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Dear Colleagues,

In this issue we include an article on the Czech studies program in South Korea, and highlight a number of unusual opportunities for study and travel in the Czech Republic. As these articles show, opportunities for our students these days come in all sizes and shapes, with something for everyone. For a list of other summer and semester programs in the Czech Republic, see the Fall 2009 newsletter on the IATC website (<http://www.czechlanguageassociation.org/iatc/newsletter.html>).

Our annual meeting will be held in January (January 6-9) this year, as our host organization, AATSEEL, has shifted its annual conference from its previous time of *mezi svátky*. For information about the conference, see the site [www.aatseel.org](http://www.aatseel.org). At this meeting we will be electing new officers, including a new president. Please let us know if you have any ideas for nominations, or if you would like to nominate yourself.

This year, the conference will include three panels relating directly to Czech studies: one on Czech literature, and two on teaching methodology. If you have ideas for panels for the following conference, January 5-8, 2012 in Seattle, Washington, please let us know by April 1.

We hope that you will also consider contributing to Czech Language News with articles about your program, book reviews, conference announcements, or anything else that is relevant to Czech studies.

We'll look forward to hearing from you.

Susan Kresin  
Craig Cravens

## CONTENTS

<b>Vývoj a současný stav českých studií v Jižní Koreji</b> , by Inchon Kim .....	1
<b>Česká CESTA: Prague on the Go (Study Abroad)</b> , by Eva Eckert .....	4
<b>Czech Greenways</b> , by Zuzana Halsey .....	6
<b>The Czech Fulbright program</b> , by Hana Řípková .....	7
<b>Announcements</b> .....	8
<b>Book announcements</b> .....	9
<b>Book review: <i>Empirical Functionalism and the Prague School</i></b> .....	11
<b>Call for Papers</b> .....	13
<b>Conference announcements</b> .....	13
<b>Membership form</b>	

## VÝVOJ A SOUČASNÝ STAV ČESKÝCH STUDIÍ V JIŽNÍ KOREJI

*Inchon Kim*

*Korejská univerzita cizích jazyků, Jižní Korea*

Bohemistická studia se v Koreji institucionálně začala rozvíjet v podstatě se založením katedry češtiny na *Hankuk University of Foreign Studies*, tedy na Korejské univerzitě cizích jazyků (zkráceně HUFs), v roce 1988 a dodnes jsou v Jižní Koreji jediná. Prvním krokem k založení katedry se stalo rozhodnutí korejské vlády podporovat studia týkající se zemí komunistického bloku. Ve školním roce 1978-1979 vybralo korejské ministerstvo školství 13 studentů, z nichž se každý měl věnovat studiu jednoho z východoevropských jazyků: tedy češtiny, polštiny, maďarštiny, rumunštiny a srbochorvatštiny. Mezi nimi se dva studenti věnovali češtině, resp. české literatuře a studovali v Americe. Po skončení studia pak působili jako první generace absolventů českých studií v Jižní Koreji.

Hned v prvních letech po svém otevření, 1988 a 1989, přijala katedra češtiny ke studiu 30 studentů, od roku 1990 do roku 2005 přijímala po 40 studentech, dnes jich přijímá ročně 34. V současné době studuje na této katedře přibližně 125 studentů. Po roce 2003 vystoupily do popředí investice velkých korejských firem na Slovensku. Vedle *Samsungu* a *Kia Motors* tam přibýlo několik desítek firem střední velikosti a vznikla velká poptávka po občanech Koreje mluvících slovensky. Abychom respektovali tento trend na naší katedře, změnili jsme její název na *Katedru českých a slovenských studií* a rozšířili jsme studijní program o další, volitelné slovenské předměty jakožto součást kurikula třetího a čtvrtého ročníku.

Historicky prvními badateli a učiteli češtiny a české literatury v Koreji se stali profesori *Dže-Il Kwon* a *Kyu-džin Kim*, kteří vzhledem k tomu, že Československo bylo tehdy komunistickou zemí, vystudovali bohemistiku ve Spojených státech. Později se k nim připojil první absolvent této katedry *Inčchon Kim*, jenž studoval na Univerzitě Karlově. Vysoké ocenění si zasluhuje spolupráce a role, kterou již od počátku jako zahraniční pedagogové sehráli Antonín Bytel, který během svého více než desetiletého působení jako vysokoškolský pedagog vytvořil mnoho výukových materiálů, a Vladimír Pucek, jenž dlouhá léta působí na oddělení koreanistiky Ústavu Dálného Východu na filozofické fakultě Univerzity Karlovy v Praze a který s využitím svých dlouholetých pedagogických zkušeností pomohl navázat mezi oběma katedrami velmi těsné přátelské vztahy. Na katedře v současné době vyučují tři korejští profesori na plný úvazek (dva vyučují literaturu a jeden jazyk) a pět externistů. Pokud jde o zahraniční profesory, je zde jeden český a jeden slovenský lektor vyučující především českou a slovenskou konverzaci. Doposud na

katedře působil celkem 16 zahraničních lektorů. Na katedře probíhá ročně celkem 46 přednášek. Většina z nich se týká jazyka, literatury, historie, politiky, ekonomiky a kultury. Mezi nimi je 5 přednášek věnovaných výhradně slovakistice a 8 smíšených česko-slovenských.

Korejští studenti a profesori se zúčastnili letních jazykových kurzů a seminářů Ústavu jazykové a odborné přípravy Karlovy Univerzity (ÚJOP) poprvé v roce 1990. V dalších letech se studenti i profesori téměř každý rok zúčastňovali českých programů ÚJOPu, Ústavu bohemistických studií UK (ÚBS) a jazykových kurzů Masarykovy univerzity, dnes ale i programů slovenského ÚJOPu. Pokud chtějí naši studenti získat uznání kreditů ze zahraničí, musí studovat na univerzitách, s nimiž má HUFs uzavřenou smlouvu o spolupráci. Maximální počet kreditů, které naše katedra může uznat ze zahraničního studia, je 36 (z celkového počtu 134 za celé studium). Tyto kredity můžou studenti získat na ÚBS v programu „Česká studia“ (15 za semestr) nebo na ÚJOPu (14 za semestr) resp. na Letní škole slovenských studií (6).

HUFs uzavřela smlouvu o spolupráci s Univerzitou Karlovou v roce 1990, s Masarykovou univerzitou v Brně v r. 2002, s Univerzitou Komenského v r. 2004, s Univerzitou Palackého v Olomouci v r. 2009 a se Západočeskou univerzitou v Plzni rovněž v r. 2009. V úzkém vztahu spolupráce jsme zejména s oborem koreanistiky při Ústavu Dálného Východu. Týká se to výměny učitelů, práce na česko-korejském slovníku atd. Naše katedra chce rozšířit reálnou spolupráci s jinými východoasijskými katedrami bohemistiky v Japonsku, Číně, Mongolsku, popř. i ve Vietnamu (pořádání konferencí, výměna metodických zkušeností z výuky, reciproční neformální studentské návštěvy).

Datum 9. října 2008 by se mohlo stát výrazným mezníkem v rozvoji korejské bohemistiky. Toho dne katedra českých a slovenských studií v Koreji uspořádala při příležitosti oslav 20. výročí svého založení mezinárodní vědeckou konferenci pod názvem „Studia českého a slovenského jazyka ve východní Asii“, na níž vystoupili vědci ze čtyř asijských a tří evropských zemí včetně České republiky. Byly předneseny příspěvky na 15 témat, jež byly publikovány ve sborníku. Účastníci ve svých příspěvcích podrobně představili vývoj, současnou situaci a perspektivu bohemistiky a slovakistiky ve své zemi a na své univerzitě. Poté se účastníci konference zapojili do debat na zajímavá témata. Při zahájení přednesli projevy český a slovenský velvyslanec, kteří se konference též zúčastnili. Její průběh zaznamenal jeden z novinářů deníku *Právo*. Tohoto setkání v Koreji si můžeme vysoce cenit jako významného historického okamžiku v rámci východní Asie. Ještě důležitější skutečností je, že na základě této události může v budoucnu dojít k navázání skutečné a efektivní spolupráce mezi

jednotlivými zeměmi, ať už se týká spolupráce mezi vysokoškolskými pedagogy, studentské výměny či sdílení kurikul. Navíc lze očekávat realizaci společných vědeckých aktivit mezi akademickými institucemi a výzkumnými pracovišti jako např. společnou organizaci vědeckých konferencí. Jako výraz ocenění této události a pro dosažení výše uvedených cílů byla v poslední den, kdy skončily všechny akce, podepsána Meziuniverzitní dohoda o vzájemné spolupráci mezi východoasijskými bohemistickými a slovackistickými pracovišti v Korejské republice, Číně, Japonsku a Mongolsku. Její obsah je následující:

*Spolupráce se bude týkat:*

A) výměny studentů

B) výměny zkušeností při přípravách studijních plánů, sylabů a kurikul

*C) pracovních setkání učitelů při jubilejních i jiných příležitostech*

*Při této spolupráci se počítá s pomocí i účastí pracovníků Ústavu bohemistických studií Karlovy univerzity v Praze.*

V závěru tohoto stručného představení korejské bohemistiky bych ještě rád zareagoval na případnou poznámku, že dvacet let vývoje korejské bohemistiky se může zdát příliš krátkou dobou – vzhdyť ve Vídni už má bohemistika tradici více než 230 let starou! – důležité však je, že v Koreji působí v případě češtiny ona stejná „Faszination der Vielfalt“ (fascinace mnohotvárnosti či rozličnosti), jak se o působení českého jazyka vyjádřili už před více lety právě rakouští češtináři.

Oficiální webová stránka naší katedry je k nalezení na [www.czech.or.kr](http://www.czech.or.kr)

Kurikula katedry českých a slovenských studií v Koreji (Březen 2010)

<b>1. ročník (10 předmětů, 18 kreditů)</b>		
První semestr	hodina /kredit	Druhý semestr
Úvod do českých a slovenských studií (1)	2/2	Úvod do českých a slovenských studií (2)
Základní kurz audiovizuální češtiny (1)	1/1	Základní kurz audiovizuální češtiny (2)
Základní kurz české gramatiky a kompozice (1)	3/3	Základní kurz české gramatiky a kompozice (2)
Základní kurz překladatelského cvičení češtiny (1)	2/2	Základní kurz překladatelského cvičení češtiny (2)
Základní kurz české konverzace (1)	2/1	Základní kurz české konverzace (2)
<b>2. ročník (8 předmětů, 14 kreditů)</b>		
Střední kurz české gramatiky a kompozice (1)	3/3	Střední kurz české gramatiky a kompozice (2)
Střední kurz překladatelského cvičení češtiny (1)	2/2	Střední kurz překladatelského cvičení češtiny (2)
Střední kurz české konverzace (1)	2/1	Střední kurz české konverzace (2)
Regionální studium o Česku a Slovensku	1/1	Česká a slovenská kultura
<b>3. ročník (17 předmětů, 34 kreditů)</b>		
Vyšší kurz české konverzace a kompozice (1)	2/2	Vyšší kurz české konverzace a kompozice (2)
Gramatika a četba slovenštiny (1)	2/2	Gramatika a četba slovenštiny (2)
Čeština a česká kultura	2/2	Aktuální slovenština
Flex Čeština	2/2	Flex Čeština
Česká literatura 19. Století	2/2	Česká literatura 20. století
Dějiny české literatury	2/2	Česká moderní poezie
České drama	2/2	Aktuální čeština
České a slovenské dějiny novověku	2/2	České dějiny 20. století
	2/2	Komparativní gramatika česká a slovenská
<b>4. ročník (11 předmětů, 22 kreditů)</b>		
Slovenská konverzace (1)	2/2	Slovenská konverzace (2)
Čeština z obrazovky a filmového plátna	2/2	Vývoj českého jazyka
Čeština ekonomie a obchodu	2/2	Politika a ekonomika České a Slovenské republiky
Seminář české literatury	2/2	Dějiny českých a slovenských intelektuálů
Studie o českých spisovatelích	2/2	Studie o Milanu Kunderovi
Studie o Karlu Čapkovi	2/2	

## ČESKÁ CESTA: PRAGUE ON THE GO Study Abroad Strategies of Language Teaching

Eva Eckert  
Charles University

Students study abroad today with the goal of “internationalizing their curriculum,” “gaining a global edge,” and “developing deep empathy for others” (see various issues of *International Educator*). In their minds, language has little to do with it, and they take it while abroad as a necessary evil. Can we turn the situation around and to our advantage, so that these phrases become missionary goals of teaching language to our study abroad students?

For many students studying abroad is the very first direct encounter with a foreign culture locked in a language they don’t understand, and not just its words, but also behavioral rituals, hand gestures, cultural narratives and humor. They witness language transferring information by operating brain rules entrenched in a culture and society that are, however, inaccessible. In guiding students through their international experience in Prague, we strive to relate one’s general capacity for language to particular daily activities, social behaviors and mental processes, and to bring home the point that any language is the elemental requirement for functioning in a group. Studying a new one opens us up to unexpected options of organizing things, of being logical and solving problems; it renews us and expands our horizons.

Czech in CESTA is not about grammar drills and conversation routines, but about awakening and satiating students’ curiosity about a new language and the path it paves to a new part of the world. Czech is taught with an objective of internalizing a new way of inhabiting a living space, enjoying esthetics of Czech sights and sounds, benefiting socially from speaking Czech, appreciating a different system of logic that underwrites a language, and learning a basic minimum to attain a level of comfort and confidence. The Czech course takes place in class and in the field. In class the students listen, repeat, study grammar patterns and sing, and in the street, tram, or cafe they gather living language data that build bridges into the other classes, thus enabling students to find individual connections among the courses and facilitate memory retention. To support establishment of new links and patterns, we use colors, play, space movement, and drawing.

Česká CESTA starts with a four-day Orientation consisting of eight three-hour teaching blocks assigned to individual professors. At the beginning of the semester they brainstorm for concepts,

phrases and behaviors considered critical to students’ survival in Prague, construct their ideal teaching plans and an Orientation outline that is then filled with tasks, concepts, strategies, and Czech words and phrases by the main language teacher. The students learn Czech from the outset along with and from all their professors (who are trained in how to approach teaching language rudiments, which is not their expertise) rather than a special one. They get to know the town, basics of history (through various symbolic pointers and street signs) as well as each other through the medium of Czech. Students are not just taught about places and people in a classroom, but gather cultural manifestations of language and behaviors when walking, taking pictures of street signs, eating at restaurants, shopping (away from department stores), or traveling by trams and the subway in the company of a Czech professor. The main language teacher coordinates everyone’s activities and designs a careful plan of building basic social and language skills day by day through appropriate interactional strategies that make the students aware of occupying an unpredictably different socio-cultural space where confronted with diverse greeting patterns (such as who gets greeted first, and when), store and theater behaviors, various requests, etc. Fulfilling these activities along with diverse teachers makes them see Czech not as a separate subject and perhaps not as a subject at all for now, but rather a way of interlinking the classes. By design the boundaries separating school and town, teaching and learning, in and out, and the students and Czechs come to lose their significance.

During the semester every professor builds Czech into his or her course by acknowledging overtly the rituals of greeting, apologizing, paying compliments and thanking one another in the Czech way, with an effort to pronounce so that a native, too, could understand. Since the students experience study abroad in the Czech Republic, their classes should be recognizably Czech and conducted with active awareness of the immediate environment. For example, we do not discuss environmental policies in Czech, but greet each other in the Czech manner, perform Czech “small talk”, and open or close the class in Czech to affirm the foreign experience the students came for. When students hear “*prosím*” in all sorts of situations we guide them to pay attention and realize that *prosím* fits into unpredictably diverse contexts where “*please*” would be inappropriate. We do not seek to teach students how to speak Czech and understand daily conversations, but to participate in the Czech space in an authentic fashion, comprehend the true

impact of “*Dobrý den*”, “*Děkuju*” or “*Promiňte*”, and use the phrases with Czech contextual meanings. They learn to say “*pardon*” when knocking someone over with their backpack but to say nothing when accidentally touching someone in the subway. They learn not to ask “*Jak se máte?*” unless they expect to get an answer. Step by step, they begin to see American English as a particular rather than a universal set of rituals, and customs to think and behave. We focus on listening for and emulating pronunciations of basic greetings and language rituals that Czechs follow when acknowledging one another, introducing themselves, making an excuse, apologizing, shopping, ordering food, paying a compliment, seeking basic information through questions and finding their way around. We lead students away from the American habits of pronunciation, intonation, grammatical patterns and customs, and into the Czech ones, and discovering the social and cultural benefits that come with knowing even if only a little bit of Czech. And this is the reason Czech cannot stop in front of the art history or Jewish studies classroom but must enter and surround the students.

As students move through the city, start inhabiting its space and participating actively in it under the guise of their professors, they adopt Czech norms and begin to confront them with native ones. They witness Czech propelling the city to motion, and lending voice to its institutions, streets and stores, and they get drawn in by reading Prague through its toponyms, patronymics, posters and advertisements, as well as tram and store behaviors. They become spies and detectives picking up clues, predicting meanings, learning to depend on intonation and the few words they know, striving to build hypotheses, and interpreting contexts. They are taught to tune in and become interested in what’s going on all around them (rather than tuning out and seeking comfort in the company of the other American students) and thus “speak” Czech whenever sharing in the Czech space. Even if at first they cannot separate one word from another, they can be actively engaged in Czech by observing and predicting meanings. This sort of engagement, too, is learning a foreign language and gaining a new perspective on the maternal one.

Over the course of the semester, the professors coordinate what is covered in all courses week by week, refer to each others’ topics in class, share vocabularies of the week and modify lesson plans according to the students’ progress. In line with cultural immersion, the students record their experiences in a journal in both Czech and English, draw, document visual representations of behaviors from movies, TV or the subway, paste in photos, tickets, fliers, and other materials they collect and comment on in writing. The professors support their students by instilling in them the courage to repeat

and the confidence of making sense. They monitor their journals and integrative projects throughout the semester. As they work on their projects, the students collect data and seek answers to questions such as,

- What do street advertisements tell you about Czech vernacular culture and speakers’ views of themselves? Can you recognize any elements of yourself and your culture in them?
- Into what narratives and established historical patterns do speakers pack the events that affect their lives (such as economic crises or natural disasters)? Through what concepts do they retell them?
- How are the concepts of change in space, time and identity presented in the fiction of Kafka, Kundera, Hašek and other “Czech” writers?
- What are the key concepts of today’s Czech culture, and are they different from the American ones? How do language users conceptualize their experience?
- What myths and rituals provide the patterns and formulas for the mind language of Czech and American speakers?
- In what respects is language different from communication? What is language in addition to being a means of communication? Do Czech speakers communicate differently without language than you do?
- Have you noticed any boundaries separating Czechs from the others? For instance, are there any particular behaviors differentiating Czechs and Romani, or Czechs and foreigners?
- In what sites can you find language (cemeteries, walls, street signs, posters, etc.) and what do their texts tell you about culture and history?
- What does the slang of politics teach us about social structures and hierarchies?
- What can you read from Czech place names about local history? What can we learn from city plans and neighborhood guides about how speakers build their social networks? Where do Czechs talk and where don’t they?
- What are the daily social networks, communication patterns and language usage of individual Czech students like in comparison to yours?

Living in a new language is a challenge and a physically exhausting task. Using language is not just about being systematic, rational and logical. Language is embodied, emotional and intuitive, as well. We react in given cultural contexts by saying

what belongs there according to the habits built by our maternal tongue. When learning a foreign one, we render literally the phrases that belong to our native frame of reference. We ask only about subject matters we are accustomed to see as appropriate and ignore all the other options. Our native usage is spontaneous. To put aside spontaneity in favor of reflection is an exhausting task. We'd rather choke on a sandwich than omit to say "Good day" to our superior or elder in Czech as s/he enters the room, and we'd go as far as interrupting a live radio show having spoken on air and about to put down the phone because our manners dictate not to neglect saying "good bye". As we learn the foreign language we build new and unpredictable behavioral patterns and question those in which we grew up. The new sounds, speakers' acts and gestures demand our concentration. Focusing on establishing contacts with others, and selecting how we act as we speak and strive not to breach cultural agreements that seem arbitrary and embedded in foreign cultural contexts may make us feel estranged from those we visit. CESTA provides a way of overcoming the estrangement and finding enjoyment in using the language of the study abroad experience.

### CZECH GREENWAYS

*Zuzana Halsey*

*New York University, Greenways*

**Czech Greenways** offers a way to supplement traditional trip destinations with trips to the Czech countryside, bringing students together with the local communities and thus offering them a special experience.

#### Back Story

Shortly after the Velvet Revolution in 1989, a Czech-American, **Lubomir Chmelar**, living in New York City, contemplated how he could contribute to the improvement of his native country. He realized that the new market driven economy in post-communist Czechoslovakia could be of great danger to the local cultural and environmental heritage.

Inspired by the **American Greenways** concept of no-traffic routes or trails connecting urban areas with natural corridors, he envisioned a greenways network between Prague and Vienna to attract tourists to the rural areas between these two cities. Since much of the Prague-Vienna Greenways route stretches along the former Iron Curtain, where there was limited access and no development for 45 years, the countryside remained pristine. The main goal was to create a program to help the local grass-root initiatives preserve their culture and nature while also promoting sustainable economic development: create and maintain new trails, revive traditional arts and crafts, restore historic monuments, plant new trees, and encourage local

business communities to provide more and better services to visitors.

#### The First Greenway in Central Europe

In 1990, Lubomir (Lu) Chmelar and his English wife Tíree started going to Czechoslovakia, and with the support of donors such as the Hickory Foundation, the Rockefeller Brothers Fund, the Trust for Mutual Understanding, and the American Express Philanthropic Fund established together with a group of Czech enthusiasts the first Greenway in Central Europe: the **Prague-Vienna Greenways** ([www.PragueViennaGreenways.org](http://www.PragueViennaGreenways.org)). It composes a network of hiking and biking trails stretching for 250 miles between Prague and Vienna along the Vltava River Valley in Central and Southern Bohemia, and along the Dyje River in Southern Moravia. In Valtice it turns south towards Vienna through the Weinviertel region. It connects beautiful the countryside with cultural monuments, historic towns and villages with restored castles and churches, and several UNESCO Heritage Sites and Biosphere Reserves.

Later, under the umbrella of the largest Czech environmental foundation, Nadace Partnerství in Brno ([www.nadacepartnerstvi.cz](http://www.nadacepartnerstvi.cz)), the Greenways concept was successfully adopted and developed in other parts of what is now the Czech Republic and other countries in Central Europe. Today, the **Central European Greenways** system is expanding to the Balkan countries, and participating with Austria and Germany in EU funded programs. The long distance greenways include *The Elbe River GW*, *Moravian Wine Trails*, *Krakow-Brno-Vienna GW*, *Lichtenstein Heritage GW*, *Budapest-Banska Stiavnica-Krakow GW* and the latest addition, the *Iron Curtain Trail*.

#### New Herb Garden in Valtice created by students

In 1995, the Chmelars created a non-profit New York based organization **Friends of Czech Greenways (FCG)** to promote the Czech Greenways and to facilitate special projects. One of the latest projects is the **Tíree Chmelar Herb Garden at the Valtice Chateau**, which opened in May 2010 (five years after Tíree Chmelar's tragic death in a car accident in upstate New York.) It is accessible from three major long distance greenways, and about one hour north from Vienna.

#### The Back Story

Spending six months a year in the area with her husband, Tíree Chmelar observed that the town of Valtice, with its splendid Baroque chateau and park, was living in the shadow of the other, more popular **Lednice Chateau**. The chateaux are connected by a magnificent 19<sup>th</sup>-century manmade landscape, the largest in Europe, featuring follies, arches, sculptures, a minaret; lakes, forests, the largest

collection of North American trees outside North America (dating to the late 18<sup>th</sup> century) and biking and hiking trails. Both chateaux are part of the **Lednice-Valtice Estates**, which belonged to the Lichtenstein Family from the 14th century to 1945. The entire area has been designated a UNESCO heritage landscape. Tíre Chmelar had the idea to restore the **Valtice Chateau's** historic herb garden, to showcase native culinary, aromatic, medicinal and decorative herbs, and to celebrate the 17<sup>th</sup>-century herbalists based in Valtice.

### Design

Tíre's idea was enthusiastically accepted by Dr. Premysl Krejcirik, professor at the **Mendel University's Horticultural School in Lednice**, who was already running a scholarship program for landscape architecture students sponsored by Friends of Czech Greenways. He organized a student design competition, and the three best designs were then combined into the final version that you can see today.

### Purpose

The Herb Garden was conceived with three main functions in mind. *First*, it will attract new and repeat visitors to the Valtice Château site, which will help revitalize the local economy. *Second*, it will serve the Mendel University's Horticultural School as an educational and hands-on site, and will be used as a research site by the Genobanka Institute of The Czech Academy of Science, which preserves historic seeds. *Third*, it will be a site for community-based projects and educational programs promoting public interest in historic herb gardens.

This project is also a unique example of the successful cooperation between governmental institutions and NGOs. Its main partners include: the Czech Ministry of Culture (Památkový ústav), the Mendel University's Horticultural School in Lednice, the Nadace Partnerství in Brno, and the Friends of Czech Greenways in New York City. For more information about the Herb Garden in Valtice, see the sites

[www.praqueviennagreenways.org/garden/garden-en.php](http://www.praqueviennagreenways.org/garden/garden-en.php),  
[www.bylinkovazahradavaltice.cz/o-zahrade/Default.aspx](http://www.bylinkovazahradavaltice.cz/o-zahrade/Default.aspx)

## J. WILLIAM FULBRIGHT COMMISSION IN THE CZECH REPUBLIC

*Hana Ripková*  
*Fulbright Commission*

Since 1991, when the Fulbright Program in the Czech Republic joined Czech reformers in the work of transforming a political, economic, and social system emerging from 40 years of totalitarian control, the Fulbright exchange has brought more

than 600 Czechs to the USA and almost 500 Americans to the Czech Republic.

Although the Board of the Fulbright Commission in the Czech Republic reviews its priorities every year, the overall emphasis has always been on building mutual understanding between the Czechs and Americans. On the Czech side, all of the public universities in the country have already hosted or co-hosted an American scholar either as a lecturer or a researcher, and many Czech universities, such as Charles University in Prague, Masaryk University in Brno, and Palacky University in Olomouc, have become common destinations for American students. The range of fields that Fulbright exchanges have covered over the last 20 years is very broad; it covers sciences, humanities, arts, and social sciences, among others. Students specializing in Czech language, Czech literature, and Czech history are typical recipients of the Fulbright Student Grants to the Czech Republic, but Czech universities have hosted students in many other fields as well. The Commission has been gratified to see that a number of alumni of the program have become respected scholars in Czech studies and history, some of them even returning on a scholar research grant after they have become established in their fields. For example, Cathleen Giustino of Auburn University and Benjamin Frommer of Northwestern spent the last academic year in Prague as Fulbright scholars researching archives for their projects; they both came to the Czech Republic in the early nineties as Fulbright students. In addition, American scholars who lecture at Czech universities contribute their expertise and introduce new methods. An example would be the Charles University appointment of David Danaher of the University of Wisconsin. As a Fulbright scholar, David taught Cognitive Linguistics in 2006, joining the Faculty of Arts of Charles University for a semester.

A new opportunity for American students that is gaining popularity is to spend a year working in the Czech Republic as English Teaching Assistants at secondary or post-secondary schools for 15 hours per week. At the same time, they study Czech and work on small projects of their own. Applications are welcome from graduating seniors interested in any of the following fields: TEFL/applied linguistics, Czech studies, American literature, American studies, the arts, political science, international relations, and/or graduate students interested in international education. Previous teaching experience is preferred but not essential.

The Czech Fulbright Program not only brings American grantees to the Czech Republic, it also selects and sends Czechs to the United States. Aspects of Czech language and history are among the favorite topics on the American side; likewise, many of the Czechs receiving a Fulbright grant for

their academic stay in the United States specialize in American studies. Here, too, the range of fields covered by previous Fulbright grants is broad, including Czech language, Czech culture, and Czech history. Those selected for lecturing Czech by the Fulbright Commission are not only "native speakers," but usually experienced professors in their fields. In the past several years, Czech language and literature have been taught by David Skalický at the University of Kansas in Lawrence, Jitka Ryndová at the University of Washington in Seattle, Ela Krejčová at Metropolitan State College of Denver, and Ilona Kořánová at UCLA, among others, and Daniel Vojtěch has taught Czech language and linguistics at the University of Wisconsin in Madison.

The Czech Fulbright Program is supported by both governments, with about two thirds of the Fulbright budget coming from the United States government and one third from the Czech government. Both countries are equally represented on the Fulbright Board, so we may hope that the grantees selected by the Commission fulfill the Fulbright legacy and represent well this "modest program with an immodest aim," both in the USA and the Czech Republic.

Interested in Fulbright in the Czech Republic? Contact us at [fulbright@fulbright.cz](mailto:fulbright@fulbright.cz)!

## ANNOUNCEMENTS

### CZECHOSLOVAK SOCIETY OF ARTS AND SCIENCES SVU STUDENT AWARDS FOR THE YEAR 2011 Dr. Joseph Hasek Award

The Czechoslovak Society of Arts and Sciences (SVU) is announcing a competition for the 2011 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, 2011**.

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 Šimko (SVU Executive Board), Dr. Zdenek David (SVU Executive Board), and Chair, Prof. Vera Borkovec (AmericanUniversity).

6) Submitted papers are not returned.

### 2010 SVU JOSEF HAŠEK STUDENT AWARD WINNER

The Student Awards Committee, made up of Věra Bořkovec (Chair), Zdeněk David, Ivo Feierabend, Milan Hauner and Vlado Šimko, granted a graduate student award to Olga Bueva (Indiana U.) for her study entitled „ *The Joke* by Milan Kundera: Ideologies of Disembodiment“.

Olga Bueva's paper is a very thorough study of the cultural and ideological conflicts within Czech society under Communism through an interesting analysis of the interpersonal relationships of the novel's characters. Olga Bueva demonstrates a solid knowledge of the political and historical setting of the time.

The recipient of the award will receive a check for \$250, a year's free membership in SVU, and a Certificate of Merit.

### BRITISH CZECH AND SLOVAK ASSOCIATION 2009 WRITING COMPETITION WINNERS

"The Laugh Is On Me" is the story that has won first prize along with £300 in the BCSA's 2009 writing competition run by the British Czech and Slovak Association. The author is Zuzana Demcakova.

It is a fictional letter to a friend, inspired by stories from the book *In The Castle Full of Fools* by Vladimír Skutina. It starts with an uncompromising

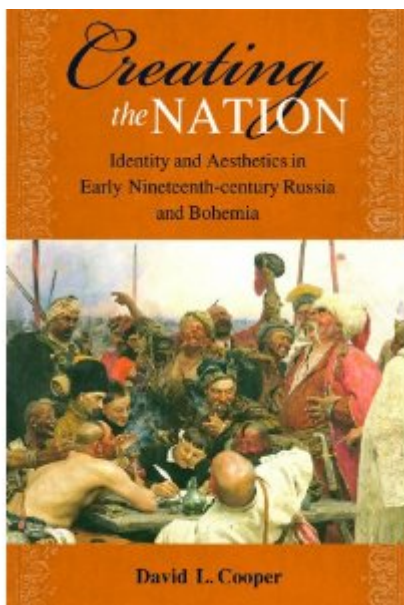
account of the treatment in prison of a political prisoner in Communist Czechoslovakia. This is followed by the reflections of that former prisoner when living in England after the Velvet Revolution of 1989. The story can be read on the Reviews page of the website indicated below.

Born in Slovakia, Zuzana is a writer, translator and au pair who now lives in Worcester. In 2008 she won second prize in the BCSA competition, thus in 2009 she went one better.

Zuzana received her prize from the BCSA's Competition Administrator, Edward Peacock, at the Association's 2009 Annual Dinner in London.

The second prize, of £100, went to Pearl Harris, a South African who now lives in south Bohemia. She wrote "Driver Beware!," an outsider's entertaining observations of Czech driving habits and road manners.

<http://www.bcsa.co.uk/specials.html#competitions>



### BOOK ANNOUNCEMENTS

Please let us know if you have recently published a book relating to Czech studies and would like to have it announced in this section or reviewed ([kresin@humnet.ucla.edu](mailto:kresin@humnet.ucla.edu)). For descriptions of these titles, see the websites noted.

Balbín, Bohuslav. *Rukověť humanitních disciplín = Verisimilia humaniorum*. Praha: Academia, 2010. (<http://www.bohemistika.cz/index.php?pg=publikace>)

Bažant, Jan, Nina Bažantová and Frances Starn, eds. *The Czech Reader: History, Culture, Politics*. Durham, North Carolina: Duke University Press, 2010.

Boček, Vít. *Studie k nejstarším romanismům ve slovanských jazycích*. Praha: Ústav pro jazyk český v Nakladatelství Lidové noviny, 2010. (<http://www.bohemistika.cz/index.php?pg=publikace>)

Cooper, David. *Creating the Nation*. DeKalb, Illinois: Northern Illinois University Press, 2010. (<http://www.niupress.niu.edu/niupress/scripts/Book/bookresults.asp?ID=553>).

Cvrček, Václav a kol. *Mluvnice současné češtiny: [Díl] 1. Jak se píše a jak se mluví*. Praha: Univerzita Karlova, Nakladatelství Karolinum, 2010. (<http://www.bohemistika.cz/index.php?pg=publikace>)

Havlová, Ester, Světlá Čmejrková a Jana Hoffmannová: *Užívání a prožívání jazyka*. Praha: Karolinum, 2010. (<http://www.kosmas.cz/knihy/154274/uzivani-a-prozivani-jazyka>).

Holá, Lída a Pavla Bořilová. *Čeština expres 1 (A1/1) – anglicky*. Praha: Akropolis, 2010. (<http://www.czechstepbystep.cz/>).

Holman, Petr, ed. *Otokar Březina 2008*. Vsetín: Dalibor Malina, 2010. (<http://www.bohemistika.cz/index.php?pg=publikace>)

Janečková, Marie, Jarmila Alexová, Věra Pospíšilová a kol. *Slovesné baroko ve středoevropském kontextu*. Praha: Arsca, 2010. (<http://www.bohemistika.cz/index.php?pg=publikace>)

(Kolektiv autorů) *Jasná noci! Temná noci!: Ke 200. výročí narození básníka Karla Hynka Máchy připravila Akademie literatury české*. Praha: Akropolis ; Akademie literatury české, 2010. (<http://www.bohemistika.cz/index.php?pg=publikace>)

Kopáč, Radim a Josef Schwarz. *Zůstaňtež tudíž tajemstvím: Známá i neznámá erotika (a skatologika) v české literatuře 1809-2009*. Praha: Artes Liberales, 2010. (<http://www.bohemistika.cz/index.php?pg=publikace>)

Kosatík, Pavel. *České snění*. Praha: Torst, 2010. (<http://www.torst.cz/czech/detail.php?pk=515>)

Linhart, Jiří. *Slovník cizích slov pro nové století*. Jiří Švejda, 2010. (<http://www.kosmas.cz/knihy/152730/slovník-cizich-slov-pro-nove-stoleti/>)

Mačura, Vladimír: *The Mystifications of a Nation: "The Potato Bug" and Other Essays on Czech Culture*. Translated by Hana Píchová and Craig Cravens. Madison, Wisconsin: University of Wisconsin Press, 2010.

(<http://uwpress.wisc.edu/books/3735.htm>)

Malura, Jan. *Písňe pobělohorských exulantů (1670-1750)*. Praha: Academia, 2010.

(<http://www.bohemistika.cz/index.php?pg=publikace>)

Papoušek, Vladimír, Petr Bílek a kol. *Dějiny nové moderny: Česká literatura v letech 1905-1923*. Praha: Academia, 2010.

(<http://www.academia.cz/dejiny-nove-moderny.html>)

Pomajzlová, Alena. *Vidět knihu = Seeing the Book: Knižní grafika Josefa Čapka = The Book Design of Josef Čapek*. Praha: Kant, 2010.

(<http://www.bohemistika.cz/index.php?pg=publikace>)

Procházka, Martin, Markéta Malá, Pavlína Šaldová, eds. *The Prague School and Theories of Structure*. Goettingen: V & R Unipress, 2010.

(<http://www.bohemistika.cz/index.php?pg=publikace>)

Putna, Martin C. *Česká katolická literatura v kontextech 1918-1945*. Praha: Torst, 2010.

(<http://www.bohemistika.cz/index.php?pg=publikace>)

Schmeidtová, Věra. *Čeština, jak ji neznáte*. Praha: Nakladatelství Lidové noviny, 2010.

(<http://www.kosmas.cz/knihy/153645/cestina-jak-ji-neznate/>)

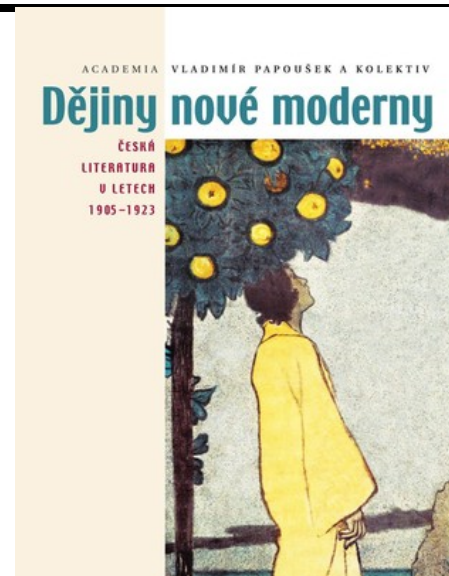
Šimandl, Josef. *Dnešní skloňování substantiv typů kámen, břímě*. Praha: Nakladatelství Lidové noviny, 2010.

(<http://www.kosmas.cz/knihy/153250/dnesni-sklonovani-substantiv-typu-kamen-brime/>)

Večerník, Jan. *Czech society in the 2000s: a report on socio-economic policies and structures*. Prague: Academia, 2010.

(<http://www.alibris.co.uk/search/books/isbn/802001750X>)

Vykypěl, Bohumil and Vít Boček, eds. *Travaux linguistiques de Brno: Recherches fonctionnelles et structurales 2009*. Munich: Lincom, 2009.



## BOOK REVIEWS

We encourage all members of IATC to submit book reviews. For a listing of some recommended titles, see the Book announcements. Please note that book reviews reflect the views of their authors, not necessarily the editorial staff of Czech Language News.

### “Walking in the Prague Circle”

Jan Bičovský

Institute of Comparative Linguistics  
Charles University, Prague

Review of *Empirical Functionalism and the Prague School*

by Bohumil Vykypěl

Travaux linguistiques de Brno 06  
LINCUM Europa 2009

It is certainly true that much of the post-war work of the Prague Linguistic Circle (PLC) is barely known outside the Czech Republic, however, two decades after the fall of Communism, this can hardly be blamed on the political isolation of the Eastern Bloc. Little has been done to promote the PLC by its members since 1990, and in this respect BV's monograph is a welcome contribution (BV has been involved in the more recent PLC). Though rather succinct in scope (41 pages of text + 13 pages of notes), it succeeds in summarizing the most important linguistic contributions of this school vis-à-vis those of empirical functionalism (EF; a term coined by BV for the functionalist theories of William Croft, Talmi Givón, Joan Bybee, Martin Haspelmath, Bernard Comrie, Johanna Nichols, Simon Kirby, and others). It also attempts to show that much of the latter is old wine in new bottles and that most of

what this school has achieved in the last 30 or so years has been to reinvent wheels well known elsewhere. BV may hope that “sometimes it is not necessary to reinvent the wheel” (p. 13), but as long as the wheel in question remains unknown to the potential inventor, it does need to be reinvented. But one would rather hope that not a work *about* the PLC, but the very works *of* the PLC that BV presents will be available before they have become part of linguistic history, interesting but outdated for their lack of contact with and connection to the rest of the scholarly community<sup>1</sup>. Perhaps BV’s work will provoke Czech linguists to do more for their legacy while there is time.

What are then the differences, if any, between the two Schools? At the core of both is the prominence of “function.” Is EF saying anything new at all? Following BV’s argument, it would appear that it does not. According to BV, Prague school linguists take functionalism “seriously”, and understand function as inherent in language, while EF seems to take it too lightly, focusing “only” on explanations and taking language only as something *having* a function. Most of BV’s argument is based on this idea: showing PLC again and again as more profound, viewing matters in a broader perspective and more comprehensively, proposing the same ideas years before, and solving problems in a more elegant and satisfactory way.

In this reviewer’s opinion, the main difference may lie elsewhere – not in the explanation-ridden scholarship of EF, if indeed it is, but in its general approach to language. At the core of the EF program is the biological perspective of evolution in language, a development in linguistics reflecting development in biology since at least Dawkins (1976), and the new approach to heredity, the role of the individual in a given population, and such. With this comes a new view of diachrony – which EF does take seriously, perhaps for the first time in linguistics thus far. BV foresees these “biologizing metaphors” as a sign of “the beginning of the end of the new functionalism” (p. 53). Others may see in it the opening of a very new phase in linguistics. Language *is* a behavior of a living organism, so should, indeed, there be no other explanation for all its features and mechanisms, there must be a biological one. In contrast, PLC, if one is able to get

at their true meaning, views language as an extra temporal system, or a system in stasis, bringing in the illusion of diachrony by applying such concepts as “dynamism”. EF may be saying similar things in similar words, but the language they speak about is a somewhat different phenomenon for them than it was for Mathesius or Trubetsky, or even Jakobson. According to BV, the Prague school would easily comply with the “functional-typological theory [Croft (1993:20ff)]: ... [the terms] comparative, functional, and historical can be applied to the Prague School as well (of course, if we understand functionality in a wider sense than empirical functionalists usually do and if the attribute ‘historical’ is understood as ‘dynamic’).“ In other words, if we understand things as *they are not* (historical and dynamic are *not* the same thing in typology, cf. Aristar 1999, and there might be a reason why functionality is seen in a narrow, or simply different sense by Croft).

Fortunately, the term “comparative” appears to be clear. But one wonders at the idea of fitting Prague into EF if the point of the whole essay is to fit EF into Prague. BV makes a number of critical remarks about the writings of EF that are undeserved and confusing. At times these are misinterpretations, and often the tone is patronizing, sometimes with misunderstandings. In the brief chapter “Three Dogmas of Structuralism,” BV claims that what Givón (2001, 2002) and Croft (2003) call dogmas has never been true of Prague structuralism, which appears to be true but is irrelevant. The fact is, neither Givón nor Croft mention *Praguean* structuralism, but only that of de Saussure and especially Bloomfield, so it would seem that by *structuralist legacy*, they (Croft) really mean *American* structuralism, the legacy to which they were both, at least partly, exposed in their careers (along with Joan Bybee, Martin Haspelmath, Bernard Comrie and Joseph Greenberg). It seems that BV is aware of this fact. Thus, once again, there is little need to defend *Prague* school against criticism of the *American* school. In my own reading of Croft and Bybee, I have not shared BV’s impression that they present their notion of “language change through language usage” as an original idea (cf. p. 19). Rather, it seems to me that they stress the need to focus, once again, on *explanans*, equipped with the theoretical advances of the last 50 years, not known to PLC in the earlier days and largely ignored in its later stages and from a different perspective, which makes it again an interesting course to take. Later, BV argues that PLC never subscribed to linguistic reductionism in structuralism, as criticized by Givón (2002:67-9). In fact, in this passage Givón mentions Saussure (along with Plato) in passing, perhaps implying structuralism, but, again, with not a word on PLC. This is another position that BV has no need to defend. Clearly, Givón means the “two waves of

<sup>1</sup> BV is of course aware and critical of the general lack of interest among the PLC for “reflecting current trends in linguistics” (p.12). In commenting on the lack of translations of PLC in English, BV notes that the “edition of the collected works of Vladimír Skalička translated from German, French and English into Czech was published” (p.12) instead of any work promoting PLC to the public *elsewhere*. Significantly, a selection of PLC writings were edited by Philip A. Luelsdorff and published by John Benjamins in 1994, but so far no such book appeared by Czech editors and publishers.

American structuralism" (2002:xvii), "one strictly empiricist and unabashedly atheoretical, the other emphatically rationalist, theoretical with a vengeance, but disdainful of the burdens of empirical science." From the point of diachronical and biological explanations, Givón might have just as well been writing of PLC: their work in general is as barren in this respect as American structuralism.

At times BV's remarks/comments on PLC's notion of "language" and "language change" appear to be self-contradictory (p. 55). He writes, "[f]rom the point of view of the system itself, system is always "balanced," simply because an inanimate system—which language viewed as a tool of communication is—cannot evaluate itself." The logic of a sense of "balance" resulting from an inability to evaluate oneself is difficult to follow. In addition, how is this tool of communication, incapable of self-evaluation, still able to perform change on and of itself as therapy or prophylaxis?

The Prague *structuralist-functional* approach to change in language as "teleological", "therapeutic" and "intentional" is, I am afraid, one of the square wheels that deserve oblivion, as it presents language change as a goal-oriented process rather than an epiphenomenon of the very mechanism of language acquisition and (blind or short-sighted) replication in discourse. BV reads Bybee (1998:212–3) on teleology in language change, arguing that "if the behavior of individual language users can be teleological ... it is not clear why the sum of their activity is not." There is a significant difference between her wording of "can" and his interpretation (if this is what is meant here) of "usually is", and it has been clear since at least Keller (1994) that even as a sum of individual intentional *changes*, an overall „change“ is not conscious and not intentional, though it could be, in principle, if the whole population agreed on what changes to perform, why, and how to do so (should they change their behavior or their grammar(s)?).

Again, whose intention would that be? Can *populations* have *intentions*, despite having no *minds* (this would need to be clarified)? The resemblance of language change to Sunday evening traffic jams may appear to be intentional (malice, presumably?) but even though it results (or may result) from shared intentions, it is not intentional as *such* and *need not be*.

A number of times, BV sounds slightly patronizing, perhaps unfairly so, as in formulations such as when he refers to "the fact, *discovered* by Croft (2003: 42-3) that one language cannot be attributed to a single type" (p. 36). In this passage, Croft is clearly reacting to Sapir and Greenberg. He does mention a "presentiment of this in some Prague School work," and he certainly does not present this notion as newly discovered by him or anyone else from the EF group, (As a side note, BV

quotes this passage from a textbook published by Cambridge University Press, in which Croft would not be expected to present new and possibly controversial material.)

If my tone here is rather critical, it is because I do not feel that BV's quest was successful. Nevertheless, his work is informative, and he is obviously very well acquainted with PLC and able to show interesting, at times even inspiring, parallels between a linguistic school whose time has come and gone and a new and expanding one. Where he fails, in my opinion, is in persuading the reader that there is much to be gained from reading the work of PLC, because most of it, as he himself so painstakingly tries to prove, *has* been reinvented in EF, though perhaps needlessly. Furthermore, most of the "originals" are not available, anyway, so it is not possible even to check whether BV's claims are fully justified. Fortunately, EF works *are* in a language that most scholars can read. Although this is clearly not BV's aim, this reviewer would hope that perhaps his work will persuade some Czech linguists that they have been "walking in the circle" too long, and instead of cataloguing the works of past masters and reliving past glory, they would salvage what is still of use and join the living.

Aristar, Anthony. (1999). „Typology and the Saussurean Dichotomy“. In: Justus & Polomé, 1999. *Language Change and Typological Variation. In Honor of Winfred P. Lehmann*. Volume □: *Language Change and Phonology* (JIES Monograph No. □□). vol II. 409-428.

Bybee, Joan 1998. Usage-based phonology. In: Darnell et al. 1998. *Functionalism and Formalism in Linguistics*. Vol. 1. Amsterdam – Philadelphia: Benjamins, 211–42.

Croft, William 2003. *Typology and Universals*. 2nd edition. Cambridge: Cambridge University Press.

Dawkins, Richard 1976. *The Selfish Gene*. New York: Oxford University Press.

Givón, Talmi 2001. *Radical Construction Grammar: Syntactic theory in typological perspective*. Oxford: Oxford University Press.

Givón, Talmi 2002. *Bio-Linguistics: The Santa Barbara lectures*. Amsterdam – Philadelphia: Benjamins.

Keller, Rudi 1994. *On Language Change. The Invisible Hand in Language*. London - New York: Routledge.

## CALL FOR PAPERS

*Kosmas: Czechoslovak and Central European Journal*. Published semiannually, *Kosmas* is the only English-language, peer-reviewed, multidisciplinary journal devoted to Czech, Slovak and Central European studies. We welcome your research articles, book reviews, personal essays, historical sources, translations and other kinds of work for our future issues.

Website: [www-english.tamu.edu/index.php?id=979](http://www-english.tamu.edu/index.php?id=979).

## CONFERENCE ANNOUNCEMENTS

### 2011 AATSEEL Conference

American Association of Teachers of Slavic and East European Languages

January 6-9, 2011, Pasadena, California

The annual conference of AATSEEL has shifting dates: from now on, it will be held in early January, on the first Thursday-Sunday following January 2 of each year. The next conference will be held on **January 6-9, 2011** in Pasadena, California. Among many others, it will include one panel on Czech literature, and two panels on teaching "less commonly taught" Slavic languages (with a focus on Czech). The annual meeting of IATC will also be held at this conference. For more information about the meeting, please contact Susan Kresin at [kresin@humnet.ucla.edu](mailto:kresin@humnet.ucla.edu).

AATSEEL website: [www.aatseel.org](http://www.aatseel.org)

IATC website: [www.czechlanguageassociation.org](http://www.czechlanguageassociation.org)

### ALTE Conference Day (Association of Language Testers in Europe)

Charles University in Prague and the Institute for Language and Preparatory studies are pleased to host ALTE 39th Conference Day, which will take place in the Blue Hall in the Karolinum Building (Ovocný trh 3, Prague 1) on **Friday 12<sup>th</sup> November, 2010**. The theme of the conference is "Fairness and Quality Management in Language Testing". For further information and to register, please see the ALTE website <http://www.alte.org>.



### Asociace učitelů češtiny jako cizího jazyka

4. prosince 2010: Andragogika; kurzy s nízkou hodinovou dotací; výuka dospělých

For the location and information about future meetings, see the AUČCJ website: [www.auccj.cz/](http://www.auccj.cz/).

### Evropská dimenze české a polské literatury: Od tradice k živé současnosti

Pořádá Ústav bohemistiky a knihovnictví Filozoficko-přírodovědecké fakulty Slezské univerzity v Opavě ve spolupráci s Instytutem Filologii Polskiej Uniwersytetu Opolskiego

10. a 11. listopadu 2010, Opava

V návaznosti na dlouholetou tradici česko-polských konferencí v Opavě (z posledních let např. 2004 Česká a polská poezie po roce 1989, 2005 Divadlo v české a polské literatuře, 2006 Topos dům v české a polské literatuře, 2007 Topos moře v české a polské literatuře) se letos setkáme nad tématem aktuálním ve sjednocující se Evropě: mají obě literatury širší význam než jen v národním rámci, jsou mezi nimi rozdíly v tom, jak tento rámec přesahují, jsou schopny oslovit novým způsobem čtenáře a jiná společenství v dnešní Evropě?

Kontaktní informace:

[jiri.urbanec@pf.slu.cz](mailto:jiri.urbanec@pf.slu.cz), [libor.martinek@pf.slu.cz](mailto:libor.martinek@pf.slu.cz)

### Pokračování nebo odmítání? Romantická tradice v současných slovanských literaturách

Konference u příležitosti 200. výročí narození K. H. Máchy

Pořádá Ústav slovanské filologie UAM v Poznani

30. listopadu - 1. prosince 2010, Poznaň

Kontaktní informace: [machakonf@gmail.com](mailto:machakonf@gmail.com)

### Annual Conference of the British Association of Slavonic and East European Studies (BASEES)

2-4 April, 2011, Cambridge, England

Panel streams on:

- (i) culture/literature/media/gender studies
- (ii) languages/linguistics
- (iii) politics/international relations
- (iv) history
- (v) economics/political economy/industrial relations/regional policy
- (vi) sociology/social anthropology/geography

Website: <http://www.basees.org.uk/conference.shtml>

### 12<sup>th</sup> Annual Czech Studies Workshop April 2011

For further information please contact Chad Bryant at [bryantc@email.unc.edu](mailto:bryantc@email.unc.edu).

### "SEN" v rámci dosavadního cyklu "Velká témata kultury ve slovanských literaturách"

Pořádá Ústav slovanské filologie Vratislavské univerzity

19. - 21. 5. 2011, Vratislav

Kontaktní informace: [manuela.maciolek@wp.pl](mailto:manuela.maciolek@wp.pl).

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