CHAIR’S CORNER

by Stephen Dickey

In the last few years the Slavic Department has introduced many new initiatives (see the Fall 2016 Chair’s Corner), which, naturally, involved a lot of work on the part of all concerned. I don’t want to jinx it, but hopefully we’re entering a period of stability. Time will tell. Over the past year, we introduced a new Outcomes Assessment and Portfolio System for undergraduate majors. Majors now assemble a portfolio that includes their score on an Oral Proficiency Interview (OPI) exam, samples of writing in the target language, samples of media texts in the target language with which they have worked, and a project that demonstrates their understanding of the target culture. Their capstone project can serve as the latter. The portfolio serves as a concrete record of a student’s achievements during their work here, and the ACTFL score for the OPI exam provides a universally recognized credential demonstrating their speaking ability in the target language.

We have also introduced changes in the graduate program to better organize the progress of our graduate students through the MA and PhD programs, including annual mock-OPI exams in Russian.

This fall we are delighted to work together with CREES and CEC ARTSLink to host Goran Ferčec, a young Croatian dramatist and fiction writer. Mr. Ferčec is visiting KU from October 12 to 14 of this year.

In Spring 2017, McKinzy Manes won an Undergraduate Research Award for a project to translate three short stories by the Serbian Sephardic author Hajim S. Davičo (1854–1916), which was her capstone project for her South Slavic Concentration BA.

The department awarded two MA degrees last spring, to Ekaterina Chelpanova and Sooyeon Lee. Anna Karpushova defended her PhD portfolio, and also had an article accepted by Canadian Slavonic Papers. We awarded two PhDs last year: Kelly Knickmeier Cummings defended her dissertation “Diagnosing the Demonic: Reading Valerii Brusov’s ‘Fiery Angel’ as Pathography” on November 14, 2016, and Becky Stakun defended her dissertation “Terror and Transcendence in the Void: Victor Pelevin’s Philosophy of Emptiness” on August 4, 2017. We wish them well in their future endeavors. This fall we have welcomed three new graduate students: Chul-Hyun “Charlie” Hwang, Aidan Lockett, and Olga Savchenko.

We are delighted to hear from any and all of you—our former students, majors and graduate students. Please write and let us know what you are doing and where your studies at KU have led you. Your stories about how studying Slavic languages, literatures, and cultures has enriched your lives and modified the trajectory of your career plans help inspire today’s students to think out the world in a broader, more global framework. We are grateful for your gifts to our department, which allow us to better support our students and carry out our mission.
KU’S RUSSIAN INITIAL ACQUISITION TRAINING COURSES UNDERWAY AT FORT CARSON, COLORADO

by Stephen Dickey

About a year ago, the Slavic Department began conducting intensive beginning Russian courses in Ft. Carson, Colorado for the US Army Special Forces. The courses were arranged as a part of KU’s Language Training Center (LTC), which has been in operation since 2013 to train DoD personnel in various language programs. The Fort Carson Russian courses represent the largest effort by the LTC at KU, and the Slavic Department has organized and overseen all aspects of the courses. Dr. Oleksandra Wallo developed the curriculum and supervises two instructors who have been hired to teach on-site, Dr. Irina Lysenko (PhD, Belarusian State University) and Katerina Lakhmitko (ABD, University of Illinois at Urbana-Champaign).

These courses began as two concurrent 11-week sessions taught by the instructors to special forces personnel needing to learn Russian for their assignments; next year the sessions will be extended to 14 weeks. They are designed to cover the first two years of KU’s Russian language curriculum, covering all four language skills, and culminating in an oral proficiency interview exam and a reading comprehension exam. Three graduate teaching assistants, Anna Karpusheva, Megan Luttrell, and Katerina Chelpanova, conduct conversational practice with the students via Skype. We are delighted that this program has been achieving the desired proficiency results, which testifies to the skill and professionalism of all involved, and is yet another confirmation of the quality of the Slavic Department’s language curricula. Dr. Wallo interviewed Dr. Lysenko and Ms. Lakhmitko about their work in the program, and the interview is below.
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Could you please tell us a little bit about your background? What drew you to KU’s Russian program in Ft. Carson?

Dr. Irina Lysenko: My entire academic career has been focused on the study of Eastern Europe and Russia: their languages, socio-political and economic development, and foreign policy. I started my teaching career at Belarusian State University (Minsk) after defending my Ph.D. in Belarusian language in 1991. After moving to Canada in 1998, I earned my Master’s degree in Central/East European and Russian Area Studies from Carleton University (Ottawa). Professionally, I have applied this knowledge in serving the Government of Canada through contract work with various departments (the Department of Justice, the Department of National Defense, the Department of Foreign Affairs and International Trade, Library and Archives—Canada, Translation Bureau—Canada). In Canada, I had been teaching Russian as a Second Language to Canadian diplomats, personnel of the Canadian Defence Attaché’s Office in Russia and Ukraine, and Canadian Forces (military translators and voice interceptors) for over ten years. In recent years, I have been actively engaged in developing methodological tools and curriculum for teaching Russian as a foreign language. I was initially drawn to KU’s Russian program in Ft. Carson by my own professional curiosity. I have always been interested in the use of intensive techniques and interactive methods for teaching foreign languages. However, I could not fully apply these techniques in Canada as there was not a great demand for them there. I was very glad to learn that my professional interests and approaches coincided with the teaching philosophies of the Slavic Department at the University of Kansas, as well as the requirements of the language school in Ft. Carson.

Katerina Lakhmitko: I was born in Minsk, Belarus, and spent part of my childhood in Tula, Russia, before immigrating to the United States with my mother. My interest in socialist and late socialist culture and ideology continued to grow as I became drawn to the writing of theorists like Mikhail Bakhtin and Slavoj Žižek. I decided to pursue my interests in theory and culture at the University of Illinois at Chicago, where I received my BA. My teaching background is academic, I am a Slavic Languages and Literatures graduate student at the University of Illinois at Urbana-Champaign. Before coming to Ft. Carson I had taught various levels of Polish at the University of Illinois at Urbana-Champaign. The Ft. Carson program was attractive to me because it permitted me to transfer all of my experience in developing and teaching Polish courses to teaching Russian, which is my native tongue.

Thus far you have already taught several intensive 11-week sessions in Elementary Russian at Ft. Carson. What have you found to be the chief joys and the main challenges of this program?

IL: It is a joy to see the immense progress our students make within such a short period of time. After eleven weeks of intensive training, the majority of students can comfortably communicate in most informal conversations using familiar vocabulary with good pronunciation. They can grasp the main ideas as well as many details when reading authentic Russian texts, and can understand the main points when listening to authentic Russian material. It is an incredible experience to be able to witness the results the students can achieve with determination and hard work.

Due to the nature of the program, the time constraint is definitely one of the biggest challenges of this program. Ours is not a course that can be taken lightly. It is a big undertaking to get students to level 1 (ILR scale) in three modalities, and it requires the dual effort of the teacher and the student. Maintaining motivation can be a challenge as well, because many of our students do not choose to study Russian; rather, this is one of their job assignments. Therefore, when faced with the difficulty of learning such a complex language, students can often experience frustration and lose motivation.

KL: Teaching at Ft. Carson is quite different from teaching college students. The courses are very intensive and place a lot of pressure on the Ft. Carson students, who
have military duties to perform and a standard to meet. Oftentimes the main challenge is managing the stress of the students, who initially feel anxious about learning Russian in such a short amount of time.

At the same time, the program is rewarding. The class is conducted at a fast pace, but the Ft. Carson students are hardworking, attentive, and dedicated. As a result, the progress that students make from week to week is often astounding. However, personally I find it simply tremendous when the students begin working together and helping each other in the classroom.

You have been very successful in getting your Ft. Carson students to a relatively high level of proficiency in speaking as well as understanding written and spoken Russian in a very short period of time. What are your key strategies that make such great results possible?

IL: In my opinion, the success of the program is determined by the collaborative effort of the entire KU team: Dr. Wallo, who supervises the educational process; Dr. Perkins and Dr. Dehaven, who provide administrative and technical support; Ms. Luttrell, Ms. Chelpanova, and Ms. Karpusheva, whose help has proven to be crucial in preparing students for the speaking component of testing. We are also very fortunate to have the support and advice of Prof. Dickey.

One of the key strategies is having a deep understanding of the language and teaching methods, including the latest interactive techniques aimed at maximizing students’ involvement in the learning process. It is crucial to develop the ability to present the language material intelligibly and appropriately for the students’ level. Knowing which aspects of the language students are likely to find difficult makes it easier to anticipate and address their questions. Finally, I am always open to students’ suggestions. I am constantly working on improving the learning process and honest feedback from the students allows me to make those adjustments that ultimately improve the entire program.

KL: My key strategies have been simple. At the outset we focus on the basics: phonetics and simple syntax. For example, it is important for the students to understand the difference between hard and soft consonants, so we take a lot of time during the first week to just work with syllables, basic words, and statements. It is key that students feel like they are making progress in their ability to use the language meaningfully, so we also place an emphasis on learning simple phrases and practicing conversation.

There is minimal lecturing in the classroom—the emphasis is always on practice and review. I like to get my students into the habit of working and reviewing at home. I try to make my lessons, handouts, and exercises simple enough to be review materials for the students after they have completed the course.

Each student is unique, therefore I try to determine their learning style and ability early on. I like to dedicate time during class to work with students one on one, and I diligently follow the progress of each student, encouraging them and making sure that they learn to be aware of and self-correct any errors before they become habits.

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**SLAVIC DEPARTMENT GRADUATE STUDENT CONTENT COURSE CONTEST IN ITS THIRD YEAR**

*by Stephen Dickey*

In Fall 2014, the Slavic Department began an annual course contest for graduate students. For the contest, graduate students develop a syllabus for a content course that fits their interests and that they think they can market to undergraduate students. Faculty then select a winner, and that student teaches his/her course in the following year. Although graduate students occasionally teach undergraduate-level content courses as part of their usual GTA assignments, this contest allows them to teach something in their research specialty, and helps prepare them for careers as university faculty by giving them control of a course from the beginnings of conceptualization to the final exam, as well as giving them a chance to see how one’s own field of research can inform teaching and vice-versa. To date, two graduate students have won and taught their courses—Megan Luttrell and Krzysztof Borowski. Kayla Grumbles is the third winner and will teach her course, Video Games in Russia: Collective Memory and Play, in Spring 2018. Below is an interview with Ms. Luttrell and Mr. Borowski about their experiences teaching these courses.

**What was the name of your course, and how did you come up with the idea for it?**

**Megan Luttrell:** It was “SLAV 379 Paint to Pen: Russian Art and Literature.” My research looks at the interaction of visual arts and literature in Tolstoy, and I wanted to expand this into other authors and other time periods. The class looked at art and literature (poetry and prose) from 1830 to 1930.

**Krzysztof Borowski:** My SLAV 379 course was titled “Europe of Regions and Ethnic Minorities.” I thought quite a lot about how to properly name it, just as I thought about the main topics of the course: ethnic identity and...
ethnic minorities in present-day Europe. At the design stage, I noticed that there aren’t many classes that introduce students to the multicultural wealth of the European continent, so I decided to create one. However, instead of focusing on nation-states and their titular nations, I took a bottom-up approach and decided to concentrate on ethnic/religious minorities that don’t get much press (if any at all). Once I combined specific case studies from the whole of Europe with some theory on ethnicity, identity, and nationhood, the course was conceptually ready.

What was the biggest challenge in developing and teaching your course?

ML: I had only taught language classes before this, so I wasn’t sure how to prepare lectures. At first, I wrote them out and was going to read them, but 10 minutes into the first day I realized I wanted the tone to be more conversational. It was also difficult to gauge how much information could fit into one class period.

KB: One of the things I had to learn to successfully teach the course was how to lead a discussion and how to encourage students to voice their opinions on a range of topics. Almost all class meetings involved some reading, but I knew I didn’t want to spend each class period only discussing readings. I envisioned the course as a lively debate/discussion prompted by readings and additional materials (audio, video, text, social media posts), and looking back on how the class developed throughout the semester, I think I achieved that goal.

What was most rewarding about the course?

ML: It was definitely the way the students reacted. We were a small class and discussions were lively. Students would come in excited to talk about the content, and mentioned how the works of art/literature were impacting their everyday lives. It was also really rewarding when a student said that he felt the class made him a better writer.

KB: There were many rewarding moments in this course, but one that particularly stuck in my mind was when one of my students asked if the course is going to be offered again. At that moment, we were having our last class session outside, sitting on the grass and discussing the importance of ethnicity/identity awareness in light of some current events on both sides of the Atlantic. Another student said it was their favorite course that semester, which I also found very rewarding, especially since this was the very first time the course had been offered. Last but not least, the very opportunity to teach this course was a rewarding experience in itself, because it allowed me to become a more effective teacher and gave me a chance to have many insightful discussions with my students. I would like to thank my students for their contributions and for taking up the challenge—some of the readings were well beyond the 300-level.

Has your course changed how you approach your research and/or teaching?

ML: I had to do a lot of research for the course and so it has opened up new areas of interest for me to pursue in my own work. I normally focus on 19th century prose, but after this class I am going to work more with early 20th century poetry as it relates to the innovations in the visual arts of the same era. I am more confident in my teaching after this class because I know what it’s like to teach content courses as opposed to language courses.

KB: One of the things I learned by teaching this course was that no matter how complicated the topic may be, there is always a way to make your students interested in the subject. So, this experience changed the way I think about teaching in that you teach is at least as important—if not far more important—than what you teach. That is, the subject you teach may be crucially important, but this is not enough if there isn’t a good learning environment structured around it. In terms of my own research, I realized the importance of non-hegemonic perspectives for identity studies in general, and I think that these perspectives should become part and parcel of how we study majority-minority relations in general. Because identity operates on difference, studying minoritarian identities becomes an indirect way of learning about corresponding majoritarian identities. Looking at the construction of the Silesian identity in present-day Poland in my own research, I see the importance of taking a bottom-up approach every time I look at my data.
in the totally unfamiliar surroundings, learned as much language as possible in six weeks, and found the experience worthwhile.

The trio of participants included Franklin Conard (Anthropology and REES, KU), Faelan Jacobson (Political Science and REES, KU), and Patrick Savage (MA Program in Security Studies, Georgetown University). Frank’s and Faelan’s participation became possible through the generous support of the CREES-administered Jarosewycz Scholarship, available to all KU students. In addition to intensive language classes and area studies lectures, the program featured numerous excursions inside the city and trips to other parts of Ukraine. Students and I explored just about every corner of L’viv, went to the opera, hiked and fished in the Carpathian Mountains, and walked miles upon miles during our three days in Kyiv—taking in what most visitors probably see in a week.

There were some unique experiences along the way. Students learned firsthand the difference between the American and the Slavic concepts of personal space when we took a few rides in L’viv’s jam-packed minibuses. During our hike in the Carpathians, the wind got so strong that it took a lot of effort to remain standing. Even the local shepherds and craftsmen we met atop the mountain seemed concerned. During the Kyiv trip, Frank and Patrick went on a day-long guided tour into the Chernobyl exclusion zone and found themselves eating lunch at the nuclear plant’s canteen. Finally, I am certain that one of the students will remember for the rest of his life how he was attacked by an elderly Ukrainian woman with a stick at a Carpathian souvenir market. She mistook him for a shoplifter, and after discovering her mistake, she told him, “I’m sorry, but I hit all thieves as a matter of principle!”

In the end, the students learned quite a bit of language, yes, but they also gained something that only being inside a culture can give—an understanding of what Ukrainian daily life is like and how it makes Ukrainians what they are today.
We are very pleased to welcome you to KU as a Fulbright Foreign Language Teaching Assistant in Ukrainian. How did you become interested in this program and specifically in spending your Fulbright year at KU?

I learned about Fulbright from my all-time favorite professor, Anatoliy Khudoliy, who had been a Fulbright scholar himself, but I never thought of applying. Most of the Fulbright programs are focused on studying or doing research, and I had enough of that back home. But when the new FLTA Program was introduced, I decided to apply because it was connected to what I do for a living—language teaching. The program’s goal is not solely to gain teaching experience; it is also to enhance mutual understanding and establish cross-cultural communication. This is actually the first year that Ukraine is part of the FLTA Program, so we are pioneers and we have to set the bar high.

I was matched to KU by the Institute of International Education Office, and I am glad that I ended up here. Over this short period of time, I happened to meet so many great people. And there are so many things happening at KU and in Lawrence that I think I have a pretty exciting academic year ahead. Oh, and remember my favorite professor? He was also placed at KU by the Fulbright program in 2007, in the Department of Political Science, so I am following in his footsteps.

This is your first time teaching in the United States. After the first few weeks, what are your impressions of the university, the students, and the classes?

I did not have serious culture shock since I had worked at a Canadian university before as a participant in the Canada World Youth exchange program. To be honest, students are similar everywhere. Some of the students in your class are motivated by intellectual curiosity or career goals, and others just want to have fun or earn credit. I was mostly impressed by the size of the campus. On my second day here, I went to explore it and after almost two hours I did not even get through half of it. I still have not completed my tour.

How does teaching EFL compare to teaching Ukrainian as a foreign language? What have you found to be the most challenging or unexpected in making the switch from one to the other?

Cases! I haven’t thought about this aspect of Ukrainian since school, so I was a little lost in the beginning whenever students asked me about the right case or ending. I cannot say that I am an expert now, but I am getting better. I have to thank my language supervisor, Oleksandra Wallo, for that.

In general, teaching any language involves similar things: you have to apply the same teaching methods, use similar activities, and make students interested in the language and the culture. English, however, is easier for me to teach because I can relate to the students’ experience of learning it as a second language and I can explain to them how it works and what the rules are. By contrast, when it comes to Ukrainian, I sometimes want to answer students’ questions with “Just because we say it this way.”

What would you say to students who are not sure about taking Ukrainian? Why is it worth investing their time into this language?

I would say, why not? Learning a language is a good way to exercise your brain, and with Ukrainian you will have the chance to rack it to the brim! Despite being a difficult language to learn, Ukrainian is definitely worth it, considering it is one of the most melodic languages. The other thing is that with learning a language you always discover a new culture, and Ukraine has a lot to offer in that respect. And you will have a great excuse to come to Ukraine. There are plenty of things to do and see, yet it is not very touristy.
Professor Chernetsky spent the 2016–2017 academic year as the inaugural Mid-Career Research Fellow at KU’s Hall Center for the Humanities, his efforts primarily focused on his current book project, Displacement, Desire, Identity: Migration and Diasporization in Slavic Literatures. In the meantime, he has had several new publications, among them five articles, two in journals, “Silences and Displacements: Revisiting the Debate on Central European Literature from a Ukrainian Perspective” in Zeitschrift für slavische Philologie and “The Unusual Case of Fr. Sergei Kruglov: Poet, Priest, and Postmodernist in Post-Soviet Siberia” in Russian Literature, and three in edited volumes, as well as three book reviews and a translation of a children’s book from Ukrainian into English. He was awarded a PEN/Heim Translation Fund Grant from PEN America for his translation-in-progress of Sophia Andrukhovych’s novel Felix Austria, a result of the collaboration that stemmed from the writer’s visit to KU in December 2015. This is the first time that this prestigious fund is supporting a translation from Ukrainian into English.

In November 2016, Prof. Chernetsky delivered a guest lecture at Stanford University commemorating the third anniversary of the start of the Euromaidan events in Ukraine. In the spring of 2017, he delivered three guest lectures on East European culture and history at Ft. Riley. He has also helped organize several visits to KU by guest speakers, including Mykola Riabchuk, president of PEN Ukraine, a prominent Soviet-era dissident and one of Ukraine’s leading public intellectuals, as well as the Ukrainian poet Natalka Bilotserkivets and Prof. Andriy Danylenko, a Slavic linguist at Pace University who spoke about the role of vernacular translations in the formation of modern standard Ukrainian in the face of Russian imperial censorship. He also organized a book panel celebrating the recently published volume Area Studies in the Global Age: Community, Place, Identity, based on a conference that took place at KU in 2011, which brought the volume’s co-editor back to the university: Prof. Edith Clowes, a former faculty member of our department, now based at the University of Virginia, who remains a much-valued friend and supporter of the department and its many initiatives.

Following a successful partnership with CEC ArtsLink to bring a Ukrainian writer-in-residence to KU in the fall of 2015, Prof. Chernetsky again applied to CEC ArtsLink on behalf of the Slavic Department to host a writer-in-residence, this time from Croatia. Goran Ferčec, a prominent Croatian novelist and playwright of the younger generation, will be spending five weeks at KU in October–November 2017.

In the summer of 2017, Prof. Chernetsky took a research trip to Ukraine, primarily focused on his research in film studies; he was an accredited participant in the VIII Odessa International Film Festival, which has emerged as the most important event in Ukraine’s cinematic life and has been consistently attracting first-rate international talent. He presented about the festival at the CREEES weekly brown bag talk series in September, and is now working to show at KU several of the festival films.

In the fall of 2017, Prof. Chernetsky returned to his duties as the director of CREEES; this semester, his teaching is focused on twentieth-century Russian poetry, and in spring 2018 he will be teaching Soviet and Post-Soviet Russian cinema—after having been taught twice as a special topics course, it has now been approved by the university as a permanent course.

Stephen M. Dickey took on two major editing projects last year. He served as editor in chief of the forthcoming Silver Anniversary issue of the Journal of Slavic Linguistics, which contains survey articles on various sub-disciplines of Slavic linguistics, and was the editor for North American contributions to a Festschrift volume honoring Laura A. Janda, which has just come out from Slavica Publishers. He also contributed pieces to both volumes. For the Silver Anniversary issue of JSL, he collaborated with Laura A. Janda on a survey article on Slavic Cognitive Linguistics; for the Festschrift, he contributed an article entitled “Unauxiliated Preterits in Meša Selimović’s Death and the Dervish,” which presents a statistical analysis of unauxiliated preterits in the novel. This article is a by-product of his ongoing collaboration with Mateusz-Milan Stanojević of the University of Zagreb on the topic of unauxiliated preterits in Bosnian/Croatian/Serbian. He has several other articles in various stages of production, including a contribution...
accepted for the upcoming XVI International Congress of Slavists. His book project, the Evolution of Slavic Aspect, is, alas, still nearing completion. He recently stepped down as associate editor of the Journal of Slavic Linguistics. Lastly, he was promoted to the rank of full professor this year.

**Professor Greenberg engaged in several activities to advance the field, notably, serving in the second of three years as a member of the ADFL Executive Committee and lobbying with the aid of JNCL-NCLIS for adequate appropriations to support the study of nationally critical languages. He worked closely with PI Prof. Katie Rhine and other partners to conceptualize and compete for the NEH Connections Grant to plan a new, language-centered curriculum in global public health – Global Medical Humanities – which was successful in the first round. This program will develop in concert with KU’s Community Tool Box project (http://ctb.ku.edu), a WHO-affiliated and award-winning resource that is being built out in all of the UN’s working languages. The future curriculum will give students opportunities to combine their language and regional interests with issues of public health and humanistic approaches to healthcare.


On June 1, 2017, after his election, Prof. Greenberg was inducted into the Slovenian Academy of Sciences and Arts, Ljubljana. He is one of few foreigners to hold this lifetime honor.

Prof. Greenberg’s diploma from the Slovenian Academy

Prof. Kokobobo’s book, Russian Grotesque Realism: The Great Reforms and the Gentry Decline, is forthcoming with the Ohio State UP in February 2018. The book has been included in the Harriman Institute Series at Columbia University and also received the First Book Subvention Award through the Harriman Institute. She also has an edited volume coming out in January 2018, co-edited with Edith Clowes and Gisela Erbsloh, Russia’s Regional Identities: The Power of the Provinces (Routledge). Her book of translations, Essays on World Literature: Aeschylus, Dante, Shakespeare is also forthcoming in February 2018 from Restless Books, to be distributed by Simon and Schuster. Prof. Kokobobo, who was awarded the GRF research grant from the college this summer, has also written or is in the process of writing academic articles on Soviet writer Vassily Grossman, DH and the Russian novel, and Tolstoy and gender. She is also currently helping to launch a Comparative Literature graduate certificate at KU. This fall she took over as editor of the Tolstoy Studies Journal and will be editor-in-chief beginning in January 2018. KU has kindly lent their support for the journal and currently Megan Luttrell is working as a graduate assistant for it. Most recently, with the help of Jon Perkins and Keah Cunningham at EGARC, Prof. Kokobobo also launched a blog for the journal: tolstoy.ku.edu/. Finally, Prof Kokobobo has also published countless opeds, connecting the current politi-
In AY 2016-7, Professor Renee Perelmutter served as the Director of Undergraduate Studies for both Jewish Studies and Slavic languages and literatures—it is always a great pleasure to help undergraduate students and support their interests in languages and literatures of our region. Research-wise, Prof. Perelmutter is working on a series of projects about multiglossia, multilingualism, and Jewish religious identity in Russian-speaking Israeli immigrants from Soviet countries, and will present on the topic at the annual Association for Jewish Studies meeting in Washington, DC. This Fall, Prof. Perelmutter is excited to offer a new course on the Pragmatics of Slavic languages for graduate students and advanced undergraduates.

In AY 2016-2017, Oleksandra Wallo enjoyed developing and teaching two new graduate seminars, Biography of a City: Kyiv/Kiev/Kijów and The “Woman Question” in 19th- and 20th-Century East Slavic Literatures. She also designed the curriculum and supervised instructors teaching in the intensive Russian program at Ft. Carson, Colorado.

In Spring 2017, she presented on the results of her experimental study in the acquisition of cases by Ukrainian language learners at the AATSEEL Conference in San Francisco. She also gave a presentation on teaching Ukrainian grammar through processing instruction at an international workshop teaching Ukrainian at the university-level at the University of Victoria, Canada. She is currently preparing both papers for publication. For much of the year, Prof. Wallo has been busily working on her book manuscript, Ukrainian Women Writers and the National Imaginary—From Soviet Collapse to the Euromaidan. She gave three presentations related to this project in AY 2016-2017: a paper on Ukrainian women’s writing about the Euromaidan protests at the ASEEES Conference in November; a CREES Brownbag talk, “Between Militarism and Maternalism: Representing Women’s Roles in the Euromaidan Protests,” in early April; and a presentation at a roundtable on the film Women of Maidan by Olena Onyshko at the WSSA Conference in San Francisco in mid-April.

Prof. Wallo spent June and July in L’viv, Ukraine, where she conducted additional research for her book; put the finishing touches on her article, “‘The Stone Master’: On the Invisibility of Women’s Writing from the Soviet Ukrainian Periphery,” for East/West: Journal of Ukrainian Studies; and served as Faculty Director of the KU Language Institute—an intensive summer study abroad program in Ukrainian at Ivan Franko University in L’viv.

In the fall and spring semesters, Marta Pirnat-Greenberg worked with a South-Slavic senior, McKinsey Manes, on an applied language project, in which she trained and supervised the student in cataloging and summarizing news recordings in BCS for the Hoover Institution. During the two semesters, about 100 news broadcasts from Radio Free Europe/Radio Liberty’s Balkan Service were cataloged and described. Most news broadcasts were an hour long and dated from February-March of 1995 and November-December of 1996, some of the most dramatic days of the war in Bosnia and immediately afterwards. With this project, KU’s Slavic Department became one of the partners in the RFE/RL Historical Recording Description Project.

In the fall, Marta’s essay “Jezikovno odraščanje ameriško-slovenskih milenijcev” [Raising Bilingual American-Slovene Millennials] appeared in a special issue of the Slovene journal for cultural and social issues Dialogi (Dialogi 52.7–8 (2016): 81–88). In April, she organized, with the help of her BCS students, the third Spring Festival of B/C/S culture, which highlighted the work of first-year BCS students (a short presentation...
Esra Predolac participated in two conferences last year. She presented a paper titled “The Indicative and Subjunctive Moods in Turkish” at the 2nd Workshop on Turkish, Turkic and the Languages of Turkey (Tu+2) held at Indiana University, Bloomington. This work will be published later this year by the Indiana University Working Papers in Linguistics. Esra presented a second paper titled “Integrating Intercultural Communication into the Three Modes of Communication” at the 20th Annual Meeting of the National Council of Less Commonly Taught Languages (NCOlCTL) in Chicago. Esra was also awarded a Department Teaching Grant by the Center of Teaching Excellence (CTE), which she used to organize a 4-Day ACTFL OPI Assessment Workshop in May. This workshop was attended by 10 KU language instructors. She is currently working on her paper “Integrating Comparisons into the Curriculum,” which she will present at the 2nd American Association of Teachers of Turkic Conference (AATT) at Georgetown University in November.

Svetlana Vassileva-Karagyozova’s book, Coming of Age Under Martial Law: The Initiation Novels of Poland’s Last Communist Generation, was named a 2016 Outstanding Academic Title by CHOICE. In November, Prof. Vassileva-Karagyozova presented two papers: at the American Society for Theater Research Convention in Minneapolis, MN and at the ASEEES Annual Convention in Washington, DC. In December, she gave a talk titled “The Triumph of Antiheroes or an Ethical Turn in Post-Communist Polish Drama” at the Department Colloquium. In July, she traveled to Utrecht, Holland to participate in the seminar “Coming of Age in the Contemporary World: New Directions” at the American Comparative Literature Association. Prof. Karagyozova’s presentation was on “The Post-1989 Polish and Czech Coming-of-Age Novel and Its Sequel/Prequel.” During her sabbatical leave in Spring 2017, she made progress on her new book manuscript The End of History is the Beginning of Myth, and drafted three articles discussing the notions of sexual citizenship, traditional hero worship and celebrity cult, and trauma and objects in the works of Sebastian Majewski and Joanna Bator. She is currently completing her first online course, SLAV 320: Graphic Novels as Memory: Representations of the Holocaust and Communism, which she will offer in Spring 2018.

This past year, Irina Six coordinated the SLL Russian program, the Russian section of Project Go, and the Summer Russian program of the Language Training Center (LTC). She also presented a paper at the 2017 ATSEEEL conference in San-Francisco titled “Register and Genre in an Advanced Russian language course devoted to Post-Soviet Russia” and discussed the material selection and teaching strategies used to help advanced learners improve their grasp of Russian registers. In spring 2017, Irina Six and undergraduate students Victoria Snitsar (Global Studies), Mikhail Kremnev (Business), and Ginger Johnson (Journalism) gave a CREES brownbag talk on the latest trends in Russian rap music titled “Rap in Russia: New-Style Poetry, or Old-Style Patriotism?” The presentation is available via CREES’s website.
In Spring 2016, Molly Godwin-Jones participated in an ACTFL OPI Training Workshop organized by Esra Predolac, and is now pursuing certification as an OPI tester. This summer, she received funding from the Joseph L. Conrad Memorial Award to participate in KU’s Stats Camp, a week-long workshop on the programming language R, which Molly plans to use in her future digital humanities (DH) research. In addition, Molly was awarded the Ursula Williams Graduate Student Conference Grant for presenting at IALLT’s (International Association for Language Learning and Technology) biannual conference, where she was also selected as a Graduate Student Representative. After teaching intensive Russian during the summer semester at KU, Molly travelled to Minnesota to work as the Family Program Coordinator for Lesnoe Ozero, Concordia College’s Russian Language Village, and will be representing CLV in November at the annual ACTFL conference. In November, Molly will also be traveling to Chicago to co-present a paper on Tolstoy and DH with Devin McFadden at ASEES, for which she received the ASEES’s Davis Graduate Student Travel Grant.

The academic year 2016/2017 was quite busy for Krzysztof Borowski. In December 2016, he passed his Ph.D. comprehensive exam with honors and successfully defended his dissertation proposal titled “Virtual Nationalism, Real Violence: Conflict Discourse, Identity, and the Social Imagination of the Silesian Minority in Poland.”

Earlier in the semester, Krzysztof presented his research at two conferences. In September, he participated in the 2016 Slavic Linguistics Society annual meeting in Toronto, Canada, where he gave a paper titled “Kashubian and Silesian Identities in Online Discourse: A Sociocultural Linguistic Approach.” He also chaired a panel on Contact and Comparative Linguistics, and served as a discussant for a panel on Discourse and Identity. In November, he traveled to Minneapolis, MN, for the annual meeting of the American Anthropological Association. There, he gave a paper titled “Between a Nation and the State: Conflict Discourse of the Silesian Minority in Poland.”

In Spring 2017, he taught his own content course, “Europe of Regions and Ethnic Minorities.” Finally, he served as a PhD student representative on the Doctoral Curriculum Committee for the Next Generation Humanities PhD NEH Planning Grant.

Frane Karabatić spent his summer at the University of Pittsburgh, PA, teaching Intensive Elementary Bosnian/Croatian/Serbian at the Summer Language Institute, which focuses on critical and less commonly taught languages. He has been with the SLI since 2013. This semester Frane will be teaching Elementary Russian at KU.

In March, Megan Luttrell helped organize the CREES Masleništa festival and performed Russian music at the event. She also helped the Russian Club (along with Molly Godwin-Jones) learn and perform two Russian songs at the event. In April, she performed Russian music for the multicultural event “Dia de los Niños/Día de los Libros at the Lawrence Public Library.

Megan taught at Indiana University’s summer language workshop this summer using Dr. Comer’s textbook Между нами (it was the first year the workshop used it). She was invited to give a lecture in Russian for the summer workshop titled “Город теней: Петербургский миф в творчестве Мстислава Добужинского” (“The City of Shadows: the Petersburg myth in the work of Mstislav Dobuzhinsky”).

Megan will present a paper titled “Using Между нами (Mezhdu nami) for Intensive Summer Programs” at a roundtable at AATSEEL. She will also chair a roundtable titled “Mastering Language Skills through Play in the Classroom.”

Megan created a website which is designed to serve as a free resource for Russian-language instructors teaching verbs of motion with and without prefixes www.russianverbsofmotion.weebly.com as well as a website for community outreach that outlines Russia-related activities, groups, events, and organizations in Kansas and the Kansas City, MO area as part of the Digital Rus-
Olga Savchenko was born in St. Petersburg, Russia. She earned her B.A. and M.A. in Foreign Language Education from Herzen State University of Russia. In 2017 she received her M.A. in Russian and Slavonic Studies from the University of Missouri. Her research interests include second language acquisition, teaching Russian culture to Russian language learners, and cultural interactions between Russia and the West in the 20th century. During her first year, she will be teaching Intermediate Russian.

In February 2017, Ekaterina Chelpanova participated in the annual AATSEEL conference held in San Francisco, CA. Her paper was entitled “Finding Existential Wholeness Outside of Ideology: Boris Vasil’ev’s Tomorrow Was the War.” Over the summer, she continued to work on her dissertation project and has completed an article on the representation of the body and the embodied memory in the novel Tomorrow Was the War by Boris Vasil’ev and its film adaptation by Yuri Kara. She is currently putting the final touches on this article and preparing it for submission to Новое Литературное Обозрение. Ekaterina has also written two articles on contemporary Russian female prose: the first article examines the function of folk imagery in Maya Kucherskaya’s works and the second explores the theme of body-control and body-politics in the prose of horror writer Anna Starobinets. The article on Starobinets has been accepted for publication by Calvert journal. In November, Ekaterina will present a paper on the Gothic imagery in Leo Tolstoy’s War and Peace at the ASEEES annual convention in Chicago.

In 2017 she received three travel grants: from the Office of Graduate Studies, from the Conrad Memorial Fund, and the Norman Saul Travel Award from CREES. She has also developed a course proposal on the Gothic tradition in Russian literature, with which she will take part in the department course contest.

NEW STUDENTS

Nicholas Shea won a FLAS for the 2017-2018 academic year to study Uyghur. Last summer, he participated in an intensive Uzbek course at Arizona State University, supported by a Title VIII grant.

Megan will give a presentation on the topic of her second dissertation chapter “War and Peace: Tolstoy’s Gallery in Prose” at the department colloquia this semester. In September, she gave a brownbag talk at CREES titled “Color Line and Narrative: Visual Art Techniques in L. N. Tolstoy’s Fiction.”

Olga Savchenko was born in St. Petersburg, Russia. She earned her B.A. and M.A. in Foreign Language Education from Herzen State University of Russia. In 2017 she received her M.A. in Russian and Slavonic Studies from the University of Missouri. Her research interests include second language acquisition, teaching Russian culture to Russian language learners, and cultural interactions between Russia and the West in the 20th century. During her first year, she will be teaching Intermediate Russian.
McKinsey Manes spent her senior year in the Slavic department working on two challenging, but fascinating projects. In Fall 2016, she was given the opportunity to work on the Hoover Institution Radio Description project, which involved describing around 100 archived recordings from Radio Free Europe’s South Slavic Broadcast from 1995-96. For her major capstone project in Spring 2017, she translated three short stories by Hajim S. Davičo, a Sephardic Jewish writer from Belgrade who wrote towards the end of the nineteenth century. She received an Undergraduate Research Award (UGRA) for this project. Both projects gave her a chance to apply her language skills to creating real cultural products that she hopes will be interesting and useful to other students in the future.

Chul Hyun Hwang earned his B.A. and M.A. in Russian Language & Literature from Seoul National University in Seoul, Republic of Korea. His research interests include cognitive linguistics approaches to Russian, sociolinguistics, heritage speakers, and language contact & language change.

AN INTERVIEW WITH 2008 ALUMNA ANASTASIA KOLOBRODOVA

by Svetlana Vassileva-Karagyozova

Tell us a bit about yourself.

I currently live in Washington, DC, in a neighborhood populated with cute coffee shops and even cuter dogs. I work at Radio Free Europe/Radio Liberty (RFE/RL), an international media organization that broadcasts to countries where the media isn’t free or fully developed via TV, radio, and digital platforms. In my work I focus on corporate strategies and communications for RFE/RL, as well as digital security and internet freedom issues. Following my graduation from KU in 2008, I taught English for a year in France and then later attended Syracuse University’s public diplomacy graduate program, earning an MA in International Relations and MS in Public Relations. I continue to travel frequently, sometimes for work, sometimes for pleasure, and always enjoy meeting new people.

What are the highlights of your professional trajectory so far?

I’m very proud to work for RFE/RL. One of my biggest accomplishments here so far was developing and implementing a digital security awareness training program for our journalists and staff in order to help them stay safer in the course of their work.
Has your BA in Slavic languages and literatures been helpful in your career? Give us some examples.

I continue to benefit in unexpected ways from my undergrad classes at KU. I still appreciate a 2005 class that I took called Understanding Central Asia, because it gave me the necessary context to understand not only the countries in that region, but also a deeper understanding of the history of the interplay between Russia and its geographic neighbors.

Have you had any opportunities to use your excellent Russian in your work? Tell us about them.

RFE/RL produces a lot of Russian language reporting. Having Russian language skills allows me to understand our reporting, and be able to promote and evaluate it. I am also able to communicate with colleagues in an additional language, which at times proves extremely useful.

What advice would you give to our current students who sometimes feel doubtful about their Slavic major or worry about their future employment?

Don’t worry! A Slavic major is a great idea! Russian is an extremely strategic geopolitical language to learn for possible employment in international affairs; Russian literature is among the greatest of the greats and can fill your life with wonder, and learning about a new culture can help you empathize and connect with people outside of your own community.

Finally, how do you spend your free time? Do you have any hobbies?

I generally enjoy being active – ranging from riding bikes around town, taking walks with friends, learning new parkour skills, and training to be a yoga teacher. On my lazier days I love to sit around with a good mystery or sci-fi novel, binge some Taylor Swift music videos, and invent new cocktails with my housemates.
SLAVISTS GOT TALENT

Renee Perelmutter
This poem references Avrom Sutskever’s famous Yiddish-language poem Di Fidlroyz (“the Fiddle-Rose”). “Lekoved a strune” originally appeared in Through the Gate; and was reprinted from Marginalia to Stone Bird, 2016.

Lekoved s Strune (In Honor of the String)

It’s leaving me,
the tree that grew from the letters of my life,
furrowed the notebook of my skin. But now it autumns away into the earth I’ve left in water’s memory. There, I heard, the past was a golden rose, there, I heard, the past is nothingness growing through the muck like a fiddle. I have melted wax into my ears, hid myself from that music, but the rain finds me even when the clouds are waterless, the sky is the color of a worn coat stitched with thunder.

Stephen Dickey

“In Relief, Pt 2” (published in Hububb, and later in Spillway) contains a description of the house of Sam F. Anderson as it was in 1989 when Prof. Dickey lived in it. Sam F. Anderson was a beloved lecturer in the Slavic Department.

In Relief, Part 2

Remnant youth ellipses out far from a strange, inconstant house, almost past the point of no return, almost past the unsure miracle of gravity, but returning with imperceptible acceleration.

The house unchanging as home, redshifted into memory deeper than sunset. Its French door opens easily, as if yesterday, as in an entrance that outstripped departure years before. Dim,

but luminous with an amber stillness of lamplight, everything is there. Each object in its crucial, forgotten place, cobwebbed into a nature morte among so many other intimacies with the past.

A slick, new gravestone. Two harpsichords junked in a corner, untuning slowly, the raised lid on one bears the inscription res severa. An open chest of viols, sheet music trashed

along the floors. Étude, sonata, bagatelle.
SLL IN PICTURES

Marta Greenberg with two of her BCS students: Grace Horvat and Ryan McKinney

Krzysztof Borowski, Ph.D. student

Moll Godwin-Jones (right) with her student Lauren Cassidy (center) and her mother
Prof. Ani Kokobobo, Prof. Marc Greenberg, and Dr. Esra Predolac (l)

SLL graduate McKinsey Manes (center) with her family
SUPPORT YOUR DEPARTMENT

We are grateful for the continuing support of our donors, listed below. Without their support, we could not have supported our students as much as we have by providing conference grants, awards, guest speakers, and purchase of library materials. Still, we lack the big-ticket items that would most directly help our students succeed—undergraduate scholarship and graduate fellowship monies. Many of our students work part time and take out loans to pay for their education and the share of their contribution continues to grow steeply as state and federal support drops. Please consider a donation or a bequest to the Slavic Department to fund a scholarship to support excellent students and to help strengthen the unique educational benefits that the Department offers.

As always, checks may be made out to “KUEA—Slavic Dept.” Write on the memo “For Slavic Dept. programs” for the general fund, send to: Stephen Dickey, Chair; Dept. of Slavic Languages & Literatures; University of Kansas; 1445 Jayhawk Blvd., Rm. 2133; Lawrence, KS 66045-7594. Alternatively, secure credit-card donations may be made by following the link: http://www.kuendowment.org/depts/slav/dept

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We are always delighted to hear from you and learn what you are doing and to feature your stories in The Lawrencian Chronicle. Please keep us informed, stay in touch, and send your news to the Department: slavic@ku.edu or smd@ku.edu Be sure to include your degree and date of degree award.

You can also write to us at:
Dept. of Slavic Languages & Literatures
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Lawrence, KS 66045-7594

EDITOR’S CORNER

The Slavic department began producing this newsletter, simply called Newsletter, in 1975; for the next 14 years, it was edited by professor Stephen Parker, who put out his last issue in Fall 1989. In 1991, then assistant professor Marc L. Greenberg took over the editorship, restarting the newsletter under a new name, Lawrencian Chronicle (the name references the Laurentian Chronicle, one of the two sources for the Russian Primary Chronicle). Professor Greenberg edited the newsletter for ten years, improving and expanding its scope, and eventually producing an e-version to supplement the dead-tree version. When Prof. Greenberg stepped down as an editor in 2011, Prof. Perelmutter, Prof. Kokobobo, and Rebecca Stakun edited LC issues. In 2016 Prof. Vassileva-Karagyozova took over the editorship. This issue she edited with Molly Godwin-Jones’ help.
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