

【講演】

Doing Slavic linguistics in the US today

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1. Introduction

This paper provides some observations on the current state of Slavic linguistics in the US in the context of its trajectory in the second half of the twentieth century to the present, attempting to bring together the experience of the author, an informal analysis of the broad trends that have affected the boom-bust cycle of its development, as well as an attempt to make sense of the field in the context of the contemporary US university. There is no attempt to achieve a complete survey of the field and, necessarily, the perspective here proceeds from personal experience in the field from the early 1980s to the present. Rather, the aim is to convey a perspective on developments in the US, which has been an important contributor to the growth and maturity of the Slavic linguistics field, for the audience in Japan.¹ It is hoped that this presentation will help scholars to foster more fruitful collaboration across national traditions, not just between North America and Europe, but also between Japan, North America, and elsewhere.

2. The financial underpinning of the field

In the US the field burgeoned with the Cold War and key in this flourishing was the investment of the US Congress, under the auspices of Title VI of the National Defense Education Act of 1958, in building foreign-language and area-studies programs in universities in order to ensure a continuing and robust supply of language and area experts in all sectors of the workforce. The NDEA was enriched in 1961 by the Mutual Education and Cultural Exchange, or Fulbright-Hays, Act (US Department of Education: N.d.)². The appropriations following from these acts helped to build expertise in faculties and support students wishing to study nationally critical languages as well as extend their years-in-training to achieve high-level expertise. My own graduate education benefited from both of these programs: nearly all of my graduate education, both at the University of Chicago (MA, 1983–84) and UCLA (PhD, 1984–1990), were funded by Title VI funds and my dissertation work in Yugoslavia (1988–1989) was underwritten by a Fulbright-Hays Dissertation Fellowship. Both of these institutions were designated as federally-funded Title VI centers for Russian and East European languages,

as was the university I eventually ended up working at after my training, the University of Kansas. The requirements for receiving the funding were not tied to the military, security, and intelligence missions of the US, but, rather, it was understood that expertise in itself was crucial to the national interest and as such it could serve both soft and hard power aims. As is clear in the continuation of this essay, the entailments of this funding were rich and varied and helped to generate creative work in ways that were quite impressive, especially for a nation that is often stigmatized for being monolingual and monadic in its self perception.

The end of the Cold War was immediately felt in higher education the year I defended my dissertation and landed my first academic position in 1990. Undergraduate enrollments in Russian language at my “landing” university, the University of Kansas (KU), immediately declined from hundreds to dozens. National trends were in line with this change, so KU was hardly an outlier: total enrollments in the US were 16,000 in 1958, by 1968 they were 41,300, in 1990 they had climbed to 44,500 and by the mid and late 1990s they had leveled off to slightly less than 25,000, a decline of some 44% (MLA Language Enrollment Database)³. This trend continued over the next decades, seeing an overall rise in language enrollments through the early 2000s while Russian (and other East European) declined and was overtaken by increased interest in Arabic, Chinese, Portuguese, and even Biblical Hebrew (in relative terms; Goldberg, Looney, Lusina 2015: 3)⁴. Both enrollment trends and funding models increasingly moved reactively to events. As Amelia Friedman put it, “Americans learn certain languages when, for example, emergencies hit. Slavic languages during the Cold War. Middle Eastern ones during the “War on Terror.” [...] But these pop-up programs may be misguided: Learning a language in a non-immersive classroom setting takes years. So if schools are offering learning the ‘language du jour’ today, it’s bound to be the ‘language d’hier’ tomorrow” (Friedman 2015)⁵. The language-training for the US military and intelligence field’s premier institution, the Defense Language Institute (DLI), also reflects the shifting priorities. DLI enrollments in Eastern European languages increased by 350% between the early 1960s to 1990, and then declined by 70% from 1990 to 1995 and has remained stagnant since then (data until 2018); Middle Eastern languages from 1990 to 2015 increased some 400% though these enrollments, too, were rapidly halved from 2015 to 2018 (Shalev 2020)⁶. In short, both the supply and demand and the funding models, which once fostered a proliferation of deep expertise in the US, have become increasingly vulnerable to short-term priorities.

The reasons for these changes are not just driven by transformations in the political structure of the world, though that is also true. Changes in the way that students perceive the value of education has shifted in the direction of job-preparation and, as such, a major subject is seen as a ticket to a particularly job track. Accordingly, higher education in the US has

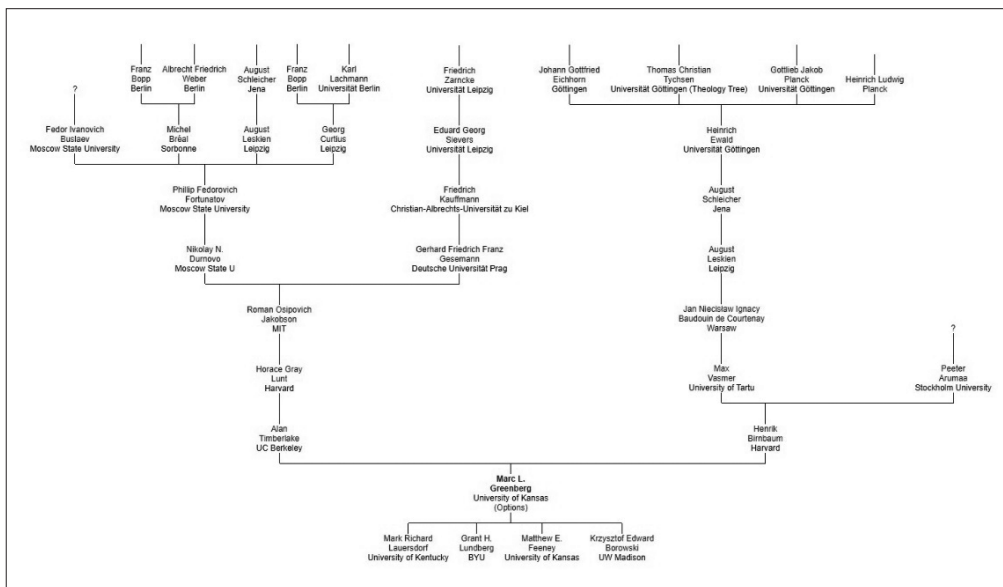
become rapidly focused on serving industry and the former subsidization of public universities by their states has declined, which in turn forced administrators to model universities after corporations. For this reason, despite much talk about the prestige of research achievements, the value of liberal arts education, decision making is now largely driven by calculation based on the “product” (instruction, sometimes referred to, callously, as “content delivery”) as measured in tuition-eliciting increments called student credit hours. This thumbnail sketch of the transformation of US higher education is meant to serve as background for the narrative. The interested reader who wishes to understand the structural changes in US higher education may wish to consult Newfield 2011.⁷

3. The privilege of the field

On campuses across the US in the current day there is considerable discussion about race, gender, privilege, and economic disparity in the context of both national and global debates on these issues. Slavic linguistics is not divorced from these topics, even if its object of study would seem unrelated. Taking just my thin slice of experience from the field one can see patterns that have been widely understood about the humanities more broadly. With regard to race, it is easy to see that the Slavic linguistics field is predominantly white, European, as such categories are defined in US officialese. In part this is a function of the fact that an attractor to the field is having either experience or background from a Slavic-speaking family. One could draw further distinctions and note that this entails Slavic-speaking heritage in a significant subset of scholars, especially in North America, whose families, like mine, are of Ashkenazi Jewish heritage, descendants who emigrated from the Pale of Settlement in the late nineteenth and early twentieth century to North America. There was a clear motivation in my own intellectual development in hoping to discover the “secrets” that were created when my family, as was characteristic of the time—the late nineteenth century—did its best to erase its national origins upon emigration from its points of origin in Novohrad-Volyns’kyj, Chişinău, Bucharest, Sečovce/Gálszéc and Újfehertó. The childhood hints were that, long ago, our ancestors spoke Russian, Hungarian, and Romanian, but this clashed with the observation that, alongside dominant English, Yiddish was spoken through the next generation, that of my grandparents (<http://www.ancestors-genealogy.com/greenberg/>). Not until I was finishing my PhD in the late 1980s did I have the privilege of meeting the first, and, to my knowledge, the only African-American Slavic linguist, Kenneth Naylor (1937–1992). Professor Naylor inspired a rich legacy and his work posthumously informs the field, but one can observe in the 2017 group picture on the occasion of the twentieth anniversary of the Kenneth Naylor Memorial Lecture that not much has changed in the makeup of the field, save that it is becoming more gender

balanced. Even so, of the 20 lecturers in this series, only six were female (<https://slavic.osu.edu/kenneth-e.-naylor-memorial-lecture>). Turning now to gender, similarly, while studying at UCLA in the 1980s, only one of my Slavic linguistics professors was female: Emily Klenin (in addition to Henrik Birnbaum, Michael Flier, Alan Timberlake, and Dean S. Worth). My dissertation defense committee included Henrik Birnbaum, Alan Timberlake (co-chairs), Ronelle Alexander (UC Berkeley), and Alexander Albijanić, as well as Indo-European linguist Raimo Anttila and historian Bariša Krekić. On the diachronic axis the distribution of race and gender tells a similar story, with my academic genealogy tracing back literally to the Founding Fathers of Indo-European linguistics, Franz Bopp (1791–1867), August Schleicher (1821–1868), and Slavic linguistics, as well, e.g., August Leskien (1840–1916) and, on the “export” side, Roman Jakobson (1896–1982):

This is not meant to be an indictment of the field, but instead a recognition of the categories and demography of the field that inherited a set of interests that at first focused on discovering Indo-European origins and as such was originally focused on (assumed) genetic connections among Indo-European languages (for a deeper dive into ideological programs connected with the search for Indo-European origins, especially Indo-European mythology, including in the American academy, see Lincoln 2007)⁸. Nevertheless, it is clear that the field can do more to



Excerpt from The Academic Family Tree

<http://academictree.org/linguistics/tree.php?pid=108241&pnodecount=7&cnodecount=2& fontsize=1>
 (Accessed 25 May 2020)

attract a diverse pool of talent. A good model for emulation is the example of my hosts, Nagayo-sensei and Nomachi-sensei, whose motivation for studying Slavic linguistics lies both in the intrinsic intellectual endeavor itself as well as genuine curiosity for engaging with and studying the Other.

4. UCLA Slavic linguistics in the 1980s

Coming of age as a student of Slavic linguistics in the 1980s I was afforded an embarrassment of riches of which I could only appreciate later in life. As mentioned above, there were fully five senior linguistics scholars on the Slavic faculty – six if one counts the Serbo-Croatian language specialist Aleksandar Albijanić. This is a number that is unthinkable today. The strongest Slavic linguistics programs in the US today might boast as many as three (e.g., Kansas, Indiana, Ohio State) and most of the Slavic linguistics graduate programs from the period have disappeared, shifting instead to language and literature foci (UCLA among them). Recently, while rereading the marvelous annotated English translation of Jakobson's *Remarques sur l'évolution phonologique du russe compare à celle des autres language slaves* by Ronald F. Feldstein (Jakobson/Feldstein 2018)⁹ with my own graduate students, I am reminded of how central this text was to the particular brand of structuralist thought that informed virtually all of my coursework. If one was inclined to pursue phonology, as I was, one could take classes in the Department of Linguistics with the phoneticians and phonologists such as Patricia Keating and Peter Ladefoged, as well as get to know the workings of the UCLA Phonetics Laboratory. Just as rich was the opportunity to cross-train in the UCLA Indo-European Studies program, which boasted eminent names such as Raimo Anttila, Marija Gimbutas, Jaan Puhvel, Hartmut Scharfe, and Terence Wilbur, in addition to Henrik Birnbaum, who represented Balto-Slavic linguistics. Among the scholars who gave visiting lecturers during my time were Claude Lévi-Strauss, Tamaz Gamkrelidze, and Oleg Nikolaevič Trubačev. I had the good fortune to have the opportunity study intensively with the distinguished Yugoslav dialectologist Pavle Ivić, who was a senior Fulbright visiting scholar in 1985. Professor Ivić guided me through my first article on Slovene dialectology (Greenberg 1985)¹⁰ as well as suggested looking into the Cankova, Prekmurje Slovene dialect description of Avgust Pavel (1909)¹¹, which led to my decision to focus on Prekmurje Slovene historical phonology in my PhD dissertation (Greenberg 1990)¹² and later published a translation and critical edition of Pavel's proposed standard grammar of Prekmurje (Pavel and Greenberg 2020¹³).

Not only was UCLA a rich environment for Slavic linguistics (alongside equally strong undergraduate and graduate degree programs in Russian and other Slavic literatures), but the

UCLA Slavic Department collaborated closely with its sibling department at UC Berkeley, most notably through annual joint colloquia alternating between the two campuses. In my case this gave me access to expertise from Slavists such as Johanna Nichols, Boris Gasparov, and Ronelle Alexander. I mention Ronelle last, because she was an important mentor to me as I was developing my dissertation topic. Had I not already had two “domestic” co-chairs at UCLA, Henrik Birnbaum and Alan Timberlake, by rights, Ronelle Alexander should have been the third. Also, a product of Pavle Ivić’s mentorship, Ronelle had been a pioneer as one of the first American scholars who undertook fieldwork in Yugoslavia in the 1970s — along with Kenneth Naylor and Victor Friedman — and was, to my knowledge, the first American woman to do so. Her example, as well as her dissertation, an important treatise on the accentuation of Torlak dialect varieties, published in 1975¹⁴, encouraged me to undertake this kind of work for my dissertation. She helped me with the essential details of how to conduct fieldwork, both ethically and practically, and gave me invaluable tips on the particularities of taking effective field notes. I even emulated her practice of taking a Volkswagen as the preferred mode of transportation to the field, though I had made the mistake of shipping my VW Rabbit, made for the US market, to Europe (via Antwerp), which turned out to be a fundamental error: the European “twin” model Golf to the Rabbit for the US market was identical on the outside, but the electronic systems were fundamentally different. Naturally, the electronic systems were the first to malfunction, which meant that I often found myself seeking help from ingenious local mechanics. One of them discovered a new way to start the car, bypassing the defective solenoid, which required a passenger to hammer the starter through a tire iron while I turned on the ignition switch. Nevertheless, the frequent car troubles meant more surreptitious contact with local dialect speakers, which in turn had a felicitous effect on my familiarity with ambient dialect variation throughout the central and eastern parts of Slovenia.

It may seem unfathomable to today’s readers to imagine making international connections to facilitate research without the aid of the Internet, but it was possible, albeit somewhat slower than things go today. Alan Timberlake supplemented our study of South Slavic pitch-accent systems, which the graduate students in the UCLA Slavic program were learning through Pavle Ivić’s seminars, by providing impromptu lectures on the achievements of the Moscow Accentological School. I found these lectures mesmerizing and they provided a framework to think about how I might approach my fieldwork in Prekmurje. In turn, Prof. Ivić suggested I contact the Dutch accentologist and fieldworker, Willem Vermeer. After corresponding for some time, Willem, who had by then become a significant mentor, suggested that I stop in Amsterdam on my way to Yugoslavia before I began my Fulbright Dissertation year in 1988 so that I can meet the Dutch dialectologists, Janneke Kalsbeek, H. Peter

Houtzagers, and the then-doctoral student, Han Steenwijk, who was at that time preparing to study the Slovene dialect of V Bili/San Giorgio in the Resia Valley of Italy and later published one of the first (and still rare) comprehensive grammars of a Slovene dialect (Steenwijk 1992)¹⁵. Meeting these accomplished fieldworkers gave me further encouragement to pursue fieldwork as well as concrete ideas about how best to collect field data. While my UCLA mentors advocated working from questionnaires — a time-honored tradition that goes back to the beginnings of European dialectology — the Dutch School preferred spending long stretches of time living in the dialect environment and extracting desired forms from natural contexts, even if one needed to wait a very long time for those forms to emerge in the course of natural discourse. My own approach ended up being a compromise between the two, though biased more towards the questionnaire, as I had neither the time nor the patience to stay for long periods of time in the field. (At the time I had started a family in Ljubljana, with my life partner, Marta, who has also been my de facto teacher of standard Slovene and the Upper Carniolan dialect, a Slavist who not only speaks a pitch-accent dialect of Slovene, but can also recognize the pitch contrast.) The Dutch School experts also pointed out the complementary concerns of their school to the Moscow Accentological School (MAS), which both take as a starting point the “Stangian revolution” represented in Stang’s 1965¹⁶ monograph. While the MAS focused on working out the lexical membership of the paradigmatic accent types, the Dutch School sought, inter alia, evidence of the pitch and quantity contrasts in the desinential morphemes as found in Western South Slavic dialects. Not working in a particular American tradition, the result of my dissertation was a hybridization of these two approaches as well as a characterization of the internal differentiation of the Prekmurje dialect with regard to segmental and word-prosodic innovations.

These were the sort of theoretical issues that occupied me at the time I was undertaking my dissertation work. The application of these theories was put into practice in the last years of the 1980s, when I lived in Ljubljana and was affiliated with the University of Ljubljana as my Fulbright host institution. From here I was able to enjoy formal and informal mentorship from a range of outstanding senior scholars as well as the camaraderie and support of scholars my age and those just beginning their careers. Professor Jože Toporišič served as my formal mentor and had kindly encouraged me to publish one of my first papers, begun under Professor Ivič, in the venerable *Slavistična revija* (Greenberg 1985)¹⁷.

5. Teaching in the Midwest (1990s, 2000s)

The job market for Slavic linguists was difficult in 1990 when I sought my first job after the PhD. The fall of the Wall the year before had just started to set in motion the cascade of

changes that was to bring the Cold War to an end, the main driver of interest in the Slavic-speaking countries from the perspective of higher education in the US. Nevertheless, the field was perceived as “full” at that time, as most of the major positions were filled by mid- to late-career Slavists of first and second post-Jakobsonian waves. As I recall, I had two or three interviews at the first-round job-market session at the AATSEEL that year. I do not recall exactly which universities turned me down, except that I later received a kind note from Professor Lunt (who had not been on the search committee) saying that he regretted that I could not join the faculty there, as it would have been interesting to have someone with Slovene expertise. But historical-comparative Slavic linguistics was hardly driving hiring agendas then. Frankly, it was a relief not to have to adjust culturally to the Ivy milieu, where I would not have fit on several levels. The on-campus invitation that year came from Indiana University, which was one of my aspirational schools. It boasted a robust tradition of study of Uralic and Turkic languages, in addition to Slavic, which fit with one of the directions I was hoping to develop, and also Ron Feldstein and Henry Cooper, Jr. were there, a Slavic comparativist and South Slavic literature specialist, respectively. George Fowler, now the publisher of *Slavica*, got the job at Indiana, which freed up the job he left at the University of Kansas (KU), which in turn opened up the opportunity for me to start my career in Lawrence, Kansas. George had replaced the late Herbert Galton at KU, who had retired to a prestigious emeritus position at the University of Vienna. I soon found myself in the omphalos of the America, which I knew little about, save for the brief experience I had during my recruitment visit. My first impression was a romantic one: staying at a guest house I heard the horns of the Union Pacific train in the distance, which evoked the sense being at the very crossrails of trade between the East and West coasts and simultaneously connected to the lore of the westward expansion, which, on the other side of the coin is also fraught with a darker side—the suppression of native American people and their languages. Nevertheless, Lawrence, an oasis of counterculture and liberalism, is also home to Haskell Indian Nations University, drawing students from indigenous populations across the US.

The University of Kansas turned out to be a good fit for my interests. I had just finished my dissertation that summarized a historical analysis of phonological variation in the Prekmurje dialect of Slovene (Greenberg 1990)¹⁸. The work was hardly what was considered a ticket to an academic job in the US, which was held to be “anything concerned with Russian.” Fortunately, KU was home to scholars who valued things Slovene and South Slavic, including Bill March, who had written his own dissertation on Kajkavian dialectology (March 1981)¹⁹, and Joseph Conrad, who was a fan of all things Slovene and Serbo-Croatian. I was fortunate to have been taken under the wing of the then-chair of the Slavic Department, the late Stephen J.

Parker, who fancied that I reminded him of himself at an earlier age, perhaps because we both came from Ashkenazi families. But Steve came from an academic dynasty – both of his parents had been academic and his mother had been a Russian literature scholar, whereas I was the first in my family to finish college, let alone earn a PhD. In many ways, the Slavic Department at that time housed the last exponents of various interesting strains of Slavic scholarship. Stephen Parker was among the last students of Vladimir Nabokov at Cornell University (see Parker 1987)²⁰. Jadwiga Maurer, a Holocaust survivor and celebrated writer on the myth of Adam Mickiewicz, was the “last voice of Jewish Galicia” (Maurer 1990)²¹; and Maria Carlson, Russian intellectual historian (Carlson 1993)²² from a Ukrainian family, among the last scholars who were born in Displaced Persons camps and were, as such, the last wave of survivors of the Second World War to contribute to the tradition of Slavic studies in the US from émigré demographic of the first half of the 20th century. In a sense, then, KU was a bastion of the Slavic scholarly world where precious corners of the Slavophone world could find safe haven against the inexorable march of broader, arguably military-industrial and national security interests. Before my time at KU, there had been a string of Fulbright visiting scholars from former Yugoslavia, who in turn were or subsequently became prominent scholars, including the late Helga Glušič, a leading literary scholar of Slovene contemporary prose; Velemir Gjurin, the star of the Slovene folkloric cult film *Srečno, Kekec!* and prominent linguist and champion of Slovene language equality in Yugoslavia; Miran Hladnik, the doyen of Slovene popular literature; Krinka Vidaković-Petrov, and eminent Serbian scholar of comparative literature. Among our PhD students was Michael Biggins, polyglot and translator of important works of literature from the former Yugoslav space, and now head of Slavic, Baltic, and East European Collections at the magnificent Suzzallo Library at the University of Washington. The Croatian, Serbian, and Slovene diaspora communities in Kansas City have kept a steady stream of interest in studying their heritage languages and literatures, so we were able to hire my spouse, Marta Pirnat-Greenberg, already a seasoned pedagogue from the University of Ljubljana and a former Fulbright at Yale University, as a lecturer and author of a textbook on Slovene (Pirnat-Greenberg 2015)²³. She has continued the long tradition of instruction in both Slovene and what is now called BCMS—Bosnian, Croatian, Montenegrin, and Serbian—after the establishment of four national standards as successor to Serbo-Croatian of ex-Yugoslavia.

In later years I found myself, somewhat by default, the chair of the Department of Slavic Languages & Literatures at KU (2000–2011). During this time we rebuilt the department with new scholars after a relatively long period of stagnation. Building on our South Slavic traditions, we brought in Stephen J. Dickey, who, along with his translations of

Bosnian, Croatian, and Serbian literature (Selimović, Rakić and Dickey 1999²⁴; Pekić, Rakić and Dickey 2005²⁵; Jergović and Dickey 2011²⁶), has become a distinguished scholar of Slavic verbal aspect and a leading US exponent of the cognitive approach to Slavic morphosemantics (Dickey 2004²⁷, forthcoming²⁸). We also increased our Slavic linguistics strengths with the hire of Renee Perelmutter, who was first charged with building the Yiddish-language program and now heads the Jewish Studies Program and, inter alia, publishes on Slavic semantics, critical discourse and pragmatics in Russian (Perelmutter 2009²⁹, Hasko and Perlmutter 2010³⁰). We also enriched our pan-Slavic offerings by hiring Svetlana Vassileva-Karagyozova, a scholar and polyglot specializing in Czech and Polish literatures, though she, herself, is from Bulgaria and wrote her dissertation on the Baroque in Bulgarian literature (Vassileva-Karagyozova 2013³¹). Her focus in her post-graduate career has been on the coming-of-age novel in the late and post-Communism (Vassileva-Karagyozova 2015³²). Among the last hired on my watch is Ani Kokobobo, the current chair of the department and a leading Tolstoy scholar (Kokobobo 2018³³), as well as Ismail Kadare's handpicked English translator (Kadare and Kokobobo 2018³⁴). The department was transformed in remarkably positive ways during these years: it gained wide-ranging expertise and representations of perspective both in terms of gender and cultural background. As such, the department is unique not just in the context of Kansas and the US Midwest, but perhaps also in the Slavic field, in general. One thing is certain: the demographics of our department look very different from the white male West European heritage that make up the academic pedigree that I mentioned earlier in this essay.

6. Where do we go from here?

During the completion of this essay, which I had begun more than a year ago, the University of Kansas and virtually all campuses across the US, are closed due to the Coronavirus epidemic. It is May 2020 and university administrations are struggling to decide on their way forward for the coming academic year. As a faculty member, I am settling into the rhythm of summer research and this season seems different from previous years. At the moment, my central project is serving as editor-in-chief of the Brill *Encyclopedia of Slavic Languages and Linguistics* (Greenberg and Grenoble 2020³⁵), which involves continuous contact with many of the active Slavic linguists in the US, Canada, Europe, and Asia. The conversations via email and video-conferences reflect uncertainty about and instability in the future of Slavic linguistics. Employees and faculty are being sorted into “essential” and “non-essential” categories, with the ambiguous implications: they may be required to be present on the physical campus or can work from home; they may be indispensable to the institution one year hence or they may be slated for separation from the institution under the premise of financial

exigency. In the US context, the connection between retaining a reserve of critical knowledge about world areas already loosened in favor of market forces. Much of the intellectual and social achievement in our field sketched in this essay is under threat of precipitous loss, if not outright elimination, in the near term unless new thinking and new funding models are put quickly in place.

The *Encyclopedia* project just mentioned seems the best possible investment of time and energy at the current moment. As things are developing in both the US and Europe (similar concerns have been raised, for example, by Slavists in the Germanophone world, see, e.g., Birzer et al. 2020³⁶), Slavic linguistics is paradoxically at both a high level of sophistication and development and at the same time on the brink of disappearing from university curricula altogether. The *Encyclopedia* will allow us to capture in amber the achievements of the golden age of Slavic linguistics and pass it on to future generations.

Notes

- ¹ This paper is a somewhat updated version of the lecture with a slightly different title, “What does it mean to do Slavic linguistics today?” delivered 17 October 2018 at Waseda University. I wish to thank my hosts on this occasion, Professor Susumu Nagayo (Waseda U.) and The Japan Society of the Study of Slavic Languages and Literatures, as well as Professor Motoki Nomachi of the Slavic Eurasian Research Center, Hokkaido University, where I lectured on South Slavic dialectological matters later that week. It was a great honor to be able to visit the important centers of Slavic studies in Japan and to have an opportunity to exchange views with leading scholars in the country.
- ² US Department of Education. N.d. The History of Title VI and Fulbright-Hays: An Impressive International Timeline. <https://www2.ed.gov/about/offices/list/ope/iegps/history.html> (accessed 20 May 2020)
- ³ MLA Language Enrollment Database, 1958–2016. New York: Modern Language Association. https://apps.mla.org/flsurvey_search (accessed 10 April 2020)
- ⁴ Goldberg, David, Dennis Looney, and Natalia Lusin. 2015. *Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2013*. New York: Modern Language Association. https://apps.mla.org/pdf/2013_enrollment_survey.pdf (accessed 20 May 2020)
- ⁵ Friedman, Amelia. 2015. American’s Lacking Language Skills. Budget Cuts, Low Enrollments, and Teacher Shortages Mean the Country is Falling Behind the Rest of the World. *The Atlantic* (10 May 2015). Online: <https://www.theatlantic.com/education/archive/2015/05/filling-americas-language-education-potholes/392876/> (accessed 1 October 2018)
- ⁶ Shaley, Asaf. 2020. Exclusive Data from the Pentagon’s Language School Offers Insight into America’s Shifting Foreign Priorities. *Monterey County Weekly*, 16 January 2020. <https://www.montereycountyweekly.com/news/cover/exclusive-data-from-the-pentagon-s-language-school->

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- 18 Greenberg, *A Historical Analysis* (see footnote 12).
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Slavistička lingvistika u SAD-u danas

Marc L. Greenberg

U radu se daju određena zapažanja o trenutnom stanju slavističke lingvistike u SAD-u s obzirom na puteve njenog razvoja u drugoj polovini dvadesetog stoljeća do danas, s nastojanjem da se poveže konkretno autorovo iskustvo i neformalna analiza višestrukih tendencija koje su utjecale na pojavu pravog procvata i razvitka slavističke nauke o jeziku, a također i uz nastojanje da se da smisao i sagleda značaj ove oblasti nauke u kontekstu savremenog američkog univerziteta. Ovdje nije cilj sagledati u potpunosti sva pitanja iz naznačene oblasti, već je polazna osnova spomenuto lično iskustvo koje se veže za početak osamdesetih godina prošlog vijeka i traje do danas. Tako je, zapravo, ovdje poseban cilj čitaocima u Japanu prenijeti datu perspektivu preko koje se mogu sagledati konkretni razvojni tokovi koji su doveli do rasta i sazrijevanja naučnoistraživačke djelatnosti u oblasti lingvističke slavistike (tj. slavističke lingvistike) u SAD-u. Rad je pisan s nadom da će predstavljanje naznačene teme pomoći naučnicima da, ne samo između Sjeverne Amerike i Evrope potaknu i ostvare plodniju saradnju kroz vlastitu nacionalnu tradiciju, nego da se takva saradnja ostvari i između Japana, Sjeverne Amerike i ostatka svijeta.