

# NewsNet

News of the Association for Slavic, East European, and Eurasian Studies

## The Language Flagship Model: Elements for All Institutions

Sam Eisen, Director of The Language Flagship

*Disclaimer: The Language Flagship is a federally-funded effort and is a component of the National Security Education Program (NSEP) at the US Department of Defense. The views expressed in this article are solely the views of the author and do not necessarily reflect the views or policy of the US Department of Defense.*

As I present program results from [The Language Flagship](#), where undergraduate students from all majors and disciplines are achieving professional proficiency in strategic languages, I am often confronted with the question: What about the rest of us? What if we don't have the grant and funding? What if our language is not included? The answer is that Flagship is a demonstration project to show universities, communities, businesses and other stakeholders what can be accomplished with a serious restructuring of values and practice around foreign language teaching and learning in the U.S. In the long run, this project is about developing models that can be developed and adopted without federal intervention because it serves the core international mission of institutions of higher education and the private sector as well as government. A great deal more work is necessary before this model can be sustainably implemented and supported across institutions, but there are many areas that we

can work on with cooperation among government, higher education, business and local communities to improve foreign language education in the U.S. and serve our national as well as institutional needs.

The Language Flagship is a federal program authorized under the David L. Boren National Security Education Act and administered by the National Security Education Program with the goal to create a pipeline of global professionals with advanced language skills to meet needs for language and regional expertise throughout the government, education and private sector. The Language Flagship is demonstrating results and strengthening partnerships across higher education and government through focus on its core mission. The Language Flagship includes 27 programs at 22 U.S. institutions across 10 strategic languages with overseas capstone programs in eight countries and a year-long domestic immersion program for Persian. Flagship undergraduate students from all majors are achieving high level proficiency in 10 strategic languages. Flagship students at the 27 university programs must attain Advanced or ILR 2 level to qualify for the Flagship overseas capstone programs. For the cohort of undergraduate students finishing the overseas capstone component of The Language Flagship, 68% achieved profes-

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sional proficiency in their target language (ILR 3) or above, with 93% reaching ILR 2+. The Russian Flagship program has taken heritage learners to the distinguished (ILR 4 and ILR 4+) level. In the overseas capstone programs, these students engaged in intensive language instruction, took courses related to their majors in partner universities abroad, and worked in professional internships. Flagship students are pursuing internships with businesses and accounting firms, NGOs and cultural organizations, science labs and clinics, and media outlets. The Language Flagship combines cultural and regional studies with the student's chosen academic discipline or professional field with the goal of certifying the student as a global professional with high level language proficiency across the four modalities (speaking, reading, listening, and writing).

The first stage for The Language Flagship is reconfiguring U.S. foreign language education to provide students of all majors the support and opportunity to achieved ACTFL Advanced or ILR 2 level language proficiency by their junior or senior year so that they can engage in higher level language and professional study overseas within a four- or five-year undergraduate career. Students entering with no experience with languages such as Arabic or Chinese, those undertaking majors in sciences or engineering, or those pursuing multiple majors or minors often take a fifth year overseas with support from National Security Education Program or outside sources.

The core practices of The Language Flagship include:

- language proficiency assessment;
- feedback for continuous program improvement;
- learner-centered, proficiency-based instruction;
- integration of authentic materials;
- effective use of educational technology;
- tutoring, language partners and co-curricular activities designed to support student learning and create a more immersive environment on campus;
- integration of content courses in the target language for advanced proficiency; and
- articulation with carefully designed overseas capstone programs.

The overseas capstone academic year programs include as key components:

- intensive language instruction;
- direct enrollment in university courses taught in the target language; and
- professional internships using the target language.

Some elements of The Language Flagship can be undertaken with little or no additional funding, some elements

require institutional investment or reallocation of resources, and some Flagship approaches can be used to attract funding for sustainability.

### **Flagship Practices: No Funding Required**

The core Flagship practice needed to begin to revolutionize U.S. foreign language education is the expectation of student success. Flagship students are told from the start that they are expected to work hard and to succeed in achieving professional language proficiency usable abroad in their chosen field. Flagship goals are expressed in terms of language proficiency goals and gaining the knowledge, skills and ability to function overseas in the target language and culture in academic, professional, and interpersonal settings. Flagship students believe that they will be able to walk into a Chinese economic history class at Nanjing University or a biology lab in St. Petersburg, Russia and be able to work alongside native speakers.

While there are many individual paths to language proficiency, The Language Flagship enjoys the best success with programs that integrate a learner-centered classroom with the right amount of corrective feedback. Corrective feedback in the early stages is crucial for developing correct pronunciation or tones in Chinese, and in assimilating the language structure needed for professional proficiency. At higher levels, frequent corrective feedback in writing assignments is needed to develop good, idiomatic writing skills. Classroom instructors need to be able to create exercises that incorporate authentic materials, elicit responses at the sentence and paragraph level, and give the students the space to respond and then follow up with necessary corrective feedback. Elaborate exercises that elicit one-word responses or are designed to practice vocabulary or grammar points that could more quickly be mastered individually beforehand do not adequately challenge students to activate and contextualize vocabulary. Training, coordination and supervision of classroom language instructors in creating an effective learner centered environment is an important component for success in helping students towards advanced proficiency.

Strengthening cooperation and buy-in across departments and schools is time-intensive but not necessarily expensive. It is important to reach out to colleagues in the social sciences, public administration, business, environment, agriculture and engineering who understand the global nature of their enterprise. Many Flagship programs offer higher level content courses in the target language in cooperation with native-speaker colleagues from other departments, either as a stand-alone course in the target language, a sheltered content course with significant support for student language development, or a one- or two- credit language across the curriculum add-on section to an existing

English language course. Some Flagship programs have received agreement from general education programs to offer courses in the target language that satisfy general education requirements in other content areas. For example, the Portland State University Russian Flagship offers courses in topics such as Globalization, American Studies, European Studies, and Environmental Sustainability in Russian for learners at the intermediate to advanced levels that count towards general education requirements.

Increasing cooperation across the university strengthens the argument for including higher level language proficiency and regional expertise as a core component of the institutional mission. Leadership and institutional support may be needed to overcome fixed ideas such as that science and engineering majors cannot take more than two or four semesters of language or study abroad for a significant period, or that foreign language proficiency is not really needed in most disciplines because English is still the lingua franca. Cultivating relationships with university leaders willing to integrate language and cultural study into the core institutional mission can help to overcome some of these common obstacles to providing valuable international expertise for students of all majors.

### Flagship Elements that Require Institutional Investment or Reallocation of Resources

Implementing best practices in language proficiency assessment does require resources. Ideally, programs should be able to evaluate language proficiency for all students at key points within their language study across all four modalities: speaking, reading, listening and writing. The Language Flagship has invested in creating a set of online reading and listening proficiency tests for all 10 Flagship languages rated according to the ILR scale used by government agencies. Similar online tests exist for more commonly taught languages, and Oral Proficiency Interviews (OPIs) are readily available for most languages studied by U.S. undergraduates. Most Language Flagship programs provide annual proficiency assessment for their students, and the program requires pre- and post-program proficiency assessment for students on approved summer programs. The full battery of Flagship tests and a writing proficiency instrument is required for selection for the overseas capstone year and again at the conclusion of the overseas capstone program. The information gained from this extensive testing provides valuable feedback for strengthening both the domestic and overseas components of the Flagship program. Language departments striving to improve student outcomes should integrate regular proficiency assessment from outside, independent instruments or testers. While OPIs and other testing instruments have been available in higher education for quite a while, the utilization of these tests has tended to be


infrequent or unsystematic, although a number of U.S. campuses are now starting to regularize assessment practices. Widespread use of existing assessment instruments within higher education could help to reduce cost per assessment in the long run to the point where assessment costs could be integrated into selected language courses just as modest lab fees are included in science courses.

Individualized tutoring for language students can become expensive, but group tutoring and language partner models can provide crucial additional practice for fluency for language students. The University of Maryland, College Park School of Languages, Literatures and Cultures, which also houses the Arabic and Persian Flagship programs, has instituted a Language Partner Program that pairs language students with international students who are native speakers for informal but structured practice in the target language. The Arizona State University Chinese Flagship employs a system of trained specialized language tutors who specialize in a skill (conversation, reading skills, or writing) so that students can get help in the specific area they need to improve most. Tutor training, supervision, and coordination with classroom instructors are key to effective use of tutoring time and resources.

Institutional commitment is often needed to approve intensive language courses with more credits and smaller class sizes, or to provide teaching assistants to increase indi-

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vidual attention for students in larger classes. Framing goals in terms of proficiency levels achieved rather than in terms of credit hours taught strengthens the argument for smaller class sizes and tutoring or graduate assistant support. A class of 30 students where a handful reach intermediate skill levels while the rest remain in novice levels is not necessarily more efficient than a class of 15 students where the majority reach intermediate proficiency. The integration of assessment and metrics into the language program will provide evidence for university administrators in changing the frame of reference on the enduring issue of foreign language class sizes.

Overseas language immersion programs are a crucial component in developing higher level language proficiency and developing deeper cultural understanding and regional expertise among Flagship graduates. One basic and immediate issue in establishing an advanced to superior language program overseas is challenging the expectations of the overseas faculty to show that U.S. undergraduate students can succeed in classes geared at higher levels of proficiency. The Language Flagship program has worked intensively with overseas partners to improve articulation among domestic programs and the overseas capstone year. Program directors of the U.S. Chinese Flagship grantee institutions worked cooperatively with Brigham Young University and their partners at Nanjing University to strengthen language and media offerings in the program, leading immediately to improved proficiency results among graduates. U.S. Arabic Flagship campuses routinely host instructors from Egypt and Morocco who teach in the Arabic Overseas Capstone program for a semester of professional development and familiarization with U.S. higher education practices. The U.S. Arabic Flagship faculty have also engaged cooperatively with American Councils for International Education on developing curriculum and teacher training for the overseas program.

Given the significant amounts of funding invested in undergraduate study abroad by institutions, outside donors, and undergraduates themselves, finding resources for advanced language immersion experiences may well be more a matter of re-directing resources to programs that have clear proficiency standards and provide articulated, high quality academic and internship experiences in the target language. Ultimately it will be up to U.S. institutions to provide the demand signal to overseas language training and immersion experiences regarding standards, assessment, pedagogy and articulation.

### How Can Flagship Practices Generate Funding

Flagship students with high language proficiency and professional focus have been very successful in competing for U.S. government and privately funded scholarship

support. Flagship students have demonstrated success in gaining support from State Department Critical Languages Scholarships, Gilman Scholarships and Fulbright funding, Title VI FLAS funding, and NSEP Boren awards. Students have also competed successfully for scholarship support within their own institutions.

Programs that demonstrate and document success academically and in terms of career placements are at a distinct advantage in today's environment. The ability to showcase alumni thriving in challenging careers in a competitive global environment is crucial to marketing foreign language programs and recruiting students. At an institutional level, attracting students from all majors into more intensive language training will increase enrollments and eventually garner support from schools and departments that will see increasing global sophistication in their own undergraduate majors.

The overarching vision of the Flagship model in the long run is to institutionalize these foreign language teaching and learning practices and to create a pool of graduates in all disciplines with professional language capacity and significant overseas experience. As these students enter graduate schools and the workforce, the goal is to ultimately raise the bar on language and culture within higher education and increase demand in the business sector for graduates with these types of capability. Developing internship opportunities with international businesses and organizations for students with advanced language capabilities will facilitate this development and help to demonstrate the relative advantage these students and graduates have in negotiating the global environment. Integration of advanced training into the core international mission of the institution should ultimately create new opportunities for student recruitment and fundraising.

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## ASEEES CONGRATULATES VICTOR A. FRIEDMAN RECIPIENT OF THE 2014 DISTINGUISHED CONTRIBUTIONS AWARD

The 2014 Distinguished Contributions to Slavic, East European, and Eurasian Studies Award, which honors senior scholars who have helped to build and develop the field through scholarship, training, and service to the profession, is presented to Victor A. Friedman, the Andrew W. Mellon Distinguished Service Professor in the Humanities at the University of Chicago.

In 1975, Victor Friedman received the University of Chicago's first dual PhD in the Humanities Division from the Departments of Linguistics and Slavic Languages and Literatures. Between 1975 and 1993 he taught at the University of North Carolina, Chapel Hill, and then returned to Chicago, where he holds a joint appointment in the Departments of Linguistics and Slavic Languages and Literatures, with an associate appointment in Anthropology, and has directed the Center for East European and Russian/Eurasian Studies since 2005.



A renowned sociolinguist, Friedman is one of the world's foremost authorities on the languages of the Balkans and the Caucasus, with particular specialization in grammatical categories, languages in contact, issues of language variation and standardization, and the juncture of language and the politics of ethnicity and nationalism. Rooted in more than three decades of intensive ethnographic field research, his studies have treated more than fifteen regional languages, including Albanian, Aromanian (Vlah), Azeri, Bosnian/Croatian/Serbian (especially the Torlak dialects), Bulgarian, Georgian, Greek, Judezmo, Lak, Macedonian, Megleno-Romanian, Old Church Slavonic, Romani, Romanian, Russian, Tajik, and Turkish. Inflected by an exemplary knowledge of regional folklore, sociocultural lifeways, and cultural history, his work is appreciated widely by scholars across disciplinary divides. His productivity is staggering in its volume, topical breadth and interdisciplinarity: between his first book *The Grammatical Categories of the Macedonian Indicative* and his latest, *Speaking the Language: Modes of Culture and Identity in Southeast Europe and Southeast Asia*, he has authored 11 monographs, 13 edited works, half a dozen translations, and nearly 300 articles. A cherished speaker, he has given close to 500 colloquia, guest lectures and conference papers.

Professor Friedman has garnered numerous accolades of national and international distinction, among them a John Simon Guggenheim Fellowship, a Fulbright-Hays Faculty Research Fellowship, an ACTR/ACCELS Title VIII Research Scholar, and an ACLS/NEH/SSRC International and Area Studies Fellowship. He has been elected a foreign member of the Macedonian Academy of Sciences, of Matica Srpska, and of the Academy of Arts and Sciences in Kosova, alongside numerous visiting appointments. He has generously served his profession: as a member of the AAASS/ASEEES since 1975, he has been on the executive and nominating committees. He was the president of the American Association for Southeast European Studies. He has served on the editorial boards of leading journals, and has consulted countless foundations and organizations. His work as a Senior Policy and Political Analyst on behalf of the United Nations Protection Forces during the Yugoslav wars of succession, and his contributions to the South Balkan Project of the Center for Preventive Action of the Council of Foreign Relations and the US Institute for Peace are noteworthy and laudable.

As if this were not enough, Victor Friedman is a wonderful mentor and colleague; a connoisseur of regional cuisine, including drinks, music and dance; and he is equally renowned for his outstanding scholarship and his superb sense of humor. In recognition of his lifetime achievement, we honor our esteemed colleague with the highest award of the Association for Slavic, East European, and Eurasian Studies.



# Preserving Independence and Freedom in Russian Sociology: An Interview with Oksana Karpenko, CISR Michele Rivkin-Fish, University of North Carolina, Chapel Hill

The [Center for Independent Social Research](#) (CISR), located at 87 Ligovskii Prospekt in St. Petersburg, is a stone's throw away from Moskovskii Vokzal, one of the city's central railway stations. This geographical proximity is perhaps appropriate, for the Center is itself an intellectual hub, a destination from which and to which scholars and community members travel internationally for discussion, debate, and the pursuit of socially relevant knowledge. In addition to housing its scholars' individual workspaces and a conference room, the Center has a library and a kitchen, elements of academic infrastructure that are indispensable for creativity and collaboration. Founded in 1991, the Center embodied the dream of several Russian sociologist-enthusiasts who aspired to establish a new quality of sociological research in Russia, and reflected the extensive support of Dr. Ingrid Oswald, of Germany. Viktor Voronkov, an intellectual and personal mentor to dozens of young Russians among the first generation of scholars who were legally permitted to undertake the critical analysis of their own society in dialogue with Western colleagues, became its Director. In 2011, Voronkov partially retired and assumed the position of President; since 2013 Oksana Karpenko has served as Director, overseeing 25 scholars and five administrative staff members. Much of their work takes place in teams with each other and scholars from other institutions, NGO leaders, politicians, and communities, bringing social science analyses into the public sphere.

International collaborations and support have enabled the CISR to grow and thrive. For its various projects, the CISR has received support from over 70 organizations, among which are the following U.S. foundations including The Ford Foundation, the Soros Foundation (Open Society Institute), the American Council of Learned Societies, American Councils for International Education (ACTR/ACCELS), the International Research and Exchanges Board (IREX), the Social Science Research Council (SSRC), the US Agency for International Development (USAID), and more. In 2009, the MacArthur Foundation praised the work of the CISR and bestowed the Center with the prestigious MACEI Award to recognize it as "demonstrate[ing] exceptional creativity and effectiveness, hav[ing] reached a critical or strategic point in their development, show[ing] strong leadership and stable financial management." The team at CISR highly values this award and is rightfully proud. CISR

used the funds provided through MACEI for creating a new platform for discussion: the bilingual scientific journal *Laboratorium: Journal of Social Research* ([www.soclabo.org](http://www.soclabo.org)).

In April, 2014, I met with Oksana Karpenko and sought to understand how the Center is faring amidst Russia's current political and social dynamics and related shifts in the country's international relations. With much of the news about Russia highlighting the widespread repression of independent thought, the shutting down of human rights-based NGOs, anti-gay politics, and ongoing violence in Ukraine, I hope readers of *NewsNet* may find the CISR staff's enduring dedication to achieving a public sociology, and their ongoing realization of critical thinking and the democratization of social science, inspiring.

*MRF: Tell me about the Center.*

OK: The Center for Independent Social Research (CISR) arose in the beginning of the 1990s. Our "founding father and mothers," Viktor Voronkov, Eduard Fomin, Ingrid Oswald, and Elena Zdravomyslova took the risk of pursuing the opportunities for professional growth and international collaboration that were availed by the opening up of society in the late 1980s. (We sadly and gratefully remember Eduard and Ingrid who have passed away). Their choice to use the interpretive, reflexive, humanistic tradition in sociology continues to define the Center's work today. We undertake active research, organize conferences, write articles, publish books, support the preliminary projects of junior scholars, develop interdisciplinary and art-science projects, publish the dual language, peer reviewed journal, *Laboratorium: A Journal for Social Research* (<http://www.soclabo.org>). Our door is always open for those who need professional advice and assistance, and our library, archives of interviews and press are there for Russian and foreign colleagues. We collaborate closely with human rights-based organizations on various citizen initiatives and projects. In 2016, we will celebrate the Center's 25th year. Throughout all these years, the CISR has existed due to the continual development of networks of partners and grant support from Russian and international scientific foundations.

For me, personally, the Center has always astonished me with its impossibility. Throughout its entire history, the

Center has been on the verge of closing. In the beginning, people assumed that within five years, the funding and the enthusiasm would dry up. After celebrating our 20<sup>th</sup> anniversary in 2011, there were people who feared that this would be our last anniversary, inasmuch as the politics of foundations, Russian state politics, and more, had changed so dramatically. But we are alive and growing.

I think that the most important thing about the Center is its ability to change. It is constantly changing—through crises, painful processes, but it changes. This was one of the ideas of the Center’s founders - to create a flexible structure that is able to update itself. And amidst all the changes, we have maintained our backbone: our commitment to the founding principles—openness, independence, professionalism—that always define our lives. It’s not surprising that this rare constellation of such “deficit” qualities in Russia has long attracted creative people, those who value freedom and take an assertive approach to life. And probably another thing that defines the Center as a special place and community of people is that we understand that freedom is difficult work. But it’s worth it.

I’m often asked what the term “independent” in our name means. It’s precisely that freedom of choice. There are no bosses over us. We are our own bosses. We are of course not free from the need for financing, but we choose financial partners who don’t dictate to us what to do as professionals and citizens. We are not free from professional demands and standards-- we discuss and formulate them. Despite the many financial difficulties and aspirations to undertake “socially valuable” work (for business and the city administration, etc), we resist the commercialization of research. We strive to explain to our partners and those who request research from us the advantages of using anthropological research methods, and we strive to create a demand for this kind of research. There continues to be a widespread association of “science” with large scale surveys, statistics and graphs. But we don’t lose heart. We choose those partners who share our understanding about what is possible and essential in the research design. We chose the topics that we believe are relevant and interesting.

We want to think strategically, to plan and rely on our own and others’ strength. The requirements and practices of Western foundations and our foreign partners motivate us to think strategically. But what kind of strategy can be constructed when things are changing constantly and it is very difficult to influence these changes? Our strategy is like a quest: Faced with a new obstacle, we develop a new version of our strategy.

*MRF: How are the various political processes of recent years affecting the Center?*

OK: The Center has issued an official statement protesting the “foreign agent” law, which can be found here: <http://cisr.ru/en/news/pozitsiya-tsentra> and <http://cisr.ru/news/pozitsiya-tsentra>.

More generally, many feel a shrinking sense of opportunity for independent speech and action. Yes, there are intellectual niches where smart, competent people are undertaking fresh, interesting projects; the internet is still up, there are some independent information channels, but many people only watch TV and don’t seek out alternative sources of information.

Paradoxically, the most unpleasant in all this is that there is no total prohibition or open repression. Repressive laws have been passed, but in “good” tradition, they are

UNIVERSITY OF PITTSBURGH HIRING TENURE-  
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The Department of History at the University of Pittsburgh seeks applicants for a tenure-stream assistant professor, beginning fall 2015, pending budgetary approval. We invite applications from candidates working in the area of modern Eurasian history (18th–20th century), in particular the history of Russia and its Eurasian borderlands (Caucasus, Central Asia, East Asia). Individuals with interests in political, social, economic, and cultural history and who are able to conduct their research in both Russian and another Eurasian language are encouraged to apply. The successful candidate will teach introductory and upper-level undergraduate courses, normally including one writing seminar annually, and should be ready to participate in our dynamic program of graduate teaching and research, which is built around cross-regional thematic collaboration. We encourage applicants to demonstrate how their research and teaching will contribute to one or more of our transnational thematic fields: Atlantic History, Power and Inequality, Texts and Contexts, and World History (<http://www.history.pitt.edu/graduate/transnational-thematic-history.php>). The appointee will join a department committed to excellence in teaching as well as research in a university with great strength in international and area studies. Send letter of application, CV, a single well-selected journal article or book/dissertation chapter, and three letters of recommendation to Chair, Eurasian Search Committee, Department of History, University of Pittsburgh, Pittsburgh, PA 15260. Applications must be postmarked by October 15, 2014. The University of Pittsburgh is an Affirmative Action, Equal Opportunity employer. Women and members of minority groups under-represented in academia are especially encouraged to apply.

applied selectively and if you don't "stick your neck out," you can violate them all you want. It is this unpredictable application of the repressive measures that creates, on the one hand, a feeling of lawlessness in society, and on the other hand, a fear of standing up for something [*strah vzsunut'sia*]. It resembles a rolling back to the Soviet societal contract: the state does not touch those who support it or at least do not touch it. The state and citizens are separate.

Overall, the conditions are being created by which slowly but surely the scope of opportunities for openness are narrowing. For many people this is unnoticeable. Others don't feel the need for such opportunities. But for us, they are essential for life.

*MRF: Are you concerned you may become accused of being a "foreign agent?"*

We have a strategic direction to pursue if they try to label us such an "agent." For the Center has not only people, intellectual and symbolic resources, but also a material resources (office space, archives, a good library) that could suffer. But we do not let these dangers dictate our actions. We continue to do what we have always done. Yes, with some glances behind us. We're more attentive to our public statements. We strive not to provoke, but we understand the dangers of self-censorship.

Unfortunately, there is no basis for expecting that this line of government politics will somehow die down. Over a year ago there was a series of prosecutorial investigations of Russian and international NGOs working in Russia. The CISR was also investigated and we received a "warning." (The CISR Commentary about this is available on the site: in Russian <http://cistr.ru/news/kommentary-po-povodu-prokurorskoy-proverki-v-tsnj/>, and short version in English: <http://cistr.ru/en/news/kommentary-po-povodu-prokurorskoy-proverki-v-tsnj/>). But several organizations, including the Center for Social Politics and Gender Research (Saratov), the Research-Information Center "Memorial" (St. Petersburg), the International "Memorial" (Moscow), the LGBT festival "Bok o Bok", and several other of our longtime colleagues were required to register themselves as "foreign agents." The stumbling block was the term "politics." For example, our Saratov colleagues were blamed for accepting funding from the John D. and Catherine T. MacArthur Foundation for a scientific conference on the transformation of *social politics* after socialism. Critical analysis of and discussion on "social politics" during the conference financed by a foreign foundation, was seen as "political activity," a threat to "national security." In this way,

it is clear that almost all sociology should reject any foreign financing in order to avoid being accused of espionage for foreign governments.

Recently, the law has been updated: while earlier, an organization undertaking "political activity" with foreign money was supposed to register itself as an agent, now the right to place an NGO in this category has been given to the Russian Federation's Ministry of Justice. It has used this right to create a list of ten organizations. Not a single one of these organizations agrees with its inclusion in this list. In one way or another, all are protesting, suing. But the likelihood of winning is decreasing daily.

*MRF: Your Center recently published an impressive volume on Russian LGBT experiences and queer-theory. How did this project come about, and how did the controversy over Russia's gay politics affect it?*

OK: From its very beginning, the Centre has focused on gender and sexuality issues in its research. One of the Center's founders, Elena Zdravomyslova, has made contributions to this field that are well known all over the world. Another one of our researchers, Nadya Nartova, published several important works on lesbian everyday life and body politics through lesbian perspectives. In 2009, we

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published a collection of articles entitled *Making Bodies, Persons and Families: Normalising Reproductive Technologies in Russia, Switzerland and Germany*, (a collaboration between Olga Tkach, Olga Brednikova Nadya Nartova, and Swiss colleagues). Still, research in this field has always been viewed with skepticism by official Russian science; and junior scholars are aware of an unspoken rule to avoid topics related to LGBT issues if you want your dissertation to be accepted by the higher education authorities. Nonetheless, Center colleague Alexander Kondakov, who edited the volume you refer to, focuses his work on homosexuality in Russia. The idea of the conference came from an LGBT-organization called “Coming-Out,” which conducted the first such conference in 2011. The Rosa Luxemburg Foundation (Germany) provided financial support. The Center’s team who coordinated the conference attracted very good scholars from abroad and from within the country – all those who have been working on the issues of homosexuality in Russia for many years.

In 2013, a few days before the conference, a list of scholars who were labelled as “pederasts” was circulated on the internet, with a call to stop their activism of spreading homosexual “propaganda.” Our Center was included on this list. Overcoming the fear that this aroused was the main challenge we faced. Organizers were expecting to be attacked by homophobes. In the end, nothing beyond this internet bullying happened.

Alexander collected and edited the conference papers, which participants expanded to full-length articles. We then faced another challenge in deciding about its publication, because the Russian government created an atmosphere of fear around homosexuality. It was dangerous to edit and publish books on this topic. Merely saying something related to homosexuality might result in an accusation of having violated this “propaganda” law. However, such propaganda just doesn’t exist! We published a book with texts that capture reality, and we wanted to show those interested that it is possible to speak about homosexuality and many other types of sexualities without hatred and prejudices. The book contributes to the elaboration of a language with which one can speak about homosexuality without hurting people. In my view, this is highly important now in Russia – to learn a language for speaking about controversial issues, from homosexuality to international migration and many other issues, that doesn’t hurt people. A central goal of our Center is to continue this endeavour of inventing language, and promoting speaking without violence. Previously, we organized several conferences and published several volumes about (cultural, modern) racist discourse in social

sciences and education (in school textbooks in particular). Discriminatory discourses is one of the issues we continually work on.

MRF: *What other projects are currently underway?*

OK: Colleagues in our Center are currently involved in more than 20 projects, which are all, to some extent, linked to international scientific cooperation. The funding is usually provided by international foundations, notably very modest amounts of money. It’s not possible to do this work without enthusiasm and sincere interest.

Among the largest European projects that the Center is undertaking is EUBORDERSCAPES (coordinator - Elena Nikiforova), which tracks and interprets conceptual change in the study of borders. Another large project with European Commission support is “Revitalizing Rural Russia: Rights, Self-organization and Democracy” (coordinator - Maria Tysiachnyuk) which is a collaboration with Russian NGOs in Irkutsk, Arhangelsk, Murmansk, and Karelia. The main goal is to empower, enable, and strengthen grassroots actors to foster democratic deliberation and self-organization in rural regions of Northwest Russia and Siberia, so that they are involved in decision-making processes concerning

### **Alex Manoogian Chair in Modern Armenian History**

The University of Michigan Department of History announces an open search for a tenure-track position to fill the Alex Manoogian Chair in Modern Armenian History. The Alex Manoogian Chair is an endowed chair established for the purpose of teaching courses in Armenian history, politics and culture, and creating a locus of Armenian historical studies at the University of Michigan. UM’s Department of History seeks a dynamic colleague with a sound record of both scholarly achievement and successful teaching that covers the full range of Armenian history, with emphasis on the modern (since the 18th century) period, and the relationship of that history to the wider region and the larger issues of world history. The holder of this position is also expected to play a central role in the Armenian Studies Program, an endowed program housed in the International Institute.

Visit [www.ii.umich.edu/asp](http://www.ii.umich.edu/asp) for a full description of the position.

natural resource management and local development.

In Urban Studies (coordinator Oleg Pachenkov) we are collaborating with Scandinavian colleagues on “The City SAGA. Public Spaces in Transformation” (financed by the Nordic Council of Ministers in Saint Petersburg). This project researches and develops recommendations for creating dweller-friendly environments and up-to-date attractive public spaces. CISR is also a partner in the soon-to-be-established Institute of Urban Studies - “Sreda,” which will offer a program of urban environmental design developed by Russian scholars and Barcelona architecture school faculty.

The Center is actively engaged in migration research, examining changes in institutional and legislative policies and in the daily lives of migrants (coordinator - Olga Tkach). Olga Brednikova, Alexander Kondakov and others

are focusing on institutional barriers that channel migrants to the informal or shadow sphere. We are also actively developing work in the interdisciplinary field of “Law and Society.” For example, Elena Bogdanova is studying citizens’ grievances to President Putin. A special issue of *Laboratorium: Russian Review of Social Research*, devoted to complaints and grievance in Eastern Europe, is currently in preparation.

Research on labor relations, unions and labor conflicts, mechanisms for the interactions of labor, capital and the state, is coordinated by Irina Olimpieva. There is an inadequate political representation of labor interests on all levels, and the rights of workers are continually violated without punishment. Information on labor conflicts practically never circulates in the media, inasmuch as this topic is unprofitable. It has also become extremely hard to obtain state financing for such research.

A new topic for the Center is the study of the elderly: as workers and as pensioners, and as those in need of care. Center colleagues are developing a theoretical foundation and grounding the study’s framework within global debates, to form a network of researchers on the elderly. Personally, I’m working on migration issues and a comparison of the discourses on history in Soviet, postsoviet Russian and Georgian school textbooks, with an international network of researchers of South Caucasian School textbooks.

Of course, we also work with Russian foundations and receive support from the Institute of Public Planning, the Russian Humanities Foundation, and the Public Chamber of Russia. Over the past several years, CISR has come to actively work with the Russian business community, including projects such as “Glavstroy St. Petersburg” (2005), “VTB Development” (2012). We are truly proud of our ability to succeed in the international market of scientific grants despite facing an entire array of political and economic challenges. And moreover, we’ve been able to maintain professional curiosity and love for our profession.

We are grateful to all our partners for their financial and intellectual support. We are creating the Center together. I’d like to invite everyone to collaborate with us. We would be pleased to receive your ideas and suggestions: our contact information is on the [website](#). There is also a place on the website where you can receive information about financially supporting the Center. We would be extremely grateful for contributions to the CISR’s endowment fund, which was established in March, 2014. I will be happy to answer any questions about this; please send your inquiries to: [endowment@cisr.ru](mailto:endowment@cisr.ru)

## ASEEES Webinars

ASEEES offers programming throughout the year to help members keep up with trends and more easily gather information. If you have ideas for a webinar or would like to present content, please contact: [newsnet@pitt.edu](mailto:newsnet@pitt.edu). To register, please see <http://aseees.org/programs/webinars>

### Upcoming sessions:

How to Find and Apply for Federal Government Jobs

Wednesday, August 27, 2014, 1 PM–2PM EDT

This webinar is designed to guide you as you consider, apply for, and secure federal employment. We’ll help you research government careers, as well as provide practical tips for completing your application. Highlights include the Presidential Management Fellowship and other entry-level opportunities for grad students.

Navigating Academia: Networking

Wednesday, October 29, 2014, 2PM-3PM EDT

Sponsored by ASEEES affiliate AWSS, this webinar will discuss various kinds of networking available to scholars, including social media, professional organizations, and person-to-person contacts. The participants will address such questions as: Which kinds of networking are most useful, and for what purposes? How can junior scholars take advantage of networking opportunities to advance their research and scholarship? Which of the many available social media are particularly useful to scholars?



## Member Spotlight

### David R. Marples, University of Alberta (Canada)

ASEEES boasts over 3,000 members throughout the world. We now have a [section on our website](#) that spotlights different members in varying stages in their careers and with diverse fields of interest. The spotlight rotates regularly. Here is one of our latest member profiles:



David R. Marples, is currently a Visiting Professor at the Slavic and Eurasian Research Center at Hokkaido University in Japan. In the spring he published a new book, *'Our Glorious Past': Lukashenka's Belarus and the Great Patriotic War* (Ibidem Verlag, 2014). In September, Dr. Marples will take over as Chair of the Department of History & Classics, University of Alberta. He is

also President of the North American Association for Belarusian Studies (NAABS).

*When did you first develop an interest in Slavic, East European and Eurasian Studies?*

My interest began during my undergraduate years at the University of London. I developed a fascination with Russian history and took several courses at the School of Slavonic and East European Studies.

*How have your interests changed since then?*

When deciding on a topic for my PhD, my supervisor, Everett Jacobs (he is no longer active and moved into the business world), suggested I choose one of the non-Russian republics, on the grounds that the Russian field was "overpopulated." His own PhD had been on Moldova. I chose Ukraine. Though I focused on collectivization of agriculture in the western regions in the postwar years, my first two books were actually on the Chernobyl disaster. During my last year of PhD work at the University of Sheffield (1984-85), I had taken a position as a research analyst at Radio Liberty in Munich focusing on energy and economic issues. Subsequently, I became interested in the impact of Chernobyl on Belarus, beginning a long and fascinating association with that republic/country. I visited Chernobyl in 1989, and have spent some time in affected zones of Belarus as well. Subsequently, I've been mainly concerned with issues of historical memory in both countries, particularly regarding the Second World War, and the Famine of 1932-33 in Ukraine, as well as current politics.

*What is your current research project?*

I am currently editing a volume on the Euromaidan and its Consequences, with the participation of 12 international scholars, some well known others in the latter years of PhD programs. I will contribute an introduction and an epilogue (the latter, for obvious reasons, has become quite complicated!). I am also continuing research on Belarus, particularly, its demographic and social development.

*What do you value about your ASEEES membership?*

ASEEES has opened a lot of doors for me, especially—but not only—the annual convention, which is the best gathering of scholars I have encountered and has also allowed me to explore the United States regularly. I spent five years on the editorial board of *Slavic Review*, which remains one of the elite journals in the field. Without ASEEES my scholarly contacts, living in Alberta, would be very limited. I am sorry incidentally that we don't produce the directory of scholars any more. This is how I found many contacts in the under researched field of Belarusian studies.

*Besides your professional work, what other interests and/or hobbies do you enjoy?*

I am a voracious reader, mainly of novels, usually starting with one author and reading his/her entire output before moving on to another. I play soccer quite regularly. And I love to travel with my wife Aya, who is Japanese. In addition to research trips to the former Soviet countries, therefore, I spend a lot of time in Japan. And lastly I love all kinds of music, from classical to indie rock.

*Other spotlights have included:*

- [Alexander Pershái](#), Managing Editor of "The Bridge-MOCT", the newsletter of the International Association for the Humanities
- [Ewa Thompson](#), Research Professor of Slavic Studies, Rice University
- [Kristen Ghodsee](#), Professor of Gender and Women's Studies, Bowdoin College
- [Bathsheba Demuth](#), PhD candidate in History, University of California, Berkeley
- [David W. Montgomery](#), Visiting Assistant Professor of Anthropology, University of Pittsburgh

Please see <http://www.aseees.org/membership/spotlight> for more information on these members' research. If you would like to be included in our member spotlight, please email [newsnet@pitt.edu](mailto:newsnet@pitt.edu)



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## Personages

**Nadia Boydjieva** was promoted to Full Professor of International Law and International Relations at Plovdiv University, Bulgaria and is the youngest full professor in the university. She will also be a visiting fellow at Harvard University for 2014-2015.

**Kristen Ghodsee** has been promoted to full professor at Bowdoin College and will be spending the 2014-2015 academic year as a fellow at the Freiburg Institute for Advanced Study in Germany.

After almost 16 years of service, **Robert Hayden** stepped down as the Director of the Center for Russian and East European Studies at the University of Pittsburgh. He will continue to serve as Senior Advisor to REES. **Andrew Konitzer** is now Acting Director of REES.

ASEEES is pleased to welcome **Brian Porter-Szűcs, Anna Grzymala-Busse, and Robert M. Hayden** to the Editorial Board of Slavic Review: [www.slavicreview.illinois.edu/staff](http://www.slavicreview.illinois.edu/staff).

**Owen V. Johnson** retired from teaching at the Indiana University School of Journalism at the end of May. He also has held an adjunct appointment in the Department of History. He served as director of IU's Russian and East European Institute, 1991-95. Johnson plans to continue his research and writing on journalists and journalism in Central and Eastern Europe, as well as Russia.

**David R. Marples**, is currently a Visiting Professor at the Slavic and Eurasian Research Center at Hokkaido University in Japan. In September, when he returns to Canada, Dr. Marples takes over as Chair of the Department of History & Classics, University of Alberta, for a five-year term.

**Karl Qualls** has recently been promoted to full professor of History at Dickinson College.

**Margaret Samu**, from the Art History Department at Yeshiva University's Stern College for Women in New York City, has been awarded a [Summer Fellowship in Garden and Landscape Studies](#) at Dumbarton Oaks Research Library and Collection in Washington, D.C. She will use the fellowship to work on her project "Baroque Sculpture Display in Peter the Great's Summer Garden."

**Brian Taylor** was promoted to the rank of Professor of Political Science at Syracuse University.

**Ewa Thompson**, Research Professor of Slavic Studies at Rice University, received the Polish medal "Courage and Integrity" for her work on colonialism in Central Europe. The ceremony took place during the Congress "Poland: A Great Project" held annually in Warsaw in June. The medal was handed in to Thompson by former Polish Prime Minister Jaroslaw Kaczynski. The laudation and acceptance speech can be viewed on [YouTube at http://www.youtube.com/watch?v=Oh4N5-EZW6w](http://www.youtube.com/watch?v=Oh4N5-EZW6w), <http://www.youtube.com/watch?v=BxkbiV2QtNE>

The Department of History at Tufts University seeks a tenure-track historian at the rank of assistant professor in Russian History, beginning in the Fall 2015 semester. Specialists in all periods are welcome to apply. Candidates will be expected to teach two courses per semester, including surveys of pre-modern and modern periods, in addition to specialized courses. Ph.D. at time of hire and evidence of strong scholarly accomplishment or potential required; strong teaching experience preferred. Send letter of application, CV, a writing sample, and three letters of reference to: Professor Beatrice Manz, Search Committee Chair, via <http://apply.interfolio.com/20690>. Review of applications begins October 20, 2014 and continues until the position is filled. Tufts University is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.



## Publications

*Antipolitics in Central European Art: Reticence as Dissidence under Post-Totalitarian Rule 1956-1989*, by Klara Kemp-Welch, was recently published by I.B. Tauris.

Art historians have tended to frame late socialist central European art as either “totalitarian” or “transitional”. This bold new book challenges this established viewpoint, contending that the artists of this era cannot be simply caricatured as dissident heroes, or easily subsumed into the formalist Western canon. Kemp-Welch offers an account of the ways in which artists in Poland, Czechoslovakia and Hungary embraced alternative forms of action-based practice just as their dissident counterparts were formulating alternative models of politics – in particular, an “antipolitics” of self-organization by society. Drawing on Václav Havel’s claim that “even a word is capable of a certain radiation, of leaving a mark on the ‘hidden consciousness of a community,’” the author argues that all independent artistic initiatives in themselves served as a vehicle for opposition, playing a part in the rebirth of civil society in the region. In doing so, she makes a case for the moral and political coherence of Central European art, theory and oppositional activism in the late-socialist period and for the region’s centrality to late-twentieth century intellectual and cultural history. This richly illustrated study reveals the struggle of Central European artists to enjoy freedom of expression and to reclaim public space, from within a political situation where both seemed impossible.

*Volume II of Historia Nostra: The Complete History of Poland and Crucifixion of Hope: Dark and Sad Poetry of Suffering*, by Thomas Koziara, was published by Aurifera S.A. (March 2014).

*The Defiant Life of Vera Figner: Surviving the Russian Revolution*, by Lynne Ann Hartnett, was published by Indiana University Press in 2014. This biography tells the dramatic story of a Russian noblewoman turned revolutionary terrorist. Born in 1852 in the last years of serfdom, Vera Figner came of age as Imperial Russian society was being rocked by the massive upheaval that culminated in the Bolshevik revolution of 1917. At first a champion of populist causes and women’s higher education, Figner later became a leader of the terrorist party the People’s Will and was an accomplice in the assassination of Tsar Alexander II in 1881. Drawing on extensive archival research and careful reading of Figner’s copious memoirs, Lynne Ann Hartnett reveals how Figner survived the Bolshevik revolution and Stalin’s Great Purges and died a lionized revolutionary legend as the Nazis bore down on Moscow in 1942. More information is available at: <http://www.iupress.indiana.edu/catalog/807196>

Lynn Tesser’s book, *Ethnic Cleansing and the European Union: An Interdisciplinary Approach to Security, Memory and Ethnography*, was published by Palgrave Macmillan in 2013.

*Ethnic Cleansing and the European Union* offers the first multi-case analysis of ethnic remixing in an expanding EU. The book’s two major theoretical innovations include an explanatory frame elucidating variation in Central Europe, the Balkans, and Cyprus, and an analysis of repeated minority removal for conflict resolution purposes in the early- to mid-twentieth century. Tesser argues that the Western-dominated international community’s earlier endorsement of separation brought potent after-effects: incentives for ethnic cleansing and the politics of ethnic remixing in an enlarging EU.

Now available from Northwestern University Press: *The Ethics of Witnessing, The Holocaust in Polish Writers’ Diaries from Warsaw, 1939–1945* by Rachel Feldhay Brenner.

This book investigates the reactions of five important Polish diarists-writers—Jarosław Iwaszkiewicz, Maria Dąbrowska, Aurelia Wyleżyńska, Zofia Nałkowska, and Stanisław Rembek—during the period when the Nazis persecuted and murdered Warsaw’s Jewish population. The responses to the Holocaust of these prominent prewar authors extended from insistence on empathic interaction with victims to resentful detachment from Jewish suffering. Whereas some defied the dehumanization of the Jews and endeavored to maintain intersubjective relationships with the victims they attempted to rescue, others self-deceptively evaded the Jewish plight. *The Ethics of Witnessing* examines the extent to which ideologies of humanism and nationalism informed the diarists’ perceptions, proposing that the reality of the Final Solution exposed the limits of both orientations and ultimately destroyed the ethical landscape shaped by the Enlightenment tradition, which promised the equality and fellowship of all human beings.

*Eugenics and Nation in Early 20th Century Hungary*, by Marius Turda, was published by Palgrave Macmillan in March 2014.

In 1900, Hungary was a regional power in Europe with imperial pretensions; by 1919 it was reduced to the status of a small Central European country, crippled by profound territorial, social and national transformations. This book chronicles the development of eugenic thinking in early twentieth-century Hungary, examining how eugenics was an integral part of this dynamic historical transformation. It served as a vehicle for transmitting social and biological messages that transcended the differences between political parties and opposing ideological world views. Hungarian eugenicists not only engaged in the same speculative debates concerning heredity and evolution as their counterparts did elsewhere in Europe and the US, they also conjured up a national interpretation of the application of eugenics to society, one which aimed at solving long-standing problems specific to Hungarian society.

Rosalind P. Blakesley and Margaret Samu announce the publication of their new edited volume, *From Realism to the Silver Age: New Studies in Russian Artistic Culture. Essays in Honor of Elizabeth Kridl Valkenier. Studies of the Harriman Institute* (Northern Illinois University Press, 2014). This volume of 13 essays arose out of a panel at the 2009 ASEES convention honoring one of the pioneers in the study of Russian art in the U.S. <http://www.niupress.niu.edu/niupress/scripts/book/bookResults.asp?ID=696>

David R. Marples published a new book, *'Our Glorious Past': Lukashenka's Belarus and the Great Patriotic War* (Ibidem Verlag, 2014), which examines how the regime of President Aliaksandr Lukashenka has used the "Great Patriotic War" (1941-45) as a key element in state and identity formation in Belarus. The campaign was discernible from 2003 and intensified after a rift with Russia that led to a re-examination of the earlier policy of close political and economic partnership. Marples focuses in particular on the years 2009 and 2010, which commemorated two 65th anniversaries: the liberation of Minsk (3 July 1944) and the end of World War II in Europe (9 May 1945). Using a variety of sources, this book examines the official interpretations of the war from various angles: the initial invasion, occupation, the Partisans, historic sites and monuments, films, documentaries, museums, schools, and public occasions commemorating some of the major events. Relying on first-hand research, Marples explains and measures the effectiveness of Lukashenka's program. In outlining the main tenets of the state interpretation of the war years, the book highlights the distortions and manipulations of historical evidence as well as the dismissal of alternative versions as "historical revisionism." It assesses the successes and weaknesses of the campaign as well as its long term effects and prospects.

Nadia Boydjieva is the author of *Russia, NATO and the Security Environment after the Cold War, Part 1, 1989-1999* (Danuella Ubenova Publishing House, 2013), which explores the uneasy relationship between NATO and the Russian Federation in the 1990s. The publication analyses fundamental changes in the international system and their implications for international security and international legal regimes in Europe, including the Balkans. The book shows that in the 1990s NATO and Russia were able to pursue cooperation on a scale that would have been unimaginable during the Cold War, but also highlights that the NATO – Russia relationship was plagued by tension and continued suspicion. In the end, neither NATO nor Russia were able to make a full break with the Cold War and to establish a fundamentally new international order based on the rule of law.

Boydjjeva explains why a full-scale rapprochement between NATO and Russia was so difficult to achieve and ultimately proved elusive. The book is intended to be useful for experts, students, and for a wider audience interested in international relations, international law, international security, contemporary history, military affairs and diplomacy.

R. W. Davies authored *The Years of Progress: the Soviet Economy, 1934-1936* (Palgrave Macmillan, 2014), which examines the progress of Soviet industrialization against the background of the rising threat of aggression from Germany, Japan and Italy, and of the consolidation of Stalin's power. The iron and steel industry expanded rapidly, new non-ferrous and rare metals were introduced, and the foundations were laid of a modern armament industry. Following the disastrous famine of 1932-3, agriculture recovered, and sufficient grain stocks were accumulated to cope with the shortages after the bad weather of 1936. These successes were achieved, after the abolition of rationing, by combining central planning with the use of economic incentives and experimentation with markets. Although the Soviet system ultimately failed, its success in these years was a crucial stage in the spread to the rest of the world of the economic and social transformation which began in England in the eighteenth century.

Gavriel Shapiro, Professor of Comparative and Russian Literature at Cornell University, has published, *The Tender Friendship and the Charm of Perfect Accord: Nabokov and His Father*, with the University of Michigan Press. A description of the book can be found at [http://www.press.umich.edu/6025889/tender\\_friendship\\_and\\_the\\_charm\\_of\\_perfect\\_accord](http://www.press.umich.edu/6025889/tender_friendship_and_the_charm_of_perfect_accord)

## ASSISTANT PROFESSOR

### Russian & Slavic Studies

### ARTS AND SCIENCE

The Department of Russian & Slavic Studies at New York University invites applications for a tenure-track faculty position at the rank of assistant professor from scholars whose work focuses on 20th-century Russian literature. Specialization in Modernism and/or poetry particularly desirable; other areas of specialization welcome as well. Position is to begin September 1, 2015, pending budgetary and administrative approval. Duties will include undergraduate and graduate teaching and departmental service; teaching load is two courses per semester. Must have the PhD in hand by September 1, 2015.

Applicants should apply online by submitting a c.v., a letter of application, three references, and a short writing sample such as an article or chapter via the Department of Russian & Slavic web site: <http://russianslavic.as.nyu.edu/page/facultysearches>

*We will begin reviewing applications by October 1, 2014; the deadline for applications is October 17, 2014. First-round interviews will be conducted at the ASEES conference in San Antonio, TX (November 20-23).*



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## NEW FROM SLAVICA PUBLISHERS

**Ber Kotlerman.** *Disenchanted Tailor in "Illusion": Sholem Aleichem behind the Scenes of Early Jewish Cinema, 1913–16*, 398 p., 2014 (ISBN 978-0-89357-418-5), \$34.95.

Until now the story of Sholem Aleichem's "cinema obsession" has remained virtually unknown because the majority of documents, as well as the author's film scripts, have never been published. By reconstructing the picture of Sholem Aleichem's extensive contacts with the world of cinema in Europe, Russia, and the US, this monograph throws new light on the famous writer's life and work, on the background of early Jewish cinematography.

**Seth L. Wolitz.** *Yiddish Modernism: Studies in Twentieth-Century Eastern European Jewish Culture*, ed. **Brian Horowitz and Haim A. Gottschalk**, 489 p., 2014 (ISBN 978-0-89357-386-7), \$39.95.

In the first decades of the 20th century Yiddish-speaking writers and artists from Moscow to New York to Buenos Aires created a vibrant avant-garde that transformed Eastern European Jewish culture into the most contemporary of living European cultures and demonstrated the vitality of Jewish secularism.

Seth Wolitz played a formidable role in the recovery of this lost culture, which he terms Yiddish Modernism. In this volume of selected studies, articles, and creative interpretations from the last 30 years of his scholarly career, Wolitz brings to life the art, literature, and Weltanschauung of those who believed that *yidishkeyt* as a movement in art, literature, and poetry could change the world.

**N. Ia. Danilevskii.** *Russia and Europe: The Slavic World's Political and Cultural Relations with the Germanic-Roman West*, trans. **Stephen M. Woodburn**, 508 p., 2013 (ISBN 978-0-89357-400-0), \$34.95.

This is the first full-text English translation of *Russia and Europe*, one of the most important works in the 19th-century debate about Russia's place in the world.



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## Association for Slavic, East European, and Eurasian Studies (ASEEES)

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Association for Slavic, East European and Eurasian Studies (ASEEES), established in 1948, is a nonprofit, nonpolitical, scholarly society and is the leading private organization dedicated to the advancement of knowledge about Russia, Central Eurasia, and Eastern & Central Europe.

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POSTMASTER: Send address changes to: ASEEES, 203C Bellefield Hall, 315 S. Bellefield Avenue, Pittsburgh, PA 15260-6424.

### Membership:

If you are interested in becoming an individual or institutional member, visit: <http://aseees.org/membership>

### Submission of materials

Announcements submitted to all regular columns are published free of charge. NewsNet frequently publishes unsolicited material. All submissions should be e-mailed to: [newsnet@pitt.edu](mailto:newsnet@pitt.edu)

### Deadlines for submissions (ads, articles, announcements)

**January issue—1 Dec;**

**March issue—1 Feb;**

**June issue—1 May;**

**Aug issue—5 July;**

**October issue—1 Sept**

## Vol. 15, no. 3 (Summer 2014)

### SPECIAL ISSUE ON THE HOLOCAUST IN THE EAST

#### Articles

ANNA SHTERNISH  
Between Life and Death

VLADIMIR SOLONARI  
Hating Soviets—Killing Jews

ANIKA WALKE  
Jewish Youth in the Minsk Ghetto

ARKADI ZELTSE  
Differing Views among Red Army Personnel about the Nazi Mass Murder of Jews

Reaction by JAN T. GROSS

#### History and Historians

VICTORIA SMOLKIN-ROTHROCK  
"The Confession of an Atheist Who Became a Scholar of Religion"

#### Review Essays

MARK GAMSA  
Cities and Identity, War, and Memory in the Baltic Region

POLLY JONES  
Socialist Worlds of Dissent and Discontent after Stalinism



Explorations in Russian and Eurasian History

<http://kritika.georgetown.edu>

*Kritika* is dedicated to critical inquiry into the history of Russia and Eurasia. The quarterly journal features research articles as well as analytical review essays and extensive book reviews, especially of works in languages other than English. Subscriptions and previously published volumes available from Slavica. \$95 institutions; \$40 individuals; \$30 students and gifts to Russia and Eastern Europe. Contact our business manager at [slavica@indiana.edu](mailto:slavica@indiana.edu) for all questions regarding subscriptions, including eligibility for discounts.

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# Institutional Member News

## AMERICAN COUNCILS

### CRITICAL LANGUAGE SCHOLARSHIP

The Critical Language Scholarship (CLS) program is part of a U.S. government effort to expand dramatically the number of Americans studying and mastering critical need foreign languages. CLS institutes provide fully-funded group-based intensive language instruction and structured cultural enrichment experiences for seven to ten weeks for U.S. citizen undergraduate and graduate students.

A program of the U.S. Department of State, Bureau of Educational and Cultural Affairs, the CLS program offers intensive summer language institutes in 13 critical foreign languages. The selection process is administered by American Councils for International Education with awards approved by the U.S. Department of State, Bureau of Educational and Cultural Affairs. The CLS program is administered by American Councils and The Ohio State University / Ohio University.

Deadline Date: November 15, 2014

To apply: <http://www.clscholarship.org>

## THE KENNAN INSTITUTE AT THE WILSON CENTER

### Grant Opportunities

Please note the Kennan Institute Title VIII Research Scholarships have been suspended until further notice.

## KENNAN INSTITUTE TITLE VIII SHORT-TERM GRANTS

### Up to one month's duration

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 \$3,200 for 31 days. While the Kennan Institute cannot provide office space for Short-Term scholars, we do provide a carrel with a computer and internet access. 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 (including a title), 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 Kennan Institute. Please note, the recommendation letters must be signed. Applicants should also state their citizenship status in their materials. All of these materials may be submitted via e-mail. Please note that the letters

of recommendation, if sent by email, must be sent directly from the referee and be a scan of a signed letter. Referees are also welcome to send their signed letters by fax or post.

Grant recipients are required to be in residence in Washington, D.C. for the duration of their grant and give a presentation. Four rounds of competitive selection for Short-Term Grants are held each year. The next closing date is September 1, 2014. Applicants are notified of the competition results roughly seven weeks after the closing date. Awardees must provide at least one month notification before beginning their grant. Only U.S. citizens are currently eligible for Short-Term Grants.

### Scholars in Residence

Each year, the Kennan Institute sponsors between 30-40 scholars to conduct humanities, social science, and policy research in Washington, D.C. Grant opportunities include Title VIII Summer Research and Short-Term Scholarships, Fulbright-Kennan Scholarships, and Starovoitova Scholarships. The Kennan Institute welcomes the following scholars in the coming months:

### Title VIII-Supported Research Scholars

Victoria Smolkin-Rothrock, Assistant Professor, Department of History, Wesleyan U, "A Sacred Space is Never Empty."

### Title VIII-Supported Short Term Scholars

Stephen Jones, Professor, Russian and Eurasian Studies, Mount Holyoke College, "Dealing with a Dying Bear: American Foreign Policy and the Decline of the USSR, 1988-1991."

Alina Polyakova, Post-Doctoral Researcher, Institute of Sociology, U of Bern, Switzerland. "From the Provinces to the Revolution: Euromaidan and the Transformation of the Ukrainian Far Right."

Ronald Suny, Charles Tilly Collegiate Professor of Social and Political History, U of Michigan, "The Armenian Genocide."

### Fulbright-Kennan Institute Research Scholars

Oleksandr Zaytsev, Chair, Department of Modern History of Ukraine, Ukrainian Catholic U. "Ultra-Nationalism in Stateless Nations of Eastern Europe, 1918-1941."

Artem Zorin, Docent, Department of History, Vyatka State Humanities U. "Czechoslovakia in Soviet-American Relations in 1939-1953: from Cooperation to Confrontation."

### Wilson Center Fellows

Audrey Altstadt, Professor of History, UMASS, Amherst. "The Struggle toward Democracy in Post-Soviet Azerbaijan."

Michael David-Fox, Professor, School of Foreign Service and History, Georgetown U, "Smolensk under Nazi and Soviet Rule."

Maxim Trudolyubov, Opinion Page Editor, *Vedomosti Daily*, Russia. "Free Media in Unfree Environments (The Halfway House: How Russia's Incomplete Institutions Affect Media and How Media Affects Institutions)."

Elizabeth Wood, Professor of Russian and Soviet History, MIT. "Power and Performance in Putin's Russia."

#### INTERNSHIPS WITH THE KENNAN INSTITUTE

The Kennan Institute offers unpaid research internships for undergraduate, graduate, and prospective graduate students. Each intern works with a scholar in residence at the Institute over a period of three to nine months. Applicants should have a good command of the Russian or Ukrainian language and ability to conduct independent research. This internship offers a flexible schedule of 15 hours per week and a metro subsidy for conducting off-site research. To apply, send a resume and cover letter describing your availability to work in Washington, D.C. and your research interests and strengths. You can send your application by email to [joseph.dresen@wilsoncenter.org](mailto:joseph.dresen@wilsoncenter.org).

International students are eligible, but they must hold a valid F-1 or J-1 visa and appropriate work authorization. All international students must obtain written permission from their Designated School Official or Responsible Visa Officer at their university stating that they are in valid immigration status and eligible to do an internship at the Center. The Wilson Center is an equal opportunity employer and follows equal opportunity employment guidelines in the selection of its interns.

#### EAST EUROPEAN STUDIES SHORT-TERM RESEARCH SCHOLARSHIPS

Deadline: September 01, 2014

These Title VIII grants are available to American academic experts and practitioners, including advanced graduate students, engaged in specialized research requiring access to Washington, DC and its research institutions. Grants are for one month and include residence at the Wilson Center. Candidates must be U.S. citizens, in order to be considered eligible for this grant opportunity. Project Scope: EES offers residential research scholar grants to scholars working on policy relevant projects on the following countries: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Kosovo, Latvia, Lithuania, Macedonia, Montenegro, Poland, Romania, Serbia, Slovakia, and Slovenia. Projects should focus on fields in the social sciences and humanities including, but not limited to: Anthropology, History, Political Science, Slavic Languages and Literatures, and Sociology.

To apply for a Title VIII Short-Term award, the applicant must submit: a concise description of his/her research project; a CV; a statement of preferred and alternate dates of residence in Washington, DC; two letters or recommendation in support of the research to be conducted at the Center.

Please mail all application materials to: Global Europe

Program, The Woodrow Wilson International Center for Scholars, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027 OR Send them via e-mail to: [European.Studies@WilsonCenter.org](mailto:European.Studies@WilsonCenter.org)

#### CFP 12TH GRADUATE COLLOQUIUM ON SLAVIC LINGUISTICS

The Slavic Linguistics Forum and the Department of Slavic and East European Languages and Cultures are pleased to announce the Twelfth Graduate Colloquium on Slavic Linguistics. The colloquium will take place on November 15, 2014, at the Ohio State University campus in Columbus, OH.

We encourage students working in both formal and functional frameworks to participate in this event. Interdisciplinary projects from the students in related fields such as anthropology, sociology, psychology, and comparative studies are welcome, as far as they are related to Slavic and East European languages. Accommodations with local graduate students will be available.

#### CFP: CENTRIFUGAL FORCES: READING RUSSIA'S REGIONAL IDENTITIES AND INITIATIVES

University of Virginia, March 26-28, 2015

Contemporary Russia has been described as a "country of broken links," where much of the financial and intellectual wealth of the country is centered in Moscow and Moscow Region (with a population of nearly 20 million), while the rest of the country (another 123 million people) remain unheard and underestimated. At first glance, Russia's regions often appear to mimic Moscow in all sorts of ways—politically, visually, architecturally, and intellectually... Until they don't—for example, in the 2010 census thousands of Siberians protested the impact of the center by self-identifying as "Sibiriak." Blogs, tweets, as well as conventional hard-copy writing, challenge overly centralized power and resources. Legal challenges to maltreatment from Moscow have arisen in the South Russian-North Caucasus region. Ethnographers, literary scholars, cultural historians, political scientists, anthropologists—all are finding that many people in Russia's regions are taking initiative and articulating their particular identities and interests.

Proposals for "Centrifugal Forces" will resist "Moscow-centric" perceptions of Russia and, through various disciplinary approaches to studying the Russian provinces, strive to hear voices from the regions instead of allowing views and opinions from Moscow to dominate. They will consider ways in which people on the peripheries engage in cultural, economic, and political processes; how they represent themselves culturally, artistically, and socially; how self-perception is developing in various regions; and, importantly in the 21st century, how the Internet impacts the very notions of center and periphery.

The organizers invite 20 minute papers from scholars from all relevant disciplines. Please submit a 250-word abstract by December 1, 2014 to: [clowes@virginia.edu](mailto:clowes@virginia.edu)

For more information please visit our website: <http://www.russiasperipheries.com>.

# 2015 ASU CRITICAL LANGUAGES INSTITUTE



## STUDY AT ASU

June 1–July 17

ALBANIAN  
ARMENIAN  
BCS  
PERSIAN  
POLISH  
RUSSIAN  
TURKISH  
UZBEK  
HEBREW  
MACEDONIAN

## THEN STUDY ABROAD

July 20–August 14

TIRANA, ALBANIA  
YEREVAN, ARMENIA  
SARAJEVO, BOSNIA  
SAMARQAND, UZBEKISTAN  
POZNAN, POLAND  
KAZAN, RUSSIA  
ANKARA, TURKEY  
SAMARQAND, UZBEKISTAN

all programs contingent upon funding and enrollment

## **SUMMER IN RUSSIA**

June 22–August 14  
RUSSIAN IN KAZAN  
TATAR IN KAZAN

## **SUMMER IN ARMENIA**

June 22–August 14  
ARMENIAN IN YEREVAN

## **SUMMER IN TURKEY**

June 22–August 14  
TURKISH IN ANKARA

**Application Deadline: January 30, 2015**

**TUITION WAIVERS & FUNDING AVAILABLE**

The Critical Languages Institute  
Arizona State University, Box 874202  
Tempe, AZ 85287-4202



Phone: 480-965-4188  
cli@asu.edu  
<http://cli.asu.edu>

## The Harvard Academy for International and Area Studies The Harvard Academy Scholars Program 2015-2016

The Academy Scholars Program identifies and supports outstanding scholars at the start of their careers whose work combines disciplinary excellence in the social sciences (including history and law) with a command of the language, history, or culture of non-Western countries or regions. Their scholarship may elucidate domestic, comparative, or transnational issues, past or present.

The Academy Scholars are a select community of individuals with resourcefulness, initiative, curiosity, and originality, whose work in non-Western cultures or regions shows promise as a foundation for exceptional careers in major universities or international institutions. Harvard Academy Scholarships are open only to recent PhD (or comparable professional school degree) recipients and doctoral candidates. Those still pursuing a PhD should have completed their routine training and be well along in the writing of their theses before applying to become Academy Scholars; those in possession of a PhD longer than 3 years at the time of application are ineligible.

Academy Scholars are appointed for 2 years by the Harvard Academy for International and Area Studies and are provided time, guidance, and access to Harvard University facilities. They receive substantial financial and research assistance to undertake sustained projects of research and/or acquire accessory training in their chosen fields and areas. Some teaching is permitted but not required. The Senior Scholars, a distinguished group of senior Harvard University faculty members, act as mentors to the Academy Scholars to help them achieve their intellectual potential.

Post-doctoral Academy Scholars will receive an annual stipend of \$67,000, and pre-doctoral Academy Scholars will receive an annual stipend of \$31,000. Applications for the 2015-2016 class of Academy Scholars are due by **October 1, 2014**. Finalist interviews will take place in Cambridge on **November 21**. Notification of Scholarships will be made in December, 2014. For complete information on how to apply visit: [www.wcfia.harvard.edu/academy](http://www.wcfia.harvard.edu/academy).



# Affiliate News

## ASEC ARTICLE PRIZE NOMINATIONS

Association for the Study of Eastern Christian History and Culture (ASEC) is accepting nominations for its Distinguished Scholar Prize. This award is for an outstanding English-language article-length publication relating to a society or societies that are influenced by Eastern Christian culture, although the article need not be on religion specifically. Articles published between September 1, 2013 and August 31, 2014 are eligible for consideration. The deadline for nominations is September 1, 2014. Self-nominations are also accepted. Please send your nomination including a copy of the article to Eugene Clay (clay@asu.edu), Associate Professor of Religious Studies School of Historical, Philosophical, and Religious Studies, Arizona State University, PO BOX 874302, Tempe, AZ 85287-4302.

## AATSEEL CONFERENCE

The 2015 AATSEEL Conference will be held on January 8-11, 2015 at the Renaissance Harbourside in Vancouver, British Columbia, Canada within easy reach of the Modern Language Association (MLA) conference. In addition to scholarly panels, participants will have the chance to attend advanced seminars, roundtables, workshops and other special events. The 2015 Advanced Seminars will be led by Mark Lipovetsky (UC-Boulder) and Marcus Levitt (USC). For more information, visit the AATSEEL website: [http://www.aatseel.org/cfp\\_main](http://www.aatseel.org/cfp_main)

Please also note the passport and possible visa requirements for travel to Canada: <http://www.aatseel.org/program/hotel/>

## AATSEEL CALL FOR NOMINATIONS

AATSEEL nominations in the following categories:

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

If you would like to nominate someone, please check [http://www.aatseel.org/about/awards\\_2005167](http://www.aatseel.org/about/awards_2005167) to determine whether your candidate has already won in that category; and submit nomination, affiliation, email, prize category; testimonial/rationale by emailing [condee@pitt.edu](mailto:condee@pitt.edu). The deadline is September 15, 2014. The candidate must be a member of AATSEEL to accept the award. We encourage recipients to be present at the award ceremony (January 8-11, 2015 at the Renaissance Harbourside in Vancouver, British Columbia, Canada).

## AWSS CALL FOR NOMINATIONS

The Association for Women in Slavic Studies Outstanding Achievement Award recognizes the work of a scholar in the field of Slavic Studies, who has also served as a mentor to

female students/colleagues in this field.

To nominate, please 1) write a letter detailing what your candidate for this award has achieved in Slavic Studies in terms of a) scholarship or other professional accomplishment and b) mentoring of female students/colleagues; 2) provide a short list of references with accompanying email addresses so that the committee can contact these referees discreetly for further information. The committee recommends that this list include both peers and students/staff. Please email your letter and list by September 15, 2014, to Karen Petrone (Chair) at: [petrone@uky.edu](mailto:petrone@uky.edu); Choi Chatterjee at: [cchatte@exchange.calstatela.edu](mailto:cchatte@exchange.calstatela.edu); Adele Lindenmeyr at: [adele.lindenmeyr@villanova.edu](mailto:adele.lindenmeyr@villanova.edu).

## AWSS Mary Zirin Prize

The Mary Zirin Prize recognizes the work of an independent scholar in the field of Slavic Studies. The award of \$500 is named for Mary Zirin, the founder of Women East-West.

The Committee encourages the nomination of candidates at all career stages. For the purpose of this award, an independent scholar is defined as a scholar who is not employed at an institution of higher learning, or an employee of a university or college who is not eligible to compete for institutional support for research (for example, those teaching under short-term contracts or working in administrative posts). We welcome nominations from CIS and Central and Eastern Europe.

The Zirin Prize Committee will accept nominations (including self-nominations) until September 1, 2014. Nominations must include: (1) a nomination letter of be no more than two-pages double-spaced; (2) the nominee's current curriculum vitae; and (3) a sample publication (e.g., article or book chapter). The nomination letter must describe the scholar's contribution to the field, as well as work in progress. Nominations should be sent to Marilyn Smith at [msmith@fivecolleges.edu](mailto:msmith@fivecolleges.edu).

## Graduate Essay Prize

The prize is awarded to the author of a chapter or article-length essay on any topic in any field or area of Slavic/East European/Central Asian Studies written by a woman, or on a topic in Slavic/East European/Central Asian Women's/Gender Studies written by a woman or a man. This competition is open to current doctoral students and to those who defended a doctoral dissertation in 2013-2014. If the essay is a seminar paper, it must have been written during the academic year 2013-2014. If the essay is a dissertation chapter, it should be accompanied by the dissertation abstract and table of contents. Previous submissions and published materials are ineligible. Essays should be no longer than 50 double-spaced pages, including reference matter, and in English (quoted text in any other language should be translated). Submissions must be received by September, 1

2014. Please send a copy of the essay and an updated CV to each of the [three members of the Prize Committee](#).

### THE CENTRAL EURASIAN STUDIES SOCIETY 15TH ANNUAL MEETING

The Central Eurasian Studies Society will be holding its 15th Annual Meeting at the Harriman Institute of Columbia University from October 23-26, 2014. The conference program will include paper presentations, roundtable forums, vendor exhibitions, and more. This event is the largest annual gathering of scholars working in Central Eurasian Studies; the program will include an estimated 350 panelists, and we expect that the number of people attending the conference will exceed 500. The conference will feature roughly 50 panels on topics covering all aspects of the politics, history, culture, and society of the Central Eurasian region, extending from the Caucasus, Iran, and the Volga Basin (Russia) to Tibet, western China, Mongolia, and Siberia, including all of Central and Inner Asia.

### CENTRAL SLAVIC CONFERENCE

November 7-9, 2014, St. Louis, Missouri

The Central Slavic Conference is pleased to invite scholars of all disciplines working in Slavic, Eurasian, and East European studies to attend its annual meeting, to be held in conjunction with the [2014 International Studies Association Midwest Conference](#). Additionally, CSC will also host a symposium is dedicated to the scholarship of longtime CSC member Charles Timberlake. Those interested in participating should contact symposium coordinator Dr. Nicole Monnier at [monniern@missouri.edu](mailto:monniern@missouri.edu).

Graduate students who present at the CSC Annual Meeting are invited to participate in the Charles Timberlake Graduate Paper Prize competition. Dedicated to the memory of Professor Timberlake as teacher and mentor, the prize carries a cash award. Submissions should be emailed to Dr. Nicole Monnier at [monniern@missouri.edu](mailto:monniern@missouri.edu) by October 25th, 2014.

Limited funding for graduate student and international scholar travel is available. CSC registration is separate from ISA-M registration, but general information regarding the hotel and meeting can be found on the [ISA Midwest Conference web page](#)

### CALL FOR NOMINATIONS - ESSA BOOK PRIZE 2014

The Early Slavic Studies Association is calling for nominations for its 2014 book award. The category this year is editions and English translations of pre-modern Slavic texts. To be eligible, the book must have been published after 2011. This annual prize includes both a certificate of recognition and a cash award. Nominations and self-nominations are encouraged. Contact the ESSA Book-Prize Committee Chair: [gmajeska@umd.edu](mailto:gmajeska@umd.edu). Deadline: September 1, 2014.

### IX WORLD CONGRESS OF ICCEES

<http://src-h.slav.hokudai.ac.jp/iccees2015/index.html>

The International Council for Central and East European Studies (ICCEES) is the global alliance of national as-

sociations of Slavic and Eurasian studies, including ASEES. The ICCEES was created in 1974 and holds a world congress once every five years. The next world congress will be held in Makuhari, Japan, on August 3-8, 2015. The official languages of the congress are English, Russian, French, and German. <http://www.iccees.org>

### CFP: CONFERENCE OF THE SOCIETY FOR ROMANIAN STUDIES

Bucharest, 17- 19 June 2015

Theme: Linking Past, Present and Future: The 25th Anniversary of Regime Change in Romania and Moldova (1989/1991)

Anniversaries represent opportunities to reflect on past events, re-assess their impact on the present, and draw lessons for the future. Together with other 20th century historical events – including World War I, World War II, and the communist take-over – the overthrow of the communist regime represented a watershed event for Romania and Moldova, the most recent great transformation it is seen as having led to the end of the communist dictatorship, democratization of the political system, the introduction of market economy, cultural liberalization, the opening of borders, and a re-alignment with the West. At the same time, given Romania's and Moldova's persistent problems with political instability, pervasive corruption, slow economic growth, populism, and nationalism, the significance of the 1989/1991 regime change and its outcomes remains a source of contestation. The aim of this conference is to take a fresh look at the transformative events of a quarter century ago. We wish to examine their significance for the two countries' post-communist trajectories, past, present, and future both domestically and in the wider European and Eurasian contexts with the help of broad historical, political, literary, and cultural disciplinary and interdisciplinary inquiries.

### SHERA NEWS

The Society of Historians of Eastern European, Eurasian, and Russian Art and Architecture (SHERA) is pleased to announce sponsored memberships for up to 20 students and unaffiliated scholars (such as retirees) from Eastern Europe, Eurasia, and Russia. Sponsored memberships were established thanks to a generous initiative from a SHERA member that has been matched by funds from SHERA. For more information, go to <http://www.shera-art.org>.

SHERA's board encourages members from Eastern Europe, Russia, and Eurasia who wish to attend CAA in mid-February to apply for a grant from the CAA-Getty International Program. The grant covers travel expenses, hotel accommodations for eight nights, per diems, conference registrations, and one-year CAA memberships. The program will include a one-day preconference colloquium on international issues in art history on February 10 at which grant recipients will present and discuss their common professional interests and issues. Attendance at the preconference is limited and by invitation only. For more information, see <http://www.collegeart.org/CAA-Getty-InternationalProgram/>



# ASEEES 46<sup>th</sup> Annual Convention November 20-23, 2014 San Antonio, Texas

<http://aseees.org/convention>

## Important Dates:

- Aug 22** End of early pre-registration
- Sep 5** Final Deadline for all Convention Program changes
- Sep 30** Deadline by which all Convention participants must register in order to appear in the Program Index
- Oct 17** End of Convention Pre-registration (After this date, you must register at the Convention for a higher fee)
- Nov 7** Deadline for changes to be included in the Convention Program supplement
- Nov 20** Opening Reception and Tour of the Exhibit Hall
- Nov 21** Plenary: "25 Years After the Fall of the Berlin Wall: Historical Legacies and New Beginnings"  
Chair: Stephen E. Hanson, College of William & Mary  
Valerie Bunce, Cornell U  
Vladimir Tismaneanu, U of Maryland, College Park  
Vladislav Zubok, London School of Economics (UK)
- Nov 22** Awards Presentation & Presidential Address:  
"East European and Eurasian Studies 25 Years After 1989:  
In Defense of Regional Knowledge in a Globalized World"  
Stephen E. Hanson, College of William & Mary



**ASEEES 46<sup>th</sup> Annual Convention — San Antonio Marriott Rivercenter, San Antonio, TX — November 20—23, 2014  
PRE-REGISTRATION FORM**

The information given here will be used to create your convention name badge and to create or update your database record. Therefore it must be **correct, complete, and clear**. Illegible or incomplete forms may substantially delay processing.

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Preferred address: \_\_\_\_\_  
 Home  Office

**PRE-REGISTRATION DEADLINES and FEES**

The convention program's Index of Participants **closes September 30**.

If we have not **received** your registration by this date, your panel will appear in the program, but your name will not appear in the index. Although your name won't appear in the index, you can continue to register after September 30, up until **pre-registration closes on October 17**. After this date, you must register on site. On-site registration will cost an additional \$30 (additional \$10 for students, \$15 for retirees).

**All persons attending the convention must register and pay the applicable fee.  
 All speakers, roundtable participants, and discussants must be members unless eligible to register as a non-member.  
 See [www.aseees.org/convention/rules](http://www.aseees.org/convention/rules) for details.**

	Fees for registering by <b>August 22</b>	Fees for registering by <b>October 17</b>	
ASEEES Members.....	\$130	\$150	\$ _____
ASEEES Member, retiree.....	\$70	\$80	\$ _____
ASEEES Member, income under \$30K.....	\$45	\$50	\$ _____
ASEEES Member, student.....	\$40	\$45	\$ _____
Non-Member.....	\$185	\$205	\$ _____
Non-member, income under \$30K.....	\$65	\$70	\$ _____
Non-member, student.....	\$55	\$60	\$ _____

Awards Buffet, Saturday, November 22 2014: Featuring hearty hors d'ouvres and a cash bar.

\_\_\_\_\_ tickets @ \$45 each      \_\_\_\_\_ student tickets @ \$20      \$ \_\_\_\_\_

SUBTOTAL: \$ \_\_\_\_\_

2014 Membership Dues (see [aseees.org/membership/individual](http://aseees.org/membership/individual) to confirm current dues rates) \$ \_\_\_\_\_

TOTAL: \$ \_\_\_\_\_

We accept most international credit and debit cards, including VISA, MasterCard, Discover, and American Express. Please include the **card security code** as well. Checks and money orders are also accepted; please make payable in US dollars to **ASEEES** and send to address below.

\_\_\_\_\_ Credit Card Number      \_\_\_\_\_ CSC      \_\_\_\_\_ Expiration Date

Cardholder name: \_\_\_\_\_ Signature: \_\_\_\_\_

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*All refund requests for the convention registration and/or buffet ticket must be made in writing by e-mail to [aseees@pitt.edu](mailto:aseees@pitt.edu) (preferred) or by fax to +1-(412)-648-9815. Refund requests received on or before **September 17, 2014** will be refunded 100% of your registration fee, less a \$20 administrative fee to cover the cost of processing. Cancellations received between **September 18 and October 17, 2014** will be refunded 50% of your registration fee, less a \$20 administrative fee. **Refunds will not be available for cancellations made after October 17, 2014, no shows, or membership dues payments.** No exceptions. All refunds will be issued after the annual convention.*



## Calendar

### 2014

**September 11.** The Library of Congress and the American Latvian Association will co-host “Second Conference on Latvian Diaspora Archives, Libraries and Material Culture.” <http://www.alausa.org/en>

**September 18-20.** UCL SSEES and the University of Cambridge international film symposium, “New Directions in Russian and Soviet Cinema”, Contact: [rachel.morley@ucl.ac.uk](mailto:rachel.morley@ucl.ac.uk)

**September 19-21.** Interprofessional and Interdisciplinary Relations in Russia: Zones of Collaboration, Competition and Conflict at the Institute of Advanced Study. Sponsored by Durham U (UK) and BASEES <https://www.dur.ac.uk/russianinterdisciplinarity>

**October 10-11.** **2014 AATSEEL-Wisconsin Conference**, University of Wisconsin-Madison; Contact: [jvergara@wisc.edu](mailto:jvergara@wisc.edu)

**October 17-18.** Dumpster Diving and Sustainability: Managing the Limited Resources of Culture, Princeton University. Annual Interdisciplinary Graduate Student Conference. Contact: [princeton.slavic.conference@gmail.com](mailto:princeton.slavic.conference@gmail.com).

**November 7-9.** Central Slavic Conference, St. Louis, Missouri, <http://www.slu.edu/x18828.xml>

**November 15.** Twelfth Graduate Colloquium on Slavic Linguistics, Ohio State U. Contact: [ouzina.2@osu.edu](mailto:ouzina.2@osu.edu)

**November 20-23.** **ASEEES 46th Annual Convention, San Antonio, TX.** <http://aseees.org/convention>

**November 21-23.** **American Council on the Teaching of Foreign Languages**, Henry B. Gonzales Convention, San Antonio, TX.

**December 12-13.** “Giving Voice to Cultures: Practices of Russia-Britain Cross-Cultural Communication in the 21st Century” International Conference, The Princess Dashkova Russian Centre, the U of Edinburgh, [Dashkova.Centre@ed.ac.uk](mailto:Dashkova.Centre@ed.ac.uk)

### 2015

**January 8-11.** **AATSEEL annual conference** will be held at the Renaissance Harbourside in Vancouver, British Columbia, Canada

**March 11-12.** “The Great War and its Legacy in Central Europe and the Middle East,” hosted by Qatar U <http://www.qu.edu.qa/artssciences/humanities/conferences/index.php>

**March 26-28.** “Centrifugal Forces: Reading Russia’s Regional Identities and Initiatives,” U of Virginia

**April 23-24.** Baylor U will host a symposium: “Georgia at the Crossroad,” [blogs.baylor.edu/georgiasymposium](http://blogs.baylor.edu/georgiasymposium)

**August 3-8.** The International Council for Central and East European Studies World Congress, Makuhari, Japan, <http://src-h.slav.hokudai.ac.jp/iccees2015/index.html>

**November 19-22.** **ASEEES 47th Annual Convention Philadelphia, PA, Philadelphia Marriott Downtown**