



NEWSNET

News of the American Association for the Advancement of Slavic Studies

HEADSCARVES IN HOMEROOM: Women's Islamic Dress in the "New" Europe

Kristen Ghodsee¹, Institute for Advanced Study and Bowdoin College

When Bulgaria joined the European Union on January 1, 2007, it became the first member country with a large autochthonous Muslim population. Unlike the primarily immigrant populations in Germany, France or the United Kingdom from Turkey, North Africa or South Asia respectively, Bulgaria's Muslim minority has existed in the country for centuries. According to the 2001 census, Muslims made up about 12 percent of a population of 7.9 million. But the Chief Mufti's office in Sofia (the spiritual authority of the Bulgarian Muslim denomination) claimed that this number was too low and that by 2007, Muslims in Bulgaria accounted for at least 20 percent of the population, including 1000 recent Christian converts. A 2005 "Live Dialogue" session on the Qatar-based IslamOnline.net web site called "Eastern Europe's Muslims: Prospects and Challenges," however, asserted that Bulgaria had 2.5 million Muslims, bringing the percentage up to almost a third of the total population.² The actual number is difficult to determine before the next census, but the differential birth rate between Bulgarian Orthodox Christians and Muslims, as well as the growing popularity of Islam among non-Muslims, means that this percentage will continue to increase as the twenty-first century wears on.

Although Islam has had a long and contentious history in Bulgaria, the period following the collapse of communism in 1989 has been relatively

peaceful compared to the ethnic conflicts that have wracked the country's Western Balkan neighbors. Indeed, Bulgaria has often been called an "island of stability in the Balkans." The "Bulgarian ethnic model" of including the Turkish minority party in almost every postsocialist government was held up as a democratic ideal. Beginning in 2004, a handful of new Islamic nongovernmental organizations began operating in Bulgaria in order to advocate for the religious rights of Muslims. Over the last five years, the Bulgarian-speaking Muslims (Pomaks) have been targeted with new Islamic publications, seminars, lectures and charitable projects, partially financed by "Eastern Aid"³—Islamic charities from the Middle East that have supported the rediscovery of "proper" Islam by Bulgaria's Muslims whose practices and beliefs were considered to be corrupted by their long contact with Christianity and communism. These charities strive to entice the indigenous Muslim population to embrace a more orthodox form of Islam, one in which headscarves were mandatory for women. The first issue to cause a national furor in the country was the question of whether devout Bulgarian Muslim girls would be allowed to wear these headscarves in public schools. Just two years after the French government banned ostentatious religious symbols in public schools, it looked like similar legislation would be passed in Bulgaria. This ar-

continued on page 2

<i>Headscarves in Homeroom: Women's Islamic Dress in the "New" Europe</i> , Kristen Ghodsee	1
News from AAASS	7
Personages.....	8
Publications	11
<i>New Orleans and the Great River</i> , William Craft Brumfield	13
Call for Papers for the AAASS 40th National Convention in Philadelphia, PA.....	17
Preliminary Program for the 39th AAASS National Convention in New Orleans, LA.....	insert
2007 Membership Form	27
2006–2007 Graduates in Russian, Eurasian, and East Asian Studies.....	29
Library and the Internet News.....	37
News from AAASS Affiliates	39
<i>Old Wine with a Spritz? Some Findings from Recent Research on the "Art of the Lecture,"</i> Michael C. Hickey	41
News from AAASS Institutional Members.....	47
Scholars' Network.....	48
Calendar	50
Index of Advertisers.....	50

ticle looks at the headscarf controversy and demonstrates women's bodies are becoming the terrain upon which the battles between Islam, Christianity, atheism and secularism are being played out. Women's "modesty" and women's "freedom" are the tropes deployed to justify the superiority of one world view over another. In all cases, the right to dress and to display or hide a woman's body has become markedly politicized and may be the first sign of a brewing social storm around the place of Islam in Bulgaria today.

Islam at the Karl Marx Professional Gymnasium

In early 2006, Fatme, a teenager attending the Karl Marx Professional High School for Economics in southern Bulgaria decided she wanted to live her life by the precepts laid out in the Holy Koran. The 15-year-old befriended Michaela, a like-minded young woman who had also embraced a more orthodox version of her family's faith. One day the two girls showed up to class draped in headscarves in addition to their mandatory red and black school uniforms. The principal of their school told them they were in violation of the school's uniform policy and that they must remove the headscarves. They refused. They were told that they were not allowed to attend school unless they complied. They did not and were sent home.

But the girls were not going to give up that easily and filed complaints against the director of the school with the authorities in the small city of Smolyan. For a while the case bounced around at the local level, and the regional inspectorate of the Ministry of Education eventually upheld the decision of the school, claiming that religious symbols do not belong in the secular classroom. The girls were obstinate, and it was not long before a local (but foreign-funded) Islamic nongovernmental organization (NGO) interceded on their behalf and lodged an official complaint directly with the Ministry of Education. The Minister replied that Bulgarian education was secular and conspicuous religious symbols had no place in the classroom. The NGO was led by young Muslim Bulgarians who had studied in Jordan and promoted a more orthodox form of

Islam than was traditional for Bulgarian Hanafi Sunnis. They proceeded to file a complaint with the newly established national Commission for the Protection against Discrimination (KZD).⁴ The Islamic NGO claimed the girls' constitutional right to freedom of religion had been violated, and that Bulgaria had a responsibility to uphold the democratic principles it had embraced after the collapse of communism in 1989.

Pictures of the two girls in their headscarves and long Islamic gowns were splashed across the national newspapers, and soon a media frenzy ensued about "Islamic fundamentalists" in Bulgaria. A right-wing party seized upon the issue and opportunistically stepped up its protests outside mosques, gathering signatures for citizens' petitions to silence the call to prayer in cities across Bulgaria. Their anti-Muslim rhetoric struck a nationalist cord with many Bulgarians. For the first time in almost two decades of peaceful postsocialist history, Bulgarians (the majority of whom are at least nominally Orthodox Christians) were faced with a religious dilemma that challenged their own still tenuous commitment to the precepts of liberal democracy. The headscarf case and the overwhelming outcry against the two girls forced the Bulgarian government into the uncomfortable position of having to adjudicate the potentially explosive issue of "religious rights" for Muslims both before the inquisitive eyes of the Western powers and in the court of public opinion, just six months before Bulgaria was scheduled to join the European Union.

In the summer of 2006, the antidiscrimination commission's announcement that it would consider the headscarf case ignited a heated national debate, and more details of the case emerged daily in the press together with passionate editorials on both sides of the issue.⁵ The two women, and the members of the NGO that represented them, were Slavic Muslims (or "Pomaks"—the descendants of ethnic Bulgarians who converted to Islam during the Ottoman era).⁶ These Pomaks had close connections with Arab Islamic influences (through their education in Jordan), and this was taken as evidence of their adherence to a more "radical" form of Islam, one that was perceived as distinctly foreign

to Bulgaria. Indeed, both students came from Bulgarian Muslim families, they practiced a more moderate form of Islam until they began studying with the foreign-educated Pomak leaders. Neither of the girls' mothers wore the headscarf, and members of their own communities felt that the girls were being manipulated by external Islamic influences in the region.⁷

In fact, the region where the two girls lived was a part of Bulgaria that was increasingly under the influence of local religious leaders funded by international Islamic charities from the Arab world (as opposed to Turkey, which is the traditional patron state of Bulgaria's Muslim communities).⁸ Bulgarian Islam, like other forms of Balkan Islam, has a history of being rather syncretistic due to its long contact with both Christianity and Sufi mystical orders.⁹ Faith had always superseded practice and Bulgarians/Turks were relatively lax with regard to strict Islamic customs such as fasting, avoiding pork and alcohol, or covering their women. Furthermore, Bulgarian Muslims engage in certain practices that many Arab Muslims consider to be forbidden innovations, such as the worshiping of Muslim saints at local shrines, the purchasing of amulets for love, health, protection, etc., or the celebration of the Prophet Mohammed's birthday. Add to these forty-five years of communist attempts to eradicate religion and to assimilate Muslim minorities,¹⁰ and you have a further dilution of Islamic rituals and practice. Thus, after 1989, most Bulgarian Muslim populations emerged with few "pure" Islamic practices and retained only a strong sense of cultural identity as "Muslims."¹¹ This was the condition that international Islamic charities hoped to rectify, particularly after the outbreak of the Bosnian war in 1992, when the rest of the Islamic world rediscovered their Muslim brethren in what remained of the collapsing "Second World."

Evidence of more orthodox influences, particularly with regard to the behavior and dress of women, could be found in locally produced but foreign-funded Islamic magazines published in Bulgaria specifically for the Pomak population beginning in 2005. Many of the articles stressed the moral duty of women to obey Allah and not provoke

the attention of men. But they also emphasized the sinful nature of remaining uncovered and warned that there would be divine sanctions against women who do not comply with the stricter interpretation of Islamic teachings. This extended quotation is from an article in *Myusyulmansko Obshtestvo* (Muslim Society), a magazine published by the NGO that filed the complaint on behalf of the two girls. It demonstrates the kind of language used to convince Pomak women to wear the *hijab*:

Today when young women can be seen in the streets dressed in clothes that barely cover their underwear (and this is taken as normal), when the lifestyle lures women to appear as sexually attractive as possible, when girls and women are disappointed if no one turns their head to look at them, women who do not want to behave in this manner are looked down upon as abnormal. This is an offending case of discrimination. Indeed there are a great number of girls and women who are modest by nature, who do not want to expose themselves and who do not feel miserable if leering eyes are not fixed upon them. Strange as it may seem, wearing the *hijab* is one of the problems that society has thrust upon girls and women who profess Islam and who want to change the "dress code" and use the headscarf. Ironically, these modest and shy women have to feel uncomfortable for having changed their previous habits of attracting excessive attention. To choose to wear the *hijab* often provokes surprise (especially from people who happen to know you) and questions as to why you feel you are "better" or "holier" than the others, or why you want to have the appearance of an Arab or Pakistani woman...

...The clothes that a Muslim woman wears are not punishment or ordeal; they give her chance to look noble and lady-like without any arousal of carnal appetites. The "veiled" women are not necessarily innocent girls. They can be mothers of big families and women who are married and remarried. The *hijab* is not an attribute of fake modesty. It delivers a certain mes-

sage to people. First, the message is that the woman has decided to submit all aspects of her life to the will of God; and second, that she wants to be judged on the basis of her virtues and deeds and not her beauty, elegance and sex appeal.¹²

Similar types of arguments appeared in the magazine *Ikra*, a publication from a town just twelve kilometers away from the girls' home city, and home to the largest mosque built in Bulgaria since 1989. The magazine published a series of articles extolling the virtues of Islam for women while at the same time threatening that they will face divine punishment if they do not obey. An article titled "The Code of Conduct for the Muslim Woman," repeats the same imperatives about women's clothing, emphasizing that women who dress appropriately are more precious and valuable than those who "expose their beauties," and warns that there will be consequences for those women who do not comply:

A Muslim woman must cover her body... However this is not to be interpreted as an approval to wear tight or gossamer clothes!... When a woman goes out in the street dressed in a garment of which Islam approves, she will not provoke lechery because the Islamic dress code recommends loose garments that do not suggest the shape of the female body. A woman abiding by the Islamic dress code can be compared to a sealed letter, the contents of which will be disclosed only to the addressee. A woman wearing light clothes can be compared to an announcement that can be read by anyone.... We are eyewitnesses of the decadence of society and of the corruption of moral values... In order to protect the Muslim woman, Allah commanded that she should stay at home earnestly and with dignity and that *she should not go out uncovered like the women in the pre-Islamic time of ignorance and that she should*

continued on page 4

The School of Russian and Asian Studies

Join us in Russia and Central Asia for

- **Russian as a Second Language** for all levels.
- **Feature Study Abroad** programs with coursework ranging from art history to international relations and business.
- **Internships** in museums, newspapers, consulting firms, NGOs, and other organizations.
- **New and expanding! Travel Services** – visa support, train tickets, accommodation, and more.

Call or write for a catalog and visit our website for a wealth of information on travel and study in the former Soviet Union.



www.sras.org
study@sras.org
1-800-55-RUSSIA

not expose her beauties.... Hopefully you understand the situation that a woman would face if she shuts her eyes and plugs her ears before these words. Let both men and women know that there is a path to follow and those who go astray shall be punished accordingly... [my emphasis]¹³

These articles, combined with regular lectures and seminars held by Islamic NGOs working among the Pomaks, certainly contributed to the increased number of young women wearing the *hijab* between 2004 and 2006. For those who promoted it, the *hijab* symbolized a kind of moral superiority over the decadent influence of the West. This importation of new dress requirements for women in terms of the mandatory wearing of headscarves and modest, loose clothing with only the hands and feet visible was starkly at odds with mainstream Bulgarian fashion for women. In fact, local fashions for women in Bulgaria were the opposite of the modesty promoted by Islam. In Bulgaria, and perhaps in postsocialist Eastern Europe in general, clothing styles for women were quite provocative even by American standards. For young women in particular, necklines often plunged over demi-cup push-up bras. The most popular skirt length barely touched the very top of the thigh, and if pants were worn, they were often cut as low as anatomically possible, and after 2003, combined with visible thong underwear. Exposed abdomens were par for the course in the summer. Other popular looks in the bigger cities were the sheer blouse without a bra, or the white pants or skirt with dark lacy lingerie visible underneath.

All of these provocative fashion options for women were broadcast out of the big cities and into small towns in the Pomak regions via 24-hour Bulgarian *chalga* (pop-folk) music channels. It was from popular artists like Desislava, Maria, Gergana, and Anelia that most young women, both Christian and Muslim, took their fashion guidance. On the streets of Pomak cities in the summer, the vast majority of women were not covered and a good subset of those were dressed in what they considered to be the latest fashion – whether it was bare midriffs or exposed g-strings.

In fact, provocative “European” dress with short skirts and high heels was a symbol of urbanity, of those who did not work in agriculture. In a culture where the word “villager” was equated with uncultured backwardness and stupidity for both men (*selenin*) and women (*selenka*), young Pomaks were keen to avoid any association with their rural roots, particularly since many of the Muslim regions were relatively impoverished. Perhaps one result of this was that some Pomak women dressed even more provocatively than the already quite liberal style of dress common for Bulgarian Christian women. Thus, in 2005 at least, the majority of women in the Muslim towns in the Rhodopi dressed like Bulgarian women in small towns throughout the country, and women’s fashion had not yet become the marker of a Muslim town versus a Christian one.

If the new Islamic fashion was at odds with mainstream “European” dress, it was also at odds with traditional Pomak dress for women. Older Pomak women typically wore a long colorful printed dress (*fustan*) with an apron (*mendil*) and a colorful headscarf (*kurpa*) tied loosely under the hair or beneath the chin. There was usually some hair visible above the forehead (like the scarves worn by the stereotypical “*babushka*”). On the other hand, the younger women and some older women embracing the new Islamic dress code tended to wear a monochrome gown (*shamiya*), long button-front over-dress (*manto*), or simply modest “regular clothing” with a single-colored, larger headscarf (*zabradka*) that completely covered the hair and neck. The new way of dressing was often called the “Arab style” (*arabski stil*) by women who preferred traditional Pomak clothing. In fact it did not represent the Islamic dress of any one foreign country, but was a local interpretation of what “proper” Muslim women should wear.

Thus, as the case moved forward in the Commission for the Protection against Discrimination (KZD), there were many levels of tension involved in the question of whether the two girls would be allowed to wear their headscarves in public school: both between Christians and Muslims and between moderate/secular Muslims and their newly devout co-religionists. More im-

portantly, there was the question of the role of women in Islam, and whether these new practices could be reconciled with the Bulgarian government’s commitment to uphold gender equality. In the hearings before the commission the Muslims claimed that religious rights should take precedence over all other concerns while the members of the commission were preoccupied with equity between men and women. But this debate over women’s religious rights versus their relative “emancipation” was not debated using abstract principles, but was distilled down to the Manichean dichotomy between the miniskirt or the veil.

On July 27, 2006, the KZD found in favor of the Ministry of Education and fined all parties for previously allowing the two girls to wear their headscarves to school. They even fined the Islamic NGO for inciting “discrimination” by bringing the complaint forward in the first place. The head of the KZD, a Bulgarian Turk, supported the decision, and the Islamic NGO decided not to appeal the case. Public opinion was solidly behind the decision, and a subsequent headscarf case at a medical university in Plovdiv also ended in a ban on religious symbols using the Smolyan case as a precedent. The KZD relied on two key arguments in its written decision. The first was that Bulgarian education was “secular,” and that there should be no religious symbols in schools (even those for men). The second reason was that the state had a duty to uphold women’s rights, because they believed that the headscarf symbolized women’s submission to men and the inability of men and women to freely share public spaces.

The Bulgarian decision to ban headscarves cited two paragraphs from the European Parliament 2005 Resolution #1464, “Women and Religion in Europe.”¹⁴ The first paragraph reads:

It is the duty of the member states of the Council of Europe to protect women against violations of their rights in the name of religion and to promote and fully implement gender equality. States must not accept any religious or cultural relativism of women’s human rights. They must not agree to justify discrimination and inequality affecting women on grounds

such as physical or biological differentiation based on or attributed to religion. They must fight against religiously motivated stereotypes of female and male roles from an early age, including in schools.¹⁵

Clearly, the Bulgarian Commission understood that claiming to defend women's rights was exactly the language that it needed to justify its decision in order to avoid a lawsuit in the European Court of Human Rights, which had recently upheld a Turkish headscarf ban on similar grounds. The idea of protecting women's rights was popular and desirable to most Bulgarians, and the question of free choice was conveniently avoided by arguing that the girls were minors.

Subsequent to this decision, the Ministry of Education issued a verbal order that forbade schools in the Smolyan region from allowing female pupils to wear headscarves to class. All young women wishing to maintain their Islamic dress would now have to study through distance learning and would come to the school only for their exams at the end of the year. While this scenario would isolate them from the rest of the student body, it did not technically deny them their right to an education.¹⁶ As of March 2007, there were several new complaints filed with the KZD by Pomak girls and their families in the Smolyan region, and the Bulgarian Helsinki Committee was considering the possibility of bringing a case against the Bulgarian government before the United Nations Human Rights Commission.¹⁷ Local religious leaders, however, feared that the additional complaints and the U.N. case might lead the Bulgarian parliament to pass a law like the French legislation against conspicuous religious symbols in schools, a sweeping ban that would be much harder to challenge.¹⁸

In interviews I conducted with key Muslim and human rights activists in March 2007, it was clear that the Pomak religious leaders' position on the headscarf was hardening and that they were also becoming critical of mainstream Bulgarian society and women's dress. Their arguments seemed to revolve around two seemingly contradictory points: that headscarves are not merely a symbol but a religious dogma and

alternatively that headscarves should be treated like a fashion. On the first point, the regional Mufti of Smolyan, Hairaddin Hatim, explained, "The headscarf is not a symbol like a cross. A Christian woman chooses to wear the cross, but it is not a sin before God if she does not. It is mandatory for a woman who embraces Islam to wear the headscarf. It is not a symbol, it is religious dogma." Hatim argued that headscarves did not simply allow women to display their faith, but they were part of a personal relationship with Allah. Banning the headscarf was thus a fundamental violation of religious rights because it prevented women from freely practicing their religion by doing something that hurt no one else.

On this point, he was particularly adamant, claiming that the headscarves were just a piece of clothing like any other piece of clothing. "It would be like the government deciding to outlaw Chanel, and mandating that all people now have to wear Armani. Would it be fair to the people who prefer the fashion of Chanel to make them wear Armani?"

This question of fashion inevitably led to a discussion of miniskirts and the typical Bulgarian woman's preference for provocative dress. "Personally, I do not like women who wear short skirts or when I see a thirteen or fourteen year-old girl walking around almost naked. It is offensive to me, but there is nothing I can say about it. How can that be allowed and not a headscarf? Why is a naked woman less offensive than a dressed one?"

In a separate conversation, Arif Abdullah, the chairman of the organization that brought the headscarf complaint before the KZD, invoked the impropriety of miniskirts in his defense of the headscarf.¹⁹ "You see girls on the streets with skirts up to here," he explained, placing the side of his right hand at the top of his thigh. "Many people find it inappropriate, but there are no regulations banning short skirts in schools. Go to any secondary school without a uniform and see how the girls are dressed. They can choose their own clothes, so why can they not choose to dress in a modest way? If there is a ban

continued on page 6

Kritika: Explorations in Russian and Eurasian History

Volume 8, no. 3 (Summer 2007)

Articles

STEPHEN KOTKIN
Mongol Commonwealth?
JAMES FRANK GOODWIN
Russian Anarchism and the Bolshevization
of Bakunin in the Early Soviet Period
MAXIM WALDSTEIN
Russifying Estonia?

Review Article

YVES COHEN
The Cult of Number One in an Age of Leaders

Review Essay

ANDY BRUNO
Russian Environmental History



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. Vols. 1–7 (2000–2006) and subscriptions for vol. 8 available from Slavica: \$95 institutions; \$40 individuals; \$30 students and gifts to Russia and Eastern Europe. AAASS discounts: see www.slavica.com/journals/kritika/aaass.html.

Slavica Publishers
Indiana University
2611 E. 10th St.
Bloomington, IN 47408-2603



1-877-SLAVICA (toll free)
1-812-856-4186 (tel)
1-812-856-4187 (fax)
slavica@indiana.edu (e-mail)

on the headscarf; why not have a ban on the short skirt?"

As of May 2007, both sides seemed determined to stand their ground. Whatever happens in the coming months, there is no doubt that the headscarf "affair" in this new EU member state has opened yet another front in the ongoing struggle to combine Western tolerance and religious pluralism with the more orthodox "corrections" to historically moderate forms of European Islam. Women's bodies and women's clothing will continue to play a central role in these debates as Muslim modesty is juxtaposed with Western lasciviousness. And Bulgaria, which has always been a crossroads between East and West, a place where Islam and Christianity have co-existed in relative peace for centuries, will be an important testing ground for these issues, and deserves much closer attention that it has hitherto been afforded.

Kristen Ghodsee is currently a Member in the School of Social Science at the Princeton Institute for Advanced Study and is an assistant professor of Gender and Women's Studies at Bowdoin College.

NOTES:

1. The author would like to thank NCEEER, IREX, ACLS, Bowdoin College, the Woodrow Wilson International Center for Scholars, and the Princeton Institute for Advanced Study for their generous support of this research. Special thanks to Joan W. Scott who has been an invaluable interlocutor on the issue of headscarves in France.

2. "Eastern Europe's Muslims: Prospects and Challenges," from the "Islam Online" web site at: <http://www.islamonline.net/livedialogue/english/Browse.asp?hGuestID=rbQxt5>, access date: June 7, 2007.

3. Kristen Ghodsee, "Examining 'Eastern' Aid: Muslim Minorities and Islamic Nongovernmental Organization in Bulgaria," *Anthropology of East Europe Review*, Fall 2005 (Vol. 23, No. 2)

4. See: "Law on the Protection Against Discrimination," available in English online at: http://www.stopvaw.org/sites/3f6d15f4-c12d-4515-8544-26b7a3a5a41e/uploads/anti-discrimination_law_en.pdf.

5. See, for instance: "Reshavat dali momicheta ot PGE da nosyat zabradki v uchilishte," *Otzvuk*, 26-28 June 2006, Smolyan No. 50 (1100), pg. 6; Anita Cholokova, "Momichetata ot PGE: Nie ne harushavame nichii prava, da ne narushavat i nashite," *Otzvuk*, 26-28 June 2006, Smolyan No. 50 (1100), pg. 6; Zarko Marinov, "OIRK zloupotrebito s uchenichkite ot PGE," *Otzvuk*, 3-5 July 2006, Smolyan No. 52 (1102), pg. 8; Valentin Hadzhiev, "Zam.-Minister im razreshil zabradkite prez 2003-a," *24 Chasa*, 28 June 2006, Vol. 16, No. 176 (5328), pg. 10; Tanya Petrova, "Religioznite simboli s ogranichena upotreba," *Sega*, 13 July 2006, Vol. 9, No. 162 (2652), pg. 15; "Zabradki sreshitu krustcheta," *Politika*, 7-11 July 2006, No. 116, pg. 48; Nikolai Tonchev, "V Evropa nyama myasto za zabradki," *Duma*, 1 July 2006, vol. 17, no. 152 (4457), pg. 10; Rumiana Buchakova, "Prebrazhdat momicheta c beli shamii," *Plovdivski Trud*, 28 June 2006, Vol. 9, No. 127 (2249), pg. 1; "Zabranyavat feredzhetata v uchilishte, DPS e protiv," *Ataka*, 26 June 2006, Vol. 1, No. 211, pg. 6; Kiril Borisov "S shamia na uchilishte," *168 Chasa*, 23-29 June 2006, Vol. 17, No. 25, pg. 20; "Novite uchenicheski uniformi v Smolyan," *Ataka*, 30 June 2006, Vol. 1, No. 25, pg. 2; Valentin Hadzhiev, "Bez feredzheta v uchilishtata," *24 Chasa*, 25 June 2006, Vol. 16, No. 174 (5526) pg. 5

6. Although it is important to note that this is contested by many Pomaks themselves who believe themselves wither to be a completely distinct ethnic group or the descendants of Arabs who settled in the Rhodopi before Tsar Boris I Christianized the Slavs in the 8th century. See: Petya Kabakchieva, "From Local to Regional Identity: The Possible Construction of 'Cross-Border' Regional Identity – Case Study of a Border Region, Smolyan," Nexus Research Project paper, unpublished, synopsis available online at: www.ceu.hu/cps/bluebird/rg/see/see_prog_2001jun.pdf, Access date: December 30, 2006; Maria Todorova, "Identity (Trans)Formation Among the Pomaks in Bulgaria," in *Beyond Borders: Remaking Cultural Identities in the New East and Central Europe*, Lazlo Kurti and Juliet Langman (eds.) New York: Westview Press, 1997, pg. 63-82. Interestingly, the Czech Slavacist P. Shafarik also mentions the theory that the Pomaks are descendants of the Arabs in his 1842 book on Slavic popular history, see: P. Shafarik, *Slavianski Narodpis*,

1842 cited in Stoyan Raichevsky, *The Mohammedan Bulgarians (Pomaks)*, Sofia: Bulgarian Bestseller – National Museum of Bulgarian Books and Polygraphy, 2004, pg. 15.

7. Author's interviews in the region in 2005-2006.

8. Ghodsee, "Examining 'Eastern' Aid" 2005.

9. Albena Shkodorova, "Discover: Bulgaria's Sufi Heritage," Balkan Investigative Reporting Network, 07-12-2005, available online at: <http://www.birn.eu.com/en/45/130/1864/>.

10. Mary Neuburger, *The Orient Within: Muslim Minorities and the Negotiation of Nationhood in Modern Bulgaria*, Ithaca: Cornell University Press, 2004.

11. Kristen Ghodsee, "Men, Mines and Mosques: Gender and Islamic Revivalism on the Edge of Europe," Occasional Paper 28, *Occasional Papers from the School of Social Science, Institute for Advanced Study*, January 2007.

12. Asya Raad, "Skromnostta kato osobenost na Islyama," *Mysusyulmansko Obshtestvo*, Year 2, No. 2, 2006: 28-29.

13. Selve Hodzhova, "Nachin na Povedenie na Myusyulmankata," *Ikra*, Year 1, No.12, 2005: 21-22.

14. Commission for Protection against Discrimination, *Reshenie* (Decision), No. 37, Sofia, July 27, 2006.

15. "Women and religion in Europe," Parliamentary Assembly of the Council of Europe, Resolution 1464 (2005), available online: <http://assembly.coe.int/Main.asp?link=/Documents/AdoptedText/ta05/ERES1464.htm>, access date: January 30, 2007.

16. Author's interview with Dr. Krasimir Kanev, Chairman of the Bulgarian Helsinki Committee, in Sofia, Bulgaria in March 2007.

17. Ibid.

18. Author's interview with Hairaddin Hatim, Regional Mufti of Smolyan in Smolyan, Bulgaria in March 2007.

19. Author's interview with Arif Abdullah, President of the Union for Islamic Development and Culture in Smolyan, Bulgaria in March 2007. ♦

NEWS FROM AAASS

Survey of Last Year's Graduates in Russian, Eurasian, and East European Studies

This issue of *NewsNet* includes the annual survey of the previous year's graduates in Russian, Eurasian, and East European Studies, which includes the number of students both in undergraduate and graduate programs whose coursework focused on Russian, Eurasian, and East European Studies. For the results of the survey, see page 29.

2007 Convention in New Orleans, LA

The 39th National Convention of the AAASS will be held from November 15 to 18, 2007, at the New Orleans Marriott Hotel. For more information about New Orleans, see "New Orleans and the Great River," by William Craft Brumfield on page 13 or visit the New Orleans Metropolitan Convention & Visitors Bureau web site, www.neworleanscvb.com. For more information about the hotel, please visit: <http://www.marriott.com/hotels/travel/msyla-new-orleans-marriott/>.

Preliminary Program for the 2007 Convention

The preliminary program for the convention is published as an insert in this issue of *NewsNet* and is available online at: www.aaass.org. The final version of the program will be distributed at the convention. Changes for the final program must be received at the AAASS in writing by Friday, September 14, 2007.

Hotel Information

The hotel is located at 555 Canal Street, New Orleans, Louisiana 70130. The AAASS special group rate for convention participants is \$169 per night single or double. AAASS attendees may book using this link: <http://cwp.marriott.com/msyla/2007aaassconvention>, which is also posted on our web site. The link will automatically plug in the group rate of \$169 per night single or double. To book your room by telephone please call 1-800-654-3990. You must say you are with Slavic Studies to receive the discounted rate of \$169 plus tax per night. Please book your rooms as soon as possible; we will sell out.

Registration Deadlines and Fees

The registration fees for the 39th Annual Convention are as follows. For those registering between August 17 and October 12: AAASS Member—\$120; Non-Member—\$170; Student or Income under 20K—\$30; Non-Member Student or Income under 20K—\$40; Member Retiree—\$60.

If you do not pre-register by **October 12, 2007**, you must register on site. On-site registration fees will be: AAASS Mem-

ber—\$150; Non-Member—\$200; Student or Income under 20K—\$40; Non-Member Student or Income under 20K—\$50; Member Retiree—\$75.

Please avoid long lines and extra expense by pre-registering. We accept personal checks, MasterCard, and Visa. If you are paying by credit card, be sure to include the complete credit card number and the expiration date. Forms with credit card information may be faxed to 617-495-0680. Please be sure to write clearly—your name badge will be generated using the information you provide on your registration form.

Presidential Plenary Session

Don't miss the Presidential Plenary Session on Friday, November 16, at 4:15 P.M. The Plenary Session, organized and chaired by current AAASS President Mark Beissinger, is entitled "The Persistence of Empire." For more information, please see the preliminary program in this issue of *NewsNet*.

Association for Women in Slavic Studies Luncheon and Business Meeting

The Association for Women in Slavic Studies (AWSS) will hold their annual Awards Presentation, Luncheon, and Business Meeting in La Galerie 2 on Saturday, November 17, 2007 at 12:15 P.M. Please note that the luncheon is by ticket only. Tickets may be obtained from the AWSS President, Margaret Beissinger, e-mail: mhbeissi@princeton.edu. The business meeting is open to all.

Cocktail Buffet and Awards Presentation

Please note that the Cocktail Buffet will begin at 6:30 P.M. on Saturday, November 17, 2007. Tickets for the Cocktail Buffet, which features hearty hors d'oeuvres and a cash bar, are \$30 each. You may order these on the Pre-Registration Form, printed on the last page of the preliminary program and also available at our web site, www.aaass.org. Please note that the Awards Presentation is open to all, and will begin at 7:15 P.M.

2008 Convention in Philadelphia, Pennsylvania

The 40th National Convention of the AAASS will be held in Philadelphia, Pennsylvania, from Thursday, November 20, 2007 to Sunday, November 23, 2008 at the Philadelphia Marriott Hotel. Details about hotel reservations will be posted on our web site and in the January *NewsNet*. The call for papers for the 2008 convention is included on pages 17–26. As was the case the last couple of years, you will be able to submit your proposals online through our web site. ♦

New from The Jewish Theological Seminary

Jewish Documentary Sources in Kiev Archives: A Guide

(In Russian; edited by Efim Melamed and Mark Kupovetsky.)

The latest in a series of guides describing archival collections in the former Soviet Union, *Jewish Documentary Sources in Kiev Archives* provides a description of over 1,000 archival collections related to Jewish history and culture.

Purchase this and other related books online at www.jtsa.edu/jtsworld/pj/pubs, or send a check for \$30 (\$25 for the book and \$5 for shipping and handling) payable to:

The Jewish Theological Seminary
c/o Project Judaica
Box 100
3080 Broadway
New York, NY 10027

For more information, call (212) 678-8983 or email projectjudaica@jtsa.edu.



PERSONAGES

Golfo Alexopoulos has been awarded a national fellowship at the Hoover Institution at Stanford for the academic year 2007-2008.

Suzanne E. Ament received tenure and promotion to the rank of Associate Professor at Radford University. She teaches Russian and World History.

Elizabeth A. Anderson has been appointed Assistant Professor of International Education at American University in Washington, DC.

Peter A. Blitstein has been promoted to Associate Professor of History, with tenure, at Lawrence University, Appleton, WI.

Theodora Dragostinova accepted the position of Assistant Professor in Eastern European History at The Ohio State University.

After spending his life studying Soviet/Russian society, **Mark G. Field** turned the table around and gave a lecture (in French) on American society at the convention of the Société Européenne de Culture on "Une

société, une culture en désarroi: le malaise américain" in Pescia, Italy, in May of this year. He also lectured on "Meeting the Russians in Germany in 1945-1946" at a Veterans Group in Weston, MA earlier this spring.

Anna Frajlich's *Between Dawn and the Wind* published by Host Publications received excellent reviews in *SEEJ* (Vol. 50, Winter 2006) and *The Polish Review* (Vol LII, 2007). The Polish Institute of Arts and Sciences held a session dedicated to the book during PIASA's 65th annual meeting.

Mark von Hagen, Boris Bakhmeteff Professor of Russian and East European Studies and Chair of the Department of History at Columbia University, has accepted a new position as Department Chair at Arizona State University, Tempe, effective July 1, 2007.

Jeffrey Holdeman has been appointed the new director of Indiana University's Global Village Living-Learning Center, where he will start his first five-year appointment in the fall. He will be continuing his administrative

duties in the Department of Slavic Languages and Literatures as Slavic language coordinator, TA trainer, and undergraduate advisor.

Michael Katz, C.V. Starr Professor of Russian at Middlebury College, was selected to participate in an NEH Summer Institute at Bethel University, Minneapolis, on the continuing relevance of Tocqueville's classic "Democracy in America" in connection with a new course he will be team-teaching at Middlebury next spring on "American Democracy and Russian Autocracy as Seen through French Eyes."

Maria Kokkori received a Ph.D. from the Courtauld Institute of Art, London. Her dissertation was titled "Russian Avant-Garde: A Historical Contextualization of Selected Paintings by Kazimir Malevich, Ivan Kliun, and Liubov Popova c.1905-1925."

Nancy S. Kollmann was awarded the Kahn Van Slyke Award for Graduate Mentoring in the Department of History at Stanford University at June graduation ceremonies. The Prize, selected by departmental graduate students, honors faculty who have provided particular commitment and service to the Department's graduate program and students. Kollmann is also stepping down after 10+ years as Director of CREEES at Stanford University, and in 2007-2008 she will be on sabbatical at the Stanford Humanities Center, completing her book tentatively entitled "Crime and Punishment in Early Modern Russia."

James Krapfl will be joining the Distory Department of McGill University as Assistant Professor of Eastern European History.

Eric Lohr has been promoted to Associate Professor of History at American University.

Virginia Martin has left the University of Alabama in Huntsville and has moved to Madison, Wisconsin, where she is continuing her research on the history of the Kazakh steppe in the Russian Empire of the 19th c. as an Honorary Fellow of the Central Asian Studies Program of the University of Wisconsin-Madison. She also serves as Chief Editor of the *Central Eurasian Studies Review* (CESR) [the bulletin of the Central Eurasian Studies Society], which is now being hosted online by the Center for Russia, Eastern Europe and Central Asia at the UW (www.cesr-cess.org).

Central European Studies and Jewish Studies in Prague

Study abroad in the Czech Republic

Advise your serious students to study in Central Europe for a spring, summer or fall term! CET offers two distinct programs that emphasize academics and immersion. Highlights include courses that treat the city of Prague as a textbook, housing with Czech roommates, and traveling academic seminars. Each term is intense, exciting, challenging and rewarding. Scholarships are available.

<u>Term</u>	<u>Application Deadline</u>
Spring 2008	October 1, 2007
Summer 2008	March 1, 2008
Fall 2008	May 1, 2008



www.cetacademicprograms.com
(800) 225-4262 • cet@academic-travel.com



Maxim Matusevich has been awarded the 2007-2008 Residential Research Fellowship at the W.E.B. Du Bois Institute for African and African American Research at Harvard University in support of his new book-length research project "An Exotic Subversive: Africa, Africans, and 'Africanness' in Soviet Popular Culture and Imagination." He has also received a short-term research grant by the Kennan Institute at the Woodrow Wilson Center for International Scholars.

Susan McReynolds has been promoted to Associate Professor in the Department of Slavic Languages and Literatures at Northwestern University.

Kate Meehan Pedrotty received an ACLS Dissertation Fellowship in Southeast European Studies for 2007-2008 to complete work on her dissertation, "Marketing the Socialist Country: Tourism and Yugoslav Identity, 1950-1989."

Thomas Ort, currently a Visiting Assistant Professor at NYU's Center for European Studies, has accepted a position as Assistant Professor in the Department of History at North Carolina State University.

Richard Rose received from the British Economic & Social Research Council, Centre for the Study of Public Policy, University of Aberdeen, a three-year grant to conduct barometer surveys of the impact of term limits on popular support for the Russian regime. An end-of-term survey was done in April; further surveys will be done after the Duma vote and the scheduled March 2008 presidential election, and a final survey in 2009, after the dust settles from the challenge facing the Kremlin. More details are available at www.abdn.ac.uk/cspp and monthly updates of survey data from Putin's emergence in August, 1999, to the present are at www.RussiaVotes.org.

Leonid Rudnytzky was appointed Editor-in-Chief of *The Ukrainian Quarterly, A Journal of Ukrainian and international Affairs*, published in the United States since 1944. He is also a member of the Editorial Board of the Kyiv-based publication, *Literaturna Ukraina*, the official organ of the Writers' Association of Ukraine.

Carol B. Stevens, Chair of the History Department at Colgate University, was promoted to full professor.

Richard Stites has been named Distinguished Professor of International Studies by the Board of Visitors of the School of Foreign Service, Georgetown University.

Milada Anna Vachudova has been promoted to Associate Professor in the Department of Political Science at the University of North Carolina at Chapel Hill. Her book, *Europe Undivided: Democracy, Leverage and Integration After Communism* (Oxford 2005), has been awarded the XIIIth Stein Rokkan Prize for Comparative Social Science Research by the International Social Science Council. She will travel to Paris in November to give an address and accept the prize.

Christine Varga-Harris has accepted a tenure-track position in Russian history at Illinois State University, beginning Fall 2007.

Maruta Z. Vitols, Ph. D. candidate in the History of Art Department at The Ohio State University, has been awarded a P.E.O. (Philanthropic Education Organization) Scholar award for the 2007-2008 academic year. The P.E.O. Scholar Awards are given to women in recognition of their outstanding academic achievement and for their potential to make a significant contribution in their field. Vitols will receive \$10,000 to use towards the

completion of her dissertation "From the Personal to the Public: Juris Podnieks and Latvian Documentary Cinema."

Irwin Weil received an honorary doctoral degree from the Russian State University for the Humanities in February of 2007. This is his second honorary degree from Russia; he received the first one from the St. Petersburg Nevsky Institute in 1999. He has also recorded, on DVD and CD, thirty-six lectures, titled "Classics of Russian Literature" with the Teaching Company (www.teach12.com).

In Memoriam...

Gertrude Schroeder Greenslade, an economist at the CIA and the University of Virginia, died on March 30, 2007.

Marshall Shulman, a scholar of Soviet studies and the founding director of W. Averell Harriman Institute for Advanced Study of the Soviet Union at Columbia University passed away on June 21, 2007. ♦

service-learning

Study abroad
+ Volunteer service

IPSL programs integrate **academic studies for credit** with **volunteer service** to give students a *deeper, more meaningful* study abroad experience.

Moscow

Prague

- full cultural immersion
- language, culture & social science studies
- volunteer service
- homestay
- excursions
- semester or summer (Moscow)
- semester (Prague)



The International

PARTNERSHIP FOR
SERVICE-LEARNING
AND LEADERSHIP

Programs
in
14 nations

ipsl.org



**Build your
Slavic
Collections
with an
approval
plan?**

That's right. Librarians who entrust East View with approval plans represent world class collections.

It's no secret that East View is a vendor of choice to libraries around the world for books from Russia and the NIS. Few can match our level of service or knowledge of the book markets in those areas for firm orders.

That is why it makes sense to take advantage of East View approval plans. Our plans are tailored to your exacting specifications. Our regional selectors, with library experience, are fluent in Russian and vernacular languages.

Plans to fit every budget.

Every approval plan is different, based on your needs and standards. East View uses an effective profile guide to help us understand your collection goals – and your style.

Low return rates – a sign of customer satisfaction and service efficiency.

We keep our return rates low by taking the time to tailor your selection profile. By working with you throughout the year we can make adjustments if your goals change.

Free up time without giving up your selection flexibility.

Approval plan customers tell us we save them time without taking over their selection role. An East View plan assures your core selection is covered, leaving you time to work on special requests. Why not start now?

**Top Libraries
Trust East View
with Approval Plans**

Direct from Russia/NIS with bibliographic resources for over 250,000 titles in vernacular from more than 38 countries.

**Contact your
East View representative to
discuss a tailored approval plan today.**

books@eastview.com • +1.952.252.1201



Books and information from
Russia/NIS, China and across Eurasia.
Online, microform and in print.

www.eastview.com

PUBLICATIONS

Blood in the Snow: The Carpathian Winter War, 1915, by Graydon (Jack) Tunstall, will be published by the University of Kansas Press in 2008.

In *Consequences of Consciousness: Turgenyev, Dostoevsky, and Tolstoy*, by Donna Tussing Orwin, the three most important founders of Russian psychological prose read and comment on each other as they explore the autonomy and the limits of subjective consciousness. (Stanford University Press)

Democratic Transition in Croatia: Value Transformation, Education, and Media, edited by Sabrina P. Ramet and Davorka Matic, includes essays discussing the values and institutions central to Croatia's transformation from communism and toward liberal democracy such as economic change, political parties, and the uses of history since 1989. To understand the patterns in Croatia, the authors examine how civic values have been expressed, reinforced, and sometimes challenged through religion, education, and the media. (Texas A&M University Press, 2007)

Deploying America's Soft Power: US Public Diplomacy during the Cold War, by Yale Richmond, recounts how the author practiced public diplomacy in Germany, Laos, Poland, Austria, and the Soviet Union during the Cold War. (Berghahn Books)

Developments in Central & East European Politics 4, edited by Stephen White, Judy Batt & Paul G. Lewis, brings together specially commissioned chapters by a team of leading international scholars focusing on the key features of the political systems that have emerged following the transition to post-communist rule and the enlargement of the European Union. (Palgrave Macmillan, 2007)

The second edition of the *Historical Dictionary of Slovakia*, by Stanislav J. Kirschbaum Lanham, was published by the Scarecrow Press.

Katyn: A Crime without Punishment, edited by Anna M. Cienciala, Natalia S. Lebedeva, and Wojciech Materski, contains 122 selected Russian and Polish documents on the massacre of thousands of Polish prisoners of war, as well as other Polish prisoners, by the NKVD in spring 1940 and its echoes down to this day. The book includes maps, aerial photographs, and photographs. (Yale University Press, October 2007).

On the Ideological Front: The Russian Intelligentsia and the Making of the Soviet Public

Sphere, by Stuart Finkel, centers on a powerful and gripping story of the 1922-1923 expulsion from Soviet Russia of some one hundred prominent intellectuals—professors, journalists, philosophers, writers, engineers, agronomists, and others. The book demonstrates that the infamous expulsion was part and parcel of the Bolshevik effort to redefine the role of the intelligentsia and to establish a distinctly Soviet public sphere. Lenin and his colleagues' policy toward intellectuals was closely connected to their endeavors to create a harmonious, unitary, and unconditionally Bolshevik society. (Yale University Press, November 2007)

Market Dreams: Gender, Class, and Capitalism in the Czech Republic, by Elaine Weiner, captures the varied responses of female managers and factory workers in the Czech Republic to their country's transition from socialism to capitalism. (University of Michigan)

Nine, by Andrzej Stasiuk, translated from the Polish by Bill Johnston, was published by Harcourt Trade Publishers.

Prague in Black: Nazi Rule and Czech Nationalism, by Chad Bryant, explores the origins of Nazi Germanization policy in the Protectorate of Bohemia and Moravia and of the postwar expulsion of the Germans, both of which raised crucial questions about what it meant to be Czech--or German--and changed forever the play of national politics in the region. (Harvard University Press, 2007)

Rebuilding Leviathan: Party Competition and State Exploitation in Postcommunist Democracies, by Anna Grzymala-Busse, examines the impact of party competition on state building. By examining how post-communist political parties rebuilt the state in Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia, and Slovenia, Grzymala-Busse explains how even opportunistic political parties will limit their corrupt behavior and abuse of state resources when faced with strong political competition. (Cambridge University Press)

Redemption and the Merchant God: Dostoevsky's Economy of Salvation and Antisemitism, by Susan McReynolds, is a thorough reevaluation of Dostoevsky's life and work in light of his Christian anxieties and antisemitic obsessions (Northwestern University Press)

Religija i Politika u Vremenu Promenu: Katolicka i Pravoslavne Crkve u Centralnoj

i Jugoistocnoj Evropi (Religion and Politics in a Time of Change: The Catholic and Orthodox Churches in Central and South-eastern Europe), by Sabrina Ramet, is a Serbian translation of a collection of essays, all updated for the Serbian and edited and includes chapters on Poland, Czechs and Slovaks, Croatia, Serbia, Romania, and Bulgaria, as well as chapter on Evangelical competition to the traditional Catholic and Orthodox churches. (Zene u crnom, November 2006)

Tatarstan in der Transformation. Nationaler Diskurs und Politische Praxis 1988-1994, by Marlies Bilz-Leonhardt, was published by ibidem-Verlag, Stuttgart.

The Uncensored Boris Godunov: The Case for Pushkin's Original Comedy, with annotated text and translation, by Chester Dunning with Caryl Emerson, Sergei Fomichev, Lidia Lotman, and Antony Wood, argues for including the original, 1825 version of the play Boris Godunov (later eclipsed by the "politically correct" edition) in the canon of Pushkin's works. The book includes the 1825 Russian text and the only English translation of that version. (University of Wisconsin Press)

Russia's Wars of Emergence, 1460-1730, by Carol B. Stevens, examines the social and political factors underpinning Muscovite military history, the eventual success of the Russian Empire and the sacrifices made for power. (Pearson-Longman, 2007)

Understanding the Americans: What To Know Before You Go, by Yale Richmond, written for first-time visitors to the United States, is forthcoming from Hippocrene Books.

Understanding Vienna: Pathways into the City, by Joseph F. Patrouch, Heinz Fassmann, and Gerhard Hatz, discusses contemporary as well as historical developments in the city of Vienna through excursions throughout the city. (Vienna: LIT Verlag, 2006)

Which Socialism, Whose Détente? West European Communism and the Czechoslovak Crisis of 1968, by Maud Bracke, analyzes the impact of the Czechoslovak crisis of 1968 - the Prague Spring, the Soviet-led invasion of the country in August of that year, and the subsequent process of re-alignment and "normalization" - on the two most influential communist parties of Western Europe, the Italian PCI and the French PCF. (Central European University Press) ♦

Grants for Research & Language Training in Russia, Eurasia, & Southeastern Europe

Funding available through American Councils from U.S. Department of State (Title VIII), National Endowment for the Humanities, and U.S. Department of Education (Fulbright-Hays) grant support.

**AMERICAN
COUNCILS**[®]
FOR INTERNATIONAL EDUCATION
A C T R ▲ A C C E L S

www.americancouncils.org
www.acrussiaabroad.org

Applications for 2008-2009 research and language training programs are now available at www.americancouncils.org or by contacting the American Councils Outbound Office.

Title VIII Research Scholar Program

Awards of \$5,000 - \$25,000 for field research in Russia, Southeastern Europe, Central Asia, the South Caucasus, Ukraine, Belarus, and Moldova. Deadline: October 1 (Spring & Summer); January 15 (Fall & Academic Year).

Title VIII Combined Research & Language Training Program

Awards of \$5,000 - \$25,000 for up to 10 hours per week of advanced language training in addition to field research in Eurasia. Deadline: October 1 (Spring & Summer); January 15 (Fall & Academic Year).

Title VIII Special Initiatives Fellowship Program

Fellowships of up to \$35,000 for field research on policy-relevant topics in Central Asia and the South Caucasus. Deadline: October 1 (Spring & Summer); January 15 (Fall & Academic Year).

Title VIII Southeastern Europe Language Program

Support for one to nine months of intensive language study with expert faculty from educational institutions in Albania, Bosnia and Herzegovina, Kosovo, Macedonia, Montenegro, and Serbia. Deadline: October 1 (Spring & Summer); January 15 (Fall & Academic Year).

NEH Collaborative Research Fellowship

Fellowships for post-doctoral scholars. Awards of up to \$40,000 for four to nine months of humanities research in Eastern Europe and Eurasia. Proposals must include plans to work with at least one collaborator in the field. Deadline: February 15.

Advanced Russian Language & Area Studies and Eurasian Regional Language programs

provide group and individual language instruction in Armenian, Azeri, Buryat, Chechen, Dari, Georgian, Kazakh, Kyrgyz, Persian, Romanian, Russian, Tajik, Tatar, Turkmen, Tuvan, Ukrainian, Uzbek, and Yakut. Deadline: October 15 (Spring); March 1 (Summer); April 1 (Fall & Academic Year).

Summer Program for Russian-Language Teachers

Full support for university and secondary school teachers of Russian to study in Moscow for six weeks. Graduate students are also encouraged to apply. Deadline: March 1.

Contemporary Russia Program

Five-week summer area-studies program at the Higher School of Economics in Moscow. Open to university students, teachers, and professionals at all levels of Russian-language proficiency, including those with no prior language training. Deadline: March 15.

For more information on eligibility and applications, contact:

American Councils for International Education: ACTR/ACCELS
Russia and Eurasia Outbound Office
1776 Massachusetts Ave., NW, Suite 700, Washington, DC 20036
Phone: (202) 833-7522; Email: outbound@americancouncils.org

NEW ORLEANS AND THE GREAT RIVER

William Craft Brumfield, Tulane University

AUTHOR'S NOTE: At the end of August 2005 the world watched in horror as the great city of New Orleans collapsed under the force of a natural and man-made catastrophe. I wrote about the possibility of such a disaster in an article on New Orleans that was published in a Russian journal four years ago (Outlook-Vzor-no. 10 [2003]:24-30). I was not the only one to foresee such a cataclysmic event. Many others had predicted that the gravest threat to the city would come from a storm surge, rather than the immediate force of the hurricane. But Russian colleagues were struck by the accuracy of the prediction in my original article, and it has since been republished in two Russian journals: Vestnik Evropy and Vestnik Instituta Kennana v Rossii.

In this article I also made a comparison between the precarious position of those two 18th-century cities, Saint Petersburg and New Orleans. As an architectural historian I have written frequently on the architecture of Saint Petersburg, but as a specialist in Russian literature, I thought particularly of Alexander Pushkin's "The Bronze Horseman" and its presentation of the catastrophic Petersburg flood of 1824. Of course New Orleans had no defining historical presence to compare with Peter the Great, but Pushkin perfectly understood the inability of the state, represented by Tsar Alexander I, to respond to the rages of nature. So it was in New Orleans: political leadership proved horrifyingly inadequate in the face of natural catastrophe.

In the aftermath of this tragedy, which has affected everyone who lived and worked in New Orleans, the process of rebuilding continues to be complex and difficult. Nonetheless, much in this historic city has survived, and its recovery is closely linked to a revival of the institutions that made New Orleans such a desirable place to visit for millions of people throughout the world. The city can only welcome the contribution of AAASS to this revival.

*William Craft Brumfield
New Orleans, June 2007*

New Orleans, like another great aquatic city, St Petersburg, has always flirted with disaster. The city owes its existence to America's greatest river, the Mississippi ("Father of Waters," according to aboriginal Indians), yet that same natural gift has threatened New Orleans with extinction. Although the threat of flood from the Mississippi River itself is now remote because of many decades of water control projects, the city's subtropical geographic position near the Gulf of Mexico makes it particularly vulnerable to hurricanes, which gather terrifying strength in the warm waters of the Gulf of Mexico. For the past few decades, New Orleans has fortunately escaped a major hurricane, although there have been several threats. Not since the staggering damage of Hurricane Betsy in 1965 has New Orleans been hit with the full force of a powerful storm.

But everyone who lives there knows that sooner or later the danger will reappear. For New Orleans is surrounded by water, not only from the river but from Lake Ponchartrain along the north shore of the city. (Because of the twisting path of the Mississippi, normal compass directions mean nothing in New Orleans. Residents speak either of "lakeside" or "riverside".) The large, shallow Lake Ponchartrain and nearby bodies of water pose a greater threat to the city than does direct damage from a hurricane's wind and driving rain; the wind and storm surge of a hurricane would literally push the lake over the canal levees and into New Orleans, wiping away entire sections of the city.

Perhaps this sense of looming disaster explains some of the city's famous carefree attitude which has given it the nickname "The Big Easy." Nothing should be taken too seriously, except for good food and music. And the very waters that threaten the city with extinction—from the Mississippi River to the lakes, swamps and bayous—provides New Orleans with a wealth of ingre-

dients for its distinctive cuisine: crab, crawfish, oysters, shrimp, lobster, redfish, trout and many other types of fish. Indeed, there is more than one cuisine in New Orleans, for each of the waves of ethnic groups that passed through the city in the eighteenth, nineteenth and twentieth centuries brought their own culinary traditions.

(Many of the city's noted restaurants are back in operation. The most famous—Brennan's, Galatoire's, Antoine's, Commander's Palace and a few others—are, naturally, the most difficult to get into. Yet there are many excellent lesser-known restaurants accessible to major hotels. For those who like oysters (in season in November): Acme Oyster Bar and Casamento's uptown. Explore!)

The first to arrive were the French, at the beginning of the eighteenth century. The vast territory of the Mississippi River basin had been claimed for France in 1682 by the explorer Robert Rene Cavalier, Sieur de La Salle (usually referred to as La Salle), who named it Louisiana in honor of King Louis XIV. However, little was done in the area for the next three decades. Not until 1717 did the future site of New Orleans enter the notes of a French-Canadian explorer, Jean Baptist Le Moyne, Sieur de Bienville, who noted that the local Indians use the high ground of the site as a portage between the Mississippi River and Lake Ponchartrain. The following year he brought 80 French convicts to clear ground along the river, thus establishing a practice of convict settlers in the early years of New Orleans. Just as in St. Petersburg during its early days, few people wanted to live in New Orleans of their own free will.

If 1718 is considered the founding date of New Orleans, not until 1721 did it receive a street plan, designed by the French military engineer Adrien de Pauger, for a small district along the river now known as the Vieux Carre, or Old Quarter, or French Quarter. Thus both St. Petersburg and New

continued on page 14

Orleans at approximately the same time acquired plans that were heavily influenced by the geometry of French city planning and military engineering. Because of fires and floods there are no extant monuments of the early French architecture, with the exception the Ursulines Convent, begun in the 1730s and considered the oldest surviving building in the central part of the United States. All of the other French buildings were destroyed in the fires of 1788 and 1794.

In fact almost all of the oldest buildings in contemporary New Orleans date from a period of Spanish Rule that began in 1768, when Louis XV presented the Louisiana territory to his cousin Charles III of Spain. The Louisiana French, known as Creoles, were outraged by this cavalier transfer of power and drove the Spanish governor from the city. The rebellion—the first in North America against a European power—was quickly suppressed, but despite Spanish rule, New Orleans remained a French cultural enclave throughout the eighteenth century. Although Napoleon reclaimed the Louisiana territory in

1803, military confrontations in Europe and the failure of a French army to suppress a slave uprising on the island of Haiti, led the French Emperor in 1803 to sell this vast Louisiana territory to the young United States—one of the most fateful decisions in modern history. President Thomas Jefferson was well aware that to American pioneers, farmers, and merchants, the acquisition of the Mississippi River was essential for prosperity and development.

The transfer of Louisiana and New Orleans to the United States initially had little impact on the traditional New Orleans Creole way of life. But after the defeat of a British army in the famous Battle of New Orleans in 1815, American influence strengthened, and New Orleans became a magnet for entrepreneurs, speculators, and adventurers from Europe and the United States. The port expanded at a dizzying rate, and the city became one of the largest exporters in the country. During this period the traditional French and Spanish architecture of the French Quarter (known in French as “le Vieux Carre,” or The Old Quarter), coexisted with

American commercial architecture, both in the French Quarter and in the American district beyond the boundary of Canal Street—one of the widest streets in America and named for a canal that was never implemented.

Despite the strategic importance of New Orleans, however, the city faced a continued threat from the dreaded disease known as yellow fever, carried by tropical mosquitoes during the summer. Over 10,000 people died in the worst attack, in 1853. Only at the turn of the twentieth century did improved public health measures and vaccines make the city completely safe from this scourge.

But even the difficult climate and the threat of disease could not prevent the rapid growth of New Orleans during the first half of the nineteenth century. The role of the Mississippi River as the country’s main transportation route ensured the prosperity of New Orleans, which by 1840 became the third American city to reach a population of 100,000. The Irish and German communities were particularly large, and challenged the Creoles in eco-



FELLOWSHIP OPPORTUNITIES, 2007-08

DAVIS CENTER FOR RUSSIAN AND EURASIAN STUDIES, HARVARD UNIVERSITY

Harvard University’s Davis Center for Russian and Eurasian Studies invites applications to its 2007-08 fellowship program. Three distinct fellowship categories are defined. Depending upon the category, applicants are scholars, policymakers, journalists, or others whose work combines disciplinary excellence in the humanities or social sciences, or significant work experience, with an area focus in Russia, Eastern

Europe, Central Asia, and/or the Caucasus. All fellows are in residence at the Center, participate regularly in Center activities, and give at least one seminar during their fellowship. One round of competitive selection is held per year. Approximately six full awards are expected. All stipends assume a ten-month stay (September-June) and will be prorated for shorter periods. Applications must be received by December 15, 2006. Decisions will be announced by March 31, 2007.

POST-DOCTORAL FELLOWSHIPS

- ◆ For junior scholars who will have completed the PhD or equivalent by September 2007, but no earlier than September 2002.
- ◆ Full academic year or a minimum of one semester.
- ◆ Stipend of \$34,000 plus basic family medical insurance allowance.
- ◆ Citizens of all countries may apply.

SENIOR FELLOWSHIPS

- ◆ For senior scholars who have already made a significant contribution to the field.
- ◆ Applicants will have completed the PhD or equivalent by September 2002 and hold a full-time academic appointment.
- ◆ One semester or a full academic year.
- ◆ Stipend of up to \$22,000 to bring salary to full-time level.
- ◆ Citizens of all countries may apply.

REGIONAL FELLOWSHIPS

- ◆ For senior scholars (PhD or equivalent completed by September 2002), policymakers, journalists, and other specialists.
- ◆ One month or more, up to a maximum of a full academic year.
- ◆ Stipend of up to \$42,000 plus basic family medical insurance allowance.
- ◆ Citizens of Russia, Eastern Europe, Central Asia, and the Caucasus may apply.

Applications are available on the Davis Center’s web site at www.daviscenter.fas.harvard.edu. For more information, please call 617-495-4038 or email dcpdoc@fas.harvard.edu.

nomic supremacy. During this period the new elite built their houses in new areas of the city, such as the Garden District. These large mansions, built in brick and in wood, are yet another aspect of the distinctive attraction of New Orleans architecture. Their large colonnades not only suggest imposing architecture but also allowed greater circulation of air to relieve the summer heat. (*Because the oldest sections of the city were located on higher ground, the architectural landmark districts suffered less damage and are accessible.*)

During the early nineteenth century New Orleans also had a large Afro-American population, many of whom were free citizens of color. Slavery, however, remained a pervasive institution in the city and its surrounding territory. In 1861 Louisiana joined the Confederacy, but New Orleans was soon occupied by the Union fleet and army. Although New Orleans proper was not damaged by fighting during the war, its flourishing economy and port were stagnant and bankrupt. America's economic destiny was now linked primarily to railroads, not to the Mississippi River.

Despite the slow economic recovery and simmering racial conflict after the Civil War, New Orleans continued to be one of the most culturally diverse cities in America. The famous French painter Eduard Degas spent several months in New Orleans with his relatives in the late 1870s, and the city attracted writers, artists, and musicians from many parts of the United States. The slow and gentle decline of the French Quarter interested American writers who saw New Orleans French culture as an alternative to Anglo-American fascination with progress and material development.

One of the most distinctive contributions of New Orleans to world artistic culture occurred at the turn of the twentieth century with the rise of jazz. The creative force of jazz music, which originated in the vibrant Afro-American milieu of New Orleans, has witnessed many forms, but the central component consists of rhythmic and harmonic structures derived from African cultural traditions. White musicians also participated in the development of New Orleans jazz, particularly in the form known as "Dixieland".

(*Many of the city's music clubs have reopened. For contemporary jazz my favorite is Snug Harbor, just beyond the French Quarter.*)

The cultural and economic base for this extraordinary musical activity was related to the city's deep love of music (the first French opera house in America was built in New Orleans), and to local traditions such as musical funerals, as well as a Latin-influenced culture that tolerated the existence of many "gentleman's clubs," particularly in the area of Basin Street. For example the great Louis Armstrong worked in this milieu as a youth.

This tolerance ended after America's entrance into the First World War in 1917. (Public opinion in the rest of the country demanded the closing of the clubs, which were seen as a threat to the large numbers of servicemen in transit through New Orleans.) Many jazzmen left for other cities, such as St. Louis, Chicago, and New York. But the traditional roots of jazz endured as an integral part of New Orleans culture. Indeed, in recent years New Orleans

has again become an important and diverse center of contemporary jazz, as exemplified by the Marsalis family, the Dirty Dozen Brass Band, Alvin Batiste, Germaine Bazzle, Johnny Vidacovich, David Torkanowsky, and many other groups and individuals.

After the First World War, New Orleans remained an important port and commercial center, but its significance was overshadowed by many other cities with a greater devotion to progress and industrial development. New Orleans and its often corrupt political organizations declined still further into a deep sleep, or torpor. Yet this stubborn refusal to confront new realities fascinated writers such as William Faulkner and Tennessee Williams, both of whom had long-standing connections to New Orleans. The work of these writers achieved acclaim throughout the world, including Russia, where the plays of Williams have been especially popular. His play "A Streetcar Named Desire" is a play on words derived from a streetcar line in New Orleans called Desire Street—originally a French name.

continued on page 16

NEW FROM SLAVICA PUBLISHERS

Vasa Mihailovich & Branko Mikasovich, eds. *An Anthology of Serbian Literature (Anthology of South Slavic Literatures, fasc. 2)*, 309 p., 2007 (ISBN 0-89357-320-5), \$29.95.

Ivan Mladenov & Henry R. Cooper, Jr., eds. *An Anthology of Bulgarian Literature (Anthology of South Slavic Literatures, fasc. 3)*, 333 p., 2007 (ISBN 0-89357-329-9), \$29.95.

Companions to *An Anthology of Slovene Literature*, these volumes present excerpts from Serbian and Bulgarian poetry and narrative prose from their beginnings to the present day, and include a historical overview of the development of the Serbian and Bulgarian literary traditions as well as biographical sketches of the featured writers.

Michael David-Fox, Peter Holquist, and Alexander Martin, eds. *Orientalism and Empire in Russia*, 364 p., 2006 (ISBN 0-89357-337-7), \$32.95.

The focus of this volume is the methodologies scholars use to analyze "empire," the various disciplines that emerged from imperial practice, and the actual forms of imperial rule and the experiences of the subjects of empire. It brings together studies of Russian imperial rule in the 18th and 19th centuries that ap-

peared in *Kritika* from 2000 to 2005 and previously unpublished articles. Recommended for advanced classroom use.

Olga Mesropova. *KinoTalk: Russian Cinema and Conversation*, x + 182 p., 2006 (ISBN 0-89357-324-8), \$22.95.

This cinema-based language textbook introduces advanced and high-intermediate students of Russian to 11 prominent Russian films of the 1990s. The chapters focus on the films' vocabulary, contents, and cultural implications, stimulating classroom discussions within and beyond the context of each film.

Eva Eckert. *Stones on the Prairie: Acculturation in America*, iv + 415 p., 2006 (ISBN 0-89357-316-7), \$33.95.

A case study in the acculturation of peasant-immigrants from Bohemia and Moravia, addressing the historical sources of the emigration in the Czech Lands and tracing the immigrants' acculturation in Texas over four generations.



Slavica Publishers
Indiana University
2611 E. 10th St.
Bloomington, IN 47408-2603
[Toll-free] 1-877-SLAVICA
[Tel.] 1-812-856-4186
[Fax] 1-812-856-4187
[Email] slavica@indiana.edu
<http://www.slavica.com/>

Although many New Orleans streetcar lines were closed in the mid-twentieth century, some of the oldest still exist and attract thousands of tourists each year. There are plans to restore the Canal Street line, from the River to the Cemeteries. The longest and most leisurely trip is on the St. Charles streetcar line, from Canal Street to Carrollton Street (some ten miles), and sees some of the best examples of New Orleans' diverse architecture, from new office towers and traditional brick office buildings to grand mansions built one hundred years ago.

(The historic streetcar system is still far from completely restored. The revived Canal Street line was indeed inaugurated a few months before the catastrophe, with a collection of refurbished early 20th-century streetcars. In one of the many ironies that characterize the city's fate in the wake of the catastrophe, the new "car barn" built to house the expanded Canal Street line completely flooded with the loss of the renovated streetcars. At this writing portions of the Riverfront and Canal Street lines have returned to operation; but because of catastrophic damage to the rolling stock, it was necessary to take vintage streetcars from the St. Charles line, whose leisurely pace was known by millions of visitors and locals alike. Although those cars survived in the old car barn (on higher ground), the power system of the St. Charles line has yet to be restored, and the date of its completion seems to recede indefinitely.)

The St. Charles line also passes by Tulane University, one of the most prestigious private universities in the southern part of the United States. Founded in 1834 as the College of Louisiana (including a medical school), the university expanded in the late nineteenth century after the donation of a large sum of money from Paul Tulane, a New Orleans merchant of French Protestant origins. At the end of the nineteenth century the university moved Uptown and in 1894 built Gibson Hall, its first large stone building. This grand structure, designed in a neo-Romanesque style, is located opposite the imposing entrance to Audubon Park, named after the distinguished American naturalist and painter, who lived in Louisiana during his most creative period.

Today Tulane University attracts students from all regions of the United States and the world. The role of this and other universities in New Orleans-

-Xavier University, the University of New Orleans, Loyola University of the South, Dillard University-illustrates the continuing importance of New Orleans as a cultural and educational center. Although other cities in the region, such as Houston, Dallas, and Atlanta, have far surpassed New Orleans in terms of wealth and population, New Orleans, with its great restaurants, music festivals, and architecture, remains one of the most distinctive cities in America.

And if some question the cost of rebuilding and protecting the city, it must be remembered that the entire country owes an incalculable debt to the culture and soul of New Orleans.

William Craft Brumfield, Honorary Member, Russian Academy of the Arts; Member, State Russian Academy of Architecture and Construction Sciences; is a Professor of Slavic Studies at Tulane University in New Orleans. ♦

William Craft Brumfield's article has been posted to our web site earlier this year. The version above has been slightly modified from the article on the Internet. The changes are marked in parentheses and italics.

For more information about New Orleans, please visit the the New Orleans Metropolitan Convention & Visitors Bureau web site: www.neworleanscvb.com.

For more information about the New Orleans Marriott Hotel, where the 2007 convention will be held, please visit: <http://www.marriott.com/hotels/travel/msyla-new-orleans-marriott/>. To book your rooms, please follow the link for hotel reservations posted on our home page.

Please book your rooms now! We will sell out!





CALL FOR PAPERS

**AAASS 40th National Convention
Philadelphia, PA
November 20-23, 2008**

Please review the procedures described on the next page for submitting panel, roundtable, and single paper proposals, and for information regarding the online submission process.

The 40th National Convention of the AAASS will be held at the Philadelphia Marriott. Michael Hickey of Bloomsburg University will chair the Program Committee.

The theme of this convention is “The Gender Question.”

Almost a century ago the young Soviet state declared women emancipated and professionally equal to men. Despite or perhaps because of this official stance, women’s studies and, by extension, attention to gender as a key construct of identity, experience, and sociopolitical treatment emerged comparatively late in scholarship on our region.

The theme of “The Gender Question” for the 2008 AAASS convention invites participants to reflect on and assess past and current practices in incorporating gender in our scholarship and teaching. All panel and roundtable topics engaging this project are welcome; the following questions are offered as guidelines for designing relevant topics.

- *How and how effectively has gender been integrated into scholarship and teaching in your specific discipline in Slavic and Eurasian studies? Is analysis of women’s roles and achievements incorporated into mainstream scholarly and teaching surveys in your discipline, or do these topics figure as addenda to surveys or the subject of special topics courses?*
- *What is the currency of relatively new studies of masculinity and femininity in your discipline?*
- *How has gender theory based on the analysis of other national societies and cultures been useful or problematic for your work in Slavic and Eurasian studies?*
- *How have in-country specialists in Slavic and Eurasian studies responded to the gender theory adapted and/or developed in the work of American Slavists/Eurasianists and vice versa? Have we been engaged in a productive dialogue on gender topics?*
- *What has been the experience — the specific challenges, the extent of their outreach — of centers and universities teaching gender and gender theory in Slavic and Eurasian countries?*
- *What connections have been/are being made between gender studies scholarship, social legislation, and everyday practice in Slavic and Eurasian countries?*

We encourage panels and roundtables that discuss this theme. Please select “themed panel/roundtable” from the list of categories and enter this on your panel/roundtable proposal.

Please see the following pages for information on submitting individual paper proposals. If you would like to volunteer to be a chair or a discussant on panels created from individual papers, please contact Wendy Walker.

Panel proposals must be complete and should normally involve the presentation of prepared papers. Special consideration will be given to panels reporting on recent field or archival research, especially those that include presentations by advanced graduate students and/or junior faculty. The Program Committee also encourages the submission of panel proposals that include both women and men. Proposals for roundtables should be submitted only when the topic clearly justifies this format. Please note that proposals can be accepted only from AAASS members or foreign non-members. Please be sure to include an abstract about your panel or roundtable. We cannot process forms without an abstract.

Deadline for single paper proposals is December 7, 2007.

Please do not submit a single paper if you plan to give the paper as part of a panel.

Deadline for receipt of complete panel and roundtable proposals is January 11, 2008.

GENERAL RULES

1. Each participant may only have **one role on a panel or roundtable**, may only **appear on two panels or roundtables during the convention**, and only **present one paper during the convention**. You may organize as many panels or roundtables as you wish and you may give a paper on one panel and be the chair, or a discussant, or a participant on one other, but you cannot be chair and discussant or chair and give a paper on the same panel, and you **CAN NOT sign up for more than two panels/roundtables**.
2. **Panels** can only have: one Chair; maximum of 3 papers; maximum of 2 discussants. **Roundtables** can only have: one Chair; maximum of 5 participants.
3. **All participants who are Slavic scholars living in the U.S. must be current AAASS members**. Only foreigners and scholars outside the field of Slavic studies do not need to join AAASS. All participants on panels/roundtables must preregister by the deadline and pay the registration fee.
4. Be sure to include any requests for audiovisual equipment. Please specify types of equipment (i.e., "overhead projector," not simply "projector"). Please keep in mind that the AAASS can provide **up to \$150** worth of equipment; you will be charged for anything above this amount. The deadline for all audiovisual equipment requests is July 8, 2008.
5. If you agree to participate in the AAASS Convention, you are agreeing to be scheduled during any of the planned sessions. We will honor specific scheduling requests only for religious reasons. Please make sure to include such requests on your panel/roundtable proposal form.

PROCEDURES FOR SUBMITTING ONLINE PANEL OR ROUNDTABLE PROPOSALS AND MEETING ROOM REQUESTS

Our online submission system will be available after the November 2007 convention. Please check our Web site www.aaass.org for current information.

1. To enter a proposal online, please go to: www.aaass.org and select "**Submit a completed convention proposal form.**" Select the type of submission and enter the information requested. Please remember that as the organizer, you are responsible for the accuracy of the information entered. Please use mixed case when entering data.
2. Please be sure to include c.v. form for each participant.
3. **Deadline for entering proposals and meeting room requests is January 11, 2008 at midnight EST**. The system will be taken off line 12:01 a.m. EST on January 12.

PROCEDURES FOR SUBMITTING HARD COPIES OF PANEL OR ROUNDTABLE PROPOSALS AND MEETING ROOM REQUESTS

1. **Mail two copies** of the proposal form and one copy of the **one-page c.v. form** for each participant to: Wendy Walker, Convention Coordinator, AAASS, 8 Story Street, 3rd floor, Cambridge, MA 02138. **Please remember that we do not accept proposals sent by fax**. You must use the c.v. form included on the last page of the call for papers materials.
2. **Deadline for receipt of proposals is January 11, 2008**. AAASS will conduct initial screening of all proposals and forward them to the appropriate members of the program committee.
3. Indicate in the appropriate space on the form the category under which you would like your panel/roundtable to be considered. Choose only from the list of categories shown below to ensure that the appropriate member of the program committee receives your proposal.
4. Provide complete information on all panel/roundtable participants: name, affiliation, full address, phone, e-mail, and paper title. One-page c.v. forms for all participants **must** accompany the proposal.
5. Type or print **very** clearly, especially when title of the panel includes words in languages other than English and when names of the participants include special characters not used in English.
6. Affiliate organizations of the AAASS are each allowed **one** panel/roundtable, which must be specified on the proposal form. Each affiliate-sponsored panel/roundtable will be screened in the usual manner by the Program Committee; we will not accept unscreened proposals.

CATEGORIES FOR SUBMISSION OF PANEL/ROUNDTABLE PROPOSALS

Arts/Film/Electronic Media
Comparative Politics
Economic History/Transition Issues/Emerging Markets
Geography
History: Central and Southeast Europe
History: Russian and Eurasian
International Relations/Security Studies/Foreign Policy

Linguistics/Language Pedagogy
Literature
Library/Information Sciences
Miscellaneous
Religion/Philosophy
Sociology/Anthropology
Themed Panels

PROCEDURES FOR SUBMITTING INDIVIDUAL PAPER SUBMISSIONS

Please note that you may only submit ONE paper proposal.

PLEASE DO NOT SUBMIT A PAPER PROPOSAL IF THE PAPER IS ALREADY PART OF AN ORGANIZED PANEL.

Paper proposals will be screened by members of the Program Committee and formed into panels. We do not guarantee that all paper proposals will be accepted, since not all will fit with others into a coherent panel. In addition, space constraints may preclude our being able to accommodate everyone who submits. Nonetheless, we hope this innovation will enable participation by people—graduate students, in particular—who otherwise don't have the connections necessary to set up their own panel.

All panel and roundtable submissions, including panels formed from individual paper submissions, will be reviewed by the entire Program Committee in their meeting in early March, 2008. You will be notified about the status of your individual paper submission following this meeting.

To have your proposal considered for 2008, please closely follow the rules and procedures below. Otherwise, your proposal will be discarded.

Deadline for Submissions

All individual paper submissions must be received in the AAASS office by 5 p.m. on December 7, 2007.

Our online submission system will be available after the November 2007 convention. Please check our web site: www.aaass.org for current information. **Deadline for entering individual paper proposals is December 7, 2007 at midnight EST.**

Who May Submit

Proposals will be accepted from Independent Scholars and M.A. and Ph.D. candidates. We will accept paper submissions from more established scholars, but would urge them to submit full panel and roundtable proposals instead, in the interests of intellectual coherence. **All those submitting paper proposals must be members of AAASS, unless they are foreign scholars or scholars from outside the field.**

The form must be complete. All paper submissions must be accompanied by a 200 word abstract describing the subject matter of the paper, and you must choose two subject categories for your paper from the list on the form. Incomplete proposal forms will be discarded.

All applicants **MUST SUBMIT** the following materials with their proposals:

1. Complete contact information (current address, telephone, fax and e-mail).
2. A one page c.v. form (please use the form in this *NewsNet* or the form posted on our website at www.aaass.org).
3. Candidates should select an appropriate paper category (i.e., history, literature). If your paper is interdisciplinary please indicate which disciplines it belongs in.

With any questions, please contact:
Wendy Walker, Convention Coordinator
AAASS
8 Story Street, 3rd Floor
Cambridge, MA 02138
tel.: 617-495-0678; fax: 617-495-0680; e-mail: walker@fas.harvard.edu

PANEL PROPOSAL

AAASS 40th National Convention • Philadelphia, PA • November 20–23, 2008

Deadline: January 11, 2008

Proposals should include **two copies** of the completed Panel Proposal form and **one copy of the one-page c.v. form** for each panelist (see the last page of the call for papers for the c.v. form). Materials should be **mailed** to: Wendy Walker, Convention Coordinator, AAASS, 8 Story Street, Cambridge, MA 02138. Deadline for **receipt** of proposals: **January 11, 2008**. This form is for traditional panels only, with a maximum of 3 papers plus chair and two discussant(s).

PANEL TITLE: _____

PANEL CATEGORY (see list of categories on page with submission procedures): _____

EXPLANATION OF PANEL'S THEME: _____

ORGANIZER: _____ Affiliation: _____

(all panel organizers must be current AAASS members or foreign non-members)

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

CHAIR: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

PAPER PRESENTERS (please list in order of presenter, if desired. If you do not specify this, papers will appear by author's last name in alphabetical order)

1. NAME: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

Paper Title: _____

2. NAME: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

Paper Title: _____

PAPER PRESENTERS, cont'd

3. NAME: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

Paper Title: _____

DISCUSSANTS

1. NAME: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

2. NAME: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

Audiovisual equipment: Normally only projectors and screens can be provided. AAASS will provide up to \$150 worth of equipment; the panel organizer will be charged for AV equipment exceeding that amount. Affiliate societies are expected to share equally with AAASS the cost of equipment requested for their sponsored panels up to \$150 and, as for all panels, to pay in full for any equipment that exceeds \$150. **Please be specific about types of equipment needed. Please note that we do not provide Power Point equipment. It is prohibitively expensive. Deadline for AV requests is July 8, 2008.** A-V equipment needed:

Affiliate organizations: Each affiliate may sponsor only one panel or roundtable, which will be subject to regular screening by the Program Committee. If this panel is sponsored by a AAASS affiliate, indicate the name of the sponsoring affiliate organization:

Please note: Individuals who agree to participate in a panel assume a professional responsibility to do so and agree to be scheduled during any of the planned sessions. Failure to appear, other than in emergency circumstances communicated in advance to the panel organizer or sent in writing to the national office immediately following the convention, will disqualify defaulters from participating in national convention programs for the next three years.

*I certify that I have informed each participant of the membership and registration requirements and that all participants have agreed to serve on the panel. I have also verified that all participants understand the overall limits on convention participation (no more than **one** paper and no more than **two** panels/roundtables).*

Signature of Organizer: _____ Date: _____

ROUNDTABLE PROPOSAL

AAASS 40th National Convention • Philadelphia, PA • November 20–23, 2008

Deadline: January 11, 2008

Proposals should include **two copies** of the completed Roundtable Proposal form and **one copy of the one-page c.v. form** for each participant (see the last page of the call for papers for the c.v. form). Materials should be **mailed** to: Wendy Walker, Convention Coordinator, AAASS, 8 Story Street, Cambridge, MA 02138. Deadline for **receipt** of proposals: **January 11, 2008**. A roundtable may include a maximum of 5 participants plus chair.

ROUNDTABLE TITLE: _____

ROUNDTABLE CATEGORY (see list of categories on page with submission procedures): _____

Justification for roundtable format (topic must clearly justify this format):

ORGANIZER: _____ Affiliation: _____

(all roundtable organizers must be current AAASS members or foreign non-members)

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

CHAIR: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

ROUNDTABLE PARTICIPANTS:

1. NAME: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

2. NAME: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

ROUNDTABLE PARTICIPANTS, cont'd

3. NAME: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

4. NAME: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

5. NAME: _____ Affiliation: _____

Address (Home or Office): _____

Phone: () _____ Fax: () _____ E-mail: _____

Audiovisual equipment: Normally only projectors and screens can be provided. AAASS will provide up to \$150 worth of equipment; the panel organizer will be charged for AV equipment exceeding that amount. Affiliate societies are expected to share equally with AAASS the cost of equipment requested for their sponsored panels up to \$150 and, as for all panels, to pay in full for any equipment that exceeds \$150. **Please be specific about types of equipment needed. Please note that we do not provide Power Point equipment. It is prohibitively expensive. Deadline for AV requests is July 8, 2008.** A-V equipment needed:

Affiliate organizations: Each affiliate may sponsor only one panel or roundtable, which will be subject to regular screening by the Program Committee. If this panel is sponsored by a AAASS affiliate, indicate the name of the sponsoring affiliate organization:

Please note: Individuals who agree to participate in a panel assume a professional responsibility to do so and agree to be scheduled during any of the planned sessions. Failure to appear, other than in emergency circumstances communicated in advance to the panel organizer or sent in writing to the national office immediately following the convention, will disqualify defaulters from participating in national convention programs for the next three years.

*I certify that I have informed each participant of the membership and registration requirements and that all participants have agreed to serve on the panel. I have also verified that all participants understand the overall limits on convention participation (no more than **one** paper and no more than **two** panels/roundtables).*

Signature of Organizer: _____ Date: _____

MEETING ROOM REQUEST FORM

AAASS 40th National Convention • Philadelphia, PA • November 20–23, 2008

Deadline: January 11, 2008

*Each affiliate organization is allowed only **one** meeting at the convention.
This form **must** be completed and submitted by the deadline in order to reserve meeting space.*

NAME OF AFFILIATE ORGANIZATION: _____

ADDRESS: _____

ESTIMATED NUMBER OF PERSONS ATTENDING: _____

NAME CONTACT PERSON (required): _____

Phone: () _____ Fax: () _____ E-mail: _____

SCHEDULING REQUESTS *(Please note your time preferences here and any known conflicts with proposed panels or roundtables. AAASS cannot guarantee that all scheduling concerns will be met, given the complexity of scheduling more than 300 panels, roundtables, and meetings.):*

PLEASE SUBMIT THIS FORM BY JANUARY 11, 2008 TO:

Wendy Walker, Convention Coordinator
AAASS
8 Story Street, 3rd Floor
Cambridge, MA 02138

MEETING ROOM REQUESTS WILL NOT BE ACCEPTED AFTER THE DEADLINE.

CURRICULUM VITAE FORM

AAASS 40th National Convention • Philadelphia, PA • November 20–23, 2008

Please complete all sections of this form. It is especially important that you provide COMPLETE contact information so that we may contact you regarding the status of your convention participation. C.V. must be provided by all panel/roundtable participants.

NAME: _____

CURRENT TITLE AND AFFILIATION: _____

Home Address: _____

Home Phone: () _____ Home E-mail or Fax: _____

Office Address: _____

Office Phone: () _____ Office E-mail or Fax: _____

EDUCATION *(please list Institution, Degree, Major, Year Received):*

TEACHING/WORK EXPERIENCE:

RECENT PUBLICATIONS OR CONFERENCE PAPERS:



AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SLAVIC STUDIES
8 Story Street • Cambridge, MA 02138 • tel: 617-495-0677 • fax: 617-495-0680 • e-mail: aaass@fas.harvard.edu

2007* MEMBERSHIP FORM

*Or use this form if you would like to renew now for 2008.

AAASS membership follows the calendar year. All members receive *Slavic Review* and *NewsNet*, except affiliate and joint members as noted below. Members will receive the entire year's volume(s) of our publication(s) if we receive this form by February 1. After February 1, we will provide only the remaining issues for the year. Back issues will be provided by separate order only.

PERSONAL INFORMATION

Title: Dr. Prof. Mr. Mrs. Ms. Other: _____

First Name: _____ Middle Name: _____

Last Name: _____

Institutional Affiliation: _____

E-mail Address: _____

Preferred Mailing Address: home or office _____

Country, if outside the US: _____ (Include additional postage) →

Telephone: _____ Fax: _____

JOINT MEMBER INFORMATION (Joint member does not receive duplicate publications) →

Title: Dr. Prof. Mr. Mrs. Ms. Other: _____

First Name: _____ Middle Name: _____

Last Name: _____

Institutional Affiliation: _____

E-mail Address: _____

PAYMENT INFORMATION

Check Enclosed (Make checks payable to AAASS in US dollars)

Visa or MasterCard Number: _____ Exp.: _____ / _____

Name on Card: _____ Cardholder Signature: _____

MEMBERSHIP DUES

Please select your income category.

- \$125,000 and over – \$180
- \$100,000 to \$124,999 – \$160
- \$75,000 to \$99,999 – \$135
- \$60,000 to \$74,999 – \$115
- \$50,000 to \$59,999 – \$100
- \$40,000 to \$49,999 – \$80
- \$30,000 to \$39,999 – \$65
- \$20,000 to \$29,999 – \$50
- Student and under \$20,000 – \$35
- Affiliate (receives *NewsNet* only) – \$40

NON-US SHIPPING

- Postage for Canada & Mexico – add \$20
- Postage for overseas – add \$35
- Non-US Postage for Affiliates – add \$15

ADD A JOINT MEMBER

- Joint membership – add \$35

ENDOWMENT CONTRIBUTIONS

The AAASS is a non-profit organization.

All contributions are tax deductible.

- Benefactor – \$1,000 and over:
- Patron – \$500 to \$999:
- Sponsor – \$250 to \$499:
- Friend – \$100 to \$249:
- Donor – \$50 to \$99:

TOTAL ENCLOSED \$ _____

2007 DISCOUNT OFFERS FOR AAASS AFFILIATED JOURNALS

The following journals are offered at a discounted rate to AAASS members. All discounts are for individual subscriptions. Postage is included unless otherwise noted. The AAASS does not accept payment for these journals. To subscribe, follow the directions below for each journal, or find links to subscribe at www.fas.harvard.edu/~aaass/publications/affiliatedjournals.html

Ab Imperio – \$60 (reg. \$80); print; 4/yr. Go to: www.abimperio.net/order, click on the AAASS banner link, and enter user name AAASS, password AB2007

Demokratizatsiya – \$39 (reg. \$55); +\$16 for non-US postage; print; 4/yr. Go to: www.heldref.org/AAASSmembers.php for link and code to use at checkout

East European Politics and Societies – \$38 (reg. \$63); print; 4/yr. Go to: <https://secured.sagepub.com/EEPSdiscount.htm>

Eurasian Geography & Economics – \$52 (reg. \$98); +\$40 for postage outside N. America; print and online; 6/yr. Check here to request order form:

Europe-Asia Studies – \$69 or £42 (reg. \$323 or £172); print; 8/yr. Go to: www.tandf.co.uk/journals/titles/09668136.asp and click on the Special Offer icon

Kritika – \$32 individual/\$24 student (reg. \$40/\$30); +\$12 for non-US postage; print; 4/yr. Go to: www.slavica.com/journals/kritika/aaass.html

Post-Soviet Affairs – \$54 (reg. \$80); +\$40 for postage outside N. America; print and online; 4/yr. Check here to request order form:

Problems of Post-Communism – \$34 (reg. \$55); +\$16 for non-US postage; print; 6/yr. Go to: www.mesharpe.com/aaass/index.htm

Russian Review – \$36 the Americas; €44 Europe; £29 rest of world; (reg. \$45; €6; £37); print and online; 4/yr. Go to: www.blackwellpublishing.com/russ

Slavic and East European Information Resources (SEEIR) – \$21 US; \$28.50 Canada; \$30.50 rest of world; (reg. \$42; \$57; \$61); print; 4/yr. Go to: www.haworthpress.com/web/SEEIR and enter promotional code SLV50 on order form

Transitions Online (TOL) – \$31 individual/\$19 student (reg. \$42/\$26); online; Go to: www.tol.org/aaass.html

2007* MEMBERSHIP FORM, continued

DEMOGRAPHIC INFORMATION

Complete this side of the form only if you are a new member or if your demographic information has changed.

Name: _____ Date of Birth (month/day/year): ____ / ____ / ____ Male Female

Employment Sector: Academia Business Government Military Other _____

Degree: _____ Year Received: _____ Institution: _____

Degree: _____ Year Received: _____ Institution: _____

Degree: _____ Year Received: _____ Institution: _____

Mark all that apply for each of the categories below.

REGION(S) OF INTEREST

- Balkans
- Baltic States
- Caucasus
- Central Asia
- Central Europe
- Eastern Europe
- Former Soviet Union
- Habsburg Empire
- Ottoman Empire
- Siberia

POSITION(S)

- Administrator
- Attorney
- Clergy
- Consultant
- Curator
- Editor/Publisher
- Instructor/Teacher
- Lecturer
- Librarian/Info Specialist
- Post-Doctoral Fellow
- Professor, Adjunct
- Professor, Assistant
- Professor, Associate
- Professor, Emeritus
- Professor, Full
- Researcher
- Retired
- Student
- Translator
- Writer
- Other _____

PERIOD(S) OF INTEREST:

- pre-18th Century
- 18th Century
- 19th Century
- 20th Century
- 21st Century

SPECIALIZATION(S)

- Anthropology
- Arts / Music
- Business
- Cinema
- Communications
- Demography
- Economics
- Education
- Environmental / Ecological Studies
- Ethnic Studies
- Folklore
- Geography
- History
- International Relations / Foreign Policy
- Interdisciplinary
- Journalism
- Language
- Law
- Library / Information Services
- Linguistics
- Literature
- Military Affairs
- Philosophy
- Political Science
- Psychology / Psychiatry
- Public Health / Medicine
- Religion
- Science / Technology
- Sociology
- Urban Studies
- Women's Studies
- Other _____

COUNTRIES OF INTEREST

- Albania
- Armenia
- Austria
- Azerbaijan
- Belarus
- Bosnia
- Bulgaria
- Croatia
- Czech Republic
- Estonia
- Finland
- Georgia
- Germany
- Greece
- Hungary
- Kazakhstan
- Kyrgyzstan
- Latvia
- Lithuania
- Macedonia
- Moldova
- Mongolia
- Montenegro
- Poland
- Romania
- Russia
- Serbia
- Slovakia
- Slovenia
- Tajikistan
- Turkmenistan
- Ukraine
- Uzbekistan
- Yugoslavia

PROFICIENT LANGUAGE(S)

- Albanian
- Armenian
- Azeri
- Belarusian
- Bosnian / Croatian / Serbian
- Bulgarian
- Chinese languages
- Czech
- Estonian
- Finnish
- French
- Georgian
- German
- Hungarian
- Kazak
- Kyrgyz
- Latvian
- Lithuanian
- Macedonian
- Mongolian
- Old Church Slavonic
- Polish
- Romanian
- Russian
- Slovak
- Slovene
- Tajik
- Tatar
- Turkmen
- Uighur
- Ukrainian
- Uzbek
- Yiddish
- Other _____

2006–2007 GRADUATES IN RUSSIAN, EURASIAN, AND EAST EUROPEAN STUDIES

The data below show the number of graduates majoring and minoring in Russian, Eurasian, and East European fields who received their degrees during the previous academic year (July 1, 2006 through June 30, 2007). PLEASE NOTE: The data were provided by the departments and are accurate, but not all universities and departments that grant degrees in Russian, Eurasian, and East European Studies were contacted, and from among those that were contacted, not all responded. As a result, data about some schools may be incomplete if information received was about only one group of students—only Ph.D., M.A., or B.A. recipients, or if information was submitted by only one department at the school. In disciplines other than languages and literatures (e.g. history, economics, or political science), we received data about only a few departments. The results of this survey should then be seen only as *informal* and showing *general* trends of enrollment in the field, and not as a complete and comprehensive survey of all universities granting degrees in Russian, Eurasian, and East European Studies. Data from past surveys can be seen at our Web site: www.aaass.org.

If you are an administrator of a program that was not contacted, and would like to be included in next year's survey, please send a note to the editor of *NewsNet*, Jolanta Davis, e-mail: newsnet@fas.harvard.edu, and ask to be put on the mailing list.

BACHELOR OF ARTS / SCIENCE

SLAVIC (OR RUSSIAN) LANGUAGES AND LITERATURES MAJORS (coursework focuses primarily on language and literature or linguistics)

College Name	# of grads	Notes on graduates
American U	3	this major could also count for the School of International Service degree as a Russian Area Studies major; no further information available
Amherst College	3	degrees in Russian Language & Literature; one will attend the European U in St. Petersburg
Arizona State U	8	majors in Russian; no further information available
Baylor U	2	graduates in Russian
Beloit College	5	B.A. in Russian, one will be in St. Petersburg on a Fulbright
Brigham Young U	29	B.A. in Russian; most entered professional school (mostly medical and dental); several entered graduate school (none in Slavic); several were hired by the US government; one entered the translation/interpretation program at the Monterey Institute
Bryn Mawr College	6	degree in Russian Language & Literature; one will teach English in China; one will teach English in Russia; one will work for ACTR in Ukraine; one will work in the computer center at Bryn Mawr; one will work in publishing; one is undecided
Carleton College	4	Russian majors; one will go to Krasnodar on a Fulbright Fellowship in Creative Writing
Columbia U	3	degrees in Russian Language & Literature; one received a Marshall Fellowship
Georgetown U	11	B.A. in Russian Language & Literature; no further information available

College Name	Department Name	# of grads	Notes on graduates
Harvard U	Slavic Languages and Literatures	2	one working for the Moscow Times in Moscow, Russian; one teaching English as a second language in the Ukraine and taking courses in Ukrainian
Indiana U	Slavic Languages & Literatures	8	two continuing in graduate school at Indiana U; one working in Poland; one working for Moscow Times in Russia
Michigan State U	Linguistics & Germanic, Slavic, Asian & African Languages	13	degrees in Russian Studies
Middlebury College	Russian	5	no further information available
Ohio State U	Slavic & EE Languages & Literatures	14	no further information available
Pennsylvania State U	Germanic & Slavic Languages & Literatures	2	one graduate will work for the US Air Force as a language specialist; the other is currently working as a project director for a non-profit organization and is planning to go to graduate school
Pomona College	German & Russian	4	Russian majors; one working for a recording company in LA with plans to go to graduate school in Russian in a year; one trying to find a job in Ukraine
Sarah Lawrence College	Russian Language & Literature	2	SLC does not have majors; this number represents the number of students who did significant work in Russian language; one focused on Russian area studies; one focused on Russian and fiction writing, and will work for Americorps and then attend an M.F.A. program in fiction writing
Syracuse U	Languages, Literatures, & Linguistics	4	B.A. in Russian Language, Literature & Culture
Trinity College	Modern Languages & Literature	1	major in Russian; joined the US Marines
U of Alaska, Anchorage	Languages	8	seven Russian majors; one interdisciplinary Russian/Education; one works for the Department of Defense; one planning to study in Russia; one accepted into graduate school in Arabic Studies and Political Science; one completing a second degree in Clinical Psychology; one in law enforcement; one in management; one applying to be a technology support person for the Anchorage School District; one earning an M.A.T.
U of California, Berkeley	Slavic Languages & Literatures	4	degrees in Russian Language & Literature
U of Denver	Languages & Literatures	3	two graduates entering graduate school; one is traveling for a year
U of Kansas	Slavic Languages & Literatures	8	no further information available
U of Nebraska, Lincoln	Modern Languages & Literatures	3	one is studying abroad on a Department of Defense internship; one is going to law school; one has taken a position as a volleyball assistant coach at a small college

College Name Department Name # of gradsNotes on graduates

U of New Hampshire Literatures, Languages & Cultures4three got dual majors: two in International Affairs and Political Science, one in Political Science; one was Political Science minor; one will be studying abroad during the summer and will graduate in the fall; one going to Law School; one hoping to get a job in the language resource center and then graduate school; one looking for job

U of Oklahoma Russian Languages & Literatures5no further information available

U of Texas, Austin Slavic & Eurasian Studies8no further information available

U of Virginia Slavic Languages & Literatures5no further information available

U of Washington Slavic Languages & Literatures8five on Eastern European Languages, Literature & Culture track; three on Russian Languages & Literature track; one will travel in the Czech Republic; one will attend law school and is a financial advisor to the US government; one is a photo journalist; one will attend medical school; two will attend dental school (one with the US military); three will work in the private sector (one with an MIR internship)

RUSSIAN AND EAST EUROPEAN STUDIES MAJORS (coursework includes disciplines such as history, geography, political science, etc.)

College Name Department Name # of gradsNotes on graduates

Brown U Slavic Studies7one will pursue a career in performing arts; one received a Fulbright teaching assistantship fellowship to teach English and study linguistics in Poland; one received a Fulbright research fellowship to study Slavic migrant workers in Norway; one has been accepted to the M.A. program in Russian and East European studies at Columbia; one will pursue an M.A. in teaching

College of William & Mary Modern Languages & Literatures7degree in Russian & Post-Soviet Studies; one is serving in the US Army; two are Ph.D. candidates (one at U of Pittsburgh Department of Slavic Languages & Literatures; one at U of Pennsylvania History Department); one will go to law school; one goes to UVA Medical School; one is a graduate student in linguistics at Duke U; one is in graduate school at Platiorsk State U in Russia; one will attend George Mason U for an M.F.A. in poetry; one is an assistant manager at a catering company; one will teach English in Novosibirsk; and one is enjoying his unemployment

College of Wooster Russian Studies1no further information available

Columbia U Slavic Languages2degrees in Russian Regional Studies; both work on Wall Street

Eckerd College Russian Studies1will attend graduate school at Georgetown U

College Name	Department Name	# of grads	Notes on graduates
George Mason U.	Russian Studies	7	one studying at St. Petersburg State University on a Critical Languages Scholarship awarded by the State Department; one has applied to the graduate NIS Program in International Relations at St. Petersburg State University for 2007-08; one has applied to the graduate school at GMU for an MA in Government and International Politics; one was accepted on an ACTR program to study Persian in Tajikistan in 2007-08
Grand Valley State U	Russian Studies	4	one will attend graduate school at Indiana U in Russian & East European Studies; one will attend graduate school at U of Kansas in Slavic Linguistics; one will attend graduate school at U of Illinois in Slavic Languages & Literatures
Hobart & William Smith	Russian Studies	2	one will be teaching English in Vladimir, Russia, with Serendipity-Russia
Pomona College	German & Russian	2	Russian and East European Studies (REES) majors; one got a Fulbright to teach English in Ekaterinburg
Rice University	German and Slavic Studies	2	one Bachelor of Music with Bachelor of Arts in Slavic Studies, Policy Studies; one Bachelor of Arts in Slavic Studies, Anthropology
Stetson U	Russian Studies	2	B.A. in Russian Studies
Trinity College	International Studies	1	major in Russian & Eurasian Studies; planning to teach autistic children
U of California, Berkeley	Slavic Languages & Literatures	7	three degrees in Russian Culture; four in East European Cultures
U of Illinois, Urbana-Champaign	Russian, East European, and Eurasian Center	3	majors in Russian and East European Studies
U of Iowa	International Studies	5	one Russian, East European and Eurasian Studies major (major discontinued), with a double degree in Engineering and Liberal Arts; four majors in International Studies with an emphasis in Russian, East European and Eurasian Studies
U of Michigan	Russian & East European Studies	4	one graduated with highest honors in REES and honors in French; one graduated with a minor in Economics; one graduated with a minor in History of Art; one graduated with highest honors in REES and a minor in History
UNC, Chapel Hill	Center for Slavic, Eurasian, & EE Studies	2	degrees in Russian & East European Studies
UNC, Chapel Hill	History	1	degree in Russian & East European Studies; will serve in the Peace Corps in Georgia
UNC, Chapel Hill	Political Science	1	degree in Russian & East European Studies; will enter the Trans-Atlantic M.A. program at UNC
U of Richmond	Modern Literatures & Cultures	3	received an interdisciplinary B.A. in Russian Studies
U of Texas, Austin	Center for Russian, East European, & Eurasian Studies	12	no further information available
U of Vermont	Russia/East European Area Studies	2	B.A. in Russia/East European Area Studies

College Name	Department Name	# of grads	Notes on graduates
U of Virginia	Russian & East European Studies	14	two will continue to the U of Virginia graduate program
U of Washington	Russian, EE & Central Asian Studies	10	six on European Studies track; four on International Studies track; one will work in the Peace Corps in Georgia; two will attend law school (one at Boston U); one will work in the U of Washington libraries; two are working in the private sector; one is traveling in Russia; two are looking for work
Vassar College	Russian Studies	11	nine double majors in other departments; no further information available
Washington & Lee U	Russian Area Studies	1	no further information available
Wittenberg U	Russian Area Studies	4	one attends graduate school in English; one attends graduate school in Drama; two unknown
Yale U	Slavic Languages & Literatures	6	no further information available

MINORS/CERTIFICATES/CONCENTRATIONS

College Name	Department Name	# of grads	Notes on graduates
American U	Language and Foreign Studies	7	certificates in translation
Arizona State U	Languages & Literatures	1	minor in Russian
Beloit College	Modern Languages & Literatures	4	concentrations in Russian Studies
California State U, Long Beach	Romance, German & Russian	15	ten minors in Russian; five certificates in Russian & East European Studies; one minor admitted to UCLA graduate program in Slavic Studies
Carleton College	German and Russian	3	Certificates of Advanced Study (equivalent of a minor, which Carleton does not have); one will spend a year in Russia before beginning a PhD program in Sociology at Johns Hopkins; one will move to Chicago to pursue freelance acting before entering grad school in Sociology; one entering a PhD program in biology
College of William & Mary	Russian & Post-Soviet Studies	7	minor in Russian Language & Culture
Columbia U	Slavic Languages	2	two concentrators in Russian Language & Literature
Eckerd College	Russian Studies	1	major in Environmental Studies
Georgetown U	Slavic Languages	2	Russian minors
Indiana U	Russian & East European Institute	20	one attending graduate school at Indiana U; one attending Ph.D. program in Folklore; one working in Poland; one working for Moscow Times in Russia; one studying language in the Balkans; one working for the McCain presidential campaign; one working for Teach for America in Arizona
Middlebury College	Russian	1	no further information available
Ohio State U	Slavic & EE Languages & Literatures	10	no further information available
Pomona College	German & Russian	2	Russian and East European Studies (REES) majors; one got a Fulbright to teach English in Ekaterinburg

College Name	Department Name	# of grads	Notes on graduates
Randolph College	Russian Studies	2	no further information available
Stanford U	CREEES	1	no further information available
Syracuse U	Languages, Literatures & Linguistics	5	one minor focused on Language & Literature; 4 minors focused on Russian and East European studies
U of Michigan	Russian & East European Studies	2	both minors in Russian Studies; one with honors Economics concentration and one with dual concentration in Political Science and honors History
U of Pittsburgh	Center for Russian & East European Studies	25	received an undergraduate certificate in Russian & East European Studies and B.A. in different major; no information on employment plans available
U of Richmond	Modern Literatures & Cultures	2	received a minor in Russian Studies
Vassar College	Russian Studies	3	no further information available

MASTER OF ARTS / SCIENCE / PHILOSOPHY

SLAVIC (OR RUSSIAN) LANGUAGES AND LITERATURES MAJORS (coursework focuses primarily on language and literature or linguistics)

College Name	Department Name	# of grads	Notes on graduates
Bryn Mawr College	Russian	3	degree in Russian & Second Language Acquisition; all continuing Ph.D. studies at Bryn Mawr; one is the Russian language coordinator at Brandeis U
Columbia U	Slavic Languages	3	two majors in Russian Literature; one major in Russian Translation; the literature majors are continuing in the Ph.D. program; the translation major plans to go to law school
Indiana U	Slavic Languages & Literatures	4	one working at Indiana U; two working on Ph.D.; one working on M.A. in Speech and Hearing Sciences
Ohio State U	Slavic & EE Languages & Literatures	4	two continuing in the Ohio State U Ph.D. program
U of California, Berkeley	Slavic Languages & Literatures	3	all continuing Ph.D. studies at U of California, Berkeley
U of Kansas	Slavic Languages & Literatures	1	no further information available
U of Virginia	Slavic Languages & Literatures	4	includes one M.A. in Contemporary Russian Studies; one will continue as a PhD candidate at U of Wisconsin

RUSSIAN AND EAST EUROPEAN STUDIES MAJORS (coursework includes disciplines such as history, geography, political science, etc.)

College Name	Department Name	# of grads	Notes on graduates
Columbia U	Slavic Languages	1	degree in Slavic Cultures

College Name	Department Name	# of grads	Notes on graduates
George Washington U	Elliott School of International Affairs	13	degree in European & Eurasian Studies; no further information available
Indiana U	Russian & East European Institute	8	four dual degrees with the School of Public and Environmental Affairs; one is entering the Foreign Service; one has entered the Foreign Service and has been posted at the US Embassy in Uzbekistan; one is serving in the Peace Corps in Ukraine; one is a recruiter for American Councils in Georgia and Azerbaijan; one is working for the US government; one is recruiting for American Councils in the Russian Far East; one is entering the Foreign Area Officer Program in Washington, DC
Stanford U	CREEES	6	one is entering a Ph.D. program in History at U of California, Berkeley; one joined the US Army; one is a consultant; one is teaching international students in the US; two are not employed
U of Illinois, Urbana-Champaign	Russian, East European, and Eurasian Center	6	majors in Russian and East European Studies; one teaching in Teach for America; one in anthropology PhD program, CUNY; one in history PhD program, U Wisconsin, Madison
U of Michigan	Center for Russian & EE Studies	3	one received a dual M.A. in History; one graduate will continue in the U of Michigan Ph.D. program in Anthropology and History
UNC, Chapel Hill	Center for Slavic, Eurasian, & EE Studies	2	one will work for Radio Free Europe in Prague
UNC, Chapel Hill	History	2	degrees in Russian & East European Studies; both will enter the Ph.D. program in History at UNC
U of Texas, Austin	Center for Russian, East European, & Eurasian Studies	4	no further information available
U of Washington	Russian, EE & Central Asian Studies	11	one will work at a law firm; three joined the US military; one is working for the U of Washington administration; one is a consultant to the US military; one is working for an international organization; one is working for a non-profit in Central Asia; three are looking for work
OTHER MAJORS / CERTIFICATES (with some coursework related to Russian, Eurasian, and East European Studies)			
College Name	Department Name	# of grads	Notes on graduates
U of Pittsburgh	Center for Russian & East European Studies	4	graduate certificate in Russian and East European Studies; one received an M.I.D. (Master of International Development); one received an M.L.I.S. (Master of Library and Information Science); one is continuing in an M.A. program in Slavic Languages & Literatures; one is continuing in a Ph.D. program in political science

DOCTOR OF PHILOSOPHY / LAW**SLAVIC (OR RUSSIAN) LANGUAGES AND LITERATURES MAJORS** (coursework focuses primarily on language and literature or linguistics)

College Name	Department Name	# of grads	Notes on graduates
Brown U	Slavic Studies	1	entered a foreign service-related position
Bryn Mawr College	Russian	1	will continue as a lecturer in Russian at Swarthmore College
Columbia U	Slavic Languages	4	degree in Russian Literature; all have teaching positions
Harvard U	Slavic Languages and Literatures	1	has a tenured-track appointment, starting as Assistant Professor, in Slavic Department, University of Michigan and 2-year appointment in University of Michigan's Society of Fellows
Indiana U	Slavic Languages & Literatures	1	accepted a two-year visiting professor appointment in the Department of Slavic Languages & Literatures at Indiana U
U of California, Berkeley	Slavic Languages & Literatures	3	one is an Assistant Professor at Hampshire College; one is a monograph editor at the Ukrainian Research Institute at Harvard U; one is an Assistant Professor at Dartmouth U
U of Texas, Austin	Slavic & Eurasian Studies	1	no further information available
Yale U	Slavic Languages & Literatures	3	no further information available

OTHER MAJORS (with some coursework related to Russian, Eurasian, and East European Studies)

College Name	Department Name	# of grads	Notes on graduates
Arizona State U	History	1	starting a position as Faculty Associate in the Department of History at Arizona State U
UNC, Chapel Hill	Geography	1	Geography major with primary focus on Russian & East European Studies; lecturer at UNC Geography Department
UNC, Chapel Hill	History	2	History majors with primary focus on Russian & East European Studies; one has accepted a tenure-track teaching position in Denmark
U of Pittsburgh	History	1	received a PhD in history and a certificate in Russian and East European Studies; no employment information available

OVERSEAS

Hokkaido U (Japan) Slavic Area Studies 6 two are Ph.D. students at Hokkaido; four are working outside academia

LIBRARY AND THE INTERNET NEWS

Folklore Forum issue devoted to Internet

The latest issue of *Folklore Forum*, v. 37, no.1 (2007) is devoted to using the Internet in folklore research. Articles include: William S. Fox. "Computerized Creation and Diffusion of Folkloric Materials," Trevor J. Blank. "Examining the Transmission of Urban Legends: Making the Case for Folklore Fieldwork on the Internet," and Monica Foote. "Userpicks: Cyber Folk Art in the Early 21st Century." The issue can be found at <https://www.indiana.edu/~folkpub/forum/>.

Blogging ideas in history

The editors of the *Journal of the History of Ideas* would like to announce the launch of a weblog for the journal at <http://journalofthe-historyofideas.blogspot.com>. This blog will promote communication and discussion in the field. Posts will describe new and striking publications in intellectual history, call attention to the new developments in the field, and announce conferences, workshops, and seminars.

Acta Slavica Japonica latest issue available online

Volume 24 (2007) of *Acta Slavica Japonica* is now available in full text at: <http://src-h.slav.hokudai.ac.jp/publicnt/acta/24/a24-contents.html>. The contents include articles on drug trafficking, Khrushchev era politics, the Chuvash religion, Mandelshtam, Belyi, and others. Also included is a roundtable discussion: "What is a School? Is there a Fitzpatrick School of Soviet History?" Participating in that discussion are David Woolf, Jonathan Bone, Mark Edele, Matthew Lenoe, and Ron Suny. [Reported by Serguei Oushakine, Princeton University]

Revamped web site and new issue of the International Newsletter of Communist Studies

The home page of the *International Newsletter of Communist Studies*, <http://www.mzes.uni-mannheim.de/projekte/incs/>, is hosted by the Mannheim Centre for European Social Research. It has recently been given greater functionality by Michael Tautz. The latest issue of the Newsletter is no.20 (2007) and it can be viewed in a PDF version at: http://www.mzes.uni-mannheim.de/projekte/incs/home/data/pdf/INCS_20_ONLINE.pdf. The newsletter contains eleven sections, among which is a recent bibliography of Communist Studies, a listing of over 200 journals relating to the field, and a sampling of web resources. [Reported by Dr. Bernhard H. Bayerlein, Editor]

Ethnic Television Network provides fee-based Russian programming

The Ethnic Television Network (eTVNet) found at <http://www.etvnet.ca/> provides access to Russian television on a pay-as-you-go basis. The site provides a three day free trial upon registration. Benjamin Sher reports: "I recently subscribed to it, and it is indeed a dream come true. Access to over a dozen Russian television channels all in broadband with thousands of additional programs available in an online archive. The subject matter covers everything under the sun and, by the way, there are no commercials. However, there are also no captions in Russian or foreign language subtitles. The cost depends on the subscription plan: \$10 for 20 hours a month, \$20 for 50 hours a month and \$40 for unlimited viewing."

New Central Asian language learning materials launched - Pashto and Mongolian

The Center for Languages of the Central Asian Region (CeLCAR) at Indiana University has developed online, web-based reading and listening materials for students of Pashto and Mongolian languages, which will be placed on their web site alongside the Uyghur and Tajik materials. Please visit: <http://www.indiana.edu/~celcar/intermediate.php> to access the modules. All users are requested to register, to allow the center to better track the usage and efficacy of the modules. [Reported by Paul M. Foster, Jr., CeLCAR Director]

Ukrainian Museum-Archives

The Ukrainian Museum-Archives, <http://www.umacleland.org>, in Cleveland, was founded in 1952 by displaced scholars who took on the mission of collecting and preserving items from Ukrainian history and culture during an era when this kind of material was being deliberately destroyed in Soviet Ukraine. Over the course of its first quarter century, the UMA compiled a huge collection that includes many rare, even unique items. The web site includes information about the museum collection, events and news, as well as several online exhibits. [Reported by Deborah Hoffman]

Tolstoy Society presents an online exhibit

Donna Orwin, President of the Tolstoy Society, reports on their new virtual exhibit "Tolstoy and the Arts." It is now available online in Russian and English at: www.tolstoystudies.org.

Landfall 213: The "Russia" issue

A Russian anthology of New Zealand poetry, *Land of Seas*, was published in Moscow in 2005. Now New Zealand is reciprocating with a special issue of *Landfall* that includes contemporary Russian writing and art. Edited by Jacob Edmond, Gregory O'Brien, Evgeny Pavlov and Ian Wedde, the "Russia" issue features a selection of previously untranslated works by contemporary Russian poets: Arkadii Dragomoshchenko, Anna Glazova, Dmitry Golynko, Alexei Parshchikov, Olga Sedakova, Alexandr Skidan, Viktor Sosnora. Many of these translations have been created by leading New Zealand poets working in collaboration with Edmond and Pavlov. The issue also features a wide range of writing on contemporary Russian literary and art cultures, economies and diasporas. In addition to bringing Russian literature and art to New Zealand readers, the issue also surveys the ways in which New Zealand writers have engaged—as travelers, readers and scholars—with Russia and its people. [Reported by Jacob Edmond]

A new journal on the New Economic Policy

The first volume of the new journal *The NEP Era: Soviet Russia, 1921-1928* (Charles Schlacks Publisher) has been issued. The journal encourages the study of social and political history of the NEP era, but welcomes approaches from all fields of scholarship that attempt to understand the Soviet 1920s. The editor is Dr. Alexis Pogorelskin, Chair, Department of History, University of Minnesota-Duluth. If you would like to submit an article for consideration, please contact the editor: Alexis Pogorelskin, e-mail: apogorel@d.umn.edu. Books for review and requests to review books may be directed to Barbara Allen, e-mail: allenb@lasalle.edu. [Reported by Barbara C. Allen, Assistant Professor, History Department, La Salle University]

A potpourri of Slavic web sites

April Gilbert, Government Publications Technical Services Specialist, Dr. Martin Luther King, Jr. Library, San Jose State University reports a variety of Internet sites which have significance for Slavic Studies and Slavic Librarianship:

1. A new portal dedicated to Slavistics, launched at the beginning of May, can be found at <http://www.slavistik-portal.de/> and is available in German, Russian, and English. The Virtual Library Slavistics Slavistik-Portal is the central point of access for subject information for Slavistics via the

continued on page 39

Don't Miss These Recent Special Issues

Anthropology & Archeology of Eurasia

Alphabet Wars (Summer 2007);
Gender and Power (Spring 2007);
Buddhism (Fall and Winter 2006-7);
Uzbek Identity Debates (Spring 2006)

Editor: **Marjorie Mandelstam Balzer**,
Georgetown University
ISSN 1061-1959 / 4 issues

Eastern European Economics

Csillag and Mihalyi, Last Chance
for Hungary (Nov-Dec 2006)

Editor: **Josef Brada**, Arizona
State University
ISSN 0012-8775 / 6 issues

International Journal of Sociology

Aggressors and Victims in Collective
Memory (Spring 2007); Collective
Memory in Poland (Winter 2006-7);
Democracy (Summer and Fall 2006);
Romania (Spring 2006)

Editor: **Tadeusz K. Krauze**,
Hofstra University
ISSN 0020-7659 / 4 issues

Journal of Russian & East European Psychology

Ilenkov (July-Aug 2007); Tsukerman
(May-June 2007); Vygotsky (Mar-Apr
2007); Puzyrei (Jan-Feb 2007)

Editor: **Pentti Hakkarainen**,
University of Oulu, Kajaani, Finland
ISSN 1061-0405 / 6 issues

Problems of Economic Transition

Ukraine (July 2007);
Labor Markets (June 2007);
Ruble Convertibility (May 2007);
Fiscal Decentralization (April 2007)

Editor: **Ben Slay**, United Nations
Development Programme, Bratislava
ISSN 1061-1991 / 12 issues

Russian Education & Society

Ryvkina and Nakhshuev on the
intelligentsia; attitudes of college-age
students (July 2007); Education and
the Labor Market (March 2007)

Editor: **Anthony Jones**,
Northeastern University
ISSN 1060-9393 / 12 issues

Russian Politics & Law

Roy Medvedev on Russian language;
Olga Malinova on political culture;
Marianna Fadeicheva on "Nash-izm"
(May-June 2007)

Editor: **Nils H. Wessell**, U.S. Coast
Guard Academy
ISSN 1061-1940 / 6 issues

Russian Studies in History

Russian Liberalism (Summer 2007);
Religion and Magic (Spring 2007);
Imperial Ideology and Symbol
(Winter 2006-7); Igor Tale
Controversy (Fall 2006)

Editors: **Joseph Bradley** and **Christine
Ruane**, both, University of Tulsa
ISSN 1061-1983 / 4 issues

Russian Studies in Literature

Dostoevsky (Summer 2007); Mass
Literature (Spring 2007); Tolstoy
and Dostoevsky (Winter 2006-7);
Nabokov and Mandelstam (Fall 2006);
Brodsky (Summer 2006)

Editor: **John Givens**, University
of Rochester
ISSN 1061-1975 / 4 issues

Problems of Post-Communism

EU Expansion; Corruption in Central
Asia; The Tismaneanu Report (July-
Aug 2007); Borderlands: Chechnya,
Moldova, Xinjiang (May-June 2007);
CASE Studies from Russia's Regions
(Mar-Apr 2007)

Editor: **Robert T. Huber**, National
Council for Eurasian and East European
Research (NCEEER)
ISSN 1075-8216 / 6 issues

Russian Studies in Philosophy

Solovev (Summer 2007);
Philosophy of Mind (Spring 2007);
Philosophy of Religion (Winter 2006-7);
The Russian Idea (Fall 2006)

Editor: **Taras D. Zakydalsky**
ISSN 1061-1967 / 4 issues

Sociological Research

Levada, Sedov, and Petukhov on
civil society; life in the periphery
(July-Aug 2007)

Editor: **Anthony Jones**,
Northeastern University
ISSN 1061-0154 / 6 issues

Statutes & Decisions

Spies, Politics, and Charities:
Regulation of NGOs (Jan-Feb and
Mar-Apr 2007)

Editor: **Sarah J. Reynolds**
ISSN 1061-0014 / 6 issues

All journals are available online to institutional subscribers.
To view sample issues online visit www.mesharpe.com/journals.asp

M.E. Sharpe Call 800-541-6563 or 914-273-1800

Fax 914-273-2106 • Online at www.mesharpe.com

AJ713G

Internet. The Portal is directed at scientists and students, teachers, translators, journalists, cultural managers, and all those who are interested in Slavistics in general or Slavic languages, Slavic literatures and Slavic folklore in particular.

2. Two blogs devoted to librarianship: one in Belarus, the other in Russia. Bibliotekari Belarusi, <http://inf.by/library>, available in Belarussian and Russian, is maintained by a librarian at the National Library of Belarus. Mysh' bibliotechnaia, <http://rusu-library.blogspot.com>, is a professional blog maintained by a librarian at Ural State University in Ekaterinburg.

3. A portal for the Russian librarian community in a blog format, Biblioteki Rossii, <http://biblioteky.ru>.

4. For those interested in social networks and Web 2.0, there is Catalog, which aims to list all Web 2.0 sites in Russian, <http://www.catalogr.ru>.

5. The Silesian Digital Library, <http://www.sbc.org.pl/dlibra>, "enables broad access to valuable rare old written texts,

scientific publications, educational materials and regional documents kept in the area of the historical Silesia."

6. Digital collections of scholarly literature in Slovene are available at: <http://nl.ijs.si/e-zrc/index-en.html>.

7. The electronic library of the Karelian Republic has digitized a number of documents. Some are only available to registered users. Among the most popular titles: *Papers and letters of Peter the Great*, <http://elibrary.karelia.ru/>.

New journal *Language Documentation & Conservation*

The National Foreign Language Resource Center and the University of Hawaii Press have announced a new refereed journal entitled *Language Documentation & Conservation*. The inaugural issue appeared in June 2007 and is available by subscription. Currently plans are to publish the journal semiannually in June and December of each year. The journal "publishes papers on all topics related to language documentation

and conservation, including, but not limited to, the goals of language documentation, data management, fieldwork methods, ethical issues, orthography design, reference grammar design, lexicography, methods of assessing ethnolinguistic vitality, archiving matters, language planning, areal survey reports, short field reports on endangered or underdocumented languages, reports on language maintenance, preservation, and revitalization efforts, plus software, hardware, and book reviews." More information about the journal can be found at: <http://nflrc.hawaii.edu/ldc/>.

***Dva veka* – a journal devoted to the 18th and 19th centuries**

The journal *Dva veka*, <http://www.dvaveka.pp.ru>, has published nine issues to date. The site not only makes available the full text of all articles but also offers a reference page which points to other sites on the Internet devoted to Russian history. ♦

NEWS FROM AAASS AFFILIATES

The **Association for the Study of Eastern Christian History and Culture, Inc. (ASEC)** will be holding its second biennial conference in Columbus, Ohio, October 5-6, 2007. The theme for this year's meeting is "Centers and Peripheries: Interaction and Exchange in the Social, Cultural, Historical, and Regional Situations of Eastern Christianity." Conference sessions will be held at the Blackwell Hotel and Conference Center with accommodations at the nearby Holiday Inn on the Lane. The conference will include two days of panels plus a keynote address. Registration is \$40 by the time of the conference. Registration fees are waived for students and faculty of The Ohio State University with current university identification. ASEC, Inc. dues are a mere \$10 per annum (\$5 for graduate students); dues (made out to ASEC Inc.) for 2007 may be sent to Lucien Frary, Rider University, 2083 Lawrence Rd., Lawrenceville, NJ 08648. The conference is co-sponsored by ASEC, Inc. and The Ohio State University's Center for Slavic and East European Studies, Resource Center for Medieval Slavic Studies, the Hilandar Research Library, the Department of Slavic and East European Languages and Literatures, and the Center for the Study of Religion. For more information contact jennifer.spock@eku.edu.

The **Central Slavic Conference** will hold its 46th annual meeting on Friday-Sunday, November 2-4, 2007 at the Hilton at the Ballpark in St. Louis, Missouri. The meeting

will be a joint meeting with the International Studies Association-Midwest. The Central Slavic Conference is an interdisciplinary, regional professional association. Its mission is to stimulate academic, governmental, and nongovernmental research on cultural, economic, historical, political, military, and security imperatives transforming states, societies, and identities in the New Russia, Eurasia, and the New Europe. If one would like to give a paper, serve on a panel at the CSC 46, or get on the mailing list for the CSC's free bi-annual hardcopy newsletter, please contact program co-chair and CSC president Kurt W. Jefferson, Westminster College, e-mail: efferk@westminstermo.edu, tel.: 573-592-5294. The CSC website is located at: www.ku.edu/~csc. Information on the meeting and hotel accommodations will be available in September 2007 at: www.missouri.edu/~isa-m/.

The Thirty-First **Mid-Atlantic Slavic Conference** will take place on March 29, 2008 at New York University. Dr. Anne Lounsbury will be the president of this conference. Paper and panel proposals should be received by December 14, 2007 and sent to Dr. Mary Theis, the Executive Secretary of MASC. Please use her home e-mail address: maryethis@mac.com. Hard copies may be sent to: Dr. Mary Theis, Department of Modern Language Studies, Kutztown University, PO Box 730, Kutztown, PA 19530. Proposals should include the title, a very brief abstract, the surface and e-mail addresses and insti-

tutional affiliation of the presenter, and all requests for technical support.

The **Society for Slovene Studies** recently elected a new president. Dr. Timothy Pogacar, Associate Professor of Russian and Chair of the Department of German, Russian and East Asian Languages at Bowling Green University replaces Professor Metod Milac, who served with great dedication two terms as the Society's president.

Dr. Donald F. Reindl has edited volume 29 (2007) of the Society's journal *Slovene Studies*, dedicated to ethnomusicology. Dr. Peter Vodopivec of the Institute of Contemporary History (Ljubljana) was re-elected to the executive council.

The Society invites submissions by young scholars residing outside Slovenia and interested in things Slovene for its 2007 competition for the Rado Lencek Graduate Student Prize and the Joseph Velikonja Undergraduate Essay Prize. The Rado Lencek Prize in the amount of \$1000 is awarded annually for the best graduate student paper on a Slovene-related topic and the Joseph Velikonja Undergraduate Essay Prize in the amount of \$500 for the best undergraduate student essay on a Slovene-related topic. The deadline for the 2007 submissions is September 15, 2007. More information about the prizes with the list of previous winners is on the SSS webpage: www.arts.ualberta.ca/~ljubljan/sss.html. ♦



Research and Language Training in Southeast European Studies

The **American Council of Learned Societies** is pleased to announce the following fellowships and grants in Southeast European Studies. Funding is provided by the U.S. Department of State under the Research and Training for Eastern Europe and the Independent States of the Former Soviet Union Act of 1983, as amended (Title VIII).

Dissertation fellowships for graduate students who have passed all requirements for the PhD except the dissertation itself (ABDs). Applicants are encouraged to apply for these fellowships in sequence.

- **developmental fellowships** for use in the United States in preparation for research in Southeastern Europe. Applicants may propose language training, acquisition of methodological or other specialized skills, and work in U.S. archives.
- **research fellowships** for use in Southeastern Europe
- **writing fellowships** for writing the dissertation in the United States after research is complete

Post-doctoral fellowships

- **research fellowships** for scholars *with area expertise in Southeast Europe*
- **developmental fellowships** for scholars *with primary area expertise outside Southeastern Europe* to gain knowledge or language skills to add comparative perspective to their research

Language grants to institutions for U.S. institutions of higher education to conduct intensive summer language courses

- **intensive summer language courses at the elementary or intermediate level**, designed to cover a full academic year of instruction in the basic structures of the language in a 6-8 week summer program
- **advanced-mastery language courses** for training in skills required for advanced fieldwork or archival research, or professional work in government agencies and non-governmental organizations. The skills may include, but are not limited to, translation of texts, interpretation of speech, editing/copyediting, advanced reading/sorting for relevance of specialized materials.

Language grants to individuals For attendance at summer language courses, including advanced-mastery courses.

Travel grants For travel to conferences to present papers, including papers on Southeastern Europe at conferences with more general themes and papers by *scholars whose area expertise lies outside the region* for delivery at a Southeast Europe-focused events.

Conference grants To support conferences for presentation of significant new research in Southeast European Studies

For further information see
www.acls.org/seguid.htm

OLD WINE WITH A SPRITZ? Some Findings from Recent Research on the “Art of the Lecture”

Michael C. Hickey, Bloomsburg University

In spring 2007, at a dinner in his honor, a guest speaker at my university—a specialist on contemporary politics who had just given a particularly long-winded and rambling talk, but never mind—recalled a time early in his career when a student at Berkeley interrupted his lecture on “a particularly arcane topic” to ask “Why are you telling us this?” His response had been “because I have notes on this topic that I took when I was a student.” The point of the anecdote was to explain why he now eschewed the careful planning of lectures in favor of speaking “off the cuff,” without notes. Unwittingly, though, he had illustrated two principles emphasized in most contemporary writing on “the art of lecturing”: the importance of building presentations around clearly-articulated course objectives and the importance of conveying those objectives to students.

Lecturing supposedly is out of vogue in the academy, de-legitimized by three decades of student-centered learning and cooperative pedagogy.¹ Critics of the “transmission model” associated with traditional lectures (in which a professor professes while students listen and take notes) argue that the passive attention span of most students is fifteen minutes (at best); that student comprehension declines appreciably after just five minutes of lecture; and that most students retain only a tiny portion of the information conveyed in a lecture.² An excellent 1996 Scottish manual for university lecturers states, rather bluntly, that a professor “who fondly imagines that he or she can talk continuously for 50 minutes and retain the full attention of all the members of a class throughout this time is almost

certainly living in a fool’s paradise.”³ Interactive pedagogical methods once thought the province of language instructors are now expected of historians, sociologists, political scientists, and economists. Across disciplines, graduate students are urged to develop lesson plans based upon small group discussions or other tactics designed to increase students’ participation in the learning process. It is probably fair to say that an applicant who lays out a syllabus for a traditional lecture course without any such components is at a disadvantage in most academic job interviews.

Yet one reality of contemporary higher education is that many college administrators consider large lecture courses the most cost-effective means of providing (please excuse the term) “information delivery.” Beyond this economic argument, thoughtful advocates of active learning methods recognize the utility of lectures both for introducing fundamental material and for modeling critical thinking and the scholarly process. As Stephen Brookfield points out in his oft-cited volume *Becoming a Critically Reflective Teacher*,

Before students can engage critically with ideas and actions, they may need a period of assimilation and grounding in a subject area or skill set. Lecturing can be a very effective way of ensuring this. Before students can be expected to think critically, they must see this process modeled in front of their eyes.... Through lectures that stimulate critical analysis, a teacher sets the tone for learning.⁴

And so, while we might prefer seminars or other discussion-based formats,

most of us end up lecturing, at least some of the time.⁵

Back in the previous millennium—before PCs, cell phones and PowerPoint—my professors in graduate school stressed that a good lecturer should be prepared to lay out his or her topic clearly in five minutes or fifty minutes, as the needs dictated, based upon the same guidelines used in writing an essay or book. I still have a yellowed mimeograph of these guidelines, drafted by the formidable G. T. Robinson and passed along by my dissertation director from his days at Columbia’s Russian Institute. The essence of these notes: 1) introduce your topic and thesis clearly and precisely; 2) present evidence to defend that thesis, organized either chronologically or thematically, by treating each important point as exhaustively as befits the format of the presentation, before moving to the next main point; 3) in conclusion, recapitulate your main arguments.

This solid but somewhat stodgy advice at first seems exactly the sort of thing that would set off critics of traditional lectures. So in preparing this essay, I asked my favorite undergraduate lecturers as well as senior colleagues who enjoy reputations as great lecturers if they would divulge their secrets. Although some worried that too much self-reflection would “make the magic go away” (like over-thinking one’s backhand volley), all responded with comments that eerily echoed the yellow-mimeographed Professor Robinson. And, in fact, so does the best writing on teaching and “the art of the lecture,” although it is generally couched in the jargon of active learning and outcomes

continued on page 42

assessment. Perhaps the most important points that arise from the past three decades of writing on lecturing are that lecturers must:

- take great care to consider the goals of the lecture in the context of the entire course;
- design the presentation carefully to achieve those goals, given the peculiarities of the course, the students, and the tools available to the lecturer;
- insert activities that actively engage students, so as to reinforce the ideas and information conveyed in the lecture.

One strong emphasis in recent publications is the need to clarify one's objectives *before* preparing a lecture or series of lectures. Here, perhaps more than in any other aspect of recent writing about lecturing, one sees the influence of the outcomes assessment movement. Most authors point out that before outlining or writing a lecture, you first should clarify *as explicitly as possible* what you want students to take away from that lecture and why. Like the upstart Berkeley student confronting our guest speaker, you must ask, Why is this lecture necessary? How does it fit into the larger framework of the course? How does it build upon the previous lectures and how does it relate to those

that will follow? What exactly do you want the student to know, understand, or ask as a result of this lecture? And given these objectives, what concepts, information, etc., must you present, explain and discuss?

Most guides also urge you to differentiate between ideas and information that students absolutely must know to achieve the lecture's objectives, those that you think students really should know, and those you simply would like them to know. This requires making difficult decisions about what to include and what to exclude. (Excluding material is generally more difficult, since, like editing a manuscript, it sometimes means setting aside examples or illustrations dear to your heart.) Of course, at the planning stage other considerations must come into play as well, such as pitching the language and content (including the extent of the detail) at a level appropriate to the course, considering the time allotted for the lecture, the abilities and experience of the students, the facilities of the room, etc.

Some pedagogical literature, and in particular work on lecturing in the sciences, urges instructors to think explicitly about the architecture of their arguments during the planning stage. Certain structures of argumentation and exposition—inductive structures, problem-centered structures, comparative structures, etc.—tend to suit certain topics and tasks.⁶ Generally, though, authors point to a few key points regarding the structure of lectures that hold true no matter the form of the argumentation. The most central of these is the need to “signpost” during the lecture—to make the objectives of the lecture clear, to highlight the main points (be they “facts,” concepts, methods, or problems), to highlight the relationships between points, and to reinforce these relationships. Thus, lectures ideally begin by linking what will be discussed to topics examined in previous lectures as well as relating the material in general to the framework of the course. Whether or not the lecturer provides an outline (and there is some debate in the literature over the utility of outlines, be they in the form of handouts, overheads or PowerPoint presentations), the lecture should be structured so that the auditor clearly

understands that X, Y, and Z are the main points. The lecture must make clear how the evidence (or illustrations, demonstrations, etc.) relates to each of these points. And the lecture's conclusion ideally both summarizes the main arguments and points ahead to the topic of the next lecture.

As historian Peter Stearns noted some twenty years ago, designing a well-structured presentation (with clear signposts, well-articulated main points, adequate explication and illustration of evidence, and necessary reiteration of main points) significantly limits the number of major points one can cover in a lecture. This brings us again to the importance of planning and whittling material down to that which is absolutely necessary to achieve one's objectives in the lecture. As Stearns put it, we must “dare to omit.”⁷ This might all seem familiar stuff, yet the literature suggests that few of us really approach these tasks reflexively. Rather, absorbed as we tend to be with the details and complexity of our topics (to which we have, after all, devoted much of our adult lives), we often try to convey more than is actually possible in fifty minutes, with the result that students lose a clear sense of the hierarchy of ideas in the lecture.⁸

Recent literature contains little that is new on the mechanics of performance during a lecture. Most of its advice on limiting reliance on notes and pre-prepared text, modulating one's voice, maintaining eye contact, controlling verbal ticks, and movement within the room, can be found in public speaking manuals from the 1950s. What is new, though, is the emphasis on the power of enthusiasm for the topic. Even if the topic is reputedly “dry,” a lecturer often can pull students along in his or her wake through pure joy in what they are teaching, whereas listeners will soon lose interest if the speaker seems bored, too. Beyond one's physical performance, there is the issue of integrating visual and audio technology to classrooms. Despite the purported penchant of post-baby boomers for “visual learning,” most authors recognize that projected lecture outlines, engaging images, film clips and audio selections, and web-based material in and of themselves do not make for a good lecture. Larry Easley and others may stress that technology can be “a

We need more members!

Please share the form on page 27 with your students, colleagues, and friends and encourage them to become members of our scholarly and professional community!

bridge to interactive learning.”⁹ But there also is a danger that projected outlines will engender passivity, with students simply copying notes rather than thinking carefully about content, and that poorly utilized images and sound clips will distract students and undermine the lecturer’s goals. Therefore lecture guides usually advise planning the use of visual and audio material just as one plans the lecture as a whole—by deciding what images or sound files best illustrate, elaborate, or demonstrate the specific points being made in the lecture and then carefully thinking through how and why that image will be used. Most authors urge instructors to test the technology before the lecture and to display the image (etc.) only when it is being discussed in the lecture (so that it does not become distracting wallpaper).

Perhaps the most important point made in recent writing on lecturing is that instructors need to introduce interactive elements, beyond the traditional (and generally perfunctory) time left for questions at the end of the session. Ideally, instructors pepper their presentations with questions to the students, both to draw them into

the presentation and to elaborate and reinforce important points. And, again ideally, the lecturer will have created an environment in which students feel free to ask questions during the lecture itself. But depending upon the size of the class and the layout of the room, lecturers also can use many active learning techniques employed in non-lecture courses, e.g., breaking the room into small groups for discussion.¹⁰ Because research on student learning stresses the brevity of their attention span and the steady decline in retention during lectures, recent guides to lecturing generally propose breaking up the lecture and engaging students in some sort of discussion or task to regain their flagging concentration. More importantly, carefully planned activities (such as small group analysis of a document or image based upon focus questions provided by the instructor) can effectively reinforce and build upon ideas in a lecture.

However, as in the use of images, or the choice of verbal evidence, the lecturer must prepare activities carefully in advance. Activities need to be designed specifically to advance the goals and objectives of the lecture.

The lecturer needs to signpost these so that the students understand why they are engaged in each activity and how it relates to the lecture’s main points. The activity needs to be pitched to the skill level of the students, and it must be allotted adequate time. As Timmens, et al., have pointed out, just as there is a limit to the content one can convey in the lecture, there also is a limit to the number of interactive elements one can fit into a fifty minute period.¹¹

Finally, the best-researched discussions of promoting active learning through lectures stress the importance of developing writing assignments that foster good note-taking and reinforce major lecture points. John Bean, a leading exponent of writing as a tool for teaching critical thinking skills, endorses short précis assignments “to promote careful listening and note-taking skills.” Bean describes this as “a superb way” to develop “skills of precision, clarity, and succinctness,” in that “in composing a summary, the writer must determine the hierarchical structure of [the lecture], retaining without distortion the logical sequence of its general statements while eliminating

continued on page 44



Edmund A. Walsh School of Foreign Service
Georgetown University CENTER FOR EURASIAN, RUSSIAN AND EAST EUROPEAN STUDIES

CERES offers a two-year program of graduate study leading to the degree of Master of Arts in Eurasian, Russian and East European Studies. Our curricular programs serve students planning further graduate study and those seeking professional training. Students may concentrate in history; government; economics; social, ethnic and regional issues; or literature and culture. More than half of our students currently receive financial aid through University scholarships and FLAS Fellowships. CERES is a Title VI National Resource Center for Eurasian, Russian and East European Studies.

Dr. Angela Stent, Director
Dr. Jennifer Long, Associate Director

CERES, Box 571031
Washington, DC 20057-1031

Phone: 202.687.6080
Email: guceres@georgetown.edu



VISIT US ONLINE: [HTTP://CERES.GEORGETOWN.EDU](http://ceres.georgetown.edu)

its specific details.”¹² Bean and others note that such assignments promote active learning during lectures, even if the lecturer has not broken the class into discussion groups.

In sum, recent literature on “the art of lecturing” has held to certain time-tested concepts. Twenty-five years ago I was taught—on the basis of what my professors had been taught twenty-five years previously—that you should plan a lecture carefully, based upon your main goals in the course; that you should organize a lecture so that the main arguments are presented clearly with evidence judiciously chosen to fit the circumstances of the course; and that you should conclude a lecture by reiterating the main arguments. Such old wine still finds favor, though it is now poured into new bottles with labels that offer active learning, critical thinking, and assessable outcomes. It also has been enlivened with a spritz: based upon research on the learning styles of contemporary students, lecturers are urged to integrate discussions, debate, and other active learning components into the body of presentations, although

carefully planned writing assignments can serve some of the same purposes. Still, like audio-visual enhancements to a lecture, such activities need to be planned carefully, so that they move students towards the lecture’s objectives rather than simply entertaining or distracting them. Some lecturers, of course, simply have a gift—they are “naturals”—while others, no matter how hard they try, will never enthrall an audience. But while we might balk from over-analyzing the process of teaching, critical reflection on what we do in the classroom and why (perhaps the single most useful lesson of the outcomes assessment movement) can help us all become more effective lecturers.

Michael C. Hickey, Professor of History at Bloomsburg University of Pennsylvania, teaches courses on Russian, Modern European and Jewish History and courses on historiography and historical methods. He is the author of several articles and essays on the 1917 Revolution and is currently working on a history of Jews in Smolensk during the nineteenth and twentieth centuries.

NOTES:

1. Despite this chorus of criticisms there is a healthy demand for guides to the art of lecturing, as evidenced by recent titles on major presses (see the attached bibliography) as well as the creation of new university courses on the topic. See, for instance, Eric Quiñones, “The art of lecturing: Course offers aspiring professors firsthand insights from ‘master’ teachers,” *Princeton Weekly Bulletin*, 13 March 2006. URL: www.princeton.edu/pr/pwb/06/0313/1a.shtml.

2. James M. Lang, “Beyond Lecturing,” *The Chronicle of Higher Education*, 29 September 2006; G. Light and R. Cox, *Learning and Teaching in Higher Education* (London, 2001), 97-98; K. Norman, ed., *Thinking Voices: The Work of the National Oracy Project* (London, 1992), 283-311; Geoff Timmins, Keith Vernon, and Christine Kinealy, *Teaching and Learning History* (London, 2005), 139; Chris Husbands, *What is History Teaching? Language, Ideas and Meaning in Learning about the Past* (Philadelphia, 1996), chapter 7; Peter Stearns, *Meaning over Memory: Recasting the Teaching of Culture*



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

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

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

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

For more information contact:

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

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

and History (Chapel Hill, 1993), 97; J. Cannon, *Teaching History at Universities* (London, 1984), 18-19.

3. Henry Ellington and Shirley Earl, *How to Plan and Deliver Lectures: A course booklet for the Postgraduate Certificate in Tertiary-Level Teaching* (Glasgow: Robert Gordon University, 1996), <http://apu.gcal.ac.uk/ciced/Ch05.html>

4. Stephen D. Brookfield, *Becoming a Critically Reflective Teacher* (San Francisco, 1995), 4-5.

5. I should note that I actually *enjoy* lecturing; moreover, as an undergraduate I preferred lectures to class discussions or group work, which I snobbishly thought designed for people who could not "get" the readings on their own.

6. Ellington and Earl, *How to Plan and Deliver Lectures*, present a useful summary of ten different structures of argumentation and presentation.

7. Stearns, *Meaning Over Memory*, 103-105, 133.

8. "Trying to cover too much material" ranks as the most common problem in lectures noted in Indiana University's guide, *Improving Lecturing Skills: Some Insights From Speech Communication* (Indiana University Office for Learning Resources, February 1989), URL <http://www.indiana.edu/~teaching/about/pubs/lectskills.shtml>

9. J. L. Easley, "The Enhanced Lecture: A bridge to Interactive Teaching," in D. A. Trinkle, ed., *Writing, Teaching, and Researching History in the Electronic Age* (New York, 1998), 65-72.

10. In the context of a history lecture, for instance, see the discussion by P. J. Frederick, "Motivating Students by Active Learning in the History Classroom" in A. Booth and P. Hyland, eds., *The Practice of University History Teaching* (Manchester, 2000), 101-111.

11. Timmins, Vernon and Kinealy, *Teaching and Learning History*, 144-145.

12. John C. Bean, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (San Francisco, 2001), 128.

A VERY SELECT BIBLIOGRAPHY:

Aarabi, Parham. *Art of Lecturing: A Practical Guide to Successful University Lectures and Business Presentations*. New York, 2007.

Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco, 2001.

Bligh, Donald A., *What's the Use of Lectures?* San Francisco, 2000.

Booth, Alan and Paul Hyland, Eds. *The Practice of University History Teaching*. Manchester, 2000.

Brookfield, Stephen D. *Becoming a Critically Reflective Teacher*. San Francisco, 1995.

Brown, George. *Lecturing and Explaining*. London, 1978.

Brown, Sally Phil Race. *Lecturing: A Practical Guide*. London, 2002.

Cannon, John A. *Teaching History at Universities*. London, 1984.

Doyle, Carol and Karen Robinson, *Accessible Curricula: Good Practice for All* (Cardiff, 2002). URL <http://www.techdis.ac.uk/resources/files/curricula.pdf>.

Elias, D. *Management and Administrative Communication*. New York, 1978.

Ellington, Henry, and Shirley Earl. *How to Plan and Deliver Lectures: A course booklet for the Postgraduate Certificate in Tertiary-Level Teaching* (Glasgow: Robert Gordon University, 1996), <http://apu.gcal.ac.uk/ciced/Ch05.html>.

Fell, Richard. "Teaching and the Art of Lecturing." URL: <http://aries.ento.vt.edu/ris/2005/notes/lectures/lect11.html>.

Gibbs, Graham, Sue Habshaw and Trevor Habshaw. *53 Interesting Things to Do in Your Lectures*, 4th ed. Bristol, 1992.

Habshaw, Trevor. "The Art of Lecturing." Staff and Educational Development Association, *The New Academic* 4, no. 1 (1995).

Husbands, Chris. *What is History Teaching? Language, Ideas and Meaning in Learning about the Past*. Philadelphia, 1996.

Indiana University Office for Learning Resources. *Improving Lecturing Skills: Some Insights From Speech Communication* (Indiana University Office for Learning Resources, February 1989), URL <http://www.indiana.edu/~teaching/about/pubs/lectskills.shtml>.

Lang, James M. "Beyond Lecturing." *The Chronicle of Higher Education*, 29 September 2006.

Light, Greg and Roy Cox, *Learning and Teaching in Higher Education*. London, 2001.

McKeachie, Wilbert J. *McKeachie's Teaching Tips*, 11th ed.. Boston, 2002.

National University of Singapore. *Learning to Teach, Teaching to Learn A Handbook for NUS Teachers*. URL <http://www.cdnl.nus.edu.sg/handbook/>.

Norman, Kate, Ed. *Thinking Voices: The Work of the National Oracy Project*. London, 1992.

NYU Center for Teaching Excellence. "Transforming Big Classes (and some small ones too)." URL <http://www.nyu.edu/cte/transforminglectures.pdf>.

Prostko, Jack. "Teaching and Learning." *Insights: News for the UMBC Community* (University of Maryland Baltimore County), 7 October 2003. URL <http://www.umbc.edu/insights/2003/09/>.

Quiñones, Eric. "The art of lecturing: Course offers aspiring professors firsthand insights from 'master' teachers." *Princeton Weekly Bulletin* 13 March 2006, 1. URL <http://www.princeton.edu/pr/pwb/06/0313/1a.shtml>.

Race, Phil. "Notes on Lecturing." *Deliberations*. URL http://www.city.londonmet.ac.uk/deliberations/lecturing/index_fr.html.

Smith, Karl. "Teaching for Learning: Using Active Learning Strategies & Cooperative Student Groups to Promote Learning in Lecture Classes." URL <http://www.ce.umn.edu/~smith/docs/Egypt-Wks-S2.ppt>.

Stearns, Peter. *Meaning over Memory: Recasting the Teaching of Culture and History*. Chapel Hill, 1993.

Svinicki, Mariella D. "Some Potentially Unwarranted Assumptions about Lecturing," in *Teachers and Students: A sourcebook for UT-Austin faculty*. URL <http://www.utexas.edu/academic/cte/sourcebook/lecturing.html>.

Teaching and Learning at the University of Kentucky, a Handbook (2003). URL http://www.uky.edu/TLC/grad_students/2002Resource.pdf.

Timmins, Geoff, Keith Vernon, and Christine Kinealy. *Teaching and Learning History*. London, 2005.

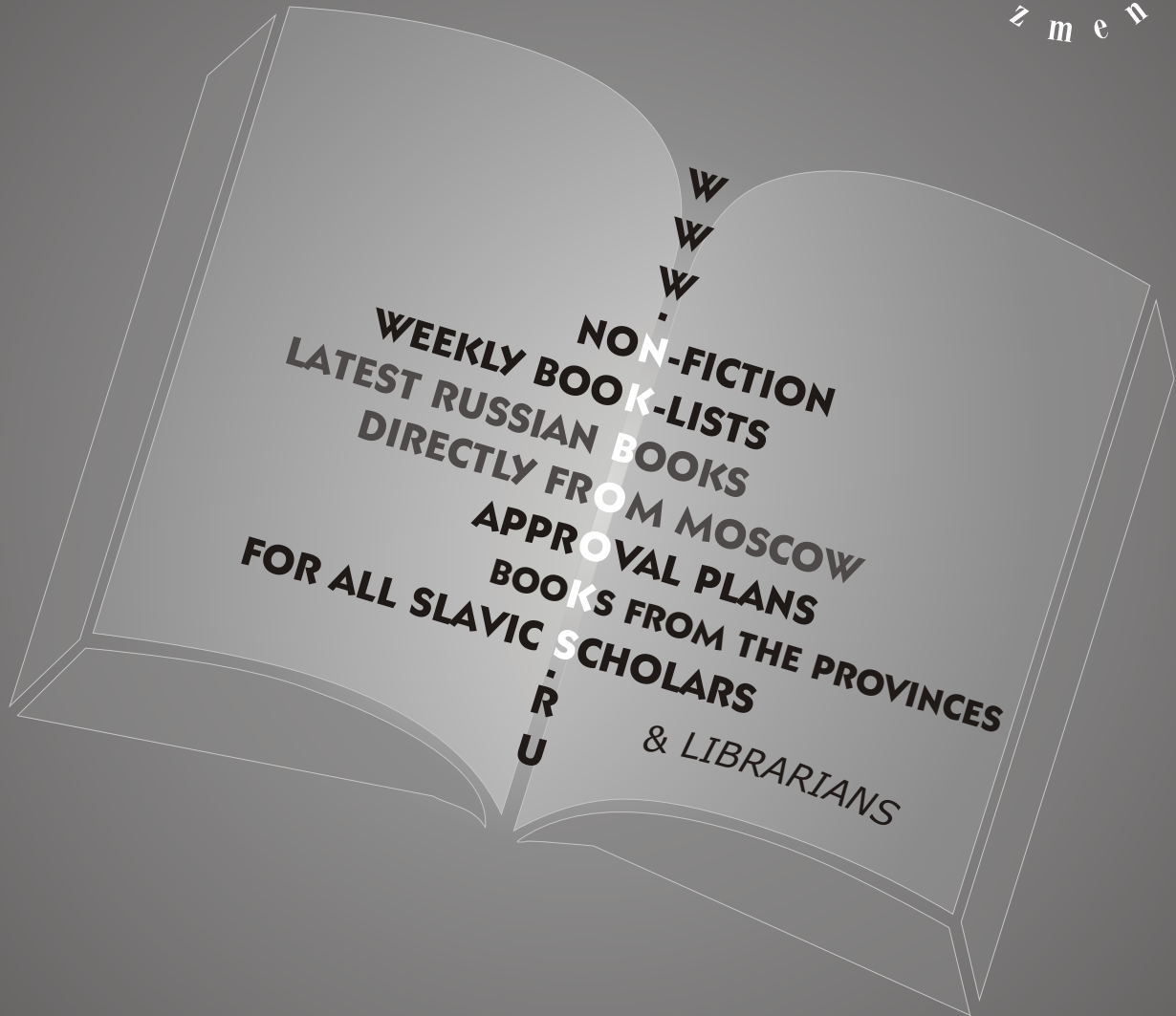
Trinkle, Dennis A., Ed. *Writing, Teaching, and Researching History in the Electronic Age*. New York, 1998.

University of Virginia Teaching Resource Center. "Lecturing: Large Classes." [a bibliography of essays from education journals]. URL http://trc.virginia.edu/Library/BinderTOC/Lecturing_Large_Classes.htm. ♦

NATASHA KOZMENKO BOOKSELLERS

BOOKS IN RUSSIAN DIRECTLY FROM MOSCOW

www.nkbooks.ru



To ensure you have no further problems obtaining recent Russian books, all you now need to do is e-mail a request for our lists to:

KOZMENKO@ONLINE.RU

NEWS FROM AAASS INSTITUTIONAL MEMBERS

The **Polish Institute of Arts and Sciences of American (PIASA)** held its 65th Annual Meeting on June 15-16 at Georgetown University. For more information about the meeting and the meeting program, please see: <http://www.piasa.org/annualmeeting.html>.

The **School of Russian and Asian Studies (SRAS)** is currently in the process of reworking and doing general maintenance to its popular internet project, "The Library." The now massive resource, with annotated links to sites dealing with everything from politics to art to language in Russia will be redesigned to be more accessible and to repair links which have "broken" over time. See: www.sras.org > Study Resources > The Library. Several other pages will also be updated and improved to prepare the site to continue to be a useful resource for the upcoming school year.

VESTNIK, a scholarly journal which publishes the best in undergraduate and graduate research has been created in an effort to effectively encourage the study of Russia and those states formerly a part of the Soviet Union. The sixth issue focuses on what it means and has meant to be Russian. "Layers of Identity" examines how children of immigrants from FSU define their self-identity. "The 'Norman Problem' in Historiography" studies the age-old question of how Russian civilization was born. "The Rise of Economic Nationalism" studies how nationalism is being affected by and affecting modern economic policy. "Rejecting Professional Medicine" shows, in part, how deeply held Russian beliefs are affecting the Russian health care system. Finally, "Empire, Nationalities, and the Collapse of the Soviet Union" posits the theory that nationalism was a major contributor to the fall of the USSR. To see the latest and previous issues of VESTNIK, see: www.sras.org > Study Resources > Vestnik.

The **Eurasia Program, Social Science Research Council (SSRC)** is pleased to announce its upcoming 2008-2009 Title VIII activities, including individual fellowships, institutional grants, dissertation workshops and training seminars.

Eurasia Program Title VIII Fellowships serve to expand and strengthen the field of Eurasian studies through the support of research, writing, advanced-training and curriculum development. All fellowships are intended to support work on or related to the New States of Eurasia, the Soviet Union and/or the Russian Empire, regardless of the applicant's discipline within the social sciences or humanities. These fellowships are offered across various cat-

egories, including Predissertation Training, Dissertation Write-up, and Post-Doctoral Fellowships. The deadline for this year's fellowship applications is November 13, 2007. Additional information about these fellowships, including eligibility criteria and award details, can be found on our web site, where 2008-2009 applications will become available by September 1, 2007.

Summer Language Institute Grants provide funding for universities planning to offer summer language instruction in one or more languages of the New States of Eurasia. Funding is intended to enhance the ability of recipient institutions to provide fellowships to promising students and to support cultural activities and supplement administrative costs. Preference will be given to institutions that offer the promise of ongoing programs. Please see our web site for application procedures and deadlines.

Dissertation Development Workshops cater to graduate students at all stages of their write-up work (including students who have only recently submitted their dissertation prospectus and those individuals already planning to defend their dissertations). These workshops offer approximately 10 graduate students the opportunity to receive feedback from a group of peers and to benefit from the combined expertise of 5-6 leading faculty mentors in a small interdisciplinary environment. Details on all upcoming workshops and other relevant activities will appear on our site as these become available.

For more information about the Social Science Research Council, Eurasia Program, see: www.ssrc.org/programs/eurasia, or contact Science Research Council, Eurasia Program, 810 Seventh Avenue, 31st Floor, New York, NY 10019, tel.: 212-377-2700, fax: 212-377-2727, e-mail: eurasia@ssrc.org.

The **Center for Russian and East European Studies (CREES)** at the **University of Michigan** welcomes three new faculty members in Fall 2007. Krisztina Fehervary joins the Department of Anthropology as an assistant professor. Professor Fehervary received her Ph.D. in cultural anthropology from the University of Chicago, writing on Hungarian socialist and post-socialist material culture. She previously held visiting appointments at the University of North Carolina and Duke University. Tatjana Aleksic, a specialist in modern and post-modern Balkan culture and literary theory, will be an assistant professor of Slavic languages and literatures and comparative literature. She holds a Ph.D. in comparative literature from Rutgers University; her dissertation focused on myth, history, and memory in postmodern

Serbian and Greek fiction and film. Benjamin Paloff, an assistant professor in Slavic languages and literatures and comparative literature, will also be a postdoctoral fellow of the Michigan Society of Fellows. A specialist in Polish, Russian, and Czech literatures and an accomplished poet and translator, he received his Ph.D. in Slavic languages and literatures from Harvard University.

The **Kennan Institute** at the **Woodrow Wilson International Center for Scholars** offers **Research Scholarships** to scholars whose research in the social sciences or humanities focuses on the former Soviet Union (excluding the Baltic States). Policy-relevant proposals are particularly welcome. Research proposals examining topics in Eurasian studies are eligible as well. The Research Scholar grant offers a stipend of \$3,000 per month, research facilities, word processing support, and some research assistance. Grant recipients are required to be in residence at the Institute in Washington, D.C., for the duration of their grant. Research Scholarships are available to academic participants in the early stages of their career (before tenure) or scholars whose careers have been interrupted or delayed. For non-academics, an equivalent degree of professional achievement is expected. Eligibility is limited to the post-doctoral level for academic participants, although doctoral candidates in the process of completing a dissertation may apply (the dissertation must be successfully defended before the scholar takes residence at the Kennan Institute). One round of competitive Title VIII Research Scholar selection is held per year. The deadline for receipt of applications is December 1. Decisions on appointments will be made in February; grantees are able to commence their appointments as early as July. In past years, the Kennan Institute awarded Research Scholarships to one in eight applicants. The Research Scholarship Program is supported by the Russian, Eurasian, and East European Research and Training Program of the U.S. Department of State (Title VIII). Continuation of the Research Scholarship Program in 2007-2008 is contingent on future funding. Applications can be downloaded from the Institute's website (<http://www.wilsoncenter.org/kennan>). To request a print application or for further information, please contact Megan Yassenchak by phone at 202-691-4100, by fax at 202-691-4247, by e-mail at megan.yassenchak@wilsoncenter.org, or by mail at: The Kennan Institute, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, D.C. 20004-3027. The Kennan

continued on page 48

Institute research scholarships are for 3-9 months. Awards are limited to scholars who are U.S. citizens or permanent residents upon commencement of their scholarship.

The Kennan Institute also offers **Short-Term Grants** to scholars whose research in the social sciences or humanities focuses on the former Soviet Union (excluding the Baltic States), and who demonstrate a particular need to utilize the library, archival, and other specialized resources of the Washington, D.C., area. Policy-relevant research is preferred. Academic participants must either possess a doctoral degree or be doctoral candidates who have nearly completed their dissertations. For non-academics, an equivalent degree of professional achievement is expected. Short-Term Grants provide a stipend of \$100 per day. The Kennan Institute cannot provide office space for Short-Term scholars. Travel and accommodation expenses are not directly covered by this grant. There is no official application form for Short-Term Grants. The applicant is requested to submit a concise description (700-800 words) of his or her research project, a curriculum vitae, a statement on preferred dates of residence in Washington, D.C., and two letters of recommendation specifically in support of the research to be conducted at the Institute. Grant recipients are required to be in residence in Washington, D.C., for the duration of their grant. Four rounds of competitive selection for Short-Term Grants are held each year. Closing dates are December 1, March 1, June 1, and September 1. Applicants are notified of the results roughly seven weeks after the closing date. U.S. citizens, permanent residents, and non-Americans are eligible for Short-Term Grants, although funding for non-American applicants is limited. Approximately one in three American applicants and one in six non-American applicants are awarded Short-Term Grants in each of the four competition rounds. The Short-Term Grant Program is supported by the Program for Research and Training on Eastern Europe and the Independent States of the former Soviet Union (Title VIII) of the U.S. Department of State and the Kennan Institute endowment. Continuation of the Short-Term Grant Program in 2007-2008 is contingent on future funding. Non-US citizen Short-Term grant winners must be outside of the U.S. before coming to Washington, DC to accept the grant in order to be issued a J-1 Visa. J-1 Visas cannot be issued to individuals in the U.S. on a different visa.

For more information on this grant program and other Kennan Institute programs see: www.wilsoncenter.org/kennan, or contact: The Kennan Institute, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027, e-mail: edita.krunkaityte@wilsoncenter.org, tel.: 202-691-4100, or fax: 202-691-4247. ♦

SCHOLARS' NETWORK

This column offers scholars and institutions conducting a large-scale research or survey an opportunity to announce their project to others and to request input and information. The column will also contain notices from our colleagues in the region.

Caucasus Research Resource Centers program (CRRC)

The Caucasus Research Resource Centers program (CRRC) is a network of resource and training centers established in the capital cities of Armenia, Azerbaijan, and Georgia with the goal of strengthening social science research and public policy analysis in the South Caucasus. A partnership between the Carnegie Corporation of New York, the Eurasia Foundation, and local universities, the CRRC network offers scholars and practitioners stable opportunities for integrated research, training, and collaboration in the region.

CRRC welcomes involvement from international scholars interested in getting involved in the Caucasus in all of its programmatic aspects. Please e-mail Aaron Erlich, aaron@crcc.ge, to find out more. You can also check out the CRRC blog, <http://crcc-caucasus.blogspot.com/>, with research results and data about the South Caucasus.

In order to serve the research communities of the South Caucasus CRRC provides:

1. Resources including libraries, online journal access and training on how to use online resources. Additionally it carries out a large cross-national survey of the South Caucasus called the Data Initiative to provide raw data for the local and international community;

2. Training on a wide variety of social science topics, focusing particularly on quantitative methodology and software applications. Increasingly, this training is embedded in an online learning platform;

3. Fellowships for local researchers to investigate public-policy relevant topics in the South Caucasus. Additionally, starting in 2007, CRRC requires fellows to submit their work to a peer-reviewed publication;

4. A convening function to provide those interested from the governmental, non-governmental sectors and academia the opportunity to participate in workshops, seminars and conferences on relevant social science topics.

The central component of the Data Initiative (DI) is a yearly household

survey containing over 120 questions that is conducted simultaneously in Armenia, Azerbaijan, and Georgia. First coordinated in 2004, the survey aims to provide publicly accessible, consistent raw data on a wide range of issues related to demography, education, migration, economic behavior, health, political activities, social institutions and crime. Such publicly available, yearly data was sorely lacking in the South Caucasus before the creation of the DI. The survey is unique because it joins experts from Armenia, Azerbaijan, and Georgia to work together on the entire survey process. In 2007, CRRC has introduced a wide range of new techniques to improve the quality of data including new translation and sampling methods. 2004 through 2006 data, along with the questionnaire, can be downloaded from: <http://www.crcccenters.org>. (Submitted by Cynthia Buckley)

Condition survey of the Costakis collection at the State Museum of Contemporary Art, Thessaloniki, Greece

Maria Kokkori, Alexander Bouras, Debashis Manjit, Lynne Harrison and Kate Jennings are currently participating in a condition survey of the Costakis collection at the State Museum of Contemporary Art, Thessaloniki, Greece, funded by the Getty Foundation. The Costakis collection includes Russian modernist works of art, comprising paintings and constructions, drawings, sketches, notebooks, posters and documents of all kinds (manuscripts, printed matter, state documents, and photographs).

The Conservation Survey aims to detail the current condition of the examined works. It will also give a proposal for the treatment of each painting, and assess its urgency. The survey aims to highlight the very great need for a program of preventive and interventive conservation for the paintings. It will also yield valuable information on the materials and techniques of Russian Avant-Garde artists, and provide a range of experience of the treatment of works, which will be of great benefit to the fields of conservation and technical art history. ♦



INTERNATIONAL FELLOWSHIPS

FOR US SCHOLARS AND PROFESSIONALS

IREX is an international nonprofit organization providing leadership and innovative programs to improve the quality of education, strengthen independent media, and foster pluralistic civil society development.

Founded in 1968, IREX has an annual portfolio of \$50 million and a staff of over 500 professionals worldwide. IREX and its partner IREX Europe deliver cross-cutting programs and consulting expertise in more than 50 countries through partnership, consultation, training, academic and professional exchange, and research.

IREX US and overseas grant programs have sponsored over 20,000 participants. As a result, students, policymakers, journalists and community groups have been able to contribute to international research and community-based development.

The US Fellowship Programs are funded by the United States Department of State Title VIII Program, John J. and Nancy Lee Roberts, and the IREX Scholar Support Fund.



INDIVIDUAL ADVANCED RESEARCH OPPORTUNITIES PROGRAM (IARO)

<http://www.irex.org/programs/iaro>

The IARO Program provides fellowships to US scholars and professionals for overseas research on topics relevant to US foreign policy. Limited funding is available for non-policy relevant topics.

Master's Student IARO

Grant Award: Up to \$12,000

Duration: Up to three months

Postdoctoral Scholar IARO

Grant Award: Up to \$35,000

Duration: Two to nine months

Predocctoral Student IARO

Grant Award: Up to \$35,000

Duration: Two to nine months

Professional IARO

Grant Award: Up to \$35,000

Duration: Two to nine months

Deadline for all IARO Programs: November 15

SHORT-TERM TRAVEL GRANTS PROGRAM (STG)

<http://www.irex.org/programs/stg>

The STG Program provides fellowships to US scholars and professionals for overseas research on issues relevant to US foreign policy.

Grant Award: Up to \$5,000

Duration: Up to eight weeks

Deadline: February 1

US EMBASSY POLICY SPECIALIST PROGRAM

<http://www.irex.org/programs/eps>

Selected postdoctoral scholars and professionals serve as Policy Specialists-in-residence at a US Embassy or Consulate as well as conduct independent research.

Grant Award: Up to \$5,000

Duration: One month

Deadline: March 1

POLICY-CONNECT COLLABORATIVE RESEARCH GRANTS PROGRAM

<http://www.irex.org/programs/policy-connect>

Policy-Connect Grants support collaborative teams of up to three US scholars and professionals on selected topics and geographic regions. At the end of the program, fellows present their research findings at a Policy Forum at the US Department of State.

Grant Award: Up to \$30,000

Duration: Up to 12 months

Deadline: April 1

REGIONAL POLICY SYMPOSIUM: FROZEN CONFLICTS AND UNRECOGNIZED STATES IN SOUTHEAST EUROPE AND EURASIA

<http://www.irex.org/programs/symp>

IREX and the Woodrow Wilson Center for International Scholars sponsor the annual Regional Policy Symposium to bring senior and junior fellows together with members of the policy community to examine and discuss current issues. The spring 2008 symposium will be hosted in the Washington, DC, area.

Deadline: December 1

CALL FOR CONSULTANTS - SELECTION COMMITTEE MEMBERS

<http://www.irex.org/careers>

IREX seeks qualified American scholars and experts to serve on peer review selection committees for its international fellowship and educational exchange programs.

Deadline: Open

HOST INTERNATIONAL STUDENTS ON YOUR CAMPUS

Each year IREX brings over 300 of Eurasia's best and brightest undergraduate and graduate students to the US to study at American campuses. For more information on becoming a host institution contact ugrad@irex.org or muskie@irex.org.

APPLICATION FORMS ARE AVAILABLE AT WWW.IREX.ORG

CALENDAR

2007

September 5–7. "Politics of Fear in the Cold War" conference. Hamburg, Germany. For more information, please e-mail: Uta.Balbier@his-online.de.

September 6–7. "East meets West at the Crossroads of Early Modern Europe: Artistic Inspirations & Innovations." University of Sussex. Sponsored by: Embassy of the Republic of Poland, Society for Renaissance Studies, School of Humanities, University of Sussex. For more information, see: www.sussex.ac.uk/arhistory/1-4-15.html, or contact Dr J.J. Labno, e-mail: crossroads@sussex.ac.uk.

September 13–15. International Conference "Sacrifice and Regeneration: The Legacy of the Great War in Interwar Eastern Europe." University of Southampton (UK). For more information, contact: Catherine Edgecombe, e-mail: cme103@soton.ac.uk, web site: www.history.soton.ac.uk/conferences.htm.

September 14–16. Third International Congress of the Rusyn Language, at the Pedagogical University of Cracow. For more information, contact: ukr.chair@utoronto.ca.

September 12–15. European Society for Central Asian Studies (ESCAS) Tenth Conference on Central Asia: Sharing Experiences and Prospects, The Middle East Technical University, Ankara, Turkey. For more information, see www.escas.pz.nl.

October 5–6. Second biennial conference of the Association for the Study of Eastern Christian History and Culture, Inc. (ASEC), Columbus, OH. For more information, contact martinre@westminster.edu or jennifer.spock@eku.edu.

October 18–21. Central Eurasian Studies Society (CESS) Eighth Annual Conference, University of Washington, Seattle, WA. For more information, see: http://cess.fas.harvard.edu/CESS_Conference.html.

October 22–23. U.S. Department of State Conference on U.S.-Soviet Relations in the Era of Détente, 1969-1976. For more information, see: <http://www.state.gov/r/pa/ho/70893.htm>.

November 2-4. 46th annual meeting of the Central Slavic Conference. Hilton at the Ballpark in St. Louis, Missouri. For more information, see: www.ku.edu/~csc, or contact: CSC president Kurt W. Jefferson, Westminster College, e-mail: efferk@westminster-mo.edu, tel.: 573-592-529.

November 15–18. The 39th National Convention of the AAASS, New Orleans, Louisiana, New Orleans Marriott.

December 27–30. Annual National Meeting of the American Association of Teachers of Slavic and East European Languages (AATSEEL), concurrently with MLA. Chicago, Illinois, Chicago Hilton. For more information, see: <http://aatseel.org/program/>.

2008

March 5–8. Council for European Studies Conference. Drake Hotel, Chicago, Illinois. For more information, see: www.councilforeuropeanstudies.org.

March 15–16. Seminar "Mapping Experience: on transformation, gender, and generation in Russian and Polish women's writing." University of Tampere, School of Modern Languages and Translation Studies, Tampere, Finland. For more information, contact conference organizers: Marja Rytönen, marja.rytonen@uta.fi, Kirsi Räisälä, kirsi.raisala@uta.fi, Urszula Chowanec, ursula.chowanec@uta.fi.

March 20–22. 46th annual meeting of the Southern Conference on Slavic Studies, Emory University, Atlanta, Georgia. For additional information contact Harold Goldberg (hgoldber@sewanee.edu) or Matt Payne (mpayn01@emory.edu).

March 29. 31st Mid-Atlantic Slavic Conference at New York University. For more information, contact Mary Theis, e-mail: marytheis@mac.com.

March 29–31. British Association of Slavonic and East European Studies (BASEES) Conference. Fitzwilliam College, Cambridge. For more information, see: www.basees.org.uk.

September 8–14. The Czechoslovak Society of Arts and Sciences (Společnost pro vedy a umeni) will hold its 24th World Congress from September 8-14, 2008 at the Catholic University in Ruzomberok, Slovakia. For more information, see: www.svu2000.org.

November 20–23. The 40th National Convention of the AAASS, Philadelphia, Pennsylvania, Philadelphia Marriott.

2009

January 2–5. American Historical Association Annual Meeting, New York, NY. For more information, see: www.historians.org.

November 12–15. The 41st National Convention of the AAASS, Boston, Massachusetts, Marriott Copley Place.

2010

January 7–10. American Historical Association Annual Meeting, San Diego, California. For more information, please visit: www.historians.org.

November 18–21. The 42nd National Convention of the AAASS, Los Angeles, California, Westin Bonaventure Hotel.

2011

January 6–8. American Historical Association Annual Meeting, Boston, Massachusetts. For more information, see: www.historians.org.

July 26–31. The VIII World Congress of the International Council for Central and East European Studies (ICCEES). Stockholm, Sweden. For more information, please see: www.iccees2010.se.

November 17–20. The 43rd National Convention of the AAASS, Washington, DC, Omni Shoreham Hotel. ♦

INDEX OF ADVERTISERS

American Council of Learned Societies	40
American Councils for International Education, ACTR/ACCELS..	12, 52
CET Academic Programs	8
East View Information Services	10
Georgetown University, Center for Eurasian, Russian and East European Studies	43
Harvard University, Davis Center for Russian and Eurasian Studies...	14
The International Partnership for Service Learning and Leadership	9
IREX	49
The Jewish Theological Seminary...	7
Kozmenko Booksellers	46
Kritika	5
M.E. Sharpe.....	38
The School of Russian and Asian Studies.....	3
Slavica Publishers	15
University of Wisconsin-Madison, Center for Russia, East Europe, and Central Asia	44



American Association for the Advancement of Slavic Studies (AAASS)
 8 Story Street, 3rd floor • Cambridge, MA 02138
 tel.: 617-495-0677 • fax: 617-495-0680 • e-mail: aaass@fas.harvard.edu • www.aaass.org

American Association for the Advancement of Slavic Studies (AAASS), 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 and Central Europe.

AAASS Staff

Executive Director: Dmitry Gorenburg, 617-496-9412, gorenbur@fas.harvard.edu

NewsNet Editor: Jolanta Davis, 617-495-0679, newsnet@fas.harvard.edu

Comptroller: Galina Shaumyan, 617-496-0784, shaumyan@fas.harvard.edu

Convention Coordinator: Wendy Walker, 617-495-0678, walker@fas.harvard.edu

Membership & Subscriptions Coordinator: Luke Zentner, 617-495-0677, aaass@fas.harvard.edu

NewsNet (ISSN 1074-3057) is published five times a year (January, March, May, August, and October). AAASS members receive *Slavic Review* (the AAASS quarterly of Russian, Eurasian, and East European Studies), and *NewsNet*. Affiliates receive only *NewsNet*. Institutional members receive two copies of each publication. Membership is on a calendar year basis. Individual membership is open to all individuals interested in Slavic Studies and the study of the non-Slavic peoples of eastern Europe and Eurasia. Institutional membership is open to all education related organizations in the field of Slavic and Eurasian studies.

Subscription to *NewsNet* is \$25.00 for U.S. subscribers and \$40 for non-U.S. subscribers. Single copies are \$5.00 each. To subscribe or order back issues, contact Luke Zentner. Back issues are available up to two years only.

Periodicals postage paid at Boston, MA, and additional mailing offices. POSTMASTER: Send address changes to: AAASS, 8 Story Street, 3rd floor, Cambridge, MA 02138.

Individual Membership Rates

Income \$125,000 and over.....	\$180
\$100,000 to \$124,999 ..	\$160
\$75,000 to \$99,999	\$135
\$60,000 to \$74,999	\$115
\$50,000 to \$59,999	\$100
\$40,000 to \$49,999	\$80
\$30,000 to \$39,999	\$65
\$20,000 to \$29,999	\$50
under \$20,000/student ...	\$35

Affiliate	\$40
Joint membership	additional \$35

Donation Categories

Benefactor.....	\$1,000 and above
Patron	\$500–\$999
Sponsor	\$250–\$499
Friend of Slavic Studies	\$151–\$249
Donor	\$50–\$99

Institutional Membership Rates

Non-profit institutions in the FSU or Eastern Europe.....	\$150
Institutions granting the B.A.	\$200
Institutions granting the M.A. or Ph.D., and non-profit organizations	\$300
For-profit institutions & foundations.....	\$400
Premium Membership.....	\$600

Members living overseas, add \$35.00 for shipping. Members living in Canada or Mexico, add \$20.00 for shipping. Affiliate members living outside the U.S., add \$15.00 for shipping.

Submission of materials

Announcements submitted to all regular columns are published free of charge. Articles are usually solicited by the AAASS, however, *NewsNet* occasionally publishes unsolicited material. All submissions should be e-mailed to: newsnet@fas.harvard.edu.

Advertising

Appropriate ads are accepted for NewsNet on a space-available basis. The AAASS reserves the right to decline advertisements which fail to meet the scholarly, non-political standards of the organization.

Ad sizes and Advertising Rates

Ad size	Size in inches (horizontal x vertical)	Price
Full Page	7 x 9½.....	\$400
2/3 of a page (vertical).....	4 ⁵ / ₈ x 9½.....	\$275
Half page (horizontal)	7 x 4½.....	\$250
1/3 of a page (vertical).....	2¼ x 9½.....	\$160
1/3 of a page (horizontal)	4 ⁵ / ₈ x 4½.....	\$160
1/6 of a page	2¼ x 4½.....	\$120

Multiple runs discounts

The following discounts are available for ads placed in consecutive issues or for multiple ads in the same issue. No agency discounts.
 2 ads..... 10% off the total order price
 3 ads..... 15% off the total order price
 4 ads..... 20% off the total order price
 5 ads..... 25% off the total order price

Format

Ads, in black and white only, can be submitted as camera ready copy (using as few screens and photos as possible), film (2400 dpi or 150 lpi right reading, emulsion down), or in electronic format (eps, tiff, or pdf). Ads sent as files should be set-up for the actual size that it will print. All images should be high resolution. Photos should be at least 300 dpi and line art scans should be at least 600 dpi. If there is anything that bleeds, it must be 1/8" or greater. When creating your PDF file for print, please make sure your Distiller Settings are set for "Press Optimized," which ensures that all fonts will be embedded and images will stay high res. Send a print out of the final file as well. Ads that exceed the dimensions specified below will be returned with a request to resize.

Deadlines for all submissions (ads, articles, and announcements)

January issue—1 December; March issue—1 February; May issue—1 April; August issue—5 July; October issue—1 September

Overseas Russian Flagship Program

**AMERICAN
COUNCILS**[®]
FOR INTERNATIONAL EDUCATION
ACTR ▲ ACCELS

The Overseas Russian Flagship Program in St. Petersburg is designed for students who wish to attain "distinguished" or "superior" (ILR 3, 3+, 4) Russian-language skills. Applicants must be at the Advanced-Mid or Advanced-High (ILR 2, 2+) proficiency-level to apply; open to upper-level undergraduates, graduate students, working professionals, and heritage speakers.

- Intensive yearlong language training at St. Petersburg State University
- Internships with Russian organizations
- Subject-area coursework in area of specialization
- Individual tutorials
- Housing with a Russian host family
- Experienced full-time resident director
- Pre-departure orientation in Washington, D.C.
- Academic credit from Bryn Mawr College
- Full and partial fellowships available
- Program sponsors: American Councils for International Education; ACTR/ACCELS; The National Security Education Program/National Flagship Language Program; Bryn Mawr College; U.S. Department of State (E-7, VII); and U.S. Department of Education (Fulbright-Hays).
- For more information and an application, contact American Councils for International Education: ACTR/ACCELS, 1776 Massachusetts Ave., NW Ste. 700, Washington, DC 20036
Phone: (202) 833-7522
Email: flagship@americancouncils.org
Website: www.russnet.org/flagship

American Association for the Advancement of Slavic Studies
8 Story Street, Box 14, Cambridge, MA 02138

Address Service Requested