



NewsNet

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

Broadening Career Opportunities and Training for PhDs: A Discussion at ASEES Melissa Bokovoy, University of New Mexico

Editor's note: This issue of NewsNet is dedicated to helping SEES specialists explore careers beyond the professoriate and offering examples of career development strategies for making themselves marketable in multiple fields. With the guidance of the ASEES Committee on Non-Academic Careers, we have assembled a variety of articles that address this issue from multiple angles, beginning with Melissa Bokovoy's article reporting on the efforts of the MLA, AHA, NEH, and Mellon Foundation to prepare humanities PhDs for diverse career paths. Then, we feature three Member Spotlights of ASEES members who have successfully shifted their careers from the university to non-academic or academic-adjacent fields. Taking a different perspective, Jonathan Larson's piece looks back at a 2015 ASEES roundtable that discussed ways in which regional studies training, especially analytical skills of anthropologists and sociologists of Central Europe, might be transferred to "the global" and to careers in and out of the academy.

To further assist our members, ASEES announces a new program, Exploring Career Diversity, a service that matches professionals employed beyond the professoriate, with PhD students and recent PhDs who are interested in broadening their career horizons. The 2017 convention will again offer a roundtable on careers beyond academia.

Over the last five years, there have been numerous discussions and initiatives that seek to broaden the career horizons of humanities and social sciences doctorates. Scholarly organizations such as the Modern Languages Association, the American Historical Association, the Council of Graduate Schools, the [National Endowment for the Humanities](#), and the [Social Sciences and Humanities Research Council of Canada \(SSHRC\)](#) posit that the public and private sectors benefit from the expertise and values derived from advanced education in the humanities and humanistic social sciences. As the SSHRC's [White Paper](#) notes, a humanities PhD has not only mastered a body of knowledge and written a dissertation but they have engaged in "original, critical thinking, effective communication, creativity, empathy, innovation, problem solving, project management, and leadership." Thus, graduate programs in the humanities and humanistic social sciences need to sharpen these existing skills and add additional competencies to reflect how intellectual work is being conducted in the 21st century.

The Association for Slavic, East European, and Eurasian Studies (ASEES) has responded to these initiatives by establishing the [Committee on Non-](#)

Inside this Issue • August 2017 • v. 57, n.4

Broadening Career Opportunities and Training for PhDs: A Discussion at ASEES by Melissa Bokovoy, University of New Mexico	1	Portable Practices of Critical Social Inquiry: Taking East Central Europe Global by Jonathan Larson, Grinnell College	12
2017 ASEES Distinguished Contributions to Slavic, East European and Eurasian Studies Award	5	2017 ASEES Convention Special Events	16
Member Spotlight: Elana Jakel, US Holocaust Memorial Museum	7	2017 ASEES Travel Grant Recipients	19
Member Spotlight: Faith Wilson Stein, Stanford University Press	8	Publications	22
Member Spotlight: Daniel Peris, Federated Investors	9	Institutional Member News	26
		Affiliate Group News	28
		Personages	31

[Academic Careers](#), sponsoring panels and roundtables that explore careers beyond the professoriate, and setting up a network of mentors who work outside of the academy. The intent of the ASEES initiatives is to provide forums and opportunities for graduate students and recent PhDs to speak to and learn from professionals in different non-academic fields such as government, finance, consultancy, think tanks, global education offices, publishing, academic administration, and non-profits; to provide career information and [online resources about career diversity](#); and to advise those interested in such career options.

Attendance at the career panels over the last few years demonstrates that graduate students want practical advice about how to transfer their skills, disciplinary knowledge, and degree to non-academic work. What often becomes clear in these discussions is that few PhD programs have focused on preparing their students to earn a living beyond the academy or contribute to public culture in other ways. Thus, the issue of how to broaden PhD training emerges as one of the central challenges of graduate training in the twenty-first century. This challenge was addressed at the 2016 ASEES Convention by the roundtable, “Lessons Learned: Initiatives on Careers Beyond the Professoriate.”

Representatives from the AHA and MLA and their pilot programs discussed their Andrew Mellon Foundation sponsored programs that are examining how to broaden career opportunities and training for PhDs in the Humanities. The roundtable participants were: James Grossman, Executive director of the American Historical Association; Emily Swafford, Manager of Academic Affairs of the American Historical Association; Stacy Hartman, Project Coordinator for Connected Academics, Modern Languages Association; Lindsey Martin, Mellon Career Development Officer for the Department of History at the University of Chicago; and Melissa Bokovoy, Chair and Professor, Department of History at the University of New Mexico. The latter two panelists are also members of ASEES and represented two of the four pilot programs of the American Historical Association-Mellon Foundation initiative on Careers beyond the Professoriate.

The roundtable was an opportunity to report on the work that is being done in the [MLA's Connected Academics](#) project and the [AHA's Career Diversity](#) program, and engage ASEES members in the ongoing discussion of how to broaden graduate training and provide support to PhDs who wish to pursue careers beyond the professoriate.

James Grossman summarized what the AHA has learned from its focus groups, pilot programs, and interdisciplinary collaborations. He explained that the AHA's work thus far has shown that, while individuals have very different definitions of the problems in humanities doctoral education, the solutions proposed by people situated in different places in the ecosystem demonstrate a remarkable level of consensus. Graduate curricula in the humanities need to evolve in following way and [based on essential skills](#):

- Students must be required to practice **communicating** their knowledge and research to a wide range of audiences across a range of media, including a basic familiarity with **digital tools and platforms**;
- Students must develop **intellectual self-confidence**, which is the ability to work beyond subject matter expertise, to be nimble and imaginative in projects and plans;
- Curricula must provide intellectually relevant opportunities for students to **work collaboratively** toward common goals with others, both within and beyond their discipline. Our consultants beyond the academy emphasized the imperative to include internship opportunities whether on campus or off;
- Graduates who lack a very basic threshold of **quantitative literacy** are disadvantaged in careers both within and beyond the academy.

In all cases, the AHA has observed, these key elements of curricular emphasis will enhance the professionalization of students who go into faculty positions, too.

Lindsey Martin and Melissa Bokovoy discussed the programmatic and curricular innovations and initiatives piloted by each of their programs to systematically incorporate these essential skills into graduate training, from beginning to end. Each emphasized what changes might be of interest to graduate students, scholars, directors, and administrators in area studies.

- **Seminars.** Seminars are at the heart of graduate education. In them, students begin to master fields of study, learn research strategies, grapple with methodology, and imbibe professional norms.
 - **Enhancing the Seminar.** To enhance the value of these seminars in and beyond the academy requires that instructors devote more space and time to addressing different skills embedded within traditional assignments (book reviews,

management, and other workplace skills. These programs, like the teaching academy or future faculty training, are done outside of traditional graduate training and are offered as a short series of workshops, classes, and online modules. These opportunities can be offered to students when they embark on an internship or become program, editorial, and research assistants.

- **Engaging Alumni.** Bring alumni who are employed outside the academy back to campus. The purpose is to showcase how alumni apply skills acquired during graduate training in public, private, and non-profit positions. As pointed out by Stacy Hartman of the Modern Languages Association at our roundtable as well as in the [MLA's faculty tool kit](#), engaging alumni serves several purposes.
 - First, it helps you gather data about where and how your graduates are working and how they are using their humanities expertise.
 - Second, it broadens the imaginations of current students and provides greater transparency about the outcomes of your program. If the only graduates who are visible to your program are the ones with tenure-track or tenured positions, then those are likely to be the only occupational outcomes current students will imagine for themselves.
 - Finally, engaging your alumni maintains and strengthens the relationships between departments and the alumni themselves. In addition to allowing for fundraising and development opportunities, this builds a professional network that current students can draw on, while also signaling that a variety of outcomes to the program are valued.
- **Addressing the Stigma of Non-Academic Careers.** It is real and omnipresent in discussions with non-academic PhDs about their chosen career paths. Many students feel nonacademic careers carry a stigma, said Maggie Debelius co-author with Susan Basalla May of [So What Are You Going to Do With That? Finding Careers Outside Academia](#). “Debelius, who interviewed hundreds of PhDs for her book found that students who acknowledged applying for both academic and nonacademic positions feared that ‘advisers would be less likely to write a glowing recommendation or make that extra phone call if they feel the student is not devoted to the profession.’”

Such fears and trepidation are difficult to quantify, but building a network of trusted faculty, administrators, and alumni across the university who are supportive of career diversity might mitigate them and help redefine what a successful career outcome looks like.

The roundtable concluded with the observation that there are simply not enough jobs within the academy for all PhDs, regardless of whether they are humanists. Departments and graduate schools must work to redefine what a successful career outcome is, develop connections with alumni who could mentor doctoral students, broaden graduate training, and create formal and informal opportunities for discussing and providing information about careers beyond the professoriate.

Melissa Bokovoy is Professor of History at the University of New Mexico, where she serves as department chair. She holds a PhD from Indiana University in East European history. She is the author of Peasants and Communists: Politics and Ideology in the Yugoslav Countryside, 1941-1953, which won the Barbara Jelavich Prize in 1999. She is the Co-PI of the AHA/Mellon Career Diversity Pilot program at the University of New Mexico and PI for the NEH's NEXT GEN PhD planning grant.

Career Diversity Initiatives:

ASEEES Career Resources: <http://www.aseees.org/resources/careers>

AHA Career Diversity: <https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians>

ASEEES Committee on Non-Academic Careers: <http://aseees.org/about/committees/non-academic-careers>

SSHRC White Paper on the Future of the PhD In the Humanities: http://www.acfas.ca/sites/default/files/fichiers/1536/white_paper_on_the_future_of_the_phd_in_the_humanities_dec_2013_1.pdf

University of Michigan Career Center. PhD transferable skills: <https://careercenter.umich.edu/article/phd-transferable-skills>

MLA Connected Academics: Preparing Doctoral Students of Language and Literature for a Variety of Careers. <https://connect.mla.hcommons.org/>

Columbia University: Non-Academic Career Options for PhDs in the Humanities and Social Sciences <https://www.careereducation.columbia.edu/resources/non-academic-career-options-phds-humanities-and-social-sciences>



2017 ASEEES Distinguished Contributions to Slavic, East European, and Eurasian Studies Award

Established in 1970, the Distinguished Contributions to Slavic, East European, and Eurasian Studies Award honors eminent members of the profession who have made major contributions to the field through scholarship of the highest quality, mentoring, leadership, and/or service to the profession. The prize is intended to recognize diverse contributions across the Slavic, East European, and Eurasian studies field. The 2017 award is presented to **Christine D. Worobec**, Board of Trustees and Distinguished Research Professor Emerita at Northern Illinois University.

Professor Worobec is a renowned historian and prolific author. She is particularly noted as a pioneering scholar in Russian and Ukrainian women's history, family history, and rural history. Worobec's research is characterized by its imagination and innovation. Her emphasis on the everyday lives of peasants and ordinary women in Russia and Ukraine is especially commendable in a field long dominated by scholarship on the intelligentsia and the political elites. She has written numerous path-breaking books and articles, especially her monographs *Peasant*

Russia: Family and Community in the Post-Emancipation Period (Princeton University Press), which won the Association of Women in Slavic Studies (AWSS) Heldt Prize for the Best Book by a Woman in 1991, and *Possessed: Women, Witches, and Demons in Imperial Russia* (Northern Illinois University Press), which won the Heldt Prize for the Best Book in Women's Studies a decade later. Worobec has also collaborated on significant reference works, most notably *Women and Gender in Central*

and Eastern Europe, Russia, and Eurasia: A Comprehensive Bibliography (with Mary Zirin, Irina Livezeanu, and June Pachuta-Farris). Among Worobec's edited essay collections, *Russia's Women: Accommodation, Resistance, Transformation* (with Barbara E. Clements and Barbara A. Engel) is particularly noteworthy. Currently, she is working on mapping and analyzing Orthodox pilgrimages in modern Ukraine and Russia.

Worobec, who earned her BA, MA, and PhD degrees in History from the University of Toronto, has garnered numerous accolades of national and international distinction, among them grants from the Aleksanteri Institute at the University of Helsinki, the Institute for Advanced Studies (Paris), the Kennan Institute for Advanced Russian Studies, and the National Endowment for the Humanities.



Worobec has generously served her profession. As a member of the AAASS/ASEEES since 1985, she served on its Board of Directors and chaired various committees, including the Committee on the Status of Women in the Profession for five years. Worobec has also advanced the position of women and women's studies in academe as a long-time leader of the AWSS, where she has served as president, vice president, and board member, service that was honored by the AWSS Outstanding Achievement Award. She has served on the editorial boards of several journals and refereed seventeen additional journals. Worobec has advised countless organizations and administrative committees.

Fabled for her intellectual generosity and personal warmth, she has devoted a significant part of her career to advancing the status of women in our field, both in the US and abroad. Her accomplishments as a mentor have been recognized by funding from Open Society Foundation to mentor junior faculty and graduate students in Kyiv and St. Petersburg but also by the glowing letters of support from her colleagues.

Finally, Worobec's nearly twenty years as editor of the Russian Studies Series at Northern Illinois University Press is noteworthy and laudable. Under her direction, this series has published an astonishing number of significant scholarly books and enabled many junior scholars to establish themselves in a challenging publishing environment. The contributions she has made to the field through this series cannot be overemphasized.

Through her pathbreaking scholarship, extraordinary mentoring, and invaluable professional service, Christine Worobec has clearly made distinguished contributions to Slavic, East European, and Eurasian Studies.



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Short-Term Summer Area Studies Programs:

- **POLITICS & PUBLIC DIPLOMACY IN CONTEMPORARY RUSSIA** Explore regional developments and conflict, economic and political reforms under Vladimir Putin, the role of mass media in society, and new cultural phenomena shaping today's Russia. Russian language instruction is offered at any level.
- **PEACE & SECURITY IN THE SOUTH CAUCASUS** Discover the diverse cultures and complex politics that shape the region, while spending five weeks in Tbilisi, Georgia. Russian, Georgian, Chechen, and Azeri language instruction are offered at all levels.
- **OVERSEAS PROFESSIONAL & INTERCULTURAL TRAINING (OPIT) PROGRAM** Spend 6 weeks this summer interning in such fields as democracy-building and human rights, business and law, economics, public health, or ecology, in one of 15 countries across Eastern Europe and Eurasia.

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in Moscow, Vladimir, and St. Petersburg, as well as Almaty, Kazakhstan.

- ***BALKAN LANGUAGE INITIATIVE** Combining highly-individualized academic programming with structured overseas immersion, BLI enables students to make rapid gains in language proficiency and cultural knowledge while living and studying in Albania, Bosnia & Herzegovina, Bulgaria, Macedonia, Montenegro, or Serbia.
- ***EURASIAN REGIONAL LANGUAGE PROGRAM** Providing high-quality language instruction, specially-designed cultural programs, and expert logistical support, ERLP offers participants the opportunity to study one of more than 20 less commonly taught languages in 9 Eurasian Countries. Languages include: Armenian, Azeri, Chechen, Georgian, Kazakh, Kyrgyz, Pashto, Persian (Dari, Farsi, Tajiki), Romanian, Tatar, Ukrainian, and Uzbek.

 www.acStudyAbroad.org

*Funding for select American Councils Study Abroad programs is provided by the U.S. Department of Education, Fulbright-Hays Group Projects Abroad, and the U.S. Department of State's program for research and training on eastern Europe and the independent states of the former soviet union. For more information on financial aid visit: www.acstudyabroad.org/financialaid 



Member Spotlight: Elana Jakel, US Holocaust Memorial Museum

Elana Jakel is the Program Manager of the Initiative for the Study of Ukrainian Jewry at the Jack, Joseph and Morton Mandel Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum.

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

I fell in love with Russian and Soviet history in college—almost by accident. As a lowly underclassman, most of the history courses that I wanted to take were closed by the time my registration date came around, but my assigned academic advisor gave me permission to enroll above the course cap in her two-semester survey of Russian history. By the time we hit the late imperial period, I was hooked. The following year, I started studying Russian.

Tell us about your career trajectory that led you to your current profession.

I pursued a doctorate in history at the University of Illinois at Urbana-Champaign and followed the traditional graduate career path: coursework, summer language schools, research, writing, teaching, Netflix binge-watching, etc. I combined my longstanding interest in Jewish history with my Soviet history specialization and developed a dissertation on the experiences of Ukrainian Jews immediately after the Holocaust. Although I chose to focus on Ukraine for demographic reasons, it proved to be an asset when I applied for my current position.

In 2010 I spent six months at the United States Holocaust Memorial Museum's Mandel Center for Advanced Holocaust Studies as a Charles H. Revson Foundation Fellow, a wonderfully productive experience that also gave me the opportunity to meet employees of the Mandel Center and learn about their future plans for dedicated programming on the Holocaust as it occurred in the former Soviet Union. I thought a career at USHMM might be a good alternative to academia for me, so I kept a close eye on the Museum's job listings. Luckily, the announcement for my position came shortly after I defended my dissertation.

Tell us about the activities of your current career. How do you utilize your training in SEEES?

In the Mandel Center, I'm one of a team of three working to promote the study of the Holocaust as it occurred in the former Soviet Union. We organize programs for students and scholars both here and in Europe, give outreach lectures at universities, and, increasingly, create instructional resources.

I feel very fortunate to be able to apply the skills

I worked so hard developing for my doctorate directly to my career. I have travelled to Ukraine several times for work, building partnerships, giving lectures, and attending conferences. With my colleagues, I have developed and led an introductory seminar on the Holocaust in the USSR for undergraduates, MA students, and early PhD students, as well as a Dissertation Development Workshop that allows an international group of doctoral students to workshop each other's topic proposals and conduct preliminary research in USHMM's library and archives. (Shameless plug: Please encourage your students to apply by September 15 for our upcoming "Research Introduction to Jewish Life and the Holocaust in the USSR"; details at www.ushmm.org/soviet-union-seminar.) Programs like these allow me to step into the ideal classroom where I get to discuss the subjects I love, on my own terms, with interested and motivated participants—and no assignments to grade.

The Mandel Center is starting to focus more on producing print and online resources for college professors and students. At the moment, a colleague and I are developing a proposal for a source book on the Holocaust in the Soviet Union. There are preliminary plans underway for resources focused on Jewish life and the Holocaust in Ukraine as well, so that will keep me busy for the next few years. I am also doing some research and writing on my own time.

What advice do you have for those interested in a similar career?

Given the current state of higher education and the academic job market, I think it's very important that all graduate students—including those who can't imagine life as anything other than a tenured professor—prepare themselves for alternative career paths. Take advantage of your tuition waiver to pursue a minor field or graduate certificate outside of your department in fields like Public History, Museum Studies, an interdisciplinary specialty, or any other interest. Once you've put in your time as a teaching assistant, pursue other assistantships that will give you a different skill set. I spent a year working as a graduate assistant at UIUC's Russian, East European and Eurasian Center, which was a bit unusual for a doctoral student, but that gave me the program planning and administrative experience that set me apart from other applicants and helped me secure my position at the Museum. Finally, don't just settle for reading proficiency in your foreign languages. Foreign languages are an asset outside of academia, but only if you're able to converse on subjects beyond your narrow research interests and the corresponding vocabulary.



Member Spotlight: Faith Wilson Stein, Stanford University Press

Faith Wilson Stein is Associate Editor at Stanford University Press.

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

With hindsight, of course, my path to Slavic studies looks obvious, if not inevitable. Years before taking Liza Knapp's seminar on Tolstoy, Dostoevsky, and the British novel as an undergraduate at Cal, before arguing about Gogol's "The Overcoat" in a high school English class, or being staggered by Chekhov's "The Bet" as a freshman before that, I was shown the Cyrillic alphabet by some older students visiting my elementary school classroom and found myself flummoxed and delighted by the incongruities between its letters and what I had thus far thought language to be. Those preceding encounters were largely forgotten until much later, the inherent logic of Russian literature's appeal seeming so obvious as to need no explanation. Of course I wanted to read it, and read it in conversation with the other big books of nineteenth-century Europe. What else would I have read? ("Brecht," my grandmother said. But she forgave me eventually.) That seminar with Professor Knapp did seem, at the time, to be the deciding factor, however. She modeled the kind of uninhibited enthusiasm with which one could approach reading, teaching, and discussing literature; the novels posed with complete seriousness the kinds of unwieldy, unsettling, and un-ignorable questions to which we're invited *not* to have answers.

Tell us about your career trajectory that led you to your current profession.

In terms of career trajectory, then, I'd certainly thought I would take—or at least attempt—the typical academic route, in no small part because alternatives weren't apparent. What job might one have with a doctorate in comparative literature *other* than professor? Glib jokes about serving coffee aside, the possibilities are constrained only by one's imagination and aptitude for seeking out other options, as well as the visibility of those options and the availability of mentors whose own store of advice is similarly unencumbered by preconceived ideas. Nobody wants to disappoint their role models, and having felt the full support of many of mine as I veered off the usual track was invaluable.

My working now in publishing wasn't initially a clear goal. I was completing my degree, at the University of Illinois at Urbana-Champaign, increasingly sure both that I wouldn't be successful on the job market and that not getting a teaching position would in fact be a relief, as terrifying as it was not to know what came next. I'd been an editorial assistant at *Slavic Review*, relishing the work and the opportunity to learn from

Jane Hedges and Mark Steinberg. When Jane announced her retirement, the idea of filling her shoes was terrifying, which made clear that I needed to try it. And getting to work under the incoming editor, Harriet Murav, whose responses to my own research and writing invariably prompted me to set the bar higher for myself, was an obvious boon. In the few years I served as managing editor of the journal, I was inordinately lucky to have worked with scholars writing in myriad areas of study, the regional, temporal, and disciplinary breadth making every issue an opportunity both to learn and to be made painfully aware of how much one has left to learn. Coming up against the limits of my knowledge while being able to use the skills I did possess in service to the dissemination of information and ideas was and remains a privilege, and it served me well in preparing for my current position. The manuscripts in literary studies, philosophy, and religion which I am now working on cover a wider array of subjects than I could master in a lifetime of reading—a thought that may be a fitting coda to my initial fascination with that Chekhov story—but the experience and training I received and continue to build on comprises the same basic elements: read actively, not passively; write in the margins; read it again; be impeccable in your organizational system, flexible in your use of it, and wary of confidence in its ability to obviate the need for double-checking.

What advice do you have for those interested in a similar career?

In speaking with others who have used their degrees in alt- or non- or para-academic careers, the common lesson would seem to be that one must stay open—not just open-minded in general, but also open to exploring the unanticipated and unfamiliar, to make oneself an amateur again, and with enthusiasm, in any number of roles. Seek out those opportunities, especially early on, if for no other reason than to expand one's breadth of professional as well as personal experiences and perhaps come back to the original goal all the more sincerely assured of its being the right one. The same approach could, arguably, be applied to Slavic studies: while the subjects and authors I engaged with in my research were quite traditional—domesticity, "Tolstoevsky", French and English, the novel—my work, by which I mean both my own scholarship and that of other researchers, needed the influence of non-canonical perspectives. Moreover, I needed to have instilled in me a hearty respect for the that labor has been and continues to be put into making those perspectives visible, to expanding the range of voices to which we are accustomed to paying attention and the variety of sociopolitical issues to which we accord space and time. Knowing isn't showing; it's praxis that makes perfect.



Member Spotlight: Daniel Peris, Federated Investors

Daniel Peris is Senior Vice President and Senior Portfolio Manager at Federated Investors.

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

I've always been interested in politics and history. In high school, I used to excerpt the international news from the *New York Times* as part of the morning announcements over the public address system. At the time, few of my peers seemed to share my enthusiasm for what was going on in places distant from suburban Philadelphia. Many of those moments had to do with the tail end of the original Cold War—the Reagan Years—and as I went off to college, I decided that studying the Soviet Union in greater depth would be a good idea. Despite a less-than-stellar record in high-school French, I enrolled in Russian 101 my first semester at Williams College. The class met at 8:00 am, five days a week. As I quickly learned, that was not viewed as an ideal time slot by my fellow students. So the class was a very small one, taught by an emissary from 19th century Russia. Nicholas Fersen didn't just teach great Russian literature; he lived it. It is fair to say that his enthusiasm and intellectual curiosity altered the course of my life. Russia and Russian history became my nearly obsessive focus for about 15 years, including numerous research visits to the Soviet Union and

post-Soviet Russia to work in the archives and libraries, a PhD on the early Soviet period, and marriage to a Russian archivist, Irina (still my wife).

By the time I had completed my studies in the mid 1990s, started teaching, and finished my dissertation book—about the Soviet League of the Militant Godless in the 1920s and 1930s—Russia had undergone a severe retrenchment, and the outlook for research funding and enrollments looked likely to follow suit. At the time, I was teaching at the University of Wyoming in Laramie. My wife commented that she had been born in Siberia, had spent a lot of time trying to get out of Siberia, and that I had brought her back to Siberia. When were we going to New York? So in 1997, we upped and moved back East.

Tell us about your career trajectory that led you to your current profession.

The transition to business is easy in the retelling, but it was quite difficult to go through, and I would recommend that individuals considering a career change like this do a bit more planning than I did. At the time (and to this day), I had a long-standing interest in commercial aviation, and the Russian market was beginning to open up. I thought I could mix that personal interest and my Russian skillset to become an expert on the topic. From my office in Laramie, I gathered

2017 ASEES BOARD ELECTION

Reminder: We are still accepting ballots for the 2017 election for positions on the ASEES Board of Directors: Vice President/President-Elect and two Members-at-Large, serves three-year terms from January 1, 2018 to December 31, 2020. The Graduate Student Representative serves at two-year term, from January 1, 2018 to December 31, 2019.

Candidates for Vice President / President Elect

Mark Steinberg (History) U of Illinois at Urbana-Champaign
Elizabeth Wood (History) MIT

Candidates for Members-at-Large

Janet Johnson (Political Science) CUNY Brooklyn — Jeffrey Kopstein (Political Science) UC Irvine
James Krapfl (History) McGill University (Canada) — Conor O'Dwyer (Political Science) U of Florida

Candidates for Graduate Student Representative

Tetyana Dzyadevych (Slavic Studies) U of Illinois at Chicago
Yana Skorobogatov (History) UC Berkeley

ELECTIONS
VOTING ENDS ON SEPTEMBER 1, 2017

what little information I could about commercial aviation in the former Soviet Union (I used Lynx, an early text-based web browser. If you remember it, you are of a certain age.) A friend of a friend working at a financial institution in Moscow commissioned me to write a report on the topic for which I was paid the princely sum of \$1,000. I am sure (and hope) that the report went straight into the waste bin. I also put together a “newsletter” that a commercial website “bought,” paying me for the number of hits it received. It generated a handful of checks for a few dollars each. More importantly, both ventures generated new lines on my resume, and with that, I started calling up an air transport consulting firm based in New York and let them know that what they really needed was a 33-year-old Russian historian from Wyoming who had never opened an Excel spreadsheet before and had no meaningful business or air transport experience. They hung up on me, repeatedly. Not lacking in self-confidence, I just took that as an initial bargaining position and kept pounding away at them.

Eventually they relented and offered me a job as a junior consultant. Off we went to New York. The next year amounted to a hellish on-the-job MBA. I wasn’t paid much, but I contributed even less to the firm as I blundered my way through Excel, aviation databases, and business plans. Compared to my peers, however, I was able to write reasonably well, and that did have some value to the firm when I was able to author a report for the World Bank on air transport reform in Francophone Africa. (My highschool French was put to the test. I had learned more than I had realized.)

It was a miserable year, but it led to incremental job opportunities, including a much more stable position with Argus Research, a small family-controlled firm that provided data and analysis on US stocks. While Irina returned to the historical fold, working at the Brooklyn Historical Society and the New Jersey Historical Society, I settled in at Argus as a stock analyst.

Irina and I were both in lower Manhattan on 9/11. A few months later, I began searching for similar work outside of New York. Fate brought us to Pittsburgh where we have resided for the past 15 years. With ASEES’s administrative office having relocated here a few years ago, I have gotten more involved and currently serve on the Investment Committee of the Board.

Tell us about the activities of your current career. How do you utilize your training in SEES?

While my current position as a portfolio manager has nothing to do with Russia or the former Soviet Union, my training as a historian is very much relevant as I operate

in a field—stock investment—with almost no historical sensibility. Knowing the history of the capital markets and where and when our current investment tools developed has certainly helped me in my day job. It is also reflected in two practitioner books that I have published in recent years, and in a full-blown historical critique of modern investment theory that will come out in 2018.

In my renewed engagement with ASEES, I look forward to helping the organization reach out to individuals such as myself who may have wandered from the field but retain a strong interest in it.

MACALESTER COLLEGE HIRING ASSISTANT PROFESSOR OF RUSSIAN STUDIES

The Department of Russian Studies at Macalester College announces an opening for a tenure-track position in Russian Studies, to begin in Fall 2018, at the rank of Assistant Professor (in an exceptional case, a more advanced appointment may be considered). Applicants should have a PhD at the time of appointment in the field of Russian history, culture, or related subjects and possess native or near-native proficiency in Russian and English. The successful candidate, whose tenure home would be in Russian Studies, would teach Russian language as well as courses that would cover Russia and the neighboring region historically. Scholarly promise, college teaching experience, an interdisciplinary approach to the teaching of Russian Studies, strong interest in teaching language, and knowledge of current pedagogical methodologies are highly desirable.

The position entails teaching five courses per year, including two Russian language courses and three others, at least two of which can be cross-listed with the History department. We are looking for dynamic, broadly trained, theoretically informed scholar-teachers with training in historical inquiry, who are committed to the study of Russian history and culture as an integral part of the undergraduate liberal arts curriculum. The successful candidate will join Macalester’s Russian Studies faculty in active program building.

Submit electronic copies of a cover letter that addresses why you are interested in Macalester, a statement of teaching philosophy, CV, sample syllabi, and arrange for three letters of recommendation to be uploaded to Academic Jobs Online, <https://academicjobsonline.org/ajo/jobs/9238>. Inquiries can be directed to James von Geldern at vongeldern@macalester.edu. We will begin reviewing applications on October 1, 2017 and will interview at the ASEES conference and via Skype.

As an equal opportunity employer supportive of affirmative action efforts to achieve diversity among its faculty, Macalester College strongly encourages applications from women and members of underrepresented minority groups.

Forthcoming in *Slavic Review* Fall 2017

1917–2017: The Russian Revolution a Hundred Years Later

"Anti-imperialism. The Leninist Legacy and the Fate of World Revolution"

Jeremy Friedman and Peter Rutland

"Violence to Velvet: Revolutions–1917 to 2017"

Roger D. Markwick

"Making Sense of 1917: Towards a Global History of the Russian Revolution"

Matthew Rendle

"The Great Socialist Experiment? The Soviet State in its International Context"

David L. Hoffmann

"Lenin in Barcelona: the Russian Revolution and the Spanish trienio bolchevista, 1917–1920"

Arturo Zoffmann Rodriguez

"Queer Harlem, Queer Tashkent: Langston Hughes's 'Boy Dancers of Uzbekistan'"

Jennifer Wilson

"The Russian Revolution and the Instrumentalization of Death"

Svetlana Malysheva

"Russian Revolutions in Print: The Fate of the Ethnic Press"

Joseph Lenkart

"The Legacy of 1917 in Graphic Satire"

John Etty

"5=100: Long Live the 'Filologicheskaiia Revoliutsiia'"

Elena Fratto

"In Pursuit of a Different Revolution: Russian Populists of the Seventies Generation in 1917"

Ben Eklof and Tatiana Saburova

"Women and Gender in 1917"

Rochelle Goldberg Ruthchild

"Russia, 1917: Revolution as Demobilization and State Collapse"

Eric Lohr and Joshua Sanborn

"(Good) Land and Freedom (for Former Serfs): Determinants of Peasant Unrest in European Russia, March–October 1917"

Evgeny Finkel, Scott Gehlbach, and Dmitrii Kofanov

"Revolutionary Economic Reasoning in the Context of Revolution: the Origins and Fate of Bolshevik Economics"

Denis Mel'nik

"February 23 and March 8: Two Holidays that Upstaged the February Revolution, 1917–1923"

Elizabeth A. Wood

"'Do It the Russian Way': Narratives of the Russian Revolution in European History Textbooks"

Marharyta Fabrykant

"The Russian Revolution as a Tourist Attraction"

Diane P. Koenker

ASEEES announces e-publication of a Special Online Issue of *Slavic Review* on Cambridge Core

The online issue features two Critical Forums: "Global Populisms" and "Russian Influence in 2016 U.S. Presidential Election." Announcing the special issue, *Slavic Review* editor Harriet Murav notes, "The news media can provide up to the minute information. The special August 2017 online issue of *Slavic Review* does something else. We offer perspectives, contexts, and reflections that both deepen and broaden the daily news feed. The August online issue has two parts, one devoted to the Russian influence on 2016 US presidential election and the other, global populism. Both tackle the causes and consequences of political shifts nationally and globally."

We, in partnership with Cambridge University Press, are delighted to provide free access to the special online issue until October 1, 2017, after which ASEEES membership or subscription will be required to access the issue.

www.Cambridge.org/SLR-Vol.76/SI-on-Politics



Portable Practices of Critical Social Inquiry: Taking East Central Europe Global Jonathan Larson, Grinnell College

The annual theme of the 2016 ASEES annual convention in Washington, DC, “Global Conversations,” “invite[d] discussion rooted in deep local or regional knowledge while investigating what our region brings to global study, and what we can learn from those who study other places and other cultures.” The present historical moment is generating greater urgency for scholars of global regions to continue grappling with long-running questions about contextually defined and comparative knowledge. In the spirit of continuing the 2016 annual convention’s exploration of the relationships between regional and global knowledge I would like to reintroduce some ideas from a roundtable at the 2015 annual convention. “Portable Practices of Critical Social Inquiry: Taking East Central Europe Global” assembled a mix of mostly junior and two senior anthropologists and sociologists who have studied a sub-region within the larger association’s membership. In contrast to the broader scope of some 2016 convention events on a “global” theme, this roundtable was more narrow in constitution and charge. Participants were asked to consider what might be consequential, helpful, or important about ethnographic and critical approaches of anthropologists and sociologists of East Central Europe applied to various forms of *administrative work* in support of not “regional,” but “global” expertise. Put somewhat differently, if factual knowledge of East Central Europe is currently of limited appeal to the academy, policy-makers, and other institutions, what forms of critical social acumen acquired in the study of this region prove useful in contexts and fields of activity other than teaching and research?

The goal of the roundtable was to reflect on applying more “intellectually” informed regional training and scholarship to endeavors in other parts of the world. The roundtable aimed to explore theory, experience, and practice in a discussion that might tack between the specific and the general, or even the phenomenological and praxiological (Boyer 2008: 39). I myself was inspired by administrative work for Grinnell College that had taken me to Latin America and China, and my resulting delight at feeling relatively competent to join conversations about bureaucratic constraints to universal health care in rural Costa Rica, property regimes in Rio de Janeiro, social movements in Buenos Aires, and urban planning in Beijing. I had started to wonder if we might not find traction for

progressing with discussions about area and global studies (e.g. Glover and Kollman 2012) in a closer consideration of the situated, field-informed critical social inquiry that sociology and anthropology have shared in the study of East Central Europe. For the readership of *NewsNet* I now see other extensions. How might initial insights from this more narrowly structured, yet still interdisciplinary conversation about the global and the local provide a model for and inspire other interdisciplinary discussions about our region that help us articulate the portability of our expertise?

Hana Červinková of the University of Lower Silesia opened by offering how her work with study abroad programs in Poland has sought to avoid pitfalls of Holocaust tourism by encouraging students’ “critical deconstruction” of their experiences. In addition to prodding students to consider the positioned nature of historical expertise, Červinková’s enthusiasm for an anthropological tradition of “action research” has connected students with practitioners of civil society and taken lessons from the past into the present. To the extent that present activism in Poland might inspire the US undergraduates on Červinková’s Syracuse University program, engaging with Poland’s difficult past can inspire transformation elsewhere (see Červinková and Golden 2014).

Krista Hegburg reported drawing on her fieldwork on Romani Holocaust survivors for her outreach on behalf of The Jack, Joseph and Morton Mandel Center for Advanced Holocaust Studies. Having been compelled to negotiate difficult discussions of comparative atrocity, suffering, and victimhood *within* East Central Europe and its diaspora, Hegburg’s educational programming for The Mandel Center first “took Eastern Europe domestic” before more recently taking it “global.” The sensitivity with which she has had to understand and then help people interrogate their stereotypes of Roma as debased and needing assistance, yet refusing the state, has applied to discussions at minority institutions in the US, such as tribal colleges, on Holocaust and ethnic studies. Hegburg’s responsibilities for The Mandel Center also hold a comparative dimension. Working within a diachronically-organized institution, Hegburg’s expertise has extended The Mandel Center’s work to the frameworks of other

global audiences in the present.

Tomasz Zarycki described applying his training in Bourdievan sociology to his service as director of the Institute for Social Studies at the University of Warsaw. Zarycki's work has crossed regularly between Polish, Western European, and North American regimes of area knowledge while the flow of his Polish peers and students has led to academic centers that are largely located elsewhere. Yet one merit of work as a sociologist in Poland, he observed, might be more opportunities than in Western Europe for interaction with communities outside of the academy.

Jan Kubik built on Zarycki's comments, drawing on his experience as both an academic administrator and anthropologically-trained scholar of comparative politics at Rutgers University and more recently University College London. Anthropologists, Kubik noted, may have been particularly prone to citing ethical reasons as grounds for isolating themselves from the practical engagement in business or politics that Zarycki invoked. If more dialogue outside of the academy is pursued, it might persuade other professionals that regional ethnographers' critical perspectives, and not just "neutral" insights into behavior, are valuable for foreign relations, marketing, and other occupations. Among the "portable critical analytics" that Kubik offered were the politics of memory, problems of democratization, the importance of context for implementing economic policy, and hybridity of the formal and informal.

Sociologist Michael Kennedy of Brown University reflected on an earlier discussion at the University of Michigan that had identified three elements central to that institution's claims to "international" authority: *grounding*, *expertise*, and *translation* (see his essay in Glover and Kollman 2012). Those three concepts could serve as axes for a discussion of translating social scientific knowledge from the study of East Central Europe to other global milieu. Kennedy has come to appreciate how East Central Europe's "extreme volatility" has given rise to alternative futures contested through symbolic power. Perhaps the trick to extending the particular kind of *contextual* expertise that is area knowledge, Kennedy suggested, lies in pairing it with topics and fields often seen as "generalizing"—a contextual and applicable outside the academy, such as energy studies—or expanding the discussion to consider context-based knowledge from fields such as architecture or urban studies. After Kennedy's remarks the discussion then delved into problems of resilience, adaptability, and vernacular knowledge. If the qualitatively inclined forms

of anthropology and sociology of East Central Europe have been particularly eager to unpack how people have navigated tremendous and repeated political and economic upheaval, what lessons does this offer the study of other globally-formed, yet regionally specific transformations?

Panelists on our roundtable showed themselves to be comfortable thinking about "the critical" not just in terms of reflexivity on how the region is understood by different publics, but also of analytical acumen approximating "skill." Here I would approach "skill" deliberately yet cautiously in order to refashion current discourses that otherwise constrain the influence of area studies. Decision-makers in higher education commonly view languages, research methods, or topics researched as part of the area (or even "global") studies training that may make a graduate (or undergraduate) student more widely employable outside of academic teaching (see Handler 2013 for a recent critical discussion). Many of us in the US are also wary of pressures to steer higher education toward vocational training and away from the broader deliberations and synergies that an interdisciplinary training in the liberal arts might afford.

From discussion on the roundtable we could see how the analytical acumen formed in anthropology and sociology through ethnographically-informed critical social analysis of East Central Europe appears in our attempts to understand everyday forms of politicizing the past and navigating survival in a present built on competing empires and ideologies. It takes shape in our analysis of futures being made and unmade through global regimes of expertise and the ways that they do or do not articulate with other fields of discourse and social activity. It also becomes tangible in our appreciation for the resourcefulness with which people of the region navigate boundaries between formal and informal economic and political structures.

These examples of distinctive analytical acumen share something in common with what anthropologist Douglas Rogers, in a 2010 essay, called "postsocialisms unbound:" "a wider role for comparison that works *through* ethnography [emphasis his] and other kinds of contextualizing research, yet does not slip into a priori universalisms or metrics." Rogers also noted a particular role that could be played by ethnographically informed scholars who "plumbed the uncertainties, ironies, incongruities, and unexpected outcomes" of various global postsocialist periods (2010). One important example of such a foray into irony and comparative communicative practices is the study of "American *stioib*"

NEW FROM SLAVICA PUBLISHERS

Gwido Zlatkes, Paweł Sowiński, and Ann M. Frenkel, eds. *Duplicator Underground: The Independent Publishing Industry in Communist Poland*, xiii + 511 p., 2016 (ISBN 978-0-89357-457-4), \$34.95.

This first comprehensive English-language discussion of Polish independent publishing in the 1970s and 1980s provides wide-ranging analyses of uncensored publishing in communist Poland. It gives a broad overview, historical explanation, and assessment of the phenomenon of the Polish “second circulation,” including discussions of various aspects of underground printing, distribution, and circulation of independent publications. The documentary part of the book comprises contemporary narratives and testimonies of the participants, including printers, editors, and distributors. The

book argues that rather than being a form of samizdat, Polish underground printing reached a semi-industrial scale and was at the same time a significant social movement.

Ernest Poole. *The Village: Russian Impressions*, ed. Norman E. Saul, xxx + 121 p., 2017 (ISBN 978-0-89357-474-1), \$24.95.

In this work political activist, and journalist Ernest Poole (1880–1950) provides a distinctive view of the Bolshevik Revolution: he addresses the world of the Russian countryside, far away from the revolutionary centers of Petrograd and Moscow. Poole’s own views and those of the people he visited (peasants, a priest, a doctor, a teacher, and a mill owner) offer an account of the revolutionary era that helps readers a century later understand the complexity of this fascinating time.



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Vol. 18, no. 3 (Summer 2017)

Articles

EVGENII TREFILOV
Proof of Sincere Love for the Tsar

BRANDON SCHECHTER
Khoziaistvo and Khoziaeva

JO LAYCOCK
Belongings

CONSTANTIN KATSAKIORIS
Burden or Allies?

ALEXANDRA OBERLÄNDER
Cushy Work, Backbreaking Leisure

Review Essay
MANFRED ZELLER
Before and after the End of the World

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—including, as of 16, no. 1, e-book editions (ePub, MOBI). Contact our business manager at slavica@indiana.com for all questions regarding subscriptions and eligibility for discounts.

Three String Books is an imprint of Slavica Publishers devoted to translations of literary works and belles-lettres from Central and Eastern Europe, including Russia and the other successor states of the former Soviet Union.

Valentin Rasputin. *Ivan's Daughter: Stories and a Novella*, trans. Margaret Winchell, viii + 308 p., 2016 (ISBN 978-089357-454-3), \$19.95.

The stories and novella in this collection of work by the late Valentin Rasputin (1937–2015), leading representative of the village prose movement and one of Russia’s greatest contemporary writers, depict life in Russia during the traumatic years following the collapse of the Soviet Union in 1991. By bringing a variety of characters to life—from young children, teen-agers, and middle-aged adults to old peasants and new Russians—Rasputin delves into the burning issues of that time, including questions of morality as well as sheer survival, and allows readers to experience the immediate post-Soviet past together with the “ordinary

folks” who were fated to

live it. In addition to

shedding light
**Three
String
Books**

on the present,
these works
offer an arm-
chair trip
to Siberia
along with
the aesthet-

ic pleasures that
flow from the pen
of a master storyteller.

Boris Poplavsky, Apollon Bezobrazov, trans. John Kopper, xxvi + 172 p., 2015 (ISBN 978-089357-453-6), \$19.95.

This novel by “recovered Surrealist” Russian émigré poet Boris Poplavsky describes in colorful, poetic detail the hand-to-mouth existence of a small band of displaced Russians in Paris and Italy, chronicling their poverty, their diversions, their intensely played out love affairs, and its namesake’s gradual transformation in the eyes of his admiring followers. Abounding in allusions to Eastern religion, Western philosophy, and 19th-century Russian literature, the work echoes Joyce’s *Ulysses* in its experimental mixing of genres, while its use of extended metaphors reveals the stylistic impact of Marcel Proust. Not published in complete form in Russian until 1993, *Apollon Bezobrazov* significantly broadens our understanding of Russian prose produced in the interwar emigration.

ASEEES 49th Annual Convention

November 9–12, 2017

Chicago, Marriott Downtown Magnificent Mile

Convention Theme: “Transgressions”

ASEEES Board President: Anna Grzymala-Busse, Stanford U

aseees.org/convention

- Sep 5 Final Deadline for all Convention Program changes
Sep 15 Deadline to request invitation letters for visa purposes
Sep 30 Deadline by which all Convention participants must register in order to appear in the Program Index of Participants
Oct 6 End of Convention Pre-registration
Oct 25 Last day to make hotel room reservation at discounted rate
Oct 30 Deadline for changes to be included in the Convention Program supplement
- Nov 9 Opening Reception – Exhibit Hall, 6:30-8:00PM, 7th Floor, Salon I-III
- Nov 9 Vice President Designated Roundtable: Academic Freedom and Activism, 3:00-4:45PM, 10th Floor, Huron Room
- Nov 10 Presidential Plenary: 1917 and Its Implications, 12:00-1:30PM, 7th Floor, Salon I
Participants: Gerald M. Easter, Boston College
Laura Engelstein, Yale U
Sergei Glebov, Smith College/Amherst College/Ab Imperio
Serguei Oushakine, Princeton U
Andrei Soldatov, Agentura.ru
Chair: Anna Grzymala-Busse, Stanford U
- Nov 11 Pre-Award Reception, 5:30-6:30PM, 7th Floor, Salon I
Awards Ceremony/President’s Address: “Betraying the Revolutions?”
6:30-8:00PM, 7th Floor, Salon I



UCHICAGO REVOLUTION EVERY DAY RECEPTION, TOUR, AND SCREENING

Friday November 10

Join the University of Chicago's Smart Museum of Art and Film Studies Center for an exclusive look at the exhibition *Revolution Every Day* and the North American premiere of the 1938 Dziga Vertov film *The Three Heroines* (Tri Geroini). FREE for ASEEEES convention attendees. Transportation included. To RSVP, <https://www.eventbrite.com/e/revolution-every-day-reception-tour-and-screening-tickets-36003783285>. Please note that ASEEEES convention registration is required.

Schedule

- 5:30 pm Shuttle to the Smart Museum of Art
- 6:00 –7:45 pm Reception and tour of Smart Museum of Art
- 7:45 pm Shuttle to the Logan Center
- 8:00 pm Screening: *The Three Heroines* (Tri Geroini) at Logan Center for the Arts
The film series "[Revolution Every Day: Dziga Vertov in the 1930s](#)" concludes with a rare screening of Vertov's *The Three Heroines* (1938), which was never released in the USSR.
- 9:30 pm Shuttle to the Chicago Marriott Downtown Magnificent Mile

This event is presented by the University of Chicago's Smart Museum of Art, the Film Studies Center, and Department of Slavic Languages and Literatures in collaboration with the Association for Slavic, East European, and Eurasian Studies.

REVOLIUTSIIA! DEMONSTRATSIIA! SOVIET ART PUT TO THE TEST AT THE ART INSTITUTE OF CHICAGO

ASEEEES conference panel, walking roundtable and free admission

The October Revolution of 1917 changed the course of world history; it also turned Russia into a showcase filled with models. This extensive exhibition *Revoliutsiia! Demonstratsiia! Soviet Art Put to the Test* presents thematic display spaces from the early Soviet era, matching rare works of Soviet art with expert reconstructions of early Soviet display objects or display spaces. This is the largest presentation of Soviet art to take place in the United States in twenty-five years.

Schedule:

Nov. 9–14, free admission for ASEEEES convention attendees (with badge)

Nov. 9, 3:30–5:15, roundtable, "Objectivities: Engaging with the Materiality of Art", Ryerson & Burnham Libraries, Reading Room

Nov. 9, 5:30–7:30, walking roundtable in the exhibition *Revoliutsiia! Demonstratsiia!* Meet at the exhibition entrance, Art Institute's Regenstein Hall

Nov. 9 until 8:00 pm, late hours at the Art Institute

Transportation: The museum is within walking distance of the conference hotel; however, mass transit is available

Revoliutsiia! Demonstratsiia! Soviet Art Put to the Test is organized by the Art Institute of Chicago and the V-A-C Foundation.

Major support is provided by Caryn and King Harris, The Harris Family Foundation.

Additional funding is contributed by Constance R. Caplan, Karen and Jim Frank, and the Tawani Foundation.

Annual support for Art Institute exhibitions is provided by the Exhibitions Trust: Neil Bluhm and the Bluhm Family Charitable Foundation; Jay Franke and David Herro; Kenneth Griffin; Caryn and King Harris, The Harris Family Foundation; Liz and Eric Lefkofsky; Robert M. and Diane v.S. Levy; Ann and Samuel M. Menco; Usha and Lakshmi N. Mittal; Thomas and Margot Pritzker; Anne and Chris Reyes; Betsy Bergman Rosenfield and Andrew M. Rosenfield; Cari and Michael J. Sacks; and the Earl and Brenda Shapiro Foundation.

Generous in-kind support for this exhibition is provided by Tru Vue, Inc. and JIT Companies.

ASEEES 49th Annual Convention — Marriott Magnificent Mile, Chicago, IL — November 9—12, 2017
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/Affiliation: _____

Primary e-mail address: _____
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ASEEES plans to offer recognition of first-time attendees, and will provide a mobile-phone app for the program.
 2017 will be my first ASEEES Convention: _____ I will use the app, and do NOT want a printed program: _____

PRE-REGISTRATION DEADLINES and FEES

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

If we have not **received** your registration payment 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 6**. After that date, you must register on site. On-site registration will cost an additional \$30 (add'l \$10 for students, \$15 for retirees and low-income attendees).

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 for details.

	Fees for registering by August 11	Fees for registering by October 6	
ASEEES Members.....	\$138.....	\$158.....	\$ _____
ASEEES Member, retiree.....	\$76.....	\$86.....	\$ _____
ASEEES Member, income under \$30K.....	\$51.....	\$56.....	\$ _____
ASEEES Member, student.....	\$43.....	\$48.....	\$ _____
Non-Member.....	\$193.....	\$213.....	\$ _____
Non-member, income under \$30K.....	\$72.....	\$77.....	\$ _____
Non-member, student.....	\$59.....	\$64.....	\$ _____

There will not be a separately ticketed dinner on Saturday this year. All registrants are invited to the opening reception on Thurs, Nov. 9, and a reception prior to the award ceremony on Sat, Nov. 11 (both with a cash bar).

SUBTOTAL: \$ _____

2017 Membership Dues (see 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.

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Refund policy: see <http://www.aseees.org/convention/refund-policy>



2017 Davis Graduate Student Travel Grant Recipients

Travel grant recipients, listed below and on page 20-21 will present their research at ASEES 49th Annual Convention.

Kiran Auerbach, UNC at Chapel Hill: "Party Strength and Accountability in Young Democracies: Evidence from Bosnia and Herzegovina and Macedonia"

Ioanida Costache, Stanford U: "Representations of the Holocaust in the Lăutari Folk Canon"

Molly Godwin-Jones, U of Kansas: "Parlez-vous по-русски? A Digital Analysis of the Role of French and Russian in Tolstoy's War and Peace"

Adela Hincu, Central European U (Hungary): "Mass Socialist Culture and Expert Knowledge in the Long 1960s: A Comparison of Poland and Romania"

Marta Kalabinski, Yale U: "Unruly Gdansk: Breakdown of Control of Space in the Postwar Period"

Kristina Kovalskaya, École Pratique des Hautes Études (France): "Who is Conservative? Pro-Orthodox Criticism of Islam in Russia"

Milorad Lazic, George Washington U: "We consider your struggle as it's our own: Yugoslav Aid to Liberation Movements and Revolutionary Regimes, 1958-1980"

Olga Lazitski Torres, UC San Diego: "Genealogy of Contemporary Russian Nationalist Sentiment: The Role of Media"

Andrey Levitskiy, U of Oxford (UK): "From Political Revolution to Religious Reformation: The Movement for Church Renewal in Russia after 1917"

Kateryna Malaia, U of Wisconsin-Milwaukee: "The Fall of the USSR, the Rise of a Bedroom, and the New Privacy"

Camille Merlen, U of Kent (UK): "Russian Approaches to Sovereignty"

*Michal Mlynarz, U of Toronto (Canada): "Re-writing the Past: Monuments and Jelina Góra and Drohobych in the Post-WWII Period"

Mikhail Nakonechny, U of Oxford (UK): "Hidden GULAG Death Rates: Early Release on Medical Grounds, 1930-1955"

Joseph Nicholson, U of Nottingham (UK): "Corruption and Legitimacy in the Early Soviet State: a Foreign Trade Perspective"

*Liina-Ly Roos, U of Washington: "The Post-War Child and Soviet Everyday in Sulev Keedus' Georgia"

Ievgeniia Sakal, Yale U: "Monks, Mercenaries, and an Unwelcome Metropolitan: Political Strife in Kyiv in the Eyes of Patrick Gordon"

Hanna Shadryna, Birkbeck College, U of London (UK): "Gender Conformism or Agency: Why Older Russian Women Say They Do Not Want to be in a Relationship with Men?"

Maria Snegovaya, Columbia U: "The Choices of Left Parties and the Emergence of Far Right"

Julian Waller, George Washington U: "Mimicking the Mad Printer: Isomorphic Diffusion in Contemporary Post-Soviet Legislation"

Lauren Woodard, U of Massachusetts, Amherst: "The Politics of Return: Repatriation and Development in Russia's Far East"

Agata Zborowska, U of Warsaw (Poland): "Objects of Refuge: Material Culture and the Experience of Migration in Post-World War II Poland"

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2017 Russian Scholar Travel Grant Recipients Sponsored, in part, by the Carnegie Corporation of New York

Alla Bolotova, European U at St. Petersburg: “Living Urban in the Soviet Arctic”

Ilya Budraitskis, Moscow School of Social and Economic Sciences (Russia) / Russian State U for the Humanities: “The 1917 Anniversary: National ‘Conciliation’ and Contradictions of Russian Historical Politics”

Konstantin Bugrov, Ural Federal U: “Republicanism and Architecture: Imagining and Constructing the Non-Monarchical Russia”

Irina Dezhina, Skoltech: “The Trajectory of Russian Science”

*Anastasia Fedorova, Russian Presidential Academy of Nat’l Economy & Public Admin: “Not ‘Meaningful’ Enough: The Reception of Vertov’s Film Theory and Practice in 1920s-1930s Japan”

Andrey Fedotov, Lomonosov Moscow State U: “Playwrights vs. Provincial Theaters: the Polemics on the Theater Copyright in the Early Years of the Society of Russian Dramatists (1870–1874)”

Oleg Gorbachev, Ural Federal U: “‘I Believe in Communism’: Transformation of Religious Consciousness in the Early-Soviet Society”

Anna Guseva, NRU Higher School of Economics: “Dacha as Escape: A Study on Trends in Summer Housing Possession among Urbanites in Russia, 2000s”

Ekaterina Kalemeneva, NRU Higher School of Economics, St Petersburg Campus: “Living Urban in the Soviet Arctic”

*Pavel Kirillov, Russian State U for the Humanities: “Internet Poetry and Online Communities”

Mikhail Komin, Independent Scholar: “Imperial and Ethnic Nationalism: A Dilemma of the Russian Elites”

Alexander Kondakov, European U at St. Petersburg: “Transgressing Boundaries between Homosexuality and Heterosexuality in Russia”

Veronika Lapina, European U at St. Petersburg: “Queer Reparations of Russia’s Periphery: In Non-Metropolitan Time and Space”

Elena Marasinova, Russian Academy of Sciences: “Punishment by Penance in 18th-century Russia”

Svetlana Maslinskaia, Leningrad Regional Children’s Library: “Links and Ruptures: Children’s Literature Before and After 1917”

Lyudmila Mazur, Ural Federal U: “‘I Believe in Communism’: Transformation of Religious Consciousness in the Early-Soviet Society”

Ekaterina Melnikova, European U at St. Petersburg & Peter the Great Museum of Anthropology and Ethnography: “Bordered Emotions: Feeling Post-Memory from the Other Side”

Anastasia Mitrofanova, Russian Orthodox U of St. John the Divine: “Apocalyptic Imagination of Orthodox Fundamentalists in Contemporary Russia”

Sergey Polskoy, NRU Higher School of Economics: “New Political Concepts in Russian Translations of the Eighteenth-century”

Irina Roldugina, NRU Higher School of Economics: “Early Soviet Homosexuals Speak about Oneself: Social Portraits, Rhetoric, Lifestyle”

Anna Sanina, NRU Higher School of Economics: “Patriotic Education in Contemporary Russia: Governmental Programs and Empirical Evidence”

Alexei Shmelev, Moscow Pedagogical State U: “Soviet and Non-Soviet Elements in Post-Soviet Political Discourse”

Mark Simon, Moscow School of Social and Economic Sciences: “Authentic Siberian Sound? The Institutional Environment of the Shamanic Rock Scene in Tuva and Sakha”

Sergei Sokolov, Ural Federal U: “The Decembrists and the Idea of the Novgorod Republic: From Historical Writings to the Revolt”

Alexey Vdovin, NRU Higher School of Economics: “Russian Identity as Affect: The Narrative Ethics of Turgenev’s Representation of Peasants”

Alexander Verkhovskiy, SOVA Center for Information and Analysis: “Anti-Extremist Legislation in Russia and Growing Demand for ‘Expert Opinions’”

*Evgeniya Vorobyeva, Moscow State U: “The Role of ‘New Moscow’ in the Commuting Patterns of the Moscow Metropolitan Area”

Marina Yusupova, Samara State Technical U: “Russian Masculinities and Cultural Construction of Whiteness: Gendering Race, Religion and Citizenship”

Kirill Zubkov, St. Petersburg State U: “Staging Ivan the Terrible: Legislative, Aesthetical and Political Problems of Russian Theater Censorship in 1860s”

*alternates



2017 Convention Opportunity Travel Grant Recipients

Daria Bocharnikova, KU Leuven (Belgium): “Sticky Second World Urbanity: The Case of Mikroraiions”

Nicolas Dreyer, Independent Scholar (Germany): “Vladimir Tuchkov’s Intertextual Transgression: The Parody of the Russian Classics as Post-Soviet Social Criticism”

Elizaveta Gaufman, U of Bremen (Germany): “Performing Foreign Policy on Social Networks”

Iva Glisic, University of Western Australia, “Yugoslav Avant-Garde and the October Revolution, 1921-1926”

Isaiah Gruber, Hebrew U of Jerusalem (Israel): “Conventions and Transgressions: Concepts of Work in the Monastic Tradition”

Rachel Koroloff, U of Göttingen (Germany): “Plant Commodities in Russo-Persian Context: The Tsar’s Garden Bureau [Sadovaia Kontora] and the Growth of Viticulture along the Volga River”

Ben Phillips, Independent Scholar: “Apostles of the Gospel of Reform’: Siberian Exile and the Transnational Mythology of the Russian Revolutionary Movement, 1885-1917”

Filip Pospisil, New York U: “Radio Free Europe Music Broadcasting and its Role in Cultural Exchange between East and West”

Stephanie Richards, U of Rome, “Tor Vergata” (Italy): “From Rational Project to Terror: Pushkin’s ‘Mozart and Salieri’ and the French Revolution”

Madalina Veres, Temple U: “Defending the Eastern Bulwark of the Habsburg Monarchy: Transylvanian Military Engineers and the Mapping of Mountain Passes in the Eighteenth Century”



2017 Regional Scholar Travel Grant Recipients

Anastasia Felcher, Independent Scholar (Moldova): “Imposed Heritage. (Un)praising Revolution and Victory in post-1945 and post-1991 Moldova”

Ievgeniia Gubkina, Center for Urban History of East Central Europe (Ukraine): “Slavutych: The Role of Female Architects in Planning of the Last Soviet City”

Olena Haleta, Ivan Franko National U of Lviv (Ukraine): “‘Border Crossing’ as a Life and Literary Strategy in the Ukrainian Literature of the Interwar Period in Travelogues by Sophia Yablonska”

Tamara Hundorova, National Academy of Sciences (Ukraine): “Yurii Shevelov and the Discourse of Ukrainian Occidentalism of the 1940s-1950s”

*Denys Kiryukhin, National Academy of Sciences (Ukraine): “NATO Effect in the Russia-Ukraine Conflict”

Volodymyr Kulikov, Karazin Kharkiv National U (Ukraine): “Enterprise and Communities in Company Towns. The Success Formula of Relationship Between Business and Society”

Anna Kurpiel, U of Wrocław (Poland): “Politicizing Public Space of Skopje after WWII. Two Urban Projects”

*Uku Lember, Tallinn U (Estonia): “Queer Experiences in Late Soviet Estonia through Oral Histories”

Alla Leukavets, Independent Scholar (Belarus): “Is there a Place for Clan Politics in One Man’s Land? Case Study of Belarus’ Integration Policy vis-à-vis EU and Russia in 1994-2015”

Natalija Majsova, U of Ljubljana (Slovenia): “Transgressing Cosmic Dissonance: The Symbolism of 1980s’ Soviet Scientific Fantasy”

Iuliana Matasova, Taras Shevchenko National U of Kyiv (Ukraine): “(Minor) Popular Culture, the Apparatus of Area and Border Condition: The Case of Ukrainian Female Singer-Songwriters (1990s)”

Annamária Nagy, Independent Scholar (Hungary): “State-funded Avant-garde in Socialist Hungary”

Petr Orsag, Palacký U, (Czech Republic): “Walking on Eggshells: The Changing Possibilities of Ideological Impact behind the Iron Curtain during the Cold War”

Tamás Scheibner, Eötvös Loránd U (Hungary): “Recognizing Female Voices in Dissent: The Macho Ethos of the Opposition and Its Post-1989 Legacies”

*alternates



Publications

Academic Studies Press released *Acts of Logos in Pushkin and Gogol: Petersburg Texts and Subtexts*, by Kathleen Scollins, in July 2017. *Acts of Logos* examines the 19th-century foundations of St. Petersburg's famous literary heritage, with a focus on the unifying principle of material animation. Ever since Pushkin's 1833 poem "The Bronze Horseman," the city has provided a literary space in which inanimate things (noses, playing cards, overcoats) spring to life. Scollins's book addresses this issue of animacy by analyzing the powerful function of language in the city's literature, from its mythic origins—in which the tsar Peter appears as a God-like creator, calling his city forth from nothing—to the earliest texts of its literary tradition, when poets took up the pen to commit their own acts of verbal creation. Her interpretations shed new light on the canonical works of Pushkin and Gogol, exposing the performative and subversive possibilities of the poetic word in the Petersburg tradition, and revealing an emerging literary culture capable of challenging the official narratives of the state.

Geoff Cebula's work of fiction *Adjunct* was released in May 2017. Behind the austere buildings and carefully manicured lawns of Bellwether College, a budgetary crisis strikes fear into the hearts of all contingent faculty. As the administration plots further cuts, adjunct professor Elena Malatesta fears that her position will be next under the knife. Perhaps the budget shouldn't be her main concern, however, as the faculty in her department have started disappearing under suspicious circumstances. Could someone be murdering contingent faculty? But who would do this? And to what end? Or has Elena simply watched one too many murder mysteries?

Christine E. Evan's *Between Truth and Time: A History of Soviet Central Television* was published by Yale University Press in August 2016. In the first full-length study of Soviet Central Television to draw extensively on archival sources, interviews, and television recordings, Evans challenges the idea that Soviet mass culture in the Brezhnev era was dull and formulaic. Tracing the emergence of play, conflict, and competition on Soviet news programs, serial films, and variety and game shows, Evans shows that Soviet Central Television's most popular shows were experimental and creative, laying the groundwork for Mikhail Gorbachev's reforms and the post-Soviet media system.

Patrick Lally Michelson's *Beyond the Monastery Walls: The Ascetic Revolution in Russian Orthodox Thought, 1814-1914* received an ASEEES First Book Subvention award and was published in July 2017 by the University of Wisconsin Press. During Russia's late imperial period, Orthodox churchmen, professionally trained theologians, and an array of social commentators sought to give meaning to Russian history and its supposed backwardness. Many found that meaning in asceticism. For some, ascetic

religiosity prevented Russia from achieving its historical destiny. For others, it was the means by which the Russian people would realize the Kingdom of God, thereby saving Holy Russia and the world from the satanic forces of the West.

Michelson's intellectual history of asceticism in Russian Orthodox thought traces the development of these competing arguments from the early nineteenth century to the early months of World War I. He demonstrates that this discourse was an imaginative interpretation of lived Orthodoxy, primarily meant to satisfy the ideological needs of Russian thinkers and Orthodox intellectuals as they responded to the socioeconomic, political, and cultural challenges of modernity.

Broadcasting and National Imagination in Post-Communist Latvia: Defining the Nation, Defining Public Television by Jānis Juzefovičs was published by Intellect in December 2016. This book uses the case study of public television in post-communist Latvia to explore the question of how audiences respond to TV offerings, and how their choices can be seen as an act of agency. Jānis Juzefovičs builds his book around Albert O. Hirschman's classic concepts of exit, voice, and loyalty—the options available to a person within any system. He uses Hirschman's ideas, along with tools from social constructionism, to assess how the publics of both the Latvian-speaking majority and the large Russian-speaking minority have responded to the role of public television in the nation-building efforts of the new Latvian state. Along the way, he develops our understanding of public broadcasting more generally, and the way it can be used to define a national "we".

In January 2017, Cambridge University Press published *Building Democracy in the Yugoslav Successor States: Accomplishments, Setbacks, and Challenges since 1990* by Sabrina P. Ramet, Christine M. Hassenstab, and Ola Listhaug. Taking the post-Yugoslav region as its case study, this volume shows how success with democratisation depends on various factors, including establishing the rule of law, the consolidation of free media, and society's acceptance of ethnic, religious and sexual minorities. Surveying the seven successor states, the authors argue that Slovenia is in a class by itself as the most successful, with Croatia and Serbia not far behind. The other states — Bosnia-Herzegovina, Macedonia, Montenegro, and Kosovo — are all struggling with problems of corruption, poverty, and unemployment. The authors treat the issue of values as a policy problem in its own right, debating the extent to which values have been transformed by changes in education and the media, how churches and women's organizations have entered into the policy debate, and whether governments have embraced a program designed to effect changes in values.

Alexander Cooley and John Heathershaw's *Dictators Without Borders: Power and Money in Central Asia* was published by Yale University Press in March 2017. The former Soviet republics of Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan are dismissed as isolated and irrelevant to the outside world. This book argues that Central Asia is in reality a leader in globalization with extensive involvement in economics, politics and security dynamics beyond its borders. Yet Central Asia's international activities are mostly hidden from view, with disturbing implications for world security.

Cooley and Heathershaw reveal how business networks, elite bank accounts, overseas courts, third-party brokers, and Western lawyers connect Central Asia's supposedly isolated leaders with global power centers. The authors also uncover widespread Western participation in money laundering, bribery, foreign lobbying by autocratic governments, and the exploiting of legal loopholes within Central Asia.

Lisa Jakelski's *Making New Music in Cold War Poland: The Warsaw Autumn Festival, 1956-1968* (University of California Press, October 2016) presents a social analysis of new music dissemination at the Warsaw Autumn International Festival of Contemporary Music, one of the most important venues for East-West cultural contact during the Cold War. Jakelski examines the festival's institutional organization, negotiations among its actors, and its reception in Poland, while also considering the festival's worldwide ramifications, particularly the ways that it contributed to the cross-border movement of ideas, objects, and people (including artists, festival guests, and tourists). This book explores social interactions within institutional frameworks and how these interactions shaped the practices, values, and concepts associated with new music.

Moscow 1956: The Silenced Spring, by Kathleen E. Smith, was published by Harvard University Press in April 2017.

Stalin had been dead for three years when his successor, Khrushchev, stunned a closed gathering of Communist officials with a litany of his predecessor's abuses. Meant to clear the way for reform from above, Khrushchev's "Secret Speech" of February 25, 1956, shattered the myth of Stalin's infallibility. In a bid to rejuvenate the Party, Khrushchev had his report read out loud to members across the Soviet Union that spring. However, its message sparked popular demands for more information and greater freedom to debate.

Moscow 1956 brings this first brief season of thaw into fresh focus. Smith offers a month-by-month reconstruction of events as the official process of de-Stalinization unfolded and political and cultural experimentation flourished. Smith looks at writers, students, scientists, former gulag prisoners, and free-thinkers who took Khrushchev's promise of liberalization seriously, testing the limits of a more open Soviet system.

But when anti-Stalin sentiment morphed into calls for democratic reform and eventually erupted in dissent within the Soviet bloc—notably in the Hungarian uprising—the Party balked and attacked critics. Yet Khrushchev had irreversibly opened his compatriots' eyes to the flaws of monopolistic rule.

Citizens took the Secret Speech as inspiration and permission to opine on how to restore justice and build a better society, and the new crackdown only reinforced their discontent. The events of 1956 set in motion a cycle of reform and retrenchment that would recur until the Soviet Union's collapse in 1991.

Manchester University Press recently released *Performance Art in Eastern Europe since 1960* by Amy Bryzgel. This volume presents the first comprehensive academic study of the history and development of performance art in the former communist countries of Central, Eastern and South Eastern Europe since the 1960s. Covering 21 countries and more than 250 artists, the book demonstrates the manner in which performance art in the region developed concurrently with the genre in the West, highlighting the unique contributions of Eastern European artists. The discussions are based on primary source material—interviews with the artists themselves. They offer a comparative study of the genre of performance art in countries and cities across the region, examining the manner in which artists addressed issues such as the body, gender, politics and identity, and institutional critique.

Security Threats and Public Perception: Digital Russia and the Ukraine Crisis by Elizaveta Gauffman was published by Palgrave in October 2016. Countless attempts at analyzing Russia's actions focus on Putin to understand Russia's military imbroglio in Ukraine, hostility towards America, and disdain of "Gayropa." This book invites its readers to look beyond the man and delve into the online lives of millions of Russians. It asks not the question of what the threats are to Russia's security, but what they are perceived to be by digital Russia.

The author examines how enemy images are manufactured, threats magnified, stereotypes revived, memories implanted and fears harnessed. It looks at the legacy of the Soviet Union in shaping discussions ranging from the Ukraine crisis to the Pussy Riots trial, and explores the complex inter-relation between enemy images at the governmental level and their articulation by the general public. By drawing on the fields of international relations, memory studies, visual studies, and big data, this book addresses the question of why securitization succeeds—and why it fails.

The Battle for Ukrainian: A Comparative Perspective, edited by Michael S. Flier and Andrea Graziosi, was released by Harvard University Press in July 2017. In 1863, the Valuev Circular restricted the use of the Ukrainian language in the Russian Empire. In the 150 years since, Ukrainian has followed a tortuous path, reflecting or anticipating tsarist, Soviet, and post-Soviet history. The Ukrainian-Russian relationship and the Moscow-based political power promoting the latter loom large. Nonetheless, Ukrainian can usefully serve as a prism for assessing 150 years of imperial disintegration and reformation, and worldwide state and nation building—a period in which languages have been created, promoted, and repressed, or have come to coexist in multilingual nations. Case studies of Gaelic, Finnish, Yiddish, the Baltic group, and of language

policy in Canada, India, and the former Yugoslavia illuminate similarities and differences in a dialogue construed broadly in chronological, comparative, international, and transnational terms. The result is an interdisciplinary study that is essential for understanding language, history, and politics in Ukraine and in the post-imperial world.

Sabrina Ramet's *The Catholic Church in Polish History: From 966 to Present* was published by Palgrave Macmillan in June 2017. The book chronicles the evolution of the church's political power throughout Poland's unique history. Beginning in the tenth century, the study first details how Catholicism overcame early challenges in Poland, from converting the early polytheists to pushing back the Protestant Reformation half a millennium later. It continues into the dawn of the modern age—including the division of Poland among Prussia, Russia, and Austria between 1772 and 1795, the interwar years, the National Socialist occupation of World War Two, and the Communist and post-war Communist eras—during which the church only half-correctly presented itself as a steadfast protector of Poles, with clergy members who either stood up to foreign authorities or collaborated with those same Nazi and Communist leaders. This study ends with a consideration of how the Church has taken advantage of the fall of communism to push its own social agenda, at times against the wishes of most Poles.

The River of Time: Time-Space, History, and Language in Avant-Garde, Modernist, and Contemporary Russian and Anglo-American Poetry (Academic Studies Press, July 2017), by Ian Probst, explores the changing perception of time and space in avant-garde, modernist, and contemporary poetry. The author characterizes the works of modern Russian, French, and Anglo-American poets based on their attitudes towards reality, time, space, and history revealed in their poetics. The author compares the work of major Russian innovative poets Osip Mandelstam, Velimir Khlebnikov, Vladimir Mayakovsky, and Joseph Brodsky with that of W. B. Yeats, T. S. Eliot, and Ezra Pound. In spite of the postmodernist "estrangement" of reality, the author proves that similar traces can be found in the work of contemporary American poets John Ashbery and Charles Bernstein. Both affinities and drastic differences are revealed in the poets' attitudes towards time-space, reality, and history.

The University of Wisconsin Press released Anton Weiss-Wendt's *The Soviet Union and the Gutting of the UN Genocide Convention* in July 2017. After the horrors of World War II and the Holocaust, the UN resolved to prevent and punish genocide. The UN Genocide Convention treaty, however, was drafted, contested, and weakened in the

midst of Cold War tensions and ideological struggles between the Soviet Union and the West.

Weiss-Wendt details how the political aims of the superpowers rendered the convention a weak instrument for addressing abuses against human rights. The Kremlin viewed the genocide treaty as a political document and feared repercussions. What the Soviets wanted most was to keep the subjugation of Eastern Europe and the vast system of forced labor camps out of the genocide discourse. The American Bar Association and Senate Committee on Foreign Relations, in turn, worried that the Convention contained vague formulations that could be used against the United States, especially in relation to the plight of African-Americans. Sidelined in the heated discussions, Weiss-Wendt shows, were humanitarian concerns for preventing future genocides.

Open Book Publishers recently released *Twentieth-Century Russian Poetry: Reinventing the Canon* by Katharine Hodgson, Joanne Shelton, and Alexandra Smith. A study of changing cultural memory and identity, this work charts Russia's shifting relationship to its own literature in the face of social upheaval. Contributions to this volume explore the multiple factors involved in reshaping the canon of Russian poetry, understood as a body of literary texts given exemplary or representative status as "classics." Among factors that influence the composition of the canon are educational institutions, competing views of scholars and critics, including figures outside Russia, and the self-canonizing activity of poets themselves. Canon revision further reflects contemporary concerns with the destabilizing effects of emigration and the internet, and the desire to reconnect with pre-revolutionary cultural traditions through a narrative of the past which foregrounds continuity. Despite



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persistent nostalgic yearnings in some quarters for a single canon, the current situation is defiantly diverse, balancing both the Soviet literary tradition and the parallel contemporaneous literary worlds of the emigration and the underground.

We Are Jews Again: Jewish Activism in the Soviet Union, written by Yuli Kosharovskiy, edited by Ann Komaromi, and translated by Stafani Hoffmann, (Syracuse University Press) is now available in a condensed and edited volume that makes this insider's account of Soviet Jewish activism after Stalin available to a wider audience. Originally published in Russian from 2008 to 2012, *We Are Jews Again* chronicles the struggles of Jews who wanted nothing more than the freedom to learn Hebrew, the ability to provide a Jewish education for their children, and the right to immigrate to Israel. Through dozens of interviews with former refuseniks and famous activists, Kosharovskiy provides a vivid and intimate view of the Jewish movement and a detailed account of the persecution many faced from Soviet authorities. In the voices of the men and women who participated on the front lines, we learn about the support from Israel and Western organizations, the changing political climate, and a growing international movement. These poignant personal accounts bring to life an important yet little-known episode of history.

ASEEES First Book Subvention winner, *Written in Blood: Revolutionary Terrorism and Russian Literary Culture, 1861-1881*, by Lynn Ellen Patyk was released by the University of Wisconsin Press in June 2017. Patyk contends that the prototype for the terrorist was the Russian writer, whose seditious word was interpreted as an audacious deed—and a violent assault on autocratic authority. The interplay and interchangeability of word and deed laid the semiotic groundwork for the symbolic act of violence at the center of revolutionary terrorism. While demonstrating how literary culture fostered the ethos, pathos, and image of the revolutionary terrorist and terrorism, she spotlights Dostoevsky and his “terrorism trilogy” as novels that uniquely illuminate terrorism's methods and trajectory. Combining historical narrative with literary analysis of major and minor works, Patyk's book reveals the power of the word to spawn deeds and the power of literature to usher new realities into the world.

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Institutional Member News

HARVARD UNIVERSITY DAVIS CENTER ANNOUNCES 2017–2018 FELLOWS

The Davis Center is pleased to announce the results of the [Fellows Program competition for 2017–2018](#). The postdoctoral fellows will participate in a seminar on the theme “Revolutions in Eurasia.” During the program, participants will trace the broader implications of the revolution experience in this region on politics and ideology. The implications for understanding various contemporary revolutionary ideas and movements around the world will also be explored.

- Ania Aizman, Postdoctoral Fellow for “Anarchist Aesthetics: The Literature of the Absurd and Contemporary Anti-Authoritarianism in Russia”
- Rhiannon Dowling, Postdoctoral Fellow for “Brezhnev’s War on Crime: The Criminal and Soviet Society, 1963-1984”
- Emily Holland, Postdoctoral Fellow for “Poisoned By Gas: Institutional Failure, Energy Dependency and Security”
- Lilia Shevtsova, Kathryn W. and Shelby Cullom Davis Senior Scholar for “Russia in the 21 Century: How to Survive by Undermining the World”

THE KENNAN INSTITUTE AT THE WILSON CENTER

George F. Kennan Fellowships

George F. Kennan Fellows will be based at the Wilson Center in Washington, DC for three-month residencies. Fellows will receive access to the Library of Congress, National Archives, and policy research centers in Washington, DC, as well as the opportunity to meet with key experts and officials. While conducting research, the George F. Kennan Fellows are expected to actively participate in discussions with the policy and academic communities, including speaking engagements at the Wilson Center as well as potentially outside of Washington DC, and attending meetings, conferences, and other activities organized by the Kennan Institute and Wilson Center. Upon completion of the fellowships, the grantees become alumni, for whom Kennan will continue to offer opportunities for collaboration and engagement. There are no citizenship requirements for this grant.

Applicants have an option to apply for the fellowship as individuals or as part of a team. If applying as a team of two (or three) applicants, the applicants must be citizens of at least two different countries. The goal of such joint fellowships is to promote collaborative research projects among U.S., Russian, and Ukrainian experts. George F. Kennan Fellowship Teams will: Produce joint paper(s) for policy-relevant publications; present work at DC, Russia, and/or Ukraine events; and conduct meetings and engage with policymakers in DC.

Competitions for the fellowships will be held twice yearly with the following application deadlines: March 1 and September 1.

Applicants must submit a completed application – please see the website for more details: <https://www.wilsoncenter.org/opportunity/george-f-kennan-fellowship>.

Title VIII Fellowships

The Kennan Institute is pleased to announce that its proposal for funding was selected by the US Department of State Title VIII program. Please look for announcements of forthcoming competitions for our Research, Summer Research, and Short Term fellowships. The Research and Summer Research deadlines will be in early 2018.

The next competition is for Title VIII-Supported Short-Term Grants, which allow US citizens whose policy-relevant research in the social sciences or humanities focused on the countries of Eurasia, to spend up to one month using the library, archival, and other specialized resources of the Washington, DC area, while in residence at the Kennan Institute. The updated deadline for these grants is September 15, 2017.

Please see the website for more details on the Title VIII-supported fellowship programs: <https://www.wilsoncenter.org/fellowship-opportunities-and-internships>.

The Kennan Institute welcomes the following scholars:
Title VIII Summer Research Scholar

Jonathan Hunt, Lecturer, University of Southampton, “An Exceptional Partnership: The United States, the Soviet Union, and Nuclear Non-Proliferation in the 1960s”

Title VIII Research Scholar

Indra Ekmanis, Doctoral Candidate, University of Washington, “Signal Strength: Lessons from Radio Free Europe/Radio Liberty’s Latvian Service”

George F. Kennan Fellows

Oleg Manaev, Visiting Professor, University of Tennessee, “Strengthening Legitimacy by Reshuffling Social Stratification in the ‘Slavic Triangle”

Valerie Anishchenkova, Associate Professor, University of Maryland, “War and Identity in Contemporary Popular Culture: Russia, the United States and the Middle East after the Cold War”

Nina Jankowicz, Fulbright-Clinton Public Policy Fellow, Ukrainian Ministry of Foreign Affairs; U.S. Department of State, “Bridging the Trust Gap: How the West Can Learn from Eastern Europe’s Experience Battling Russian Disinformation”

Balihar Sanghera, Associate Professor, University of Kent, “Contesting visions in Central Asia: the rise of alternative models of development and finance and its implications”

NEWS FROM UNIVERSITY OF MICHIGAN'S CENTER
FOR RUSSIAN, EASTERN EUROPEAN, AND EURASIAN
STUDIES (CREES)

As of July 1, 2017, Elizabeth King is Associate Director of the Weiser Center for Europe and Eurasia (WCEE) and CREES. Dr. King is Assistant Professor in Health Behavior and Health Education at the School of Public Health and a CREES Faculty Associate. She has been conducting research in Russia for over 15 years, investigating HIV prevention, access to HIV services for key affected populations, and gender-based violence.

Please save the date for a CREES happy hour to take place during the 2017 ASEEEES Convention in Chicago on Friday, November 10th, 8-10 pm. Details to follow.

CREES is moving to a new address this summer:
Weiser Hall, 500 Church Street, Ann Arbor, MI 48109

Upcoming Webinar: Using ASEEEES
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- Use ASEEEES Commons to extend the life of your convention session



Professor of Russian History



Newcastle University is continuing its investment in the [School of History, Classics and Archaeology](#), part of the [Faculty of Humanities and Social Sciences](#).

We seek to strengthen the School's senior team by appointing a Professor of Russian History. The successful candidate will be an outstanding individual who will lead research and teaching in Russian History. The post is open to specialists in any area of Russian History without regard to period or approach.

The Professor of Russian History (G784) will help us build on our performance in the 2014 Research Excellence Framework (REF) by delivering research of the highest quality. An established international record of research in the field is essential; excellent plans for further high quality research equally so. These will include world-leading and internationally excellent publications along with realistic plans for research projects able to attract significant external funding.

Closing date: 06.09.2017

For a confidential discussion about this role, please contact either [Professor Sam Turner](#) - Head of School +44 (0)191 208 8110 sam.turner@ncl.ac.uk or [Dr Violetta Hionidou](#) - Head of History + 44 (0) 191 208 5741 Violetta.hionidou@ncl.ac.uk. The post is available immediately to commence on a mutually agreed date.

We are the proud recipients of an institutional silver Athena SWAN award demonstrating our achievements and ongoing commitment to achieving gender equality. We value diversity at Newcastle University and welcome applications from all sections of the community. The University holds the HR Excellence in Research award for our work to support the career development of our researchers. We are also a member of the Euraxess network.





Affiliate Group News

Cfs: AWSS MARY ZIRIN PRIZE

The Association for Women in Slavic Studies (AWSS) is pleased to announce a call for nominations for the Mary Zirin Prize in recognition 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. Working as an independent scholar, Zirin produced and encouraged fundamental works in Slavic/East European Women's Studies and has been instrumental in the development of the AWSS. The prize aims to recognize the achievements of independent scholars and to encourage their continued scholarship and service in the fields of Slavic or Central and Eastern European Women's Studies. 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, 2017. 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, or by postal mail to 14 Allen Street, Amherst, MA 01002

THE CENTRAL EURASIAN STUDIES SOCIETY (CESS) 18TH ANNUAL CONFERENCE

October 5-8, 2017, University of Washington, Seattle

This year's Annual Conference features a rich array of panels, roundtables and workshops with participation by over 300 presenters. Our keynote speaker is Sarah Chayes. The conference will also have a cultural program led by our conference hosts, the University of Washington.

Another highlight of the CESS Annual Conference is the awards ceremony. This year, awards are being made in the following categories: Best Graduate Student Paper (Annual Conference) Award, Public Outreach Award, and Book Award (History and Humanities). If you are a graduate student presenting at the conference, submit an application for the Best Graduate Student Paper Award before September 1, 2017.

All presenters must 1) register for the conference AND 2) take out or renew CESS membership for 2017. Registration for the Annual Conference is open and you can receive the early bird discount if you register by August 31, 2017. Registration fees are already discounted based on your income level.

Changes to the program can be made by emailing the CESS Administrative Coordinator until August 31, 2017.

If you have not yet booked accommodation in Seattle, please make arrangements as soon as possible. There is a major sporting event taking place over the same weekend so we expect there to be high demand for rooms. See the conference website for more information about accommodation.

Visa support is offered to conference presenters. Apply for a letter of invitation online.

Many thanks to those who have already volunteered their services as a Chair and/or Discussant. Please check the program to see whether we have been able to place you with a panel at this stage. More Chairs and Discussants are needed! Role descriptions are provided on our website. Please email the CESS Administrative Coordinator with a list of your areas of interest if you would like to volunteer.

We welcome colleagues who wish to attend the conference as non-presenting audience members. Registration information is on our website.

THE CENTRAL EURASIAN STUDIES SOCIETY BOOK AWARD 2017 SHORTLIST

The shortlist for the CESS book award is announced. The 2017 award will be awarded to a book in history and humanities published in 2015 or 2016. The short-listed books authored by ASEES members are:

- David Brophy, *Uyghur Nation: Reform and Revolution on the Russia-China Frontier* (Harvard University Press, 2016);
- Tim Epkenhans, *The Origins of the Civil War in Tajikistan: Nationalism, Islamism, and Violent Conflict in Post-Soviet Space*, (Lexington Books, 2016);

INDEX OF ADVERTISERS

ACTR/ACCELS	6, 25
European University St Petersburg	14
Kritika	15
Learn Russian in the European Union	24
Macalester College Employment Opp.	10
Newcastle University Employment Opp.	27
Slavica Publishers	15
Slavica Publishers: Three Strings Books	15
SRAS	19
Wesleyan University Employment Opp.	32

NewsNet features a limited number of advertisements from various organizations presenting scholarly publications, products, services, or opportunities of interest to those in the field. Please contact newsnet@pitt.edu for rates, specs and production schedule.

Adeeb Khalid, *Making Uzbekistan: Nation, Empire, and Revolution in the Early USSR* (Cornell University Press, 2015);

Erik R. Scott, *Familiar Strangers: The Georgian Diaspora and the Evolution of Soviet Empire* (Oxford University Press, 2016)

Timothy Nunan, *Humanitarian Invasion: Global Development in Cold War Afghanistan* (Cambridge University Press, 2016);

The winner of the award will be announced at the CESS annual meeting, October 5-8, 2017, at the University of Washington in Seattle. <http://www.centraleurasia.org/book-award>.

CfP: CENTRAL SLAVIC CONFERENCE

St. Louis, Missouri, USA, October 20-22, 2017

The Central Slavic Conference is pleased to invite scholars of all disciplines working in Slavic, Eurasian, and East European studies to submit proposals for panels, individual papers, and roundtables at its annual meeting. Founded in 1962 as the Bi-State Slavic Conference, the Central Slavic Conference now encompasses seven states and is the oldest of the regional affiliates of ASEEEES. Scholars from outside the region and from around the world are welcome.

Proposals for papers, panels, and roundtables should be submitted by email to CSC President Dr. David Borgmeyer at CentralSlavic@outlook.com no later than September 1, 2017. Early proposals are encouraged. Proposals should include: Participant name, affiliation, and email contact information; title and brief description of paper (if applicable).

The CSC will also dedicate a separate portion of the conference to undergraduate research presentations. Faculty are encouraged to support conference proposals from undergraduate students for this section of the conference. Funding is available to provide students with stipends.

Charles Timberlake Memorial Symposium: Now a regular part of the CSC program, the symposium is dedicated to the memory and scholarly interests of longtime CSC member Charles Timberlake. Those interested in participating should contact symposium coordinator Dr. Nicole Monnier at CentralSlavic@outlook.com.

Timberlake Memorial Graduate Paper Prize: 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 Charles Timberlake as a teacher and mentor, the prize carries a cash award.

CSC registration and hotel reservation information will be available on the CSC website: <http://www.slu.edu/international-studies-program/central-slavic-conference>.

CfS: PRIZES FOR BEST MONOGRAPH AND BEST ARTICLE

The Early Slavic Studies Association (ESSA) announces it prizes for best monograph and best article in the field of Early Slavic Studies for 2017. The prize committee is also willing to consider a special award for best translation of primary source

material in the field, to be awarded at the committee's discretion.

Books and peer-reviewed articles published in English between September 1, 2016 and August 31, 2017 are eligible for the award. The committee will accept nominations and self-nominations. Authors must be members in good standing of the ESSA. Please contact our secretary, Cynthia M. Vakareliyska vakarel@uoregon.edu, to confirm your eligibility.

Please send all nominations to the chair of the committee, Dr. Matthew Romaniello mpr@hawaii.edu

ASEEES WELCOMES NEW AFFILIATE GROUP:

Q*ASEEES

Q*ASEEES was created to promote all forms of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) studies in Slavic, East European, and Eurasian societies, including but not limited to history, literary and cultural studies, social sciences, and interdisciplinary studies. The group hopes to support collaborative work among different disciplines with an interest in our regions. They want to serve as a voice for LGBTQ studies in Central & Eastern Europe and the Former Soviet Union. The group will also promote professional mentoring for early-career scholars who identify as LGBTQ, and work with the Association for Diversity in Slavic and East European Studies and the Association for Women in Slavic Studies toward this goal.

The Q*ASEEES affiliate group focuses on:

- Networking among scholars of LGBTQ studies
- Mentoring and advising students and junior scholars of LGBTQ studies
- Collecting resources and bibliographies on LGBTQ

CALL FOR ARTICLES

Please consider submitting articles to be published in future NewsNets. Articles are typically brief essays on contemporary issues or matters of broad professional interest. They can include discussions of new research, institutions, resources etc. NewsNet is not a venue for extensive research essays; most cover articles are 2,500 words in length. We encourage members, including graduate students, who are interested in proposing a NewsNet article to contact the NewsNet Editor, Andrew Behrendt (aseees.grants@pitt.edu) or the Chair of the ASEEEES Communications Advisory Committee, Karen Petrone (petrone@uky.edu).

The views expressed in NewsNet articles are solely the views of the author and do not necessarily reflect the views or policies of ASEEEES or its staff.

topics for use by scholars, activists, and advocates

- Supporting scholars of LGBTQ topics in regions that may be less open to such topics
- Facilitating organization of panels at ASEEES and regional conferences, if possible.

Currently Q*ASEEES has a webpage (<http://qaseees.org/>), a Facebook page (<https://www.facebook.com/groups/115244125646743/>), and a Google group.

CfP: WISCONSIN SLAVIC CONFERENCE

October 6-7, 2017, University of Wisconsin-Madison

Abstracts for 20-minute papers on any aspect of Slavic literatures, cultures (including film, music, and the visual arts), linguistics, and history are invited for the annual Wisconsin Slavic Conference (formerly titled AATSEEL-Wisconsin). Comparative topics and interdisciplinary approaches are

welcome and encouraged. This year's keynote lecture will be delivered by Professor Pavle Levi (Stanford University).

To present a paper at the Wisconsin Slavic Conference, please submit a proposal by August 31, 2017. A complete proposal consists of: Author's contact information (name, affiliation, postal address, telephone, and email); Paper title; 300-500 word abstract; and Equipment request (if necessary).

Please email proposals to: Ilona Sotnikova, sotnikova@wisc.edu. Please include "Wisconsin Slavic Conference" in the subject line of your email. All submissions will be acknowledged and considered, and all applicants will be informed of the status of their proposals no later than September 15.

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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NewsNet (ISSN 1074-3057) is published five times a year (January, March, June, August, and October; however, the March and June editions are only available online). ASEEES members receive Slavic Review (the ASEEES quarterly of Russian, Eurasian, and East European Studies), and NewsNet. Affiliates receive only NewsNet. Institutional members receive one copy of each publication, while premium members receive two copies. Membership is on a calendar year basis. Individual membership is open to all individuals interested in Slavic, East European, and Eurasian studies. Institutional membership is open to all education-related organizations in the field of Slavic, East European and Eurasian studies. ASEEES' office is located at 203C Bellefield Hall, 315 S. Bellefield Avenue, Pittsburgh, PA 15260-6424.

Subscription to NewsNet is \$28.00 for U.S. subscribers and \$44 for non-U.S. subscribers. Prices include shipping. Single copies are \$7.00 each. To subscribe or order back issues, contact aseees@pitt.edu. Back issues are available up to two years only. Periodicals postage paid at Pittsburgh, PA, and additional mailing offices.

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>

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. **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**

COHEN-TUCKER DISSERTATION RESEARCH FELLOWSHIP PROGRAM IN RUSSIAN HISTORICAL STUDIES aseees.org/programs/ctdrf

The Stephen F. Cohen–Robert C. Tucker
Dissertation Research Fellowship
(CTDRF) Program for Russian Historical
Studies supports the next generation of
US scholars to conduct their doctoral
dissertation research in Russia. The
CTDRF Program is sponsored by the KAT
Charitable Foundation.

Applications will be accepted until
January 7, 2018
Fellowship amount: up to \$22,000

See our website for complete eligibility
requirements.



Personages

Art historian and curator **Rosalind (Polly) Blakesley** has won the fifth annual Pushkin House Russian book prize for her work *The Russian Canvas: Painting in Imperial Russia, 1757-1881*. Her book, published by Yale, was selected by a panel of five distinguished judges from a shortlist of six strong contenders.

The 2017 cohort of ACLS fellowship recipients includes a number of ASEES members: **Michael David-Fox**, Professor of Foreign Service and History, Georgetown University, for “Smolensk under Nazi and Soviet Rule”; **Leah M. Feldman**, Assistant Professor of Comparative Literature, University of Chicago, for “On the Threshold of Eurasia: Revolutionary Poetics in the Caucasus”; **Stuart Goldberg**, Associate Professor of Russian, Georgia Institute of Technology, for “An Indwelling Voice: Sincerities and Authenticities in Russian Poetry, 1783-2001”; and **Valerie Kivelson**, Professor of History, University of Michigan-Ann Arbor, for “Icons of Eurasian Empire: Early Modern Russian Visions of Encounter, Conquest, and Rule.”

On June 30, 2017, **Sheila Fitzpatrick** launched *Mischka's War: A Story of Survival from War-Torn Europe to New York* at the London Review Bookshop. Drawing on her skills as a historian and as a memoirist, Fitzpatrick recounted the story of her late husband's extraordinary journey through Europe in the 1940s.

Kristen Ghodsee is Professor of Russian and East European Studies at the University of Pennsylvania starting this fall.

As of June 30, **Diana Greene** retired from her position as Slavic Studies Librarian, Bobst Library, NYU.

Michael Hancock-Parmer accepted an adjunct professor position at Virginia Tech for 2017-2018. He was a visiting professor at Nazarbayev University this past summer, where he taught their History of Kazakhstan course.

David Hoffmann, Ohio State University, has been named College of Arts and Sciences Distinguished Professor of History.

Juliet Johnson's book *Priests of Prosperity: How Central Bankers Transformed the Postcommunist World* (Cornell 2016) won the [Canadian Political Science Association's 2017 Prize in International Relations](#) and was a finalist for the [2017 Donner Prize for the best public policy book by a Canadian](#).

Ani Kokobobo (University of Kansas) will become the editor of *Tolstoy Studies Journal*, beginning with the 2018 issue; Kokobobo takes over from Michael Denner (Stetson University) edited volumes XVII-XXIX (2005-2017).

Benjamin Loring is now Deputy Head of the Board at the Victor Pinchuk Foundation in Kyiv, Ukraine.

Patrick Michelson was promoted to associate professor at Indiana University, effective July 1, 2017.

As of May 31st, **Hana Pyro** retired from her position as Slavic Librarian, Slavic Division at Harvard College Library.

Emily Wang is a Postdoctoral Scholar in Russian at the University of Notre Dame, and will be an Assistant Professor there starting in Fall 2018.

Susanna Weygandt will be Instructor of Russian culture and language for the 2017-2018 academic year at the Department of Russian Studies, Dalhousie University, Nova Scotia.

ASEES FIRST BOOK SUBVENTION PROGRAM

ASEES has dedicated \$10,000 per year from the Association's endowment dividends for subvention of individually authored first books. Multiple awards will be made, with funds paid directly to the press.

Next deadline: September 1

FOR FULL ELIGIBILITY GUIDELINES TO APPLY ONLINE:
<http://aseees.org/programs/firstbook-subvention>

WESLEYAN UNIVERSITY REEES PROGRAM HIRING ASSISTANT PROFESSOR

Wesleyan University's Russian, East European, and Eurasian Studies Program invites applications for a tenure-track Assistant Professor beginning July 1, 2018. Specialization is open, but we welcome the ability to teach courses on twentieth-century and contemporary Russian literature, culture, and society. Native or near-native fluency in Russian required. The appointment is in an interdisciplinary program and will require working with colleagues in political science, history, religion, and language and literature, so preference will be given to applicants with a proven commitment to interdisciplinarity. Candidates must have a Ph.D. in Slavic Languages and Literatures or a related field in hand by the time of appointment. The teaching load is 2/2. Additional duties include advising and mentoring students, carrying on a program of research, and participating in faculty governance at the departmental and university level. Wesleyan is a highly selective liberal arts college that deeply values both scholarship and teaching, has a strong, diverse undergraduate student body, and offers a generous sabbatical program and competitive salaries and benefits.

To apply, visit <https://careers.wesleyan.edu/postings/5859>. A complete application includes a cover letter, curriculum vitae, writing sample, statement of current research, and documentation of teaching experience, including teaching statement, course syllabi, and student evaluations. As part of the teaching statement (or cover letter), we invite you to describe your cultural competencies and experiences engaging a diverse student body. You will also be asked to provide the e-mail addresses of three referees from whom we will obtain confidential letters of recommendation. Applications should be submitted online at <https://careers.wesleyan.edu/postings/5859>.

Applications completed by September 15, 2017, will receive full consideration. Please contact Susanne Fusso at sfusso@wesleyan.edu or 860-685-3123 if you have questions about the application process.

Wesleyan University, located in Middletown, Connecticut, does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, political belief, veteran status, sexual orientation, genetic information or non-position-related criminal record. We welcome applications from women and historically underrepresented minority groups. Inquiries regarding Title IX, Section 504, or any other non-discrimination policies should be directed to: Antonio Farias, Vice President for Equity & Inclusion, Title IX and ADA/504 Officer, 860-685-4771, afarias@wesleyan.edu.