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

Translation and Beyond

Brian James Baer, Kent State University

For many people, the image of a translator that first comes to mind resembles the iconic depictions of the medieval Saint Jerome, who translated the Greek Bible into Latin: a solitary, ascetic figure surrounded by dictionaries. The rapid evolution of the language industry over the past thirty years, however, has relegated that image to the dustbin of history. Not only has the growth of the language industry produced more work for translators, it has also led to the diversification of the field. Today graduates of translation programs regularly find employment not only as translators but also as software localizers, project managers, terminology managers, and posteditors, or revisers, of both human-translated and machine-translated texts. The language industry is regularly cited as one of the fastest-growing sectors of the U.S. economy, on a par with nursing. According to the *Occupational Outlook Handbook* (2014-15) published by the U.S. Department of Labor's Bureau of Labor Statistics (BLS), "Employment of interpreters and translators is projected to grow 46 percent from 2012 to 2022, much faster than the average for all occupations." And the size of the translation and interpreting sector is already quite impressive. The leading language industry market research firm, Common Sense

Advisory, conservatively estimated the global market for outsourced language services for 2012 at \$33.5 billion, with almost 25% of this market in North America. Continued growth in the field, accompanied by increasing complexity and specialization, is in turn creating a need for the professional education of translators and interpreters, for while the BLS report lists a Bachelor's degree under "entry level education," it goes on to note that, "Job prospects should be best for those who have professional certification." Indeed, the latest International Organization for Standardization and American Society for Testing and Materials standards recommend certification or some form of academic credentialing.

Many factors have contributed to this growth and ensure its continuation into the foreseeable future. The primary one is, of course, globalization coupled with advances in technology. In the early days of the Internet, for example, many believed English would be the lingua franca among Web users. However, studies soon showed that users stayed on web pages significantly longer when surfing in their native language, even when they had a strong command of English. This began to change the economic calculations, and many

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companies and organizations saw the worth of investing in translation. Similarly, the globalization of the economy and the opening of new markets have made it no longer viable for international businesses to introduce new products in English and then let the versions in other languages trickle in some time later. Best practices today include the launching of new projects in several languages simultaneously, which has led to the *internationalization* of digital products and associated documentation, such as user guides, Help systems and marketing collateral. At the same time, increasing ethnic and linguistic diversity produced by accelerated migration flows has made the provision of timely, high-quality translation and interpreting services, especially in legal and medical settings, into a matter of social justice, a basic human right. Just as the creation of international organizations, such as the United Nations, following the Second World War led to the establishment of some of the first translation and interpreting training programs, the creation of new political entities, such as the European Union, with its inclusive language policies, has created increased demand not only for professional translators and interpreters but also for educators of translators and interpreters—and educators of educators of translators and interpreters. All this has fueled the explosive growth in Translation and Interpreting Studies in many parts of the world over the last twenty five years.

While the professionalization of translation and interpreting has led to greater calls in Western Europe and the U.S. for certification, as well as enforcement of best practices in regard to directionality (translation and interpreting into one's native language) and domain expertise, in many other parts of the world, conditions of diglossia and rapid economic advancement have made some degree of translation and interpreting competence a necessity across a variety of job descriptions. Graduates of the foreign languages program at the Kokshetau State University in Kazakhstan, for example, find themselves working in international corporations in Astana and Almaty where they are expected to translate documents, when necessary, into and out of English, Russian, and Kazakh and to serve as escort interpreters and cultural mediators in interactions involving foreign business associates and clients. In fact, the curriculum for the graduate program in foreign languages at Kokshetau State University includes, in addition to coursework in both translation and interpreting, an introduction to social work. And so, while not every college and university can or should create a program in translation or interpreting, the integration of translation and interpreting throughout the FL curriculum can prepare students for work in a variety of markets.

At the same time that demand is growing for professional translators and interpreters, many academic disciplines in the Humanities are taking the “translation turn” in an effort to globalize the curriculum in an ethical way, that is, by avoiding the simple “appropriation” of foreign cultures in unreflective, “readable” English translations. Even in foreign language instruction, we are witnessing a rapprochement with translation, which was for so long exiled from the communicative classroom—and not without reason. In traditional foreign language classrooms, close translation was often used as a comprehension check or as a language acquisition activity, encouraging students to view language proficiency—and, by extension, translation competence—as a kind of linguistic matching game. But translation and interpreting have found their way back into SLA in the form of real-world tasks and in connection with possible career paths. The *Golosa* textbooks for elementary and intermediate Russian are a good example of this approach. Interpreting tasks simulating real-world encounters are included in every chapter. What student of a foreign language hasn't had to serve as an ad hoc interpreter when studying abroad or hosting international students at home? Moreover, the tasks are constructed in such a way as to frustrate simple word-for-word translation. At the same time, researchers have begun to study the relationship between translation and second language acquisition. At a panel devoted to translation in second language development held at the 2013 MLA convention, Bradley M. Blair reported on the findings of an empirical study that suggested—although the sample was rather small—that exposure to translation and interpreting was not only *not* detrimental to the development of the foreign language, it appeared to accelerate the acquisition of reading proficiency.

The integration of translation and interpreting into the foreign language curriculum reflects the broad recommendations of the 2007 MLA Report “Foreign Languages and Higher Education: New Structures for a Changed World,” namely, that foreign language departments reorient themselves away from the unrealistic goal of “replicat[ing] the competence of an educated native speaker, a goal that postadolescent learners rarely reach,” toward “the idea of translingual and transcultural competence, [which] places value on the ability to operate between languages.” Here the report invokes the kind of transfer competence that is a key feature of translator and interpreter expertise. The importance of translation to the humanities in general and to the study of foreign languages in particular was underscored two years later when MLA President Catherine Porter chose as the convention theme “The Tasks of Translation in the Global Context.”

And so, what does all this mean for us and for our students? While the linguistic and cultural competence fostered by departments of foreign languages are essential components of translator and interpreter expertise, foreign language departments can, I think, do more to enhance the employability of their students in the modern language industry by addressing other translation and interpreting-related competencies throughout the curriculum. But in order to do that effectively, it is important to understand what constitutes the competence—or range of competencies—of a professional translator or interpreter. In addition to advanced-level proficiency in two languages and deep familiarity with the two cultures, the professional language mediator is expected to have what researchers refer to as “transfer competence”—which research has shown to be something that is not inherent in all bilinguals—research competence, terminological and technical competence, involving the creation, use, and management of corpora, translation memories, and termbases, not to mention the effective use of the Internet for research, data mining, and communicative purposes, and managerial competence (graduates of translation programs are increasingly being hired to serve as project managers at language industry companies).

Introducing real-world translation- and interpreting-related tasks can address all the relevant competencies while contributing to the development of language proficiency. In order to best simulate real-world conditions, translation tasks should involve constructing a translation brief, which outlines the intended use, venue, and audience for the translation. This focus on purpose and function aligns well with the basic organizing principles of the communicative approach, which stresses purposeful speech in meaningful contexts. These real-world tasks might also involve computer-assisted translation tools, some of which (e.g., OmegaT) are available free for download. The ability to create personal glossaries and domain-specific corpora using parallel texts is a valuable professional skill to have and has also been shown to be very effective as a pedagogical activity, especially in courses on language for special purposes (see Bowker 2002). It is also a natural way to introduce the digital humanities into your curriculum.

Lessons involving the revision of human-translated and machine-translated texts can build real-world skills while also stimulating reflection on comparative linguistic structures and on the nature and limits of machine translation. (Incidentally, the demand for translation revisers has increased dramatically as machine translation programs continue to improve.) In classes with both native English speakers and native speakers of other languages, students can work in pairs on translation assignments, with the one

student serving as the target-language expert, and the other as the source-language expert. This is an easy way to differentiate instruction and to foster peer-to-peer learning. It is surprising perhaps to those of us who have worked long and hard to acquire proficiency in another language that many heritage speakers in the U.S. see their first language as a stigma rather than as a potential resource. Studies have shown, however, that targeted instruction in translation and interpreting can instill a professional self-image in heritage speakers while providing a structure for them to reflect on the differences between their two languages and on the ethical issues involved in serving as a cultural and linguistic mediator (see Angelelli 2010).

More comprehensive—and costly—solutions involve the creation of certificate and degree-granting programs in translation and interpreting at the undergraduate and graduate levels. Students who love foreign languages and cultures but want to engage with them in a more applied way have until only recently had few options. An undergraduate student of Arabic decided to come to Kent State to pursue an MA in Translation rather than a PhD in Arabic Language and Literature elsewhere because he wanted to make use of

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his language proficiency in a more hands-on way—despite the fact that he had been offered a full fellowship in the doctoral program. This is certainly not to say that translation programs will or should replace programs in language and literature, but language students who are not particularly interested in studying literature or in pursuing a career in teaching too often are left to find their own way in the job market. To quote again from the 2007 MLA Report on Foreign Languages and Higher Education, “to attract students from other fields and students with interests beyond literary studies, particularly students returning from a semester or a year abroad, departments should institute courses that address a broad range of curricular needs.” We can do more to connect these students with careers in the language industry, but this involves not only introducing translation and interpreting into the FL curriculum in a responsible and pedagogically-sound way but also informing K-12 teachers of foreign languages and guidance counselors about these career opportunities. For something that is so ubiquitous, translation and interpreting have been a well-kept secret in the U.S. for far too long.

At the doctoral level, too, Translation Studies has the potential to re-invigorate the Humanities by bringing together research methodologies from Applied Linguistics, Sociology, as well as Literary and Cultural Studies. It can also promote the de-nationalization of Literary Studies. Why don't we study Pasternak's translations of Shakespeare or Dostoevsky's translation of Balzac's *Eugénie Grandet* in doctoral seminars on Russian literature? Or look at Mikhail Mikhailov's translations of Heine, which played such an important role in Russian literary culture and in the evolution of the Russian radical left? To include the study of literature in translation in our curricula challenges what Andre Lefevere (1992:39) has described as the “monologualization of culture” in the modern era by acknowledging the transnational essence of cultural flows, for, as Tomas Venclova put it so succinctly, “The literature of most nations begins with translation” (1979).

On the other hand, the current popularity of World Literature runs the risk of homogenizing cultural difference if the “problematics of translation” are not raised as a central concern (Damrosch 2009:8). And while I agree with David Damrosch that, “Few teachers of world literature today have any wish to ignore the complex issues raised by translation,” the fact is, there are few materials available to assist teachers in doing so. In fact, Damrosch's 400-page volume *Teaching World Literature* barely touches on the problem of translation and offers virtually no practical advice to teachers who do not know the source language. And so, an informed discussion of translation is one way to address the twin dangers

of monolingualization and homogenization that threaten literary and cultural studies today.

And finally, another way to acknowledge the essential role of translation in almost all cultural exchanges is to encourage universities to treat scholarly translations as legitimate contributions to the generation of new knowledge by considering them fully when awarding tenure, promotion, and merit. This would in turn promote the creation of guidelines and best practices for scholarly translation. The *Guidelines for the Translation of Social Science Texts* (2006), a product of the Social Science Translation Project (SSTP), chaired by Michael Henry Heim and Andrzej Tymowski, are exemplary in this regard. The stated goal of this project “was to demonstrate the key role that translations play in the field and to promote communication in the social sciences across language boundaries by providing practical advice to people who commission, edit, and use translations of social science texts in their professional activities.” We need more such projects for only when the current “translation turn” is institutionalized in curricula and in policy will we ensure that this is not a passing fad but rather is widely accepted as a key component of true global literacy.

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Plutopia

Lewis H. Siegelbaum (Michigan State University) interviews Kate Brown (UMBC)

In *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (Oxford University Press, 2013), Kate Brown draws on official records and dozens of interviews to tell the extraordinary stories of Richland, Washington and Ozersk, Russia—the first two cities in the world to produce plutonium. To contain secrets, American and Soviet leaders created plutopias—communities of nuclear families living in highly-subsidized, limited-access atomic cities. Fully employed and medically monitored, the residents of Richland and Ozersk enjoyed all the pleasures of consumer society, while nearby, migrants, prisoners, and soldiers were banned from plutopia—they lived in temporary “staging grounds” and often performed the most dangerous work at the plant. Brown shows that the plants’ segregation of permanent and temporary workers and of nuclear and non-nuclear zones created a bubble of immunity, where dumps and accidents were glossed over and plant managers freely embezzled and polluted. In four decades, the Hanford plant near Richland and the Maiak plant near Ozersk each issued at least 200 million curies of radioactive isotopes into the surrounding environment—equaling four Chernobyls—laying waste to hundreds of square miles and contaminating rivers,

fields, forests, and food supplies. Because of the decades of secrecy, downwind and downriver neighbors of the plutonium plants had difficulty proving what they suspected, that the rash of illnesses, cancers, and birth defects in their communities were caused by the plants’ radioactive emissions. *Plutopia* was successful because in its zoned-off isolation it appeared to deliver the promises of the American dream and Soviet communism; in reality, it concealed disasters that remain highly unstable and threatening today. *Plutopia* invites readers to consider the nuclear footprint left by the arms race and the enormous price of paying for it. Professor Brown’s book was awarded the 2014 Vucinich Prize.

Lewis Siegelbaum (LS): When you wrote *Plutopia* what sort of an audience did you have in mind? I have the impression that you were reaching beyond “the field” and even academia in general. Was that so?

Kate Brown (KB): I designed this tandem history of the world’s first two cities to produce plutonium with largely an American audience in mind. I wanted to reach Americans and specifically Americans interested in Soviet history. I was aware that our sub field of Soviet history had compro-

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mised origins and questionable assumptions buried within it. The origins, of course, are a body of scholarship built on Cold War foundations and funding. The recent resistance of the ASEES governing board to use Stephen Cohen's name on scholarships that he and his wife Katrina vanden Heuvel sought to endow because of Cohen's public statements about the conflict in eastern Ukraine shows how deeply the tradition of defending American policy runs in our professional organization. I was also concerned that many English-language histories of the USSR engage in an implicit, unspoken comparison with a rosy interpretation of US history. In these histories, discussions of civil society, civil rights, freedom, productivity, free enterprise, backwardness, dictatorship, etc. are framed against an often unspoken gold standard, which is either "the West" or the United States. These buried comparisons hold up only as long as one has no more than a glancing understanding of US history. Placing the two superpowers' histories together explicitly, not to compare, but to juxtapose was my antidote. Researching the two plutonium disasters side by side, I saw how closely engaged the superpowers were in a joint enterprise to produce bombs. They matched one another nearly step for step in taking shortcuts and emphasizing production over safety in a way that grossly contaminated the surrounding environment and placed workers and local residents in harm's way. In this story, the ideology of national security trumped all others, whether of a socialist or capitalist derivation.

LS: Part of the story you tell is about the terrible damage done by the secrecy that the US and Soviet governments imposed in the name of their respective national securities and the irony the institution of the closed city, which people automatically associate with the Soviet mania for secrecy, actually originated in the Hanford project. Are you asserting an equivalency here and in other respects?

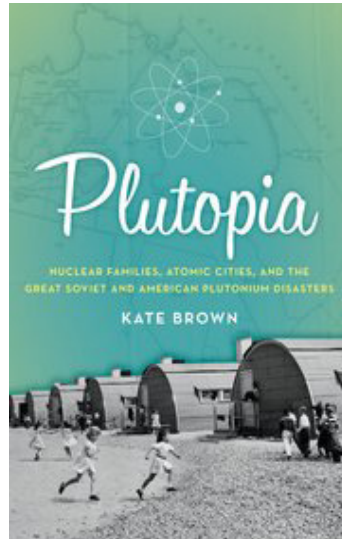
KB: I didn't go looking for equivalency or difference. I was mostly trying to trace a chronological narrative. Researching the Soviet side of the history of plutonium production, I noticed that thanks to espionage, Soviet leaders of the bomb project closely imitated the successful American Manhattan Project. They stole the plans for the reactors and bombs,

and also the plans to the closed nuclear city, created first at Los Alamos. As historians like to start at origins, beginning *Plutopia* with the American side of the story made sense.

As I worked through the declassified American records, I was appalled at what I found--the intricate efforts to conceal the dangers of nuclear weapons production, the deeply refined classism and racism of labor practices that allocated dirty work to people least able to complain, and the sadly submissive and compliant employees, among them most of the "top brass." As I researched the American story, I saw a great many similarities with the nuclear security state in the Soviet Urals, which as I note above were intentional. The nature of nuclear production, the invisibility of the materials and the administrative innovation of compartmentalization, made it easy for both Soviet and American plant managers to deny radioactive hazards to suspicious workers. I found an essential difference, however. In August 1945, the press poured into Richland and marveled at what a fine city plutonium had built. They called it "paradise." As reporters were not allowed in the industrial zone, Richland became the public face of nuclear production and served as a model city insuring the country that its leaders had this new very powerful weapon under control.

This show of openness did not occur in the USSR, and in terms of science that was a good thing. American leaders were very worried about leaks, not of a radioactive kind, but to the press, and so they did not commission studies to find out the impact to workers and neighbors of living year after year in a sea of low doses of radioactive isotopes. They felt they could not ask questions about public health in an open society for fear of a public relations disaster. In their closed society, Soviet leaders had no worries about a watchdog press. They could and did commission studies, which basically used residents along the radioactive Techa River as human subjects in a three-generation study of the effects of chronic exposures to low doses of radiation. They came up with a diagnosis, Chronic Radiation Syndrome, which so far has only been diagnosed in Russia—not because it doesn't exist elsewhere, but because the same open-ended questions were not asked elsewhere.

LS: One of the many ironies in the book is that Richland emerges as a totally "Soviet" city in the sense that it had no "free enterprise"; and the residents of Ozersk enjoyed consumer goods virtually unavailable elsewhere in the Soviet Union. When



you started doing the research for the book did ironies like this jump off the page, so to speak, or did you go looking for them? And, is there some larger point you want to convey by writing the histories of these atomic cities in tandem?

KB: I did not expect to find these ironies, not in such abundance, but researching a tandem history proved very useful. Different national cultures and histories pose very different questions and present particular kinds of sources and information. I would notice a trend in the American context—say an obsession with young people in the early Cold War who read (poisonous) comic books—and I would turn to see how party leaders in Ozersk, the plutonium city, regarded youth and their pastimes. Not surprisingly, party leaders also fixated on the behavior of their youth, and seen against the American context, Soviet leaders' worries appeared less prudish and controlling. I noticed among residents in the US and USSR a fierce defense of their deadly plutonium plants, even after they learned just how much they had contaminated their homes and environments. Writing a national history, I might have chalked this posture to the political conservatism of the interior American West, or the narrow-mindedness of the Russian provinces, but taken together I started to grasp a rising tide of entitlement that came to working class plant operators who were paid and treated like their professional class bosses in plutopia. The sense of confidence, pride and autonomy, more than good housing and shops, proved addictive and kept people devoted and loyal to their dangerous jobs, deceptive managers, and increasingly poisonous landscapes.

I also found in writing a tandem history that I could corroborate information across national boundaries. When, for example, people in eastern Washington first told me that radioactive effluence had made them sick with vague complaints, I did not believe them. There was no science to back up their charges. But when people in the southern Urals listed to me the same set of symptoms, I had to reconsider. Reading the Russian medical literature, I found a body of scholarship that tracked changes in blood cells that corresponded with an assault of radioactive isotopes on various organs of the body to produce a whole bouquet of debilitating symptoms long before a body succumbed to cancer (which was largely the only radiation-related medical outcome that American doctors admit-

ted). With that information, I took seriously the testimony of farmers near the Hanford plant.

What do I want to convey in this tandem history? My larger point is that by staying in boundaries, within carefully compartmentalized national histories, it is easy to miss very big stories that are right there, in plain site. Likewise, framing Soviet history as hermetic and isolated leads to the impression that the Soviet past was especially backward, brutal, despotic, or criminal. Widen the scope, and, unfortunately, you find that Soviet history does not stand alone.

Kate Brown is Professor of History at UMBC. Brown's *Plutopia* won the 2014 George Perkins Marsh Prize from the American Society for Environmental History, the 2014 Ellis W. Hawley Prize from the Organization of American Historians, the 2014 Heldt Prize from AWSS and the 2014 Robert G. Athearn Prize from the Western History Association.

Lewis Siegelbaum is the Jack and Margaret Sweet Professor of History at Michigan State University. Recently, his research has focused on migration in Russian political space across the Imperial, Soviet, and post-Soviet periods, which resulted in *Broad is My Native Land: Repertoires and Regimes of Migration in Russia's Twentieth Century* (Cornell University Press, 2014).

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ASEEES Member Spotlight: Antony Polonsky



Antony Polonsky is Albert Abramson Professor of Holocaust Studies at Brandeis University and Chief Historian at the Museum of the History of Polish Jews (Warsaw, Poland).

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

I grew up in very comfortable conditions in post-war South Africa. I soon became aware of the deep racial divisions in that society and came to feel considerable guilt at my parents' lifestyle, dependent as it was on African servants, whom they, as representatives of the liberal section of the English-speaking minority—friends of Helen Suzman, supporters of the Progressive Party—treated with, as they thought, great benevolence and in my eyes with extreme paternalism.

When I attended the University of the Witwatersrand in Johannesburg in the late 1950s, the main political division was between the liberals and the Marxist-Leninists. Those, like myself, who adhered to the latter group did so in rejection of the paternalism which we identified with our parents. Liberalism was merely a form of sympathy for Africans in their difficult plight, whereas we had aligned ourselves with the iron laws of history identified by Marx and Engels. These clearly demonstrated, we believed, that the conflict in South Africa was not racial (as was obvious to most people) but one of class in which we, mostly young Jews and Indians could find our natural place in the struggle of the local proletariat, along with that of the whole world, for the socialist millennium.

I then joined the fellow-travelling Congress of Democrats and participated in a Marxist study circle at the University, which was led by leading members of the South African Communist Party. The one who had most influence on me was Jack Simons, then Professor of Economic History at the University of Cape Town, subsequently chief political commissar of the armed forces of the ANC in Angola. Once when we were discussing the South African Marxist obsession with demonstrating that what we were confronted with was a class and not a racial conflict, he observed, "If you want to see how a class conflict is transformed so that it looks like

an ethnic or racial struggle, you need to look at the history of Tsarist and Habsburg Empires." These words remained with me and were one of the reasons which ultimately led me to investigate the history of Poland.

I was still a Marxist-Leninist when I went to study at Oxford in the early 1960s. Coming from what we saw as a fascist country, when I began to look for a subject for my doctoral dissertation I wished to study the phenomenon of right-radicalism and fascism. I believed (wrongly) that all the interesting topics in the history of German National Socialism had already been investigated and was drawn to analyze what I thought were similar manifestations in Poland, partly inspired by the words of Jack Simons. As one who, in spite of my Marxist beliefs, rejected the rigid discipline and bureaucratic character of the Communist Party of South Africa, I was attracted to what I thought was Gomułka's independent "Polish Road to Socialism" and was also greatly impressed by the films of Andrzej Wajda, above all *A Generation* and *Ashes and Diamonds*. I accepted that in a socialist country like Poland there was an inevitable price to be paid in the form of a loss of freedom. But I believed that this only affected the intelligentsia which was in any case hostile to socialism and that this loss of freedom was compensated for by the higher rate of economic growth compared to the capitalist west, and the greater degree of social justice and equality.

I was quickly disillusioned. It became apparent to me that the loss of freedom affected the whole of society that it was more far-reaching than in my native country and that it made almost impossible serious and open discussion of the problems that Poland needed to confront in the period of the "little stabilization." The economic system, with its shortages and distortions, was clearly much less efficient than that of the West, while Milovan Djilas had clearly been correct when he identified the emergence of new privileged class under socialism.

Under these circumstances, I was greatly impressed by the socialist critique of the regime for allegedly betraying the interests of the workers circulated in 1965 by two young party members, lecturers at this university, Jacek Kuroń and Karol Modzelewski, for which they were imprisoned in July 1965 at the end of our first stay in Warsaw. I now began to write critically of Stalin's policies towards Poland during the Second World War and of the establishment and character of the communist system established in Poland after July 1944. I still believed that the communist system could be reformed

from within. The years 1967-1968 marked my final disillusionment. I was alarmed that the Soviet Union and its allies could pursue policies which seemed aimed at the destruction of the state of Israel, was disgusted that a faction of the Polish United Workers' Party could use crude anti-Semitic slogans in a bid for power and to discredit the student calls for democratization and strongly identified with these calls and for Alexander Dubček's attempt to establish communism "with a human face" in Czechoslovakia. It was particularly painful to me that the African National Congress and the Communist Party of South Africa issued a statement in early September 1968 welcoming the "fraternal intervention" of the countries of the Warsaw pact in Czechoslovakia.

During these years I wrote on different aspects on Polish history, including the breakdown of democracy in interwar Poland, the "Polish question" during the Second World War, the imposition of communist rule in Poland and aspects of the politics of the Polish People's Republic.

How have your interests changed since then?

After 1968, I sided strongly with the developing opposition movement in Poland with the Committee for the Defence of the Workers' and with the Solidarity movement. Like most Poles, I was shocked and surprised by the relative ease with which martial law was established (I shouldn't have been--the other side had an army, which we did not). I also now felt much more involved with Jewish life, as I

found, to my surprise, that I cared deeply about the survival of the state of Israel and even considered volunteering in the run-up to the war which broke out in June 1967. A number of my friends believed that one of the reasons for the defeat of the first Solidarity had been its failure to make a proper reckoning with chauvinistic and anti-Semitic currents in Polish life. They encouraged me to seek contacts within the Jewish world to alleviate the obvious gap between Poles and Jews insofar as these are separate and discrete groups, which is clearly not always the case. I participated in the series of academic conferences in the 1980s that attempted to bridge this divide and also became chief editor of the yearbook *Polin: Studies in Polish Jewry*, which attempted to encourage research on an inter-disciplinary basis and from a wide variety of viewpoints. I now wrote my three-volume history, *The Jews in Russia and Poland*, and in 2014 was appointed Chief Historian at the Museum of the History of Polish Jews in Warsaw.

What is your current research/work project?

I am writing my autobiography, *Four Lives: An Intellectual Journey from Johannesburg to Warsaw*.

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

My main hobby is music. I no longer play the cello, but very much like to attend concerts and opera.



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Recent Developments in the Publishing Industry of the Russian Federation

by Christina Peter, Frick Art Reference Library

The CLIR Subcommittee on Collection Development organized a roundtable at the ASEES Annual Convention in San Antonio entitled “The State of the Publishing Industry in the Russian Federation.” Three participants of the panel, conceived and chaired by Jon Giullian from the University of Kansas, charted the course of recent developments in Russian publishing in their respective disciplines of history, anthropology and art history, while the fourth speaker brought a vendor’s perspective to the discussion. The most relevant common thread through the papers was the exploration of how the new authoritarianism of post-Soviet Russia has influenced and changed publishing practices in unexpected but remarkably similar ways across the different subject areas.

Thomas Keenan of Princeton University painted a fascinating, if highly alarming, picture of an increasingly centralized, xenophobic and restrictive state encroaching on history publishing and prescribing an official view of Russian history with a focus on patriotism, military *gloire*, and a restoration of certain aspects of the Stalinist era, while enacting legislation and employing political means to suppress dissident voices. These policies are aimed at reversing the revisionist historical scholarship that sprang up after the collapse of the Soviet Union and, based on research in the newly opened archives, striving for a critical and objective investigation of the Soviet period; particularly of the role of the Soviet Union in World War II.

Kathryn Graber, Assistant Professor of Anthropology at Indiana University, examined ethnic publishing in the vernacular languages of Tatarstan, Yakutia and Buryatia. She offered an overview of the major state-funded publishing houses and drew attention to the emergence of an alternative, independent publishing scene in the realm of minority-language publishing. As local officials increasingly heed Moscow’s directives, especially with regard to contentious issues in local history and ethnic politics, more and more of the independent voices are in danger of being lost.

Christina Peter of the Frick Art Reference Library drew attention to the emergence of new loci of art history publishing in Russia over the last decade and surveyed the most relevant subjects areas of recent and current art historical research. Historical subjects in art, with a particular focus on Russian military victories (e.g. in the Napoleonic Wars in 1812) have gained prominence, echoing the emphasis on patriotic sentiment in historical scholarship.

In all the three areas of publishing under examination, there has been a move away from major state publishing houses to an alternative world of small, non-traditional publishers, regional houses and publishers with small print runs. In the world of history, academics in the present restrictive environment might seek out minor, “under the radar” publishers in the hopes of lesser scrutiny. In the field of art history, regional museums, private art galleries and auction houses have produced a large corpus of new scholarship by bringing to light hitherto forgotten or never described state and private collections, and by promoting artists neglected by the establishment. In minority-language publishing, small publishing houses, self-publishing, online print alternatives and transnational ventures have increasingly supplemented the work of traditional state publishing.

Zina Somova of East View Information Services has tremendous experience in dealing with publishers from all over Russia, and she offered a valuable behind-the-scenes perspective, highlighting some idiosyncratic customs and tactics on the part of the publishers (as e.g. misrepresenting the print run, or presenting serious scholarship in textbook form because of material incentives) of which librarians should be aware.

The last decade has seen the rise of non-traditional new players in Russian publishing and a restructuring of the industry against a backdrop of political changes. As Keenan pointed out, librarians must beware of grossly tendentious, popularistic books filling their shelves and eating up their acquisitions budgets, while in certain disciplines real scholarship is increasingly becoming an endangered species. It is to be hoped that this roundtable succeeded in providing some assistance to collection development librarians in navigating this complex landscape.





2015 ASEEES Book Prize Nomination Instructions

ELIGIBILITY REQUIREMENTS APPLICABLE TO ALL PRIZE COMPETITIONS:

- For full rules and complete details about all prizes, please see <http://aseees.org/programs/aseees-prizes>
- The copyright date inside the book must be 2014
- The book must be a monograph, preferably by a single author, or by no more than two authors
- Authors may be of any nationality as long as the work is originally published in English in the United States*
- Textbooks, collections, translations, bibliographies and reference works are ineligible
- Works may deal with any area of Eastern Europe, Russia or Eurasia*
- Additional eligibility requirements unique to each prize competition are listed below

*Except where otherwise indicated

Nominating Instructions

- Send one copy of eligible monograph to each Committee member AND to the ASEEES main office. Nominations must be received no later than May 7.
- Fill out the [Book Prize nomination form](#)
- Mark submissions clearly with the name of the prize(s).

THE WAYNE S. VUCINICH BOOK PRIZE, sponsored by the Association for Slavic Studies, East European, and Eurasian Studies (ASEEES) and the Stanford University Center for Russian and East European Studies, is awarded for the most important contribution to Russian, Eurasian, and East European studies in any discipline of the humanities or social sciences published in English in the United States published in 2014.

2015 Wayne S. Vucinich Book Prize Committee

- Serguei Oushakine, Committee Chair, Dept. of Slavic Languages & Literatures, Princeton U, 249 East Pyne, Princeton, NJ 08525
- Choi Chatterjee, Department of History, California State University, Los Angeles, Los Angeles, CA 90032
- Nancy Ries, Colgate U, Sociology and Anthropology Department, 414 Alumni Hall, Hamilton, NY 13346
- Mitchell Orenstein, ME 303, Northeastern University, Department of Political Science, Boston, MA 02115

Rules of eligibility specific to this prize:

- The competition is open to works of scholarship in any discipline of the social sciences or humanities (including literature, the arts, film, etc.). Policy analyses, however scholarly, cannot be considered.

THE UNIVERSITY OF SOUTHERN CALIFORNIA BOOK PRIZE IN LITERARY AND CULTURAL STUDIES, established in 2009 and sponsored by the Department of Slavic Languages and Literatures at the USC, is awarded for an outstanding monograph published on Russia, Eastern Europe or Eurasia in the fields of literary and cultural studies published in 2014.

2015 USC Book Prize Committee:

- Lilya Kaganovsky, University of Illinois, Slavic Languages and Literatures, 707 S. Mathews Ave., 3080 Foreign Languages Building MC 170, Urbana, IL 61801-3643

- Galya Diment, Slavic Languages & Literatures, Smith Hall, M264, Box 353580, U of Washington, Seattle, WA 98195-3580
- Jindrich Toman, Slavic Languages and Literatures, 3040 MLB, University of Michigan, Ann Arbor, MI 48109-1275

Rules of eligibility specific to this prize

- The competition is open to works of scholarship in literary and cultural studies, including studies in the visual arts, cinema, music, and dance.

THE REGINALD ZELNIK BOOK PRIZE IN HISTORY, established in 2009 and sponsored by the Institute of Slavic, East European, and Eurasian Studies at the University of California, Berkeley, is awarded for an outstanding monograph published on Russia, Eastern Europe or Eurasia in the field of history published in 2014.

2015 Reginald Zelnik Book Prize in History Committee

- John Connelly, Department of History, UC Berkeley, Berkeley, CA 94720-2550
- Michael Khodarkovsky, Loyola U Chicago, Dept of History, 1032 W. Sheridan Rd, Room 507, Chicago, IL 60660-1537
- Glennys Young, Box 353650, Henry M. Jackson School of International Studies, U of Washington, Seattle, WA 98195

Rules of eligibility specific to this prize

- The competition is open to works of scholarship in history

THE DAVIS CENTER BOOK PRIZE IN POLITICAL AND SOCIAL STUDIES, established in 2008 and sponsored by the Kathryn W. and Shelby Cullom Davis Center for Russian and Eurasian Studies at Harvard University, is awarded for an outstanding monograph published on Russia, Eurasia, or Eastern Europe in anthropology, political science, sociology, or geography published in 2014.

2015 Davis Center Book Prize in Political and Social Studies Committee

- Sarah Phillips, Dept. of Anthropology, Student Building 130, Indiana U, 701 E. Kirkwood Ave., Bloomington, IN 47405
- Pauline Jones Luong, U of Michigan, Department of Political Science, 505 S. State Street, Ann Arbor, MI 48104
- Connor O'Dwyer, 3449 NW 13th Avenue, Gainesville, FL 32605

Rules of eligibility specific to this prize:

- The competition is open to works of scholarship in anthropology, political science, sociology, or geography, and social science works that cross strict disciplinary boundaries

THE MARSHALL D. SHULMAN BOOK PRIZE, sponsored by the Harriman Institute of Columbia University, is awarded annually for an outstanding monograph dealing with the international relations, foreign policy, or foreign-policy decision-making of any of the states of the former Soviet Union or Eastern Europe published the previous year. The prize is dedicated to the encouragement of high quality studies of the international behavior of the countries of the former Communist Bloc.

2015 Marshall D. Shulman Book Prize Committee

- Adam Stulberg, Center for International, Strategy, Technology, and Policy, Sam Nunn School of International Affairs,

Georgia Tech, 781 Marietta St., Atlanta, GA 30318

- Alexander Cooley, Dept. of Political Science, Barnard College, Columbia U, 3009 Broadway, New York, NY 10027
- Kimberly Marten, Harriman Institute, Columbia University, 420 West 118th Street, 12th floor, New York, NY 10027

Rules of eligibility specific to this prize:

- Works must be about international behavior of the countries of the former Communist Bloc.

THE ED A HEWETT BOOK PRIZE, sponsored by the University of Michigan Center for Russian, East European, and Eurasian Studies, is awarded annually for an outstanding monograph on the political economy of Russia, Eurasia and/or Eastern Europe, published in 2014. Ed Hewett was a distinguished alumnus of the University of Michigan, (PhD, economics), a prominent scholar, a fine colleague, and an internationally respected member of the field. The Hewett Book Prize was established in 1994 in his honor to recognize and encourage the high standard of scholarship that he so admirably advanced in the area of his interests.

2015 Ed A Hewett Book Prize Committee

- Grigore Pop-Eleches, 220 Bendheim Hall, Princeton University, Princeton, NJ 08544
- Andrew Barnes, Dept. of Political Science, 302 Bowman Hall, Kent State University, Kent, OH 44242
- Carol Leonard: E-books preferred - carol.leonard@sant.ox.ac.uk. If e-book not available, send hard copy to: University of Oxford, St. Antony's College, 62 Woodstock Road, Oxford OX2 6JE, UK

Rules of eligibility specific to this prize:

- Only works originally published in English in the form of monographs, chapters in books, or substantial articles preferably by a single author, or by no more than two authors, are eligible.
- Works must be on the political economy of Russia, Eurasia and/or Eastern Europe.

THE BARBARA JELAVICH BOOK PRIZE, sponsored by the Jelavich estate, is awarded annually for a distinguished monograph published on any aspect of Southeast European or Habsburg studies since 1600, or nineteenth- and twentieth-century Ottoman or Russian diplomatic history in 2014. Barbara Jelavich was a distinguished and internationally respected scholar whose numerous publications included *Modern Austria*, *Russia's Balkan Entanglements*, and the two-volume *History of the Balkans*. The Jelavich Prize was established in 1995 in her memory to recognize and to encourage the high standards she set in her many areas of scholarly interest and to promote continued study of those areas.

2015 Barbara Jelavich Book Prize Committee

- Alison Frank, Harvard University, Center for European Studies, 27 Kirkland St., Cambridge, MA 02138
- Emily Greble, CUNY, Department of History, NAC 144/a, 160 Convent Avenue, New York, NY 10031
- Paula M. Pickering, Department of Government, College of William and Mary, Morton Hall, Room 10, 100 Ukrop Way, Williamsburg, VA 23185

Rules of eligibility specific to this prize:

- Authors must be citizens or permanent residents of North America.
- The competition is open to works on any aspect of Southeast European or Habsburg studies since 1600, or 19th- and 20th-century Ottoman or Russian diplomatic history.

THE KULCZYCKI BOOK PRIZE IN POLISH STUDIES

The Kulczycki Book Prize in Polish Studies (formerly the ASEES Orbis Book Prize), sponsored by the Kulczycki family, former owners of the Orbis Books Ltd. of London, England, is awarded annually for the best book in any discipline, on any aspect of Polish affairs, published in 2014

2015 Kulczycki Book Prize in Polish Studies Committee

- Tamara Trojanowska, Department of Slavic Languages and Literatures, University of Toronto, 121 St. Joseph St., Toronto, Ontario M5S 1J4, Canada
- Tomasz Kamusella, Centre for Transnational History, School of History, University of St Andrews, St Katharine's Lodge, The Scores, St Andrews, Fife KY16 9AR, Scotland, UK
- Nathan Wood, Department of History, University of Kansas, 1445 Jayhawk Blvd., Lawrence, KS 66045

Rules of eligibility specific to this prize:

Only works originally published in English, outside of Poland, are eligible

- The book must be a monograph predominantly on Polish studies, preferably by a single author, or by no more than two authors.
- Preference will be given to works by first-time authors.
- The competition is open to works in any discipline, dealing with any aspect of Polish affairs.
- Previous winners of Kulczycki/Orbis Prize are ineligible.

**ON THE COHEN-TUCKER
FELLOWSHIP MATTER**

In the light of recent discussions in the media, in email chains, and on social media regarding a gift offer by Professor Stephen Cohen and Ms. Katrina vanden Heuvel to establish the Stephen F. Cohen-Robert C. Tucker Fellowship in Russian historical studies with ASEES, we direct your attention to the following documents published on the ASEES website:

Professor Cohen's January 13, 2015 letter to ASEES with his account of the matter:

<http://www.asees.org/news-events/asees-news-feed/stephen-f-cohens-letter-asees-regarding-cohen-tucker-fellowship>

The ASEES Executive Committee's clarification statement on February 3, 2015: <http://www.asees.org/news-events/asees-news-feed/asees-detailed-clarification-regarding-cohen-tucker-fellowship>



2015 Graduate Student Prizes

THE ASEEEES GRADUATE STUDENT ESSAY PRIZE is awarded for an outstanding essay by a graduate student in Slavic, East European, and Eurasian Studies. The winner of the competition receives free roundtrip domestic airfare to and room at the ASEEEES Annual Convention and an honorary ASEEEES membership for the following year. The prize is presented during the awards presentation at the Annual Convention.

2015 Committee on the Student Prize

- Steven E. Harris, University of Mary Washington; Committee Chair, sharris@umw.edu
- Vasiliki Neofotistos, SUNY Buffalo, neofotis@buffalo.edu
- Elena Prokhorova, College of William and Mary; evprok@wm.edu

Rules of Eligibility and Nominating Instructions

- ASEEEES Regional Affiliates and Institutional Members are invited to hold their own competitions for best essay among their graduate students, and submit the winning paper to the ASEEEES Grad Student Prize Committee.
- Essay author must be a graduate student and must have written the essay in English while in a graduate program.
- Essays can be any of several formats:
 - Expanded versions of conference papers
 - Graduate level seminar papers
 - Master's Thesis Chapters
 - Dissertation Chapters
- Essays should be submitted to the ASEEEES by the Chairs of the Regional Affiliates or the primary or secondary representatives of the Institutional Members. Graduate students whose institution is not an institutional member of ASEEEES or is not holding a competition this year, are advised to check the rules for their regional competition. Students cannot self-nominate their papers without going through the proper nominating procedures.
- Submitter must clearly indicate the format of the essay submitted and provide an abstract.
- Essays should have a minimum word count of 7,500 and a maximum word count of 14,000 (25 to 50 pages approximately) inclusive of footnotes and bibliography. Submissions must be double-spaced and include footnotes or endnotes.
- Essays should be sent in electronic format, simultaneously to Mary Arnstein, Communications Coordinator, at newsnet@pitt.edu and to all members of the prize committee.

Deadline for submissions: June 1

<http://aseees.org/programs/aseees-prizes/graduate-student-essay-prize>

THE ROBERT C. TUCKER/STEPHEN F. COHEN DISSERTATION PRIZE, sponsored by the KAT Charitable Foundation, is awarded annually (if there is a distinguished submission) for an outstanding English-language doctoral dissertation in Soviet or Post-Soviet politics and history in the tradition practiced by Robert C. Tucker and Stephen F. Cohen. The dissertation must be defended at an American or Canadian university, and must be completed during the calendar year prior to the award. The prize carries a \$5,000 award intended to help the author turn the dissertation into a publishable manuscript.

2015 Tucker/Cohen Prize Committee

- Michael David-Fox, Georgetown University; Committee Chair, md672@georgetown.edu
- Juliet Johnson, McGill University (Canada); juliet@mcgill.ca
- Alexander Rabinowitch, Indiana University; 2512 Buttonwood Ln, Bloomington, IN 47401

Rules of Eligibility and Nominating Instructions

- The dissertation must be written in English and defended at a university in the United States or Canada;
- The dissertation must be completed and defended during the calendar year prior to the award (for example, the dissertation must have been defended in 2014 to be eligible for the 2015 competition);
- The dissertation's primary subject and analytical purpose must be in the realm of the history of domestic politics, as broadly understood in academic or public life, though it may also include social, cultural, economic, international or other dimensions. The dissertation must focus primarily on Russia (though the topic may also involve other former Soviet republics) during one or more periods between January 1918 and the present.
- A nomination will consist of a detailed letter from the dissertation's main faculty supervisor explaining the ways in which the work is outstanding in both its empirical and interpretive contributions, along with an abstract of 700-1000 words, written by the candidate, specifying the sources and general findings of the research. A faculty supervisor may nominate no more than one dissertation a year.
- By May 15 faculty supervisors should send each committee member listed above their letter and the 700-1000-word abstract. (Candidates may also initiate the nomination, but it must come from their advisers.) The committee will read this material and then request copies of the dissertations that best meet the criteria, as defined in the statement above. Nominations must be received no later than May 15.

Deadline for submissions: May 15

<http://aseees.org/programs/aseees-prizes/robert-c-tuckerstephen-f-cohen-dissertation-prize>



2015 ASEEEES Distinguished Awards

ASEEES DISTINGUISHED CONTRIBUTIONS TO SLAVIC, EAST EUROPEAN, AND EURASIAN STUDIES AWARD

The Association's Distinguished Contributions to Slavic, East European, and Eurasian Studies Award honors senior scholars who have helped to build and develop the field through scholarship, training, and service to the profession.

The Committee accepts nominations in writing or via e-mail from any member of ASEEEES. The nomination letter, sent to the Committee Chair, should include: biography focusing on the individual's distinguished achievements in Slavic, East European and Eurasian studies; a list of publications and editorships; a list of awards and prizes; and his or her involvement in and service to ASEEEES, if any. Self-nomination is not accepted. Committee members also survey the field for possible awardees.

2015 Honors and Awards Committee

Andrew Wachtel, American University of Central Asia (Kyrgyzstan), Committee Chair, awachtel59@gmail.com
Joshua Tucker, New York University
Denise Youngblood, University of Vermont

Deadline: April 1

<http://aseees.org/programs/aseees-prizes/distinguished-contributions-award>

ASEEES COMMITTEE ON LIBRARIES AND INFORMATION RESOURCES DISTINGUISHED SERVICE AWARD

The ASEEEES Committee on Libraries and Information Resources Distinguished Service Award honors ASEEEES member librarians, archivists or curators whose contributions to the field of Slavic, East European and Eurasian studies librarianship have been especially noteworthy or influential. The effect of these contributions may be the result of continuous or distinguished service to the profession, but may also be the result of extraordinarily active, innovative or collaborative work that deserves national recognition. This award was established in 2010.

The winner of the ASEEEES CLIR Distinguished Service Award will be chosen by members of the CLIR Executive Committee.

Deadline: June 1

<http://aseees.org/programs/aseees-prizes/clir-distinguished-service-award>



2015 Additional Prizes

AWSS PRIZES

AWSS Graduate Research Prize

Deadline: September 1, 2015

The Association for Women in Slavic Studies (AWSS) Graduate Research Prize is awarded biennially to fund promising graduate level research in any field of Slavic/East European/Central Asian studies by a woman or on a topic in Women's or Gender Studies related to Slavic Studies/East Europe/Central Asia by either a woman or a man. Graduate students who are at any stage of master's or doctoral level research are eligible.

In addition to two letters of recommendation, please send a CV, a letter of application in which you outline how the money will be used and why it is necessary for progress on the project and, if appropriate, a list of archives and/or libraries or other research resources that you plan to use. <http://www.awss-home.org/graduate-research.html>

AWSS Heldt Prizes

Deadline: May 15, 2015

The Association for Women in Slavic Studies invites nominations for the 2015 Competition for the Heldt Prizes, awarded for works of scholarship. To be eligible for nomination, all books and articles for the first three prize categories must be published between 15 April 2014 and 15 April 2015. The publication dates for the translation prize, which is offered every other year, are

15 April 2013 to 15 April 2015. Nominations for the 2015 prizes will be accepted for the following categories:

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

One may nominate individual books for more than one category, and more than one item for each category. Articles included in collections as well as journals are eligible for the "best article" prize, but they must be nominated individually. The prizes will be awarded at the AWSS meeting at the ASEEEES Annual Convention in November 2015. To nominate any work, please send one copy to each of the Prize committee members:

- Betsy Jones Hemenway, Chair, Heldt Prize Committee, (Loyola University Chicago), 1356 W. Greenleaf Avenue, Unit 3, Chicago, IL 60626
- Yana Hashamova, Dept of Slavic and East European Languages and Cultures, 400 Hagerty Hall; 1775 College Road, Ohio State University, Columbus, OH 43210
- Mary Neuberger, University of Texas, 2505 University Avenue, Stop F3600, Austin, TX 78712

- Ali İğmen, Cal State U, Long Beach, Dept of History, 1250 Bellflower Blvd, MS 1601, Long Beach, CA 90840-1601

HISTORIA NOVA COMPETITION

Established in 2012 by the Mikhail Prokhorov Foundation and Academic Studies Press, the Historia Nova Prize for the Best Book on Russian Intellectual and Cultural History recognizes the best scholarly volume originally written and published in English within the preceding two years. Eligible genres includes single and collective-author monographs, collections of articles, and special thematic issues of scholarly journals.

Juried in the past three years by a five-person international team with logistical support from the Press, the Historia Nova prize seeks nominations from publishers, literary agencies, universities and university departments, journals, scholarly organizations, artistic unions, groups, and individuals.

The 2015 Historia Nova award, to be announced at the November 2015 ASEES convention, will be chosen from nominations submitted to historianova@academicstudiespress.com until 1 June 2015. The Organizing Committee asks that publishers nominating their own titles send five complimentary copies of the book to: Academic Studies Press, Attn: Historia Nova, 28 Montfern Avenue, Brighton, MA 02135 USA. For more information, please visit www.historianova.com.

THE MICHAEL HEIM PRIZE IN COLLEGIAL TRANSLATION

This prize is awarded annually for the best collegial translation of a journal article from an East European language into English. The prize is sponsored by East European Politics & Societies and Cultures (EEPS), which will publish the winning article.

The criteria of selection are the scholarly significance of the article, the quality of the translation, and the contribution the translation will make to disciplinary dialogue across linguistic communities. The translation cannot have been published previously and must be translated from an East European language as defined by the geographic ambit of EEPS. The subject matter and approach should be suited for publication as an EEPS article.

In *Guidelines for the Translation of Social Science Texts* (www.acls.org/programs/sstp), Heim encouraged scholars to translate their colleagues' work to make it more widely available. Although Heim was a renowned literary translator, he was convinced that the best translator of a scholarly work is a colleague in a relevant discipline who has acquired facility in translation, rather than a professional translator who is linguistically skilled but unfamiliar with the discipline's concepts, contexts, and controversies. This prize supports Michael Heim's vision. The Heim Prize in Collegial Translation is awarded by East European Politics & Societies and Cultures (EEPS) Submission deadline: September 1, 2015. Submissions should be sent as Word attachments to eeeps@acls.org. http://www.acls.org/uploadedFiles/News/EEPS_Heim_Translation_Prize_flyerY2.pdf

THE MARC RAEFF BOOK PRIZE

The Eighteenth-Century Russian Studies Association is now accepting submissions for the Marc Raeff Book Prize, which is awarded annually for a publication that is of exceptional merit and lasting significance for understanding Imperial Russia, particularly during the long eighteenth-century.

- The publication must be a monograph, translation, or reference work about any aspect of the long eighteenth century,

on any of the territories of the former imperial Russian state. Textbooks, festschrifts, and edited collections of essays are not eligible unless they constitute significant and innovative contributions to the field.

- Submissions must bear a copyright date of 2014 or 2015.
- It can be published in any language read by the ECRSA Prize Selection Committee and in any format.
- The geographic area of study is broadly defined as the territories of the former imperial Russian state and the Soviet Union. The publication must deal in whole or in part with the long 18th-century (the period from the last quarter of the 17th-century to the first quarter of the 19th-century.)
- Books that have received other prizes are eligible.
- Scholarly merit, originality, and felicity of style will be the main criteria for selection. Submissions from scholars who are less than five years from receiving their doctoral degree are particularly encouraged.

Nominating Instructions:

- Send one copy of the publication to each ECRSA Prize Selection Committee member AND to the ASEES main office. Submissions should be clearly marked "Marc Raeff Book Prize."
- Nominations must be received no later than 30 June 2015. Information about the ECRSA Prize Selection Committee can be found here: <http://www.ecrsa.org/RaeffPrize.html>

THE SOCIETY FOR ROMANIAN STUDIES THIRD BIENNIAL SRS BOOK PRIZE

The Society for Romanian Studies invites nominations for the Third Biennial SRS Book Prize awarded for the best book published in English in any field of Romanian studies (including Moldova) in the humanities or social sciences. Books must be in English and have a copyright date between 1 January 2013 and 31 December 2014. Edited books, translations and non-scholarly books are not eligible. Nominations will be due to the SRS prize committee by 1 June 2015. Books should be sent directly to each committee member.

Book Prize Committee Members:

- Holly Case (Chair), Dept of History, Cornell University, 450 McGraw Hall, Ithaca, NY 14853, hac27@cornell.edu
- James Augerot, Dept of Slavic Languages & Literatures, University of Washington, Box 353580, Seattle, Washington 98195-3580
- Vladimir Solonari, Dept of History, University of Central Florida, Orlando, FL 32816-1350

SLOVAK STUDIES ASSOCIATION BOOK PRIZE

The Slovak Studies Association will award a prize for the best book about Slovakia in the humanities and social sciences published in 2011 or later. The works must be in English, but they can be published anywhere in the world. The publication's author or authors are to be members in good standing of the SSA. Submissions must be hard copies, unless the work appears only in electronic form, and the review committee will not return any submitted items. The deadline for postmarking submissions is 1 May 2015. Send entries to Daniel E. Miller, Department of History, University of West Florida, 11000 University Parkway, Pensacola, FL 32514, USA. Address any questions to Dr. Miller at miller-dem@earthlink.net.

DAVIS GRADUATE STUDENT TRAVEL GRANT

Deadline: May 22, 2015

aseees.org/convention/grants/davis

Kathryn W. Davis's generous donation to our organization, combined with members' donations, enables us to help subsidize travel costs for graduate students presenting papers at the ASEEEES Annual Convention. We are especially committed to subsidizing those graduate students who are attending the convention for the first time or who have no local institutional resources for travel support. Students may only receive ONE Davis Grant over the course of their graduate studies.

All applicants must be:

- A student working at either the master's or doctoral level in any field of Slavic, East European, or Eurasian Studies;
- Presenting a paper on a regular panel;
- A current ASEEEES student member;
- Not a previous recipient of an ASEEEES Davis Graduate Student Travel Grant.

All applicants must complete the online grant application form, which includes a scholarly letter of reference from an advisor or department chair, paper abstract, tentative travel budget, statement of need, and C.V.

REGIONAL SCHOLAR TRAVEL GRANT

Deadline June 1, 2015

aseees.org/convention/grants/regional

ASEEEES is able to offer a limited number of travel grants to subsidize the travel of faculty, policy specialists, and independent scholars who permanently reside in Eastern Europe and Eurasia to participate in the ASEEEES annual convention.

All applicants must be:

- Permanent resident in any of the following countries: Albania, Armenia, Azerbaijan, Belarus, Bosnia-Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Tajikistan, Turkmenistan, Ukraine, or Uzbekistan;
- A current regular member of ASEEEES
- Presenting a paper on a regular panel
- Not in receipt of ASEEEES regional scholar travel grant in the last three years.

All applicants must complete the online grant application form, which includes abstract, travel budget, statement of need, and C.V.

NEW FOR 2015

ASEEES CONVENTION OPPORTUNITY TRAVEL GRANT

Deadline: June 1, 2015

aseees.org/convention/grants/opportunity

New starting in 2015, ASEEEES is able to offer a limited number of travel grants to subsidize the travel of non-student members with income under \$30,000 to present their papers at the ASEEEES annual convention. Where possible, priority will be given to first-time convention presenters or junior scholars who do not receive institutional support, such as those working as adjuncts or unemployed/underemployed.

GRANT AMOUNT: Up to \$500 USD

All applicants must be:

- A regular member of ASEEEES at the membership level of income under \$30,000 at time of application (affiliate, joint, and student members are not eligible to apply);
- Presenting a paper on a regular panel (chairs, discussants, and roundtable participants are not eligible to apply);
- NOT a student (Graduate students from all parts of the world are encouraged to apply for the Davis Student Travel Grants.)
- NOT a permanent resident of: Albania, Armenia, Azerbaijan, Belarus, Bosnia-Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Tajikistan, Turkmenistan, Ukraine, or Uzbekistan, who can apply for our Regional Scholar Travel Grants.

All applicants must:

- Complete the online grant application form, which includes the paper abstract, tentative travel budget, statement of need, and curriculum vitae

Applications will be judged on intellectual merit with a view to disciplinary and regional balances. Where possible, priority will be given to candidates who are first-time convention presenters or junior scholars who are working as adjuncts or who are unemployed. Since our funding is limited and we wish to fund as many deserving applicants as possible, we urge applicants to be practical in estimating their travel and lodging budget.



Publications

Barbara Allen recently published *Alexander Shlyapnikov, 1885-1937: Life of an Old Bolshevik* (Brill, 2015), in which Allen recounts the political formation and positions of Russian Communist and trade unionist, Alexander Shlyapnikov. As leader of the Workers' Opposition (1919–21), Shlyapnikov called for trade unions to realize workers' mastery over the economy. Despite defeat, he continued to advocate distinct views on the Soviet socialist project that provide a counterpoint to Stalin's vision. Arrested during the Great Terror, he refused to confess to charges he thought illogical and unsupported by evidence. Unlike the standard historical and literary depiction of the Old Bolshevik, Shlyapnikov contested Stalin's and the NKVD's construct of the ideal party member. Allen conducted extensive research in the Central Archive of the Federal Security Service of the Russian Federation, in the Russian State Archive of Social and Political History, and in other archives in Moscow, Russia.

Lee A. Farrow recently published *Alexis in America: A Russian Grand Duke's Tour, 1871-72*, with Louisiana State University Press. Over a period of three months, Alexis traveled all over the United States, visiting the major American cities of the time (including Chicago right after the Great Fire) and meeting many famous Americans, including Oliver Wendell Holmes, Samuel Morse, Henry Wadsworth Longfellow, and Ulysses Grant. He also traveled by train for a buffalo hunt with Buffalo Bill and George Custer and was present for the first daytime celebration of Mardi Gras in New Orleans. His visit occurred during the high point of Russian-American relations; both Russian and Americans viewed the visit as a barometer of future good relations. At the same time, there were those who opposed the visit – Americans who deplored the fawning over royalty, as well as German and Polish nationals in the US who had fled their own countries to escape the oppression of monarchies. This is the first book to thoroughly describe and analyze Alexis's trip and its place in the story of Russian-American relations.

Amy D. Ronner's new book, *Dostoevsky and the Law* (Carolina Academic Press, 2015), shows how Dostoevsky's genius, transcending time and place, sheds light on today's legal doctrines, offenders, crimes, investigations, and trials. It explains how Dostoevsky's drive to express the inexpressible, skepticism about the existence of an objective reality, and belief in potential purification through suffering and confession feature prominently in his life and work. Most significantly, these defining facets are integral to Dostoevsky's keen insight into the workings of legal institutions and to his conception of how the law, in its broadest sense, can potentially elevate or demote the human race. Through an in-depth analysis of some of Dostoevsky's famous and lesser-known masterpieces, this book speaks to lawyers and non-lawyers alike: it builds toward an overarching thesis about the potential for Dostoevsky studies to improve law practice, le-

gal education, and justice. But even more significantly, the book will show how Dostoevsky studies can enrich all readers' abilities to be open to hearing differing, ambiguous, and conflicting voices, which can add meaning to everyone's daily lives.

The original English text of Eleanor Lord Pray, *Letters from Vladivostok 1894-1930*, ed. Birgitta Ingemanson (University of Washington Press, 2013) is now available in paperback (June 2014). Maine native Eleanor Pray lived in Vladivostok for more than thirty-five years, and wrote vividly not only of the city's ordinary days, but also of the historic events that she witnessed, including the comings and goings of the Imperial Pacific Fleet, the upheavals of wars and revolutions, the Allied Intervention, and the beginnings of Soviet life. Eleanor Pray's letters (more than 2,000 of which are now in the Library of Congress, collected and organized by Patricia D. Silver) restore important aspects of Vladivostok's history that had been forgotten or suppressed. Several books have been published based on them, including the Russian translation of Letters, *Pis'ma iz Vladivostoka*, tr. Andrei Sapelkin (Vladivostok: Rubezh, 2008), and Birgitta Ingemanson, *Solnechnyi dvorik / The Sunny Neighborhood*, tr. Maxim Nemtsov (Vladivostok: Rubezh, 2011).

A bronze statue of Pray's likeness was unveiled in Vladivostok on July 4, 2014. A quote from her letters is painted on the decorative wall behind the monument: "Sometimes I long to get away from here and be done with all the worries and vexations of everyday life ... but deep in my soul I know I shall never be as contented anywhere else as in this beautiful unkempt place, for the best part of my life has been spent here" (1929). Despite her sharp disagreements with Russian politics at the time, Eleanor Pray did not consider it a betrayal of her principles to hold out a hand in friendship to those with differing opinions.

My Years in and out of "The Ivory Tower," is an autobiographical review of Thaddeus Gromada's career, Gromada, Professor Emeritus of Eastern European History at New Jersey City University and past President and Executive Director of the Polish Institute of Arts and Sciences of America, traces in detail his record of activities and achievements since 1959 as a scholar, teacher, administrator, organizer of academic and cultural events, and activist. As an advocate he promoted the improvement of history/social studies instruction in our schools, championed cultural pluralism and inter-ethnic cooperation in our society, advanced knowledge about Poland's history, culture and the contributions of the Polish American group (Polonia); he also encouraged scholarly and cultural exchanges between Poland and the United States. Additionally, the book contains a collection of selected statements and articles by Gromada, which reflect his concerns and the issues he encountered.

NEW FROM SLAVICA PUBLISHERS

Nikolai Iakovlevich Danilevskii. Woe to the Victors! The Russo-Turkish War, the Congress of Berlin, and the Future of Slavdom, trans. Stephen M. Woodburn, 234 p., 2015 (ISBN 978-0-89357-449-9), \$29.95.

In the articles that make up this book N. Ia. Danilevskii (1822–85) analyzed the significance of a unified Germany and defeated France for Russia's diplomatic prospects, outlined Russia's interests in the Black Sea and Bosphorus Straits, and pondered the effect of the Congress of Berlin on Russia's future and the cause of Slavic unification. In the present, as Russia sees new opportunities to assert its interests in the near abroad, there has been a renewed interest in Danilevskii's works, most of which have been republished in recent years. As a result, the author has reached a far greater reading audience in the post-Soviet period than he ever attracted during his lifetime.

Alice K. Pate. Workers and Unity: A Study of Social Democracy, St. Petersburg Metalworkers, and the Labor Movement in Late Imperial Russia, 1906–14, 195 p., 2015 (ISBN 978-0-89357-421-5), \$29.95.

This study of Petersburg workers, the Metalworkers' Union, and Russian Social Democracy traces the formation of workers'

associations and analyzes the activities of legal and SD activists inside Russia. In demonstrating the popular appeal of the workers'/SD legal activist movement, Workers and Unity rehabilitates Menshevism and Liquidationism.

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

This volume of selected studies, articles, and creative interpretations from the last 30 years of Seth Wolitz's scholarly career brings to life the art, literature, and Weltanschauung of Yiddish Modernism, the work of a vibrant avant-garde that transformed Eastern European Jewish culture into the most contemporary of living European cultures and demonstrated the vitality of Jewish secularism.



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

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

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January issue—1 Dec;

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June issue—1 May;

Aug issue—5 July;

October issue—1 Sept



<http://kritika.georgetown.edu>

Kritika is dedicated to critical inquiry into the history of Russia and Eurasia. The quarterly journal features research articles as well as analytical review essays and extensive book reviews, especially of works in languages other than English. Subscriptions and previously published volumes available from Slavica—including, as of 16, no. 1, e-book editions (ePub, MOBI). Contact our business manager at slavica@indiana.com for all questions regarding subscriptions and eligibility for discounts.

Vol. 16, no. 1 (Winter 2015)

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Review Essay

RANDALL A. POOLE

Nineteenth-Century Russian Liberalism

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Institutional Member News

THE KENNAN INSTITUTE AT THE WILSON CENTER Kennan Institute Pleased to Announce New Fellowship Program

The Kennan Institute seeks fellowship applicants from diverse, policy-oriented sectors such as media, business, local government, law, civil society, and academia to examine important political, social, economic, cultural, and historical issues in Russia, Ukraine, and the region. Among the aims of the new fellowships are to build bridges between traditional academia and the policy world, as well as to maintain and increase collaboration among researchers from Russia, Ukraine, and the U.S. The fellowships are funded by a grant from Carnegie Corporation of New York.

George F. Kennan Fellows will be based at the Wilson Center in Washington, D.C. for three-month residencies. Fellows will receive access to the Library of Congress, National Archives, and policy research centers in Washington, D.C., as well as the opportunity to meet with key experts and officials at the State Department, USAID, Department of Defense, and Congress. While conducting research, the George F. Kennan Fellows are expected to actively participate in discussions with the policy and academic communities, including speaking engagements at the Wilson Center as well as potentially outside of Washington D.C., and attending meetings, conferences, and other activities organized by the Kennan Institute and Wilson Center. Upon completion of the fellowships, the grantees become alumni, for whom Kennan will continue to offer opportunities for collaboration and engagement.

Research Team Option:

Please note applicants have an option to apply for the fellowship as individuals or as part of a team. If applying as a team of two (or three) applicants, **the applicants must be citizens of at least two different countries.** The goal of such joint fellowships is to promote collaborative research projects among U.S., Russian, and Ukrainian experts.

- George F. Kennan Fellowship Teams will:
 - Produce joint paper(s) for policy-relevant publications.
 - Present work at D.C., Russia, and/or Ukraine events.
 - Conduct meetings and engage with policymakers in D.C.

Competitions for the fellowships will be held twice yearly with the following application deadlines: **March 1 and September 1.** U.S., Russian, and Ukrainian citizens are eligible to apply. Applicants must submit a completed application – please see our website for more details: <http://www.wilsoncenter.org/grant-opportunities-and-internships-0>

The George F. Kennan Fellowship offers a monthly stipend of \$3,200, research facilities, and computer access. Fellows are required to be in residence at the Kennan Institute, Wilson Center in Washington, D.C. for the duration of the grant. Awardees are expected to commence their three-month appointments within one year of accepting the fellowship.

Other Grant Opportunities: Please note the Kennan Institute Title VIII Research Scholarships have been suspended.

KENNAN INSTITUTE TITLE VIII SHORT-TERM GRANTS Up to one month's duration

The Kennan Institute offers Short-Term Grants to scholars whose research in the social sciences or humanities focuses on the former Soviet Union (excluding the Baltic States), and who demonstrate a particular need to utilize the library, archival, and other specialized resources of the Washington, D.C. area. Policy-relevant research is preferred. Academic participants must either possess a doctoral degree or be doctoral candidates who have nearly completed their dissertations. For non-academics, an equivalent degree of professional achievement is expected.

Short-Term Grants provide a stipend of \$3,200 for 31 days. While the Kennan Institute cannot provide office space for Short-Term scholars, we do provide a carrel with a computer and internet access. Travel and accommodation expenses are not directly covered by this grant. There is no official application form for Short-Term Grants. The applicant is requested to submit a concise description (700-800 words) of his or her research project (including a title), C.V., a statement on preferred dates of residence in Washington, D.C., and two letters of recommendation specifically in support of the research to be conducted at the Kennan Institute. Please note, the recommendation letters must be signed. Applicants should also state their citizenship status in their materials. All of these materials may be submitted via e-mail. Please note that the letters of recommendation, if sent by email, must be sent directly from the referee and be a scan of a signed letter. Referees are also welcome to send their signed letters by fax or post.

Grant recipients are required to be in residence in Washington, D.C. for the duration of their grant and give a presentation. Four rounds of competitive selection for Short-Term Grants are held each year. The next closing dates are **March 1 and June 1, 2015.** Applicants are notified of the competition results roughly seven weeks after the closing date. Awardees must provide at least one month notification before beginning their grant. **Only U.S. citizens are currently eligible for Short-Term Grants.**

Scholars in Residence

The Kennan Institute welcomes the following scholars:
Galina Starovoirova Fellows on Human Rights and Conflict Resolution

Aleksandr Erdelevskiy, Professor of Civil and Family Law Chair, Moscow State Law Academy. "Freedom of Expression and Protection of Reputation: Problems of Interaction."

Fulbright-Kennan Research Scholar

Vladimir Zolotykh, Chair and Professor, Department of Modern and Contemporary History and International Relations, Udmurt State University, Russia. "Conservative Approaches to Social Policy in the US and the Role of Policy Transfer and International Learning."

CALL FOR APPLICATIONS! 2015 SUMMER RESEARCH
LABORATORY AT ILLINOIS

The Summer Research Laboratory (SRL) on Russia, Eastern Europe, and Eurasia is open to all scholars with research interests in the Russian, East European and Eurasian region for eight weeks during the summer months from June 15 until August 8. The SRL provides scholars access to the resources of the University of Illinois Slavic collection within a flexible time frame where scholars have the opportunity to seek advice and research support from the librarians of the Slavic Reference Service (SRS).

The deadline for grant funding is April 15 and is fast approaching! REEEC will continue to receive applications for the Summer Research Lab after the grant deadline, but housing and travel funds will not be guaranteed. For further information and to apply, please use this link: http://www.reeec.illinois.edu/srl/?utm_source=SEELANGS&utm_medium=email&utm_campaign=SRL2015

For graduate students, the SRL provides an opportunity to conduct research prior to going abroad and extra experi-

ence to refine research skills. Students will also have the opportunity of seeking guidance from specialized librarians skilled in navigating resources pertaining to and originating from Russia, Eastern Europe, and Eurasia.

The SRS is an extensive service that provides access to a wide range of materials that center on and come from: Russia, the Former Soviet Union, Czech and Slovak Republics, Former Yugoslavia, Poland, Hungary, Bulgaria, and Romania. The International & Area Studies Library, where the Slavic reference collections are housed, contains work stations for readers, research technologies, a collection of authoritative reference works, and provides unlimited access to one of the largest collections for Russian, East European, and Eurasian Studies in North America.

CFP: STRATEGIES FOR BUILDING A SUCCESSFUL
POLISH LANGUAGE PROGRAM

A professional development workshop for instructors of Polish will be held May 2, 2015 at the University of Chicago.

Organized in collaboration with the Center for East European and Russian/Eurasian Studies (CEERES) and the Chicago Language Center (CLC) at the University of Chicago, this workshop seeks to bring together instructors of Polish at the high school and secondary education levels to discuss the specific challenges facing Polish language classrooms in the context of technological development, student recruitment, and content-based instruction. The workshop will provide opportunities for collaboration and the exchange of ideas as well as strategies for strengthening Polish language programs.

Registration is free and all meals provided with generous support of CEERES and the CLC. We invite presentations on these topics:

- Integration of technology and multimedia
- Content-based instruction at all levels
- Strategies for recruitment

Presentations should be limited to 20 minutes.

Send the following information to Kinga Kosmala (kk-maciej@uchicago.edu) or Erik Houle (erhoule@uchicago.edu) by March 29, 2015:

- a presentation abstract of 50-75 words
- a short biographical sketch (100 words) including a brief description of your research and teaching interests

We invite all attendees to apply to present at the workshop, however, presenting is not required to participate in the workshop.

<http://www.eventbrite.com/e/strategies-for-building-a-successful-polish-language-program-tickets-15678798709?aff=eivtefrnd>

JOIN US

ASEEES 47th Annual Convention

Philadelphia Marriott Downtown
November 19-22, 2015

The Convention:

- Offers hundreds of panels, roundtables, meetings and special events
- Promotes many occasions to network with specialists in the field
- Provides opportunities to browse latest publications and meet with publishers and other exhibitors

<http://aseees.org/convention>



In Memoriam

Stanislaw Baranczak died on December 26, 2014 at his home in Newton, Mass. He was 68.

Born in Poznan, Poland, on Nov. 13, 1946, he earned an M.A. and Ph.D. in philology at Adam Mickiewicz University in Poznan and was teaching there when his political activities cost him his job. In the 1970s he was banned from publishing in Poland, though he continued to write for underground outlets. He eventually regained his post as Solidarity gained political traction. By then Harvard had offered him a job in the department of Slavic Languages and Literatures, but he was unable to accept it for nearly three years because the Polish government denied him a visa. He arrived at Harvard in 1981 and remained on the faculty until Parkinson's disease forced him to retire in the late 1990s.

Mr. Baranczak's best-known prose collection, *Breathing Under Water and Other East European Essays* (1990), includes shrewd assessments of prominent Polish and Czech figures. In another volume, *Selected Poems: The Weight of the Body* (1989), written in English, Mr. Baranczak ruefully addressed the life of a writer in exile. Mr. Baranczak also wrote a book-length study of the Polish poet Zbigniew Herbert, and he translated the work of Polish writers into English, including, with Seamus Heaney, the 16th-century poet Jan Kochanowski, and, with Ms. Cavanagh, the 1996 Nobel laureate Wislawa Szymborska. In the other direction, from English to Polish, he translated much of Shakespeare, the verse of Robert Herrick, John Donne, E.E. Cummings, Emily Dickinson, Robert Frost and Philip Larkin, among other poets, and even light verse and song lyrics.

Baranczak received the ASEEEES Distinguished Contributions Award in Slavic, East European, and Eurasian Studies in 2010.

Renowned Polish-American historian of interbellum Poland and Professor Emerita of the University of Kansas **Anna Maria Cienciala** passed away on December 24, 2014 in Fort Lauderdale, FL. A memorial service was held at the University of Kansas in Lawrence on January 22, 2015.

Born in the Free City of Gdańsk, Poland, she was educated in England, Canada, and U.S. (B.A. Liverpool, 1952, M.A. McGill, 1955; Ph.D. Indiana, 1962). She taught at the University of Ottawa and the University of Toronto before joining the University of Kansas faculty in 1965. Professor Emerita of History, Cienciala specialized in 20th century Polish, European, Soviet, and American diplomacy 1919–1945. A historian of Polish interwar diplomacy and the Second Republic of Poland's foreign policy, Cienciala was the author of such books as: *Poland and the Western Powers 1938-1939*, *Polish Foreign Policy 1926-1932* and *Polish-Bolshevik War 1919-1920*. Additionally, she edited five books and contributed chapters to eighteen volumes. Her total number of publications as of January 2014 was 202, including academic articles, book reviews in American, Canadian, Polish, and German historical journals as well as articles

in popular publications, most of them in Polish.

In recognition of her contributions to the Republic of Poland, President of Poland Bronislaw Komorowski awarded Cienciala on May 16, 2014 with the Commander's Cross with Star of the Order of Merit of the Republic of Poland.

Excerpted from material from the Consulate General of the Republic of Poland in Chicago.

The University of Kansas is mourning the death of **Alexander Tsiovkh**, director of Ukrainian studies and associate professor of practice in the KU Center for Russian, East European and Eurasian Studies (CREES), who died December 23, 2014. He was 63.

Originally from Lviv in western Ukraine, Tsiovkh was director of Ukrainian studies and an expert on Ukrainian history and politics. Since 1994, he organized and directed the KU Intensive Ukrainian Language and Culture summer program at Ivan Franko University in Lviv, which attracted many students not only from KU but from all over the country. He joined the university in 1993 as a visiting professor of Ukrainian studies and quickly became indispensable to both graduate and undergraduate programs in Russian, East European & Eurasian studies by offering methodologies and capstone seminars, as well as a number of graduate courses on nationalism, borderlands and other aspects of Eastern European and Eurasian history and politics.

Provided by Jack Martin, KU Office of Public Affairs

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Affiliate Member News

ASSOCIATION FOR THE STUDY OF EASTERN CHRISTIAN HISTORY AND CULTURE (ASEC) NEWS

ASEC proudly announces the recipients of this year's Distinguished Article prizes:

Winner: Valentina Izmirlieva. "Christian Hajjis—the Other Orthodox Pilgrims to Jerusalem." *Slavic Review* 73, no. 2 (2014): 322-346.

Honorable Mention: Victoria Smolkin-Rothrock. "The Ticket to the Soviet Soul: Science, Religion, and the Spiritual Crisis of Late Soviet Atheism." *Russian Review* 73 (2014): 171-197.

The Sixth Biennial Conference of ASEC will be held jointly at Rhodes College and the Westin Hotel in Memphis, Tennessee on September 18-19, 2015, with a pre-conference reception at the hotel on the evening of September 17. Our keynote speaker will be Aristotle Papanikolaou, Archbishop Demetrios Professor of Orthodox Theology and Culture at Fordham University. This conference typically draws scholars from the U.S. and also from a number of foreign countries. It offers participants the opportunity to present their papers and exchange ideas in lively discussion of issues related to Eastern Christian history and culture. Major sponsors of the conference are Rhodes College and the Hilandar Research Library of the Ohio State University. Those who would like more information, including a registration form for membership in the association (which is required for conference participation), are invited to access the following link: http://www.rhodes.edu/modernlanguages/21054_21061.asp

ASSOCIATION FOR WOMEN IN SLAVIC STUDIES (AWSS) ELECTION NEWS

Choi Chatterjee recently took over the helm of AWSS from Karen Petrone who has ably steered the organization during her two years of outstanding service as President. Along with the Officers and Board, AWSS warmly thanks Karen and Adele Lindenmeyr, Past Presidents, for their exceptional efforts; the AWSS is in excellent shape thanks to their efficiency, outstanding administrative capabilities, and farsightedness. AWSS also expresses deep appreciation to outgoing Board Member, Melissa Bokovoy, U of New Mexico, Albuquerque, for her many years of service. And thanks go to graduate student representatives, Nadezhda Berkovich and Jessica Zychowicz.

Congratulations to the new Officers and Board Members of the AWSS.

Vice-President/President-Elect: Betsy Jones Hemenway, Loyola U, Chicago

Board members: Melissa Feinberg, Rutgers, the State U of New Jersey, Jill Massino, U of North Carolina, Charlotte, Valerie Sperling, Clark U;

Graduate student representatives: Natasha McCauley, U of Michigan and Maria Melentyeva, U of Alberta (Canada).

THE BULGARIAN STUDIES ASSOCIATION 2014 JOHN D. BELL MEMORIAL BOOK PRIZE

The Bulgarian Studies Association awarded its 2014 John D. Bell Memorial Book Prize to Elena Kostova's book, *Medieval Melnik from the Late Twelfth to the Late Fourteenth Centuries: Historical Vicissitudes of a Small Balkan Town*, Sofia: ARCS, 2013. In argument of their decision, the Book Prize committee states: "This meticulously-researched book is one of a very few comprehensive studies of medieval Balkan urban settlements. Its subject is the historical evolution of Melnik, a small but strategically located town, as it passed continually from hand to hand among the Bulgarian, Byzantine and Nicean Empires, Serbia, and a series of local overlords. Based on primary sources, and focusing in particular on the political and ecclesiastical development of the region that Melnik was a part of, *Medieval Melnik* is a valuable contribution not only to Bulgarian history, but also to the understanding of medieval urbanism in general."

SHERA NEWS

Following elections in January, the Society of Historians of East European, Eurasian, and Russian Art and Architecture (SHERA) has elected Eva Forgacs as its new Vice-President/President-Elect. Ksenya Gurshtein, the web news editor, was running unopposed. Margaret Samu stepped down as SHERA's President after the end of her two-year term, and Natasha Kurchanova assumed the duties of this position.

At the College Art Association (CAA) Annual Conference in New York, Margaret Samu hosted visitors from Hungary, Russia, and Ukraine who were part of CAA's International Travel Grant Program. Samu arranged meetings with specialists in the visitors' expertise and facilitated their participation in a full-day preconference program organized by the CAA International Committee about international issues in art history, as well as other events organized in connection with the conference.

SHERA sponsored three sessions at CAA this year: a session on teaching methods, *Infiltrating the Pedagogical Canon* and a double session *Reconsidering Art and Politics: Towards New Narratives in Russian and East European Art*. During CAA, the Society held its membership meeting at the Metropolitan Museum of Art's Watson Library. After the meeting, Jared Ash, SHERA member and the museum's librarian, hosted a reception at which he showed the attendees rare books and materials related to Russian, East European, and Eurasian art and architecture from the library's collection.



Personages

The American Council of Learned Societies announced the recipients of the 2015 Collaborative Research Fellowships, in which teams of scholars were selected for funding cross boundaries of discipline, methodology, and geography to undertake research projects that will result in joint publications. Analyzing the lack of scientific consensus about the long terms effects of exposure to radiation at the Chernobyl nuclear power plant, environmental historian **Kate Brown** and evolutionary biologist Timothy A. Mousseau will co-author journal articles for the upcoming 30th anniversary of the accident as well as a monograph that explores the interplay between scientific knowledge and the historical contexts of its production.

Phil Lyon is now the Associate Director of the Ellison Center for Russian, East European and Central Asian Studies at the Jackson School of International Studies at the U of Washington.

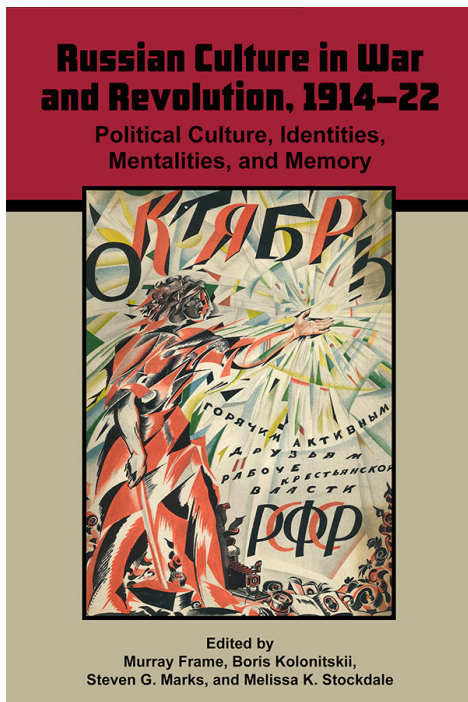
Lee A. Farrow, Professor of History at Auburn University at Montgomery, has recently been selected as the Director of AUM's Center for Excellence in Learning and Teaching. Farrow will be creating and coordinating faculty development opportunities for the AUM campus, and overseeing the Writing Across the Curriculum and common reading programs.

The Outstanding Achievement Award from the Association of Departments of Foreign Languages has been awarded this year to **Olga Kagan**. This award recognizes Kagan's work in language teaching for Heritage students from all backgrounds. The award was presented at the MLA award ceremony on Saturday, January 10.

Molly Molloy, of Stanford University Library, retired in November, 2014, after a very distinguished and productive career as a Slavic/East European cataloger, bibliographer, and reference librarian.

The National Endowment for the Humanities announced its 2014 Fellows. They include ASEEEES members:

- **Frances Lee Bernstein**, Drew University for "Vanishing Veterans: Disability, Medicine, and Soviet Manhood at the End of World War II"
- **Ksenya Gurshtein**, Independent Scholar, for "Conceptual Art in Eastern Europe in the 1960s and 1970s"
- **Valeria Sobol**, University of Illinois, Urbana-Champaign, for "Visions of Empire in Russian Gothic Literature, 1790-1850"



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Calendar

- March 13-15.** 2015 Midwest Slavic Conference, The Ohio State University. For more information, please contact csees@osu.edu or visit slaviccenter.osu.edu
- March 26-28.** “Centrifugal Forces: Reading Russia’s Regional Identities and Initiatives,” U of Virginia. Contact: eec3c@virginia.edu
- April 8-11.** Western Association for Slavic Studies (WASS), Portland, Oregon, <http://www.wssaweb.com/conferences.html>
- April 23-24.** Baylor U Symposium: “Georgia at the Crossroad,” blogs.baylor.edu/georgiasymposium
- April 23-25.** 20th Annual ASN World Convention, Harriman Institute, Columbia University <http://nationalities.org/conventions/world/2015>
- May 25-26.** International Conference: The Holocaust in Southeastern Europe, sponsored by Mandel Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum and Elie Wiesel National Institute for the Study of the Holocaust in Romania. ushmm.org/southeastern-europe-conference
- May 31-June 3.** Havighurst Center for Russian and Post-Soviet Studies, Miami U (Ohio) Young Researchers Conference: Writing the Past/Righting Memory, Cuma, Italy. Contact: Ben Sutcliffe at sutclibm@miamioh.edu
- August 3-8.** The International Council for Central and East European Studies World Congress, Makuhari, Japan, <http://src-h.slav.hokudai.ac.jp/iccees2015/index.html>
- September 18-19.** The Sixth Biennial Conference of ASEC will be held jointly at Rhodes College and the Westin Hotel in Memphis, Tennessee http://www.rhodes.edu/modernlanguages/21054_21061.asp
- October 15-18** CESS Annual Conference at George Washington University, Washington DC. <http://www.centraleurasia.org/annual-meeting>
- October 22-25.** The Central Slavic Conference will meet at St. Louis University in Saint Louis, MO.
- November 19–22.** ASEEES 47th Annual Convention Philadelphia, PA, Philadelphia Marriott Downtown