
- Keeping the ties between the Czech Lands and the Czech communities in the USA alive and intellectually fertile, through the sharing of intellectual and literary works produced on both continents.
- Introducing the works of contemporary literature published in the Czech Lands and translating it into English.
- Organizing of public readings of works of Czech authors.
- Organization of performances of Czech artistic works for general (English speaking) public.

These goals were more than fulfilled over the past 100 years.

The goals for the program in the future can be summarized in the following points.

- Teaching the Czech language.
- Teaching about the intellectual achievements of Czechs.
- Educating students who will continue the creation of culture of the Czech Americans and who will represent the Czech ethnic communities.
- Building ties between the Czech Lands and the Czech communities in the USA.
- Introducing the works of contemporary literature published in the Czech Lands and educating its future translators.
- Organizing public performances of Czech artistic works for the general (English speaking) public.

The initial goals were more than fulfilled over the past 100 years. We are looking forward to the continuation of the program.

We would like to thank everybody who congratulated us and who took part in the events that celebrated this important anniversary.

Mila Saskova-Pierce, associate-professor of Russian and Czech

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

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

New Series in Belarusian Studies

The Center for Belarusian Studies at Southwestern College (Winfield, Kansas; <http://www.sckans.edu/belarus/>) is pleased to announce the creation of a new scholarly monograph series, Belarusian Studies, to be published by Southwestern College Press (<http://www.sckans.edu/scpress>). Volumes in the series will cover a wide range of topics of interest to students of Belarus, including history, politics, society, economics, language, literature and cultural studies. The languages of publication

are English, Belarusian and Russian. Queries about the series may be addressed to:

The Center for Belarusian Studies
Southwestern College 100 College Street
Winfield, KS 67156 Belarus@sckans.edu

Please note that the Center does not accept unsolicited manuscripts, but instead prefers that initial contact about proposed projects be made by sending a short synopsis and the author's resume to the above address or via e-mail. Invitations to submit full manuscripts for evaluation will be issued after review of the synopsis.

NOTES FROM AATSEEL COUNTERPARTS

Canadian Association of Slavists

The 2008 Congress of the CAS will be held May 31 through June 8, 2008 at the University of British Columbia. The theme of the congress will be "Thinking Beyond Borders, Global Ideas: Global Values". The CAS website currently lists a Call for Papers with a deadline of April 30.

BASEES Annual Conference

BASEES, the British Association of Slavic and Eastern European Studies will hold its Annual Conference from March 29 through 31, 2008 at Fitzwilliam College, Cambridge, UK.

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 copysubmitted 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.

Graduate Student Forum

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

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

Q: "I've been offered a tenure-track position at a little-known university and a prestigious fellowship, albeit for a postdoc, at a major research university. I am leaning towards the permanent position, because my partner (who is not in academia) and I could settle down after the stress and uncertainty of the job market, and I can get on with my research without the distractions of applying for jobs next year. The pay and duties at both places are similar. Do you think there is value to this approach, in the long run?"

I sense from the phrasing of your question how tired you are of hassling with the job market and how eager you and your partner are for a "normal" life. But before you choose what seems like the sure thing, I'd urge you to consider the longterm specifics of both situations. I'd focus first on Option A, the tenure-track position: Its advantages should substantially outweigh the disadvantages of Option B, the post-doc, because it may be the place you spend your entire professional life. Does Option A put you in an institution and a department where you will be happy working for at least the next six to seven years? Will your teaching load and built-in leaves give you enough concentrated time to produce an adequate tenure file? Regardless of its external prestige, do you think Option A will provide you with a stimulating and/or supportive environment in which to think and write? Do assistant professors in this department typically win external fellowships for their book research? Do you have a positive sense of the colleagues and students there?

Will you be able to teach the kinds of courses that interest you and occasionally feed your research?

What is more difficult to assess is how you and your partner will settle in Option A's larger community – what jobs are available to your partner, what amenities the town/city offers you and your potential family, where you can make a home. Would you both be content living and working here for the foreseeable future? Assistant professors have greater job mobility than professors at any other rank, so your accepting this job doesn't necessarily mean that you'll be here forever. But I'd strongly recommend that you take this position only if you both feel you can commit to living here for the years it will take you to write your first book. It's time now to gather as much local knowledge as possible about Option A as workplace and living environment – through visits, contacts, print sources, the internet, etc.

Option B, as you've indicated, can be a mixed blessing; you will be spending part of a post-doc year of support refurbishing your dossier and hunting for jobs. I'd urge you to consider two big questions. First, do you think the conditions of this post-doc – e.g., a minimal to no teaching load, access to this major research university's libraries, engagement with a local community of junior/senior scholars – will accelerate and enhance your research? In the best of all possible worlds, a post-doc will enable you to get a book well underway and help guarantee your progress to tenure. But you have to be ready to capitalize on what this post-doc offers.

*Editor: Olga Livshin
Northwestern University*

Often new Ph.D.'s long for a change from research and writing, and intensive teaching seems preferable. Second, do you see any possibility of an entry level tenure-track job materializing in this major research university, one that you, the young scholar on the spot and on display, would be in an excellent position to pursue? Even if Option B doesn't channel you into a readymade job, it may expand your intellectual horizons and professional contacts in ways that will be important for your career over time. Accepting it means gambling on its potential and exploiting its considerable short-term benefits. Only you can estimate how you would fare in the conditions of Option B; nonetheless, I'd recommend that you contact previous recipients of this post-doc to find out how well it served them.

You've an enviable, if difficult, choice before you, and it's to your credit as a scholar and a self-presenter that you've landed two such plummy options. I've had to answer your question in general terms, so I hope you're consulting like mad with others who know the specific pros and cons of each institution. Best of luck with your decision!

Beth Holmgren, Duke University

AATSEEL Conference

December 28-30

Chicago, Illinois

www.aatseel.org

PSYCHOLOGY OF LANGUAGE LEARNING

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

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

Is There (Always) Integrative Motivation In The Foreign Language Classroom?

Larisa Nikitina

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Abstract

Motivation has been recognized by both psychologists and educators as one of the key elements for a successful learning outcome. In the area of Second Language Acquisition (SLA) motivation is viewed as a dyadic unity of integrative and instrumental motivation. The current inquiry aims to explore whether integrative motivation is ubiquitous in the foreign language classroom.

In research on motivation in Second Language Acquisition (SLA), it is customary to view the construct as a dyadic unity of integrative and instrumental motivation (Gardner & Lambert, 1972). The former includes learners' positive attitudes towards the culture and native speakers of the target language and is considered a highly desirable element for a successful learning. McIntyre (2002, p.48) distinguished the integrative motive in language learners' agendas which could be divided into integrativeness and motivation whereby "integrativeness ... begins with the cultural beliefs present in the socio-cultural milieu". But what happens when students learn a language of a country that is distant both geographically and culturally? Can integrative motivation or integrativeness be detected?

An inquiry was carried out among 74 university students learning the Russian language at Universiti Malaysia Sabah (UMS) with the aims to (1) assess the learners' cultural beliefs about Russia, which could indicate a presence or absence of integrative motivation, and (2) to determine the source of the students' motivation. Two separate surveys were done. The first survey took place in June 2005 in the beginning of the students' very first Russian language class. The students were asked to write (on anonymous basis) what images the words "Russia" or "Russian" conjure in their minds. The second survey involved the same cohort of students and took place in March 2006 in the end of the academic year. The students answered the questions "What motivates you to learn Russian?" and "What encourages you to learn Russian?". Context analysis was carried out to analyze the results of the surveys.

Among 193 answers that the first survey yielded the majority (total 54, or 28%) pertained to the learners' attitude towards Russian culture ("Russia has unique culture", "I know Russian culture by watching the TV"), language ("it's a new language for me", "unique spelling which looks like Greek") and the people ("they are white people", "they are good looking"). Many mentioned Russian sportsmen (eg., "Sharapova", "Safine"). One student divulged "it is the first time that I see a Russian" (meaning the instructor). Despite a fact that for most part the answers were either neutral or positive, only few responses could be viewed in the context of integrative motivation ("I would be proud to communicate with Russian people", "Maybe, some day I can communicate with the saints there").

The next clusters of answers were

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

on Russian geography, history, politics, education and technology. Only a very general knowledge of Russia was in evidence. Some perceptions were erroneous (eg., "Russia consists of Ukraine, Romania and Crimea"). Some responses could be construed as positive (eg., "(Russia is) one of the biggest powers in the world", "great country") while others tended to be rather negative (eg., "(Russia) has ethnic problems", "people live in poverty"). Most typical answers were of a general nature (eg., "Russia is a cold country", "Russia is a country next to China", "Russia was a communist country before", "Russia has many medical schools", "aerospace technology"). Only two responses could be classified as indicating the presence of integrative motivation, i.e., "I think it's a nice country", "I want to go to Russia". Next, nine responses (or 5%) stated a lack of any knowledge of Russia (eg., "I don't know anything that's why I am here").

Overall, the analysis of the students' responses in the first survey indicated that integrative motivation was not on their learning agendas, and only some answers could be construed as having integrative inclinations towards the target language culture.

The second survey that assessed the source of motivation contained 198 answers. Forty nine answers (or 25%) showed that the students were motivated to learn the Russian language to widen their general or linguistic knowledge (eg., "to learn new things", "I want to learn a new language").

The most important result of the second survey is that 33 answers (or 17%) on the source of motivation could be described as "Russia-inspired". The most common were the statements "I wish to know more about Russian culture", "I want to know about Russia", "Russia has its own beautiful language". Another interesting discovery was that although friends and family

Continued on page 13

AWARDS

2007 Rossica Translation Prize

The judges of the 2007 Rossica Translation Prize - Elaine Feinstein, Prof. Catriona Kelly, and Prof. Peter France - have awarded the prize as follows:

Winner

Joanne Turnbull for her translation of *7 Stories* by Sigizmund Krzhizhansky (Moscow: Glas/New Russian Writing, 2006) which brings to the English reader such convincing translations of the wonderfully bizarre fables by the only recently rediscovered Soviet writer of the 1920s.

Special Commendation

Robert Chandler for his translation of *The Railway* by Hamid Ismailov (London: Harvill Secker, 2006) in recognition both of the merits of this particular rendition, and of the excellent work that he has done over the years in bringing Russian literature to the English reader.

Shortlisted

Hugh Aplin for his translation of *The Death of Ivan Ilyich* by Leo Tolstoy (London: Hesperus Press, 2005)

Anthony Briggs for his translation of *War and Peace* by Leo Tolstoy (London: Penguin Books, 2005)

Anne O. Fisher for her translation of *Ilf and Petrov's American road trip: The 1935 travelogue of two Soviet writers* by Ilya Ilf and Evgeny Petrov (New York: Princeton Architectural Press & Cabinet Books, 2006)

Arch Tait for his translation of *Sonechka: a novella and stories* by Ludmila Ulitskaya (New York: Schocken Books 2005)

CAS Annual Essay Contest

The Canadian Association of Slavists Annual Essay Contest for best Graduate and Undergraduate Essays for 2006 have been awarded to Auri Berg and Talia Zajac.

The graduate prize goes to Auri Berg of the University of Toronto for an essay entitled "From Town to City: Urbanization and Social Integration in late 19th Century Nizhnii Novgorod." The essay was nominated by Prof. Robert Johnson.

The undergraduate prize goes to Talia Zajac of the University of Toronto for an essay entitled "Silk and Crosses: Contextualizing the Rus' Conversion of 988 in Byzantine and Rus' Sources." The essay was nominated by Prof. Nicholas Everett.

The winners in the competition will receive a one-year paid membership in the Canadian Association of Slavists, and a \$250 reimbursement to help cover the expenses of participating in the annual conference of the Canadian Association of Slavists (to be held at the University of British Columbia in Vancouver in 2008). Additionally, the winning submissions will be considered for publication in *Canadian Slavonic Papers*.

BASEES George Blazyca Prize

BASEES announces the first recipient of the George Blazyca Prize in East European Studies is Frances Millard of the University of Essex for *Elections, Parties, and Representation in Post-Communist Europe* (Palgrave, 2004)

To be eligible to win this award, the author must be a member of BASEES. See this website for further information: <http://www.basees.org.uk/blazycaprize.html>

Psychology Continued

Continued from page 12

came as the third most important source of motivation (25 answers, or 13%) almost half of responses revealed that the *Malaysian* friends who studied medicine in Russia inspired the learners to succeed in their language studies (eg., "I want to be able to communicate with friends who study in Russia when they come back", "communicate with my friend who studies in Russia through SMS"). Thus, the learners did have a desire to be affiliated with the speakers of Russian. However, the speakers in question were their compatriots! This could reflect a fact that the students have had very limited or almost non-existent opportunities to communicate with the native speakers of Russian.

"Classroom context" cluster contained 19 answers (or 10%) and re-

flected the students' attitude towards the classroom proceedings (eg., "interesting class activities", "I want to know more to participate in the classroom activities"). "Perceived usefulness" (17 responses, or 8%) and "graduation requirement" (15 responses, or 7%) were also important sources of motivation.

Comparing results of the two surveys, it is evident that the "integrative drive", of which only very scant traces had been detected in the beginning of the language program, had intensified by the end of the academic year. This may be partially due to the inclusion of socio-cultural element in the course curriculum. A need for a greater exposure to Russian culture during the course was obvious after the results of the first survey were analyzed. Thus, a good amount of appropriate for the students' level authentic materials had been introduced in the class. Also, the

students were encouraged to "discover Russia" for themselves and share their knowledge with the classmates through presentations. To conclude, pedagogical intervention can be considered an effective mean to alter learners' motivational patterns.

References

- Gardner, R.C. & Lambert, W.E. (1972). *Attitudes and Motivation in Second-Language Learning*. Rowley, MA: Newbury House.
- McIntyre, P.D. (2002). Motivation, Anxiety and Emotion in Second Language Acquisition. In Peter Robinson (ed.), *Individual Differences and Instructed Language Learning* (pp. 45-68). Amsterdam/Philadelphia: John Benjamins Publishing Company.

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.

Position in 19th century Russian prose UCLA

Assistant/Associate Professor of 19th Century Russian Prose The UCLA Department of Slavic Languages and Literatures has renewed its search for candidates to fill a professorship in Russian literature, broadening it to include appointment at either the junior (Asst. Professor) or mid-rank (Assoc. Professor) level, effective September 2008. We are seeking candidates with expertise in the area of nineteenth-century Russian prose, in particular the works of the major authors of the Realist period. Strengths in cultural studies, literary theory or the intersections of literature and history, sociology, political science, philosophy or gender studies are desirable, as is familiarity with a second Slavic language and literature, preferably in the South Slavic area. Successful candidates will be able to demonstrate a strong research profile and superior pedagogical skills. Native or near native proficiency in English and Russian as well as PhD in hand by the time of appointment are required.

Applications should include a cover letter outlining academic profile and research interests, curriculum vitae, three letters of recommendation and a writing sample. The deadline for submission is November 30, 2007. Preliminary interviews will be conducted at the annual AATSEEL convention in Chicago, IL. Dec. 27-30, 2007. UCLA is an Equal Opportunity/Affirmative Action Employer, and the Department has a strong commitment to the achievement of excellence and diversity among its

faculty and staff. Send applications to: The Search Committee, Dept. of Slavic Languages and Literatures, University of California, Los Angeles, 322 Humanities Building, Box 951502, Los Angeles, CA 90095-1502.

Tenure Track in 20th century literature

Rutgers

The Department of Germanic, Russian and East European Languages and Literatures seeks to appoint an Assistant Professor of Russian (tenure-track) with a specialization in 19th or 20th century literature; interdisciplinary or comparative approaches welcome. The position is to start in Fall 2008 but is subject to budgetary approval. The successful applicant should have excellent scholarship and a strong commitment to teaching and university service. The position offers broad opportunities for teaching at all levels in the undergraduate program in Russian and possible teaching in the Ph.D. program in Comparative Literature. We expect Ph.D. in hand by September 1, 2008 and native or near-native fluency in Russian and English. Applicants should submit cover letter, statement of scholarly trajectory, curriculum vitae, writing sample, and three letters of reference to Professor Martha Helfer, Chair, Search Committee, Department of Germanic, Russian and East European Languages and Literatures, 172 College Avenue, New Brunswick, NJ 08901. Priority will be given to complete applications on file by 5 November. Selected candidates will be interviewed at the AATSEEL meeting in Chicago. Rutgers University

is an equal opportunity/affirmative action employer.

Tenure track in translation studies

University of Iowa

The Department of Cinema and Comparative Literature at the University of Iowa seeks to fill a tenure-track assistant professorship in translation studies. The successful applicant will be expected to teach and take a leading role in Iowa's M.F.A. Program in Literary Translation. Translation M.F.A. students and faculty work regularly with colleagues in the Writers' Workshop, the International Writing Program, and the M.F.A. programs in non-fiction and playwriting, as well as in foreign languages, English, and comparative literature to create a vibrant cross-disciplinary environment for literary translation.

The successful applicant will be a translator, scholar, or creative writer with an advanced terminal degree and a proven record of accomplishment. Please submit three letters of recommendation, a CV, two writing samples, and a cover letter to: Translation Studies Search Committee, Department of Cinema and Comparative Literature, E210 AJB, Iowa City IA 52242-2004. All materials must be sent in hard copy. Electronic submissions will not be considered. Review of applications will begin on 10 October 2007, and preliminary interviews will be held at ALTA in Dallas.

The Department of Cinema and Comparative Literature and the College of Liberal Arts and Sciences are strongly committed to gender and ethnic diversity; the strategic plans of the University, College, and Department reflect this commitment. Women and members of underrepresented minorities are especially encouraged to apply. The University of Iowa is an affirmative action/equal opportunity employer.

Tenure track in Slavic Cultural Studies

Ohio State University

The Department of Slavic and East European Languages and Literatures at

The Ohio State University invites applications for a full-time, tenure-track position in Slavic Cultural Studies, at the rank of assistant professor, beginning Autumn 2008. We are seeking a candidate with a demonstrated commitment to interdisciplinary research and teaching, specializing in areas such as popular culture/folklore, religious studies, media studies, ethnicity/diversity/identity studies, or globalization/transnational studies. Preference will be given to candidates whose work focuses on both Russian and an East Central European culture. Candidates should have Ph.D. in hand or have their defense scheduled prior to Autumn 2008.

The Department has robust B.A., M.A., and Ph.D. programs and is dedicated to excellence in both research and teaching. Thus, in addition to a strong research profile, the preferred candidate should be a versatile, dedicated teacher with experience in a North American college or university, with a clear commitment to fostering student research and to teaching on both the graduate and the undergraduate levels.

Please send a letter of application, curriculum vitae, writing sample, and three letters of recommendation by November 5, 2007 to the following address:

Professor Yana Hashamova, Chair,
Slavic Cultural Studies Search Committee

1775 College Road
Columbus, OH 43210-1340

For email inquiries, please write to hashamova.1@osu.edu.

Review of applications will begin on November 6 and continue until the position is filled. Candidates must be available for interviews at the December meeting of the American Association of Teachers of Slavic and East European Languages.

The Ohio State University is an Equal Opportunity/Affirmative Action Employer. Women, minorities, Vietnam-era veterans, disabled veterans, and individuals with disabilities are encouraged to apply.

Tenure track in modern Czech and Slovak

UNC Chapel Hill

The Department of Slavic Languages and Literatures at the University of North Carolina-Chapel Hill (<http://www.unc.edu/depts/slavdept/>) invites applications for an open rank professorship (tenure-track assistant professor or associate/full professor with tenure) of modern Czech and Slovak literatures and cultures, effective July 1, 2008. Area of specialization is open, although preference will be given to candidates with additional expertise and demonstrated interest in Russian literature. The successful candidate must have a Ph.D. by time of appointment and will show significant achievement or promise consistent with rank in research and publication in area of specialization. Strong commitment to excellence in teaching a broad range of undergraduate and graduate courses in Slavic literatures, languages, and cultures a must. Native or near-native fluency in Czech-Slovak and English is required. Send letter of application, a cv, a short sample of scholarly writing (30 pages maximum), and four confidential letters of recommendation to Professor Christopher Putney, Chair, Department of Slavic Languages and Literatures, CB #3165, 425 Dey Hall, University of North Carolina-Chapel Hill, NC 27599-3165. Electronic submission of all or part of application is strongly encouraged (to crputney@email.unc.edu) but please follow up with hard copies of materials via regular mail. Applications must be received no later than October 19, 2007. Interviews will be conducted at the November National Meeting of AAASS in New Orleans. The University of North Carolina is an Equal Opportunity Employer.

Project Manager, Biodiversity Program

Portland, OR

Project Manager, Kamchatka Salmon Biodiversity Program (KSBP) Portland, OR

The Organization

The mission of the Wild Salmon Center is to identify, understand and protect the best wild salmon ecosystems of the Pacific Rim. We devise and implement practical strategies, based on the best science, to protect forever these extraordinary places and their biodiversity.

The Wild Salmon Center is a \$6M multi-national organization with a staff of 34. The Organization has operations in the Russian Far East, Kamchatka, the Olympic Peninsula, and on the Oregon North Coast, and on the John Day and Umpqua Rivers. The home office is located in Portland, Oregon in the Jean Vollum Natural Capital Center with satellite offices in Port Angeles, WA; and in Petropavlovsk, Kamchatka, and Yuzhno-Sakhalinsk, Russia.

The Position.

Reporting to the Western Pacific Programs Director, the Project Manager is responsible for providing general project management and leadership for Wild Salmon Center initiatives on Kamchatka. This includes development and oversight of annual budget and workplan, participation in strategy development, helping to manage project staff and serving as a lead contact for US and Russian partners.

The ideal candidate will have demonstrated project management skills and a strong understanding of Russian culture and the intricacies of working in the Russian Federation. S/he will also have the ability to handle multiple tasks simultaneously, and to have strong project management skills.

Responsibilities

- * Together with Western Pacific Programs Director, development and implement conservation strategies and annual workplan
- * Prepare and oversee annual budget
- * Maintain correspondence with US and Russian colleagues, partners and grant recipients
- * Participate in grant writing and fundraising activities
- * Prepare program updates for WSC Management and Board of Directors

* Provide logistical planning, management and coordination of outside events such as local meetings, inter-organizational strategy sessions and regional workshops

* Represent WSC at events in Russia and the United States.

Key Qualifications

* Demonstrated success in project management, including budget oversight

* Bachelors degree in relevant field; Graduate degree preferred

* Ability to develop strong and constructive relationships with regional NGOs, government agencies, scientists, and community and political leaders

* Strong written and verbal communications skills

* Strong Russian language skills, both written and verbal

* Creativity and problem solving ability

* Computer skills (Internet, e-mail, word processing, spreadsheets and database)

* Degree and/or relevant experience in conservation biology preferred but not required

* Personal commitment to environmental and social justice

* Ability to work in a team

* Experience working cross-culturally

* Sense of humor is essential!

Travel

The position is based in Portland, Oregon and may require travel in the US and to the Russian Federation. Frequent travel is required, including approximately 4 trips to Kamchatka annually.

Compensation

The Wild Salmon Center offers a highly competitive salary package commensurate to the candidate's experience, including an excellent benefits package (vacation, 401(k) / 403(b) match, medical and dental plan, life insurance, flexible spending account and disability coverage).

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.

To Apply

Send cover letter and resume to info@wildsalmoncenter.org with KSBP Project Manager in the subject line.

Lectureship in Russian

Vassar College

The Department of Russian Studies at Vassar College invites applications for a renewable lectureship in Russian language instruction, to begin in August 2008. Vassar College is an Affirmative Action/Equal Opportunity Employer and is strongly and actively committed to diversity within its community. Native or near-native competence in Russian and English required, a record of excellence in language teaching a must, together with a familiarity with the appropriate technology. Ph.D. preferred, formal study of FL pedagogy particularly welcome. Responsibility includes the coordination of the Russian language program at Vassar, regular instruction at the beginning and intermediate levels, and full participation in the life and mission of a vibrant undergraduate department. Applicants should submit (all in hard copy) a letter of application, a CV, and three letters of reference not later than November 15, 2007, to Prof. Alexis Klimoff, Chair, Department of Russian Studies, Box 385, Vassar College, 124 Raymond Avenue, Poughkeepsie, NY 12604-0385. Candidates selected for interviews during the Chicago AATSEEL conference will be notified on or about December 15.

Assistant Professor, Russian

Baylor University

Assistant Professor of Russian. Tenure-track. Fall, 2008. Area of specialization open. Ability to teach all levels of language, literature and civilization courses. Required: Ph.D., native or near-native proficiency in Russian and English, proven excellence in undergraduate teaching, and demonstrable commitment to research and publication. Study abroad or research experience in Russia desired. Applications will be reviewed beginning October 1, 2007 and will be accepted until the position is filled. To ensure full consideration, please send letter, CV, and complete dossier with

references by November 19, 2007 to Dr. Andrew Wisely, One Bear Place #97390, Baylor University, Waco, TX 76798-7391. Preliminary interviews at MLA. Baylor is a Baptist University affiliated with the Baptist General Convention of Texas. As an Affirmative Action/Equal Opportunity Employer, Baylor encourages minorities, women, veterans and persons with disabilities to apply.

Assistant Professor, Yiddish studies

University of Kansas

Yiddish Studies, Assistant Professor, tenure-track. Required: Ph.D. or terminal degree in Yiddish or Jewish Studies, Comparative Literature, or any pertinent discipline in humanities or social sciences expected by August 18, 2008. Required: potential for scholarship; knowledge of current methods and approaches to field of specialization; ability to teach undergraduate and graduate courses in Yiddish language and culture, including Jewish Secular Culture. Preferred: experience teaching; publications; evidence of interdisciplinary teaching and scholarship. Send application letter, CV, statements of teaching and research interests, summary of teaching evaluations (if available), and three letters of recommendation to: Prof. Marc L. Greenberg, Chair, Yiddish Search Committee, Department of Slavic Languages & Literatures, 1445 Jayhawk Blvd., Rm. 2133, University of Kansas, Lawrence, KS 66045-7590, USA. Email: mlg@ku.edu. Priority deadline December 14, 2007; applications accepted until position is filled. See position description www.clas.ku.edu and click "Employment." EO/AA Employer.

Half-Time position

Harvard College Library

Librarian for the Davis Center Collection Harvard College Library
Social Sciences Program
Fung Library
Cambridge, MA

Duties and Responsibilities:

* Provides research and instructional support and collection develop-

ment for the Davis Center for Russian and Eurasian Studies.

* Works closely with the Slavic Division of Widener Library and the Department of Slavic Languages and Literatures to provide complementary and joint support for collections and outreach.

* Provides research consultations for Davis Center affiliates.

* Provides informational assistance to patrons.

* Conducts instructional sessions, seminars, and workshops in the use of library materials and new technologies.

* Develops instructional materials; policies and procedures to evaluate, acquire, discard, process, organize, maintain, and circulate or loan information resources.

* Performs evaluation studies to ensure that information resources are responsive to patron needs and organizational goals.

* Assists with processing and providing access to Soviet archival collections.

* Works with the Library Assistant for the Davis Center Collection and the Technical Services Librarian of the Social Sciences Program in Cataloging Support Services in HCL Technical Services to assure timely and accurate processing of Davis Center Collections.

Basic Requirement: BA required. Knowledge of Slavic history and culture required. Knowledge of library research and procedures required. Russian language skills required. Familiarity with online library information systems and research databases.

Additional Requirements: MLS from an accredited library school or its foreign equivalent preferred or combination of an advanced degree in Slavic and/or Eurasian Studies and experience working in a research library in a relevant capacity. Knowledge of other Slavic languages preferred. Command of MS Office applications and web technologies preferred. Strong interpersonal, collaboration, and communication skills. Strong verbal, instruction, and presentation skills. Strong public service orientation. Ability to work effectively with all levels of users.

Please note that this is a half-time one-year term appointment.

To apply please visit <http://jobs.harvard.edu>, Requisition # 31347.

Harvard University is an Affirmative Action/Equal Opportunity Employer.

Assistant Professor

U of Texas, Austin

The Department of Slavic and Eurasian Studies of the University of Texas at Austin invites applications for a tenure-track position as Assistant Professor, effective Fall 2008 (subject to budgetary approval). Specialization is to be in some area(s) of Slavic literary, linguistic and/or cultural studies, especially from an interdisciplinary or comparative perspective. Preference will be given to candidates with expertise in both Russia and the South Slavic/Balkan region. Appointees are expected to engage in high quality research, be effective classroom teachers at the undergraduate and graduate levels, and provide service to the department, college, and The University of Texas at Austin. Teaching duties will include offering undergraduate courses oriented toward non-majors and contributing to the language instruction program, especially in the language(s) of regional specialization. Ph.D. in hand is required. Salary depends on qualifications and experience. Applicants should submit a letter of application, statement of scholarly trajectory, transcript of graduate studies, curriculum vitae, and three letters of reference to Professor Thomas Garza, Chair, Search Committee, Department of Slavic and Eurasian Studies, 1 University Station, F3600, University of Texas, Austin, TX 78712. Priority will be given to complete applications on file by 15 November. Selected candidates will be interviewed at the December AATSEEL meeting in Chicago. The University of Texas at Austin is an AA/EEO employer, and requires all expected hires to undergo a check to exclude criminal background.

19th Century Russian Literature

University of Toronto

The Department of Slavic Languages and Literatures at the University of Toronto invites applications for a tenure-stream assistant professor appointment in 19th Century Russian Literature beginning July 1, 2008. Salary will be commensurate with qualifications and experience.

We seek candidates to teach undergraduate and graduate courses in 19th Century Russian literature (both in Russian and in translation). Excellent (native or near native) knowledge of Russian and English is expected with ability and willingness to contribute to the language teaching sequence when required.

The successful candidate must have a Ph.D. by the time of appointment. The candidate must show promise or significant achievement in research and publication in 19th Century Russian literature, and demonstrate excellence in teaching. North American teaching experience is highly desirable. While all areas of specialization are eligible, scholars of poetry, theatre, and Golden Age are particularly encouraged to apply.

Applicants are requested to send a letter detailing their research and teaching interests, a curriculum vitae, a short writing sample, and three confidential letters of recommendation to: Professor Börje Vähämäki, Acting Chair, Department of Slavic Languages and Literatures, Alumni Hall, 121 St. Joseph Street, Toronto, Ontario M5S 1J4. Completed dossiers should be received in the department by November 15, 2007.

The University of Toronto is strongly committed to diversity within its community. The University of Toronto especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to further diversification of ideas.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

Czech and Slovak literatures and cultures

U of North Carolina Chapel Hill

The Department of Slavic Languages and Literatures at the University of North Carolina-Chapel Hill (<http://www.unc.edu/depts/slavdept/>) invites applications for an open rank professorship (tenure-track assistant professor or associate/full professor with tenure) of modern Czech and Slovak literatures and cultures, effective July 1, 2008. Area of specialization is open, although preference will be given to candidates with additional expertise and demonstrated interest in Russian literature. The successful candidate must have a Ph.D. by time of appointment and will show significant achievement or promise consistent with rank in research and publication in area of specialization. Strong commitment to excellence in teaching a broad range of undergraduate and graduate courses in Slavic literatures, languages, and cultures a must. Native or near-native fluency in Czech-Slovak and English is required. Send letter of application, a cv, a short sample of scholarly writing (30 pages maximum), and four confidential letters of recommendation to Professor Christopher Putney, Chair, Department of Slavic Languages and Literatures, CB #3165, 425 Dey Hall, University of North Carolina-Chapel Hill, NC 27599-3165. Electronic submission of all or part of application is strongly encouraged (to crputney@email.unc.edu), but please follow up with hard copies of materials via regular mail. Applications must be received no later than October 19, 2007. Interviews will be conducted November 16 and 17 at the National Meeting of AAASS in New Orleans. The University of North Carolina is an Equal Opportunity Employer.

Tenure Track in Russian Literature

Amherst College

Tenure-track position in Russian language and literature/culture at the rank of Assistant or Associate Professor. Preference will be given to candidates with an expertise in film or other

visual arts. Candidates should have a completed Ph.D. by the time of appointment. Teaching normally includes two language courses and two courses, taught in English, in Russian literature and/or culture. Candidates should be prepared to advise majors as they pursue advanced work in Russian studies. Deadline for submissions is November 2, 2007. Send application letter, CV, one writing sample, and dossier to Professor Catherine Ciepiela, Chair, Department of Russian, Amherst College, Amherst, MA 01002.

Amherst College is a private undergraduate liberal arts college for men and women, with 1,600 students and 190 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five College Consortium. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context and a well-articulated plan for sustained research.

Amherst College is an equal opportunity, affirmative action employer and encourages women, persons of color, and persons with disabilities to apply. The administration, faculty, and student body are committed to attracting talented candidates from groups presently underrepresented on campus.

Assistant Professor of Russian University of Wisconsin Madison

The Department of Slavic Languages invites applications for an assistant professor (tenure-track) in Russian literature beginning August 2008. Ph.D. required prior to start of appointment. Native or near-native competence in Russian and English required. Good interpersonal and administrative skills. Ability to teach Russian language at all levels and Russian literature at undergraduate and graduate levels. Field of specialization open though preference given to 19th and 20th century prose. Possible secondary specialties also open, though ability to teach any of following a plus: comparative Slavic literatures, medieval period, OCS,

18th century, structure of Russian. Full participation in the undergraduate and graduate missions of the department, including supervision of dissertations.

To ensure full consideration, applications must be received by October 15, 2007. Submit a letter of application, a curriculum vitae, and three letters of reference by mail to:

Professor David Bethea,
Department of Slavic Languages,
1432 Van Hise Hall,
University of Wisconsin-Madison,
Madison, WI 53706-1525.

Unless confidentiality is requested in writing, information regarding applicants must be released upon request.

Finalists cannot be guaranteed confidentiality. Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

Program Associate

Portland, Ore

Wild Salmon Center, Portland, Oregon, Program Associate, Kamchatka Salmon Biodiversity Program (KSBP)

Reporting to the Kamchatka Program Director, the Program Associate is responsible for providing general program support and project management for Wild Salmon Center initiatives on Kamchatka.

The ideal candidate will have a strong understanding of Russian culture and the intricacies of working in the Russian Federation. S/he will also have the ability to handle multiple tasks simultaneously, and to have strong project management skills.

Responsibilities:

- * Provide project management support
- * Maintain correspondence with US and Russian colleagues, partners and grant recipients
- * Provide support to grant writing personnel
- * Provide logistical planning, management and coordination of outside events such as local meetings, inter-organizational strategy sessions and regional workshops
- * Perform basic office tasks including managing email accounts, answering information requests, organizing

files and distributing information to staff and outside parties

* Provide web, library and other investigative research assistance

* Other tasks as required

Key Qualifications

* Strong written and verbal communications skills

* Strong Russian language skills, both written and verbal

* Creativity and problem solving ability

* Computer skills (Internet, e-mail, word processing, spreadsheets and database)

* Personal commitment to environmental and social justice

* Experience working cross-culturally

* Sense of humor is essential!

Travel: The position is based in Portland, Oregon, and may require travel in the U.S. and to the Russian Federation.

Compensation: The Wild Salmon Center offers a highly competitive salary package commensurate to the candidate's experience, including an excellent benefits package (vacation, 401(k) / 403(b) match, medical and dental plan, life insurance, flexible spending account and disability coverage).

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.

To Apply

Send cover letter and resume as well as a completed application form to info@wildsalmoncenter.org with KSBP Program Associate in the subject line.

Open Rank Positions in Russian Literature Chicago

Open Rank Positions in Russian Literature at the Department of Slavic Languages and Literatures of the University of Chicago The Department of Slavic Languages and Literatures of the University of Chicago seeks to make two appointments in the field of Russian literature with open rank, commencing with the 2008-2009 academic year. Our highest priority is expertise in the Russian novel, drama or poetry, or post-Soviet culture, but other specializations will be considered if informed by an

innovative, interdisciplinary approach. Successful senior candidates will have a proven record of excellence in scholarship, teaching and mentoring; junior candidates will demonstrate exceptional promise thereof. Applicants will be expected to teach a range of courses in Russian literature at both graduate and undergraduate levels and participate in Chicago's Core Humanities courses. Precise title of the position will depend upon the successful candidate's qualifications and experience. Please submit at least 3 letters of recommendation, a CV, two samples of scholarly writing, a cover letter and, for junior applicants, graduate school transcripts to: Russian Literature Search Department of Slavic Languages and Literatures University of Chicago 1130 East 59th Street Chicago, IL 60637-1539 All materials must be sent in hard copy. Electronic submissions will not be considered. Review of applications will begin on 30 October 2007, and preliminary interviews will be held at AAASS in New Orleans. The University of Chicago is an Affirmative Action/Equal Opportunity employer.

Language Instructors

US, various

A major federal government contractor is accepting applications from qualified candidates for Language Instructors of Russian, Polish, Serbian-Croatian-Bosnian and Albanian. We have a growing number of work assignments in locations throughout the USA and overseas.

We provide state of the art pre-assignment training for energetic and committed professionals. Our Language Instructors are responsible for the classroom delivery of programs that provide students with the foreign language communications skills they need to effectively carry out their missions and duties. Our programs utilize the latest instructional methodologies to meet the specialized program needs. We place a strong focus on communicative competence, with an emphasis on task-based learning. In addition, our instructors may be asked to provide a variety of language support services worldwide.

Minimum requirements include native-level fluency in the target language and demonstrated ability in English; a Bachelor's degree (or foreign equivalent); knowledge of the destination area's history, culture and social customs; the ability to use the latest technology and teaching techniques; interpersonal skills that support classroom management and effective teaching to a wide range of adult learners, from beginners to those at a more advanced levels.

As part of the screening and interview process, applicants will be required to take language proficiency tests in both the target language and English. Other background, drug testing and security checks apply as well. U.S. citizenship is required.

We are an equal opportunity employer.

To apply, please send your resume and contact information to: lcstaffing@hotmail.com.

Outreach Coordinator

University of Wisconsin-Madison

The Center for Russia, East Europe, and Central Asia (CREECA) at the University of Wisconsin-Madison seeks an Outreach Coordinator to manage its outreach program to teachers, business, and the media. This is a half-time academic staff position with excellent benefits. The full position vacancy listing can be found on the Office of Human Resources Web site: http://www.ohr.wisc.edu/pvl/pv_057084.html More information about CREECA can be found here: <http://creeca.wisc.edu>

Program Assistant Open World Program

Washington, DC

FLSA STATUS: Non-Exempt

The Open World Program is funded by the United States Congress and is managed by the Open World Leadership Center. The program, through travel of delegations to the U.S., aims to increase mutual understanding between the U.S. and several countries of Eurasia; to provide exposure to U.S. democratic institutions, the U.S. political system, and public-private partnerships and inter-relationships; and to form the ba-

sis for a continuing dialogue for future cooperation. The program has provided financial support to bring key public policy decision-makers and leaders from Eurasian countries to the United States for short-term stays and to support follow-on activities for program alumni.

The Program Assistant is an entry-level position, reporting to the department program manager, with primary responsibility for administrative tasks associated with professional exchange programs for a variety of Eurasian countries. The key role of the Program Assistant is to provide the program manager and program officers, as applicable, with professional and administrative support on the varied elements of these programs.

RESPONSIBILITIES:

- * Assist program officer in making all arrangements for participant travel;
- * Prepare and distribute program materials;
- * Coordinate distribution of materials to participants and others, as applicable;
- * Participate in organization and execution of cross-cultural orientation programs, workshops and tours of the city;
- * Provide maintenance support to Eurasian participants in the U.S., including accommodation and insurance matters, medical emergencies, payment of travel contingencies and bills, and correspondence;
- * Facilitate travel of U.S. and Eurasian participants, including correspondence, preparation of informational materials, visa processing, escort and guide services;
- * Use and maintain databases, data entry into Web-based databases.

QUALIFICATIONS:

- * Strong writing and communication skills (English and Russian);
- * US Citizenship or Permanent Residency (Green Card) required;
- * Demonstrated organizational ability and problem-solving skills;
- * Ability to manage multiple priorities quickly and effectively;

- * Ability to work independently while contributing to an overall team effort;

- * Some evening and weekend work is required;

- * Proven effectiveness in a cross-cultural work environment;

- * Effective interpersonal skills; and

- * Strong computer skills

TO APPLY:

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

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

Senior Program Officer Field Projects

Washington, DC

This position is responsible for general oversight of field-based projects which require administrative and financial support from the Washington office and for project compliance with U.S. Government regulations. Projects are those in which all or most all activity is provided in Eurasia, with little U.S. based activity for which American Councils is directly responsible. Projects to be supported are funded by the U.S. government international organizations, host country governments, foundations and local public affairs sections or other US Embassy-based offices. This posi-

tion reports to the Director of Program Administration.

PRIMARY RESPONSIBILITIES:

- * Ensures that program activities are in accordance with USAID, World Bank and other relevant contract regulations, within approved budget parameters and in accordance with the mission of American Councils

- * Coordinates activities and provides reports or new budgets to funders, and serves as liaison on new activity and renewal of field-based contracts

- * Functions as liaison between finance and overseas offices and provide operational support for field-based activity (check requests, invoices, pass through maintenance and reporting)

- * Provides support, guidance and training on program administration procedures and standards to staff in field offices in coordination with leadership of field offices (country and regional directors)

- * Ensures compliance with local laws in the Former Republics of the Soviet Union, including tax issues.

- * Oversees financial and program reporting to funders, provides all necessary data and guidance to field office leadership for field reports to funders, files copies of all reports, and maintains GRMS for projects in portfolio

- * Serves as representative of the American Councils at workshops/overseas conferences

- * Collects, processes, and conveys information to internal and external stakeholders on the objectives, administration and outcomes of projects

- * Participates regularly in and presents material at Development Assessment Committee meetings

- * Reviews and approves monthly expense reports from field offices, including provision of instructions on account codes, staff training, and monitoring compliance

- * Monitors cash flow and monthly budgets of overseas offices

- * Reviews and approves program quarterly reports; reviews weekly reports from field offices

- * Manages subcontract negotiation, lease agreements for field-based subcontract arrangements

QUALIFICATIONS:

* Master's degree related to international development, history, or a related area.;

* Two to five years of experience managing development projects overseas, preferably in Eurasia and Southeast Europe, or a combination of equivalent education and experience;

* Current, relevant experience with USAID contracting regulations, including procedures for procurement and personnel;

* Demonstrated effective organizational, planning, and budgeting skills, attention to detail and ability to manage multiple projects simultaneously;

* Experience in contract negotiation;

* Effective communication, interpersonal and representational skills;

* Proficiency with word processing, spreadsheet (MS Excel), and database (MS Access) software; and

* Proficiency in spoken and written Russian and/or other local languages.

TO APPLY:

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

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Program Assistant-Faculty Initiatives**Washington, DC**

The Program Assistant in the Division of Faculty Initiatives is an entry-level position, reporting to the Senior Program Manager. The Program Assistant works as part of a team to help coordinate and support activities associated with the administration of an exchange program for faculty from Eurasia and Southeast Europe, handling program-related matters including host university recruitment, selection and placements, participant monitoring, program evaluation, as well as logistical issues connected with participant travel, orientation, housing, insurance, and stipends.

RESPONSIBILITIES:

* Help facilitate the overseas and domestic travel of program staff, consultants and participants, including correspondence with American Councils field offices, participants, and host institutions, travel itinerary requests, preparation of informational materials, and visa processing;

* Provide maintenance support to exchange participants in the U.S., including but not limited to travel, housing, insurance matters, payment of monthly stipends and bills, professional development reimbursements, and consistent and regular correspondence;

* Assist in evaluating participants academic progress and activities, including analyzing academic plans, reports, and training proposals, and acting as a liaison with host institutions;

* Uphold the programs grant terms with respect to participants activities and expenses during the program;

* Help maintain participant, alumni and financial databases.

* Assist in the processing of participant and host university applications including but not limited to preparing for selection committee meetings; compiling testing/interview rosters; processing acceptance and rejection letters and host university placements;

* Assist in organizing and executing orientations and conferences, including arranging travel, accommodations,

guest speakers, cultural events and banquets, as well as preparing and executing seminars and workshops for participants

* Preparing drafts of required program reports;

* Assist in the creation of and planning for follow-on initiatives; and,

* Contribute to ongoing faculty program planning and development.

QUALIFICATIONS:

* Bachelors degree in related field;

* Strong writing and communication skills, (Eurasian or Southeastern language skills preferable);

* Demonstrated organizational ability and problem-solving skills;

* Experience working with individuals from other cultures, (Experience living abroad is desirable);

* Ability to manage multiple priorities quickly and effectively;

* Ability to work independently while contributing to an overall team effort;

* High attention to detail and strong administrative skills;

* Effective interpersonal skills; and,

* Strong computer programming and database skills.

TO APPLY:

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

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

programs in education, community outreach, and scholarly research.

Program Officer

Secondary School Programs

Washington, DC

FLSA STATUS: Exempt

American Councils Office of Secondary School Programs administers inbound and outbound programs (Golden Ring, School Partnerships, Olympiada Exchange, inbound summer programs, High School in Russia, FLEX, YES-Afghanistan, A-SMYLE) for the education of secondary school students from the former Soviet Union, Serbia and Montenegro, Afghanistan, and the United States. These programs place participants in U.S. and overseas programs, schools, and host families. The Program Officer, a mid-level position, has the primary responsibility for administering a variety of school programs for individuals and school groups. The position responsibilities necessitate that some work be performed during non-business hours (e.g. evenings and weekends). The Program Officer reports to the Program Manager. The Washington, DC-based Inbound Programs Program Assistant will assist the Program Officer with her/his responsibilities.

PRIMARY RESPONSIBILITIES

INCLUDE:

- * Working with coordinators, individuals, and overseas staff to develop appropriate exchange program experiences and to facilitate travel, visas, and placement.

- * Providing written reports and documentation on the programs internally and carrying on correspondence with coordinators, American Councils overseas staff, and participants.

- * Handling administrative duties related to inbound and outbound programs, such as keeping records, obtaining visas, creating invoices, maintaining billing records, and processing stipends and reimbursements, when necessary.

- * Organizing and executing pre-departure and re-entry cultural orientation programs and workshops.

- * Maintaining placement website and promotional materials.

REQUIRED QUALIFICATIONS:

- * Experience with educational programs in the U.S.; experience in American education (teaching, coaching, etc.) and/or in foreign student placement desired.

- * Native or near-native English, and high-intermediate-level or higher proficiency in spoken and written Russian; desired candidate will have advanced-level + proficiency.

- * Familiarity with a minimum of one culture of the former Soviet Union or Central Asia.

- * Long-term study abroad experience in Eastern Europe/Eurasia; desired candidate will have experience in administering international travel.

- * Demonstrated communication, administrative, clerical and organizational skills;

- * Bachelors degree in relevant field (e.g. language, education, area studies etc.) required. Masters degree in relevant field desired.

- * Computer skills (e-mail, Microsoft Word, Excel, Access) also required.

TO APPLY:

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

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

Lecturer in Russian

University of Chicago

The Department of Slavic Languages and Literatures of the University of Chicago welcomes applications for a full-time, open-rank, non-renewable lecturer position in Russian literature for the 2007-8 academic year. Specialization is open, but applicants will be expected to teach a range of courses in Russian literature at both graduate and undergraduate levels and one introductory course in the humanities for first-year students in the College. Applicants must be at least ABD, though candidates with Ph.D. in hand will be preferred. Precise title of the position will depend upon the successful candidate's qualifications and experience. Please submit at least 3 letters of recommendation, a CV, transcripts, samples of scholarly writing, and a cover letter to:

Russian Literature Visitor Search
Department of Slavic Languages
and Literatures

University of Chicago
1130 East 59th Street Chicago, IL
60637-1539

All materials must be sent in hard copy. E-mails and faxes will not be considered. Review of applications will begin on 15 July 2007 and will continue until the position is filled.

The University of Chicago is an Affirmative Action/Equal Opportunity employer.

Lecturers in Slavic languages

Los Angeles, UCLA

The Department of Slavic Languages and Literatures is establishing 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 2007-2008 academic year. Letters of interest, a curriculum vitae and the names of two potential references should be sent to: The Chair, Dept. of Slavic Languages

and Literatures, University of California, Los Angeles, 322 Humanities Bldg., Los Angeles, CA 90095-1502.

Teacher Assistant for OESL

Obninsk

Teacher Assistant for OESL
(for January-May 2008)

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

Obninsk English as a Second Language School (OESL) was founded 11 years ago by an American, Pete V. Wagener, as a joint American-Russian project to teach general conversational English to both children and adults and to prepare students for university entrance examination.

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

The conditions of work in our school are as follows:

We supply you with the official invitation from our local authorities to get your visa. The salary is not big (4000 rubles per month) but there is a possibility to have private lessons of 300 rubles (about \$12 per hour) that is enough to live in Russia. We provide the transportation from the Moscow airport to Obninsk and back. Also we pay for

your housing (except meal). Usually our TA lives with a hostess who takes care of him. Your schedule will average 3-4 teaching hours a day in couple with a Russian teacher. Our groups of students of different ages are not big (about 4-6 students per group). As a rule, Saturdays and Sundays are days off.

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

Don't Miss It!

The AATSEEL

2007 Annual Conference

December 28-30, 2007

www.aatseel.org



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

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

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

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

For more information contact:

University of Wisconsin-Madison
CREECA 
Center for Russia, East Europe, and Central Asia

Center for Russia, East Europe, and Central Asia
210 Ingraham Hall, 1155 Observatory Drive • Madison, WI 53706
Phone: (608) 262-3379 • Fax: (608) 890-0267
E-mail: info@creeca.wisc.edu • www.creeca.wisc.edu

PROFESSIONAL OPPORTUNITIES

Conferences and Workshops

Upcoming congresses and conferences from Mapryal:

XI Конгресс МАПРЯЛ

«МИР РУССКОГО СЛОВА И РУССКОЕ СЛОВО В МИРЕ»

Варна, Болгария, 17-22 сентября 2007 г.

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

Международная научная конференция

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

Крым (Украина)

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

October, 2007 & February, 2008

Register for Education Fairs in Russia and Armenia

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

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

October 17-19, 2007

International Conference Washington, DC

ACTR, the Ministry of Education and Science of the Russian Federation, and the Peoples Friendship University in Moscow are pleased to announce an international scholarly meeting for specialists in the study and teaching of Russian on the topic:

The Functioning of Russian as a Foreign Language, Heritage Language, and Medium of International Communication in Business, Government, and Science: Current Theoretical and

Practical Issues in the Study and Teaching of Russian in the North American Context

WHEN: October 17-19, 2007

WHERE: American Councils for International Education: ACTR/ACCELS 1776 Massachusetts Avenue, NW, Suite 700 Washington, D.C. 20036 202.833.7522

The meeting expects to bring together more than 75 U.S. and visiting Russian language teachers and scholars to discuss current work and the latest trends in Russian language research and teaching. Issues include:

- the interaction between national languages and cultures;
- new approaches to researching and teaching Russian language and literature;
- Russian language for special purposes;
- cross-cultural communication in the theory and practice of teaching Russian as a foreign language;
- traditional and new textbooks and resources on Russian language and cross-cultural communications;
- IT in the teaching of Russian as a foreign language.

The conference agenda will include presentations of recent research in the field, panel discussions, and workshops for scholars and practitioners. A highlight of the conference agenda is a methodological seminar designed specifically for teachers of Russian in North America.

U.S. scholars interested in the above topics are encouraged to submit a 200-word abstract for possible inclusion in the conference program. Early registration for the conference is encouraged, as Washington hotel space in mid-October is limited. Deadline for abstracts is September 15, 2007. Scholars and teachers (including advanced graduate students with teaching experience) who have conducted empirically-based research on the above areas are strongly encouraged to participate in the forum.

The Ministry of Education and Science of the Russian Federation is facilitating the participation of over forty leading international scholars, primarily from Russia, in the conference.

For more details and to register for this event, please visit the main American Councils website: http://www.americancouncils.org/newsDetail.php?news_id=MTA4

NOTE: The conferences working languages are Russian and English.

Grants and Fellowships

November 13, 2007

SSRC Eurasia Program 2008 Predoctoral and Postdoctoral Fellowships Competition

SSRC Eurasia Program 2008 Predoctoral and Postdoctoral Fellowships Competition The Eurasia Program, Social Science Research Council (SSRC) is pleased to announce its 2008-2009 Title VIII fellowship activities. Eurasia Program Title VIII Fellowships serve to expand and strengthen the field of Eurasian studies through the support of research, writing, advanced-training and curriculum development. All fellowships are intended to support work on or related to the New States of Eurasia, the Soviet Union and/or the Russian Empire, regardless of the applicant's discipline within the social sciences or humanities.

Online applications and supporting materials, including detailed award descriptions and eligibility criteria, are now available on the SSRC Eurasia Program website - www.ssrc.org/programs/eurasia/fellowships/index.page. Fellowships will be offered in three categories:

Predocctoral Fellowships target individuals at seminal stages of their graduate careers. They provide essential training opportunities for individuals in the early stages of their programs as well as support for advanced students in the intellectually challenging dissertation write-up stage of their work. Predissertation Training Fellowships provide up to \$7,000 for graduate students who have not yet advanced to PhD candi-

dacy. Dissertation Write-up Fellowships offer support in the amount of \$22,000 for the 2008-2009 academic year.

Postdoctoral Fellowships support both independent scholars and university faculty at all levels. Postdoctoral Research Fellowships provide junior faculty, in particular those who have recently received PhDs, with \$20,000 in support and afford their recipients concentrated time away from university obligations.

Please note: only U.S. citizens or permanent residents are eligible to apply.

Contact program staff at eurasia@ssrc.org if you have any questions or concerns.

Deadline for all fellowship applications is November 13, 2007 at 9:00 pm EST.

Eurasia Program Social Science Research Council 810 Seventh Ave 31st Floor New York, NY 10019 Phone: 212-377-2700/Fax: 212-377-2727 Email: eurasia@ssrc.org

November 15, 2007

Individual Advanced Research Opportunities (IARO) Fellowships - 2008-2009

IREX is pleased to announce the 2008-2009 competition of the Individual Advanced Research Opportunities (IARO) Program. The IARO Program provides fellowships to US scholars and professionals for overseas research on contemporary political, economic, historical, or cultural developments relevant to US foreign policy. Limited funding is also available for non-policy-relevant topics.

IARO applications and supporting materials are available on the IREX website at www.irex.org/programs/iaro/index.asp

The application deadline is November 15, 2007.

Fellowships will be awarded to Masters students, Predocs, Postdocs and Professionals with advanced degrees.

The countries eligible for research are Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Georgia, Kazakhstan, Kyrgyzstan, Kosovo, Macedonia, Moldova, Romania, Russia, Serbia and

Montenegro, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

IARO Fellowships cover travel expenses and a living/housing stipend.

IARO is funded by the United States Department of State Title VIII Program and the IREX Scholar Support Fund.

Questions may be addressed to the IARO Program Staff at IARO@IREX.org or by calling 202-628-8188.

February 15 Annually

The Michael and Emily Lapinski Scholarship Endowment

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

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

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

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

August 15 Annually

Kluge Center Fellowships for Library of Congress

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

collections and resources for a period of up to eleven months.

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

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

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

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

Various closing dates

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

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

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

Title VIII Combined Research and Language Training Program:

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

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

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

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

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

Title VIII Southeast Europe Research and Language Study Programs: Provides full support for three to nine months of research and/or language

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

Title VIII Southeast Europe Summer Language Program:

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

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

Summer Russian Language Teachers Program:

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

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

Scholarships for language study on American Councils programs overseas:

Graduate students participating in the American Councils Russian Language and Area Studies program or the Eurasian Regional Language program are eligible for full or partial scholarships from the U.S. Department

of State, Program for the Study of Eastern Europe and the Independent States of the former Soviet Union (Title VIII). Undergraduates who intend a career in teaching are eligible for full or partial scholarships from the U.S. Department of Education for their participation in the Russian Language and Area Studies Program or the Eurasian Regional Language program.

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

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

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

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

Kennan Institute Short-Term Grants:

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

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

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

Grant recipients are required to be in residence in Washington, D.C., for the duration of their grant. Four rounds of competitive selection for Short-Term Grants are held each year.

Closing dates are **December 1, March 1, June 1, and September 1**. Applicants are notified of the competition results roughly seven weeks after the closing date. U.S. citizens, permanent residents, and non-Americans are eligible for Short-Term Grants, although funding for non-American applicants is limited. Approximately one in three American applicants and one in six non-American applicants are awarded Short-Term Grants in each of the four competition rounds.

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

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

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

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

AATSEEL 2007

Annual Conference Info

Interviews & Special Events

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

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

Hotel & Accommodations

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

Conference Contacts

Conference Program

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

All Other Conference Questions

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

For updated information please visit...

www.aatseel.org

**American Association of Teachers of Slavic and East European Languages
AATSEEL 2007 Conference
Pre-Registration Form**

Online pre-registration is strongly encouraged. Go to: www.aatseel.org
This form may also be used to pre-register for the 2007 AATSEEL Conference by mail or fax. Complete the information requested and return it to the address below with your credit card information or check, payable to AATSEEL in US dollars. Please print all information.

PERSONAL INFORMATION

Last name: _____ First name: _____

Mailing address: _____

Phone: _____ Email: _____

Affiliation (for your conference badge): _____

REGISTRATION

Fill in the appropriate amount:

Registration Category	Amount	Amount enclosed
Student, AATSEEL member:	\$55.00	
All others, AATSEEL members:	\$80.00	
Student, not AATSEEL member	\$70.00	
All others, not AATSEEL member	\$105.00	
LCD projector for individual	\$50.00	
LCD projector for panel	\$120.00	
TOTAL		

PAYMENT (check one)

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

Credit card: [Visa; Mastercard

Account number: |_|_|_|_|_|-|_|_|_|_|_|-|_|_|_|_|_|-|_|_|_|_|_|

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

Please return this entire form and your remittance to:
AATSEEL, c/o Dianna Murphy, 1122 Winston Drive, Madison, WI 53711.

Please include a stamped, self-addressed envelope, if you wish to receive a receipt.
Thank you for your continued interest in, and support of, AATSEEL!

Office use: Check # _____ date _____ amount \$ _____

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