



NEWSNET

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

REDEFINING THE COMMON GOOD AFTER COMMUNISM: BEYOND IDEOLOGY

Kristen R. Ghodsee and Laura A. Henry, Bowdoin College

How does a society define the “common good”? In a period of profound societal introspection in the United States about the role of the state in protecting citizens’ long term interests, the notion of the “common good” has been resurrected to defend bank bail-outs, quasi-nationalizations of automakers and the possibility of a public option for health care. Debates have raged over the state’s proper role in achieving the common good, but to a large extent these debates have taken place within an historical vacuum. As the world pauses to reflect on two prominent 20-year anniversaries of 1989 and 1991 (the fall of the Berlin Wall and the final collapse of the Soviet Union respectively), we argue that at this moment the experiences of post-socialist transformation are relevant to larger debates about how we should define the “common good” and to the normative debates about which societal bodies should be charged with upholding it. As the AAASS changes its name to ASEES to better reflect changing geopolitical realities, it is time for a new generation of scholars to point out more explicitly the relevance of the post-socialist experience to wider conversations about citizenship, society and statecraft in the 21st century.

What do we mean when we say “the common good”? We cannot identify one proscriptive definition because the search for the common good is an on-going project; in fact, what is most interesting about the common good is how hard it is to define. From the utilitarian perspective, it can be viewed as the sum of individual preferences, but the common good is also an inherently collective concept. All definitions of the common good entail some sort of vision of the appropriate relations among state, society, and market, and a sense of who the primary beneficiaries of these relationships should be. That it cannot be easily defined actually adds to the value of the concept of the common good, in that it is ideologically agnostic. It is not constrained by past orthodoxies, and not handicapped by prior conceptions of left and right. This neutrality is especially important given the degradation of the terms “left” and “right” as they become unmoored from history, political theory, or philosophy in current popular debate. The concept of the common good also gives us an opportunity to reflect on East European societies not only as polities assessed by imported expectations – that lacked (or continue to lack) democracies, civil societies, markets – but also as polities that once possessed an

Continued on page 2

Redefining The Common Good After Communism: Beyond Ideology Kristen R. Ghodsee & Laura A. Henry, Bowdoin College	1
ASEES 43rd Annual Convention Call for Papers.....	8
News from ASEES	16
NewsNet Call for Articles.....	17
Library & the Internet News 17	
Independent Language Learners And Web-Based Materials Richard M. Robin, GWU... 18	
In Memoriam.....	21
2010 Convention Pre-Registration Form.....	22
Publications	24
News from ASEES Institutional Members	26
News from ASEES Affiliates.....	28
Index of Advertisers.....	30
Calendar	32

abundance of a particular kind of sociality. This sociality prioritized collective well-being over individual satisfaction; East European societies are powerfully influenced by the legacy of that experience.

Thus, the question of how to define the so-called common good resonates powerfully for citizens of post-communist states who have lived through social, economic and political upheaval during the past two decades. Indeed, for most of the twentieth century, rival definitions of the “common good” shaped geopolitical realities for the majority of the world’s population, as the Cold War pitted those who prioritized social and economic rights over those who championed political rights and the inviolability of private property. For many citizens who were raised in socialist states, the revolutions of 1989 and 1991 overturned one vision of the com-

mon good – one in which the state dominated the economic and political spheres, made choices on behalf of citizens, and provided basic social services to all, in exchange for obedience to the absolute political authority of an unelected party elite – and replaced it with another, couched in the rhetoric of democracy, freedom, and human rights, but lacking the solidarity and social safety net of the past.

For citizens of the United States and other Western countries, communist ideology was held up as antithetical to the values of Western-style democracy, shaping Western political consciousness in deep and enduring ways. These citizens defined what was good about their own societies by contrasting them with that of the USSR and its satellite states. The simplistic division of the world into “good” and “evil” facilitated a general ignorance

about how communist societies actually worked and encouraged complacency about the practices of Western democracies and market economies. Indeed, amidst the triumphalism that accompanied the end of the Cold War, public debate over the common good was often muted, and markets became the primary vehicle for meeting society’s needs. Western political elites believed that their choices had been vindicated by history; in the East, the adoption of multi-party systems and markets appeared inevitable. Unexpectedly, however, the question of the common good has re-emerged as urgent and contentious in the West and East alike.

The year 2009 marked the twentieth anniversary of the fall of the Berlin Wall, an event that coincided with one of the worst global financial crises since the Great Depression. Given this context,



Hammer and sickle spray painted on a wall. Photo by: Kristen Ghodsee, Sofia, Bulgaria, July 2010.

it is essential to broaden our conversation about the common good by dialectically comparing our own conceptions with those of a region that the West historically viewed as “the enemy.” Witness the barrage of right-wing vitriol calling President Obama a “socialist” or “Marxist” because of his health care agenda. Another example of the continuing legacy of uncritical Cold War rhetoric comes from Glenn Beck, a Fox News radio and television show host. In March 2010, Beck advised his viewers to abandon churches that wished to address poverty and human rights: “I beg you, look for the words ‘social justice’ or ‘economic justice’ on your church Web site. If you find it, run as fast as you can.” Holding up pictures of a Swastika and a Hammer and Sickle, Beck proposed that the terms “social justice” or “economic justice” were code words for Nazism and communism.

While the American public is treated to a re-vilification of all things socialist, citizens in Eastern Europe have continued a tradition of thinking critically about capitalism. The past few years have seen divisive or manipulated elections in Hungary, Poland, Ukraine, Russia, and Georgia; widespread nostalgia for some aspects of socialism; the growth of right-wing political movements; and popular protest against elected officials. As these events illustrate, political consensus concerning how best to structure the relationship between the state, market, and society in Eastern Europe remains elusive. Political elites promote widely divergent ideologies, ranging from nationalism to a return to communism, social democracy, or neoliberalism. But these elites are trying to reach a public that is often disengaged from and disillusioned with politics.

As post-communist citizens question political and economic arrangements that have been long settled in the West, and as policy makers in the West take stock of the consequences of unbridled deregulation and market liberalization,

it seems relevant to acknowledge the steady stream of evidence that shows that citizens in the former communist countries continue to look back with fondness at certain facets of their own socialist pasts. In Bulgaria, for instance, there is great frustration with the failed promises of democracy, which brought a rapid decline in living standards for the majority of former communist citizens. This nostalgia in Bulgaria, and elsewhere in the region, is rooted in a general cultural memory of socialism, its critique of bourgeois democracy and its meta-narrative of class struggle giving way to social equality (Shkodrova 2006). Indeed, many scholars have noted the general nostalgic trend among Bulgarians of all generations (Adnanes 2007), although it seems to be driven by those who actually spent parts of their youth under the old system (Ghodsee 2004, Eckman and Linde 2005). This selective form of nostalgia appears to be for certain aspects of the socialist period that promoted a more robust concept of the common good. Writing for the *Guardian* on November 9, 2009, the historian Maria Todorova reflected:

Lamenting the losses that came with the collapse of state socialism does not imply wishing it back. Not all aspects are missed. Mainstream ideological treatment, however, would like us to believe that it was all one package, that one cannot have full employment without shortages, inter-ethnic peace without forced homogenisation, or free healthcare without totalitarianism.... Post-communist nostalgia is not only the longing for security, stability and prosperity but also the feeling of loss for a specific form of sociability.

Todorova reminds us that we should not equate social solidarity and economic security with totalitarianism, and that this conflation is a particularly insidious legacy

of Cold War ideology, according to which any state interference in the market on behalf of the common good is coded as “communist,” as the Glenn Beck example demonstrates. Reassessing both the successes and failures of twentieth century communism (indeed even just considering the possibility that there were successes) can help us open up debates in our own country about why the state might actually need to play a role in protecting the common good. In his 2010 book *Ill Fares the Land*, the historian Tony Judt examines the supposed dichotomous choice between overweening state power and unrestrained individualism that is the legacy of the ideological battles of the twentieth century and encourages us “to learn to think the state again” (2010, 199). He points out, “since 1989 we have been congratulating ourselves on the final defeat of the over-mighty state and are thus ill-positioned to explain to ourselves why we need intervention and to what end” (2010, 199).

Trends in Bulgaria echo similar critiques in many parts of the former communist world where there is exasperation with the corruption, crime and the general social chaos that accompanied the transition to democracy and capitalism. Over the past decade, there have been a wide variety of public opinion surveys that show that this nostalgia for the past is growing more pervasive. Using the 2001 New Europe Barometer, two Swedish political scientists found significant nostalgia for the material security of communism across Eastern Europe (Ekman and Linde 2005) with the majority of post-communist citizens evaluating the command economic system in positive terms. Moreover, throughout the region they found that the percentage of people who approved of a return to communism increased substantially between 1993 and 2001. What is more, this increase in nostalgia was found among the young as well as the

Continued on page 4

old, and they argue that the desire for a return to the previous system is symptomatic of “dissatisfaction with the present system’s ability to deliver the goods – material or non-material... (Ibid. 369, 370).”

In Russia, nostalgia for the Soviet period remains strong. In 2001, 57 percent of Russians said they wanted to return to the USSR and 45 percent claimed that communism was better than the current system of democracy (Chauvier 2004). In 2009, 58 percent of those surveyed agreed, “it is a great misfortune that the Soviet Union no longer exists,” a sentiment that also illustrates Russians’ longing for lost superpower status (Pew 2009, 55). However, prior to the financial crisis, most citizens were supportive of former President and current Prime Minister Putin’s efforts to centralize state authority and appreciative of rising living standards for many, buoyed by natural resource exports. Only a few critics voiced misgivings about what some now characterize as a semi-authoritarian regime. Former Soviet President Mikhail Gorbachev, reflecting on the 25th anniversary of perestroika recently in an editorial published simultaneously in *Rossiiskaia Gazeta* and the *New York Times*, recalls, “What we had to abandon was quite clear: the rigid ideological, political and economic system; the confrontation with much of the rest of the world; and the unbridled arms race. ... It is much more difficult to answer the follow-up question: What were our goals, what did we want to achieve?” Gorbachev then criticizes how that question has been answered by the current regime, stating:

...all major decisions are now taken by the executive branch, with the Parliament rubber-stamping formal approval. The independence of the courts has been thrown into question. We do not have a party system that would enable a real major-

ity to win while also taking the minority opinion into account and allowing an active opposition. There is a growing feeling that the government is afraid of civil society and would like to control everything. We’ve been there, done that. Do we want to go back?

To post-socialist citizens, the answer to Gorbachev’s rhetorical question seems to be more complicated than a simple yes or no. A recent Pew survey found that support for democracy and capitalism had generally declined in East European states between 1991 and 2009. These statistics illustrate how many citizens’ opinions have changed from the early years of post-socialist euphoria to their reflection on almost two decades of experience with multiparty systems and the market. Although an overall majority of people still support the shift from a state-controlled economy to the free market, this support has declined in nine states. In Hungary, Ukraine, and Bulgaria, a majority of the population agreed that people are worse off today in economic terms than they were under communism; a significant plurality of citizens agreed with this statement in Lithuania, Slovakia, and Russia (Pew 2009, 40). Approval of multiparty political systems increased only in Slovakia and Poland and declined significantly in Ukraine, Bulgaria, Lithuania, and Hungary.

Citizens of post-socialist states also perceive a large gap between abstract democratic principles and their current political systems (Pew 2009, 22). In eight post-socialist states surveyed (excluding only East Germany), a majority agreed that a strong economy is more important than a “good democracy” (Pew 2009 25); in Western Europe, only Italian respondents answered similarly. East Europeans were also somewhat more likely to answer that it is more important

“that the state play an active role in society so as to guarantee that nobody is in need” than “that everyone be free to pursue their life’s goals without interference from the state,” with responses in favor of needs over unrestricted personal liberty ranging from 51 percent in the Czech Republic to 79 percent in Lithuania (Pew 2009, 28). In contrast, in the U.S. 55 percent of respondents favored individual liberty over 36 percent who preferred state intervention to prevent need. What these statistics reveal is a profound ambivalence about “actually existing” democracy and capitalism – a sentiment that is not easily addressed using the ideological language that is the inheritance of the Cold War.

These changing attitudes about post-socialist systems are having real political effects on the ground in Eastern Europe. For example, although Bulgaria is now a member of the European Union, its populist Prime Minister, Boiko Borisov announced in April 2010 that he was seriously considering the re-nationalization of previously privatized electricity utilities. The three distribution companies, owned by Czech, Austrian and German foreign investors, buy electricity from the state-owned nuclear power plant and resell it to Bulgarian consumers at more than double the price. Borisov has implicated political lobbyists and corrupt privatization contracts in the “robbery” of the Bulgarian people. Although domestic politicians warned that any nationalization of foreign-owned utilities would make Bulgaria a pariah among international investors, Borisov had popular support from ordinary Bulgarians who seem increasingly desirous of a strong state.

In Russia, the response has been more ambivalent. Public opinion on the “transition” is mixed, and bare majorities of the public support the shift to a multi-party system and market economy. Political elites have responded with initiatives to

develop uniquely Russian varieties of democracy and capitalism. Vladislav Surkov, considered to be the Kremlin's foremost ideologist, famously proposed that Russia construct a "sovereign democracy," including the centralization and personification of political power, which will not "damage the wholeness of Russia as a nation." Surkov stated, "Russian democracy is not a foreign castoff. The will to freedom and justice that underlies democracy develops and grows as a natural property of the national character" (Surkov 2008, 21). Economically, President Dmitry Medvedev has proclaimed his desire to end Russia's reliance on resource rents. Current initiatives attempt to meld innovation and centralized state power to "modernize from above," including the construction of new scientific cities to incubate cutting edge technologies and insulate entrepreneurs from the predations of the Russian bureaucracy. These efforts occur against the backdrop of a growing number of protests by citizens decrying the monetization of social benefits, corrupt traffic police, unchecked property development, and policies that appear to disregard the welfare of average Russians.

Given all of these trends in Eastern Europe, it is interesting to consider the reflections of the Slovenian philosopher Slavoj Zizek, who wrote an editorial for the *New York Times* on November 9, 2009 to reflect on the last two post-socialist decades. He writes:

When people protested Communist regimes in Eastern Europe, the large majority of them did not ask for capitalism. They wanted the freedom to live their lives outside state control, to come together and talk as they pleased; they wanted a life of simplicity and sincerity, liberated from the primitive ideological indoctrination and the prevailing cynical hypocrisy... [T]he ideals that led the protesters were to a large extent taken from the

ruling Socialist ideology itself — people aspired to something that can most appropriately be designated as "Socialism with a human face."

The phrase "socialism with a human face" is most associated with the Prague Spring, a moment when Czechoslovaks attempted to rise up and reform socialism from within. "Socialism with a human face" might also be used to describe Mikhail Gorbachev's policies of glasnost and perestroika -- the attempt to decouple the egalitarian impulses of socialism from the totalitarian rigidity of most communist regimes. The latter attempt to reform the socialist project from within led to its ultimate demise, only to be replaced in countries like Bulgaria and Russia with a force of unbridled kleptocratic capitalism that has ironically made many citizens of these new democracies

long for aspects of the old totalitarianism.

Elsewhere, Zizek has addressed the ideal of "capitalism with a human face," a potentially useful concept for thinking about the state-directed reforms championed by the Obama administration in the United States, perhaps most significantly the sweeping health care reform legislation that extends benefits to millions of previously uninsured American on the ideological ground of protecting the "common good." Indeed, Maureen Fiedler, a journalist for the National Catholic Reporter covering the health care debates leading up to the historic vote, argued that the "...most compelling part of his message was... his appeal to the moral issue of ensuring the common good."

A broader research agenda that focuses on the "common good" can

Continued on page 6



"Liberty, Equality, Fraternity" accompanied by a hammer and sickle and a red star. The words had been crossed out. Photo by: Kristen Ghodsee, Sofia, Bulgaria, August 2010

help us to think about state-society relations in the West more dialectically in light of the experiences of the countries of the former Eastern Bloc. The dichotomous thinking of the Cold War and the rhetoric of transition, democratization, and marketization that followed obscured the complex process of how the common good is being renegotiated on a daily basis. Citizens of former socialist states have expressed disenchantment with political systems whose adoption was more of a *fait accompli* than a democratic choice; they are disillusioned with the narrow confines of public debate and with economic systems that allowed those advantaged under the socialist system to parlay their status into financial gain. The global financial crisis has thrown these debates into sharp relief. There is little consensus in these countries about how society should be structured and the proper role of government. This lack of consensus makes the post-socialist region a fascinating site for exploring the meaning of the common good in its broadest sense, and for contrasting with choices made in other regions.

The common good is not an outcome; by its very nature it is a process, a moving target, a perennial debate. It once again draws attention to our collective fate, beyond individual self-interest. It offers a means of transcending the dichotomies of the past by exploring novel recombinations of values that were once seen as exclusively liberal or socialist. It encompasses issues ranging from the nature of the welfare state to the role of religion in politics, the state's responsibility for falling fertility, the social accountability of corporate actors, and the writing and teaching of history. The questions that need to be addressed are not easy ones: Who gets to define the common good and to what ends? Is the common good only the purview of civil society, or should states and markets have a role in defining it and a

responsibility to uphold it? Should debates about the common good occur at the level of the state or are there transnational or local venues for negotiating the common good? If states should be involved, how far should they go in their efforts to protect the common good? What happens when the common good degenerates into special interest politics or becomes a tool for elites to retain power? Do democratic politics always facilitate the definition of the common good? Who should adjudicate among competing visions of the common good in a single society or between societies? Can there be too much "common good?" Given the recent return to various sorts of leftist politics in Europe and Latin America, as well as the shifting nature of politics in the United States, these are pressing intellectual and practical questions that can be viewed productively by engaging with the experiences of the post-socialist era. F

The authors would like to thank the participants of the "Redefining the Common Good after Communism" conference held at Bowdoin College in May 2009 for their thoughtful research on and stimulating discussion of this question. They also would like thank Jim Richter and Scott Sehon for their helpful comments on an earlier version of this article.

BIBLIOGRAPHY

- Adnanes, Marian. 2007. "Social Transaction and anomie among post-socialist Bulgarian youth," *Nordic Journal of Youth Research*, Vol. 15, No 1, 49-69.
- "Bulgaria Socialist Fear Investor Exodus if Power Utilities Are Nationalized," Sofia News Agency, April 8, 2010. Access date: April 10, 2010. http://www.novinite.com/view_news.php?id=115037.
- "Bulgarian PM implicates power utilities, political lobbyists in 'rob-

bery,'" Sofia News Agency, April 8, 2010. Access date: April 10, 2010. http://www.novinite.com/view_news.php?id=115019.

Chauvier, Jean-Marie. 2004. "Russia: Nostalgic for the Soviet Era." *Le Monde Diplomatique*, March. Available online at: mondediplo.com/2004/03/11russia, accessed: June 18, 2007.

Fiedler, Maureen. "Obama and Common Good," National Catholic Reporter, March 19, 2010. Available Online at: <http://ncronline.org/blogs/ncr-today/obama-and-common-good>. Access Date: April 10, 2010.

Ghodsee, Kristen. 2004. "Red Nostalgia? Communism, Women's Emancipation, and Economic Transformation in Bulgaria," *L'Homme: Zeitschrift für Feministische Geschichtswissenschaft*, Vol. 15, No. 1.

Gorbachev, Mikhail. "Perestroika Lost," New York Times, March 13, 2010.

Halloran, Liz. "Top Republicans: Yeah, We're Calling Obama Socialist." National Public Radio. 5 March 2010. <http://www.npr.org/templates/story/story.php?storyId=124359632>.

Judt, Tony. 2010. *Ill Fares the Land*, New York: Penguin Press.

Kramer, Andrew E. "Innovation, by Order the Kremlin," New York Times, April 9, 2010. Access date: April 26, 2010. <http://www.nytimes.com/2010/04/11/business/global/11russia.html?pagewanted=all>.

Pew Research Center. "Two Decades After the Wall's Fall: End of Communism Cheered But Now with More Reservations," Pew Global Attitudes Project, November 2009. <http://pewglobal.org/reports/display.php?ReportID=267>.

Sessions, David. "Glenn Beck urges listeners to leave churches that preach social justice." Politicsdaily.com. March 8, 2010. Ac-

cess date: April 10, 2010. <http://www.politicsdaily.com/2010/03/08/glenn-beck-urges-listeners-to-leave-churches-that-preach-social/>.

Shkodorova, Albena. 2006. "Bulgarians Join the EU with Marxism on Their Minds." *Balkan Insight*, 21 December. Accessed August 12, 2007. <http://www.birn.eu.com/en/64/10/1982/>.

Surkov, Vladislav. 2008. "Russian Political Culture: The View from Utopia," *Russian Politics and Law* 46, 5 (September–October): 10–26. Originally published as "Russkaia politicheskaiia kul'tura. Vzgliad is utopii," *Lektsiia Vladislava Surkova*, ed. Konstantin Remchukov, Moscow: Izdatel'stvo Nezavisimaia gazeta, 2007, pp. 6–21. Translated by Stephen D. Shenfield.

Todorova, Maria. "Daring to remember Bulgaria, pre-1989," *Guardian.co.uk*, November, 9 2009. Available online at: <http://www.guardian.co.uk/commentis-free/2009/nov/09/1989-communism-bulgaria>. Access Date: April 10, 2010.



"Revolution - NATO out" is a piece of graffiti with a red hammer and sickle and a red star above the words "Revolution" and "NATO out." This picture was taken near Sofia University in August 2010.

JOIN US ON LINKEDIN

ASEEES hosts networking opportunities, including the annual convention, a listserv and LinkedIn group. All of our networking opportunities are excellent ways to mingle with others in the field and to seek collaborators for scholarly ventures.

Our LinkedIn group has been updated to reflect our new name. More importantly, it remains an important venue for members to ask questions of others in their field and communicate openly with their peers. LinkedIn provides the ability for group members to chat with others who have inside information about the challenges and circumstances of area studies.

<http://www.linkedin.com/groups?gid=2585509>



CALL FOR PAPERS

ASEEES 43rd Annual Convention • November 17-20, 2011 • Washington, DC

The 43rd Annual Convention of ASEEES will be held at the Omni Shoreham Hotel in Washington, DC.
Robert Geraci of the University of Virginia will chair the Program Committee.

Our theme of the 2011 convention is:
“Authorities”

Across the disciplines, scholars have long recognized the fundamental distinction between power and authority, between the exercise of actual force and the considerable array of techniques employed by those who carry and those who seek to carry influence. Power and authority do not always coincide, but most who hold power would like them to. In everyday conversation, “the authorities” might signal the state, but they are just as often the kinds of actors who authorize all manner of social and cultural capital, be they religious leaders, knowledge experts, fiction writers, news anchors, or film directors.

This year’s convention theme invites reflection on the multiform characteristics and practices of authority across Slavic, East European, and Eurasian realms. At the political level, since the end of socialism, scholars have aimed to make sense of democratization in a variety of political and seemingly apolitical contexts. What kinds of authority have leaders been drawing on to claim power, and what are the sources of their legitimacy?

In recent years, the formerly socialist world has seen the rise or renovation of remarkably inventive authoritarian regimes, lending particular concern to questions of citizenship, human rights, and sovereign forms. From Motherland to Fatherland, and from empire, state, and nation, between prophets and gods, presidents and prime ministers, from clergy to military, and in the idiom of the family itself: Where are the changing practices and ideologies authorizing these political and social systems?

Beyond a fundamental interest in new technologies of power, we are most interested in the changing forms of authority experienced in and cultivated throughout everyday life: in the statistics and standards generated to explain economic transitions; in the popular iconographies of flags, coin, song, and screen; and especially in the vast literary field consumed by reading publics.

As millions of readers have attested, under socialism “authorship” and authority were tied in key ways: the former Soviet bloc had rates of literacy among the highest in the world, and writers could attain the status of cult figures. In this context we ask: What is the role of authorship and authority across changing historical landscapes and changing symbolic economies? Where are today’s writers turning as knowledge practices move in a myriad of new directions, relying on media forms well beyond print and television into digital, internet, and new visual cultures? What roles are these media playing across this world area, and in what ways might they recall transformations of old?

This year's interest in authorities, rather than authority, looks to expressly recognize the enormous variance in social formations across Slavic, East European and Eurasian areas, and the need for rich, comparative scholarly work in this context.

Panels invited for the 2011 convention are therefore not limited to but might include work on:

- Sovereign power routed through new social forms
- Specters of authoritarianism
- Agencies of state: law, the military, borders, and taxation
- Changing religious ideologies
- Human rights, social justice, and the authority to speak
- Insurgencies and rebellions
- Authorship and authority across time and space
- The creation of reputation
- "Culture workers" new and old: from the Komsomol to celebrity reporting
- The role of new media in everyday life
- Authorizing discourses and the power to name
- Money as a moral currency
- The changing status of auteurism in post-Soviet cinema
- Authorizing truth values in visual culture
- Secrecy and powerful forgeries
- Authority and knowledge-production
- The officializing of sexuality and the queering of sovereign realms

These and other related topics need not be the specific subjects of panels. They are offered as spurs to designing panels for the 2011 convention. Please note that owing to the size of the Washington hotel, **individual paper submissions will not be accepted** for this year only. Individual paper submissions will resume in 2012.

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

Deadline for receipt of complete panel and roundtable proposals is January 15, 2011.



GENERAL RULES

1. Panel proposals must be complete and should normally involve the presentation of prepared papers. Special consideration will be given to panels reporting on recent field or archival research, especially those that include presentations by advanced graduate students and/or junior faculty. The Program Committee also encourages the submission of panel proposals that include both women and men. Proposals for roundtables should be submitted only when the topic clearly justifies this format. Please note that proposals can be accepted only from ASEES members or foreign non-members. Please be sure to include an abstract about your panel or roundtable. We cannot process forms without an abstract.
2. Each participant may only have **one role on a panel or roundtable**, may only **appear on two panels or roundtables during the convention**, and only **present one paper during the convention**. You may organize as many panels or roundtables as you wish and you may give a paper on one panel and be the chair, or a discussant, or a participant on one other, but you cannot be chair and discussant or chair and give a paper on the same panel, and you **CAN NOT sign up for more than two panels/roundtables**.
3. **Panels** can only have: one Chair; maximum of 3 papers; and at least one discussant (maximum of two). **Roundtables** can only have: one Chair; maximum of 5 participants.
4. All participants who are Slavic, East European and Eurasian scholars living in the US must be current ASEES members. Only foreigners and scholars outside the fields of Slavic, East European and Eurasian studies do not need to join ASEES. All participants on panels/roundtables must preregister by the deadline and pay the registration fee. Organizers are responsible for letting panelists know about registration fees and membership rules.
5. Be sure to include any requests for audiovisual equipment. Please specify types of equipment (i.e., "overhead projector," not simply "projector"). ASEES can provide **up to \$150** worth of equipment; you will be charged for anything above this amount. **We do not pay for powerpoint / LCD equipment**. The deadline for all audiovisual equipment requests is July 1, 2011.
6. If you agree to participate in the ASEES Convention, you agree to be scheduled during any of the planned sessions. We will honor specific scheduling requests only for religious reasons. Please make sure to include such requests on your panel/roundtable proposal form.

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

Our online submission system will be available after the November 2010 convention. Please check our Web site www.ASEES.org for current information.

1. To enter a proposal online, please go to: **www.ASEES.org** and select "**Submit a completed convention proposal form.**" Select the type of submission and enter the information requested. Please remember that as the organizer, you are responsible for the accuracy of the information entered. Please use mixed case when entering data.
2. Please be sure to include a c.v. form for each participant.
3. **Deadline for entering proposals and meeting room requests is January 15, 2011 at midnight EST.** The system will be taken off line at 12:01 a.m. EST on January 16.

PROCEDURES FOR SUBMITTING HARD COPIES OF ROOM REQUESTS

1. **Mail two copies** of the proposal form and one copy of the **one-page c.v. form** for each participant to: Wendy Walker, Convention Coordinator, ASEES, 66 Tyler Road, Weston, MA 02493. **Please remember that we do not accept proposals sent by fax.** You must use the c.v. form (to be included in the October NewsNet or on line at www.asees.org).
2. **Deadline for receipt of proposals is January 15, 2011.** ASEES will conduct initial screening of all proposals and forward them to the appropriate members of the program committee.
3. Indicate in the appropriate space on the form the category under which you would like your panel/roundtable to be considered. Choose only from the list of categories shown below to ensure that the appropriate member of the program committee receives your proposal.
4. Provide complete information on all panel/roundtable participants: name, affiliation, full address, phone, e-mail, and paper title. One-page c.v. forms for all participants **must** accompany the proposal.
5. Type or print **very** clearly, especially when title of the panel includes words in languages other than English and when names of the participants include special characters not used in English.
6. Affiliate organizations of the ASEES are each allowed **one** panel/roundtable, which must be specified on the proposal form. Each affiliate-sponsored panel/roundtable will be screened in the usual manner by the Program Committee; we will not accept unscreened proposals.

CATEGORIES FOR SUBMISSION OF PANEL/ROUNDTABLE PROPOSALS

Arts/Film/Electronic Media	Linguistics/Language Pedagogy
Comparative Politics	Literature
Economic History/Transition Issues/Emerging Markets	Library/Information Sciences
Geography	Miscellaneous
History: Central and Southeast Europe	Religion/Philosophy
History: Russian and Eurasian	Sociology/Anthropology
International Relations/Security Studies/Foreign Policy	Themed Panels

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

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

WITH ANY QUESTIONS, PLEASE CONTACT:

WENDY WALKER, CONVENTION COORDINATOR ASEES,

66 TYLER ROAD, WESTON, MA 02493

E-MAIL: WWALKER@PITT.EDU

PANEL PROPOSAL

ASEEES 43rd Convention • Washington, DC • November 17–20, 2011

Deadline: January 15, 2011

Proposals should include **two copies** of the completed Panel Proposal form and **one copy of the one-page c.v. form** for each panelist (see the last page of the call for papers for the c.v. form). Materials should be **mailed** to: Wendy Walker, Convention Coordinator ASEEES, 66 TYLER ROAD, WESTON, MA 02493. Deadline for **receipt** of proposals: **January 15, 2011**. This form is for traditional panels only, with a maximum of three papers plus chair and at least one discussant (maximum of two).

PANEL TITLE: _____

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

EXPLANATION OF PANEL'S THEME: _____

ORGANIZER: _____ Affiliation: _____
(all panel organizers must be current ASEEES members or foreign non-members)

Address (Home or Office): _____

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

CHAIR: _____ Affiliation: _____

Address (Home or Office): _____

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

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

1. NAME: _____ Affiliation: _____

Address (Home or Office): _____

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

Paper Title: _____

2. NAME: _____ Affiliation: _____

Address (Home or Office): _____

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

Paper Title: _____

3. **NAME:** _____ **Affiliation:** _____

Address (Home or Office): _____

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

Paper Title: _____

DISCUSSANTS

1. **NAME:** _____ **Affiliation:** _____

Address (Home or Office): _____

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

2. **NAME:** _____ **Affiliation:** _____

Address (Home or Office): _____

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

Audiovisual equipment: Normally only projectors and screens can be provided. ASEES will provide up to \$150 worth of equipment; the panel organizer will be charged for A/V equipment exceeding that amount. Affiliate societies are expected to share equally with ASEES the cost of equipment requested for their sponsored panels up to \$150 and, as for all panels, to pay in full for any equipment that exceeds \$150. **Please be specific about types of equipment needed. Please note that we do not provide Power Point / LCD equipment. It is prohibitively expensive. Deadline for A/V requests is July 1, 2011.**
A/V equipment needed:

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

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

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

Signature of Organizer: _____ Date: _____

ROUNDTABLE PROPOSAL

ASEEES 43rd Convention • Washington, DC • November 17–20, 2011

Deadline: January 15, 2011

Proposals should include **two copies** of the completed Roundtable Proposal form and **one copy of the one-page c.v. form** for each participant (see the last page of the call for papers for the c.v. form). Materials should be **mailed** to: Wendy Walker, Convention Coordinator **ASEEES, 66 TYLER ROAD, WESTON, MA 02493**. Deadline for **receipt** of proposals: **January 15, 2011**. A roundtable may include a maximum of 5 participants plus chair.

ROUNDTABLE TITLE: _____

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

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

ORGANIZER: _____ Affiliation: _____

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

Address (Home or Office): _____

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

CHAIR: _____ Affiliation: _____

Address (Home or Office): _____

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

ROUNDTABLE PARTICIPANTS:

1. NAME: _____ Affiliation: _____

Address (Home or Office): _____

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

2. NAME: _____ Affiliation: _____

Address (Home or Office): _____

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

MEETING ROOM REQUEST FORM

ASEEES 43rd Convention • Washington, DC • November 17–20, 2011

Deadline: January 15, 2011

Each affiliate organization is allowed only ONE meeting at the convention.

This form must be completed and submitted by the deadline in order to reserve meeting space.

NAME OF AFFILIATE ORGANIZATION: _____

ADDRESS: _____

ESTIMATED NUMBER OF PERSONS ATTENDING: _____

NAME CONTACT PERSON (required): _____

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

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

PLEASE SUBMIT THIS FORM BY JANUARY 15, 2011 TO:

Wendy Walker, Convention Coordinator

ASEEES

66 TYLER ROAD, WESTON, MA 02493.

MEETING ROOM REQUESTS WILL NOT BE ACCEPTED AFTER THE DEADLINE.

NEWS FROM ASEEEES

Dear colleagues,

The American Association for the Advancement of Slavic Studies (AAASS) has officially changed its legal corporate name to the Association of Slavic, East European, and Eurasian Studies (ASEEEES) as of July 7, 2010. While it will take a while for all of us to get used to the new acronym, I am sure, all of our official documents and publications will refer to the new name.

With the name change and the recent move to the University of Pittsburgh, the Association has entered a new era in its long and esteemed history. The University of Pittsburgh, especially its University Center for International Studies and REES, has been welcoming and supportive of the Association as we transition to the new location. With the Latin American Studies Association and the European Union Studies Association (EUSA) also housed at Pitt and in fact in the same building, we are in good stead.

I am honored to serve as the Association's executive director in this new era. Working closely with the Board of Directors and members, I hope to launch some new initiatives, especially to enhance our online presence and to increase and support student members. We will continue to work hard to support all of our members and the field.

I am happy to announce our new staff. Mary Arnstein is the communications coordinator and NewsNet editor. Prior to joining ASEEEES, she worked for the University of Pittsburgh School of Law as director of career services and for EUSA. She holds a JD from Pitt Law and BA in Political Science and International Studies from Saint Francis University. Our membership coordinator is Jonathon Swiderski, who holds a BA in Linguistics from the University of Pittsburgh. I am thankful that Wendy Walker will continue as the convention coordinator. And big thanks to the previous staff in Cambridge, especially Dmitry Gorenburg, for their dedication and assistance during the transition.

As we move forward, we very much welcome your input. Feel free to contact any of us with your ideas and comments. I look forward to meeting many of you at the convention in November in Los Angeles.

Best regards,

Lynda Park, Executive Director

*The Harvard Academy for International and Area Studies
The Harvard Academy Scholars Program 2011-2012*

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

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

Academy Scholars are appointed for 2 years by the Harvard Academy for International and Area Studies and are provided time, guidance, and access to Harvard facilities. They receive substantial financial and research assistance to undertake sustained projects of research and/or acquire accessory training in their chosen fields and areas. Some teaching is permitted but not required. The Senior Scholars, a distinguished group of senior Harvard faculty members, act as mentors to the Academy Scholars to help them achieve their intellectual potential. Post-doctoral Academy Scholars will receive an annual stipend of \$48,000, and pre-doctoral Academy Scholars will receive an annual stipend of \$28,000.

Applications for the 2011-2012 class of Academy Scholars are due by October 1, 2010. Finalist interviews will take place in Cambridge on December 6. Notification of Scholarships will be made in January, 2011. For complete information on how to apply visit: www.wcfia.harvard.edu/academy.

LIBRARY AND THE INTERNET NEWS

At the June 2010 annual national conference of the American Library Association in Washington DC, the Slavic and East European Section (SEES) presented a provocative and well-attended program titled "Area Studies Librarianship, Globalization and Interdisciplinary Studies in Today's and Tomorrow's Academic and Research Libraries". Speakers included Maria Carlson, Professor of Slavic Languages and Literatures, University of Kansas; Dan Hazen, Associate Librarian of Harvard College for Collection Development; and James G. Neal, Vice President for Information Services and University Librarian, Columbia University.

The panel was moderated by Beverly Lynch, UCLA Professor of Information Studies, and Jon Giullian, Librarian for Slavic and Eurasian Studies, University of Kansas.

The discussion provided an opportunity to reevaluate area studies librarianship. Carlson, who presented on this topic at the 1998 ALA conference, was able to provide context for the enormous changes that have occurred in the profession. She noted that predictions she made in 1998—that area studies would remain viable, while at the same time becoming more interdisciplinary—had proven accurate, and that events in the Balkans and the Middle East had demonstrated how

necessary area specialists remain to our understanding of the world.

Hazen addressed the difficulty of supporting area and global studies because of the "fuzzy boundaries" among disciplines and the broad kinds of data that are now necessary for scholarship. He commented on the sophisticated skill sets area studies librarians possess, and how scholarship would be affected if these positions were lost.

Neal provided an overview of trends in North American research libraries. Most importantly, he noted that these institutions were "collectively and systematically reducing their commitment and capacity to collect, organize, service, share and preserve global publications and resources in all formats." Neal challenged the profession to find areas in which they could coordinate and collaborate on collection development, citing the recent 2CUL project between Columbia and Cornell.

Podcasts and transcripts of these presentations are available at www.lib.ku.edu/public/slavic/sees.shtml

—Marta Mestrovic Deyrup, Seton Hall University Libraries, marta.deyrup@shu.edu, (reprinted courtesy of College and Research Library News)

Any ASEES member who edits, contributes to, or simply reads scholarly journals in Slavic studies is encouraged to attend the roundtable, "Taking Slavic Studies Journals Online: Easy Options for Going Digital Without Breaking the Bank", at the 8:00am session on Sunday, November 21, at this year's convention in Los Angeles.

The budgetary crisis in academia continues to be further exacerbated within libraries by the massive transition of scholarly journals from print to digital formats and from affordable to exorbitant cost models which claim an inordinate and even crippling share of library budgets. This needn't be the case when going digital. Please join a journal editor, a publisher, a library digital publications specialist, and other ASEES colleagues in discussing how Slavic studies journals can help fix the crisis in scholarly communications and still stay in the black.

—Michael Biggins, University of Washington Libraries, mbiggins@uw.edu, for the ASEES Committee on Library and Information Resources, Subcommittee on Collection Development

CALL FOR ARTICLES

Please consider submitting cover articles to be published in October and January NewsNets.

NewsNet cover articles are a forum for brief essays on contemporary issues or matters of broad professional interest to the Association's membership. As such, they can include summary discussions of new research (for example, reports on well-attended and much-talked about sessions at the annual convention). But please keep in mind that NewsNet is not a venue for extensive research essays. Most cover articles run between 2,500 and 3,000 words in length (which can include endnotes), and should be submitted as files in Microsoft Word.

We heartily encourage members—including graduate students—who are interested in proposing a NewsNet cover article to contact the Communications Coordinator, Mary Arnstein (newsnet@pitt.edu) or the Communications advisory committee's chairperson, Mike Hickey at Bloomsburg University (mhickey@bloomu.edu).

INDEPENDENT LANGUAGE LEARNERS AND WEB-BASED MATERIALS

Richard M. Robin, George Washington University

Computer-assisted language instructional materials are everywhere. But the greatest promise of technology, specifically the World Wide Web, provides intermediate and advanced learners the potential to take control over their own learning and interact with the Internet in a way that is linguistically authentic.

When we think of computer assisted language learning, our first association is usually with instruction: all-in-one disk-based courses like Rosetta Stone®, or guided websites with access to an online native speakers' language exchange as with Live Mocha. For use in language classrooms, the authors of nearly all widely distributed textbooks provide rich sets of ancillary materials, distributed both as disk-based software and in companion websites. Finally, learners can go to stand-alone websites aimed at specific learner target groups or skills, such as

- Russnet.org, sponsored by American Councils – comprehensive pedagogical site with activities for all levels including specialized instruction in business Russian.
- Russian Advanced Interactive Listening Series Project (RAILS)– scaffolded audio and video targeted at ACTFL Advanced.
- Russian Learning on the Web – the University of Sussex materials on literature in the original.
- SCOLA – authentic Russian newscasts with vocabulary aids and pre- and post-text exercises.
- Russian Language Mentor – Bogdan Sagatov's eclectic site aimed at advanced learners.
- The News in Simplified Russian from the National Capital Language Resource Center – webcasts of the news in Russian twice monthly with diction similar to that of Soviet times (3–4 syllables per second as opposed to the current 6–8 syllables

per second), accompanied by wrap-around exercises.

This list is just a sampling. The Slavic and East European Language Resource Center's weblibliography has a complete list.

Such pedagogical sites share a common thread. While they may present authentic or even semi-authentic language input in the form of text, audio, or video, or a multimedia mix, none of them by themselves mimics linguistically authentic interaction between the learner and the computer-mediated language. In starker terms, the authors of materials created specifically for language instruction herd their users into a safe subset of the language.

However, the immediacy of the Internet lends itself more to independent language learning based on the use of raw Web content rather than that provided by pedagogically gated communities. I am not, of course, referring to the Holy Grail of practice in spoken communication. The technological potential for synchronous machine-based chat using natural aural language processing, a requirement for spoken activities of any sophistication, is moving forward. But it is just now reaching a point of reliable but limited usefulness in English, as any frustrated user of a computer-aided call center can attest. The Russian market for such services is still in its infancy, which means free or low-cost access to natural language processing is still beyond the horizon. Just how far beyond comes from the March 4, 2010 announcement from Google's YouTube of the availability of automatically generated captions for English language videos with such capabilities to be made available for other languages in "a few months." However, as of yet the YouTube service is finicky, requiring a lag time of several days to produce results that must be edited by human beings.

If off-the-shelf technology is not yet suitable for oral interactivity, it does provide opportunities for a reliable and authentic learning environment for independent intermediate and advanced language learners in the remaining three skills: reading, listening, and writing.

An authentic environment is indistinguishable from one created for a native speaker. Authenticity became an integral part of materials development for language learners when, thirty years ago, a generation of baby boomers, whose foreign language practice in reading was based on the national literature, often in adapted form, was unable to function when faced with more humble but authentic fare such as forms that had to be filled out. Today we must adjust our definition of authenticity to account for those features of technology that, while not created specifically for the independent language learner, in effect turn the entire Internet into a language learning laboratory.

I am not suggesting that pedagogically based sites are useless. The good ones work well for beginners, especially as ancillary materials in an otherwise comprehensive instructional environment that includes face-to-face interaction. But the real promise of the technology at hand is for more advanced independent learners.

Support for that view comes from the learning curve for almost any foreign language but especially for a Category 3 language like Russian. (Most U.S. government agencies use four categories to rate the learnability of foreign languages with Arabic and many East Asian languages in Category 4). The beginning Basic Sequence in college Russian is customarily thought of as the first 240 hours of face-to-face instruction

or about four college semesters — enough to allow most students to cross the ACTFL Intermediate (or ILR 1 threshold) in speaking. But the path to ACTFL Advanced (ILR 2) requires significantly more time — another 300 or 400 hours, just at the moment when upper division students, those in third and fourth year, are enrolled in Russian classes that meet not four or five times per week, as is customary at the lower levels, but two or three times. In short, as students advance from one course level to another, the number of contact hours, and with it, the pipeline of input, unenhanced systematically by what is generally available on the Web, becomes narrower.

To widen the flow of input, students beyond the Basic Sequence must learn to branch off from the pedagogical sites into the raw web.

Reading and listening. The raw web's immediate impact comes in the possibilities for those engaged in raising their listening and reading proficiency. Sites such as Lingro allow users to gloss web pages dynamically. The Google translator also serves as an on-the-fly glosser. I realize that the suggestion that a translation-bot can serve some purpose in language acquisition might raise some hackles. But the translator frees readers to take on the material of the greatest interest to them personally, first by permitting a quick scan of topics so that the most interesting material is found and second, by giving learners the gist and allowing them to concentrate on the details.

Those who want to create a text to listen to on the fly can paste up to a thousand characters at a time (about 200 words) into Paralink's free demonstration text to speech site and then play the content back, all with adjustable speed. Recorded texts on the web on a multitude of topics and of a wide variety of styles and speeds of delivery are available on various news sites, archival sites, and YouTube and RuTube. News sites, such as Ekho Moskyv and Radio Mayak, boast large audio archives often with complete transcripts. Downloadable

podcasts from the news sites can then be reproduced with players that can slow the speed of delivery to that of Soviet times (about two-thirds of what it is today). Historical archival sites such as Staroe Radio provide old "slow" radio without additional manipulation.

Those looking for web-based video content can (legally) view a wide variety of movies in low resolution on sites such as Weblek or ETVNet. A subscription brings in a packet of television channels (between 12 and 20 networks with archived broadcasts) and films. In many cases, the captions for these films can be downloaded from the SRT subtitle database. SRT files are compact text files that display captions on players such as VLC (available for all computer platforms). Alternatively the SRT files can be read as scripts.

Whether access to exact transcripts of online foreign audio and video is ultimately a help or a destructive crutch has been the focus of no small amount of research. (For a complete discussion, see P. Winke, S. Gass, and T. Sydorenko, 2010. "The effects of captioning videos used for foreign language listening activities." *Language Learning and Technology*, 14, 1: 65–86.) However, ambitious learners can find resources that free them from reliance on the security blanket of a direct transcription. For almost any movie or broadcast/webcast that learners might want to try, one can find reviews, summaries, and user comments that provide the kind of background information required for comprehension. That kind of on-the-fly mixed activity replicates the linguistically authentic experiences of native speakers, who most often watch TV programs or movies after they have read reviews, visited the show's website, or looked at blogs about the material they are viewing.

Writing and active vocabulary enhancement. The Web's powerful potential in helping students, especially independent learners, in writing has been undervalued. Search engines allow web content to be treated as a unified corpus, providing the world's

most adaptable dictionary and phrasebook. Learners can enter into a search engine a term that might otherwise only be available in a specialized dictionary and find a target-language equivalent. For example, entering "letter of intent" into Google's advanced search with language and domain parameters to set "Russian" and ".ru" will produce the correct письмо о намерениях in context within the first few hits. (Learners must have the required reading proficiency to assess the context.)

Students can test out entire phrases in search engines with the assurance that a large number of contextualized hits probably means that the phrase in question is acceptable.

Of course, the most resourceful learners will go a step further; they will engage in instructionally valid plagiarism. The use of such a term might seem ludicrous in an age in which Internet plagiarism is seen as the bane of academic life. But we accept the notion of oral plagiarism: student should absorb what they hear and recombine it into their own speech repertoire. Incorporation of others' phrasing as part of one's own written language is looked upon with less approval. However, I would argue that those who are writing privately with the purpose of improving their written style should be encouraged to borrow authentic language on the condition that the language they appropriate becomes a permanent part of the repertoire.

In examining the current resources for instant tools, we should not overlook the humble spellchecker, available on the Web in both Google Docs and Gmail. The Google proofing tools have no grammar capabilities for Russian (and even the Microsoft Office grammar checker is of little value beyond nagging about commas). However, in the hands of a creative near-Advanced learner, spellcheckers help with confusing morphology. Red squiggles underscore any number of common mistakes with verb conjugation in general, not to mention

Continued on page 20

the most confusing verb pairs that come into students' periphery somewhere between third and fourth-year Russian, e.g. the "shooting" verbs *расстреливать/расстрелять* as opposed to *застрелять/застрелить*. Spellcheckers even indicate gender and place of stress. For example, rejection of the incorrectly entered instrumental case of 'style' **стилю* suggests that *стиль* is masculine. Similarly the spellchecker's squiggles under **врачем* tells the alert user that the word for 'physician' takes end stress (e.g. *врачѐм*) – to comply with the spelling rule.

For that matter, users can find the stress pattern of nearly any word, including proper names, online, by searching the corpus of transcribed radio broadcasts at Ekho Moskv. For example, a search on the Ekho site for "Аль Каида" (Кáида, Кáйда?) produces links to audio recordings with transcriptions that quickly leads us to a number of speakers referring to Al Qaeda. Less nuanced help comes to users from online dictionaries, including the rapidly expanding Wikislovar and the multilayered grammar and vocabulary reference center at gramota.ru.

Those writers who need a proofing nanny can turn to a text-to-voice engine such as Paralink's demo site to read portions of their text back to them in Russian, which may help them monitor their writing more effectively.

In suggesting that currently available web-delivered technology can widen the language input pipeline for intermediate and advanced learners, I am not advocating that we rely on the technology to reduce the number of hours devoted to face-to-face instruction. Unfortunately that line of thought has become rather common in the offices of college deans and high school principals. Administrators are quick to confuse the potential of more language input with the need for live instruction, especially at the early levels, where greater human contact is sine qua non. Administrators ask language program directors whether beginning classes can be turned into

distance or hybrid courses based on web delivery of content. Those in the field should argue that the availability of language input on the web does not mean that language teacher hours can be cut; rather the Web now helps to redress one of the great deficits of language learning in North America: the steady narrowing of language input as learners advance by course level. The change we should expect during the transition from the basic sequence to intermediate level instruction is one that seeks to prepare our students to take full advantage of raw Web materials for the most optimal learning experience in listening, reading, and writing.

SITE REFERENCES

Ekho Moskv. <http://www.echo.msk.ru>.

ETVNet, Russian web-based television rebroadcaster and video/film archiver. <http://www.etvnet.com/>

Gmail. <http://gmail.com>.

Google translator. <http://translate.google.com>.

Google Docs. <http://docs.google.com>.

Gramota.ru. <http://www.gramota.ru>.

Live Mocha. <http://livemocha.com>

Lingro.com (dynamic glossing for online texts). <http://lingro.com>.

News in Simplified Russian, a project of the National Capital Language Resource Center. <http://nclrc.org/webcasts/russian/>.

Paralink Corporation text to speech site: <http://text-to-speech-translator.paralink.com/>.

Radio Mayak. <http://radiomayak.ru>

RAILS (Russian Advanced Interactive Listening Series Project). <http://www.languageinstitute.wisc.edu/rails/>.

Russian Language Mentor. <http://www.russianmentor.net>.

Russian Learning on the Web, University of Sussex literature in the original. <http://www.sussex.ac.uk/Units/russian/Ruslang/>.

Russnet, an all-levels Russian instructional site from American Councils of Teachers of Russian: <http://www.russnet.org>.

RuTube. <http://rutube.ru>

Slavic and East European Language Resource Center Webliography. <http://seelrc.org/webliography/russian.ptml>.

SCOLA broadcasts and Instaclass. <http://www.scola.org/>.

Staroe Radio. <http://www.staroe-radio.com>.

SRT scripts. <http://www.opensubtitles.org>.

Vkontakte.ru, Russian social networking site similar to Facebook. <http://vkontakte.ru>.

VLC – VideoLan Media Player. <http://videolan.org>.

Webtelek, Russian web-based television rebroadcaster and video/film archiver. <http://webtelek.com>.

Wikislovar. <http://ru.wiktionary.org>

YouTube: update on captioning. <http://youtube-global.blogspot.com/2010/03/future-will-be-captioned-improving.html>.

IN MEMORIAM

Robert C. Tucker, distinguished Soviet expert and Stalin biographer, died on July 29, 2010, at the age of 92.

Tucker, the IBM Professor of International Studies Emeritus at Princeton University, made important contributions to our understanding of Joseph Stalin as well as the Soviet and post-Soviet regimes. His two biographies of Stalin are foundational works in our field, and his publications on Marx are still widely read.

Tucker earned his bachelor's and master's degrees from Harvard University before working for the U.S. Office of Strategic Services from 1942 to 1944. He then worked in the U.S. Embassy in Moscow from 1944-53, during which time he developed a deep understanding of the country that informed his scholarship and teaching. Upon his return, he completed his dissertation at Harvard and taught at Indiana University before joining Princeton's faculty in 1962, where he taught from 1962 until his retirement in 1984 and founded the Russian studies program.

Tucker held various leadership roles in our Association, serving as its president in 1988. In 1999, he received the AAASS Distinguished Contributions to Slavic Studies award, whose citation noted, "Few individuals have done more to help generate a dispassionate yet deeply insightful understanding of the Soviet and Russian political system." His contribution to the field is also recognized by the Tucker-Cohen Dissertation Prize, which is given annually to an outstanding doctoral dissertation in historical political science and political history of Russia or the Soviet Union. Among his other honors were a nomination for the National Book Award in history for *Stalin as Revolutionary* and fellowships from the John Simon Guggenheim Memorial Foundation, International Research and Exchanges Board, and National Endowment for the Humanities.

Новый Журнал / The New Review

New York-based literary journal of Russian Diaspora
since 1942

The New Review is the oldest literary quarterly of the Russian emigration. It was established in 1942 by well-known writer Mark Aldanov and poet Mikhail Tzetlin with the help of Ivan Bunin. Our contributing authors include Nobel Prize laureates Ivan Bunin, Alexander Solzhenitsyn, and Joseph Brodsky, as well as a plethora of other writers, poets, philosophers, artists, and politicians, including V. Nabokov, G. Ivanov, G. Adamovich, and B. Zaitzev. *The New Review* focuses on the history of the Russian emigration and publishes the best works of contemporary prose and poetry, bibliographies, articles and archives. Our annual award "Mark Aldanov's Literary Prize" for the best novel of the year has been established in 2007.

The new project "Russian Emigration at the Crossroads of XX century" (*under the sponsorship of Russkyi Mir Foundation in 2008 and 2010*) contains:

Russian Emigration in Bulgaria, #247, 2007: an interview with Bulgarian tsar Simeon Saxe-Coburg Gotha; memoir of the prince Lobanov-Rostovsky; the story of the friendship between actress Vera Pushkareff and poet K.R.

Russian Emigration in the USA, #248, 2007: Russian and American ambassadors on the diplomatic relationship between the two countries; Stephen Cohen – "A New Cold War with Russia", Roman Goul – "The Idea of the Gathering of Two Russian Emigrations" (1948); rev. Alexander Schmemann about Anna Akhmatova (1966), etc.

Russian Emigration in Czechoslovakia, #251, 2008: Gen. Kutepoff's letters to Karel Kramarž; Ivan Savitsky and Ivan Tolstoy about the history of the "Russian Action"; Alfred Bem – in the memoirs of his daughter and grandson; Russian immigrants about Prague in 1945, etc.

Russian Emigration in France, #253, 2008: unknown texts by Boris Poplavsky; a novel by Irene Nemirovsky; a diary and poems by Irina Knorring; Boris Zaytsev's letters to Rene Guerra; Boris Kochno – "Three days with Serge Dyagilev"; mother Maria (Skobtsova) – "About Creativeness"; etc.

- ***Russian Emigration in China, # 256, 2009:*** unknown poems by Larissa Anderson and Nikolay Schegolev; novels by Mikhail Scherbakov and Alexander Perfiliev; Russian Churaevka in the US (letters of G. Grebenshikov and A. Achair), etc.

- ***Russian Emigration in Yugoslavia, # 259, 2010:*** Crown Prince of Yugoslavia Alexander II Karageorgevich's interview; Ivan Bunin's letter to E. Tauber; prose by Mikhail Ivannikov; poems by Alexander Petrov, Matia Bechkovich, Dejana Nikolich, Slobodan Vukanovich; articles by Arseniev, Babovich, Jovanovich, Paunkovich, Tarasiev, Barkovets, etc.

Three digests based on the texts from #251 (in Russian, English and Czech), #253 (in Russian, English and French) and #259 (in Russian, English and Serbian) are also available. For full information, contact us at:

The New Review

611 Broadway, suite 902, New York, New York 10012, tel. /fax: (212)353-1478, newreview@msn.com

*ASEEES 42nd Convention
Westin Bonaventure, Los Angeles, CA
November 18-21, 2010*



The 41st Convention of the ASEEES will be held at the Westin Bonaventure Hotel in Los Angeles from Thursday, November 18 through Sunday, November 21, 2010. The hotel is located at 404 South Figueroa Street, Los Angeles, CA 90071. To learn more about Los Angeles, please visit the Los Angeles Convention and Visitors Bureau at www.discoverlosangeles.com.

The ASEEES special group rate for convention participants is \$169 single/\$189 double per night (plus tax). To make a reservation, click on the link to the reservation page for the Westin Bonaventure posted under hotel information on our homepage at www.aaass.org and enter your reservation. The single or double rate will be applied automatically when you enter your information. If you wish to make your reservation by telephone, please call the Westin Bonaventure at 888-627-8520 and say that you are with Slavic Studies to receive the discounted rate of \$169 single/\$189 double (plus tax).

**Please book
your room
early!
We WILL sell
out!**



ASEEES 42nd Convention • PRE-REGISTRATION FORM

Westin Bonaventure, Los Angeles, CA • November 18-21, 2010

Please be sure that the information below is legible. The name and institutional affiliation given here will be used to create your name badge, and therefore must be typed or printed clearly.

Name: _____

Institutional Affiliation: _____

E-mail address: _____

Home address: _____

Office address: _____

PRE-REGISTRATION DEADLINES and FEES

Panel and roundtable participants must pre-register by September 30 to have their names included in the Convention Program Index of Participants.

Pre-registration closes October 8. You must register on site after this date. On-site registration will cost an additional \$30 (additional \$10 for students; \$15 for retirees).

	Fees for registering by August 16	Fees for registering by October 8	
ASEEES Members.....	\$120.....	\$140.....	\$ _____
ASEEES Member student or income under \$30K	\$25.....	\$30.....	\$ _____
ASEEES Member retiree	\$60.....	\$70.....	\$ _____
Non-Member.....	\$170.....	\$190.....	\$ _____
Non-member student or income under \$30K.....	\$35.....	\$40.....	\$ _____
Awards Buffet, Saturday, November 20, 2010: Featuring hearty hors d'ouvres and a cash bar. (Tickets will be in your registration packet at the Registration Desk at the convention)			
_____ tickets @ \$40 each		_____ student tickets @ \$15	\$ _____
SUBTOTAL:			\$ _____
<hr/>			
2010 Membership Dues (for rates, see inside back cover of <i>NewsNet</i> or www.aseees.org)			\$ _____
TOTAL:			\$ _____

If paying by check, please make check payable to ASEEES in U.S. dollars. If paying by credit card, provide the following information:

Visa
 Mastercard
 AMEX

Credit Card Number
EXPIRATION DATE

Cardholder name: _____ Signature: _____

Billing Address: _____

RETURN TO: ASEEES, 203C BELLEFIELD HALL, U. OF PITTSBURGH, PITTSBURGH, PA 15260-6424
 FAX: 412/648-9815 EMAIL: ASEEES@PITT.EDU

PUBLICATIONS

Bulgaria and Europe: Shifting Identities is an edited volume which contains ten chapters of well established as well as of junior scholars on Bulgarian history and politics. The volume is endorsed by Maria Todorova (University of Illinois, Urbana-Champaign), Richard Crampton (Oxford University) and Vesselin Dimitrov (London School of Economics and Political Sciences). The resources was edited by Stefanos Katsikas and published by Anthem Press.

Bulgaria and Europe: Shifting Identities offers a unique analysis of Bulgaria's relationship with the European continent.

Katsikas examines how Bulgarian historiography and literature over the centuries have created differing conceptions of Europe and, in the process, shaped the country's own shifting identity. Through his analysis, he provides the broader cultural context and historical perspective required in order to understand the country's EU accession process as well as its aftermath. This work ultimately addresses what has arguably been the key question facing Bulgaria in the post-Cold War period: 'Are we European?'

Central and Southeast European Politics Since 1989, by Sabrina P. Ramet, includes thematic chapters on the history, politics, security issues, and economics of the region, the volume also includes chapters on the War of Yugoslav Succession and on the impact of the EU, as well as chapters on each of the states that comprise the region, including also Moldova and, collected into a single chapter, the Baltic states. (Cambridge University Press)

Lawfare: Use of the Definition of Aggressive War by the Soviet and Russian Federation Governments by Christi Scott Bartman, demonstrates that through the use of treaties the Soviet Union and Russian Federation practiced a program of "lawfare" long before the term became known. Lawfare, as applied

in this work, is the manipulation or exploitation of the international legal system to supplement military and political objectives. This work is unique in that it not only traces the evolution of the definition of aggression and aggressive war from the Soviet and Russian Federation perspective, it looks at that progression both from the vantage point of leading edge legal legitimacy and its concurrent use as a means of lawfare to control other states legally, politically and equally as important, through the public media of propaganda. (Cambridge Scholars Publishing)

Mobilizing the Will to Intervene: Leadership to Prevent Mass Atrocities

The authors, Frank Chalk, Romeo Dallaire, Kyle Matthews, Carla Barquero, and Simon Doyle, based this work on the well-received study released by MIGS in September 2009. The work starts with interview-based case studies of US and Canadian decision-making on the Rwanda genocide and the Kosovo intervention. The W2I book goes on to present detailed and well-reasoned recommendations to the governments of the US and Canada and to civil society on how to improve their capacity to prevent future mass atrocities. (McGill-Queen's University Press)

Dr. Thaddeus V. Gromada, President and Executive Director PIASA, announced articles on Polish literature, which appeared in PIASA's "The Polish Review" over the years, have been included in the "**Polska Bibliografia Literacka**" prepared by the "Instytut Badan Literackich" - Polska Akademia Nauk. The Polish Literary Bibliography is composed of information pisarzach, scholarship discussing Polish and foreign literature, literary themes, theory, topics, theatre, film, theatre and literary life. Bibliographic data also records Polish actors and directors, books, articles, reviews, interviews, performances, radio and television broadcasting.

The database collects bibliographic

records, along with annotations constituting a panorama of Polish literary culture in Poland and in the world with the years 1990-1995.

Relationships Among Country Risk, Investor Expectations and Financial Variables in Central Europe.

This book, by Edward Jankovic, is a policy manual for governments, a classroom tool for professors, and a history and survey of emerging markets finance. European Union accession issues are also discussed.

Qualitative analyses (prominent in the social sciences) are applied here for the first time in international finance to discover the factors that affect foreign investment in the Czech Republic, Slovakia, and Slovenia.

Russian Émigrés in the Intellectual and Literary Life of Interwar France

by Leonid Livak, is an encyclopedic bibliography of material published in the cultural exchange between French intellectuals and Russian exiles who fled the Soviet Union. (McGill-Queen's University Press) Please contact Megan Hall at megan.hall@mcgill.ca for special ASEEES member pricing.

Torzhok: Architectural Heritage in Photographs, volume twelve

in the "Discovering Russia" series, published in Moscow by "Tri Kvadrata" Publishers with the support of the Kennan Institute. This book is devoted to the rich architectural heritage of Torzhok and nearby country estates such as Znamenskii-Raek. The text and photographs are by William Craft Brumfield, a leading western specialist on the history of Russian architecture, Professor of Slavic Studies at Tulane University (New Orleans), and honorary Fellow of two Russian national academies: the Academy of the Arts and the Academy of Architecture and Construction Sciences.

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.
- **Eurasian Regional Language Program.** Group and individual language instruction in Armenian, Azeri, Chechen, Georgian, Kazakh, Kyrgyz, Persian (Dari, Farsi, Tajiki), Romanian, Turkmen, Ukrainian, and Uzbek. Semester, summer and academic-year programs available. Academic credit through Bryn Mawr College.

For more information and an application, please contact:
American Councils for International Education: ACTR/ACCELS
Email: outbound@americancouncils.org

www.americancouncils.org ▲ www.acrussiaabroad.org ▲ www.aceurasiaabroad.org

NEWS FROM ASEES INSTITUTIONAL MEMBERS

Scholarship Established for Ukrainian Studies at University of Kansas

The Center for Russian, East European and Eurasian Studies (CREES) at the University of Kansas is announcing a scholarship in support of its Ukrainian Studies Program, one of the few in the United States. In honor of his late parents, Dmytro and Maria, and aunt Olha, Peter Jarosewycz of Kansas City, Mo., a retired attorney, is establishing the Jarosewycz Family Scholarship in Ukrainian Studies at CREES.

Mr. Jarosewycz immigrated to the United States in 1949 at the age of one with his parents and aunt, who taught him an appreciation of his Ukrainian heritage. "I decided to set up the scholarship at KU in their honor because it is one of the few universities in the United States with a graduate program in Ukrainian Studies," Jarosewycz said. "There are several faculty members from Ukraine, and there is a frequent exchange of students and faculty between KU and universities in Ukraine, especially Ivan Franko University, from which both of my parents received their medical degrees."

As part of the Ukrainian Studies Program, CREES conducts a summer school in Ukrainian Studies at Ivan Franko University in Lviv, Ukraine. Lviv is the largest city in western Ukraine and attracts university students from all over the world. Alex Tsiiovkh, professor of Russian, East European and Eurasian Studies who also is on the faculty of the University of Lviv, has been the director of the summer school since its inception in 1994.

Another activity at KU related to Ukrainian Studies has been the Maria Palij Memorial Lecture, a yearly lecture on the subject of Ukraine by leading scholars from around the world. Professor Michael Palij established it more than 25 years ago as a memorial to his wife. Although Palij died in 2009, his friends and supporters of Ukrainian Studies have continued

to fund the Palij Lectureship. The Ukrainian Club of Greater Kansas City, which has contributed to the Palij Memorial Lecture for many years, is now generously contributing to the Jarosewycz Family Scholarship.

Professor Edith W. Clowes, Director of CREES, expressed appreciation for the scholarship: "The whole CREES community joins in thanking Mr. Jarosewycz for establishing this scholarship, which will support top students in the KU Ukrainian Studies Program. Building on the intellectual enrichment that the Palij Fund has brought, and the various partnerships CREES has had over the years with the Kansas National Guard and the US Army's Foreign Area Officers Program, the Jarosewycz Family Scholarship will help attract the best and the brightest to graduate study at KU. We are grateful to have a friend like Mr. Jarosewycz with a compelling vision of the future that includes strong expertise on Ukraine."

The gift will be managed by KU Endowment, the official fundraising and fund-management foundation for KU. Founded in 1891, KU Endowment was the first foundation of its kind at a U.S. public university.

The Polish Institute of Arts & Sciences of America

The 68th Annual Meeting of the Polish Institute of Arts & Sciences of America (PIASA) was held on Friday, June 4 and Saturday June 5, 2010 in Milwaukee, WI. This two day multi-disciplinary conference on Polish and Polish American studies was organized in cooperation with the Polish Studies Committee, University of Wisconsin-Milwaukee. The conference gave special attention to such topics as: Katyn: 70 Years Later; Pilsudski; A 75 Year Perspective; Heroes of Solidarity; Milwaukee's Polonia; Poland and Polish Americans; American Writers Writing About Poland; Aspects of Polish-Jewish Relations in the U.S.; Contemporary Polish Economy; Polish Americans in Elective Politics; Polish and Polish

American Literature; Poland in World War II and Its Aftermath, Art & Science, The Polish American Heritage; The Question of its Preservation, etc. According to Dr. M.B.B. Biskupski, Chair of the 68th Annual Meeting program, close to 80 scholars and scientists participated in the conference that included sixteen sessions and panels in various disciplines such as history, literature, economics, art and science, Polish American studies, and politics.

A gala banquet, ending the two day conference, was held on June 5th. The main speaker at the banquet was Allen Paul, a prominent journalist and author from North Carolina, who wrote "Katyn: Stalin's Massacre and the Triumph of Truth". His book, translated into Polish, was a best-seller in Poland. The new U.S. Polish editions contain dramatic, previously unpublished revelations about the US cover-up of Katyn. Allen Paul was the only American in the official delegation that the Polish Prime Minister Tusk took to his historic meeting in Katyn with Russian Prime Minister Putin on April 7, 2010, only three days before the tragic plane accident that took the life of President Lech Kaczynski and 95 prominent Polish leaders in Smolensk. The title of Allen Paul's banquet address was "Prospects of Reconciliation between Poland and Russia". Other speakers at the banquet included Dr. Thaddeus V. Gromada, President and Executive Director of the Polish Institute and representatives of leading Polish American organizations.

Woodrow Wilson International Center for Scholars, Kennan Institute

Title VIII-supported research scholarships, 3-9 months duration

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 2010-2011 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, 2 months duration

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 must be used between May-September 2011, and grant applicants are required to hold an MA degree or higher. The Summer Research Scholarships will provide a stipend of \$6,400 for 62 days (\$103.22/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 web-

site 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 \$3,200 for 31 days. 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 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 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

NEWS FROM ASEES AFFILIATES

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

Rebecca Chamberlain-Creanga, Independent Scholar. "Manufacturing Separatism: Transnational Economy, Identity, and State Formation on a Post-Soviet Frozen War Front." May 11, 2010 – February 28, 2011.

American Association of Teachers of Slavic and East European Languages (AATSEEL)

2010 Election Results
Congratulations to the new incoming officers: Thomas Seifrid, President Elect; Katya Hokanson, Vice President; Julia Mikhailova, Vice President

American Council of Teachers of Russian

New U.S. – Lithuanian Scholarship and Exchange Program

In a new American Councils initiative, four Lithuanian students have been selected to receive scholarships to study in the U.S. for one year under the aegis of the Exchanges for Culture, Education, and Leadership (EXCEL) program. EXCEL is American Councils' first direct exchange with Lithuania, and is designed to promote strong ties between a new generation of young Lithuanian and American leaders through scholarships to cover one year of study at an American school. Lithuanian Prime Minister Andrius Kubilius and Ambassador Anne E. Derse honored the new program and its inaugural group of exchange scholars at a special reception at the Ambassador's residence on July 22. American Councils' regional coordinator for Lithuania and Belarus, Kevin Reiling, oversaw the recruitment and selection for the 2010-2011 EXCEL program and was also present at the reception.

Australian Slavonic and East European Studies.

Australian Slavonic and East European Studies (ASEES) is an international refereed journal published annually since 1985 and with individual and institutional subscribers around the world. The journal is now inviting submissions (up to 8500 words) on topics in Russian and East European languages, literatures, history and cultures for Volume 24 (to appear in 2011). Enquiries should be sent to

asees@uq.edu.au; submissions due by January 1 2011.

Dr. Lyndall Morgan, Russian Section
School of Languages & Comparative Cultural Studies
The University of Queensland
Queensland 4072

Slavic, East European & Eurasian Studies at Princeton University Library

Princeton University Library seeks an energetic and creative subject specialist to build library collections and help shape library services in the interdisciplinary fields of Slavic, East European and Eurasian Studies. Librarian is responsible for identifying and acquiring library materials covering a wide range of subjects, in all formats and from all parts of the world, in western languages and select languages of the region. The librarian also functions as the key resource person in the Library system, with the necessary expertise to provide assistance to students and faculty in teaching, researching and studying any aspects of this interdisciplinary field.

Responsibilities include: collection building in all formats; managing sizable acquisitions funds and associated approval plans; advising on aspects of collection maintenance; overseeing collections in the Slavic Languages & Literatures Graduate Study Room in Firestone Library; and providing specialized research assistance to faculty and students, researchers affiliated with neighboring institutions, and visiting scholars. The librarian also provides instruction in the use of print and electronic materials; creates resource guides and Web sites to assist researchers; serves as the Library's key liaison to the Department of Slavic Languages and Literatures, the Program in Russian and Eurasian Studies and other constituencies working on this world area; consults with members of the Technical Services Department to

facilitate acquisitions and processing of materials from and about the region (including some in the languages of the region). This librarian represents Princeton in relevant regional, national, and international professional and scholarly organizations.

Required Qualifications: an ALA-accredited Master's degree in library science, plus an advanced degree in a discipline (literature, history, social science) of Slavic, E. European or Eurasian studies; or an equivalent combination of education and library experience. Proficiency in Russian. Candidates must demonstrate mastery of bibliographic tools available to researchers in this field, especially in literature, humanities and social sciences. Candidates should be knowledgeable about the Russian and East European book trades, current research and publishing trends in this field worldwide, and the changing technological environment in research libraries; they should also demonstrate an interest in developing innovative services for researchers. Candidates must be eligible to work in the United States.

Preferred Qualifications: Proficiency in another Slavic or East European language. Successful teaching experience; familiarity with collaborative library projects; and knowledge of the strengths of other research collections, particularly in Slavic, Eurasian and East European studies.

Review of applications will begin immediately and will continue until the position is filled. Applications (cover letter, resume and three references) will be accepted only from: www.princeton.edu/jobs

More information about this position: library.princeton.edu/hr/positions/JobSlavicLibrarian2010.html

The University of Chicago seeks Assistant or Associate Professor of Russian Literature

The Department of Slavic Languages and Literatures of the University of Chicago is pleased to announce an opening for a tenure-track or tenured position in Russian literature. We welcome applications from entry-level Assistant to recently tenured and promoted Associate Professor; PhD required.

Preference will be given to candidates who specialize in eighteenth- or nineteenth-century Russian literature (prose, poetry or drama), but other specializations and periods will also be considered. The successful candidate will be expected to contribute to the Humanities Core and to our year-long survey of Russian literature in addition to teaching topical seminars at the undergraduate and graduate levels. The successful candidate will have a demonstrated commitment to research, teaching, and mentoring students at all levels. A strong publication record is required for tenured candidates. Native to near-native Russian required.

All applicants must upload a cover letter and current curriculum vitae at the University of Chicago's Academic Career Opportunities website, for posting number 00503: https://academiccareers.uchicago.edu/applicants/jsp/shared/Welcome_css.jsp

Candidates are also required to submit three letters of recommendation and a writing sample in hard copy to: Russian Literature Search, Department of Slavic Languages and Literatures University of Chicago 1130 East 59th Street Chicago, IL 60637-1539

For full consideration, all electronic uploads and hard copies must be received by 22 October 2010. Review will continue until the position is filled.

Preliminary interviews will be held at the ASEEEES (formerly AAASS) Convention in Los Angeles. Position contingent upon final budgetary approval.

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

The University of Oklahoma seeks Assistant Professor in Russian Literature

The University of Oklahoma announces a tenure-track position at the level of Assistant Professor in Russian literature and culture (field of specialization open). Applicants must have a Ph.D. in hand at the time of appointment and a native or near-native command of Russian and English. They should provide evidence of high-quality publications underway and a plan for future research activity. The successful candidate will be familiar with communicative approaches to language pedagogy and will be prepared to teach language courses at all levels, as well as courses in Russian literature and culture delivered in both Russian and English. The position carries a teaching load of four courses per year. Appointment to begin August 16, 2011. Interviews will be held at the AATSEEL convention. Please send a letter of application, three letters of recommendation, a c.v., a writing sample, and copies of teaching evaluations to Emily Johnson, search committee chair, Department of Modern Languages, Literatures, and Linguistics, University of Oklahoma, Norman, OK 73019. Materials should be postmarked by 20 November 2010. Women and minorities are encouraged to apply. The University of Oklahoma is an Affirmative Action/Equal Opportunity employer.

Assistant Professor, Russian, Eurasian, East-European History

Smith and Amherst Colleges, in collaboration with the Five College Consortium (Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst), invite applications for an entry-level tenure-track position in the history of imperial Russia and the Soviet Union, including Eurasia, through the twentieth century, with research interests focused in the 19th and 20th C. The position is based at Smith, shared with Amherst, and may involve teaching at other Five College institutions on occasion.

The two-course-per-semester teaching load and service will be commensurate with that of faculty members at either institution. Applicants should be prepared to oversee a team-taught core course that forms the basis for a Five College program in Russian, East European, and Eurasian Studies (REEES). The successful applicant will join a vibrant area collaboration in Russian studies, including the Center for Russian Culture at Amherst College. Ph.D. is required by September 2011.

Submit application at <http://jobs.smith.edu> with letter of application, curriculum vitae, transcripts, writing sample (~30 pages) and two undergraduate course syllabi; three references' confidential recommendations should be sent to Russian Eurasian History Search, Attn: Lyn Minnich, 226 Wright Hall, Smith College, Northampton, MA 01063.

Review of applications will begin on November 8, 2010; successful candidates will be invited to interview at the AHA Convention in Boston (Jan 6-9, 2011).

Smith and Amherst Colleges are equal opportunity employers encouraging excellence through diversity.

FELLOWSHIPS in the Social Sciences and Humanities



**Woodrow Wilson
International Center
for Scholars**

Scholar Administration Office

One Woodrow Wilson Plaza
1300 Pennsylvania Ave., NW
Washington, DC 20004-3027

fellowships@wilsoncenter.org

Tel: 202-691-4170

Fax: 202-691-4001



The Woodrow Wilson International Center for Scholars announces the opening of its 2011–2012 Fellowship competition.

The Center awards academic year residential fellowships to men and women from any country with outstanding project proposals on national and/or international issues.

Fellows are provided stipends, private offices, access to the Library of Congress, Windows-based computers, and research assistants.

The application deadline is October 1, 2010.

For eligibility requirements and application guidelines, please contact the Center. If you wish to download the application or

apply online, please visit our Web site at:

www.wilsoncenter.org

INDEX OF ADVERTISERS

American Councils for International Education: ACTR/ACELS	25
Harvard Academy Scholars Program	16
The New Review	21
Smith and Amherst Asst. Prof.....	30
The Woodrow Wilson International Center for Scholars	30



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

203C Bellefield Hall, 315 S. Bellefield Avenue • Pittsburgh, PA 15260-6424

tel.: 412-648-9911 • fax: 412-648-9815 • e-mail: aseees@pitt.edu • www.aseees.org • www.aseeesmembers.org

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

ASEEES Staff

Executive Director: Lynda Park, 412-648-9788, lypark@pitt.edu

Communications Coordinator and NewsNet Editor: Mary Arnstein, 412-648-9809, newsnet@pitt.edu

Membership & Subscriptions Coordinator: Jonathon Swiderski, 412-648-9911, aseees@pitt.edu

Convention Coordinator: Wendy Walker, 781-235-2408, wwalker@pitt.edu

Financial Support: aseeesfn@pitt.edu

NewsNet (ISSN 1074-3057) is published five times a year (January, March, May, August, and October). ASEEES members receive *Slavic Review* (the ASEEES quarterly of Russian, Eurasian, and East European Studies), and *NewsNet*. Affiliates receive only *NewsNet*.

Institutional members receive two copies of each publication. Membership is on a calendar year basis. Individual membership is open to all individuals interested in Slavic, East European, and Eurasian studies. Institutional membership is open to all education-related organizations in the field of Slavic, East European and Eurasian studies. ASEEES' office is located at 203C Bellefield Hall, 315 S. Bellefield Avenue, Pittsburgh, PA 15260-6424.

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

Periodicals postage paid at Pittsburgh, PA, and additional mailing offices. POSTMASTER: Send address changes to: ASEEES, 203C Bellefield Hall, 315 S. Bellefield Avenue, Pittsburgh, PA 15260-6424.

Individual Membership Rates

Income	\$125,000+	\$190
	\$100,000-\$124,999	\$170
	\$75,000 to \$99,999	\$145
	\$60,000 to \$74,999	\$125
	\$50,000 to \$59,999	\$110
	\$40,000 to \$49,999	\$80
	30,000 to \$39,999	\$65
	Under \$30,000	\$50
	Student	\$35
	Affiliate	\$40
	Joint Membership	additional \$35

Institutional Membership Rates

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

Donation Categories

Benefactor	\$1,000+
Patron	\$500-\$999
Sponsor	\$250-\$499
Friend of Slavic Studies	\$100-\$249
Donor	\$50-\$99

Members living overseas, add \$35.00 for shipping. Members living in Canada or Mexico, add \$25.00 for shipping. Affiliate members living outside the U.S., add \$15.00 for shipping.

Submission of materials

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

Advertising

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

Ad sizes and Advertising Rates

Ad size	Size in inches (horizontal x vertical)	Price
Full Page	7 x 9½.....	\$500
2/3 of a page (vertical).....	4 ⁵ / ₈ x 9½.....	\$350
Half page (horizontal)	7 x 4½.....	\$325
1/3 of a page (vertical).....	2¼ x 9½.....	\$225
1/3 of a page (horizontal)	4 ⁵ / ₈ x 4½.....	\$225
1/6 of a page	2¼ x 4½.....	\$175

Format

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

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

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

CALENDAR

2010

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.

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.

November 5–7. The 2010 Central Slavic Conference and Charles Timberlake Memorial Symposium, held jointly with the International Studies Association-Midwest conference, St. Louis, Missouri. For more information, visit: <http://ualr.edu/ba/int/index.php/home/central-slavic-conference/>.

November 18–21. The 42nd Convention of the Association for Slavic, East European, and Eurasian Studies (AS-EEES), 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.

March 26. The Mid-Atlantic Slavic Conference, LaGuardia Community College, CUNY in New York. For more information, contact: Dr. Mary Theis, theis@kutztown.edu.

April 7–9. Annual conference of the Southern Conference on Slavic Studies in Washington, D.C. (Alexandria, VA). Sponsored by George Mason University. For additional information contact Professor Rex Wade, rwade@gmu.edu, or Professor Harold Goldberg, hgoldber@sewanee.edu; for information related to the pro-

gram, contact Professor Sharon Kowalsky, Sharon_Kowalsky@tamu-commerce.edu.

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 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 17–20. The 43rd Convention of the Association for Slavic, East European, and Eurasian Studies (AS-EEES), Washington, DC, Omni Shoreham Hotel.