



NEWSNET

News of the American Association for the Advancement of Slavic Studies

THE IMPERATIVE TO COLLABORATE IN AREA STUDIES: Implications of the 2007 MLA Report on Foreign Language Education

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In May 2007 the Modern Language Association released a report on foreign language education entitled *Foreign Languages and Higher Education: Changing Structures for a Changed World*. The report, available online at the MLA's website, features approximately 20 recommendations for significant changes to the way that post-secondary foreign language programs design and deliver instruction, the staffing of courses they sponsor, the relationships of the foreign language departments to other departments within their institutions, and, in the graduate institutions, the nature of post-graduate training in foreign languages and area studies. The recommendations are sweeping: I recommend that all members of AAASS read the report for themselves. In this essay, I will focus my remarks on the recommendations (1) to enhance collaboration among foreign language and other departments in the area studies enterprise, including social science departments, and (2) to improve graduate student education.

The authors of the 2007 MLA Report recommend a curricular reform of college foreign language majors that "will situate language study in cultural, historical, geographic, and cross-cultural frames within the context of humanistic learning" (Modern Language Association, 4). In so doing they suggest that students work on cultural narratives in all expressive forms, not just in literary texts, and they provide an extensive list of examples of texts that

could be the focus of students' attention from a broad range of perspectives, including literature, architecture, music, and other arts, media, law, politics, economics, anthropology, religious studies, social welfare, science, and sports and leisure. They argue:

"Language departments will need to undertake a ... mapping of content to produce unified, four-year curricula that situate language study in cultural, historical, geographic, and cross-cultural frames; that systematically incorporate transcultural content and translanguing reflection at every level; and that organize the major around explicit, principled educational goals and expected outcomes. A curriculum should consist of a series of complementary or linked courses that holistically incorporate content and cross-cultural reflection at every level (Modern Language Association, 5)."

Of course, these ideas are not entirely new to the Slavic field, as the history of our discipline demonstrates significant collaboration among language experts and other area studies faculty, including social scientists, as evidenced in part by the success of Title VI centers at research institutions scattered across the United States. What may be new in some contexts is the suggestion that language majors be redesigned to focus on translanguing and transcultural competence that includes

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the study of literary texts, but does not consist exclusively of literary studies at the advanced level.

Indeed, the authors of this MLA Report cite evidence from the National Science Foundation that only 6.1% of college graduates majoring in a foreign language go on to earn a doctoral degree, a statistic I have confirmed in my own survey research (not yet published), but they argue that the design of the undergraduate foreign language major is monopolized by focus on literary study in the advanced levels (Modern Language Association, 3). As part of a larger research project, I worked with a student of French at Temple University, Lauren Spahr, to study the design of undergraduate language majors, examining the curricula of 213 bachelor's degree language programs in 35 institutions, large and small, public and private, bachelor's and doctoral, all over the United States. After analyzing the catalogue or bulletin descriptions available on each department's website, we found that 50% of these programs were focused on the study of literature (as determined by the preponderance of required courses in the major program), while 20% had a broader focus on area studies, 10% had a focus on teacher education (these were almost exclusively in Spanish), and 20% had no discernible focus. Of the 213 programs studied, 27 were Russian language programs (in 27 different institutions). Fifteen of these programs (55%) were among those identified as literary in nature, while seven focused on area studies and another three provided "tracks" either in literature or in area studies for a total of 10 such programs with the option of an area studies major (37%). Two of the programs did not have a clear focus of study in the descriptions of their curricula. The statistics for Russian, therefore, are not vastly different from those reflective of the rest of the foreign languages field. Still, I would argue that the imperative for curricular collaboration is much more important for us.

As the dean of a school of humanities and social sciences, I am particularly sensitive to the budgetary demands that arise from enrollment patterns. What I see at my own institution is reported also around the country: the demand for instruction in certain lan-

guages (including Spanish, Chinese, and Arabic) in many institutions far outpaces the ability of department chairs and deans to provide resources and instructors for sections bursting at the seams, while under-enrolled sections, sadly far too often in Slavic, must be cancelled in order to shift budgetary resources to meet student demand in the other languages. I believe that enhanced collaboration between area studies colleagues and faculty in Slavic departments will help increase enrollments in both contexts.

Indeed, while on the faculty of the University of Wisconsin-Madison, I worked with colleagues in the Department of Slavic Languages and Literature and the Center for Russia, East Europe, and Central Asia, to expand the curricular focus of the Russian major. As I have written elsewhere (Rifkin, 2005b), we took the existing Russian major and renamed it as a major in Russian with a track called "Russian Language and Literature." We then established two new tracks within the Russian major, one called "Russian Language and Civilization," the other called "Russian for Heritage Speakers." The Russian Language and Civilization Track, just like the Russian Language and Literature Track, required four years of Russian language instruction, but required 12 credits in area studies courses, including courses in the social sciences, instead of 12 credits in the advanced study of literature required in the Language and Literature Track. "Russian for Heritage Learners," the third track, required advanced cultural studies courses for the same number of credits expected of all other Russian majors, allowing for substitution of advanced culture courses for intermediate and advanced language classes as appropriate for each student's placement. At the time of this curricular change, the Russian major, then a major in Russian language and literature, had about 18-20 students at all four years of instruction. Within one year of the addition of the two new tracks, the Russian major had over 60 students, with 18-20 continuing to be enrolled in the literature track. In other words, the addition of opportunities to study Russia through historical, political, sociological, and anthropological perspectives attracted 40 more students

to the major while sustaining enrollments in literature courses at previous levels. This curricular model was possible only with the active engagement of colleagues in other area studies disciplines, especially in the social sciences, who agreed to assign and read papers requiring Russian language and civilization majors to use Russian sources for their research projects.

At Temple University I developed a different curricular model to attract students to the interdisciplinary study of Russia. The Russian major at Temple, approved in 2005, requires students to complete four years of language study which uses both literary and non-literary texts, just as is commonly the case at other institutions. However, additional courses required for the Russian major do not focus on a particular poet or novelist ("Dostoevsky"), literary movement ("Symbolism"), genre ("Russian Poetry") or period ("Survey of 19th Century Russian Literature"), but rather are organized thematically. These courses include "Echoes of Terror in Russian Culture," "Russian Cities," or "Socio-Economic Transitions in Russia," each of which requires readings in literature, memoirs, history, sociology, economics, and politics, and the viewing of Russian films. The courses were designed to be taught at two levels: at the lower level, entirely in English, the courses were intended to attract students to the Russian language program and the Russian major; at the upper level, fulfilling requirements for the major, students attended additional class meetings conducted in Russian, read texts in Russian and wrote papers in Russian. These course projects were possible only with collaboration with my colleagues at Temple University, Dr. Vladislav Zubok, of the Department of History, and Dr. Fyodor Kushnirsky, of the Department of Economics.

My point in describing these two programs is not to proffer them as *the* model that should be adopted by institutions around the country, but rather to show one or two ways in which the study of literature and the expertise of literature faculty may be integrated in a larger scholarly enterprise that may well attract more students to enroll in Slavic language programs as well as in courses in other departments – such as the social science disciplines, art

history, media, film, and so forth – focusing on the Slavic lands and cultures. In order for this approach to be effective, we must work together across departmental and program borders to come to consensus about the learning outcomes we seek for our students. These outcomes should be explicitly articulated and clearly measurable before we begin to develop the curriculum – and after that the actual courses – that would help students attain these very outcomes. Conversations about the nature of translanguaging and trans-cultural competence as demonstrated in the interpretation and analysis of a broad range of cultural texts and the production of research projects will be extraordinarily productive only if anchored in a realistic understanding of the language competencies attainable in one, two, three, or four years of classroom instruction in a Slavic language (Brecht, Davidson, and Ginsburg, 1993; Rifkin, 2005a). Courses developed for such a major will be more successful if they simultaneously engage students' interest in interdisciplinary studies and work in language.

In order to make these kinds of curricular paradigm shifts possible not only in the short term, but also in the long term, we must also work together to reexamine the nature and structure of graduate programs in the languages and in other area studies disciplines. The authors of the 2007 Modern Language Association Report on Foreign Language Education wrote: "The changes we foresee in the undergraduate curriculum call for changes in the way graduate studies are structured as well" (Modern Language Association, 7). They recommend that language requirements at the graduate level be enforced more systematically and that graduate students be required to address any language deficiencies that limit their ability to use non-English sources in their research. Indeed, if undergraduate students complete their bachelor's degree programs with four years of the study of a Slavic language and, possibly, a semester of study abroad, they are likely to have only intermediate high proficiencies in the target language, as defined by the American Council on the Teaching of Foreign Languages (Rifkin, 2005a,

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Call for Nominations for 2010 AAASS Book Prizes

AAASS invites nominations for 2010 Book Prize competitions. The AAASS Book Prizes carry a cash award and will be presented at the Awards Ceremony during the 42nd National Convention in Los Angeles, CA.

If you wish to nominate a book, please ask the publisher to submit copies for consideration to the prize committee, or contact the AAASS National Office at newsnet@fas.harvard.edu. For precise rules of eligibility for each prize and the names and mailing addresses for committee members, visit our Web site: www.fas.harvard.edu/~aaass/prizes.html.

Deadline for nominations is May 7, 2010.

Wayne S. Vucinich Book Prize – awarded annually for the most important contribution to Russian, Eurasian, and East European studies in any discipline of the humanities or social sciences. Policy analyses, however scholarly, are not considered.

University of Southern California Book Prize in Literary and Cultural Studies – awarded annually for an outstanding monograph published on Russia, Eastern Europe or Eurasia in the fields of literary and cultural studies.

Reginald Zelnik Book Prize in History – awarded annually for an outstanding monograph published on Russia, Eastern Europe or Eurasia in the field of history.

Davis Center Book Prize – awarded annually for an outstanding monograph on Russia, Eurasia, or Eastern Europe in anthropology, political science, sociology, or geography.

Marshall Shulman Book Prize – awarded annually for an outstanding monograph dealing with the international relations, foreign policy, or foreign-policy decision-making of any of the states of the former Soviet Union or Eastern Europe. The book must have been published in the United States.

Ed A. Hewett Book Prize – awarded annually for an outstanding publication on the political economy of the centrally planned economies of the former Soviet Union and East Central Europe and their transitional successors. Only works originally published in English in the form of monographs, chapters in books, and substantial articles are eligible.

Barbara Jelavich Book Prize – awarded annually for a distinguished monograph published on any aspect of Southeast European or Habsburg studies since 1600, or nineteenth- and twentieth-century Ottoman or Russian diplomatic history. The book must have been published in the United States; authors must be citizens or permanent residents of North America.

AAASS/Orbis Books Prize for Polish Studies – awarded annually for the best book in any discipline, on any aspect of Polish affairs. Only works originally published in English, outside of Poland, are eligible; the book must be a monograph, preferably by a single author, or by no more than two authors.

W. Bruce Lincoln Book Prize – awarded biennially (in even numbered years) for an author's first published monograph or scholarly synthesis that is of exceptional merit and lasting significance for the understanding of Russia's past.

American Council on the Teaching of Foreign Languages). If these BA graduates enroll in a doctoral program immediately upon completion of their undergraduate degrees, they are unlikely to have the language skills they need to conduct research, whether in the field or in the library, on Bulgarian folk music, 19th century Czech history, contemporary Polish politics, the Russian oil industry or banking regulations in Russia, Serbian wedding rituals, or Ukrainian language policy. Our field's doctoral programs must provide students clear direction as to how to enhance their language skills and require them to do so. If the undergraduate programs in these languages are broadened to include the study of non-literary texts, these newly enrolled graduate students will have more opportunities to study language right at their home institution. Appropriate summer, semester and academic year programs both in the United States and abroad should also be identified for these students. We are fortunate that our graduate students have opportunities for financial support through generous funding from the American Councils for International Education, the Social Science Research Council, the International Research and Exchanges Board, and others.

The language needs of graduate students in the area studies fields cannot be addressed solely in the context of language course offerings as described above. Area studies faculty must require their students to use non-English sources in their research papers. This may well require collaboration among colleagues within and beyond departments, as the faculty member reading a paper on Czech history, for example, may have reading knowledge of Russian and Ukrainian, but not Czech. Students writing a paper in this context should provide not only the citation in the original Czech, but also a translation into English. This practice, requiring the use of non-English sources for research, enhances graduate education, better prepares our graduate students for the scholarship in which they will engage in and beyond their dissertations, and expands opportunities for those who need to learn about Eastern Europe but who lack the language skills to read in languages other than English.

Indeed, the January 2010 issue of *Perspectives on History*, the on-line newsletter of the American Historical Association includes a proposal to create an award for the best paper in history that uses sources in languages other than English (Adams).

In addition, I believe that both language and other graduate departments in the area studies enterprise should look more closely at the nature and structure of the apprenticeship they offer their graduate students. It is clear to me that graduate departments across the country do strong work in mentoring their graduate students in the area of scholarship. Faculty in our fields often help their graduate students reshape seminar papers into articles the students can publish in our scholarly journals. The mentoring process can be extended to include graduate students in the grant writing process whenever possible.

As we all know, hiring and tenure processes across the country rest largely on three criteria and research is only one of them. Teaching and service are important considerations as well, but they far too often get short shrift in the design of our graduate programs. On my own campus we hire, tenure and promote faculty who are considered "teacher-scholars," and I assure you that both parts of this identity are valued at our college (The College of New Jersey). For this reason, I strongly recommend that faculty look closely at the essential learning outcomes of the "Liberal Education and America's Promise" program of the Association of American Colleges and Universities (Association of American Colleges and Universities) and consider not only how those outcomes are reflected in undergraduate courses, but also how graduate students in their programs are being trained to teach their undergraduates to achieve these goals. Graduate programs in the languages and in other area studies departments should require their students to take courses on methods of teaching their disciplines. Graduate level methods courses should be designed to prepare graduate students to take up their responsibilities not only as research scholars, but also as instructors in America's colleges and universities. These methods courses should also teach graduate students

how to assess the learning outcomes of their teaching, determining the degree to which students attain the goals not only at the course level, but also at the program or department level (the major curriculum). This approach will not only have an impact on the quality of post-secondary education, but will also enhance the placement records of those institutions that adopt it. Furthermore, graduate programs that train their students to participate in outcomes assessment processes will likely be placing more of their students in jobs since more and more regional accrediting commissions are requiring outcomes measurement. In addition, it would be valuable for our graduate students to read and discuss with us some of the best regarded works on college-level teaching, such as Bain, Bean, Barkley et al., Fink, or Finkel, perhaps in non-course reading discussion groups over brown bag lunches. Faculty participation in such discussion groups models for our students the degree to which we also value our roles as teachers and continue to consider our work as teachers in the larger context of post-secondary education. The discussion groups will be richer if they draw faculty and students from a broad range of departments including, of course, both languages and the area studies disciplines.

Graduate programs should also focus more attention on mentoring students in the area of service. Many graduate programs engage their students in service on a very local level, but less often are graduate students encouraged to engage in service more broadly. Faculty must model this commitment to service and make clear to their students why it is important to be a good citizen of the department, the university, the discipline, and the community. Encouraging graduate students to join professional associations such as AAASS and AATSEEL is an important first step, but just a first step. After joining the professional organizations, graduate students should familiarize themselves with the learning milestones or benchmarks and curricular guidelines of our professional associations, such as the Standards for Foreign Language Learning (National Standards) or standards for the design of undergraduate majors in the area

studies disciplines, where they exist, and discuss what such standards might look like where they have not yet been developed by the corresponding disciplinary association. Graduate students need to be mentored to learn how to write strong letters of recommendation for their students, how to be a good committee member, how to chair a committee and run meetings, how to participate in the planning of a cultural event and how to lead such an effort.

Faculty should look to engage their graduate students in important service throughout the university, community, and profession. Doing so is good for the students and for the department. Engaging in service is also good both for the university where they are now enrolled and the college where they will one day teach. Lastly, it is also good for the discipline and good for the community. When our graduate students are engaged in service in this way, we are acculturating them not only into the department and the discipline, but also into American higher education. Our students should read, at least periodically, *The Chronicle of Higher Education*, and meet with peers and faculty to discuss trends and issues in higher education, with a focus on practices at their home institution and their respective undergraduate alma maters, and best practices as described in the literature of higher education. Mentoring in service will be best accomplished through collaboration across the graduate departments of the university, but can start most effectively in cooperation among the departments that share in the area studies enterprise.

The recommendations of the 2007 MLA Foreign Language Education Report provide an interesting point of departure for serious and substantive conversations about the nature of both undergraduate and graduate education. In this essay I took up only a few of the many recommendations that deserve our serious consideration, all of which will benefit from collaboration among faculty from all parts of the area studies enterprise. I urge all our colleagues to read the 2007 MLA Foreign Language Education Report and to discuss it on our campuses: in the context of the larger budgetary squeeze in higher education, this report is a road map for the imperative to collaborate in

rethinking the nature of undergraduate and graduate education in area studies.

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“WESTERN CIVILIZATION” AND RUSSIAN/“EASTERN EUROPEAN” HISTORY

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Writing a textbook is a peculiar activity placed somewhere between “scholarship” and “pedagogy.” If you hit the jackpot (unlikely), you may make some money. Textbooks are rarely considered “real” books for tenure-promotion-professional advancement and some colleagues may even despise you, just a little, for taking on such a lowly task. On the other hand, most students will receive their historical knowledge – such as it is in this country – from a textbook. Thus a well-written, engaging textbook – if you are lucky – can have an impact far greater than even a very respected and praised scholarly monograph. For an East Europeanist (defined generally as a specialist in lands to the east and south-east of, roughly, Berlin) to participate in a Western Civilization project further complicates the matter: how “west” is Russia (not even to ask “how civilized?”). Leaving aside the old Corsican’s quip about scratching Russians and finding Tatars (and if one scratches a Tatar?), it is reasonable to question or at least examine just how Russia fits in the sweep of Western Civ. For my part, I hope I am not deceiving myself in my firm belief that precisely historians of the European “edges” should be writing general histories of the continent, including participating in Western Civilization textbooks. I’ll try to justify this possibly self-serving assertion below.

Well over a decade ago, I was invited to participate in writing a new Western Civilization textbook. Typically, all the other authors (we were five in all) were specialists in western or central Europe, though our medievalist had also done important work on the Eastern Mediterranean. After nine years of on and off work, losing one co-author and gaining the marvelous Maria Bucur to write the twentieth-century chapters, *Making Europe: People, Politics, and Culture* (Houghton Mifflin publishers; now “Cengage”) was completed and

on display at the AHA annual convention in Washington (January 2008). In the writing of such a textbook (my six chapters cover the period 1814-1918) the author is faced with a number of challenges, the most obvious of which is the need to present the most up-to-date scholarship while eschewing excessive detail and abstruse vocabulary that could impede communication with the “target audience.” To put it another way, how does one best incorporate specialist knowledge in teaching a general historical survey? What are the advantages and disadvantages for a specialist in the history of the eastern half of Europe while preparing such a course, whether as a teacher or as a textbook author?

A few definitions and a bit of background to start with. “Western Civilization” courses, which flourished in North America particularly from the 1920s to the end of the twentieth century, were created to give students a narrative framework of major artistic, intellectual, and political trends in “the West” from Sumer to the present day. The story line, to simplify greatly, was Fertile Crescent - Greece - Rome (as Empire and as seat of the Catholic Church) - Renaissance - Reformation - Western European Monarchies (France, Spain, England) - Enlightenment - Napoleon - Industrialization - Nationalism - Parliamentary Democracy - World Wars. Toss in “discovery” of the “New World” and imperialism and you have a good idea of traditional Western Civilization courses (and, to some extent, present-day ones). Where did Europe east of the Holy Roman Empire (and successors) or south-east of Vienna fit in this story? Essentially, it did not. Like most historians of western and central Europe, then and now, the authors of western civilization textbooks and teacher of such courses had little idea of Russia, the Baltics, Poland, or the Balkans. Eastern Europe fit into this

story mainly as a negative example: Russian tyranny, Ottoman oppression of hapless Slavs, noble Polish experiments in constitutionalism crushed by more efficient absolutist states. Even in the post-1918 period (which, after all, was not so easy to fit into the general idea of Western progress), Eastern Europe remained essentially different, “other,” and not really belonging in this story – communism being just another stage in dreary squabbles between incomprehensible parties led by individuals with hard-to-pronounce names. In the end it was easier for textbook authors to leave out the region almost entirely, with the exception of Soviet Russia that was too important to be ignored. And even the USSR was generally presented as a fundamentally Russian state, the issue of nationality being too alien (to writers, teachers, and students alike) for its incorporation into the narrative.

How, then, to better include the “other Europe” into this story? To start with, as a textbook author your writing bumps up against a number of constraints. The publisher wants a successful text, one that will appeal to a sufficient number of professors and students to make a profit. As our editor put it: “Publishing a textbook is like manufacturing dog food: the primary consumer is not the purchaser. But if the product is really objectionable to the primary consumer, it will also fail.” Thus you must satisfy two quite different audiences: reviewers who demand a high degree of sophistication (about their own specialties) and students, whose background in history and willingness to work through complex arguments will be limited. Furthermore, there is a “story line” in western civilization that one may challenge at points but that cannot be entirely ignored or reconstructed. You simply cannot leave out Luther or Bismarck or Mussolini, even if you think that Hus and Masaryk

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and Gömbös are far more interesting. Still – and I think this is crucial – what Eastern Europeanists can bring to the teaching of Western Civilization and general history courses is the outsider’s view, the perspective from “the edge.” These peripheries (whether Bosnia, Belarus, or Bohemia) both shared in general European developments (Christianity, state building, nationalism, imperialism, political ideologies) and differed from them significantly. The advantage to being an outsider is that you must know quite a bit about the “center” – it is common for a specialist in Serbian or Estonian history to know German and French – but how many specialists in modern Germany can even read the headlines of *Pravda*, much less of *Tiesa* or *Népszabadság*. In recent decades historians have made great efforts to tell the story of hitherto ignored or neglected groups – religious and ethnic minorities, “heretics,” gays, even huge segments of the population like women, peasants, and the poor. History departments in 2010 certainly cover the world better than when I began college nearly four decades ago. So the “minority” or “outsider” perspective, I posit, can illuminate even the “main line” of Western Civilization or other such general education courses.

In discussing European and world events from 1814 to 1918, I tried to incorporate my own specific expertise (nationality policy, interethnic relations, “russification”) into the general narrative of my chapters. As I see it, my own “specific expertise” centers on nationalism and ethnic identity, a topic obviously of primary importance in the nineteenth century. So, for example, I spent more time on the Kingdom of Poland and multinational states than do most Western Civilization texts. When looking at Romanticism, old favorites like Novalis and Caspar David Friedrich make an appearance, but so do Chopin and Mickiewicz. For post-Napoleonic conservatism, of course Burke, Metternich, and de Maistre come up, but I also managed to work in Slavophilism as a “unique kind of European conservatism” and, despite a certain amount of skepticism on the part of the editor, even brought up the term *sobornost*, a minor personal triumph. In this context I feel the need to mention the moaning of students (and publishers)

about “unpronounceable” East European names. I experienced this when I had to fight to be allowed to call the young “Mme. Curie” Maria Skłodowska.

In traditional accounts, nationalism tends to be defined with reference to the French, English-British, and German examples. Obviously no one can neglect these nations in teaching a broad European history, but one *can* avoid the sloppy mixing of terms that one frequently encounters in English-language writing: I refer, of course, to “nation” and “state.” If students get one concept from my chapters, I hope it will be the idea that “nation” and “state” are not equivalent, and one’s citizenship and ethno-linguistic identity can be pulling in two different directions. The example of Poles under Russian, German, and Habsburg rule is an excellent one (because students have usually heard of Poles, not always of Magyars or Udmurts) to drive home the point that nationalism is not just a “gathering-in” ideology (as we teach in the cases of France, Germany, and Italy), but also one that pulls multinational empires apart. For specialists in eastern Europe, such facts are obvious; for North American undergraduates, the unhooking of concepts of nation (ethnicity, language, religious) and state (citizenship, taxes, political institutions) can be a revolutionary idea.

One of the purposes of a Western Civilization course is to propose a definition of that problematic term (what is “west”? What is “civilization”?) while also setting down some contours of “Europe” and its significance for North Americans. Specialists in eastern Europe are in an excellent position to offer a perspective that is both “insider” and “liminal.” While discussing realist writers, we can introduce students not just to Dickens and Zola, but also to Turgenev and Prus. Similarly, in the visual arts Toulouse-Lautrec’s posters appear in one of my chapters but I also managed to squeeze in a mention of Alphonse Mucha and the controversy of “commercialization” of art – something that many students find surprising already in the late nineteenth century. Industrialization in the Russian and Habsburg Empires can be compared to similar parallel processes in Italy south of the Po, in Spain, and in Ireland. Imperialism involved not just

British and French colonies overseas, but Russian penetration into Central Asia and across the Caucasus. By choosing examples from throughout the continent, we emphasize that Europe is broader than France-UK-Germany, or the EU, or Western Christendom. We also enrich our students’ appreciation of the wide diversity of experience within the European continent, a good anecdote to dreary lamentations about “Eurocentrism.”

An important element in Western Civilization textbooks – far more than other general histories – is visual. In my chapters one encounters images of Metternich, the Flatiron Building (an early “skyscraper”), and paintings by Henri Rousseau and Paul Nash – so far, so traditional. But there are also paintings by Vasili Perov and Vasili Vereshchagin, images of Pushkin at his desk, Lezgins and Chechens, Švejk, and – my favorite – a Hungarian brewery advertisement from World War I showing enemy soldiers surrendering *en masse* just to get a mug of beer. We hear constantly that images are an excellent means of reaching present-day students whose language skills (and interest in language) may be less than sophisticated. If that is true – and my experiences as a teacher for some decades tells me it is – then we need to give our students images not just of Notre Dame and the Parliament in London but also of the Országház in Budapest, St. Anne’s in Vilnius, and everyday life in Sarajevo. This is not localism or narrow provincialism. In fact, it is just the opposite: a broadening and enriching of the concept of Europe.

If pressed, I would admit to a certain degree of expertise in four ethnic-regional rubrics: Russia (as empire), Poland-Poles, Jews, and Lithuania-Lithuanians. Each of these special interests can, I believe, be fruitfully integrated into the broader narrative of European history / Western Civ. The Russian Empire is most obvious and most familiar, already in every general book and – one hopes – at least marginally familiar even to the most benighted frosh. The Russian Empire and the USSR can be used to illustrate larger issues of (a) minority nationalism, (b) complications of ethnic identity (why did Petersburg insist that “Little Russians” were not Ukrainians?),

(c) belated and rapid industrialization (and the problems that engendered), (d) the problematic Russian (and after 1917) Soviet identity – imperial, national, European, Eurasian? (etc. etc. etc.) The Russian experience contains many familiar elements (strong state, hereditary ruler, well-developed high culture) but also features distinct from western Europe (“backwardness” – however defined, large numbers of non-Christians among the population, variety of national cultures living under tsarist and Soviet rule, a feeling of both belonging to and being on the edge of Europe). Russia was (and is) both “inside” and apart from Europe – the image of the two-headed eagle looking both west and east, however trite in our eyes, still works with students.


Poland holds a unique place in Europe not just due to its geographical position and large population but because of its historical experience. Poland is the rare case (at least in modern Europe) of a large state with a well-developed high culture that disappeared from the map for over a century. Students – at least those from Chicago – will generally have heard, at least, of Poland. They are usually surprised to learn that it was (and is)

not a “small” country but one of the most populous in Europe and the heir of proud traditions of ethnic diversity and toleration (well described in Timothy Snyder’s admirable *Reconstruction of Nations*). The Polish case of a nation without a state can be illustrated by such well-known figure as Maria Skłodowska (a.k.a. “Mme Curie”) who figures in my chapter on the “Culture of Industrial Europe, 1850-1914.” Polish intellectuals also participated in European-wide phenomena like Social Darwinism and antisemitism; Roman Dmowski makes an appearance in the discussion of antisemitism. It is important, of course, that while integrating our region into the larger picture we do not pick only attractive, progressive examples. We want to counter the idea of dark, benighted eastern Europe, but not by offering a rosy or one-sided view. The point is not that there were Polish antisemites – no sane and honest historian can deny that – but to discuss antisemitism as a sentiment and movement throughout Europe and beyond.

Which brings me to another “specialty” – Jews in eastern Europe. Jews are important for Western Civ for a variety of reasons – from “big names” like Marx and Disraeli (perhaps not

“really” Jews, but never mind), Kafka and Herzl, Bergson and Freud, Trotsky and Dreyfus to less known figures like Isaac Levitan or Rudolf Slanský. While some Muslims lived in Europe (and large numbers of them in the Russian Empire), Jews were a constant presence and often obsession of Christian Europeans. Here again the experience in our region differs markedly from that in western Europe. Most cities here, from Budapest (“Judapest” to some) to Warsaw to Vilna-Wilno-Vilnius, had a large and very visible Jewish presence. Jews here also illustrate the complications of nationalism, in particular when “assimilation” or even “acculturation” comes to be rejected by many in favor of an actively Jewish identity, whether that be Zionist, socialist, or other. North American students certainly know Jews but (happily) very rarely understand just what is meant by the “Jewish question.” By gaining a better appreciation of the Jewish experience in Zhitomir, Sarajevo, Warsaw, and Prague, they will also better appreciate the need for serious efforts to effect true interethnic toleration beyond a flabby and mainly rhetorical embrace of “multiculturalism.”

continued on page 10





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And what about Lithuania? What can undergraduate students learn from a small country (we can name a dozen in our region) whose population could easily be fit in any of our largest cities? To start with, the persistence of this small nation and its culture is a truly amazing element of European history. A Chinese colleague of mine never tired of marveling at the cultural diversity of Europe, so different from her own experience. The historical experience of small nations is particularly instructive for Americans who all too frequently have next to no knowledge of the world beyond our borders. The participation of Slovaks, Bulgarians, Latvians, Finns (etc. etc.) in broader trends of European and world history will come as a salutary revelation for students who all-too-frequently have never even heard of these peoples. And what is the Polish national poet doing calling out to "Lithuania! My homeland!" at a time when neither Poland nor Lithuania were independent states? Another teaching moment.

Obviously one cannot do everything in broad historical surveys, indeed, at dark moments one may feel that it's all a matter of (quoting a cynical teacher of mine) "casting fake pearls before genuine swine." But I believe that integrating our own special knowledge, the passion we have for our own research and travels, even anecdotes about experiences in far-away (for our students) places and times – all of this significantly enriches the teaching and learning experience. By integrating eastern Europe into the larger narrative of European and world history, we contribute to the long overdue post-Cold War normalization of this region and also challenge prevalent European-"non-Western" dichotomies. Moscow, Warsaw, Varna, Tbilisi – all "Europe" and yet so different – isn't that what teaching diversity, toleration, and multiculturalism is supposed to be all about?

Theodore R. Weeks is Professor of History, Russia and Eastern Europe and Director of Undergraduate Studies, History Department at Southern Illinois University. He is also Associate Editor of *Kritika: Explorations in Russian and Eurasian History* (<http://slavica.com/kritika>). ♦

THE CCPCR FALL 2009 ENROLLMENT IN RUSSIAN REPORT: It's Not a Clear Upward Trend, But....

John Schillinger, American University

Last spring, based upon enrollment data from previous years, the report to News Net from the Committee on College and Pre-College Russian noted an apparent upward trend in Russian enrollments at both the pre-college and college levels. Increases in both areas made it possible to cautiously observe that “Clearly, one swallow does not make a spring, but the numbers are widespread enough this year to give us hope.”

In October a number of SEELANGS contributors began reporting increases at their institutions, and in December, Scott Jashchik, in his *Inside Higher Ed* article “Russia(n) is Back” cited gains at institutions such as Holy Cross, Stetson, Indiana University, the University of Kentucky, and Pitt, and offered speculations from teaching faculty as to the cause, including students’ increased access to Russian culture, and “chem khuzhe, tem luchshe” (as Michele Berdy noted in an October 16 SEELANGS e-mail: “... when relations are bad, the number of Russian-language students goes up; when relations are good, they go down”).

Though Jaschik comments that “There are no current national data available on Russian enrollment,” CCPCR has of course been gathering such information for years, beginning with pre-college enrollments in 1984, and college-level enrollment in 2002. Admittedly, CCPCR’s data does not include every pre-college and college level program since it depends upon voluntary teacher responses. Still, the CCPCR database can provide meaningful observations by tracking the enrollment records of institutions across the country that have reliably participated in the survey.

What the data collected by CCPCR this year (available on the our website at <http://www1.american.edu/research/CCPCR/>

--or just google CCPCR) offer is a mixed bag. At the college level, of 50 programs that have reliably reported their enrollments to provide a comparison, 22 saw increases in 1st year Russian and 25 in 2nd year Russian, while 15 experienced a loss of enrollment in 1st year and 13 in 2nd year. Still, 13 1st year programs and 12 2nd year programs reported neither a gain or loss (treating a gain or loss of 2 or less students between years as insignificant). The fact that there ARE increases should give us a sense of relief, but how great are the gains, how severe are the losses? Some changes are truly impressive: American University’s 1st year Russian program has steadily increased over the past three years from 28 to 55 to 78 students, the University of Montana posted three consecutive years of gains (29-42-51), as did the University of New Hampshire (44-48-63) and Texas Tech (22-44-60). But these are exceptions, and one still needs to keep a cautious eye on the rate of attrition between 1st and 2nd year Russian, especially when large 1st year classes don’t produce a proportional increase in 2nd year.

Traditionally large programs with 100 or more students in 1st year, such as the University of Wisconsin, Ohio State University, the University of Washington, and the U.S. Military Academy reflect what is actually the more pronounced enrollment pattern reported this fall: stability. If anything, what can be seen in the data is the fact that programs for the most part are maintaining their numbers; and where there are decreases in enroll-

ment, the losses are comparatively small--nothing remotely comparable to the unusual upward leaps reported at some institutions. (If your institution’s numbers are missing from the site, we encourage you to send them to CCPCR at ccpcr@american.edu.)

At the pre-college level, of 81 programs that have consistently participated in CCPCR’s annual survey, 34 saw an overall increase in k-12 numbers, 38 experienced a loss of enrollment, and 9 programs remained at previous levels. However, while there is still general enrollment stability in pre-college programs, in contrast with college level enrollments some of the increases and decreases reported were much more pronounced. And an additional concern: some teachers continue to report their programs threatened or soon to be phased out by funding cutbacks and/or the competition from new language choices added to the curriculum.

The fact that some programs at both the pre-college and college levels are growing is encouraging, but based on our data, it is still too soon to report that a rising tide is lifting all boats.

John Schillinger, Professor Emeritus at American University is the Chair of the Committee on College and Pre-College Russian. He can be reached at: ccpcr@american.edu. ♦

Grants for Research & Language Training in Russia, Eurasia, and Southeast 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.

- **Collaborative Research Grants in the Humanities.** Fellowships for post-doctoral scholars. Awards of up to \$50,400 for at least four consecutive months of humanities research in Eastern Europe and Eurasia. Proposals must include plans to work with at least one collaborator in the field.
- **Title VIII Special Initiatives Fellowship Program.** Fellowships for post-doctoral scholars. Awards of up to \$35,000 for field research on policy-relevant topics in Central Asia and the South Caucasus.
- **Title VIII Research Scholar Program.** Full support for three to nine month research trips in Russia, Central Asia, the South Caucasus, Ukraine, and Moldova.
- **Title VIII Combined Research & Language Training Program.** Full support for three to nine month research trips combined with up to ten academic hours per week of language training in Russia, Central Asia, the South Caucasus, Ukraine, and Moldova.
- **Title VIII Southeast European Language Program.** Support for one to nine months of intensive language study in Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Montenegro, Romania, and Serbia.
- **Title VIII Southeast European Language Program.** Support for three to nine months of research in Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Montenegro, Romania, and Serbia.
- **Summer Russian Language Teachers Program.** Extensive support for university and secondary school teachers of Russian to study in Moscow for six weeks. Graduate students are also encouraged to apply.
- **Advanced Russian Language & Area Studies Program.** Intensive Russian language study in Moscow, St. Petersburg or Vladimir for undergraduate and graduate students, scholars and working professionals. Semester, summer and academic-year programs available. Academic credit through Bryn Mawr College.
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MAKING SLAVIC STUDIES TIMELY AND RELEVANT (AGAIN)

Ethan S. Burger, Georgetown University Law Center

Outside of university settings, the term “academic” is often regarded as meaning “irrelevant.” It is hard not to smirk when “scholars” are described as individuals who know a tremendous amount about some esoteric topic. Is this a desirable situation?

During the Cold War era, being a specialist in Central/Eastern Europe and Eurasia carried with it a degree of panache and there was often a demand for our expertise. Since the world has changed, so perhaps should some of the Association’s activities.

I cannot speak about all fields of study falling within the rubric of Slavic Studies – my own experience being generally limited to economics, legal issues, military affairs, and politics. Unlike some other disciplines (e.g. history), developments in these areas often change rapidly. We are all victims of the Internet/CNN age, where being timely is valued over being insightful or informed. Indeed, it can be annoying that many “pundits” receive more attention than specialists due the former’s skill in coining sound-bites. History has not ended and Columbus showed that the world was not flat.

Not too long ago, someone writing in an Association publication raised the question why so few people were writing articles in the area of political sciences for *Slavic Review*. I can think of many reasons, but will name only a few:

(i) there are other publications that reach a more desirable audience (e.g. policy makers), many of them “On-Line,” which helps to ensure their timeliness;

(ii) the length of time beginning with the research and writing of a serious article, followed by its selection by an articles editor and undergoing a peer-review process results can be considerable so that by the time the work appears it has been overtaken by events – few have the luxury time to fre-

quently revise a piece so that it remains “current;” and

(iii) political science has been taken over by people who love to use quantitative methods even if the subject at hand lends itself to qualitative analysis.

Statistical methods may be appropriate for the hard sciences, but not for most social sciences, where theory and facts matter – we all know that if one simply adds more variables, it is likely that one can obtain a better fit using regression analysis – but one needs to be skeptical when researchers attempt to prove something by quantitative techniques, they makes no logical sense.

Today, not everything can be learned on Wikipedia – effective policy-making requires knowledge and experience. Are educational institutions producing the individuals we need in both the public and private sector?

Perhaps, the Association should add a new component to its website combining four models: the Social Science Research Network (<http://www.ssrn.com/>), Wordpress (<http://wordpress.org/>), Expresso (<http://law.bepress.com/expresso>) and openDemocracy (<http://www.opendemocracy.net/>).

If on a portion of the Association’s website, individuals could (after being screened for suitability), post articles in draft form in order to elicit comments for the authors’ benefit, give rise to a discussion, and provide editors of publications a reservoir of articles that might be updated and eventually published (even by *Slavic Review*), I believe there would be considerable interest.

Today, there are amazing sources of information on the Internet such as Johnson’s Russia List (<http://www.cdi.org/russia/johnson/default.cfm>) and Paul Goble’s Window on Eurasia (<http://windowoneurasia.blogspot.com/>) as well as the websites of govern-

mental bodies (e.g. <http://news.kremlin.ru/>, <https://www.cia.gov/>, etc.) international organizations (<http://www.osce.org/>, <http://europa.eu/>), media outlets (e.g. <http://www.bbc.co.uk/>, <http://www.rferl.org/>, and non-governmental organizations (e.g. <http://www.amnesty.org/>, <http://www.hrw.org/>). In fact, the volume of information can be so great as to deter analysis.

It would be great if the Association would help its members to not only identify good sources of information in areas falling under the rubric of Slavic Studies, but also encourage and promote engagement in informed discussions of current issues classified under the different interest headings as identified in the Association’s Directory. Contributors might also find like-minded colleagues and discover old classmates.

The Association could provide a real service to its members in serving as both a clearing house of information and a disseminator of ideas. We have completed the first decade of the 21st Century. I hope that the Association is capable of change so its members see a need for staying involved in its evolution.

Ethan S. Burger is an Adjunct Professor at the Georgetown University Law Center. He has been a member of the Association nearly 30 years and dealt with legal issues involving Russia, Belarus, Kazakhstan and Ukraine for more than 20 years. He has written more than 50 articles, which have appeared in academic and professional journals, dealing primarily with economic crime, human rights matters, legal issues and political corruption. In addition, he is a regular contributor to the On-Line Journal “Russia Profile.” He can be contacted as “ethansb@post.harvard.edu.” ♦

NEWS FROM AAASS AFFILIATES

Association for the Study of Eastern Christian History and Culture (ASEC)

ASEC is pleased to announce that Francis Butler was the winner of its 2009 Distinguished Scholar Prize for his article: "Ol'ga's Conversion and the Construction of the Chronicle Narrative," *Russian Review* 67 (April 2008): 230-42.

ASEC is currently accepting nominations for its Distinguished Scholar award for English-language article-length publications on topics related to Eastern Christian history and culture. Nominated works must have been published in 2008-2009, and the due date is September 1, 2010. Nominated articles should be either emailed or sent by post to: Jennifer.spock@eku.edu; Jennifer Spock, Department of History, Keith 323, Eastern Kentucky University, 521 Lancaster Ave., Richmond, KY 40475.

Association for Women in Slavic Studies (AWSS)

The Association for Women in Slavic Studies (AWSS) invites nominations for the 2010 Competition for the Heldt Prizes, awarded for works of scholarship. To be eligible for nomination, all books and articles must be published between 15 April 2009 and 15

April 2010. Nominations for the 2010 prizes will be accepted for the following categories:

1. Best book in Slavic/Eastern European/Eurasian women's studies;
2. Best article in Slavic/Eastern European/Eurasian women's studies;
3. Best book by a woman in any area of Slavic/East European/Eurasian studies.

One may nominate individual books for more than one category, and more than one item for each category. Articles included in collections as well as journals are eligible for the "best article" prize, but they must be nominated individually. The prizes will be awarded at the AWSS meeting at the AAASS National Convention in Los Angeles in November, 2010. The translation prize, which is offered every other year, will be awarded next in 2011 for works published between 15 April 2009 and 15 April 2011.

To nominate any work, please send or request that the publisher send one copy to each of the four members of the Prize committee by 15 May 2010:

1) Adele Lindenmeyr, Heldt Prize Committee chairperson, Dean of Graduate Studies, Villanova University, Kennedy Hall, 2nd Floor, Villanova, PA 29085.

2) Eliot Borenstein, Professor, Russian & Slavic Studies, New York University, 1

Washington Square Village, Apt. 15-U, New York, NY 10012.

3) Melissa Feinberg, Associate Professor, History Department, Rutgers University, 111 Van Dyck Hall, 16 Seminary Place, New Brunswick, NJ 08901.

4) Sibelan Forrester, Professor of Russian, Department of Modern Languages and Literatures, Swarthmore College, 500 College Ave., Swarthmore, PA 19081-1390.

For more information about the AWSS, please visit: <http://www.awsshome.org/>.

North American Association for Belarusian Studies

The North American Association for Belarusian Studies and the family of Zora Kipel are pleased to solicit entries for the 2008-2009 Zora Kipel Memorial Prize competition. The prizes, \$500.00 for books and \$200.00 for articles, will be awarded to the authors of outstanding new publications in the fields of Belarusian cultural studies, linguistics, literature, history and politics. Books and articles published between 2005 and 2009 in either English or Belarusian are eligible. We particularly encourage scholars based in North America to enter the competition (entrants need not, however, be members of NAABS). Winners will be selected by a

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panel of judges made up of NAABS officers and members and announced in September of 2010.

To enter the competition, please send a copy of your book or article to the following address by April 20, 2010: Dr. Curt Woolhiser, Harvard University, Department of Slavic Languages and Literatures, Barker Center 327, 12 Quincy St., Cambridge, MA 02138-3804.

NAABS and the family of Zora Kipel are pleased to solicit entries for the 2008-2009 Zora Kipel Prize for outstanding research papers in Belarusian studies by undergraduate and graduate students. Unpublished papers at least 15 pages (double-spaced) in length, written between 2005 and 2009 are eligible for the 2008-2009 competition. We particularly encourage undergraduate and graduate students from universities and colleges in North America to enter the competition (entrants need not, however, be members of NAABS). Winners will be selected by a panel of judges made up of NAABS officers and members. To enter the competition, please send three copies of your paper to the following address by April 20, 2010: Dr. Curt Woolhiser, Harvard University, Department of Slavic Languages and Literatures, Barker Center 327, 12 Quincy St., Cambridge, MA 02138-3804.

Winners will be announced in September 2010.

A number of NAABS members (including Curt Woolhiser, David Marples, and Maria Paula Survilla) will also be participating as instructors or guest lecturers in the International Summer School of Belarusian Studies organized by the Center for Belarusian Studies at Southwestern College (Winfield, KS). The program, which will run from July 7 to August 6, 2010, and is co-sponsored by the Poland-based Belarusian Historical Society, will be held at the Belarusian Cultural Center and Belarusian Lyceum in the town of Hajnówka in the Podlasie region of northeastern Poland, home to Poland's ethnic Belarusian minority. Coursework will include intensive Belarusian language instruction (beginning and intermediate levels and individual advanced-level tutorials) and lectures in English and Belarusian on Belarusian history, literature, contemporary politics and society. The program will also include a regional studies component, with lectures and events focusing on the history, culture and current status of the Belarusian minority in Poland, as well as of the Podlasie region's other ethnic groups, including Poles, Jews, Tatars, Lithuanians, and Russian Old Believers.

The Summer School faculty will include instructors from Białystok University and the Belarusian Lyceum in Hajnówka, as well as visiting instructors from a number of Belarusian universities. Additional guest lectures

on Belarusian history, politics and culture will be given by visiting researchers from Europe and North America. Participants will have a choice of hotel accommodations at the Belarusian Cultural Center, or homestays with Belarusian-speaking families in Hajnówka.

Coursework will be supplemented by a rich and diverse cultural program, including visits to Belarusian minority cultural organizations and media outlets, meetings with Belarusian writers and artists, films, concerts, and excursions to important sites related to Belarusian culture and the other cultures of the Podlasie region: the city of Białystok, the recently restored Orthodox monastery and Museum of Icons in Supraśl, the Białowieża (Bielawieża) National Park (the largest and ecologically most diverse remnant of the primeval forests of the Northern European plain), the historic town of Bielsk Podlaski, the Holy Mountain of Grabarka (the most important Eastern Orthodox pilgrimage site in Poland), the 17th-century Great Synagogue in Tykocin, the Tatar mosque in Kruszyniany, and the Borderland Center in Sejny, a unique institution dedicated to preserving the rich multicultural heritage of the borderland region and promoting dialogue and mutual understanding between its many ethnic groups and cultures. In mid-July students will also have the opportunity to attend Basovišča, the annual festival of Belarusian rock music organized by the Belarusian Students' Association in the town of Gródek (Haradok) east of Białystok. At the end of the program, from August 7-21, students will have the option of traveling to Belarus on a guided tour including Hrodna, Stonim, Navahrudak, Mir, Niasviž, Minsk, Połack, Viciebsk, Mahiloŭ, Pinsk and Brest. The trip will end with a tour of the Lithuanian capital Vilnius, including important sites related to the history of the Grand Duchy of Lithuania and the modern Belarusian national movement.

The program cost, including tuition, room, board, cultural program and excursions is \$3,000 (the cost of the optional Belarus tour at the end of the program will be announced as details become available). Financial aid from the Center for Belarusian Studies will be available.

For further information and application materials, please contact the program director: Dr. Curt Woolhiser, Harvard University, Department of Slavic Languages and Literatures, Barker Center 327, 12 Quincy St., Cambridge MA 02138-3804; e-mail: cwoolhis@fas.harvard.edu; tel. (617) 495-3528. Please note that the deadline for all applications is April 30, 2010.

For more information about the NAABS, please visit: <http://www.belarusianstudies.org/>.

For news of the International Association for Belarusian Studies (MAB/IABS),

including information on the upcoming 5th International Congress of Belarusianists in Minsk (May 20-21, 2010), please see the MAB/IABS website: <http://mab.org.by>.

Society for Romanian Studies

The new officers of the Society for Romanian Studies for 2010-2012 are:

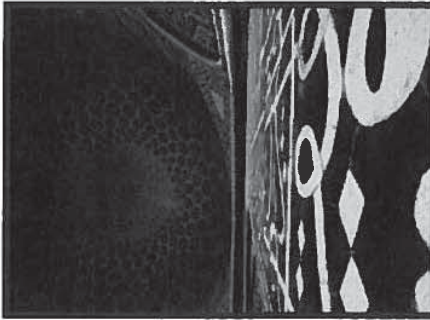
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The Society for Romanian Studies web site is at www.huntington.edu/srs.

Society for Slovene Studies

The Society for Slovene Studies invites submissions by young scholars, residing outside Slovenia, interested in things Slovene, for its 2010 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 to the best graduate student paper on a Slovene-related topic and the Joseph Velikonja Undergraduate Essay Prize in the amount of \$500 to the best undergraduate student essay on a Slovene-related topic from any academic field. The deadline for the 2010 submissions is September 15, 2010. More information about the prizes with the list of previous winners is on the Society's webpage at <http://www.slovenestudies.com>.

The complete archive of the *Slovene Studies* journal, issues from 1977 through 2005, is available on line at the University of Washington UW Libraries Journal Hosting site. The archive is searchable.

The Society now offers an option of \$350 lifetime membership. ♦



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 400 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 International Fellowships for US Scholars and Professionals 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 long-term fellowships to US scholars and professionals for overseas research on topics relevant to US foreign policy.

Master's Student IARO

Grant Award: Up to \$15,000

Duration: Up to three months

Postdoctoral Scholar IARO

Grant Award: Up to \$30,000

Duration: Two to nine months

Predoctoral Student IARO

Grant Award: Up to \$30,000

Duration: Two to nine months

Professional IARO

Grant Award: Up to \$30,000

Duration: Two to nine months

Deadline for all IARO Programs: November 17

Contact [iarno@irex.org](mailto:iaro@irex.org) for more information.

SHORT-TERM TRAVEL GRANTS PROGRAM (STG)

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

The STG Program provides short-term fellowships to US scholars and professionals for overseas research on topics relevant to US foreign policy.

Grant Award: Up to \$10,000

Duration: Up to eight weeks

Deadline: February 2

Contact stg@irex.org for more information.

US EMBASSY POLICY SPECIALIST PROGRAM (EPS)

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

Selected US 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 \$10,000

Duration: One to two months

Deadline: March 2

Contact eps@irex.org for more information.

REGIONAL POLICY SYMPOSIUM

<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 policy research on the countries of Eurasia and Central and East Europe from multi-disciplinary and multi-regional approaches. The selection of junior scholars is administered through an open grant competition. The topic of the upcoming symposium and application materials can be found on our website.

Deadline: December 1

Contact symposium@irex.org for more information.

APPLICATION FORMS ARE AVAILABLE AT **WWW.IREX.ORG**

NEWS FROM AAASS INSTITUTIONAL MEMBERS

George Washington University, Elliott School of International Affairs, the Institute for European, Russian, and Eurasian Studies

IERES Senior Scholar Fellowship in Eurasian Studies. The Institute for European, Russian, and Eurasian Studies at George Washington University's Elliott School of International Affairs announces a competition for one fellowship designed to "top off" the sabbatical or leave salary of a senior scholar for the academic year 2010-11. Fellows are expected to be in residence at IERES for the entire period of the fellowship, to conduct research or writing on an academic project related to postcommunist Eurasia, and to contribute actively to the IERES intellectual community through participation in the institute's seminars, talks, and other events. There are no teaching or work obligations. Preferred candidates will be widely recognized as leaders in their disciplines, with a strong record of peer-reviewed publication. Fellows will be awarded a shared office at IERES, university affiliation and library access, limited administrative support, a stipend of \$3,000 per month for the period September 2010 - May 2011, and one roundtrip airfare to cover their arrival in and departure from Washington, DC. To apply, candidates should send a cover letter (maximum three pages) describing the proposed research/writing activity to be done at IERES, two letters of recommendation (sent separately by the recommenders), and a CV by email to Caitlin Katsiaficas, caitlin@gwu.edu, with the subject heading "IERES Postdoctoral Fellowship Competition." The deadline for receipt of all application materials is March 29. Questions may be directed to Ms. Katsiaficas or another IERES representative at 202-994-6340.

IERES Junior Post-Doctoral Fellowships in European and Eurasian Studies. The Institute for European, Russian, and Eurasian Studies at George Washington University's Elliott School of International Affairs announces a competition for two junior post-doctoral fellowships for the academic year 2010-11. These fellowships are intended to support recent Ph.D. recipients as they bring their dissertation research to publication or embark upon a first post-dissertation research project related to IERES's areas of coverage (Europe and postcommunist Eurasia) prior to seeking an academic career. Fellows have no teaching or work obligations, though are expected to be in residence for the entire period of the fellowship and to contribute actively to the IERES intellectual community through participation in the institute's seminars, talks, and other events. Preferred candidates will

combine strong signs of leadership within their own discipline and area expertise, though comparative social science projects including at least one substantial case from Europe/Eurasia will also be strongly considered. Scholars will be awarded desk space at IERES, university affiliation and library access, limited administrative support, a stipend of \$3,000 per month for the period September 2010 - May 2011, and one roundtrip airfare to cover their arrival in and departure from Washington, DC. To be eligible, the applicant's doctoral dissertation must be defended by the start of the fellowship period, but no earlier than 2007. To apply, candidates should send a cover letter (maximum three pages) describing the proposed research/writing activity to be done at IERES, two letters of recommendation (sent separately by the recommenders), and a CV by email to Caitlin Katsiaficas, caitlin@gwu.edu, with the subject heading "IERES Postdoctoral Fellowship Competition." The deadline for receipt of all application materials is March 29. Questions may be directed to Ms. Katsiaficas or another IERES representative at 202-994-6340.

Harvard University, Davis Center for Russian and Eurasian Studies

The Davis Center for Russian and Eurasian Studies at Harvard University, with the cooperation of the American Councils for International Education and the Russian Foundation for Humanities, invites submissions of paper proposals for an international conference on the Russian-speaking Jewish diaspora that has been formed over the past four decades. The conference will take place on November 14-15, 2011, at Harvard University in Cambridge, MA.

The emigration of about 1.5 million Jews from the former Soviet Union (FSU) in several large waves since the mid-1970s—more than three times as many as those who remain—has affected Jewish life in its successor states and in the host countries. The post-1989 migration of Jews from the FSU, for example, constitutes the single largest immigration in the sixty-two-year history of Israel and the largest group of Jews to come to the United States and to Germany since the early twentieth century. This conference will focus on how Russian-speaking Jews in the late 20th–early 21st centuries have affected the cultures, politics, and economies of Israel, the United States,

continued on page 18

	
<h3>Fortieth Harvard Ukrainian Summer Institute</h3> <p>June 21 to August 6, 2010</p>	
<p>Application Deadlines:</p> <p>Friday, March 5, 2010 for International students requiring visas and <i>all</i> students seeking financial aid</p> <p>All other applicants – Friday, May 21, 2010</p> <p>For more information:</p> <p>Tamara Nary, <i>Programs Administrator</i> Harvard Ukrainian Summer Institute 34 Kirkland Street Cambridge, MA 02138 USA Tel: 617-495-3549 E-mail: nary@fas.harvard.edu</p> <p>Harvard Summer School information www.summer.harvard.edu</p>	<p>Language Courses:</p> <p><i>Beginning Ukrainian</i> - Alla Parkhomenko <i>Intermediate Ukrainian</i> - Yuri Shevchuk <i>Advanced Ukrainian</i> - Volodymyr Dibrova</p> <p>History, Political Science, and Literature Courses:</p> <p><i>20th-Century Ukrainian Literature: Rethinking the Canon</i> George G. Grabowicz</p> <p><i>Theorizing Ukraine: Politics, Theory, and Political Thought</i> Alexander J. Motyl</p> <p><i>Jews in Ukraine: Ten Centuries of History and Culture</i> Yohanan Petrovsky-Shtern</p>
<p>~ A limited number of scholarships are available for qualified students Language program is FLAS eligible ~</p>	
<p>Ukrainian Research Institute - Harvard University</p> <p>http://www.huri.harvard.edu/husi.html</p>	

and Germany, as well as the “sending” countries of the FSU. Conferees will consider whether Russian-speaking Jewry constitutes “a global community,” and how this recent migration challenges the larger concepts of “identity” and “diaspora” across geographic and national borders.

The organizers are interested in papers from a range of disciplinary perspectives that address the history, evolution, and future of Russian-speaking Jewish communities, cultures, and identities and encourage papers that move beyond the description of particular populations or institutions and introduce analyses of the problems, paradoxes, contradictions, and challenges involved in thinking about the Russian-speaking Jews. The following themes are suggested as guides for the formulation of topics for paper proposals: Globalization, Transnationalism, and Ethno-Cultural Diasporas in the 21st Century; Political Behavior, Social Mobility, Commercial Activities, and Cultural Endeavors; Definitions of Jewishness; Cultural Expressions of Russian-Speaking Jews; Media and Communications; and Future of the Russian-Speaking Jewish Diaspora. For a fuller description of the suggested themes, please see our Web site at http://daviscenter.fas.harvard.edu/seminars_conferences/diaspora.

Papers will also be considered on any other themes relevant to the contemporary Russian-speaking Jewish diaspora. Note that the working language of the conference is English: all papers must be submitted and presented in English. Junior and senior scholars in the humanities and social sciences, as well as others working in relevant areas, are eligible to apply, irrespective of citizenship or country of residence. Proposals should be submitted via the conference Web site at: http://daviscenter.fas.harvard.edu/seminars_conferences/diaspora. Submissions must include: a completed online application form; a project abstract of approximately 250 words; a 2-page curriculum vitae (CV) listing education, publications, fellowships and awards, and recent work and teaching experience. The deadline for submitting proposals is May 14, 2010. All materials must be submitted in English. Decisions will be announced by July 1, 2010. Presenters must submit their final conference papers by September 1, 2011. Selected papers will be considered for publication in an edited volume.

Harvard University and cooperating funders will cover presenters' expenses for travel, lodging, and meals. A modest honorarium will also be provided (contingent on presenter's eligibility to receive payment). Project organizers include: Zvi Gitelman, Professor of Political Science and Preston R. Tisch Professor of Judaic Studies, University of Michigan and Lisbeth L. Tarlow, Ph.D., Associate Director, Davis

Center for Russian and Eurasian Studies, Harvard University. For additional information about the conference, please visit http://daviscenter.fas.harvard.edu/seminars_conferences/diaspora or contact diaspora@fas.harvard.edu.

Polish Institute of Arts & Sciences of America

The Board of Directors of the Polish Institute of Arts & Sciences of America at its January 23, 2010 meeting elected Matthew Kaminski full regular member of PIASA in recognition of his achievements in the field of journalism. Kaminski is presently a member of the editorial board of the *Wall Street Journal* where he writes editorials and columns for the Journal's domestic and International editions. His focus is on foreign policy, defense and American politics. From 2005 to 2008 he was the Editorial Page Editor of the *Wall Street Journal Europe* and was based in Paris. His experience includes working for the *Financial Times* as a Kiev correspondent where he reported on Ukraine and other former republics of the Soviet Union. He also worked for the *Central European Economic Review*, a monthly magazine based in Brussels. In 2004 Kaminski received the “Peter R. Weitz Prize” for “excellence in reporting on European affairs” for a series of columns on the European Union. Kaminski received a Bachelor of Arts degree in History from Yale University and a Master of Arts degree in International Politics from University of Paris.

University of Michigan Center for Russian, East European, and Eurasian Studies (CREES)

The Center for Russian, East European, and Eurasian Studies (CREES) at the University of Michigan has changed its name, effective January 1, 2010. “Eurasian” was added to our Center's name in recognition of the extensive cross-disciplinary expertise at U-M on the Caucasus and Central Asia, geographical areas in which CREES has long supported scholarship, teaching, and outreach, and which both complement and extend U-M's well-known strengths in Russian and Central, East, and Southeast European Studies. The newly renamed CREES is pleased to announce the following upcoming events:

CREES Colloquium: “Rosenberg's Russia”

William G. Rosenberg, scholar of the Russian Revolution, inspirational teacher, and gifted administrator is retiring at the end of the academic year as the Alfred G. Meyer Collegiate Professor of History in the Department of History at the University of Michigan. During his distinguished career, Bill Rosenberg played a key role in making Michigan a premier destination for graduate work in Russian/Soviet history and area

studies. Bill served as AAASS President, CREES Director, and Chair of the U-M Department of History. On April 9, 2010 from 3-6 pm, four of William Rosenberg's former graduate students and a colleague will honor his contributions to CREES and the field of Russian history at U-M and across the globe.

University of Michigan Fulbright Hays-Group Program Abroad: “Understanding Contemporary Russia”

CREES will offer a Fulbright-Hays Group Projects Abroad (GPA) Program in Russia in summer 2010 on “Understanding Contemporary Russia.” This curriculum development project will provide an opportunity for 14 elementary, middle, and high school teachers to gain a better understanding of Russia today by learning about the country in the context of its rich history and culture and significant political, economic, and social transformations over the past century; and experiencing everyday life first-hand in both provincial and capital cities. Preceded by a pre-departure workshop and orientation on Russia in Ann Arbor, teachers will participate in a four-week study tour in Krasnodar and Moscow that includes lectures, language classes, field visits, and homestays. After the trip, participants will develop lesson plans to incorporate into their classes and for presentation at workshops and/or conferences.

Polish Studies in the 21st Century: 3rd International Conference on Polish Studies

The Copernicus Endowment for Polish Studies at the University of Michigan is pleased to host the 3rd International Conference in Polish Studies, to be held September 16-18, 2010, in Ann Arbor. The field of Polish studies in North America has been utterly transformed over the past decade. There are now more people than ever studying Polish language, literature, culture, history, society, and politics, and the overwhelming majority of them entered the profession after the fall of communism. The broad cluster of methodological and theoretical innovations collected under the rubric of Cultural Studies has brought to light a range of previously unexplored topics. Scholars from the U.S. and Europe will be featured; the conference schedule is forthcoming.

For more information on these and other CREES activities, please visit www.ii.umich.edu/crees, email crees@umich.edu, or call 734-764-0351.

Woodrow Wilson International Center for Scholars, The Kennan Institute

The Kennan Institute at the Woodrow Wilson International Center for Scholars is pleased to offer the following scholarships:

Kennan Institute Title VIII-Supported Research Scholarships. Title VIII Research Scholarships lasting three to nine months 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 postdoctoral level for academic participants, although doctoral candidates in the process of completing a dissertation may apply (the dissertation must be successfully defended before taking residence at the Kennan Institute). Applicants must be U.S. Citizens or permanent residents. Research proposals examining the countries of Central Eurasia are eligible. Those proposals related to regional Russia, Ukraine, Central Asia, Belarus, the Caucasus, and contemporary issues are particularly welcome. The Title VIII Research Scholar grant offers a stipend of \$3,300 per month, research facilities, computer 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. One round of competitive Title VIII Research Scholar selection is held per year. The deadline for receipt of applications and supporting materials is December 1, 2010. Application materials must be submitted by mail; materials sent by electronic mail or facsimile will not be considered. Decisions on appointment will be made in mid-February; grantees are able to commence their appointments as early as July. If you plan to apply, please e-mail kennan@wilsoncenter.org to inform us of your intention. Applications can be downloaded from the Institute's web site <http://www.wilsoncenter.org/kennan>. To request a print application or for further information, please contact the Kennan Institute by one of the following methods: e-mail: kennan@wilsoncenter.org; phone: 202-691-4100; fax: 202-691-4247; mail: The Kennan Institute, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, D.C. 20004-3027. Continuation of the Research Scholar program in 2010-11 is contingent on future funding. The Research Scholar 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 United States Department of State.

Kennan Institute Summer Research Grants. Scholars who conduct research in the social sciences or humanities focusing 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 should consider applying for the new summer research grants. The summer grants are two months in duration and must be used

between May-September 2011. Grant applicants are required to hold an MA degree or higher. The Summer Research Grants will provide a stipend of \$100 per day. The Kennan Institute cannot provide office space for Summer Grant scholars. Travel and accommodation expenses are not directly covered by this grant. Applicants are required to submit a concise description (700-800 words) of their research project, curriculum vitae, a statement on preferred dates of residence in Washington, D.C., and two letters of recommendation specifically in support of the research to be conducted at the Institute. All of these materials may be submitted via e-mail except for the letters of recommendation. The letters should be sent, with signature, either by fax or post. Applicants should also note their citizenship or permanent residency status in their materials. Applications should be submitted in clear dark type, printed on one side only, without staples. Closing date is December 1, 2010. Please send all application materials to: The Kennan Institute, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027. For more information, please e-mail kennan@wilsoncenter.org, call (202) 691-4100, or fax (202) 691-4247. For more information on the summer grant program, please see our website at www.wilsoncenter.org/kennan.

Kennan Institute Short-Term Grants. The Kennan Institute offers Short-Term Grants to scholars whose research in the social sciences or humanities focuses on the former Soviet Union (excluding the Baltic States), and who demonstrate a particular need to utilize the library, archival, and other specialized resources of the Washington, D.C., area. Policy-relevant research is preferred. Academic participants must either possess a doctoral degree or be doctoral candidates who have nearly completed their dissertations. For non-academics, an equivalent degree of professional achievement is expected. Short-Term Grants provide a stipend of \$100 per day. The Kennan Institute cannot provide office space for Short-Term scholars. Travel and accommodation expenses are not directly covered by this grant. There is no official application form for Short-Term Grants. The applicant is requested to submit a concise description (700-800 words) of his or her research project, curriculum vitae, a statement on preferred dates of residence in Washington, D.C., and two letters of recommendation specifically in support of the research to be conducted at the Institute. All of these materials may be submitted via e-mail except for the letters of recommendation. The letters should be sent, with signature, either by fax or post. Applicants

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Slavic & East European
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BULGARIA OR SLOVAKIA;**

**BCS ADVANCED MASTERY: 6 WEEKS IN
BELGRADE, ZAGREB & SARAJEVO**

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4 weeks - Krakow, Sofia or Bratislava — (July 19 - August 13, 2010)
6 weeks - in Belgrade, Zagreb & Sarajevo — (June 21 - July 30, 2010)

All courses available at Beginning, Intermediate & Advanced (BSC also at Advanced Mastery Level)
◆ Generous Scholarships available; FLAS eligible; ACLS tuition waivers for graduate students for Beginning Polish and Beginning, Intermediate and Advanced Mastery BCS.

APPLICATIONS:

◆ **Application & fellowship deadline March 19.** For more information please write or call:

Department of Slavic Languages and Literatures
1417 CL, University of Pittsburgh
Pittsburgh, PA 15260
(412)624-5906/Fax (412)624-9714
e-mail: slavic@pitt.edu

<http://sli.slavic.pitt.edu>



should also note their citizenship or permanent residency status in their materials. Applications should be submitted in clear dark type, printed on one side only, without staples. Grant recipients are required to be in residence in Washington, D.C. for the duration of their grant. Four rounds of competitive selection for Short-Term Grants are held each year. Closing dates are March 1, 2010, June 1, 2010, September 1, 2010, and December 1, 2010. Applicants are notified of the competition results roughly seven weeks after the closing date. U.S. citizens and permanent residents are eligible for Short-Term Grants. NOTE: Future Short-Term Grants for non-US citizens will be suspended until further notice. Please check the KI website for updated information on the Short-Term Grant Program for non-US citizens. 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 2010-2011 is contingent on future funding. Please send all application materials to: The Kennan Institute, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027. For more information, please

e-mail kennan@wilsoncenter.org, call (202) 691-4100, or fax (202) 691-4247. For more information on the Short-Term Grant Program, please see our website at www.wilsoncenter.org/kennan.

Scholars in Residence

Each year, the Kennan Institute sponsors between 35-40 scholars to conduct humanities, social science, and policy research in Washington, DC. Grant opportunities include Title VIII Research Scholarships, Fulbright-Kennan Scholarships, Starovoitova Scholarships, and Short-Term grants. For the spring season, the Kennan Institute welcomes these residential scholars as they begin their grants.

Title VIII-Supported Research Scholars

Barbara Junisbai, Independent Scholar. "Economic Reform Regimes, Elite Defection, and Political Opposition in the Post-Soviet States." January 8, 2010 - August 26, 2010.

Senior Scholars

Leah Bendavid-Val, Independent Scholar, Washington, DC. January 2010–December 2012.

Woodrow Wilson Center Fellows

Michael Dobbs, Former Reporter, National Staff, The Washington Post. "Six Months in 1945: An Inquiry into the Origins of the Cold War." January - May 2010.

Fulbright-Kennan Institute Research Scholars

Elena Germanovna Tonkova, Dean, Department of Humanities, Syktyvkar State University. "Theoretical Review of the Concept of Multiculturalism." March 2, 2010 - August 31, 2010.

Oleg Karmadonov, Professor, Department of Regional Studies and Social Economics, Irkutsk State University. "Social Contract and Social Corruption: The Specifics of a 'New Social Partnership' in Today's Russia and the United States." March 1, 2010 - August 31, 2010.

Sergei Miroshnikov, Associate Professor, Department of History, Tomsk State University. "The Studies of Process Transformation of the Decision Making and Realization of the Eisenhower Administrations toward Poland, Czechoslovakia, and Hungary 1952-1960." March 4, 2010 - August 31, 2010.

Galina Starovoitova Fellows on Human Rights and Conflict Resolution

Anna Sevortian, Deputy Director, Center for the Development of Democracy and Human Rights, Moscow. "Understanding Russia's Society Today: Open Letters as a Channel of Political Communication Expressing Controversy and Dissent." April 21, 2010 - July 21, 2010. ♦

PERSONAGES

Rafis Abazov presented "The Economic and Financial Crisis in CEE and CIS: Gender Perspective and Policy Choice" at a UNIFEM conference in November 2009 in Geneva. He also organized at Columbia University a public presentation by Olzhas Suleimenov, one of the most influential writers and intellectuals in contemporary Kazakhstan, as well as a series of side-events and presentations in New York City. With support from the Harriman Institute, selected poems by Suleimenov were translated and published for the first time in English.

Mikhail Alexseev was promoted from Associate to Full Professor of political science at San Diego State University.

Roann Barris received a lecturing/research Fulbright for Moscow for next year. Her project title is "Empowerment and Manipulation: The Seductive Betrayal of Art."

Luka (Luke) Budak is the Editor-in-Chief of *Croatian Studies Review* at Croatian Studies Centre, Department of European Studies, Macquarie University, Sydney, Australia.

Vitaly Chernetsky, of Miami University, was granted tenure and promoted to Associate Professor effective 1 July 2010.

Victor Friedman received in December 2009 the Annual Award for Outstanding Contributions to Scholarship from the American Association of Teachers of Slavic and East European Languages.

Laura A. Henry was promoted to the rank of Associate Professor in the Department of Government and Legal Studies at Bowdoin College.

Eleanor L. Pray's Letters from Vladivostok, edited by **Birgitta Ingemanson**, translated by Andrei A. Sapelkin, received two recognitions: 1) Diploma in the Fifth All-Russian Competition of Regional Literature "Malaia rodina" conducted by the Federal Agency for the Press and Mass Communications of the Russian Federation, in conjunction with the Directorate of the International Book Exhibits and Fairs (March 2009), and 2) Gold Medal from the Russian Far East Book Fair (Sep 2009).

Idil P. Izmirli, Fulbright Research Fellow, 2008-2009, has been awarded a grant to participate in the 2010 Regional Policy Symposium on Regional Security in Eastern Europe and Eurasia, funded by the United States Department of State's Title VIII Program and implemented by IREX and the Woodrow Wilson International Center for Scholars' Kennan Institute.

Scott Kenworthy was granted tenure and promoted to Associate Professor at Miami University.

Andrei Korobkov, Associate Professor in the Department of Political Science at Middle Tennessee State University, was re-elected President of the Post Communist Systems in International Relations section of the International Studies Association and the ISA 51st annual meeting in New Orleans, February 2010

Carl Linden, Professor Emeritus, GWU, gave a presentation at a Booz Allen Hamilton conference on the possible relevance of "Kremlinology" in the study of the Iranian regime. The talk focused on ten lessons

learned during his many years of studying and analyzing the Soviet and Russian leadership and how those lessons might be applied to the Iranian Islamist regime.

Tracy McDonald has been promoted to the rank of associate professor with tenure at McMaster University in Hamilton, Ontario, Canada effective July 1, 2010.

Mie Nakachi was appointed an Associate Professor of Gender Studies and Russian History in the Center for Applied Ethics at Hokkaido University.

Michael M. Naydan has guest edited a special issue of *Ukrainian Quarterly* LXV, 1 (Fall 2009) on the 100-year anniversary of the birth of Bohdan Ihor Antonych.

Natalia Pylypiuk of the Department of Modern Languages and Cultural Studies at the University of Alberta, has been promoted to the rank of full Professor.

At a ceremony in the Polish Embassy in Washington on February 8, **Yale Richmond** was presented with the medal, Commander Cross of Merit of the Republic of Poland, for his work establishing the Fulbright Program in Poland in 1959.

Cynthia A. Ruder provided translation and voiceover for "The Russian Concept: Reflections on Russian Non-Conformist Art," a documentary film by Igor Sopronenko, which explores non-conformist Russian art and features several Russian artists whose works are considered masterpieces and classic examples of world conceptual art. (Signature Media Production, 2009)

Bożena Shallcross is among a very select group of scholars invited to take part in the international conference "Words That Change the World: Central and Eastern Europe 1990-2010" at Charles de Gaulle Lille 3 University (France), September 29-30, 2010.

Valerie Sperling was the co-winner of the International Studies Association's 2010 Chadwick Alger Book Prize. She received the prize for *Altered States: The Globalization of Accountability*, published by Cambridge University Press, 2009.

Benjamin Sutcliffe, of Miami University, was granted tenure and promoted to Associate Professor effective 1 July 2010.

Zara Martirosova Torlone was granted tenure and promoted to Associate Professor at Miami University. ♦

Kritika: Explorations in Russian and Eurasian History

Volume 11, no. 1 (Winter 2010)



Articles

YVES COHEN
Circulatory Localities (Stalinism in the 1930s)
ETHAN POLLOCK
"Real Men Go to the Bania"

History and Historians

MICHAEL CONFINO
Franco Venturi's Russia

Review Essays

CHERIE WOODWORTH
Where Did the East European Jews Come From?
CHIA YIN HSU
Diaries and Diaspora Identity
R. W. DAVIES
The Economic History of the Soviet Union Reconsidered

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. 1–10 (2000–2009) and subscriptions for vol. 11 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.

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NEW FROM SLAVICA PUBLISHERS

David Brandenberger, ed. *Political Humor under Stalin: An Anthology of Unofficial Jokes and Anecdotes*, 168 p., 2009 (ISBN 978-0-89357-351-5), \$22.95.

Steven Franks, Vrinda Chidambaram, and Brian Joseph, eds. *A Linguist's Linguistics: Studies in South Slavic Linguistics in Honor of E. Wayles Browne*, 495 p., 2009 (ISBN 978-0-89357-364-5), \$34.95.

Charles J. Halperin. *The Tatar Yoke: The Image of the Mongols in Medieval Russia, corrected edition*, 248 p., 2009 (ISBN 978-0-89357-369-0), \$24.95.

Deborah Hoffman, trans. and ed. *The Littlest Enemies: Children in the Shadow of the Gulag*, 200 p., 2009 (ISBN 978-0-89357-366-9), \$22.95.

Brian Horowitz. *Empire Jews: Jewish Nationalism and Acculturation in 19th- and Early 20th-Century Russia*, 310 p., 2009 (ISBN 978-0-89357-349-2), \$29.95.

Valerie Kivelson, Karen Petrone, Nancy Shields Kollmann, and Michael S. Flier, eds. *The New Muscovite Cultural History: A Collection in Honor of Daniel B. Rowland*, 350 p., 2009 (ISBN 978-0-89357-368-3), \$34.95.

Ber Boris Kotlerman. *In Search of Milk and Honey: The Theater of "Soviet*

Jewish Statehood" (1934–49), 316 p., 2009 (ISBN 978-0-89357-347-8), \$29.95. (New Approaches to Russian and East European Jewish Culture, 1.)

John W. Steinberg and Rex A. Wade, eds. *The Making of Russian History: Society, Culture, and the Politics of Modern Russia. Essays in Honor of Allan K. Wildman*, 220 p., 2009 (ISBN 978-0-89357-367-6), \$24.95. (Allan K. Wildman Group Historical Series, 4.)

Anna Timofeyeva-Yegorova. *Red Sky, Black Death: A Soviet Woman Pilot's Memoir of the Eastern Front*, trans. Margarita Ponomaryova and Kim Green, ed. Kim Green, 244 p. + maps, 2009 (ISBN 978-0-89357-355-3), \$29.95.

Joseph Voyles and Charles Barrack. *An Introduction to Proto-Indo-European and the Early Indo-European Languages*, 656 p., 2009 (ISBN 978-0-89357-342-3), \$49.95.

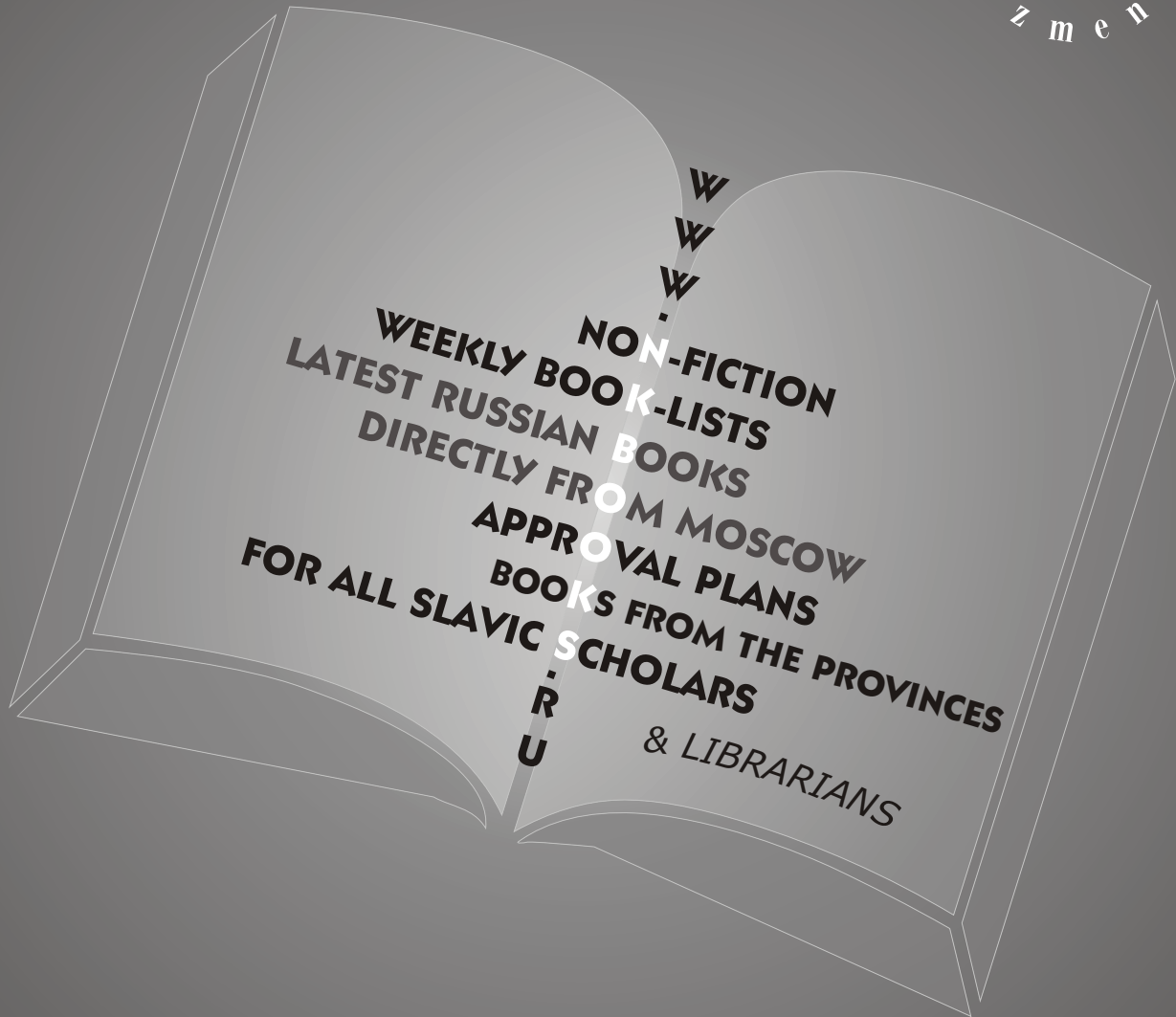


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LIBRARY AND THE INTERNET NEWS

ASEEES Committee on Libraries and Information Resources Distinguished Service Award

Established in 2010, this occasional award is intended to recognize ASEEES member librarians, archivists or curators whose contributions to the field of Slavic, East European and Eurasian studies librarianship have been especially noteworthy or influential. The effect of these contributions may be the result of continuous or distinguished service to the profession, but may also be the result of extraordinarily active, innovative or collaborative work that deserves national recognition.

Any ASEEES member who holds, or has recently held an appointment as a librarian, archivist or curator at a public, academic or national library, archive or museum. The standing chair of the Committee on Libraries and Information Resources is not eligible for this award during his/her term. The recipient will be recognized at the ASEEES Awards event at the annual national convention.

Selection criteria:

Active participation in special projects, efforts or initiatives that have measurably impacted the profession

Exemplary and influential research and/or scholarship pertaining to SEES librarianship

Consistently superior ASEEES committee or subcommittee work and /or advocacy

Exemplary leadership on ASEEES committees, subcommittees or in other initiatives

Conceiving of and implementing innovative or creative ideas that benefit the profession

Quietly but enduringly and effectively promoting and strengthening the profession

Nomination Guidelines:

Nominations for this award should come from peers in the field. All nominations should be accompanied by a completed Distinguished Service Nomination Form available at <http://intranet.library.arizona.edu/users/brewerm/bd/award.html>.

The Distinguished Service Award Selection Subcommittee may also solicit nominations (or the seconding of, or support for received nominations) from groups or individuals in the field. If nominations are not forthcoming, and a member of the Selection Subcommittee feels a nomination for a particular individual is particularly warranted, they may make the nomination themselves, but should consider recusing themselves from voting.

The Selection Subcommittee will not disclose the identity of those who nominate individuals for the award to those whom they've nominated, though nominators

may, of course, disclose this information if they wish.

Award winners will be personally notified of the award prior to October 1. Awards will be announced over Slavlibs prior to November 1. The award presentation will occur at National Convention (Saturday evening) at the President's Address (along with other ASEEES Awards). Awards will be presented by the current chair of CLIR

This is an occasional award that is made only if the Distinguished Service Selection subcommittee finds that there is clear need for the award. Nominations may come at any time during the year, but will be solicited annually by the CLIR Chair in April. Outside nominations received after July 1 will not be considered until the following year. The Selection Subcommittee will conclude their deliberations prior to October 1. Awards will be presented by the CLIR Chair at the ASEEES National Convention and reported in the National Convention program and in *NewsNet*.

Distinguished Award Selection Subcommittee Composition

Members at Large are elected for a 3 year term. An online ballot including all members of the CLIR executive committee

and its subcommittees will be voted on by ASEEES librarians, archivists & curators in January. The first members at large (for 2010) will serve only a 1 year term. Beginning in January 2011, the election of members at large will coincide with the beginning of the new CLIR Chair's term. Should a member at large have to resign their position at any time in their 3 year term, the CLIR chair will select a replacement. Should a standing member of the Selection subcommittee be nominated for the award, the CLIR chair will select a replacement Selection subcommittee member for that year's deliberations. The standing CLIR chair is not eligible to receive this award during his/her term.

Chair, Committee on Libraries and Information Resources [ex-officio]

3 Members at Large chosen from the membership of the CLIR executive committee and its subcommittees

Procedural Details

The CLIR Chair will seek out commitments from CLIR members any costs associated with the award (i.e. printing and framing of the award, with a personalized message from the Selection Committee).

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The CLIR Chair is responsible for making all necessary arrangements, though any of these tasks may also be delegated to members of the Selection Subcommittee.

Prior to evaluating any nominations, the Selection Subcommittee should discuss the criteria for the award and how they feel any particular criterion should be weighted in relation to the others. It may be appropriate to create an evaluation matrix to assist the subcommittee in their deliberations.

Slavic and Baltic Division of the New York Public Library

On September 2, 2008, the Slavic and Baltic Division of the New York Public Library was closed. Although the division and reading room have closed, the Library still holds one of the greatest Slavic collections in the world. During the 1930s and after, the Library acquired an amazing treasure trove of Imperial photograph albums and association copies, rare volumes, and much more. The collection continues to grow through the acquisition of newly published material, particularly in Russian, Ukrainian, Belarusian, Polish and Czech and is still highly used. For continued access to these materials, requests can be made through the Rose Main Reading Room or, for "Slav Reserve" books, through the Rare Books reading room.

Call numbers and location information for materials can generally be found through the library's online catalog <http://catalog.nypl.org/> but some older Slavic and Baltic items are not yet listed there. To find them, readers must consult the red catalog: a 44-volume printed *Dictionary Catalog of the Slavic and Baltic Division* available in the second-floor corridor and Room 315.

Materials stored at ReCAP, the Library's offsite storage facility, are delivered in two business days and can be requested in advance at callaheadhssl@nypl.org.

For detailed information about how to request materials in the Main Reading Room from the General Research Division stacks, please see the Library's website at <http://www.nypl.org/locations/tid/36/node/4946>

Be aware that any books marked as Slav Reserve are in Rare Books. Requests for Slavic materials housed in the Rare Books Division should be made at least three days in advance by filling out the "Register as Reader" form located on the Division's homepage. <http://www.nypl.org/locations/schwarzman/brooke-russell-astor-reading-room/rare-books-division>. Usually within a day or so you will be notified by email that the books are available.

General reference assistance is available onsite in Room 315 or online via ASK NYPL <http://www.nypl.org/help>. Mr. Hee-Gwone Yoo, reference librarian and selector

for Slavic language materials, is available to assist with specialized research questions and to advise on how to gain access to specific materials, including those that have been digitized (hyoo@nypl.org). Any problems with retrieval of Slavic and Baltic materials can be addressed to Mr. Yoo.

NYPL welcomes scholars and researchers to continue making use of these materials. It is important that scholars make use of these materials in order to keep their profile high within the library and to justify the continued allocation of resources to Slavic and Baltic materials. For a small sampling of the riches of the collection, see the digital images in:

Icons and Images of Cultures: Plate Books from the Russian Empire, Early Soviet Russia, and Eastern Europe, 1730-1935 (http://digitalgallery.nypl.org/nypldigital/explore/dgexplore.cfm?topic=all&col_id=194)

Posters of the Russian Civil War, 1918-1922 (http://digitalgallery.nypl.org/nypldigital/explore/dgexplore.cfm?topic=all&collection_list=PostersoftheRussianC&col_id=195)

Russia and Eastern Europe in Rare Photographs, 1860- 1945 (<http://digitalgal->

lery.nypl.org/nypldigital/explore/dgexplore.cfm?topic=all&col_id=193)

In September 2009, the Committee in Support of Slavic and Baltic Scholarship was formed in New York to ensure the accessibility of the Slavic collection of the NYPL. Those interested in learning more about the committee may email the committee at SlavicCommittee@yahoo.com.

“The Online Concordance to the Complete Works of Hryhorii Skovoroda”

Natalia Pylypiuk, Oleh S. Ilnytskyj and Serhiy Kozakov (University of Alberta) have completed a four-year project, funded by the Social Sciences and Humanities research Council (Ottawa, Canada), titled “The Online Concordance to the Complete Works of Hryhorii Skovoroda.”

This online concordance, the first of its kind in Ukrainian literature, is devoted to the complete oeuvre of Hryhorii Skovoroda (1722-94), a major figure in the intellectual landscape of Eastern Europe and the last prominent representative of the late Ba-

roque in Slavic lands. If printed, the Concordance would amount to at least eighteen 500-pages volumes. The core alone, “Word Lists & Concordance,” is equivalent to 8,239 pages. Another part contains 1,232 pages of manuscript facsimiles. It includes Pylypiuk’s biographical sketch and an excursus on earlier Skovoroda editions, which preceded the new edition that was created by the Kharkiv scholar, Leonid Ushkalov, as the foundation of the Concordance. “Analysis Tools” allows readers to customize searches, using Boolean-type notations and to identify collocates. Tools also display pre-defined categories such as dedicatory letters, quotations, and references to personal and geographical names. The value of this work has been recognized by Intute, a consortium of British universities, which has called it “an excellent resource” (<<http://www.intute.ac.uk/cgi-bin/fullrecord.pl?handle=20090825-1509539>> and by leading scholars who have left their remarks in the Guest Book.

The Concordance can be found at: <http://www.arts.ualberta.ca/~ukr/skovoroda/NEW/index.php>. ♦

PUBLICATIONS

ERRATUM: The January issue of NewsNet included an error in the title of one of the books mentioned. The notice should have read: “*Stephen Cohen, The Soviet Union and Russia*, is an English-language translation of Stiven Koen i Sovetskii Soiuz/Rossia, published in Moscow in 2008. With a foreword by Mikhail Gorbachev, the volume contains reminiscences and commentaries by thirty-five of Cohen’s Russian friends and colleagues about his work and life in their country. (PublishingWorks)”

Belarusian Jewish Writers of the Twentieth Century: Origin, History, and Discourse, by Zina Gimpelevich, was published in a bilingual (Belarusian/English) edition, by the Southwestern College Academic Press, Belarusian Studies Series.

Bodies Like Bright Stars: Saints and Relics in Orthodox Russia, by Robert H. Greene, is the first book in NIU Press’s Orthodox Christian Studies Series. Exploring patterns of popular devotion to the cult of the saints in both late imperial and early Soviet Russia, Greene argues for an interpretation of Orthodoxy as a proactive faith grounded in the needs and realities of everyday life. (Northern Illinois UP, 2009)

Christianizing Crimea: Shaping Sacred Space in the Russian Empire and Beyond, by Mara Kozelsky, is the first English lan-

guage work to analyze the Christian renewal in Crimea. Drawing on archives in Odessa, Simferopol, and St. Petersburg that to date have remained untapped by Western scholars, Kozelsky provides both a fascinating case study of past and present religious nationalism in Eastern Europe and an examination of the political conflicts and compromises endemic to holy places. (Northern Illinois University Press, 2009)

Contemporary Ukraine on the Cultural Map of Europe, co-edited by Larissa M. L. Zaleska Onyshkevych and Maria G. Rewakowicz, explores Ukraine’s European cultural connection, especially as it has been reestablished since the country regained independence in 1991. The volume includes essays by twenty-five international scholars, specialists in their particular fields. (Armonk/London: Sharpe, 2009)

Dealing with the Devil. Anglo-Soviet Intelligence Cooperation During the Second World War, by Donal O’Sullivan, uses recently declassified files to explore a little known chapter of the Second World War, which remained top secret for much of the Cold War – the British-Soviet intelligence cooperation to defeat the Nazi Germany. (Peter Lang Publishing, New York)

The Decembrist Myth in Russian Culture, by Ludmilla Trigos, is the first interdisciplinary

treatment of the mythic image of the Decembrists, a group of Russian noble officers who attempted, but failed, to overthrow the tsarist government in 1825. (Palgrave Macmillan)

Die Spur des Sputnik. Kulturhistorische Expeditionen ins kosmische Zeitalter (The Trace of Sputnik. Cultural historical Expeditions into Space Age), edited by Igor J. Polianski and Matthias Schwartz, investigates in depth the fundamental cultural changes induced by space flight. Topics covered range from the transformation of collective perceptions of time and space, the impact on the visual culture of the Soviet Union, paradigm shifts in the history of ideas, to literary adaptations of Space enthusiasm. (Campus, 2009)

Distorted Mirrors: Americans and Their Relations with Russia and China in the 20th Century, by Eugene P. Trani and Donald E. Davis, was published by the University of Missouri Press in 2009. The volume has been translated and published in Russia (Vagrius Press) and Spain (University of Corduba) and is forthcoming in Chinese (Beijing University)

Eleanor L. Pray’s Letters from Vladivostok, edited by Birgitta Ingemansson, translated by Andrei A. Sapelkin, has been republished, in a corrected, larger edition. The original

continued on page 26

English text of *Letters from Vladivostok* has been accepted for publication by the University of Washington Press.

Empires in World History: Power and the Politics of Difference, by Jane Burbank and Frederick Cooper, explores empires from ancient Rome and China to the present, in Asia, Eurasia, Europe, the Americas and Africa, with a focus on the ways that empires governed their populations—their different “politics of difference”—as well as on competitions among empires and empires’ impact on political imagination. (Princeton University Press, 2010)

Equality and Revolution: Women’s Rights in the Russian Empire, 1905-1917, by Rochelle Goldberg Ruthchild, reveals that Russian feminists were an integral force for revolution and social change, particularly during the monumental uprisings of 1905-1917. (University of Pittsburgh Press)

The Essential Poetry of Bohdan Ihor Antonych: Ecstasies and Elegies, edited and translated by Michael M. Naydan, with translator’s introduction and guest introduction by Lidia Stefanowska, includes poetry of Lemko-Ukrainian poet Bohdan Ihor Antonych. (Bucknell University Press)

Face to the Village: The Riazan Countryside Under Soviet Rule, 1921-1930, by Tracy McDonald, is a nuanced study of the everyday workings of the Russian village in the 1920s, richly rooted in archival sources, including local and central-level secret police reports, detailed cases of the local and provincial courts, government records, and newspaper reports. (University of Toronto Press, 2010)

Freedom to Believe: Philosophical and Cultural Essays, is a collection of Olga Sedakova’s literary and philosophical essays, collected and translated by Slava I. Yastremski and Michael M. Naydan. The volume includes an introduction and notes by Slava Yastremski. (Bucknell University Press)

Global Issues: Russia and the Near Abroad, by Grigory Ioffe, is a series of supplementary textbooks used by instructors of geography, history, and political science who teach courses with regional context. Nominally, the volume is the 12th edition, but it is 95% completely new, as the previous editions had a different makeup (included East Central Europe and didn’t have essays on individual post-Soviet republics) and were authored by a different scholar. (McGraw-Hill Publishers 2010)

The Greengrocer and His TV: The Culture of Communism after the 1968 Prague Spring, by Paulina Bren, is a history of the 1970s

and 1980s, with an emphasis on everyday, understood through the prism of socialist television. (Cornell University Press)

Historical Dictionary of the Russian Federation, by Robert A. Saunders and Vlad Strukov includes coverage of pivotal movements, events, and persons in the late Soviet Union (1985-1991) and contemporary Russia (1991-present), as well as detailed entries covering the country’s expansive geography, unique culture, diverse ethnic groups, and complex political and social environment. (Scarecrow Press, May 2010)

Imperial Knowledge: Russian Literature and Colonialism, by Ewa Thompson, was translated into Belarusian and published in Minsk in December 2009. This marks the fourth translation of the book. Previously the book was translated into Polish, Ukrainian and Chinese.

Ivan Konevskoi, “Wise Child” of Russian Symbolism, by Joan Delaney Grossman, is forthcoming from the Academic Studies Press.

The Jews in Poland and Russia, volume 1 of a three-volume history, was published in December 2009. This first volume begins with an overview of Jewish life in Poland and Lithuania down to the mid-eighteenth century. The whole series will present a comprehensive survey - socio-political, economic, and religious - of the Jewish communities of eastern Europe from 1350 to the present. (The Littman Library of Jewish Civilization)

Kirillov. Ferapontovo, by William Brumfield, is part of a series on historic structures in the Russian countryside, and focuses on the Vologda region in the north and two of the country’s most important monasteries: the Saint Kirill Belozerskii Dormition Monastery and the Saint Ferapont Nativity of the Virgin Monastery. The volume includes text in both Russian and English, color and black-and-white photographs. (Tri Quadrata Publishing House)

Mitovi epohe socijalizma (Myths of the Socialist Epoch) by Mitja Velikonja, Vjekoslav Perica, Darko Gavrilović, Ljubiša Despotović and Srđan Šljukić, examines the symbolic legitimization of the socialist system in former Yugoslavia and its nostalgic reminiscences during the post-socialism. Published in Serbian, Croatian and Serbian translation from Slovenian in 2010, by the Center for History, Democracy and Reconciliation, Novi Sad, Serbia. An English edition is forthcoming later this year.

Perils of Progress: Environmental Disasters in the Twentieth Century, by Andrew L.

Jenks, is a comparative history that includes chapters on Chernobyl, Bhopal, Love Canal, and Minamata. (Prentice Hall, May, 2010)

Queen’s Apprentice: Archduchess Elizabeth, Empress Maria, the Habsburgs, and the Holy Roman Empire, 1554-1569, by Joseph F. Patrouch, recounts the first fifteen years, early education and marriage negotiations of the Habsburg Archduchess, Elizabeth, who grew up in the Royal and Imperial Courts of Vienna and Wiener Neustadt in the latter half of the sixteenth century. (Brill Academic Press, Studies in Medieval and Reformation Traditions: History, Culture, Religion, Ideas, Vol. 148, 2010)

The Quill and the Scalpel: Nabokov’s Art and the Worlds of Science, by Stephen H. Blackwell, demonstrates how aesthetic sensibilities contributed to Nabokov’s scientific work, and how his scientific passions shape, inform, and permeate his fictions. The volume includes a few rare images from the Nabokov archive at the New York Public Library. (Ohio State University Press, 2009)

Red to Green: Environmental Activism in Post-Soviet Russia, by Laura A. Henry, was published by Cornell University Press.

Russian Peasant Letters: Life and Times of a 19th-century Family, by Yokoyama, Olga T., was published by Harrassowitz Verlag.

The Spectacular State: Culture and National Identity in Uzbekistan, by Laura L. Adams, offers insight into nation building in Central Asia during the post-Soviet era through an exploration of Uzbekistan’s production of national culture in the 1990s. (Duke University Press)

Unattainable Bride Russia: Gendering Nation, State, and Intelligentsia in Russian Intellectual Culture, by Ellen Rutten, is a study of political gender metaphors. (Northwestern University Press Studies in Russian Literature and Theory series)

The West, Identity, and Ideology in Soviet Dnepropetrovsk, 1960–1985, by Sergei I. Zhuk, is the first historical study -- in any language -- of the everyday lives of Soviet urban youth during the Brezhnev era. (Johns Hopkins University Press & Woodrow Wilson Center Press)

The Years of Hunger: Soviet Agriculture, 1931-1933, (Volume 5 of The Industrialisation of Soviet Russia), by R. W. Davies, and Stephen G. Wheatcroft, has just been republished in a new, revised paperback edition, with a new preface discussing recent controversies about the famine. (Palgrave) ♦

American Councils for International Education: ACTR/ACCELS Grant Recipients 2009-2010

American Councils is pleased to announce its 2009-2010 fellows. Funding for fellowships is provided by the U.S. Department of State (Title VIII), the U.S. Department of Education (Fulbright-Hays Program), the Institute for International Education, the National Endowment for the Humanities, and American Councils for International Education: ACTR/ACCELS.

National Endowment for the Humanities Collaborative Research Fellowship

Maria Bucur, Indiana University, Bloomington; Romania
The Everyday Experience of Women's Emancipation in the U.S. and Romania in the Twentieth Century and Beyond: A Transnational Study

Joan Chevalier, United States Naval Academy; Russia
Multilingual Education in the Russian Federation: The National Schools in the South Siberian Republics of Altai, Tyva, and Khakassia

Jeffrey Hass, University of Richmond; Russia
War and Power: Practices, Meanings, and Political and Moral Economies of War. The Case of the Blockade of Leningrad

David Peterson, Idaho State University; Armenia
Collaborative Investigations of Early Mining and Metal Production on the Armenian Plateau, ca. 7000-800 BC

Title VIII Special Initiatives Fellowship for Research in Central Asia and the South Caucasus

Mehrangiz Najafizadeh, University of Kansas; Azerbaijan
Azeri Women's Voices: Narratives of Refugees and IDPs from the Nagorno-Karabakh War and Implications for Humanitarian Social Policy

Title VIII Combined Research and Language Training Program

Hulya Sakarya, Temple University; Georgia
National Belonging in Postsocialist Georgia: Old Tbilisi Meets Liberal Multiculturalism

Caress Schenk, Miami University; Russia
Gastarbeiter Ghettos: Migrant Housing in Russia

Lara Weibgen, Yale University; Russia
Moscow Conceptualism in and as Transnational Dialogue, 1978-1996

Title VIII Research Scholar Program

Celeste Beesley, University of California, San Diego; Ukraine
Competition or Compensation: The Effect of Foreign Direct Investment on Political Attitudes toward Social Policy

Rebecca Chamberlain-Creanga, London School of Economics; Moldova
Cementing Secession: Nation, Politics and Big Business on Moldova's War Front

Ora John Reuter, Emory University; Russia
The Origins of Dominant Parties: Commitment Problems and the Rise of United Russia

William Sumits, School of Oriental and African Studies; Tajikistan
The Shashmaqam musical tradition in the 19th century and its relation to the 12 maqam tradition of the late-medieval period in Central Asia

Title VIII Southeast European Research Scholar Program

Fedja Buric, University of Illinois; Bosnia and Herzegovina
Becoming Mixed: The Mixed Marriages of Bosnia-Herzegovina and the Creation of Ethnic Differences

Alphild Dick, University of Kansas; Croatia and Bosnia and Herzegovina
Paper Survives Everything: Understanding and Analyzing the Role of Biography as Literary Genre in Croatian, Bosnian and Serbian Literature

Amanda Greber, University of Toronto; Macedonia
Textbook Cases: Standard Practice and Linguistic Identity in Primary Education

Stela Krasteva, University of California, Los Angeles; Bulgaria
Neo-Protestantism and Roma Communities in Post-Socialist Bulgaria

Title VIII Southeast European Language Training Program

Sofia Kalo, University of Massachusetts
Albanian; Albania
Erika Steiger, Indiana University
Macedonian; Macedonia

U.S. Department of State Title VIII Fellowship Recipients

For Russian-language study in Moscow, St. Petersburg and Vladimir

Lance Alred, University of Denver
Cheryl Berriman, Northwestern University
Sean Griffin, University of California – Los Angeles
Rebecca Johnston, Independent scholar
Nicole Kraus, University of Wisconsin-Madison
Madelyn Nelson, Independent scholar
Luke Rankin, Independent scholar
Allison Trautman, Loyola University, Chicago
Ryan Tvedt, University of Wisconsin Madison
Jennifer Webster, University of Washington
Branden Winn, University of Texas

U.S. Department of State Title VIII Fellowship Recipients

For Eurasian-language study

Cole Akeson, University of Colorado – Boulder;
Ukraine
Jarrett Basedow, University of Washington;
Tajikistan
William Beaver, University of North Carolina -
Chapel Hill; Azerbaijan
Naomi Caffee, University of California – Los
Angeles; Kazakhstan
Silas Dean, Independent Researcher; Turkmenistan
Timothy Dempsey, Ohio State University;
Turkmenistan
Robert Denis, University of California – Los
Angeles; Azerbaijan
Sarah Forbey, Independent scholar; Azerbaijan
David Fossum, Wesleyan University; Turkmenistan
Michael Hancock, Indiana University; Kazakhstan
Edward Holland, University of Colorado-Boulder;
Russia
Andrew Johnston, University of Texas – Austin;
Georgia
Clayton Keir, Georgetown University; Tajikistan
Mariah Levin, Tufts University/ Harvard Divinity
School; Tajikistan
Latham Saddler, Georgia Institute of Technology;
Tajikistan

Perry Sherouse, University of Michigan; Georgia
Sarah Slye, University of Arizona; Georgia
Robert Stewart, University of Maryland
Alison Vacca, University of Michigan; Armenia
Natalia Wobst, University of Washington;
Kyrgyzstan

2009 Summer Russian Language Teachers Program at Moscow State University

Cori Anderson, Princeton University
Amber Aulen, University of Toronto
William Comer, University of Kansas
Andrew Drozd, University of Alabama
Anna Dvigubski, Columbia University
Zachary Johnson, University of California Berkeley
Maria Kisel, University of Victoria
Sara Maruffo, Amherst Regional High School
Naomi Olson, University of Wisconsin
Richard Omotoye, Virginia State University
Paul Rischard, C.D. Hylton High School
Michael Slager, University of Illinois at Chicago
Jesse Stavis, University of Wisconsin

Intensive Summer Russian Language Institute, Summer 2009, Russian State Pedagogical University

Jennifer Philip, Toledo Public School
Shana Smith, Stephens County High School
Anna Stewart, Peabody Elementary School
Amy Wojcik-Onofrey, Abington Heights High
School

U.S. Department of Education (Fulbright-Hays) Recipients

For Russian-language study in Moscow, St. Petersburg and Vladimir

Julia Baker, George Mason University
Bridgett Balliett, American University
Kathryn Beckett, American University
Casey Bischel, University of Wisconsin
Katelyn Burns, Luther College
Diana Capiello, University of Maryland, College
Park
Gina Caruso, George Washington University
Lindsay Cejka, Smith College
Reilly Costigan-Humes, Haverford College
Sean Crocker, University of Wisconsin, Madison
Stephen Damm, University of Nebraska, Lincoln
Sarah Diaz, Barnard College

Stephanie Dougherty, Texas A&M University
Kimberly Drane, Cornell College
Jessica Estanislau, American University
Anastassia Fagan, University of Notre Dame
Faye Gottlieb, Hampshire College
Tyler Henderson, University of Wisconsin, Madison
Joely Hildebrand, American University
Sarah Hooff, Bucknell College
Jason Jones, University of North Carolina, Chapel Hill
Michael Maynard, University of North Carolina, Chapel Hill
Chelsea Miller, University of Northern Iowa
Madelyn Nelson, Independent scholar
Kristin Parrotta, American University
Kelsey Pfeifer, Temple University
Justin Rakel, University of Wisconsin
Suzanne Reed, College of William & Mary
Courtney Rigas, American University
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Emily ShawRuss, Smith College
Micah Smith, University of Nebraska, Lincoln
Emmajane Tewksbury-Volpe, George Washington University
Daniel Vicario, Bowdoin College
Mark Wayne, George Washington University
Richard Weber, Temple University
Isaac Wheeler, Haverford College

**U.S. Department of Education (Fulbright-Hays)
Recipients**

For Eurasian- language study

Natalia Arutynov, University of Pittsburgh; Georgia
Sarah Forbey, Independent scholar; Azerbaijan
Alexander Guittard, Boston College; Tajikistan
Miles Hansen, Brigham Young University; Tajikistan
Diane Keeney, Boston University; Georgia
Zachary Knowles, American University; Tajikistan

Flagship Undergraduate Awards

For advanced Russian-language study

Alexandra Bishop, Bryn Mawr College
Reilly Costigan-Humes, Haverford College
Brian Cowley, University of Maryland, College Park
Marina Kec, Bryn Mawr College
Kelsey McMillen, Bryn Mawr College
Brandy Thoma, Bryn Mawr College

Flagship Graduate Awards

For advanced Russian-language study

Anna Ajello, Cornell University
Aaron Beitman, Georgetown University
Justin Cedroni, University of Maryland, College Park
Brian Daley, University of Alberta
Jushua deLara, George Washington University
Emily Foraker, Colby College
Sarah Freeman, Independent scholar
Susan Freese, UCLA
Jessica Mason, University of Wisconsin, Madison
Scott Morrison, University of North Carolina, Chapel Hill
Brittany Seraphin, University of Maryland, College Park

**U.S. Department of Education (Fulbright-Hays)
Recipients**

For participation on the Overseas Russian Flagship Program

Daniel Baris, University of Virginia
Marina Grushin, George Washington Univ.
Mary Mechetner, Bryn Mawr College
Stephanie Milano, University of California, Los Angeles
Molly Peeney, University of Wisconsin-Madison
Isaac Scarborough, New York University
James Slater, University of North Carolina

CALENDAR

2010

April 1–3. “The Russian Language Outside the Nation: Speakers and Identities” conference, Russian in Context Research Unit, The University of Edinburgh, Edinburgh, UK. For more information, contact conference organizers: Dr Lara Ryazanova-Clarke and Kristine Uzule, Russian in Context Research Unit, Russian, Division of European Languages and Cultures, The University of Edinburgh, U.K. Lara.Ryazanova-Clarke@ed.ac.uk ; k.uzule@ed.ac.uk.

April 7–10. An international scholarly symposium, “Czech and Slovak Americans: International Perspectives from the Great Plains,” sponsored by the Center for Great Plains Studies, University of Nebraska–Lincoln, and chaired by Bruce Garver, Professor of History, University of Nebraska at Omaha and Míla Šašková-Pierce, Professor of Languages, University of Nebraska–Lincoln. For more information, contact the Center for Great Plains Studies: cgps@unl.edu, or visit: <http://www.unl.edu/plains/>.

April 11–13. “Rising from the Ashes: Jewish Families and Children during and After the War” conference, Waltham, MA. For more information, visit: http://www.brandeis.edu/hbi/Fam_Holocaust/events.html.

April 14–17. Western Association of Slavic Studies (WASS) annual convention, held jointly with the Western Social Science Association (WSSA), Reno, Nevada. For more information, contact: Evguenia Davidova, evguenia@pdx.edu.

April 15–17. Seventeenth International Conference of the Council for European Studies (CES), Montreal, Canada. For more information, visit: <http://ces.columbia.edu/>.

April 16. Graduate Student Conference “On the Edge: The Long 1940s in Soviet and Post-Soviet Culture,” Department of Slavic Languages and Literatures, Harvard University, Cambridge, MA. For more information, contact: Olga Voronina (voronina@fas.harvard.edu) or Maria Khotimsky (khotimsk@fas.harvard.edu).

April 22–24. 22nd Conference of the Association for the Advancement of Baltic Studies (AABS), Seattle, Washington. For more information, visit: <http://depts.washington.edu/aabs/>.

April 23–24. 2010 annual conference of the Irish Association for Russian, Central and East European Studies, Dublin. For more information, contact: susagrants@campus.ie or james.m.ryan@student.ucc.ie.

May 10–11. “Regional Policy and Decentralisation in South Eastern Europe” LSEE Research Conference, Zagreb, Croatia, organized by LSEE-Research on South East Europe, European Institute, LSE IMO, Zagreb Friedrich Ebert Stiftung. For more information, visit: <http://www2.lse.ac.uk/europeanInstitute/research/LSEE/Home.aspx>.

May 14–15. “The Art of Scandal” Conference organized by the History of Art Graduate Student Association at The Ohio State University, Columbus, Ohio. For more information, e-mail: ArtofScandal@gmail.com.

June 4–5. 68th Annual Meeting of the Polish Institute of Arts and Sciences of America, Milwaukee, Wisconsin. For more information, contact: M.B.B. Biskupski, committee chair, biskupskim@mail.ccsu.edu ; 860 832-3010; History Department, Central CT State University, 1615 Stanley St., New Britain, CT 06050.

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

July 29–30. Second Central Eurasian Studies Society Regional Conference, Ankara, Turkey. For more information, visit: https://www.cess.muohio.edu/regional_conf_10.html.

October 7–9. Thirty-fifth annual European Studies Conference, University of Nebraska-Omaha. For more information, contact: Tatyana Novikov, Conference Coordinator, Department of Foreign Languages, ASH 301, University of Nebraska-Omaha, Omaha, NE 68182; tel: (402) 554-4840, tnovikov@unomaha.edu; www.unomaha.edu/esc.

September 16–18. 3rd International Conference in Polish Studies “Polish Studies in the 21st Century,” Ann Arbor, Michigan. For more information, go to www.ii.umich.edu/crees/events/polishconf or e-mail Brian Porter-Szucs at baporter@umich.edu.

September 29–30. “Words that Change the World: Central and Eastern Europe 1990-2010” conference, Charles de Gaulle Lille 3 University, France. For more information, contact: isabelle.gebus@univ-lille3.fr.

November 14–15. Conference on the Contemporary Russian-Speaking Jewish Diaspora, Davis Center for Russian and Eurasian Studies at Harvard University, Cambridge, MA. For additional information about the conference, please see http://daviscenter.fas.harvard.edu/seminars_conferences/diaspora or contact diaspora@fas.harvard.edu.

November 18–21. The 42nd National Convention of the Association for Slavic, East European, and Eurasian Studies (ASEEES, formerly AAASS), Los Angeles, California, Westin Bonaventure Hotel and Suites.

December 8–10. “Inter-Asian Connections” conference, organized by the Hong Kong Institute for the Humanities and Social Sciences (HKIHSS), the University of Hong Kong, the National University of Singapore (NUS), and the Social Science Research Council (SSRC), Singapore. For more information, contact: interasia@ssrc.org.

2011

January 4–6. Annual Conference of the Study Group on Eighteenth Century Russia, High Leigh Conference Centre, Hoddesdon, UK. For more information, visit: <http://www.sgecr.co.uk/>.

January 6–9. The Annual Conference of the American Association of Teachers of Slavic and East European Languages (AATSEEL), Los Angeles, CA. For more information, visit: www.aatseel.org.

May 19–21. “The End of the Soviet Union? Origins and Legacies of 1991”, Conference, Reserach Center for East European Studies at Bremen University (FSO), Germany. For further information, visit: <http://www.forschungsstelle.uni-bremen.de/>.

November 17–20. The 43rd National Convention of the Association for Slavic, East European, and Eurasian Studies (ASEEES, formerly AAASS), Washington, DC, Omni Shoreham Hotel. ♦

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American Association for the Advancement of Slavic Studies (AAASS)

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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.

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