



Letter from Chair Katarzyna Dziwirek



Dear Friends of the Slavic Department,

I am excited to share with you the good news of the first half of 2015 as well as news of changes and challenges. I will start with recognitions and honors.

In February we learned that Dr. Bojan Belić was promoted to Principal Lecturer. This is a rare rank at the UW, and only truly exceptional teachers are recognized by having it bestowed on them. Coming on the heels of Dr. Belić's receiving AATSEEL's Excellence in Teaching at the Postsecondary Level award, this marked a banner year for Bojan. Congratulations, Bojan!

Also in February, Dr. Michael Biggins, the Slavic librarian and Slavic Department Affiliate Professor, was named the 2015 Janko Lavrin laureate for lifetime distinguished contributions to furthering Slovene literature abroad. Dr. Biggins is the translator of over fifteen major works of 20th- and 21st-century Slovene literature. Congratulations, Michael!

Continuing the good news, in May, Professor Galya Diment was awarded the Hanauer Distinguished Professorship in Western Civilization. Her three-year term will start September 1. Congratulations, Galya!

Also in May, I had the privilege to travel to Poland in order to participate in the 70th jubilee of my Polish alma mater, Uniwersytet Łódzki. I was named Alumna VIP, was a member of the Honorary Organizing Committee, and gave a presentation in the forum on the challenges facing the university in the 21st century.

Two of our graduate students were also recognized this year.

Cyrus Rodgers was chosen by the Society for Slovene Studies as the 2014 recipient of the Rado Lenček Award for outstanding original research by a graduate student. Cyrus was also selected to participate in the 2015 UW-University of Ljubljana exchange. He will spend part of fall quarter in Ljubljana. Congratulations, Cyrus!

Graduate student Veronica Muskheli won this year's Alvord Endowed Fellowship in

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the Humanities, the most prestigious graduate student award in the College of Arts and Sciences. Congratulations, Veronica!

Speaking of graduate students, in April we held a fundraiser for graduate education at the home of Sonja and Ilja Orlović. This was a great event and an unforgettable evening, and it brought much needed funds to the department, which is especially important as this fall we will welcome three new graduate students. Thank you to all who participated and a huge thank you to Sonja and Ilja!

Regarding changes, this year we said a final goodbye to Jack Haney, who passed away on April 17, 2015. Jack was a specialist in medieval literature and folklore and served as chair of the department for seven years in the 1970s and for three years in the late 1990s.

As I write this, the biggest challenge facing the department is our impending move from Smith Hall to Padelford Hall. We are not

exactly overjoyed, but it is happening nevertheless on June 29th. We will have new offices and a new mail stop, but our phone numbers (and emails) will stay the same, so you will be able to reach us. We hope that you will take the time to visit us in our new home soon.

I hope everyone reading this has a fun and restful summer. Please stay in touch with us, as always.

Kat Dziwinek

FACULTY NEWS

As Hanauer Professor, **Galya Diment** will teach one class annually on a topic involving Western Civilization in its various aspects and participate in the life of the Honors Program. She will conduct a series of seminars on the intersections of literary, film, visual, and performing arts between Russia and Eastern Europe, on the one hand, and Western Europe and the United States, on the other. It will mostly concern itself with the first half of the twentieth century, up to World War II (1900-1940). The seminar for Hanauer Fellows (six in all, selected from among the best

advanced Ph.D. students among Humanities, Art, and Social Sciences) will be **“MELTING PORTS” OF THE EAST AND WEST: FILM, MUSIC, LITERATURE AND CULTURE OF ODESSA, TRIESTE, AND ISTANBUL**. It focuses on the port cultures created by an unusual mix of ethnic populations and spoken languages. In Odessa, for example, in addition to the local Russians and Ukrainians, there were very sizable numbers of Jews, Greeks, Italians, and French; in Trieste — Slovenians, Greeks, Jews, Germans, and Hungarians; in Istanbul — Greeks, Armenians, Sephardic Jews, and Italians. While this is nothing surprising for any big city in the world these days, at the turn of the twentieth century vibrant port cities were quite unique in that respect. In her research, she will use this Endowment to continue work on her book on the Vitebsk School of Jewish painters: Yehuda Pen, Marc Chagall, and Leon Gaspard. She will be going to Vitebsk to participate in Chagall Readings and work in the archives there this summer.

FIUTS Cultural Fest 2015



UW UKRAINIAN STUDIES – *Laada Bilaniuk*

On Saturday, March 21, 2015, the University of Washington hosted a performance and discussion by Anastasia Prykhodko, a 27-year-old Ukrainian singer, under the auspices of the Ukrainian Association of Washington State, the UW Department of Slavic Languages and Literatures, and the UW Friends of Ukrainian Studies Fund. Prykhodko came to UW as part of her North American Charity Tour: "Songs for Peace."



Anastasia Prykhodko's history as a performer reflects the complex relationship between Ukraine and Russia. In 2009, she was chosen to represent Russia in the 2009 Eurovision competition, with the song "Mamo," which she sang in a combination of Russian and Ukrainian lyrics. In 2014, she spoke out publicly against Russian-backed aggression in Ukraine and gave concerts in the war-torn eastern Ukrainian regions, which led the Russian media to label her an enemy. She is not alone in this, as tensions between the Ukrainian and Russian

governments have reached into the sphere of popular culture, and many other performers who have spoken out against Russia's involvement in the war have been vilified in Russia.

Anastasia Prykhodko has a remarkable three-octave deep contralto vocal range. She electrified the audience with performances of her original compositions as well as Ukrainian folk songs, and also Viktor Tsoi's "Gruppa Krovi." Between songs, Prykhodko invited questions from the audience, responding with her candid views on everything from popular culture to current political issues. The event drew close to 400 people and \$8470 in charity funds were raised, this amount divided between humanitarian aid for victims of Ukraine's proxy war with Russia, and support for the making of a film about historical justice called "True Rus'."



UW POLISH STUDIES

A lecture by Professor James Felak, **John Paul II's Pilgrimage to Poland in June 1979: How Poland's Communists Interpreted It**, inaugurated the UW PSEC Distinguished Speakers Series for the 2014-2015 academic year. Professor Felak drew from his research at the Archiwum Akt Nowych (The Central Archives of Modern Records) and Instytut Pamięci Narodowej (The Institute of National Remembrance) in Warsaw to examine how Poland's Communist regime, in its internal reports, characterized and analyzed this papal pilgrimage.

In September, we welcomed **Professor Jakub Tyszkiewicz**, Fulbright Lecturer of Polish Studies 2014-15, and his family. Professor Tyszkiewicz came from the University of Wrocław and during the fall and winter quarters taught, respectively, POLSH 320: 1000 Years of Polish History & Culture and POLSH 420: Modern Polish Literature in English: A History of Poland in Polish Films.

In February, Professor Jakub Tyszkiewicz, with the help of volunteers, organized a Polish booth at the **UW FIUTS CULTURAL FEST**. The booth was very popular and provided useful information about Poland to visitors of all ages.

From February 1 through March 15, 2015, we hosted the 23-poster exhibit, **The World Knew: Jan Karski's Mission for Humanity**, at the Allen Library's North lobby. Jan Karski was a World War II Polish resistance fighter who risked his life to bring firsthand reports of the Holocaust to the Allies. The exhibit was organized by the UW PSEC, and co-sponsored by the Consulate General of the Republic of Poland in Los Angeles, the UW Libraries, and the UW Stroum Center for Jewish Studies.

During spring quarter, Dr. Izabela Gabrielson gave a lecture entitled **American Realism and Soviet Propaganda in Poster Art**. The lecture explored the nuances of American Realism from Norman Rockwell to the Works Progress

Administration, and compared it with Socialist Realism, which was imposed on poster art throughout the former Eastern Bloc.

For the 2015-16 academic year, we are planning a **fundraising dinner** and a small auction, and a few events in the Distinguished Speakers Series. The first event will take place on October 28 at Walker-Ames Room at Kane Hall. We will show the documentary movie **Jurek** about the greatest Polish high-altitude climber Jerzy Kukuczka. Pawel Wysoczanski, **Jurek's** director, will be present at the showing and available for discussion. We also plan to invite the producers of **The Witcher**, (Wiedzmin), a video game based on Polish author Andrzej Sapkowski's books, that has been extremely successful worldwide.

Please visit our website for further details: www.polishstudiesuw.org

We wish you a great summer and look forward to seeing you at our events!

UW SLOVENIAN STUDIES

Members of the local Slovene community and UW students of Slovene celebrated Slovene Culture Day on February 8 with an event held in the Simpson Center for the Humanities, dedicated to the poetry of Tomaž Šalamun, who died last year. Highlights of the event included readings of poems by Šalamun in Slovene and English and the viewing of a recently produced documentary about his work.

Slovenska miza members organized a heavily visited Slovene booth at UW's annual FIUTS CultureFest on February 26. This was our second annual appearance at the event, and we have plans to enhance the activities we offer when we return to CultureFest in 2016.

Members of the community began strategizing on ways to make Slovene studies offerings - language, literature, culture and history - permanent at UW and, by extension, in the U.S.

APRIL 2015 GRADUATE STUDIES FUNDRAISER



CONGRATULATIONS TO OUR 2015 GRADUATES!

Sarah Best

Christopher Field

Steven Mataya

Hsin-Fu Chou

Clayton Friedman

Kylee Schmuck

Drew Ferris

Jennifer Jarrett

Ksenia Sukhova

The annual Slavic Department Convocation ceremony took place in Parrington Commons on Friday, June 12, when we celebrated the members of our Class of 2015. Two of our bachelor's degree candidates attended with their family and friends. Our chair, Professor Katarzyna Dziwirek, welcomed us as the Master of Ceremonies, and introduced our keynote speaker, Dr. Serge Gregory (M.A. 1972, Ph.D. 1977). Dr. Gregory's remarks centered on the unexpected turns our paths in life take, and he urged the graduates to embrace the notion that the road you think you will take is probably not the one you'll end up on. He spoke warmly of Slavic Department faculty who facilitated his studies, including Dr. James West, Dr. Karl Kramer, Dr. Jack Haney, and Dr. Willis Konick.

The keynote address was followed by a presentation of departmental awards. This year's ceremony was notable for the warm, insightful comments made by faculty about every award winner and graduate in attendance. The award for Best 1st-Year Russian Student was presented by Dr. Valentina Zaitseva to Jake Hansen. Our Best 2nd-Year Russian Student, Jiri Ferenc, was unable to attend this year's ceremony. Professor James West presented a certificate to Kelby Hawthorne as the 2015 ACTR Russian Scholar Laureate. Professor Galya Diment presented the Slavic Undergraduate Excellence Prize to Kathryn Draney for her paper, "The Division of Raskolnikov's Personalities." Professor Dziwirek announced that Anna Vara won this year's Vadim Pahn Scholarship. Professor Galya Diment presented the award for Outstanding Undergraduate Student to Garrett Love. Our Outstanding Graduate Student for 2015 is Cyrus Rodgers.



Bojan Belić
and
Katarzyna
Dziwirek





Keynote speaker Serge Gregory



Jake Hansen and Valentina Zaitseva



James West and Kelby Hawthorne



Kathryn Draney and Galya Diment



Garrett Love and Galya Diment



Bojan Belić, Jennifer Jarrett,
Galya Diment



Kylee Schmuck and Bojan Belić



Kylee Schmuck and Jennifer Jarrett



Veronica Muskheli

ARRIVING WHERE WE STARTED

Serge Gregory received his MA (1972) and PhD (1977) from the UW Department of Slavic Languages and Literatures. This essay is adapted from his keynote address at the 2015 Slavic Convocation.

For me the opportunity to speak at the 2105 Slavic Convocation felt more like a homecoming than a graduation ceremony. Now that I'm in my sixties, I find myself drawn to reconnecting with the people and the passions of my twenties. I've always loved the sentiment expressed in T.S. Eliot's *Four Quartets* that in the course of our lives "we shall not cease from exploration / And the end of all our exploring / Will be to arrive where we started / And know the place for the first time."

When I came to the UW Slavic Department as a graduate student in the fall of 1970, I fully expected that by the time I left, I would be going to another university as a beginning professor of Russian literature. But that's not what happened. I spent most of my career in corporate communications, first as a technical writer, then as a hospital PR director, finally as a regional manager of web communications. However, I never abandoned my devotion to Russian literature and culture, nor entirely lost contact with the Slavic Department. Looking back, it's striking to realize the profound and ongoing impact that my graduate studies have had on my personal and family life, and on my intellectual pursuits.

I was born in Tientsin, China of Russian parents. When I came to the U.S. as a seven-year-old, like many immigrant children, I desperately wanted to fit in with my American schoolmates and had no desire to have anything to do with Russian. My mother had been educated at the British-run Tientsin Grammar School. She spoke to me and my two brothers in flawless English, while continuing to talk to my father in Russian. So when I first poked my head into the Slavic Office in Thomson Hall and the department chairman, Jack Haney, in an obvious effort to suss me out, started speaking in Russian, my language skills were not so much rusty as sketchy. I had just graduated from the College of William & Mary with a BA in English literature. You could take only two years of Russian at William & Mary, and the instructor, while an esteemed great granddaughter of President John Tyler, couldn't speak Russian any better than I could. I began to feel ashamed of my lack of fluency.



Serge Gregory (sitting in front), Russian House, December 1970

One of the reasons that I selected the UW for graduate school was the national reputation the school had for the extraordinary quality of its Russian language program. After four years of Russian, UW students actually spoke the language, a claim that, at the time, even many Ivy League schools couldn't make. Here, finally, I was determined to cure myself of my "Russian neurosis." In my first year of graduate school, I enrolled in Pavel Gribanovsky's fourth-year Russian course. All of the students in Gribanovsky's class had been forged in the crucible of Nora

Holdsworth's third-year course; I felt at a disadvantage. In retrospect, I should have started in her class. But I persevered and started to gain confidence, helped in part by living for a year in the Russian House.

Flash forward five years and I was in Leningrad about to begin a full academic year researching my PhD dissertation as an IREX-

Fulbright scholar. Most of the IREX exchange students, prior to beginning their research, took several weeks of intensive Russian conversation classes offered by Leningrad State University. It was during these classes that I finally had the sense that my language study at the UW had helped me pull ahead of many of my peers. In fact, the group selected me as their “starosta,” the group spokesman charged with dealing with the Soviet bureaucracy. Spending a year in Russia solidified my language ability in a way that continues to pay dividends even today, for example, during my two separate trips in the last two years to do research in Moscow and St. Petersburg, and to retrace the route of my mother’s family’s escape from Siberia through the Altai Republic into Mongolia and China.

I have yet another reason to be grateful to the Slavic Department and its faculty—thanks to both, I met my wife, Rachel Ben-Shmuel. In 1974 there was an international Slavic symposium in Banff, Canada, a two-day drive from Seattle. I posted a note on the Slavic Department bulletin board that I had a car and was looking for a passenger to share the driving and gas expenses. Rachel was a graduate student in the Russian and East European area studies program (now part of the Jackson School). Before responding to the note, Rachel first checked with James West to make sure I was no weirdo. Rachel and I dated a couple of times before the long drive, and by the time we reached Banff, we were far more interested in being with each other than in attending any symposium sessions.

Our relationship had to survive my going off to Russia for a year. And when I came back, we had to sort out my search for a teaching position while Rachel continued her studies. By then, she had transferred to UCLA to study with the Russian historian Hans Rogger. As it turned out, Hans and his wife Claire became beloved surrogate parents to the both of us, a friendship that lasted more than twenty years until Hans’s death in 2002. Ever the kindly but pragmatic mentor, Hans eventually told Rachel what I had already been experiencing in my job search—there were too many Russian PhDs chasing too few positions. I flew back East for several interviews without success. It was at this point that Rachel and I decided to return to Seattle to start our lives over again, and to do it together.

Over the years, I have often thought about whether I had made a mistake in giving up so quickly. It’s now clear to me that my seven years in graduate school had taught me many things, but not the requisite skills to compete successfully for a university position. I was naïve. It wasn’t until I was forced to look for work outside of academia that I learned to do the researching, networking and personal sales effort necessary to land a position.

It was my BA in English, combined with my experience doing contract technical translations while a graduate student, that made it possible for me to make the transition to a career in corporate communications. But I continued to write occasionally about Russian culture. In 1979, while working at a consulting engineering firm, I published “Dostoevsky’s *The Devils* and the Anti-Nihilist Novel” in the *Slavic Review*. I also wrote a couple of reviews of Russian books and films for several Seattle publications. Then in 1990, while working as the communications director at Providence Seattle Medical Center, I received a call out of the blue from Karl Kramer, who had become the UW Slavic Department chairman, inviting me to teach a course in Russian literature for the newly established (but short-lived) Evening Degree Program. It was while preparing for a course on Chekhov that I made two discoveries that were to



Serge with wife Rachel and Erha, their Russian-speaking Mongolian guide, on a ridge below Monkh Khairkhan in the Altai Mountains while retracing his mother’s family’s perilous escape from Siberia through Mongolia into China during the Russian Civil War.

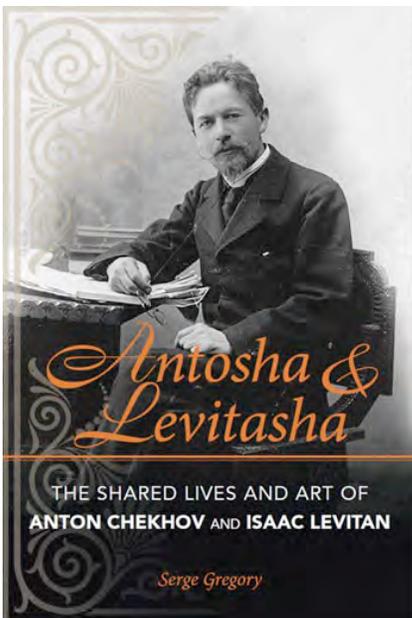
have a lasting effect on my extended family and on my scholarly activities.

In 1990 Seattle hosted the Goodwill Games. In conjunction with this, the Smithsonian Institution and the Soviet Ministry of Culture jointly organized an exhibition, *Moscow: Treasures and Traditions*, at the Convention Center. As I walked through the exhibition of more than 230 pieces, I was suddenly transfixed by a single painting: Isaac Levitan's *Moonlit Night. The Big Road*. My experience was not unlike that of Yulia Sergeevna in Chekhov's story "Three Years" as she stood before a Levitan-like painting at a Moscow Itinerant exhibition. Previously a lazy observer, she suddenly finds the motif of the landscape to be intimately familiar and deeply moving. As I took a long look at Levitan's painting, the shadows cast by the row of trees along the road on a bright moonlit night struck me as both uncanny and resonant. In preparing for my Chekhov class, I regularly came across Levitan's name associated with both Chekhov's life and some of his stories and plays. Over the ensuing years, I would think from time to time about the significance of the relationship between Chekhov and Levitan, and about how, surprisingly, no one outside of Russia had written about it in any detail.

My second discovery had to do with the fact that my father frequently mentioned that his grandfather, Vladimir Semenovich, was in some vague way connected with Chekhov. When I went through Chekhov's correspondence, I discovered that it contained twenty-seven letters to Semenovich, whose estate at Vaskino neighbored that of Chekhov at Melikhovo. When I told my father that his grandfather was indeed a literary footnote, we organized, together with my brothers, a trip to Moscow in search of any living relatives. To make a long story short, in 1993, after visiting Melikhovo and talking with the museum's director, I was able to connect my father, at age 79, with a cousin he never knew.



With Ksenia Tchaikovskaya, chief curator of the Chekhov Museum at Melikhovo, near Moscow,



In 2011, I decided to take an early retirement from Providence Health System, where I had worked for twenty-five years. I retired on a Friday, and on the following Monday I was in Suzzallo Library starting research on my book on Chekhov and Levitan. I definitely had the feeling that I had unfinished work to do. *Antosha and Levitasha: The Shared Lives and Art of Anton Chekhov and Isaac Levitan*, published by Northern Illinois University Press, is coming out this fall. This book would never even have gotten started if it had not been for the Slavic holdings at Suzzallo and its special collections. In addition, Professors Galya Diment and Kat Dziwirek generously helped me with letters of introduction that were crucial for access to three Moscow archives. In writing my first book in my sixties, I'm a bit of a late bloomer. But all along the way I have felt the encouraging presence of a lifetime of teachers looking over my shoulder. They include my UW Russian literature professors Jack Haney, Willis Konick, Karl Kramer and James West. So, in my explorations, I have arrived again where I started; and in the future I will continue exploring the world of Russian literature, art and theater as if getting to know the place for the first time.

Проект “Класс русского языка”

Мишель Аоки, Светлана Абрамова

В университете Вашингтона успешно завершился проект «Класс русского языка». Пять месяцев работы курсов повышения квалификации учителей русского языка, состоящих из очного и онлайн компонентов, завершились семинаром, в котором приняли участие более 60 учителей и университетских преподавателей русского языка, истории и культуры. Они собрались в кампусе университета и в школе русского языка «Родник», чтобы послушать лекции, принять участие в круглом столе и мастер-классах, которые провели эксперты в области преподавания русского языка из университета Вашингтона и Московского государственного педагогического университета. В конце мая 34 слушателя получили сертификат об успешном окончании курсов. Они высоко оценили работу преподавателей и организаторов курса и выразили желание принять участие в методических семинарах в университете Вашингтона в следующем году.

Проведение курсов стало возможным благодаря гранту фонда «Русский мир», полученному центром обучения языкам и кафедрой славянских языков и литератур университета Вашингтона, и поддержке Центра изучения России, Восточной Европы и Центральной Азии (REECAS).

Опыт проведения летней программы Startalk для учителей русского языка общинных школ в 2011-2014 годах показал, что в Сиэтле и окрестностях существует много школ русского языка, где преподают учителя, часто получившие университетское образование на русском языке, но не имеющие педагогической подготовки. Так что основной целью проекта “Класс русского языка” стало повышение квалификации учителей русского языка, а также создание условий для объединения учителей русского языка штата Вашингтон в сообщество и выстраивание сотрудничества между учителями, университетскими преподавателями,

Russian Classroom Project

Dr. Michele Anciaux Aoki, Dr. Svetlana Abramova

The University of Washington recently successfully completed the “Russian Classroom” project. Five months of professional development courses for teachers of Russian language, consisting of both classroom-based and online instruction, culminated in a two-day workshop at the UW attended by more than 60 teachers and university instructors of Russian, history and culture. They gathered on the campus of the University and the "Rodnik" School of Russian language to attend lectures, take part in a roundtable discussion and in master classes led by experts in the field of teaching Russian language from the University of Washington and Moscow State Pedagogical University. In late May 34 participants received a certificate of successful completion of the course. They praised the work of the instructors and course organizers and expressed their desire to participate in methodological seminars at the University of Washington again next year.

This program was made possible by a grant from the “Russkiy Mir” Foundation to the Language Learning Center and the Department of Slavic Languages and Literatures at the University of Washington, along with the support of the Ellison Center for Russian, East European, and Central Asian Studies (REECAS).

Our experience in the STARTALK summer program for teachers of Russian language in community schools from 2011-2014 showed that in Seattle and the surrounding areas there are a lot of Russian language schools where the teachers have often received a university education in Russian, but do not have pedagogical training. Therefore, the main goal of the “Russian Classroom” project was to offer professional development for teachers of Russian, while creating an opportunity for teachers from Russian communities in Washington state to connect and collaborate with university lecturers, methodologists, and

методистами и специалистами в области образования из США (Сиэтла) и России (Москвы).

Для того, чтобы привлечь слушателей на курсы и создать удобные условия для обучения, было предложено организовать группы и проводить занятия на русском языке в их школах. Учителя проявили большой интерес: всего было зарегистрировано 76 слушателей из 10 общинных школ и сформировано четыре группы для очных занятий в школах Макилтео, Ботелл, Эджвуд и Федерал Уэй. Группе учителей из отдаленного города Спокан был предложен доступ к онлайн материалам для самостоятельных занятий.

Программа курсов состоит из очного и онлайн компонентов и рассчитана на 20 занятий (10 очных и 10 самостоятельных) – всего 40 учебных часов. На базе обучающей платформы MOODLE был создан онлайн курс из 20 разделов, включающих в себя презентации, упражнения, видео лекции, методические пособия и разработки, ссылки на электронные ресурсы, задания для самостоятельных занятий и форумы для консультаций по следующим основным модулям:

1. Что значит "знать язык"?

Компетентностный подход в определении владения языком; различные шкалы измерения уровней владения языком.

2. Как поставить цель обучения и достигнуть ее? Стандарты обучения русскому языку в США и в России; планирование учебного процесса.

3. Особенности обучения наследственных носителей. Эффективные методы и приемы, учебники и другие ресурсы для наследственных носителей русского языка.

4. Мотивирование студентов к изучению русского языка: школьные кредиты за знание русского языка, американские и российские тесты: ТРКИ, AAPPL, AP Russian, ACTFL OPIc and WPT и другие. Возможности для изучения русского языка в университете Вашингтона.

5. Профессиональное развитие учителей: ресурсы для повышения профессиональной компетенции учителя.

Отличительной особенностью курса является внимание к стандартам, ресурсам, методике, современным учебникам и тестам по

educational specialists from the United States (Seattle) and Russia (Moscow).

In order to attract teachers to the course and create a positive learning environment, we organized groups and conducted classes in Russian at their local schools. Teachers showed great interest in participating; altogether, over 76 teachers registered from 10 schools and community groups to form four classroom-based classes at schools in Mukilteo, Bothell, Federal Way, and Edgewood. A group of teachers from Spokane in Eastern Washington also had access to online materials for self-study.

The course program consisted of classroom-based and online components and was designed for 20 sessions (10 classroom-based and 10 self-study) for a total of 40 teaching hours. An online course of 20 lessons was created in the learning platform MOODLE, including presentations, exercises, videos, lectures, manuals, and links to electronic resources, assignments for self-study and a forum for consultation on the following main modules:

1. **What does it mean "to know a language"?** A competency-based approach to determining proficiency; different scales for measuring the levels of proficiency.

2. **How to set a goal for learning and achieve it?** Standards for teaching Russian language in the United States and Russia; planning the instructional process.

3. **Special considerations in teaching heritage language learners.** Effective methods and techniques, textbooks and other resources for heritage speakers of Russian.

4. **Motivating students to study Russian language:** high school credits for proficiency in Russian; American and Russian tests: TORFL, AAPPL, AP Russian, ACTFL OPIc and WPT and others. Opportunities for studying Russian at the University of Washington.

5. **Professional development of teachers:** resources to enhance the professionalism of teachers.

A distinctive feature of the course was the focus on standards, resources, techniques, modern textbooks, and tests in Russian from

русскому языку как российским, так и американским, что позволило дать учителям широкую картину современного положения дел в практике преподавания русского языка и возможность выбора.

Бесценным дополнением к занятиям по методике стали лекции, прочитанные профессором кафедры славянских языков и литератур В.А.Зайцевой, посвященные наиболее важным особенностям грамматики русского языка: “Падежи”, “Грамматический род”, “Порядок слов и интонация”, “Вопросительные слова” и “Глаголы”. Видеозаписи этих лекций, сделанные специалистом лингвистического центра, аспирантом славянской кафедры Анатолием Клоцем, были размещены на онлайн курсе и сопровождаются раздаточными материалами и заданиями для самостоятельной работы слушателей.

Кульминацией работы курсов стал заключительный семинар “Класса русского языка”, который прошел 1-2 мая 2015 г. в университете Вашингтона и собрал 67 участников: учителей русского языка, преподавателей кафедры славянских языков и литератур, а также специалистов в области преподавания русского языка из России.

Открыл семинар приветствием на русском языке научный руководитель проекта, директор Центра обучения языкам университета Вашингтона, доктор лингвистики Пол Аоки. Затем перед собравшимися выступил декан колледжа Наук и искусств университета Вашингтона доктор Майкл Шапиро. Лингвист и преподаватель хинди, он как никто другой понимает задачи, стоящие перед учителями русского языка – не только обучать студентов русскому языку, но и продвигать его изучение в США, где он серьезно уступает позиции более часто преподаваемым языкам: испанскому, французскому, немецкому и китайскому.

Шош Вестен рассказала учителям о том, какие возможности в изучении русского языка открыты перед студентами на славянской кафедре. Кроме курсов для начинающих и продолжающих изучать русский язык, можно изучать русскую литературу и культуру, русский язык для деловых целей. В этом году разработаны совершенно новые курсы, которые

Russia and America, allowing teachers to gain a broad picture of the current state of affairs in the practice of teaching Russian language and choices about what materials to select.

An invaluable addition to the course were lectures delivered by a senior lecturer in the UW Department of Slavic Languages and Literatures, Dr. V.A. Zaitseva, dedicated to the most important features of Russian grammar: “Cases,” “Grammatical gender,” “Word order and intonation,” “Question words,” and “Verbs.” Videos of these lectures were recorded by a specialist at the Language Learning Center, a graduate student in the Slavic Department, Anatoliy Klots, and were placed in the online course and accompanied by handouts and assignments for independent work by the teachers in the course.

The culmination of the course was the final workshop “Russian Classroom,” which was held May 1-2, 2015 at the University of Washington and attracted 67 participants: teachers of Russian language, instructors in the UW Department of Slavic Languages and Literatures, and specialists in the teaching of the Russian language from Russia.

The seminar opened with a greeting in Russian by the principal investigator for the project, the Director of the Language Learning Center at the University of Washington, Dr. Paul Aoki. Then, the Divisional Dean for Arts and Humanities Division in the College of Arts and Sciences at the University Washington, Dr. Michael Shapiro, spoke. As a linguist and teacher of Hindi, he, more than anyone, understands the challenges facing teachers of Russian – not only how to teach students Russian, but also how to promote its study in the United States where Russian is less frequently taught than other languages, such as Spanish, French, German, and Chinese.

Shosh Westen told the teachers about what opportunities exist for studying Russian language at the UW Slavic Department. In addition to courses for beginners and continuing students of Russian, students can study Russian literature and culture, and Russian language for business purposes. This year, the Department has developed some completely new courses,

помогут овладеть русским языком в различных профессиональных сферах, таких как медицина и наука с техникой.

Консультант проекта доктор лингвистики Мишель Ансьо Аоки, руководитель отдела международных программ департамента школьного образования г.Сиэтла, проанализировала, как изменяется картина с преподаванием русского языка в нашем штате. В своем докладе «Изучение русского языка в школьном и дополнительном образовании штата Вашингтон» она поделилась результатами исследования, которые показывают, что хотя и медленно, но постепенно возрастает количество государственных школ, где существуют программы русского языка. Однако очевидно, что не сравнимо большую роль в обучении детей русскому языку играют общинные школы. Заметим, что только участники семинара, учителя десяти общинных школ обучают русскому языку около тысячи школьников начальной и средней школы.

С лекциями также выступили преподаватели кафедры славянских языков и литератур университета Вашингтона Валентина Зайцева и Светлана Абрамова. Они были посвящены конкретным аспектам преподавания русского языка: использованию мультимедийных ресурсов и аутентичных материалов и заданий, которые особенно важны в работе с наследственными носителями.

Этот термин, более распространенный в Соединенных Штатах, нежели в России, где преимущественно используется термин «билингвальные учащиеся», стал ключевым в лекции одного из крупнейших российских специалистов в вопросах обучению русскому языку в условиях окружения другого, доминантного языка, автора многих учебников для школьников младших классов, доктора педагогических наук, профессора Елизаветы Хамраевой. Другой гость семинара, эксперт из Московского государственного педагогического университета, кандидат педагогических наук Ольга Дроздова наглядно убедила учителей в необходимости формирования при обучении русскому языку не только языковой (владения языком), но и лингвистической компетенции (лингвистических знаний о языке и умения

which will help students master Russian language in various professional fields, such as Medicine and Science and Technology.

Project Consultant Dr. Michele Aoki, International Education Administrator in Seattle Public Schools, analyzed the changing landscape regarding the teaching of Russian language in our state. In her report, “Study of Russian language in schools and in the State of Washington,” she shared the results of studies which show that gradually the number of public schools where there are programs in Russian language is increasing. But it is clear that it is not comparable to the major role that the Russian language community schools play in teaching children Russian. It should be noted that the workshop participants alone represented 10 community schools that teach Russian language to about a thousand pupils in primary and secondary schools.

Presentations were also given by instructors from the Department of Slavic Languages and Literature at the University of Washington, Valentina Zaitseva and Svetlana Abramova. These were focused on specific aspects of teaching Russian language: the use of multimedia resources and authentic materials and tasks that are particularly important in working with heritage language learners.

This term “heritage language learner,” which is more commonly used in the United States than in Russia, where the term “bilingual students” is mainly used, was key to the presentation by one of the significant Russian specialists in Russian language teaching in the context of other dominant languages, the author of many textbooks for students in early grades, doctor of pedagogical sciences, Professor Elizabeth Khamraeva. Another guest at the workshop, an expert from the Moscow State Pedagogical University, Olga Drozdova, PhD, clearly convinced the teachers of the need, when teaching Russian language, for not only developing mastery of the language, but also developing linguistic competence (linguistic knowledge of the language and the ability to analyze language facts from a scientific point of

анализировать факты языка с научных лингвистических позиций).

Первый день семинара закончился приемом, организованным совместно “Классом русского языка” и Центром изучения России, Восточной Европы и Центральной Азии (REECAS), где в неформальной обстановке учителя русского языка познакомились с коллегами из университета и других школ.

Второй день работы семинара открылся с заседания в формате круглого стола по теме “Преподавание русского языка в условиях школы и за ее пределами. Как мотивировать учащихся к изучению русского языка”. Оно объединило участников сразу двух важных мероприятий, проходящих 2 мая в университете Вашингтона: семинара “Класса русского языка” и конференции “Между востоком и западом” Центра изучения России, Восточной Европы и Центральной Азии (REECAS) школы международных исследований Генри Джексона.

Поскольку все учителя русского языка в школах нашего штата работают в уникальных условиях, когда обмен опытом особенно ценен, одна из самых важных миссий “Класса русского языка” состояла в создании пространства, специально предназначенного для профессиональных контактов. Поэтому во второй половине дня 2 мая в рамках заключительного семинара было организовано посещение уроков с последующим их анализом. Учителя школы “Родник” г. Макилтео, находящегося неподалеку от Сиэтла, пригласили коллег в свою школу и показали уроки обучения письму и чтению.

По окончании уроков более 30 учителей собрались в конференц-зале школы на мастер-классы российских специалистов. Все учителя, принявшие участие в мастер-классе, получили в подарок “Азбуку” и пособие для учителей русского языка.

Можно с уверенностью сказать, что проект завершился успешно и стал заметным прорывом в создании сообщества учителей, преподавателей университета, специалистов в области образования, объединенных профессиональными целями и заинтересованных в развитии преподавания и

view).

The first day of the seminar ended with a reception co-hosted by the “Russian Classroom” project and the Center for Russian, East European, and Central Asian Studies (REECAS), where the Russian teachers had an opportunity to meet informally with colleagues from the University and other schools.

The second day of the seminar opened with a meeting in the format of a roundtable on the topic “Teaching of Russian language in the school and beyond: How to motivate students to study Russian language.” It brought together members of the two important events taking place on May 2 at the University of Washington: the “Russian Classroom” Workshop and the conference “Between East and West” organized by REECAS in the Henry M. Jackson School of International Studies.

Since all of the Russian language teachers in schools in our state work in unique environments, the sharing of experiences is especially valuable, such that one of the most important goals of the “Russian Classroom” project was to create a space specifically designed for professional contact among teachers. Therefore, during the afternoon of May 2, as part of the culminating workshop, teachers were invited to visit, observe, and analyze classes in a community school. Teachers from the “Rodnik” School in Mukilteo, located near Seattle, invited their colleagues into the school and demonstrated lessons on teaching students to read and write.

At the end of the lessons, more than 30 teachers gathered in the conference hall of the school to attend master classes with the Russian specialists. All of the teachers who participated in the master class received as a gift an “Alphabet” book and manual for teachers of Russian language.

Without a doubt, the project was a success and represented a noteworthy breakthrough in creating a community of teachers, university instructors, and experts in the field of education connected by their professional goals and interest in the development of the teaching and learning of Russian in Washington and beyond.

изучения русского языка в штате Вашингтон и за его пределами.

Успешно выполнили программу курсов и получили сертификаты 34 слушателя «Класса русского языка». Все опрошенные после окончания слушатели согласились с утверждениями: «Пройденный курс помог мне понять недостатки своего преподавания» и «Теперь я знаю, что и как мне следует преподавать по-другому». Об усилении мотивации учителей к профессиональному развитию говорит их желание принять участие в методических семинарах в университете Вашингтона в следующем году. Восемь слушателей хотят получить сертификат учителя русского языка штата Вашингтон и двое слушателей записались на летнюю программу повышения квалификации учителей иностранных языков «Старток» в университете Вашингтона.

Найти более подробную информацию о курсе «Класс русского языка», познакомиться с программой заключительного семинара, а также увидеть компьютерные презентации и видеозаписи докладов, сделанных 1-2 мая, можно на информационном сайте курса: <http://depts.washington.edu/rusclass/>.

Having successfully completed the program of courses, 34 participants received “Russian Classroom” certificates. Everyone surveyed at the end of the program agreed with the statement: “The courses helped me understand the shortcomings in my teaching” and “Now I know what and how I should teach differently.” Regarding strengthening the motivation of teachers for professional development, the teachers expressed their desire to participate in methodological seminars at the University of Washington in the coming year. Eight participants want to become certificated teachers of Russian language in Washington State and two participants enrolled in the summer program for language teachers, “STARTALK” at the University of Washington.

Find more detailed information on the course, “Russian Classroom,” and information about the program of the culminating workshop, as well as electronic presentations and video presentations made on May 1-2, 2015 on the course website: <http://depts.washington.edu/rusclass/>.



Dean Michael Shapiro welcomes attendees



Svetlana Abramova addresses teachers



Michele Anciaux Aoki shares insights

NEWS FROM YOU

It's not like my news is anything to do with Slavic anymore... FYI, I (**Richard Balthazar**, MA 1966) am currently in the midst of a memoir about my two years at UDub, 1964-66, called *There Was a Ship*. You can check out an advance blurb on it on my website: www.richardbalthazar.com. The site is my outlet for free "publication" of my various unusual books and artworks. Check it out."

"It is always a pleasure to read the Slavic Newsletter and to be asked to contribute once again," writes **Bud Bard** (MA 1966). "In the past I believe that I shared information about my involvement with the Sister Cities International program in the US as the Washington State Coordinator. Also, I have been active with the Seattle Sister Cities Coordination Committee since 1997 when former Mayor Norman Rice appointed me to the initial Committee. Not long after that appointment I founded the Seattle Sister Cities Association, an organization formed to manage the funds raised by the Seattle Sister Cities Annual Reception.

"Many of you know that Seattle currently has 21 Sister Cities. The State of Washington also currently has approximately 53 cities and one county twinned with 118 cities world-wide. Japan alone has a Sister City with 37 cities in our state. Seattle's first Sister City was founded with Kobe, Japan on October 22, 1963. These state-wide Sister City activities continue to be vital international programs involved with educational and student exchanges, tourism, and the promotion of international trade. Hundreds of volunteers participate in these programs and gain friends throughout the world. They are particularly valuable for young people who participate with their families in hosting an international exchange student or Sister City visitor, or who travel to their Sister City and being hosted homes in the city.

"On Saturday, September 19th the Washington State Sister Cities Conference will be held at the Nordic Heritage Museum in Seattle. Barbara Sanchez, of Bellingham's Sister City Association, and I are co-chairs of the conference. Invited speakers are

Seattle's Mayor Ed Murray, and King County Executive Dow Constantine. Eric Nelson, Director of the Nordic Heritage Museum, will welcome conference participants. Conference agenda items include Cultural Issues and Appropriate Gift Giving, Successful Exchanges and Fund Raising (US rules prevent Sister City Associations as nonprofits receiving any funding from the cities they represent). For further information relating to Washington State's Sister Cities one can access Lt. Governor Brad Owens' website for a list of our state's Sister Cities. Information is also available about US Sister City programs at www.sister-cities.org.

"Finally, I am thrilled to still be involved with international programs that have nourished me all of my professional and volunteer life. It started with my education at the UW in the Department of Far Eastern and Slavic Languages and Literature now titled the Henry M. Jackson School of International Studies. My wife Molly and I live in Lake Forest Park, WA. We have a son and daughter and five grandchildren that we spend a great deal of time with. For further information about the Washington State Sister Cities Conference or Sister Cities in general please feel free to email me at paljoeybard@comcast.net."

Roy Chan (BA 2002) just finished his second year as Assistant Professor of Modern Chinese Literature at the University of Oregon. "In the past year, I gave talks at Reed College and in a separate symposium in Portland, Oregon, and served as a discussant on a panel on Russia and East Asia at last year's ASEES conference in San Antonio. In this time I have also run two half marathons and completed the full Eugene Marathon in May. Looking forward to a summer of reading, writing, some more running, and frequent trips to Portland and Seattle! Plus late-breaking news - my monograph, *The Edge of Knowing: Dreams, History, and Realism in Modern Chinese Literature* has been accepted by the University of Washington Press. I've signed and sent the contract!"

"Thank you very much for sending me information on the department. Now I (**Zheng-min Dong**, PhD 1990) am a professor emeritus at WSU. I retired in

2009. My wife passed away of brain tumor in 2012. I spent 2 years compiling a bilingual (Russian-English) dictionary of Chinese, Japanese and Korean words entitled "Dictionary of Japanese and Korean Words in English," to be dedicated to her. The dictionary came out last December in Shanghai. Best regards to faculty, staff and graduate students."

Vince Eberly (BA 1986) gets to use his Russian degree on a daily basis. "I teach high school Russian in Spokane Valley, and to the best of my knowledge, it is just one of two Russian programs in public high schools in the state. A far cry from when I finished my degree in the mid-80s when there were 15-20 schools across the state with Russian programs. In my school of 2000 students, I have less than 50 in Russian classes compared to the 620 taking Spanish. I have a ways to go to make it a competitive choice for language. (The rest of my schedule is teaching English Language Learners - my Russian comes in handy as I have some Russian speakers in my classes, and my assistant is a Ukrainian.)

The past 3 summers I have been involved in the UW STARTALK Russian Teachers program, 2 of them as the lead instructor in the teacher program. It was a wonderful and unique experience, and the best part was returning to campus every summer and reliving college days, except with a different type of stress and a different goal, in addition to using Russian with the other instructors and the teacher participants in the program.

This summer I travel to St. Petersburg to participate in a Fulbright-Hays Group Project Abroad organized through ACTR/ACCELS. I will spend 5 weeks in classes, improving my Russian and preparing lessons for use in my program, as well as the expected cultural excursions. I am looking forward to the immersion aspect of being in Russia. After St. Petersburg we get to be tourists for a week with trips to Moscow, Vladimir and Suzdal.

My wife and I took a tourist trip to Russia after the 2014 summer STARTALK program. We spent 12 days on a river cruise between Moscow and St. Petersburg, and another 10 days visiting

friends in Krasnodar (my host family for another Fulbright-Hays GPA I participated in in 2010.) It was my wife's first trip to Russia and she wants to go back. She enjoyed the country, the food and the people, and excitedly points out places in Moscow she sees on TV or in pictures as places we visited. She works independently as a neon tube bender, and we made arrangements to meet with a tube bender at a Moscow sign company. I acted as the interpreter as no one in the company spoke English. It was great practice and easier than I thought it would be as making neon signs in Russia is little different than making them here. Our time in the Krasnodar region included a trip to Sochi and the winter Olympic sites, a trip to the Black Sea, and some volcanic mud baths with a rinse off in the Sea of Azov. Our eldest daughter, who teaches English in Japan, met us in Moscow and went on the cruise with us."

"Retirement, so far, is filled with just the right amount of traveling," writes **Robert Ewen** (MA 1973, PhD 1979). "In fact, while I write this as I pause for inspiration, I can gaze out the window of our B&B down onto Chicago's millennium park and the boat basin on Lake Michigan in the distance. We are here to watch my stepdaughter, Jade, be hooded at Northwestern. A bit less than a month ago I returned from two months in SE Asia. Using Kuala Lumpur as our base we traveled to Cambodia and Thailand. That part of the world is home to my wife, Lily. But still fairly new me. In the fall our current plan is to work our way down the Dalmatian coast and then at some point hop over to Bulgaria. We will come home when the first big fall storm comes sweeping in off the Black Sea from Russia. Other than travel, I spend time now as a member of the Bulgarian Cultural Heritage Center in Seattle (BCHCS) board of directors. Stay tuned for information on the exciting Bulgarian Unification Day celebration we are planning for September 13th at Vasa Park!"

After three years in the wilderness, **Corey Krzan** (BA 2012) will be leaving his position with the Association of Washington School Principals (AWSP)

outdoor learning centers and student leadership program in order to return to UW for his first year of law school.

"This past year was very eventful for us," writes **Rick McPeak** (PhD 1996). "Our youngest daughter, Kate, married Lieutenant Brance Waggoman, and the newlyweds are living and working in Tacoma. I retired as a Brigadier General after 35 years of US Army service. We left West Point, NY, our home town of 18 years, and moved to Fairfax Station, VA, just south of DC. I published a book chapter: Benevolence on the Battlefield" in Brett Cooke, ed., *Critical Insights: War and Peace*, Ipswich, MA: Salem Press, 2014, 101-118."

"As my second project in "amateur" translation, I (**David Nemerever**, BA 1976) have been working on a fascinating article in Inostrannaya Literatura from October 2014. It is actually selections from a diary of a Social Democrat in Germany during WWII. The diary is available in German but has not been translated into English, so the only way I can read it is in Russian. I'm sure other English speakers interested in this topic would like to read it as well."

"After spending last year teaching English in China, I (**Timothy Ott**, MA 2012) have joined the Peace Corps and am serving as an education volunteer in rural Rwanda. I live in the part of the country called Cyanguu, which is in the southwestern corner. From my school I can look across Lake Kivu and see the Democratic Republic of the Congo. In addition to teaching English I am on the committee for Gender and Diversity and working in a financial literacy program called the Community Finance Initiative. As part of my job, I am trying to learn Kinyarwanda (properly pronounced Chin-ye-gwanda). And just so you know, my Slavic degree is not wasted--I spend a good deal of my spare time drinking tea and reading Russian poetry and literature, and I sincerely hope when I finish Peace Corps I find my way into a Slavic country (I would probably have been doing Peace Corps in Ukraine if political events hadn't forced Peace Corps Ukraine to temporarily close). I suppose that's the big news. One of these days I'll make it back to Seattle and drop in to say hi!"

"In May I (**Bob Powers**, BA 1978) reluctantly came back to Oregon after living

with my Ukrainian fiancée in beautiful Ohrid, Macedonia, for a year and a half. Had to get some medical things done. Before Macedonia, we lived a total of 9 months in Sumy, Ukraine, and 3 months in Batumi, Georgia. As soon as my fiancée gets her K-1 visa, we're going to tie the knot in Hawaii and then move down to Colorado Springs. I'm still in the phrasebook/dictionary publishing business. In April my Ukrainian team and I launched the Kindle ebook version of our massive "*Ukrainian Phrasebook, Dictionary, Menu Guide & Interactive Factbook*" on Amazon. It holds the equivalent of 1912 pages. Earlier, in 2013, we published a Russian e-phrasebook, "*Russian Phrasebook for Tourism & Winter Sports*" (around 1200 pages), which did well for the Sochi games. It's a winterized version of our hard-copy phrasebook, "*Russian Phrasebook for Tourism, Friendship & Fun*" (496 pages). We have phrasebooks for other languages, including Afghan languages. Take a gander at www.e-phrasebooks.com. Anybody interested in Ukraine, Georgia or Macedonia, please email me at [rodnik2\(at\)comcast.net](mailto:rodnik2(at)comcast.net)."

Tim Riley (MA 1993, PhD 1999) recently completed ten years as an Intelligence Analyst at the Seattle FBI. "Before that, I worked for almost four years as a Russian Language Analyst. The IA job is very demanding, yet interesting, and I am fortunate to be able to use my Russian skills and writing skills on a regular basis. I recently drove to Minnesota to pick up a new Scamp trailer, with a detour through Yellowstone National Park. Deirdre and I are expecting Cardigan Welsh corgi puppies on Bastille Day, so we are trying to come up with some good French names for the occasion. We are celebrating our 27th anniversary today and we plan to do a lot of Scamping this fall and winter with our corgis."

This spring **Teyloure Ring** (BA 2013) graduated with a MA in International Studies: Russia, East Europe, and Central Asia from the Jackson School. "I also earned a certificate in International Development Policy and Management from the Evans School. This spring I was a Global Studies

Senior Research Fellow with Microsoft Trustworthy Computing. And currently I work as a Global Security Intelligence Analyst for Microsoft using Russian language skills I acquired at the University of Washington as an undergraduate student. I would not be where I am today if it were not for the patience and dedication of the UW Slavic Department. Thank you for everything!”

“For once, I (**Emily Schuckman Matthews**, PhD 2008) actually have some news! I am excited that I have recently published two articles: The first, "Portraying Trafficking in Lukas Moodysson's *Lilya 4-Ever*" appears in *Feminist Media Studies*. It is currently available through the below link online and will appear in a forthcoming hard copy of the journal: <http://www.tandfonline.com/doi/full/10.1080/14680777.2015.1009930#.VYHwNPIVhBc> Another article, "**The (D)evolution of the Prostitute in Russian Beauty**" will appear in the July issue of *The Russian Review*. An abstract of the article appears on the journal's website: <http://www.russianreview.org/> Also, if anyone is interested in general news about Europe (with a heavy dose of news from Russia), I maintain a pretty active twitter feed for the European Studies Program at SDSU. My twitter handle is: Emily Matthews@sdsueuro.”

“It is a quiet summer out here on Whidbey Island,” writes **Michael Seraphinoff** (MA 1987, PhD 1993). We are busy in the garden, and we also spend some time helping out at a neighbor's goat farm, milking, making cheese, and the like. Skills I picked up years ago living with my Macedonian village cousins. I still work for the International Baccalaureate Organization as their Examiner Responsible for Macedonian literature. This part time academic work is ideal for me, sitting here at home in the woods, doing work for them at my computer.

“I still manage to find opportunities to engage in further Macedonian studies. I

write reviews of Macedonian literature for the quarterly on-line journal of the Macedonian Human Rights Movement International. My most recent review will be published in early July. A review of the literary works of Venko Andonovski.

“I also participated in this spring's annual REECAS Conference. It is always great fun, mingling with members of the university community, scholars and graduate students at the UW Ellison Center. My presentation this year is available for viewing at the website under agenda items for the 21st annual REECAS Conference. It is a slide show with commentary entitled: The Macedonian Public Works Project Skopje 2014 in the Context of Eastern European Politics and Culture.

“I will also be traveling to the University of Chicago in mid November to present a paper at the 9th North American Macedonian Studies Conference. I intend to talk about the changing canon of Macedonian literature since the founding of the Republic of Macedonia some sixty years ago.

“I keep meaning to follow up on a conversation last year with the Chair of the UW Slavic Department to come by and give a talk on Macedonian literature for interested students. Although my graduate work at the UW was often challenging, as you can see, it did lead to a lifetime of rewarding involvement in Macedonian studies. That was my goal way back in 1986 when I first approached Professors Augerot and Kapetanic, asking if there was some way to pursue such graduate study through the UW Slavic department. And, yes, it did prove quite possible with the help of those professors and others such as Professors Haney, Boba and Coates. I was also the fortunate recipient of two IREX grants and a National Resource Fellowship during my years of study that allowed me to spend three summers in southeastern Europe studying and researching for my eventual doctoral dissertation through the department. Best wishes to all of you in the department, and fond memories of the good professors and my fellow students from my days with you there.”

“All is well in Portland, OR. I (**Scott**

Sharp, MA 1998) am still at the Public Defender's office, but now am doing juvenile delinquency and dependency cases. In my spare time I am making art. I have married my art hobby with the legal practice and created a comic book on the law regarding jury selection. It is called *Captain Justice in Dire Voir Dire*. That presentation is June 18 to Oregon criminal defense attorneys. I have also posted the comic as well as other art I've been working on to a personal website: www.falconscott.net. No new dog yet, but I'm looking.”

This spring **Cheryl Spasojević** spent two months in Serbia her house in the village of Vuckovica. “Since I hadn't been there really for four years I had a ton of work around the house and the property, plus car problems (also from sitting unused for all that time), so that I really stuck pretty close to home. I did manage to meet with most of the students that I work with through WorldWide Orphans, visited a couple of monasteries (one of my nieces has become an Orthodox nun at one), and saw one folklore concert. I finally got paid for and got a copy of the book, "Review of Prehistoric of Serbia", by M. Bogdanovic that I translated a large portion of (I DID NOT translate the cover title!). I am still working a couple of days a week at the Fremont PCC, am on the board at St. Sava Serbian Orthodox church here locally, as well as singing with the church choir. On Monday afternoons I host an informal group of folklore "veterans" who get together to sing Balkan folk music. Most recently we have been working on some Serbian material that I learned at a workshop up in Vancouver with one of the leading ethnomusicologists from Serbia. We welcome new members!”

Clara Summers (BA 2014) writes, “My news is that I've spent this year as the Maryland Program Associate for Interfaith Power & Light (MD.DC.NoVA), a non-profit that helps faith communities to save energy, go green, and respond to climate change. The position is through Episcopal Service Corps (which is similar to Americorps). It's

been a great professional development opportunity for me. ...and I got a Fulbright! Below this e-mail is the press release. Starting in August, I'll spend 9 months in Malang, East Java, Indonesia, where I will teach English at a high school. I'm very excited, particularly since I spent part of my childhood in Indonesia and now I get to return and gain a fresh perspective."

Several years after graduation, **Cody Swartz** (BA 2010) finally found the right woman and married her. "We are currently in the process of buying a house in South Phoenix. While packing, I came across an old Cheburashka plush toy that reminded me of studying Russian; the past often comes back to us when we least expect it. We are also looking forward to our trip to Vietnam in the fall. This will be my first time in Asia, so I am excited for the adventure ahead!"

"I am sipping tea, as the visa system crash is affecting the arrival of my students - international lawyers, mostly from China, but also Saudi Arabia, Pakistan and Kuwait," writes **Charlotte Wallace** (former Slavic Department staff member). "Summers I teach an intensive course in legal English for LLM candidates at Washington University. Most fun! The rest of the year I teach strategies for writing research papers to international grad students in astrophysics, mathematics, chemistry, anthropology, even Japanese literature(!) at WASHU, and advanced writing and advanced grammar to international students (many delightful top athletes) at Lindenwood University. In the meantime, I am pursuing a MATESL at Webster University to legitimize all this, and perhaps enable me to move out of the Midwest! But the big news is my new grandson, FELIX, born in Brooklyn NY about a year ago. He is racing into life, as I try to keep up via FaceTime or face to face. Alex is of course an excellent papa!"

Jennie Wojtusik (BA 2011) is currently a PhD student at The University of Texas at Austin. "I work in Comparative Literature - examining the relation of 19th-century Russian Literature to 18th-century German Literature and Philosophy. My dissertation aims to recover how Russian thinkers utilized the diverse intellectual programs of the Pre-Romantic and Romantic eras (Kant, Herder, Fichte, Schiller, Hegel, etc.) in support of their own emerging nationalist project. I will examine Dostoevsky's "idea" novels as a site that depicts this knowledge's political effects. My time in UW's Slavic Department is near and dear to my heart; not only did I receive a stellar education in Russian language and literature, but it provided me my first real mentors - Galya and Zoya. I write this in anticipation of jetting off tomorrow morning for Vladimir, Russia for some language immersion (a little research, a lot of food?) compliments a CLS award. I hope to see some of my former teachers and cohorts at a Slavic conference in the future!"

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