

Czech Language News

Fall 2009

International Association of Teachers of Czech
(IATC-NAATC)
<http://www.czechlanguageassociation.org/iatc/home.html/>

Number Thirty-Two
ISSN 1085-2950

Message from the Co-presidents

In this issue, we offer a glimpse into Czech studies in various places. Our first article features a former student at the University of Wisconsin who is now using Czech in his professional life. We then turn to a recent exhibit at the Comenius Museum in Prague that shows the methodology of Czech language instruction at a Moscow elementary school. The next two articles describe a series of events at the University of Kansas commemorating the "Fall of the Wall" in 1989, and Czech language courses for people of Czech heritage in Baltimore, Maryland. For those who are interested in summer studies, we have included a listing of Czech summer language courses, primarily in the Czech Republic. Please let us know if you are aware of any other programs, so that we can post a more complete listing on the IATC website (www.czechlanguageassociation.org). Our website was completely revised this summer by Dr. David Danaher, and now includes links to previous newsletters, syllabi, and other resources. Many thanks to David for his computer expertise and the many hours he put into expanding our website and making it more user-friendly.

This summer was very tense for the Czech Academy of Sciences, due to severe budget cuts proposed by the Czech government. On behalf of the International Association of Teachers of Czech, we wrote a letter to the Czech Prime Minister in support of the Academy, naming, in particular, the invaluable work of the Institute for the Czech Language and the Institute for Czech Literature. Continuing in this spirit of solidarity, we have included in this newsletter a description of the journals published by the Institute for the Czech Language, in addition to our regular book announcements. For more information about these institutes and about the budget crisis, please see websites <http://www.ucl.cas.cz/> and <http://www.ujc.cas.cz>.

We wish you a good start to the year 2010.

Craig Cravens, University of Texas (svejk@mail.utexas.edu)
Susan Kresin, University of California, Los Angeles (kresin@humnet.ucla.edu)
IATC Co-presidents

<i>Kdo se učí česky?</i>	2
<i>Čeština hrou v Pedagogickém muzeu J.A. Komenského</i>	2
<i>"The Fall of the Wall" at the University of Kansas</i>	3
<i>Czech and Slovak Language School in Baltimore, Maryland</i>	3
<i>Summer Czech language courses</i>	3
News from the profession	4
Conference announcements	6
Book announcements	8
Book review	8

Kdo se učí česky?

This is the first in a series of articles about former students of Czech who are now using Czech in their professions. Please send us your stories!

Name: Colin Michael Kimbrell

University, major and year of graduation:

University of Wisconsin – Madison, International Studies, 2007

**What brought you to the study of Czech?
How long did you study Czech, and where?**

From early travels to Western Europe, I became interested in seeing Central and Eastern Europe. Eventually, after taking a class on Central and Eastern European Literature and Culture, I decided to study abroad in Prague. I began studying Czech the semester before and continued thereafter for a total of two years, completing three semesters at UW-Madison and one at the Charles University in Prague.

What was/is most difficult about learning Czech?

Though the declensions were fairly easy to learn and thenceforth easy to recognize, especially in the written language, properly using them when speaking Czech has been perhaps the most difficult challenge toward fluency. I am lucky to live in the Czech Republic where I am able to speak and hear Czech every day and to have Czech friends with whom I feel comfortable speaking and who I know will correct me when I make a mistake. I believe immersion is an essential part of learning any language, but particularly so for Czech.

How do you use your Czech now?

During my senior year, I applied for and received a job working as a translator and editor in Brno, Czech Republic. I moved here soon after graduation and have been living here for almost two and a half years now. As a translator, my language studies at UW have become essential for my job. My time in the Czech Republic has allowed me to immerse myself in Czech culture and to use my language skills on a daily basis. I am very grateful for the experiences that living and working abroad has provided me. Little did I know when I stepped into that first Czech class that it would open a whole world to me.

Any advice for teachers of Czech about how to encourage students?

One particular thing that my teacher, David Danaher, did that I've always appreciated was incorporate films and literature into the course. Besides being enjoyable in and of themselves, these gave our learning a cultural context and exposed the class to Czech as it is actually spoken.

I would also add that my study abroad experience was very influential in my desire to keep learning Czech and to move to the Czech Republic. Thus, I think teachers should encourage students to pursue a semester or year in the Czech Republic so that they may immerse themselves in the language and culture and establish connections that can be useful for continued use of the language, whether professionally or personally.



Čeština hrou

V září proběhla v Pedagogickém muzeu J. A. Komenského v Praze menší výstava s názvem Čeština hrou – Odkaz Komenského očima ruských dětí 21. století. Anna Děňščíkova, která materiály pro výstavu sesbírala a připravila a která učí češtinu na základní škole č. 554 v Moskvě, vychází ze pedagogického systému Komenského, jehož základem je princip názornosti. Stěny výstavní místnosti tak pokryly nejen reprodukce Komenského ilustrací z Orbis sensualium pictus, ale především obrázky ruských žáků, kteří se v hodinách češtiny tímto způsobem seznamují s novou slovní zásobou a pak ji obdobně procvičují. Živým důkazem toho, že tato metoda slaví mnohé úspěchy, byla žačka 10. třídy Jekatěrina Bočarova, která na komorní vernisáži po úvodním slově ruského komeniologa prof. Georgije Melnikova a Anny Děňščíkové pohovořila česky o tom, proč se učí tento západoslovanský jazyk a jak vnímá tento styl výuky. Pokud byste se o metodě výuky češtiny podle

Komenského Orbis pictus chtěli dozvědět více, doporučujeme přečíst si příspěvek výše zmíněné autorky, který vyšel ve sborníku Sociokulturní kompetence ve výuce cizího jazyka a SERR (Ústav jazykové a odborné přípravy UK, Praha a Pańswowa Wyższa Szkoła Zawodowa, Racibórz : 2008).

The Fall of the Wall at the University of Kansas

Edith W. Clowes, University of Kansas

The Center for Russian, East European and Eurasian Studies (CREES) has just completed an entire semester of events commemorating the end of Soviet-style authoritarian rule in Central Europe. The "Fall of the Wall" Semester featured a wealth of related course offerings, lectures, and screenings of Central European films. The two chief highlights were an international conference, "Central Europe 1989: Lessons and Legacies," and the "Velvet Revolution Party," both events that welcomed scholars, students, and friends in the community. On October 16 conference participants gathered from across the United States, Canada, and Europe to discuss topics such as rethinking history, new political formations, everyday life and popular culture since 1989, as well as redefining identity after the end of Soviet rule. KU CREES welcomed Polish writer Izabela Filipiak, who gave a keynote speech at the conference and a public reading of her fiction and poetry at the Raven Bookstore in downtown Lawrence.

On November 7 over 100 KU students, alumni, and members of the greater Kansas and Missouri community came back to school at the KU campus in Lawrence for a day-long "Velvet Revolution Party." This event was planned in coordination with "Velvet Revolution Week" in Kansas City. The day began with a panel discussion on "Reimagining Central Europe: Transition and Identity" with Professors Svetlana Vassileva-Karagyozeva (Slavic) and Nathan Wood (History). After a luncheon featuring speeches by Slovak Ambassador Peter Burian and Czech Deputy in Charge of Mission Daniel Kořtoval, KU's Department of Theater staged a reading and of Karel Čapek's famous play, *Rossum's Universal Robots*, in which the Czech playwright coined the word "robot." The play was translated and introduced by Slavic PhD student, Eva Hruska, adapted by Professor John Staniunas (Theatre), and read by Professors Henry Bial, Dennis Christilles, Michelle Leon, John Staniunas, as well as students Thomas Browne, Erik LaPointe, Jeff List, Mary McNulty, Maggie Parker, and Alex Salamat.

Czech and Slovak Language School in Baltimore, Maryland

Lois Hybl

The Czech and Slovak Language School was founded in 1989 by the Czech and Slovak Heritage Association of Maryland (formerly the Czech and Slovak Ethnic Association) to preserve the Czech and Slovak heritage.

Fall and spring semester language classes include introductory and intermediate Czech, introductory and intermediate Slovak, and Czech conversation. Classes meet for ten or eleven Saturdays on the campus of the Maryland School for the Blind, 3501 Taylor Avenue, Parkville, Maryland. We add a little social aspect with a refreshment break on the first day and a potluck lunch on the final day. For more information, contact Lois Hybl at 410-243-1710, Dolores Gentes at 410-435-1317, lhybl@verizon.net, or see our organization's website at www.czslha.org.

If anyone from the Baltimore-Washington area inquires about informal language classes, we would appreciate your referring them to us. Also, we try to inform our students about more intensive language classes in the United States and in the Czech and Slovak Republics, so please keep us informed.

Summer Czech language courses

1. Summer courses in Prague

Akcent International House Prague

<http://www.akcent.cz/cz/p/1/uvod.html>

Caledonian School

<http://www.caledonianschool.com/html/>

Charles University, Ústav jazykové a odborné přípravy (includes heritage courses)

In Prague and elsewhere in the Czech Republic

<http://www.ujop.cuni.cz/>

Charles University, 54th Summer School of Slavonic Studies

<http://lsss.ff.cuni.cz/>

Council on International Education Exchange (CIEE)

<http://www.ciee.org/>

Czech-American Summer Music Institute

<http://www.czechamericanmusic.com/>

Dartmore Institute for Central European Studies

<http://www.dartmore.cz>

Harvard University Summer Program in the Czech Republic
<http://www.summer.harvard.edu/2010/programs/abroad/czech/>

Jerome of Prague College (Collegium Hieronymi Pragensis)
<http://www.chp.cz/about.htm>

Summer Prague University
<http://www.sfservis.com/index.php?page=127>

University of New Orleans, Prague Summer Seminars
<http://www.inst.uno.edu/czech/>

University of Pennsylvania Summer Program in Prague
<http://www.sas.upenn.edu/lps/summer/abroad/prague/>

Semester and academic year only: New York University in Prague
<http://www.nyu.edu/global/prague/>

Semester only: SIT Study Abroad
 "Post-Communist Transition and the Arts"
http://www.sit.edu/studyabroad/ssa_czr.htm

2. Summer courses outside of Prague

Brno: Department of Czech for Foreigners, Masaryk University, Summer School of Slavonic Studies
<http://www.phil.muni.cz/kabcest/cs/letni-skola-slovanskych-studii.php>

České Budějovice: South Bohemia University Summer School of Slavonic Studies
<http://www.ff.jcu.cz/structure/departments/ub/cpc.php#ch3>

Olomouc, Palacký University Summer School of Slavonic Studies
<http://lsss.upol.cz/>

Ostrava (University of Ostrava) Summer School of Czech Language
<http://ff.osu.eu/kcj/>

Plzen, University of West Bohemia International Summer Language School
<http://www.isls.cz/en>

For other language schools in the Czech Republic, see
<http://www.caramba.cz/page.php?PgID=249>

3. Summer programs in the United States

Indiana University Summer Workshop in Slavic and East European Languages
<http://www.indiana.edu/~iuslavic/swseeel/>

University of Washington, Seattle
<http://www.summer.washington.edu/summer/findaclass/language.asp>

Please contact Susan Kresin (kresin@humnet.ucla.edu) if you have information about other summer courses, especially in other countries, so that we can post a more complete listing on the IATC website.

News From the Profession

At the AATSEEL conference in December 2008, former IATC president **Neil Bermel** was honored with the AATSEEL book prize **Best Contribution to Slavic Linguistics** for his monograph *Linguistic Authority, Language Ideology, and Metaphor: The Czech Orthography Wars*. The following description of his book is taken from the AATSEEL website.

Within the anthropological and psychological frameworks that have largely shaped the field of linguistics over the past century, spoken language has often been regarded as the primary object of study, and written language as secondary insofar as it is an imperfect representation of speech. Neil Bermel's *Linguistic Authority, Language Ideology, and Metaphor: The Czech Orthographic Wars* recognizes the system of norms governing written language as an independently valuable object of study, and his book stands out as a contribution both to the historiography of Czech and, more broadly, to the study of attitudes toward orthography as a branch of socio-linguistics. Dr. Bermel's research rests on a close reading of primary sources, which he evaluates from the perspective of orthographic reformers, orthographic reforms, and the Czech linguistic and cultural community that must ultimately respond to those reforms, whether through adoption, rejection, or adaptation. While everyone thinks of himself or herself as an expert on spelling, Dr. Bermel demonstrates how proposals for spelling reform and public responses to such proposals may reveal deeply held beliefs about language, and how the fortunes of orthographic proposals and the nature of responses to those proposals may reflect developments elsewhere in society.

Charles University in Prague is pleased to announce that it has become a full member in the Association of Language Testers in Europe (**ALTE**, <http://www.alte.org>), where it is represented by The Institute for Language and Preparatory Studies (<http://ujop.cuni.cz>) and its Czech Language Certificate Exam.

The Tenth Annual Czech Studies Workshop was hosted by the Harriman Institute at Columbia University on May 1-2, 2009. Previously, the workshop had taken place for seven years at the University of Michigan, where its creator, Jindřich Toman, hosted it, and a year each at the University of Illinois at Urbana-Champaign (where David Cooper ran the show) and Northwestern University (which Ben Frommer directed). This year's event, overseen by Bradley Abrams and Christopher Harwood, was the first meeting under the Harriman Institute's generous offer to host in odd-numbered years. The workshop attracted over two dozen participants from five countries, and featured several fine papers and dissertation chapters from advanced graduate students and junior faculty. We were also delighted to hear a keynote lecture by Peter Demetz, Sterling Professor Emeritus of Germanic Languages and Literatures at Yale University, entitled "Dangerous Attractions: Veit Harlan's 1942 Film *The Golden City*".

The next workshop will take place April 9–10 on the campus of the University of North Carolina. The workshop's steering committee invites members of IATC to apply. For further information, please see <http://www.unc.edu/depts/slavic/conference/CzechWorkshop2010.html>.

Korpus – Gramatika – Axiologie is a new journal published by the *Ústav pro jazyk český* that reflects a new orientation emerging within the linguistic community: an interest in empirical research that can be supported by relatively objective quantitative evidence, based on electronic corpora, which provide large amounts of authentic material in a wide variety of genres. The journal focuses exclusively on two areas of research: 1) corpus-based study of Czech and other languages, and 2) critical analysis of linguistic forms and texts. The journal's primary concern is the study of grammatical structure in the broadest sense (inflectional morphology, word-formation, grammatical meaning, syntax, word order, issues in text cohesion and coherence) and the results of grammatical analyses based on large electronic corpora. The first issue of the journal will appear in April 2010. For more information, please contact the editor in chief, František Štícha (*Ústav pro jazyk český*, Praha, sticha@ujc.cas.cz).

Other publications of the *Ústav pro jazyk český* (Institute for Czech Language)

Naše řeč is devoted to Czech as a first language. It offers essays primarily on contemporary Czech, but also considers its development, dealing with questions of Czech grammar, vocabulary, orthography and stylistics in a general sense as well as in the language of individual literary works. It devotes attention to the standard/literary variety of Czech in relation to other language forms. At its forefront are questions of Czech language cultivation and language cultivation in general, and a consideration of the developmental dynamics of Czech, problems of usage, norms, and codification.

Slovo a slovesnost, founded in 1935 by the Prague Linguistic Circle, is a journal devoted to the theory of language and language cultivation. It presents work on semiotics, semantics, grammar, pragmatics, sociolinguistics, psycholinguistics, discourse linguistics, and the theory of translation, as well as general linguistics. An electronic version of the journal is available at the following sites: <http://www.cceol.com/> (Central and Eastern European Online Library) and <http://dlib.lib.cas.cz/> (Digitální knihovna Akademie věd České republiky).

Linguistica Pragensia (Philologica Pragensia) is a Prague-based academic journal which aims to serve the interest in the Prague School in linguistics and to develop the methodology of functional structuralism. Contributions are not confined to Czech linguists but come from a wide range of linguists of international renown. Articles, book reviews and discussions are written in English, French, German, Italian or Spanish; abstracts of articles appear in English.

Journal for Modern Philology is a linguistics journal published in Czech (or Slovak). It was launched in 1911 and from 1926 to 1935 it was the main publication outlet for the Prague Linguistic Circle. It is concerned with contrastive linguistics, i.e. the study of West-European languages in contrast with Czech (or Slovak). The focus is primarily on major European languages (English, German, French, Spanish, Italian and Portuguese) and to a minor extent on other languages. Contributions include original articles covering all aspects of contrastive linguistic description as well as interdisciplinary approaches.

Acta onomastica (formerly **Onomastický zpravodaj**) is the only Czech onomastic journal published in the Czech Republic. It was founded in 1960 by V. Šmilauer and Jan Svoboda. One volume of ca. 300 pages is published yearly. The journal has a wide network of Czech and foreign contributors,

both linguists and non-linguists. The original articles, reviews and reports published in *Acta onomastica* are related to all fields of research of proper names.

Adapted from information on the website http://www.ujc.cas.cz/oddeleni/index.php?page=cas_opisy.

**CZECHOSLOVAK SOCIETY OF ARTS AND
SCIENCES (SVU)
Dr. JOSEPH HASEK STUDENT AWARD
FOR THE YEAR 2010**

The Czechoslovak Society of Arts and Sciences (SVU) is announcing a competition for the 2010 Dr. Joseph Hasek student awards. The names of the winners will be announced in the Society's newsletters.

The main purpose of the Society's awards is to generate and encourage scholarly interest in Czech and Slovak affairs among university students living outside the Czech and Slovak republics. There will be one prize for the best undergraduate and one for the best graduate study dealing with some aspect of Czech and/or Slovak history, politics, or culture. The winners will receive the \$250 Dr. Joseph Hasek award, a year's membership in the Society, which includes a year's subscription to the Society's newsletter, and a Certificate of Merit.

The following rules apply:

- 1) The paper must be submitted **by the professor** in whose class it was presented and should be accompanied by his recommendation.
- 2) The study must have been written for an undergraduate or graduate course during the academic year 2009-2010. Chapters of theses or dissertations are not admissible.
- 3) The deadline for submission is **MAY 15, 2010**.
- 4) The study essay should be submitted in five copies to professor Vera Borkovec, 12013 Kemp Mill Road, Silver Spring, MD 20902. It must be typewritten, double-spaced and submitted in Czech, Slovak, or any of the major Western languages (English, French or German).
- 5) The Student Awards Committee, which will judge the quality of the submitted essays, consists of: Prof. Ivo Feierabend (San Diego State University), Prof. Milan Hauner (University of Wisconsin), Dr. Vlado Simko (SVU Executive Board), Dr. Zdenek David (SVU Executive Board), and Chair, Prof. Vera Borkovec (American University).
- 6) Submitted papers are not returned.

Winners of the 2009 SVU Hašek Awards

The undergraduate award went to Miss Jerrie Ceplina (U. of Wisconsin) for her study "Vaclav Havel's Presidential Speeches as Hybrid: Reconciling Havel the Dissident and Havel the Politician." The graduate student award went to Ryan P. Kilgore (Indiana University) for his study "Avtorskaja Pesnia' Through the Lens of Mukařovský's Structural Aesthetics."

CONFERENCE ANNOUNCEMENTS

2009 AATSEEL Conference

American Association of Teachers of Slavic and
East European Languages
Philadelphia, Pennsylvania
December 27–30, 2009

The Annual Conference of AATSEEL, the American Association of Teachers of Slavic and East European Languages, is a forum for scholarly exchange of ideas in all areas of Slavic and East/Central European languages, literatures, linguistics, cultures, second language studies and pedagogy. For more information, see www.aatseel.org

Asociace učitelů češtiny jako cizího jazyka

Meetings in 2010: February 27, May 22, October 15, December 4. For the location and further information, please see the AUČCJ website, www.auccj.cz/.

Čeština je cizí jazyk 2010: Úroveň A1 podle SERR

Katedra českého jazyka a literatury, Fakulta
pedagogická, Západočeská univerzita
April 4, 2010

http://www.auccj.cz/Cestina_je_cizi_jazyk

**Czech and Slovak Americans: International
Perspectives from the Great Plains**

April 7–10, 2010

University of Nebraska-Lincoln.

The conference will examine Czech and Slovak immigrants and their descendants in the North American Great Plains region; their relationships with other Czech- and Slovak-Americans, and with Czechs and Slovaks in Europe and other parts of the world. Conference website: www.unl.edu/plains.

The Eleventh Annual Czech Studies Workshop

April 9–10, 2010

University of North Carolina

http://www.unc.edu/depts/slavic/conference/CzechWorkshop_2010.html

IV. kongres světové literárněvědné bohemistiky

28. června – 2. července 2010

Ústav české literatury a literární vědy Filozofické fakulty Univerzity Karlovy a Památník národního písemnictví v Praze.

Kongres bude tentokrát zaměřen metodologicky a hodlá se věnovat různě pojímaným projevům *jinakosti* v české literatuře. Pod názvem **Jiná česká literatura (?)** bychom jej rádi soustředili k problematice české literatury rozhraní a okraje, české literatury v perspektivách genderu, otázkám archivu české literatury, kulturním a mezioborovým přístupům v české literatuře a vzhledem k máchovskému výročí též k tzv. druhému životu díla K. H. Máchy.

Blok č. 1 Česká literatura rozhraní a okraje se bude zabývat osobnostmi a formami výskytu různě pojímané „literární cizosti“ v české literatuře: hranicím tohoto chápání, problematice porozumění, obrazům sebe a jiného; pozapomenutým, marginálním, nezačleněným či obtížně zařaditelným autorům a outsiderům, včetně procesů jejich začleňování do kánonu; Čechům za hranicemi, areálovému/teritoriálnímu vymezení literatury, německo-českým vztahům, česko-polským vztahům, vztahům české a židovské literatury, vztahům české a romské literatury, souvislostem české literatury a překládání, alternativním kulturním a geografickým prostorům české literatury.

Blok č. 2 Česká literatura v perspektivách genderu se pokusí tematizovat možnosti, přístupy, dilemata, způsoby provozu a dluhy zkoumání české literatury v kontextu genderového myšlení. Možná témata: Literatura bez přívlastků, nebo situované psaní? Faktory textu a tradice – gender, nebo pohlaví? Formování genderovaných identit – literatura jako model a prostor sebeuchopení. Gynokritika a archeologie literární tradice. Gender, literatura a diskursivní fungování veřejného prostoru. Problematika intersekcionality (etnicita, národnost, jazyk, areálové přístupy, zemské Češky atp.). Écriture féminine a ženské psaní? Jiné psaní a rukopisy. Modality, ne/možnosti a ne/spolehlivosti autobiografie. Ženské autorky, ženské čtenářky – literární komunikace (kulturní provoz, periodika, sdružení, aktivity). Populární četba pro ženské publikum? Gender a GLBTI, queer, camp atp.

Specifičnosti lokálního kontextu, jiná tradice, jiná dynamika, jiné dominanty literární historie (kulturní geografie i diachronie).

Blok č. 3 Česká literatura a archivy kultury by měl soustředit materiálově založené příspěvky, jejichž společným jmenovatelem bude komplikace představy literárního textu či národní literární řady jako imanentních, autonomních entit, vzhledem k možnosti situovat rozumění literárnímu faktu napříč rozličnými archivy kultury, ovšem v nezbytné souhře s reflexí nesamozřejmého založení kontextů a jejich kompozic. Nabízí se široké pole témat a přístupů dotýkajících se vazeb mezi (literárními) texty a jinými společenskými jevy (např. sémiotická zkoumání, nový historismus, idea kulturní paměti, psychoanalytické myšlení, přehodnocení žánru biografie, nová filologie atd.).

Blok č. 4 Česká literatura v interdisciplinárních, intermediálních a intersémiotických vztazích se soustředí na českou literaturu ve vztazích k jiným uměleckým druhům (filmu, divadlu, výtvarnému umění, hudbě atd.) a k fenoménům, které překračují hranice médií – uvnitř jednotlivých děl a znakových systémů i mezi nimi. Nabízí se tak například sledovat adaptace všeho druhu, imitace a tematizace jiného média, paralelní jevy v různých uměních, a to jak v synchronní, tak diachronní perspektivě, a zároveň posuny a proměny významu nebo estetického účinku související s tímto překračováním hranic mezi uměleckými druhy.

Blok č. 5 Poezie, recepce, intertextovost: druhý život díla K. H. Máchy bude svou pozornost koncentrovat k problematice literárně tvůrčí a literárněhistorická recepce Máchova díla. Sledovány by měly být máchovské intertextové rezonance v poetice, imaginaci, tropice, motivice, prozodii, ztvárnění časoprostoru atd. v české poezii od dob obrozenských až po současnost. Nabízí se rovněž otázky zaměřené ke vztahu Máchova díla a kánonu české poezie, resp. k roli, kterou Máchovo dílo v procesu geneze či konstrukce kánonu sehrálo. Stranou pozornosti by neměly zůstat podoby zobrazení K. H. Máchy a jeho díla v různých literárněhistorických modelech dějin české literatury. Ke kritické analýze též vyzývá máchovský mýtus, resp. kult a jeho kulturní kontexty jakož i vliv Máchova díla na obraz české literatury v zahraničí.

Tímto bychom Vás chtěli co nejsrdečněji vyzvat, abyste se na kongres přihlásili, a současně Vás požádat, abyste témata svých příspěvků volili v návaznosti na vymezení bloků. Umožníte nám tak přehledně rozčlenit jednání kongresu a docílit co nejsoustředěnější diskuse k jednotlivým tématům. Hlavním jednacím jazykem bude čeština

(slovenština), výjimečně je možné akceptovat referát i v angličtině.

Prosíme Vás, abyste svůj zájem vyjádřili **do 30. listopadu 2009**, a to buď prostřednictvím přiložené předběžné přihlášky, nebo elektronicky na adrese www.ucl.cas.cz/kongres. Na těchto internetových stránkách budou také průběžně zveřejňovány aktualizované informace o kongresovém programu i všechny další organizační pokyny.

BOOK ANNOUNCEMENTS

Please contact Craig Cravens or Susan Kresin if you would like to submit a review or announcement for this section of Czech Language News (svejk@mail.utexas.edu, kresin@humnet.ucla.edu), or if you're interested in serving as a Book review editor.

Bermel, Neil. *Linguistic Authority, Language Ideology, and Metaphor: The Czech Orthography Wars*. Mouton de Gruyter, 2007.

Čekalová, M. *Linguafilm Czech Vol. 1*. Praha: Linguafilm, 2008.

Dickens, Tom. *Attitudes to Lexical Borrowing in the Czech Republic*. Liberec: Bor, 2009.

Chromý, Jan and Eva Lehečková (eds.). *Rozhovory s českými lingvisty*. Praha: Dauphin 2007.

Janoušek, Pavel, ed. *Dějiny české literatury 1945-1989* (4 volumes). Praha: Academia, 2007-2009.

Jan Králík, *Každý den s češtinou – Zajímavosti a zvláštnosti*. Lidové noviny, 2009.

Kučera, Petr. *Problémy slovanské recepce díla R. M. Rilka*. Plzeň: Západočeská univerzita, 2009.

Macura, Vladimír. *Šťastný věk a jiné studie o socialistické kultuře* (eds. Karel Kouba, Vít Schmarc and Petr Šámal). Praha: Academia, 2008.

Röhrich, Alex. *Ideologie, jazyky, texty. Analýza a interpretace textů Rudého práva z roku 1953 a Práva z roku 1997*. Liberec: Bor, 2008.

Svatoň, Vladimír. *Román v souvislostech času: Úvahy o srovnávací literární vědě*. Praha: Malvern, 2009.

Šámal, Petr. *Soustružníci lidských duší: Lidové knihovny a jejich cenzura na počátku padesátých let 20. století*. Praha: Academia, 2009.

Up the Devil's Back: A Bilingual Anthology of 20th-Century Czech Poetry. Bloomington: Slavica Publishers, 2008. Translated and Edited by Bronislava Volková and Clarice Cloutier.

BOOK REVIEW

Peter Sís. *Zed': Jak jsem vyrůstal za železnou oponou*; Labyrint, 2007. *The Wall: Growing Up Behind the Iron Curtain*; Farrar, Straus and Giroux, 2007 (expanded English edition: Labyrint, 2008, also published in Danish, French, German, Italian, Korean, Slovak, Spanish).

Peter Sís' most recent book, *Zed'*, is an image-based depiction of life in Communist Czechoslovakia. Using briefly annotated drawings, excerpts from his childhood diaries, family photographs, and other vivid materials, Sís brings to life a period of Czech history that is at once fascinating to students and seemingly remote from their own lives. In doing so, he provides Czech language instructors with an invaluable resource, a cross-cultural bridge that engages students both in learning about Czech history and in exploring its relevance to their own lives.

From Orbis Pictus to Growing Up Behind the Iron Curtain

I was first drawn to the book as a potential resource for my second year Czech course because of its success at transmitting complex ideas through relatively simple language. Building on the ideas of Jan Ámos Komenský, Sís' general method as a storyteller is to let pictures tell his stories with as few words as possible. Of his earlier books, he writes that, as a Czech emigrant, "I could not possibly tell stories in a language which was not quite my own, with no references to my own childhood. So I told my stories mainly in pictures" ("Orbis Pictus", IBBY conference, Sept. 2008, <http://artbookschildren.blogspot.com/2008/09/from-orbis-pictus-drawn-into-world.html>). Our students face a similar problem: they are drawn to Czech by an interest not only in the language, but also in the culture and history, and as university students they want to explore complex ideas. As language learners, however, they are still learning basic skills and have difficulty reading complex texts in Czech. Sís' book enables us to scaffold their reading, introducing complex ideas via imagery.

A typical page in *Zed'* includes either a single full-page drawing or four to six smaller drawings, each annotated with one or two lines of text. Each page represents one aspect of life under Communism. For example, Sís' early school days are depicted by

drawings of obligatory Russian language classes, Young Pioneers, political indoctrination through music, scrap metal collection, and May Day parades. Taken as a whole, they depict the author's early childhood as a happy time, yet one dominated by the red flags of the Communist regime.

Each page, and in many cases even each individual picture, could serve as the basis for a full unit of study, with so many possibilities that the topics can be chosen in part on the basis of individual students' interests. My second year students were especially interested in music, and the ideas presented in Sís' drawings of political indoctrination of children through music and his experiences as a DJ provided a framework for the course as a whole. We studied the language and style of politically charged songs sung by children at school (many are available with audio files at the website www.ksc-cssp.komunisti.sk/ceskoslovenske_pisne.htm), and, using simple language, compared them to non-Communist songs that were popular among young people at the time, both in Czechoslovakia and in the United States (*O čem zpívali? O čem chtěli/museli/nesměli zpívat? O čem byste zpívali, kdybyste byli děti v 50. letech/rockeri v 60. letech?*). Developing on drawings depicting censorship and journal entries about the Plastic People and Charter 77, along with the lyrics of the Plastic People songs *Nikdo, Mír, Leze, and Sto bodů* (available at <http://www.kandl.cz/plasticpeople/default.aspx>), we discussed the Pandora's box of ideas presented by Sís' question, "Proč za hudbu do vězení?"

Sís' images can also serve as a catalyst for individualized student projects and reports, on topics both concrete and abstract, and requiring varying levels of student output. Depending on their specific interests, time constraints, and goals in taking the course, students can present brief factual reports on specific events (for example, the Cuban Missile Crisis, the erection of the Berlin Wall, or the invasion of Hungary in 1956), or explore more conceptual topics such as censorship, emigration, conflicts between church and state, or conflicts with the Western world (shown in several drawings, including one of the *americký brouk/Mandelinka* battle, which is depicted in greater propagandistic detail in Ondřej Sekora's children's story, available at <http://cl.ff.cuni.cz/sorela/galerie/bramborouk.htm>). Films can easily be integrated into the course, including, among many others, *I Served the King of England, The Joke, Larks on a String, Kolja, Pelišky (Cozy Dens)*, and *Dark Blue World*. Teaching materials for *Dark Blue World*, developed by David Danaher, are available at the IATC syllabi website (<http://cokdybysme.net/syllabimaterials.html>); other materials at this site include Danaher's extensive

glosses and cultural annotations to Havel's *Audience*, which could be used in a follow-up course).

Kolik řečí znáš, tolikrát jsi člověkem

A second feature of *Zed'* that lends it especially well to language teaching is its publication in multiple languages, with parallel, but not identical texts. In my class we used the two English versions; it has also been published in Danish, French, German, Italian, Korean, Slovak, and Spanish. The English and Czech versions are a rare case of completely idiomatic language in both Czech and the students' native language, in an "authentic" text, written for native speakers of each language and not expressly for foreign language study. This facilitates a direct comparison of both individual structures and systemic differences in a natural setting. Throughout the book one can find vivid examples of the Czech principle of *aktuální členění* in determining word order (*Všude jsou ruské tanky/Russian tanks were everywhere*), the impersonalizing middle voice with *se* (*Tajně se nahrávají písničky z rádia/We secretly tape songs*), and differences in the interrelations of tense, aspect and voice (*Sověti staví zed'... Zed' rozdělí město na dvě poloviny/The Berlin Wall is erected by the Soviets... It cuts the city in half*).

In addition to illustrating structural differences, the parallel text in the students' native language provides language scaffolding for the relatively difficult sections. The sections with Sís' childhood diaries, for example, have a high concentration of difficult language with only indirect visual reinforcement, and students can be given these sections in their native language so that they don't get weighed down by the language. Students can compare key words and phrases in the two languages, or they can look for differences in the content and presentation of the material. These differences are at times quite striking, given the historical and cultural differences between the Czech and English readership, and, of course, differences in their background knowledge. At times, Sís' goals in writing the book may also have influenced the phrasing that he chose for the different versions. For example, in the caption to a drawing of political parades, *politické nadšení* is translated as *loyalty*, a provocative word in the Bush and immediate post-Bush era, and one most likely not chosen by chance. These differences can serve as the basis of engaging cross-cultural discussions, particularly if native speakers are invited to the class to present their perspectives.

Gramatika v kontextu

A third appeal of the book for language courses is the opportunities that it provides to directly link the

study of grammar to meaningful content, presenting complex features of Czech grammar in meaningful and interesting contexts. A major theme of the book is the conflicts caused by restrictions on freedom. As a child, Sís writes, *Doma si kreslil to, co chtěl. Ve škole kreslil to, co musel*. These two sentences present, in a nutshell, the core of modality in Czech, and a broad framework for teaching modal expressions that are typically presented in intermediate Czech courses: verbs of desire, need and coercion, the conditional, the imperative, *at'* and *aby*. In addition, rules and other restrictions on freedom are faced by children in all cultures, regardless of the political system: they are constantly being directed by adults and forced to follow rules, whether or not they understand or agree with them. The theme of freedom/restrictions on freedom provides a natural bridge for students to talk about and compare what they themselves had to do, wanted to do, and were expected to do in childhood, and to imagine themselves growing up in Communist Czechoslovakia. In these discussions, the use of the conditional and other modal forms is naturally stimulated by the communicative context, and students produce these complex forms in directed but seemingly spontaneous speech (*Musel/a bych zpívat Píseň práce, Nesměl bych mít dlouhé vlasy, Moji rodiče by nesměli mluvit se mnou o politice*, etc.).

In connection with Sís' drawings depicting the Prague Spring, popular songs and poetry from the time can be used to illustrate modal constructions. Many are readily available on Youtube and other Internet sites, often with documentary footage. For example, the use of *at'* is memorably illustrated in Marta Kubišová's song *Modlitba pro Martu* ("Ať mír dál zůstává s touto krajinou..."; for the lyrics, see the site <http://lirama.net/song/157519>, and for background information in English, see the site: http://www.praha.eu/jnp/en/extra/Year_68/pop_musici). Word order and aspectual distinctions in the imperative are vividly illustrated in Havel's poem

"Sladce spi" from the Antikódy series (http://eldar.cz/myfi/txt/havel_-_antikody.html), and by a comparison of Karel Kryl's song "Bratříčku, zavírej vrátka" (available at the site <http://www.musicology.upol.cz/www/iaspm/thelife.html>) with Miroslav Holub's poem "Jdi a otevři dveře" (<http://www.cesky-jazyk.cz/citanka/miroslav-holub/dvere-jdi-a-otevri-dvere.html>; commentary by Jiří Holý and Jan Čulík available at the site: <http://www.arts.gla.ac.uk/Slavonic/Holub.htm>). The metaphors of gates and doors in these poems link in obvious ways with the idea of a seemingly impenetrable "wall" presented by the title of Sís' book. This idea is also explored in a combination of images from the book and videodocumentation that Sís has provided at the site <http://www.youtube.com/watch?v=fVwJCMSBRys>, which gives further visual reinforcement of the complex issues presented in the book.

In sum, while not written specifically for language learners, *Zed'* is an invaluable resource for intermediate and advanced Czech language courses. As an image-driven text, it enables students to explore complex and engaging historical issues at a much earlier stage of their language study than they could without visual scaffolding. With its compact presentation of a multifaceted historical period, it can serve as a catalyst for more "three dimensional" study, using related films, songs, poetry and other authentic materials to bring Czech history to life. At the same time, it can serve as the basis for a variety of individualized projects and reports, motivating the students to continue to learn about Czech history and culture on their own.

Susan C. Kresin
UCLA

MEMBERSHIP

All members: Please mail the form on the following page to:

IATC-NAATC
Department of Slavic and Eurasian Studies
University of Texas at Austin
Calhoun 415
Austin, Texas 78713

or fax it to 1-512-471-3607 attention Craig Cravens.

2010 Membership Dues:	Regular Members:	\$20
	Student Members:	\$8
	Institutional Members:*	\$75

*Institutional membership dues include one free advertisement (half page), a mailing list of IATC-NAATC, and five copies of the Czech Language news.

Payments to IATC-NAATC should be made by means of personal checks or money orders payable to the **University of Texas at Austin**.

Members in the Czech Republic and other countries outside North America: Please contact Craig Cravens at svajk@mail.utexas.edu for your method of payment.

2010 IATC-NAATC Membership Application Form

NAME: _____

Institutional Affiliation: _____

Address: _____

Telephone (optional): home: _____

work: _____

Email address: _____

(required if you are not in North America)