

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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<http://www.aatseel.org>

Message from the AATSEEL President

I begin my AATSEEL presidency in a mood of pronounced optimism. The number of members in our organization, which had been on a long path of decline, appears to have turned upward again. We have, in fact, climbed back to the level we were at in 2005—thus outpacing, at the very least, the national economy. My immediate predecessors in this office, Sibelan Forrester (2007-8), Caryl Emerson (2009-10) and Nancy Condee (2011-12), instituted a series of changes in the format of our annual conference that have transformed it into an event offering exceptional inducements to us all. The need to reverse declining attendance has made us rethink the ways we spend our time when we gather annually. The changes introduced have made the conference genuinely useful to us in our professional lives, across our several constituencies (graduate students, K-12 teachers, untenured assistant professors, and mid- to senior-level scholars). Paradoxically, our smaller size has made us nimble. We now offer, in addition to traditional panels, advanced seminars on selected topics of current research; pedagogically-oriented workshops conducted by recognized specialists in a variety of fields; and for graduate students, more informal meetings over coffee with senior scholars as well as a reception with wine and cheese at which they can meet senior colleagues in a relaxed setting. We intend to preserve as many such events as proves useful, and to add others (a panel on publishing in the Slavic field involving editors at relevant leading presses is one idea being discussed for next year's conference in Chicago; another is a series of panels devoted to recently published books and the scholarly issues behind them). We welcome further suggestions along these lines. We intend the AATSEEL conference to be the event to which we all come for much-needed professional and social stimulation, development, and renewal. If you are reading this *Newsletter*—if your professional life centers on the languages, literatures, and cultures of Slavic eastern

Europe—then AATSEEL is, more than any other organization to whose siren temptations you might yield, your true professional home.

In a similar vein I would encourage all faculty who teach in graduate programs to get their students to join AATSEEL. I would furthermore encourage the chairs of these programs to consider subsidizing or even fully covering membership for their students. I would suggest that all of us who teach in colleges and universities also keep an eye out for interested undergraduate students who might be considering graduate study in our field. AATSEEL would welcome their membership, and would welcome them in particular to the national conference if they wish to sample intellectual life in the field. To that end, I believe we might also want to institute a forum at our annual conference through which graduate programs could to advertise themselves to prospective students or the faculty who advise them.

We continue to reach out to colleagues teaching in the K-12 years, because the best hope that we have for a stable profession in years to come is to produce a healthier cohort of young people arriving at colleges and universities already interested in a Slavic language and literature (one only has to look at the effect that massive high school enrollments in Spanish and French have on college programs to appreciate where this might go). In this regard I am particularly grateful to Dr. William P. Rivers, a Slavist like us who happens to head two major national organizations for language study (the Joint National Committee for Languages and the National Council for Languages and International Studies), for attending the members' meeting at our recent conference in Boston and providing an overview of the funding situation in Washington (on which so much can depend). I encourage AATSEEL members to visit these organizations' website (www.languagepolicy.org) for information on what is happening at the federal level that affects our field.

Finally, we look forward to a renovation of this very *Newsletter*, which

has served the organization so well over so many years but whose graphic appearance and organization are in need of a redesign. Next issue, in fact, appears only online because we have decided to suspend at least one print issue while we contemplate the changes we might want to make. Stay tuned.

Thomas Seifrid
(University of Southern California),
AATSEEL president (2013-14).

Letter from the Editor

Dear AATSEEL Readers,

From all accounts, the annual meeting in Boston was a success. (I think most AATSEEL conferences are a success.) I wish I could have been there. However, work obligations did not permit my attending this year. I very much hope – and plan – to make it to the next annual meeting (January 2014).

I do hope that all had a great holiday break and have settled into the winter semester comfortably. Wishing you all capable and committed students!

You may notice that we are still looking for a Ukrainian column editor. That one has been difficult to fill. We are also, as always, willing to consider other kinds of columns, and I do hope to have one new column for the April issue. The annual award information should also appear there. We did not have it in time for this issue, likely because I missed being with you all in Boston.

And with that, I will stop this commentary, and only ask that you remember the newsletter as you receive various glories and awards and let us know about your achievements (Members' column or Publications column). You can send the information to the column editor or to me for passing along!

Happy early post-solstice days!
Betty Lou Leaver



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STATE OF THE FIELD

Readers: We would like to reinstate the State of the Field series. If you have written a seminal work in your field or sub-field, please consider sharing a summary of that for this newsletter. You may send the contribution to the editor, Leaver@aol.com. Many thanks for considering this possibility!

Film Studies at the Russian State University of Cinematography (VGIK):

A Historical Overview

Natalie Ryabchikova
University of Pittsburgh/VGIK

The Russian State University of Cinematography, named after Sergei Gerasimov, (VGIK) is the latest incarnation of the world's oldest film school which provides the most comprehensive program of education in various areas of filmmaking (from scriptwriting to sound direction) and film studies.

Established in September, 1919 under the name of *Goskinoshkola* (short for *Pervaia gosudarstvennaia shkola kinematografii*, or the First State Film School), it was, in turn, a film technicum, an institute, an academy, an institute again, and, finally, a university.

Initially the school was intended to train professionals for the newly nationalized film industry and thus only produced actors and directors. The curriculum, from the start, in addition to various sports and gymnastics classes, included courses on "Cinema Technique" (*Tekhnika kino*) and "The Basics of Cinema." By the end of the 1920s the school also taught camera technicians and scriptwriters. Meanwhile, some students of Moscow State University, interested in cinema, organized a small program in film studies, using for its description the peculiar Soviet term, *kinovedenie*, which came to designate the new discipline. Produced by analogy with *iskusstvovedenie* (study of art or *Kunstwissenschaft*) the discipline evolved into a mix of film history,

theory, and criticism with a particular emphasis on history.

In the early 1930s the study of *kino-vedenie* was carried over to VGIK (at the time – GIK), where the first graduate program in film studies was opened, with several of the Moscow University graduates entering the program. The first dissertation in film studies was defended at VGIK in 1935.

The mid-1930s mark the formative years of the whole discipline of Soviet film studies, when most of the work on establishing the field's parameters was being done at VGIK. Throughout the 1920s several organizations were involved in conducting more or less systematic research in film history and theory, including the Film Committee at the "Zubov" Institute in Leningrad (its most famous publication was the 1927 Formalist collection *Poetics of Cinema*) and the State Academy of Artistic Sciences (GAKhN) in Moscow, where a VGIK professor since 1919, Feofan Shipulinskii, started the project of creating the first comprehensive history of Soviet Cinema. The project was transferred to VGIK in 1934 and became the nucleus of the Film History Section of its newly established inter-departmental Research Sector (NIS), which gathered most of those interested in various aspects of film studies. Among the members of the Sector were Grigorii Boltianskii, Nikolai Iezuitov, and Béla Balázs.

VGIK became the ultimate platform where the earlier attempts at cinematic research converged in the 1930s, and the basis of most future research and archive film institutions in the Soviet Union. The first academic film collection in the world was established at the Institute in 1931. It later served as one of the primary sources of films for the main

*Editors: Nancy Condee,
University of Pittsburgh &
Thomas Seifrid, Univ. of
Southern California*

Russian film archive, Gosfilmofond, alongside supporting filmographic and bibliographic materials. The research sector inherited materials from previous Moscow institutions concerned with film research as well as enthusiastic and diligent filmographers, bibliographers and historians such as Veniamin Vishnevskii and Mikhail Iordanskii.

Their preliminary work for the envisioned and never fully realized comprehensive history of Soviet cinema became the foundation for future filmographic and bibliographic work carried out in Russia.

In particular, Veniamin Vishnevskii, continuing the work he had begun at GAKhN, compiled a filmography of Soviet films (1917-1934; later he expanded it to 1945) and a filmography of pre-Revolutionary films. He also started his long-term project of chronological tables on the history of Soviet cinema (1917-1945). His work was used as the primary source during the publication of such seminal editions as Gosfilmofond's catalogue of extant Soviet films, as well as several volumes of *Letopis' Rossiiskogo kino* (*Russian Cinema's Annals*).

The then director of the Institute, journalist, documentary filmmaker and film historian, Nikolai Lebedev, initially made grandiose plans for the new research unit. In the work of "general film studies" its work was to include, collecting primary documents and soliciting memoirs, compiling bibliographies and filmographies, organizing a library, a film library and a museum, and, finally, creating works on cinema of specific countries, on movements and individual filmmakers.

Towards the end of the decade, however, ideological complexities and constant political shifts and pressures made any ambitious academic projects

in cinema difficult if not impossible to accomplish. In 1934-36 several Party decisions about the reworking of school history textbooks were issued. The unification of the narrative of the country's recent history was completed in 1938 when the *Short Course of the History of VKP(b)*, personally supervised by Stalin, came out. The main archives were transferred into the system of the People's Commissariat for Internal Affairs (NKVD). The field of film studies was taken under strict control as well. Some of the Institute's professors were fired—Lazar' Sukharebskii, for example, who had been teaching courses on scientific and educational films. His works, it was discovered, contained material that indicated his attempt to transport "harmful bourgeois pseudo-scientific 'theories'" into Soviet cinema. Others, such as the cameraman and theoretician Boris Nil'sen, were arrested. Nikolai Lebedev was removed from his position as the director of VGIK in the fall of 1936. For three more months he remained the chair of the Department of Film History, until on January 9, 1937 he was fired from this position, as well. A month later, the Research Sector was disbanded, and all theoretical work was transferred to individual departments. There, theoretical work was carried out, among others, by directors Sergei Eisenstein and Lev Kuleshov, who taught at VGIK alongside Aleksandr Dovzhenko, Vsevolod Pudovkin, Anatolii Golovnia, and many other established directors, actors, cameramen, and scriptwriters.

The large-scale work in the field of Soviet film studies, to a large extent, ceased until the late 1940s. The film studies program, suspended in the late 1930s, was opened again in 1946 as a separate department. Subsequently, and up to this day, it has combined two distinct programs - in film studies and scriptwriting. Nikolai Lebedev, who stood behind the creation of the department, headed the sub-department of *kinovedenie* for several decades.

The four-year (later a five-year) program provided educators, film journalists, and film administrators for all republics of the Soviet Union (up to

high-ranking members of the ministries of culture).

Over the last twenty years, when VGIK first ceased to be All-Soviet and was elevated to a university status, the traditional curriculum has not changed much. The major discipline, film history, still has not overcome the Soviet division of film history into "domestic" and "foreign," and films made after the early to mid-1990s are finding way into the curriculum with difficulty. It is also customary for students in the program to specialize either in one of the sub-categories of film history, or in film theory (still much less popular than history). Indisciplinary research or research that deals with international/transnational cinema is mostly frowned upon at VGIK.

Most of the modern day graduates of the Film Studies program do not remain in academia and few go into film journalism. Instead they choose to work in film or television production, distribution, and, in recent years, film festival management and curatorship. A number of VGIK's professors and graduates still teach film-related courses in other state and private universities, colleges, and film schools that have recently expanded around Moscow and St. Petersburg.

Since the 1950s, VGIK has had its own publishing facilities, and printed numerous textbooks, monographs, and manuals. In recent years, however, due to the conditions of state subsidies, the university has not been allowed to sell its own books. As a result some major works of scholarship produced by the faculty (Galina Prozhiko's works on documentary cinema, for example, or Lidiia Zaitseva's books on the history of Soviet cinema) remain virtually unknown outside the university's walls. Perhaps the recent merger of VGIK with the Research Institute for Cinema (NIIK) will once again create a stronger balance between teaching and research and will provide more exposure for the work done at the university.

RECENT PUBLICATIONS

The Recent Publications column includes books published in 2011-2012. Authors and publishers are invited to submit information about their new publications.

Please be sure to include the date of publication and the publisher.

Art

Ioffe, D., & White, F. 2012. *The Russian Avant-Garde and Radical Modernism: An Introductory Reader*. Brighton, MA: Academic Studies Press.

Culture

Uspenskij, B., & Zhivov, V. 2012. "Tsar and God" and Other Essays in Russian Cultural Semiotics. Brighton, MA: Academic Studies Press.

White, A. 2013. *Small-Town Russia: Postcommunist Livelihoods and Identities: A Portrait of the Intelligentsia in Achit, Bednodemyanovsk and Zubtsov, 1999-2000*. London, UK: Routledge.

Ethnic & Gender Studies

Avdonyeva, S., & Olson, L. 2013. *The Worlds of Russian Village Women: Tradition, Transgression, Compromise*. Madison, WI: University of Wisconsin Press.

Burrell, K. 2012. *Polish Migration to the UK in the 'New' European Union*. Farnham, UK: Ashgate.

Honneland, G. 2013. *Borderland Russians: Identity, Narrative and International Relations*. Basingstoke, UK: Palgrave Macmillan.

Williams, K. 2013. *Imagining Russia: Making Feminist Sense of American Nationalism in U.S.-Russian Relations*. Albany, UK: State University of New York Press.

Continued on page 5

Balkan Café

Editor: Nataša Milas,
Yale University

Balkan Café is a new column dedicated to research and teaching issues pertaining to the countries of the Balkan Region. This is a place for students, teachers, and scholars to come together and exchange ideas, concerns, and questions on various aspects of Balkan Culture. I am using this opportunity to invite short articles, translations, and reviews, as well as announcements of conferences, book publications, and other material relevant to Balkan Studies. Please send questions or submissions to the editor, Nataša Milas, at natasa.milas@yale.edu.

Writing Yugoslavia: the Cultural Stylistics of Yugoslav Belonging. AATSEEL, 2013 Annual Conference

Convening in the early first panel slot of the conference, “Writing Yugoslavia: the Cultural Stylistics of Yugoslav Belonging” gave rise to new insights on canonical Yugoslav texts and resulted in a lively discussion. The panel was conceived of as an attempt to look with new eyes at some of the most beloved and well-respected classics of the long 20th century. In doing so, it examined the relationship between artistic production, cultural milieu and ideas of Yugoslav identity, focusing on the way in which authors from Krleža and Kiš to Ugrešić and Tanović formulate and express characteristically Yugoslav worldviews in aesthetically compelling and intellectually provocative ways. Seriously considering notions of Yugoslavia that are not solely, or even primarily, based on political borders, the panel located types of Yugoslav cultural belonging that emerge at various points and in various guises.

Zdenko Mandušić’s paper on Miroslav Krleža’s *Banquet in Blitva* highlighted the way the novel fits into Krleža’s decades-long polemic against Socialist Realism. However, the paper went beyond Krleža’s status as Yugoslav “gadfly,” delving into how the ekphrastic interpolation of visual art foregrounds stylistic principles, as well as how satire functions aesthetically as well as politically in Krleža’s work. In this way, Mandušić neatly argued that Krleža hones formal elements in both fiction and criticism that are

identifiably Yugoslav—but decidedly not by virtue of their national-religious focus or use of Socialist Realist tropes. Antje Postema’s discussion of Danilo Kiš positioned his *A Tomb for Boris Davidovič*, and its ensuing literary-political scandal, as a lens through which to view both his previous and subsequent works. The public debate over *Boris Davidovič* may have faded along with the petty members of the literati who attacked Kiš. But the way in which Kiš championed the related notions of the irreducible individual as an ethical actor in history and the narrative possibilities that emerge from an unshakable conviction that persons are singular both remain—and constitute, as Postema argued, truly revolutionary commitments. These “po-et(h)ical” concerns function as salient maxims of Kiš’s entire *oeuvre*. They both branded Kiš as exceptional in his own time, and, perhaps paradoxically, solidified his place as the foremost Yugoslav writer in the minds of post-Yugoslav readers and critics. Finally, Marina Antić’s contribution to the panel positioned Dubravka Ugrešić’s *Ministry of Pain* and Danis Tanović’s *No Man’s Land* in the wider sphere of thinking about Yugoslav and post-Yugoslav territoriality. Her paper, expertly supplemented with maps and film stills, opened outward from the historical consideration of Yugoslav identity and its embodiment of, and engagement with, space. The territorial and demographic disintegration of the geographical Yugoslavia, Antić maintains, can be counterbalanced by the existence of a persistent post-Yugoslav Yugoslav space and identity. This undeniable, but elusive, sense of Yugoslav-ness is found

in both the deterritorialization of exile and the reterritorialization of postwar identity, as Antić shows with recourse to Ugrešić and Tanović.

The three panelists thus investigated both the way creative membership in Yugoslavia as a community was imagined and contested, and also how it seemed to its participants, by turns, viable or inconceivable, appealing or vexing, productive or limiting.

Antje Postema
University of Chicago

Birth Certificate The Story of Danilo Kiš

by Mark Thompson

All South Slavists and anyone else interested in the life and literature of Danilo Kiš will be enchanted to know that a biography of Danilo Kiš, entitled *Birth Certificate, the Story of Danilo Kiš*, is forthcoming in March 2013. Written by historian Mark Thompson and published by Cornell University Press, *Birth Certificate* follows, sentence-by-sentence, Kiš’s own short eponymous text written in 1983. Kiš’s “Birth Certificate” is emblematic of his writing style—short, highly condensed and very lyrically charged. Thompson, who studied Kiš’s papers and conducted interviews with Kiš’s family and friends over the past two decades, expands each of Kiš’s sentences into whole chapters. Not only do readers have an opportunity to learn more about Kiš’s life and work, but also about historical, geographical, and political entities that are linked to Kiš—Central European Identity, the Novi Sad massacre, the Hungarian town of Kerkabarabas, and Russian emigra-

tion in Yugoslavia. As the historian Ivo Banac notes, "Mark Thompson has settled our collective debt to Danilo Kiš, the great Central European writer, who belonged to many cultures and traditions and whose life was itself literature. Nuanced, wise, and poetic, *Birth Certificate* just might reawaken interest in Kiš, whose story is paradigmatic and important as a signpost in contemporary chaos."

Film Year in Review

The year 2012 has been very prosperous when it comes to film production in the countries of the Former Yugoslavia. The most notable films from the region include, Aida Begić's second feature film *Djeca* (Children of Sarajevo), which examines the effects of the Bosnian conflict on youth identity; Goran Paskaljević's *Kad svane dan* (When Day Breaks) from Serbia, and Darko Mitrevski's *Treto poluvreme* (The Third Half), from Macedonia, both of which examine the treatment of Jewish population during the Second World War, in Serbia, and Bulgarian-occupied Macedonia, respectively. Meanwhile, Croatia's Damir Čučić focuses on a more personal, father-and-son conflict in his dramatic-documentary *Pismo ćaći* (A Letter to Dad). All of the films have been submitted by their respective countries for the Academy Award Best Foreign Film category.

Nataša Milas
Yale University

Czechoslovak Society of Arts and Sciences SVU Student Awards for the Year 2013

Dr. Joseph Hašek Award

The Czechoslovak Society of Arts and Sciences (SVU) is announcing a competition for the 2013 Dr. Joseph Hašek 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 Hašek 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 2012-2013. Chapters of theses or dissertations are not admissible.
- 3) The deadline for submission is **MAY 15, 2013**.
- 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), Prof. Hugh Agnew (SVU Executive Board), Dr. Louis Reith (SVU Executive Board), and Chair, Prof. Vera Borkovec (American University).
- 6) Submitted papers are not returned.

Recent Publications

Continued

Continued from page 3

Film

Ivashkin, A., & Kirkman, A., eds. 2013. *Contemplating Shostakovich: Life, Music, and Film*. Farnham, UK: Ashgate.

History

Kolsto, P. 2012. *Media Discourse and the Yugoslav Conflicts*. Farnham, UK: Ashgate.

Read, C. 2013. *War and Revolution in Russia, 1914-22: The Collapse of Tsarism and the Establishment of Soviet Power*. Basingstoke, UK: Palgrave Macmillan.

Sterrett, J. 2013. *Soviet Air Force Theory, 1918-1945*. London, UK: Routledge.

Literature

Banerjee, A. 2013. *We Modern People: Science Fiction and the Making of Russian Modernity*. Middletown, CT: Wesleyan University Press.

Brintlinger, A. 2012. *Chapaev and his Comrades: War and the Russian Literary Hero Across the Twentieth Century*. Brighton, MA: Academic Studies Press.

Laursen, E. 2013. *Toxic Voices: The Villain from Early Soviet Literature to Socialist Realism*. Evanston, IL: Northwestern University Press.

Mieder, W. 2013. *Russkie Posloviitsy: Russian Proverbs in Literature, Politics, and Pedagogy: Festschrift for Kevin J. Mckenna in Celebration of His Sixty-fifth Birthday*. New York, NY: Peter Lang Publishing.

Orwin, D., ed. 2013. *Anniversary Essays on Tolstoy*. Cambridge, UK: Cambridge University Press.

Sicher, E. 2012. *Babel in Context: A Study in Cultural Identity*. Brighton, MA: Academic Studies Press.

Vitale, S. 2012. *Shklovsky: Witness to an Era*. Dalkey Archive Press. London, UK: Dalkey Archive Press.

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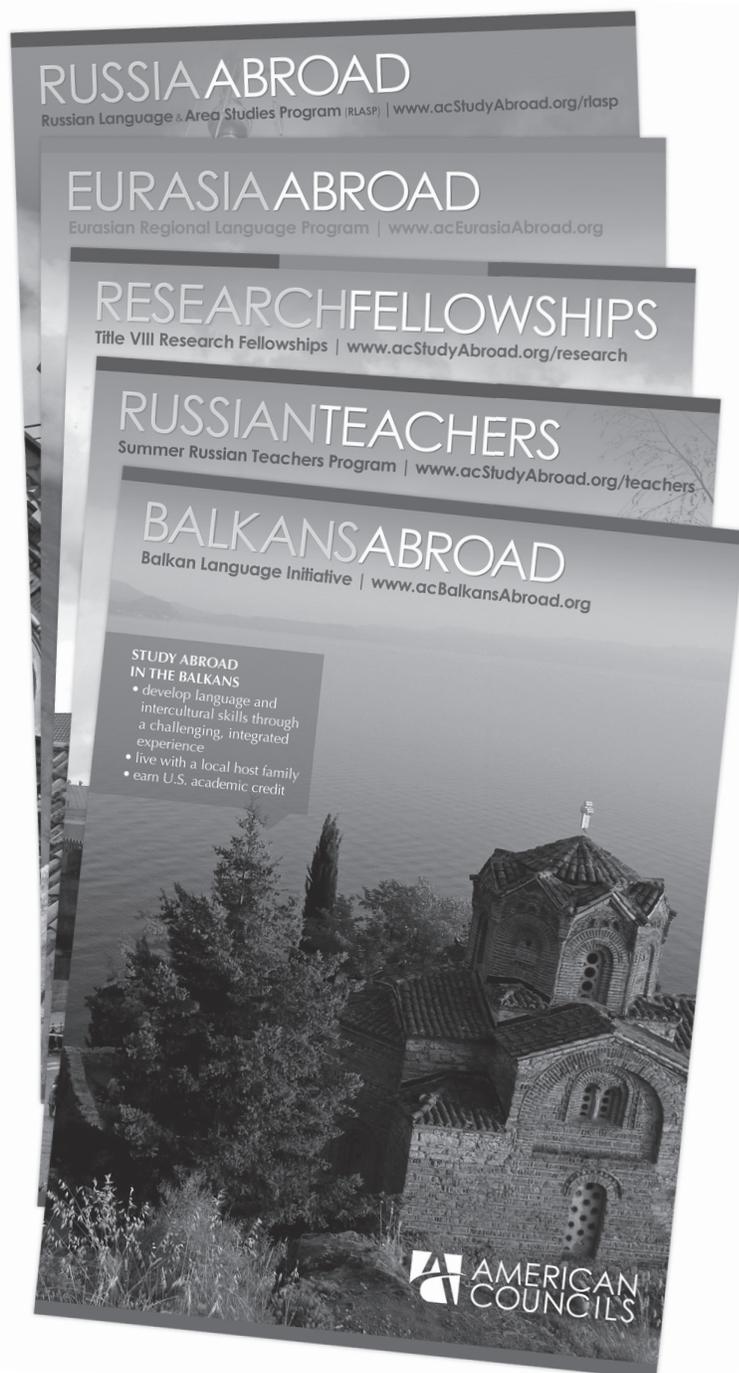
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Technology & Language Learning

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Submissions for future editions of this column should be sent electronically to Ferit Kiliçkaya (ferit.kilickaya@gmail.com)

A New Way of Practicing Listening: Voscreen

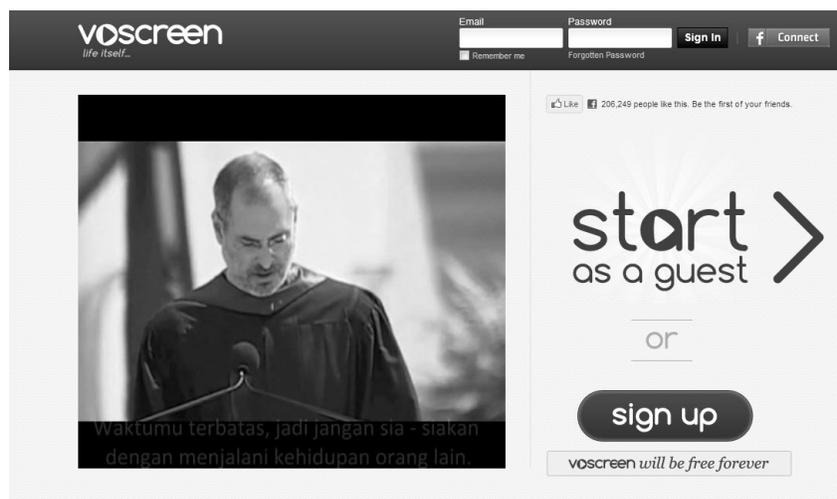
Those who have seen the movie, 'Brave Heart', might remember the famous memorable quote

There's a difference between us. You think the people of this country exist to provide you with position. I think your position exists to provide those people with freedom. And I go to make sure that they have it.

Well, not long ago, it was not easy to find the audio-visual materials related to the movies that we found memorable. I was not the exception. I remember spending days not just hours or minutes to find a poster, let alone trailers or movie sound clips. Today, thanks to such video sharing websites as *YouTube*, anyone interested in any issue, movie, and so on can easily have access to hundreds of videos. Finding movie sound clips as well as other audio-visual materials is now child's play for anyone with basic IT skills. Just typing a few keywords such as movie sound clips and *Brave Heart* quotes will lead to hundreds of search results on Google, providing various materials. Easy access to this kind of materials has also paved the way for their use in language classrooms (Gebhardt, 2004; Çakır, (2006). In the current column, I will not deal with the use of audio-visual materials; however, I will just briefly introduce you a newly-published website benefiting from movie clips, *Voscreen* (<http://www.voscreen.com>).

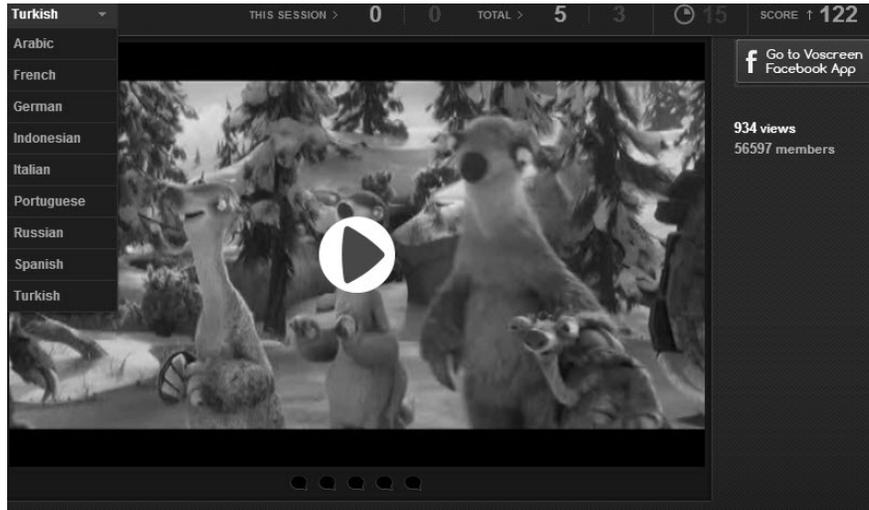
Voscreen

Voscreen is a free website that aims to allow learners to practice listening skills in English through providing them with video clips taken from a variety of sources such as advertisements, songs, movies, and speeches. Learners at various levels can enjoy these video clips; however, it seems that those at least pre-intermediate levels will benefit more from this website.

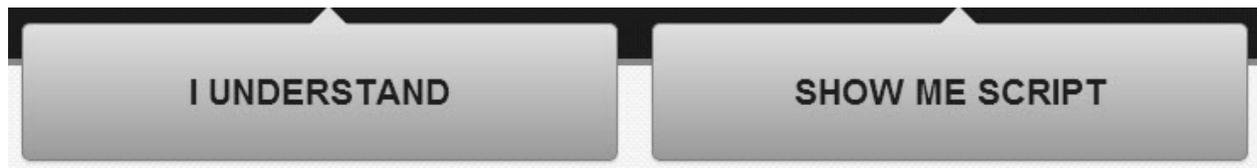


When you visit 'www.voscreen.com', you can access the video clips either as a guest, through signing up or using Facebook account. However, I suggest creating a free account or login through Facebook as otherwise it would not be possible to continue where you have left.

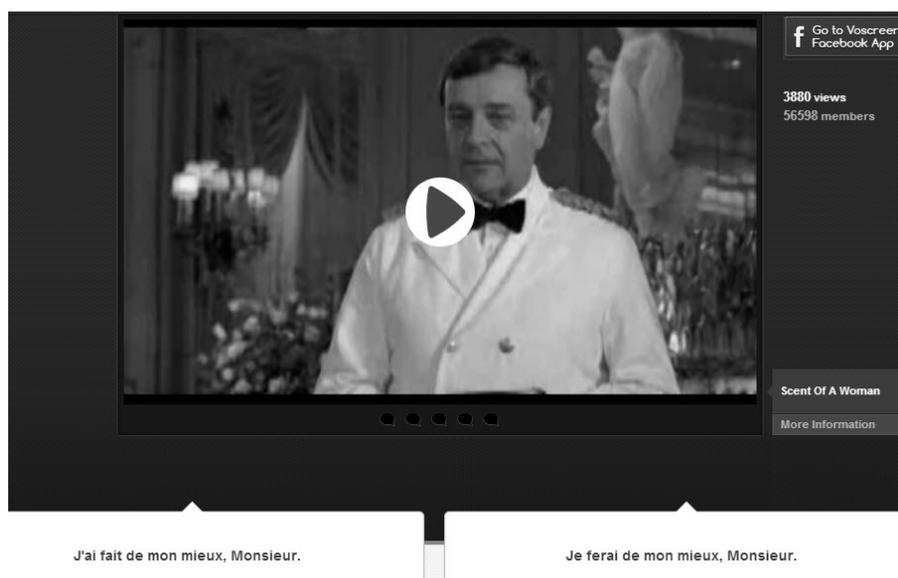
The very first thing to do is to select your mother tongue. The website, at the moment, allows 10 languages: Arabic, French, German, Indonesian, Italian, Portuguese, Russian, Spanish, and finally Turkish.



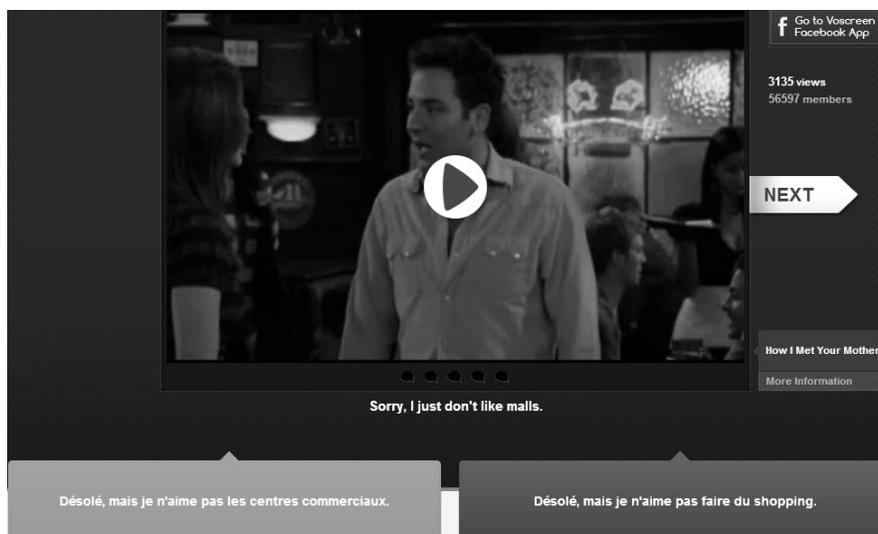
Then, video clips will be shown from a variety of sources and at various lengths, including a few words to several sentences. When you click on the ‘Play’ button on the video, you will be shown two options: ‘I understand’ and ‘Show me script’.



Clicking on the button ‘I understand’ will lead to two options, in which two versions of translations in the selected language, but without a script.



However, when you click on the button ‘Show me script’, the two versions of translation are again provided, but this time with a script in English. In either case, you are asked to choose the correct one.



If you have logged in, you can check your progress through the bar at the top of the page. There is not any information provided on the website; however, it seems that it uses an algorithm that checks the numbers of your correct answers and provides the video clips accordingly.



Voscreen seems to be very promising although it is still in beta stage. You might experience some faults such as not seeing the options in some selected languages. Moreover, there is not any information about the team, project, and the rationale behind it. I think that the owners of this project should update these sections, which I think will further enrich the website. All in all, *Voscreen* seems to have succeeded in providing learners with an enjoyable way to practice and test their listening skills through authentic materials. Followers of the listening websites such as *Breaking News English* (<http://www.breakingnewsenglish.com/>), *ELLLO* (<http://www.ello.org>), and *ESL-LAB* (<http://www.esl-lab.com>) will find *Voscreen* intriguing.

References

- Çakır, İ. (2006). The use of video as an audio-visual material in foreign language classroom. *The Turkish Online Journal of Educational Technology*, 5(3), 67-72. Retrieved from <http://www.tojet.net/articles/v5i4/549.pdf>
- Gebhardt, J. (2004). Using movie trailers in an ESL CALL class. *The Internet TESL Journal*, X(10). Retrieved from <http://iteslj.org/Techniques/Gebhardt-MovieTrailers.html>

Czech Corner

*Editor: Mila Saskova-Pierce
(University of Nebraska)*

Editor's Note: This corner is for teachers of the Czech language, and I would like to invite them to share their news, views, and experience related to the teaching of various kinds of courses dealing with Czech culture, language, and literature. Contributions do not have to be limited to the United States; they can and should include issues of Czech language and culture instruction throughout the whole world. Contributions to the Czech Corner may be sent to the column editor at msaskovapierce1@unl.edu.

Texas Czech Dialectal Archive

The TCDA, led by Lida Cope of East Carolina University in Greenville, North Carolina, will be an online repository of audio-recordings gathered from ethnic Czech Moravians in Texas from 1970 to the early 2000s. Held at UT-Austin, the *Archive* is dedicated to Professor Svatava Pirková-Jakobson who, fascinated with Czech Moravian communities in East Central Texas, began documenting their rich history by collecting folkloric, language and musical materials during her tenure at the University of Texas at Austin (1967-1978).

The first phase of this Project focuses on oral histories and other speech data. Ultimately, the mission is to create a *community resource* for Texas Czechs, as well as a *scholarly resource* for anyone interested in this population's language, culture, and identity. We envision the TCDA as a multi-media legacy archive – one central repository for irreplaceable oral histories; cultural artifacts such as newspapers, diaries, journals, letters, and photographs, reflecting the change in the Texas Czech community from the early 1850s to the present; and, importantly, for its fast-vanishing language.

News from Czech Studies in Croatia

The Czech Program in Croatia would like to draw your attention to the new page by students of Czech in Zagreb, Croatia *The Livejournal* (Czech me out) <http://ceskyblog.livejournal.com/>. A number of sub-pages, organized according to topics of interest, have already been linked to the main page, such as the student newspaper *Listy* or useful Czech pages for learning as well as student translation projects. Please join, post your comments, news, events, calls for papers, convention panels, article, links, ideas etc. Slavomira Ribarova, viši lektor za češki jezik i književnost, Filozofski fakultet Sveučilišta u Zagrebu e-mail:sribarov@ffzg.hr, gsm: +385 917808387

Czech post 1999 films monograph

Jan Čulík (University of Glasgow) published a new monograph, which analyses the value system of Czech feature films, made in 1999-2011. *A Society in Distress: The Image of the Czech Republic in Contemporary Czech Feature Film* analyses the value system constructed by Czech feature films produced since the fall of communism in 1989. It provides an overview of some three hundred Czech feature films made during this period. Over fourteen chapters, the book shows how Czech film makers have dealt with the legacy of communism and other traumatic past experiences, and how they have borne witness to recent political and social developments in the Czech Republic. Professor Čulík uses the methodology of Cultural Studies, in which art is seen primarily as a specific kind of social communication within a certain cultural and historical context.

Collection of Bronislava Volková's poetry published in the Czech Republic

The collection *Vzpomínky moře* is illustrated by Bronislava Volková and contains a CD with author's readings. It also contains excerpts from introductions to former editions by Bohumil

Hrabal, Lubomír Doležel, Willis Barnston and Marie Banerjee Němcová. The book was published by Pavel Mervart 2011 Publishers with the support of Ministry of Culture of the Czech Republic and Borna Jewish Program of Indiana University. Bronislava Volková is a professor at Indiana University in Bloomington (www.bronislavavolkova.com).

IATC met in Boston, at AATSEEL conference

The International Association of Teachers of Czech has decided to expand its publication *Czech News* into a peer reviewed periodical. If you are interested in joining the organization, see <http://czechlanguageassociation.tumblr.com/>.

Massako Fidler Ueda visiting Charles University

Professor Massako Fidler is conducting an intensive course *Iconicity in Language* at Charles University as a Visiting Professor at the Department of Linguistics at Charles University. Congratulations.

Jiří Hájiček prize winning novel published in English translation

Rustic Baroque, a winner of the Magnesia Litera Prize for Literature has been published by A Real World Press Book. The translation is by Gake A. Kirking.

Recent Publications Continued

Continued from page 5

Medicine

Manning, N., & Tikhonova, N. 2012. *Health and Health Care in the New Russia*. Farnham, UK: Ashgate.

Philosophy

Leatherbarrow, W., & Offord, D. 2013. *A History of Russian Thought*. Cambridge, UK: Cambridge University Press.

UCLA

The Department of Slavic Languages & Literatures

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<http://cli.asu.edu>

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT RUSSIAN GRAMMAR BUT WERE AFRAID TO ASK

Q. At the top of p. 76 of the 2nd ed. of the textbook *Focus on Russian*, there appears the following paragraph:

Наина Ельцина заканчивала тот же институт, что и муж, — Уральский политехнический. Много лет работала в проектной организации. Старшая из их дочерей, Елена, также имеет диплом этого вуза. Другая дочь, Татьяна, — специалист по компьютерам, она училась в Московском университете.

Why does *также* occur in the second sentence? I would have expected *тоже*.

I'd be very interested to hear your explanation.

A. Schematically the rule for *тоже* vs. *также* looks like this:

Миша был в Москве, Маша *тоже* была в Москве/ездила в Москву. (i.e. Маша is compared to Миша)

Миша ездил в Москву и в Петербург к родителям, он *также* побывал во Владимире у брата. (i.e. what Миша did in the first place, and in the second)

Миша был в Москве, во Владимир он *тоже* съездил. (this is similar to the previous type, except *Vladimir* is introduced as a new topic)

I tell my students the following rule of thumb (which eliminates most of their mistakes): *тоже* looks back, *также* looks forward. In that sense it is similar to *опять* which refers to some past event while *снова* refers to a new event.

A detailed linguistic explanation of the use of *тоже* vs. *также* would include discussion on functional sentence perspective, i.e. topic and comment of the sentence, which is often equated to “old” vs. “new” information, although this is not always the case.

Paducheva (1974/2009), whose discussion of *тоже* and *также* is most illuminating, points out that *тоже* stresses similarity while *также* stresses difference. So in the following example “I” has similarity with those described in the first sentence.

Нужно иметь какие-то особые качества, чтобы так уметь заниматься с животными. *Я тоже люблю собак*, но так не смог бы. (<http://xx-vek.dp.ua/eto-interesno/68-111.html>)

In the following example there is a juxtaposition between a cat and dogs.

У меня есть очень хорошая кошка. *Я также люблю собак* и животных вообще.. (<http://vk.com/id88735998>)

So one can see how my rule of thumb works: “back” corresponds to similarity, “forward” corresponds to “difference”.

The third common possibility is to change the word order:

Блаженны нищие духом перламутровые дворовые кошки. Впрочем, *собак тоже люблю*. [Кира Сурикова. В пелене дождя (2003)]

Presumably she loves cats (hinted in the first sentence) and then explicitly added that she loves dogs. This is a case where “old information” vs. “new information” and topic vs. comment do not coincide.

So, *Я тоже люблю собак* means ‘I also like dogs (like someone else)’, while *Собака я тоже люблю* means ‘I like dogs as well (like other animals)’.

And the sentence *Я не сомневаюсь, что ты их тоже читал.* is ambiguous without a context; it could mean ‘you too read them’ or ‘you read them as well’.

None of this explains the example in the question.

It has been noted before that *также* is less frequent and more bookish than *тоже*, and it is more common in those

Alina Israeli
(*American University*)

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genres that are associated with higher style. In part, this is a chicken and egg problem. By the nature of scientific prose and journalistic discourse, the author has to present new information not only from the point of view of what has been said, but in more objective terms, and has to keep on introducing new information as the writing unfolds. *Также* is the particle that introduces new and contrasting information. It is possible that the pervasiveness of *также* in the press and in the scientific language causes the perception that it is bookish.

Paducheva in her article mentions that there are two variants of *также*, a stressed one, *также* **↗**, which has syntagmatic stress and a pause after it, as in the example in the question

Старшая из их дочерей, Елена, *также* **↗** имеет диплом этого вуза.

and an unstressed one, as in the “dogs” example:

Я также люблю собак и животных вообще.

According to Paducheva, the stressed one is totally synonymous to *тоже*, and she excludes it from the rest of her discussion.

In quasi-synonymy, we usually find some overlapping examples, that is examples where substitution is possible without any change in meaning. It might add a stylistic tinge. But in order to establish the difference we need to find examples where substitution is impossible.

Организаторы намерены потребовать отставки Госдумы и Совета федерации, менее чем за две недели ответивших на «акт Магнитского» запретом на усыновление американцами российских детей и поставивших вне закона деятельность НКО, получающих финансирование из-за рубежа. Владимиру Путину оппозиционеры *также* **↗** предложат

оставить Кремль. (http://www.gazeta.ru/politics/2012/12/29_a_4911589.shtml)

In this example the essence of the meanings of “потребовать отставки Госдумы” and “предложить оставить Кремль” is the same: both Duma and Putin should leave their respective posts; however, the posts are different and that is why *Путину тоже предложат оставить Кремль. would be incorrect.

Or consider the following example:

Вальтер Беньямин отмечал, что в современном обществе произведение искусства оказывается оторванным от своего первоначального инструментального контекста. Георг Зиммель также отмечал изменения отношений человека с вещами и выделял причины этих изменений. Он полагал, что современная эпоха характеризуется разрушением «стилистического единства». [Лариса Шпаковская. Старые вещи. Ценность: между государством и обществом (2004) // «Неприкосновенный запас», 2004.01.15]

Using тоже in this context would make Simmel and his findings resemble Benjamin and his findings, while in fact Simmel preceded Benjamin by over 30 years.

While in the question example we find practically a complete overlap in the meaning of заканчивала ... Уральский политехнический and имеет диплом этого института, the author may have chosen также for its bookishness since he or she was describing the “first family”. Тоже would have been perfectly appropriate as well in this context. We do find the use of тоже in scholarly prose as well:

Именно под влиянием концепции Афанасьева у Островского тогда же возникает замысел «весенней сказки». Этот замысел был реализован в 1873 году; вскоре пьеса была напечатана в «Вестнике Европы» и поставлена в Большом театре. Современниками она была воспринята с недоумением и непониманием: Островскому не поверили «Снегурочку» критиковали в печати, над её текстом издевались... В 1879 году

за создание оперы по пьесе А. Н. Островского берётся Н. А. Римский-Корсаков, которому она в первом чтении тоже не понравилась. [Елена Душечкина. Дед Мороз и Снегурочка // «Отечественные записки», 2003]

The following four examples are minimal pairs where the only difference is the type of particle. All of the examples come from the same journalistic style:

НАТО на нас не нападет, мы тоже не собираемся нападать на НАТО. (<http://grani.ru/blogs/govnomer/entries/170391.html>)

Так что мы не собираемся совершать неожиданные поступки, но мы также не собираемся навсегда оставаться в неопределённом статусе. (<http://kommersant.ru/doc/780936>)

“Легко никому не будет, но сдаваться заранее мы тоже не собираемся”, – цитирует Вашичека “Спорт уик-энд”. (<http://sport.rambler.ru/news/icehockey/577727054.html>)

Прогресс не стоит на месте, и мы также не собираемся останавливаться на достигнутом. (<http://landed-sochi.ru/sait-news/33-prislushivaemsa-k-polzovatelyam>)

In the first sentence, we find two different subjects, but the action is the same. In the second sentence, we have the same repeated subject with two contrasting predicates. In the third sentence, сдаваться заранее is emphasized by its position in the sentence; тоже in this case, due to the negative context, is closer to ‘either’. In the fourth sentence, one could have had тоже, except it would have created parity between прогресс and мы, an abstract noun and a personal pronoun; consequently, it is better to use a more bookish также.

Падучева Е.В. “Тоже и также: взаимоотношение актуального членения и ассоциативных связей.” В кн.: Статьи разных лет. М., 2009.

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New Publication by AATSEEL Member

The Poetics of Impudence and Intimacy in the Age of Pushkin

By Joe Peschio

Paperback Original

Publication Date: February 13, 2013

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\$29.95, 174 pp.

e-book, ISBN 978-0-299-29043-6,

\$19.95

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Publications of the Wisconsin Center for Pushkin Studies

David M. Bethea and Alexander Dolinin, General Editors

Joe Peschio offers the first comprehensive history of the shalost’—a word that could refer to behaviors like practical joking, insubordination, ritual humiliation, or vandalism, among other things, but also to literary manifestations such as the use of obscenities in poems, impenetrably obscure allusions, and all manner of inside jokes. He argues for its importance as a form of challenge to the legitimacy of existing literary institutions and sometimes the Russian regime itself. Working with a wide variety of primary texts—from verse epistles to denunciations, etiquette manuals, and unknown archival materials—Peschio argues that the formal innovations in such “prankish” types of literary behavior posed a greater threat to the watchful Russian government than ordinary civic verse or overtly polemical prose.

“Original, imaginative, well researched, convincingly argued, and excellently written. This book fills an important lacuna in the history of Russian literature and culture of the early nineteenth century.”—Irina Reyfman, author of *Ritualized Violence Russian Style: The Duel in Russian Culture and Literature*

Joe Peschio is assistant professor of Russian and coordinator of the Slavic languages program at the University of Wisconsin–Milwaukee.

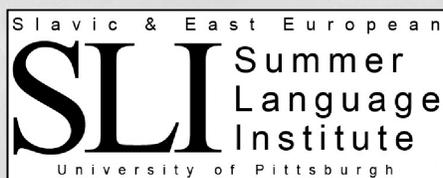
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AATSEEL compiles information on U.S.-based summer programs in Slavic, East European, and Eurasian languages and cultures. The information below was provided in late 2012 and is subject to change. Please contact programs directly for details and updates.

These listings include only Slavic, East European, and Eurasian offerings. Many of the programs listed offer additional languages, e.g. Chinese or Arabic. See individual program sites for details.

Many institutes have multiple programs, with different dates, locations, etc. The information below shows broadest range possible. Individual courses and levels may have different dates, prices, etc. Be sure to check the program site for details.

Program directors; send updates for future Newsletters to cli@asu.edu.

– Kathleen Evans-Romaine, Arizona State University

Institutions Offering Multiple East-European/Eurasian Languages

Institution: **Arizona State University Critical Languages Institute**

Languages: Albanian, Armenian, BCS, Persian, Polish, Russian, Tatar, Ukrainian, Uzbek

Levels: Varies: 1st through 6th year

Locations: Tempe AZ, Tirana, Yerevan, Sarajevo, Kiev

Dates: June 3 – July 19 in Arizona + July 23 – August 16 Abroad

June 24 – August 16 in Kiev or Yerevan

Credits: 8 for courses in Arizona

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8 for 2-month courses in Kiev or Yerevan

Tuition/Fees: Courses in Arizona: \$850

Study-abroad fees vary. See website.

Funding: International Distinguished Engagement Awards

Deadline: Rolling admissions

Website: <http://cli.asu.edu>

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The Arizona State University Critical Languages Institute (CLI) offers intensive summer language programs in Arizona and abroad.

1st- and 2nd-year courses in Albanian, Armenian, Bosnian/Croatian/Serbian (BCS), Persian, Polish, Russian, and Uzbek are offered in “**hybrid**,” programs, combining 7 weeks on the ASU campus and 4 (optional) weeks abroad. For more advanced students, CLI offers the following 8-week programs abroad: Kiev, Ukraine: **Intermediate Russian** (3rd and 4th year)

Kiev, Ukraine: **Advanced Russian** (5th and 6th year)

Kiev, Ukraine: **Ukrainian** (1st through 4th year)

Yerevan, Armenia: **Advanced Armenian**

CLI courses are open to graduates, undergraduates, and non-students.

Institution: **Central European Studies Summer Institute**

Languages: Kazakh, Tajik, Uyghur, Uzbek

Levels: 1st & 2nd Year

Location: Madison WI, University of Wisconsin

Dates: June 17 - Aug 9

Credits: 8

Tuition/Fees: UW tuition (\$3,500 resident, \$8,800 non-resident)

Funding: FLAS

Deadline: April 16, 2013

Website: <http://www.creeca.wisc.edu/cessi/>

Contact: cessi@creeca.wisc.edu; 608-262-3379

The Central Eurasian Studies Summer Institute (CESSI) offers intensive Central Eurasian language courses alongside a cultural enhancement program which introduces students to the rich world of Central Eurasian history and culture.

In summer 2013, we will offer instruction in first- and second-year Kazakh, Uyghur, Uzbek, and Tajik. Scheduling of classes is contingent on sufficient enrollment. Please apply to CESSI as early as possible to help ensure that your class will be offered. With sufficient enrollment, other Central Eurasian languages may be offered on demand. Please contact the CESSI program coordinator if you are interested in a language not listed above.

CESSI is a joint initiative of 17 U.S. Department of Education-funded National Resource Centers at 11 U.S. universities and is supported by U.S. Department of State Title VIII resources through the Social Science Research Council.

For further information about CESSI 2012, please contact Nancy Heingartner, CESSI program coordi-

nator, cessi@creeca.wisc.edu, 1-608-262-3379.

Institution:	Indiana University Summer Language Workshop
Languages:	Arabic, BCS, Dari, Georgian, Hungarian, Kazakh, Mongolian, Pashto, Persian, Polish, Romanian, Russian, Tatar, Turkish, Uyghur, Uzbek, Yiddish
Levels:	Varies: 1 st through 6 th year
Location:	Bloomington, Indiana
Dates:	3 Jun - 26 July
Credits:	6-10
Tuition/Fees:	\$1,603 - \$3,671
Ugrad funding:	FLAS, Project GO for ROTC cadets and midshipmen
Grad funding:	FLAS, Title VIII; tuition is waivers for selected languages
Deadline:	March 1, then rolling admissions
Website:	http://www.indiana.edu/~swseel/
Contact:	swseel@indiana.edu ; 812-855-2889

Offering intensive summer language training at the Bloomington campus of Indiana University since

1950, SWSEEL provides over 200 participants in Slavic, East European, Middle Eastern and Central Asian languages the opportunity to complete a full year of college language instruction in eight and nine-week summer sessions. Graduate students, undergraduates, professionals, exceptional high school students, and others enroll in our courses. Participants come from all over the United States, as well as from other countries.

Utilizing the resources of Indiana University's own specialists as well as native speakers from other universities and abroad, the Summer Workshop has

developed and maintains a national program of the highest quality. Allowing all participants to pay in-state tuition fees, the program has as its goal the enhancement of speaking, reading, listening and writing skills through classroom instruction and a full range of extra-curricular activities.

Project GO funding is available for undergraduate ROTC students to study Arabic, Russian, Dari, Turkish, Persian, Kazakh, Uyghur and Uzbek. FLAS funding is available for all languages. Graduate students and professionals are eligible for Title VIII funding to study BCS, Dari, Georgian, Hungarian, Kazakh, Mongolian, Polish, Romanian, 3rd year Russian and higher, Tatar, Uyghur, and Uzbek. Language Training Center stipends are available to Foreign Area Officers and other military linguists for advanced Arabic and Russian study.

Institution:	University of Pittsburgh Summer Language Institute
Languages:	BCS, Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Polish, Russian, Slovak, Turkish, Ukrainian
Levels:	1 st through 4 th year
Locations:	Pittsburgh, Moscow, Prague, Montenegro, Krakow, Debrecen, Bratislava
Dates:	June 3 – July 12, or July 27, or August 9
Credits:	6–10
Tuition/Fees:	\$3930–\$7900
Ugrad funding:	Tuition Scholarships, FLAS, Project Go (ROTC, Russian), stipends
Grad funding:	Tuition Scholarships, FLAS, stipends
Deadline:	March 15, then rolling admissions
Website:	http://www.slavic.pitt.edu/sli/
Contact:	SLIadmin@pitt.edu ; 412-624-5906

University of Pittsburgh offers accredited summer immersion programs in Pittsburgh and/or abroad in Slavic and East European languages.

The Russian Summer Language Program includes an 8-week, 8-credit intensive language option (June 3-July 26, 2013) in beginning, intermediate, advanced, and fourth-year intensive Russian, as well as a 5+5 Pitt-Moscow option with five weeks in Pittsburgh (June 3-July 5) and five weeks in Moscow (July 8-August 9).

The East European Summer Language Program includes six-week intensive programs carrying six credits in Pittsburgh (June 3-July 12) in Beginning Bulgarian, Czech, Turkish, Hungarian and Ukrainian; Beginning and Intermediate Estonian, Latvian, Lithuanian, and Polish; and Beginning through Advanced Bosnian/Croatian/Serbian and Slovak, as well as programs with four-week/four-credit add-on abroad components (July 14-August 9) in Bulgaria, the Czech Republic, Hungary, Poland, Slovakia and Montenegro. In addition, 6-week/6-credit Prague-only Czech immersion courses at the intermediate and advanced levels are offered, as well as a 6-week/6-credit Krakow-only Advanced Polish immersion course (July 1-August 9). All of the summer language programs consist of five hours per day of instruction and are proficiency based. Scholarships are available (scholarship deadline: March 15, 2013). FLAS fellowships, which cover tuition and provide a stipend, are available for undergraduates and graduate students. New funding opportunities for students of the Baltic languages and for ROTC students of Russian language (both for Pittsburgh-only and the Pitt-Moscow program) through Project GO are available in 2013.

Institution:	University of Washington
Languages:	Polish, Russian, Ukrainian
Levels:	Polish & Ukrainian 1 st year Russian: 1 st , 2 nd , and 4 th year
Location:	Seattle, WA

Dates: June 24 – Aug 23
 Credits: 15
 Tuition/Fees: \$8,264–\$9,187
 Website: <http://depts.washington.edu/slavweb/academics/summer-language-intensives/>
 Contact: slavicll@uw.edu; 206-543-6848

The **Intensive Summer Language Program** has advantages for students in a variety of situations:

It enables undergraduates who begin their study of Russian after their freshman year to complete the four-year program in as little as two years and two summers (eight quarters).

It provides an opportunity for students from colleges and universities with limited offerings in Russian to complete the four years of language that are required by many graduate programs.

It allows graduate students in any discipline whose research requires knowledge of Russian to begin study of the language, or to continue it at an appropriate level.

The Intensive Summer Language Program is open to non-UW students registering through the UW Summer Quarter. The program includes extracurricular activities such as films, language tables for conversation practice, singing, poetry-reading and drama performances, and lectures on Slavic cultures. A number of recreational activities are usually organized, depending on the interests of the student group, ranging from hikes and bicycle rides to museum visits, concert outings, and even the culinary arts!

Institutions Offering Russian

Institution: **Beloit College Summer Language Program**
 Languages: Russian
 Levels: 1st year through 4th year
 Location: Beloit, Wisconsin

Dates: June 15 – August 9
 Tuition/Fees: \$7,594 (includes room & board)
 Credits: 12
 Ugrad funding: Director's Scholarship
 Grad funding: Director's Scholarship
 Deadline: Rolling admissions
 Website: <http://www.beloit.edu/cls/>
 Contact: cls@beloit.edu; 608-363-2277

The **Center for Language Studies** at Beloit College offers summer intensive language courses in Arabic, Chinese, Japanese, and Russian (1st through 4th-year). Eight- and four-week sessions are available. The full eight-week program runs from early June through early August; the four-week program runs from Mid June to early July. Advantages: Personalized instruction, small classes, superb teachers, twelve semester hours of credit, language tables, extracurricular activities, pleasant summer on a lovely campus in southern Wisconsin with easy access to Madison, Milwaukee, and Chicago. Applications are accepted beginning in October and continuing until classes are filled. CLS Director's scholarships are available to all qualified applicants through April.

Institution: **Bryn Mawr College**
 Languages: Russian
 Location: Bryn Mawr, PA
 Dates: June 5 – July 31
 Credits: 4-8
 Tuition/Fees: \$3,345–\$6,690 (includes housing)
 Funding: Need based
 Website: <http://www.brynmawr.edu/russian/rli.htm>
 Contact: rli@brynmawr.edu; 610-526-5187

Founded in 1977, the **Russian Language Institute** (RLI) at Bryn Mawr seeks to support the study and teaching of Russian in the United States by providing an intensive-immersion setting for both teachers and learners of the language. RLI offers both four- and eight-week programs for male and female high school, undergraduate, and graduate students, concentrating on language training. Specialized seminars are also periodically offered for high school and college Russian teachers of Russian under the auspices of RLI.

The eight-week Russian Language Institute offers a highly-focused curriculum and a study environment conducive to the rapid development of the four language skills (oral, aural, writing, reading) as well as cultural awareness. The program draws participants from a broad spectrum of academic fields, occupations, ages, and interests. Course offerings are designed to accommodate a full range of language learners, from the beginner to the advanced learner (three levels total). The highly intensive nature of the coursework and the culturally-rich immersion environment have proven very successful in providing the equivalent of a full academic year of college Russian to participants who complete the program.

Institution: **Middlebury College**
 Levels: 1st year through grad.
 Location: Middlebury, VT
 Dates: June 21 – Aug 16
 Credits: 12 semester hours
 Tuition/Fees: \$10,150 (includes room & board)
 Funding: Financial aid available
 Deadline: Rolling admissions
 Website: <http://www.middlebury.edu/ls/russian>
 Contact: schoolofrussian@middlebury.edu; 802-443-2006

The Kathryn Wasserman Davis **School of Russian** at Middlebury College offers intensive Russian language instruction at seven levels in its eight-week program and courses in language and linguistics, literature, culture, film, history, and pedagogy in its six-week graduate program. Graduate courses can lead to MA or DML degrees in Russian. All courses are taught in an intensive Russian-only environment complemented by rich co-curricular offerings. Dates: 21 June – 16 August 2013 (8-week program), 2 July – 16 August 2013 (6-week graduate program)

Institution: **Monterey Institute for International Studies**

Location: Monterey, CA

Dates: June 17 – August 9, 2013

Credit: 4–8

Tuition/Fees: \$4,000

Housing & Meals: not included

Funding: FLAS eligible, external financial aid accepted

Deadline: Rolling admissions; payment due by April 29, 2013

Website: <http://www.miis.edu/academics/language/summer>

Contact: languages@miis.edu; 831-647-4115

Language plays a very important role at the Monterey Institute. Our Language and Professional Programs offer intensive language instruction for participants with a variety of academic of non-academic goals. Whether you are planning to study or work abroad, wish to strengthen your skills so you can enroll in higher-level courses at your home institute, or are looking for an in this competitive job market, our Language and Professional programs might be just what you are looking for.

We offer a **Summer Intensive Language Program** (<http://www.miis.edu/academics/language/summer>), as well

as customized one-on-one and small group language training programs in a variety of common and less-commonly taught languages (<http://www.miis.edu/academics/language/custom>). These programs are open to anyone interested in language study and development of cross-cultural understanding.

Institution: **University of Virginia**

Location: Charlottesville, VA

Dates: June 9 – Aug 2, 2013

Credits: 12

Tuition/Fees: \$4,235–\$13,870 (depending on residency and grad/undergrad status)

Housing: \$22 per night (optional)

Deadline: April 15, 2013; then rolling admissions

Website: <http://www.virginia.edu/summer/SLI/index.html>

Contact: uvasli@virginia.edu; 434-243-2241

The Summer Language Institute offers eight-week courses in Russian. Students attend classes five days a week, seven and a half hours a day. Listening, speaking, reading, and writing skills are developed in a student-centered environment. Students are expected to attend all classes and evening cultural activities. Individuals who successfully complete the Institute earn 12 credits,

which satisfies the foreign language requirement at the University of Virginia.

Institution: **University of Wisconsin, Madison**

Levels: 1st year through 3rd year

Dates: June 17 - Aug 9

Credits: 8

Tuition/Fees: UW tuition (WI resident: \$2,690 | MN resident: \$3,455 | other: \$6,630)

Room/Board: Not included

Funding: FLAS

Deadline: Rolling admission (until May 15 for non-UW students)

Website: http://slavic.lss.wisc.edu/new_web/?q=node/278

Contact: Anna Tumarkin, atumarki@wisc.edu, (608) 262-3498

The UW-Madison Department of Slavic Languages & Literature is pleased to offer intensive first, second and third-year Russian in summer 2013. These intensive courses will cover the entire curriculum of first, second and third year Russian in one eight-week session and will consist of two two-hour blocks of classes each day (Monday-Friday, 8:50-10:45 and 12:05-2:10). The University of Wisconsin-Madison is an international leader in foreign language instruction.

AATSEEL Newsletter Needs Column Editors & Contributors

The AATSEEL Newsletter currently carries columns about news in the fields of Belarusica, Czech and Russian. We invite readers to send information for sharing to the respective column editors.

We are currently looking for editors for the Ukrainian studies.

If you are interested in editing a new column or helping a current editor, come forward. We are willing to add columns for other Slavic languages and covering topics of interest to all. Please contact Betty Lou Leaver at Leaver@aol.com.

INTERNATIONAL SUMMER LANGUAGE PROGRAMS

3rd International Summer School of Belarusian Studies, Hajnówka, Poland

July 7-August 4, 2013

Dr. Maria Paula Survilla, Executive Director of the Center for Belarusian Studies at Southwestern College (Winfield, KS) invites undergraduate and graduate students to participate in the Center's 3rd International Summer

School of Belarusian Studies from July 7 to August 4, 2013. The program, co-sponsored by the Belarusian Historical Society (Białystok, Poland), will be held at the Belarusian Cultural Center and Belarusian Lyceum in the

town of Hajnówka, located in the Podlasie region of northeastern Poland, an area of great natural beauty and home to Poland's sizable ethnic Belarusian population—an ideal setting for the study of Belarusian language, history,

society, and culture, as well as for the study of a broad range of issues relating to cultural diversity and minorities policies in the EU. Ambassador (retired) David H. Swartz will serve as the Summer School's Program Director. Amb. Swartz was the first U.S. ambassador to Belarus. His career also included service as Dean of the School of Language Studies at the U. S. Department of State.

Program

Coursework will include intensive Belarusian language instruction (beginning and intermediate levels and individual advanced-level tutorials) and lectures in English and Belarusian on Belarusian history, literature, contemporary politics and society. The program will also include a regional studies component, with lectures and events focusing on the history, culture and current status of the Belarusian minority in Poland, as well as of the Podlasie region's other ethnic groups, including Poles, Jews, Tatars, Lithuanians, and Russian Old Believers.

Faculty

The Summer School faculty will include instructors from Białystok University and the Belarusian Lyceum in Hajnówka, as well as visiting instructors from a number of Belarusian universities. Additional guest lectures on Belarusian history, politics, society and culture will be given by leading researchers in the field of Belarusian studies from Europe and North America.

Accommodations

Participants will have a choice of hotel accommodations at the Belarusian Cultural Center or homestays with Belarusian-speaking families in Hajnówka.

Cultural Program

Coursework will be supplemented by a rich and diverse cultural program, including visits to local Belarusian cultural organizations and media outlets, meetings with Belarusian writers and artists, films, concerts, and excursions to important sites related to Belarusian culture and the other cultures of the Podlasie region: the city of Białystok, the recently restored Orthodox monastery and Museum of Icons in Supraśl, the Białowieża (Bielawieża) National Park (the largest and ecologically most diverse remnant of the primeval forests of the Northern European plain), the historic town of Bielsk Podlaski, the Holy Mountain of Grabarka (the most important Eastern Orthodox pilgrimage site in Poland), the 17th-century Great Synagogue in Tykocin, the Tatar mosque in Kruszyniany, and the Borderland Center in Sejny, a unique institution dedicated to preserving the rich multicultural heritage of the borderland region and promoting dialogue and mutual understanding between its many ethnic groups and cultures. In mid-July students will also have the opportunity to attend Basovišča, the annual festival of Belarusian rock music organized by the Belarusian Students' Association in

the town of Gródek (Haradok) east of Białystok.

Optional Tour of Belarus and Lithuania

At the end of the program, from August 5-19, students will have the option of traveling to Belarus on a guided tour including Hrodna, Słonim, Navahrudak, Mir, Niasviž, Minsk, Połack, Viciebsk, Mahiloŭ, Pinsk and Brest. The trip will end with a visit to the Lithuanian capital Vilnius, including important sites related to the history of the Grand Duchy of Lithuania and the modern Belarusian national movement.

Program Fees

The program cost is \$4200. This covers:

4 hours of graduate credit in Belarusian language/area studies;

Room and board at Hajnówka site;

On-site expenses for program-related excursions.

Travel expenses from/to the U.S. to Hajnówka are additional. The cost of the optional tour of Belarus and eastern Lithuania at the end of the program will be announced as details become available. Limited financial assistance may be available based on demonstrated need.

Contacts

For further information and application materials, please visit the CBS website (<http://belarusiancenter.org/>) or contact the Program Director, Amb. David Swartz (david.swartz@sckans.edu) and/or Associate Program Director, Dr. Curt Woolhiser (Brandeis University): cwoolhis@brandeis.edu. Please note that the deadline for all applications is March 1, 2013.

American Councils 2013 Summer Russian Language Teachers Program

Fully-Funded* Overseas Professional Development for Russian Language Teachers

American Councils for International Education: ACTR/ACCELS is now accepting applications for the 2013 Summer Russian Language Teachers Program at Moscow State University. Twelve finalists will be selected to receive program funding from the U.S. Department of Education (Fulbright-Hays Group Projects Abroad). All program expenses will be paid for these participants (*less an initial program administration fee and domestic travel to and from Washington, D.C.).

Applications for the Summer 2013 program are due by March 1st. Interested applicants can access the online application at: www.acStudyAbroad.org/sumteach

The Summer Russian Language Teachers Program is a six-week program in Russian language, culture, and linguistics for pre- and in-service teachers of Russian language. Applicants must be either graduate students preparing for a career in Russian-language education or current teachers of Russian at the university, secondary school, or elementary school level. Applications from K-12 teachers of Russian are especially encouraged.

Applicants must be U.S. citizens or permanent residents.

The fellowship provides:

Full tuition for six weeks of study at Moscow State University;

Housing in the Moscow State dormitory;

Roundtrip, international airfare from Washington, D.C. to Moscow;

Pre-departure orientation in Washington, D.C.;

Pre- and post-program testing
Russian visa;

A weekly stipend of \$180;

Weekly cultural excursions

Weekend trip to the Golden Ring

Medical insurance; and

Ten graduate hours of credit from Bryn Mawr College.

For more information...

Visit: www.acStudyAbroad.org/sumteach

Or write to:

Russian and Eurasian Outbound Programs

American Councils for International Education: ACTR/ACCELS

1828 L St, NW Suite 1200

Washington, DC 20036

outbound@americancouncils.org

American Councils for International Education: ACTR/ ACCELS is now accepting applications for its Fall 2013 and Academic-Year 2013-14 study abroad programs in Russia, Eurasia, and the Balkans:

Advanced Russian Language and Area Studies Program (RLASP)

Business Russian Language and Internship Program

Russian Heritage Speakers Program
Eurasian Regional Language Program

Balkan Language Initiative

Additional information and program applications can be accessed through <http://acStudyAbroad.org> or by emailing outbound@americancouncils.org.

Cosmopolitan Educational Center, Novosibirsk, Russia

The major benefits to join our program are as follows:

We organise an exciting cultural, social and excursion program for international participants of the camp, which is a very enriching experience. You will be involved in interaction with the Russian children, youth and adults all the time. This is the kind of experience you will never get if you go as a tourist.

You will gain a first-hand experience of the Russian culture and life style and particularly the Siberian one. They say if you want to know what real Russia is like you should go to Siberia.

This is a not-for-profit program. Participation fee covers expenses on accommodation and ALL meals, and tuition fee for students as well. If you come to Russia (Siberia) on your own or through a travel agency you will spend much more money compared to what you would pay to participate in our program. Participating in our program you won't need much pocket money, you may only need some spending money to buy souvenirs and gifts to take back home.

All the local services (airport pick-up, local transportation, excursions) are provided by our school without any additional payment.

You don't have to be a professional teacher in order to volunteer for the program. The most important aspect is your willingness to participate and share your knowledge and culture, as well as your enthusiasm and good will. Teaching at the camp is not like an academic teaching routine, it's more like fun where emphasis is made on communication. Our school will provide you with the daily topical schedule for the classes and will be happy to assist with lesson planning and teaching materials. University students are eligible to apply as volunteer teachers. You will gain valuable practical experience, proven ability and contacts that you can use to get a future job. Teaching at the camp can also be considered as an INTERNSHIP with all necessary paperwork and an on-site internship supervision provided.

International participants have an opportunity to attend Russian languages classes every day. Russian classes are taught by well-educated native speakers trained to teach foreigners. Students are placed in a group according to their level of Russian. No previous knowledge of Russian is required.

We will also be happy to arrange courses on the Russian culture, history, music, etc., if required.

We are dedicated to providing a student with the most excellent supervision possible. All the students are supervised and each group has a group leader who is normally responsible for 10 students and stays with the group 24 hours a day. Everyone can expect a warm, sup-

portive and friendly atmosphere along with professional service. Our goal is that a student has the most enjoyable and worthwhile experience possible during the stay with us. We are determined to ensure that everyone benefits fully from the interaction with other students and the staff. The Head of Studies, Psychologist, the Social Program Coordinator and the Program Director are constantly monitoring the program to assure that everyone is enjoying the stay and taking advantage of the many activities offered by the school. Parents are allowed to the program.

We also offer excursion packages which include trips to Moscow, St. Petersburg, Novosibirsk, Krasnoyarsk, Lake Baikal, the Altai Mountains, TransSiberian Railroad, 'Welcome to Siberia' program. All the details and tour descriptions are available upon request.

We provide all our foreign participants with an invitation to obtain a Russian visa and arrange their registration on arrival.

For further details please email cosmopolitan@rinet.su or cosmoschool2@mail.ru

Dubravushka School

Getting potential Russian language students to Russia helps get students to begin the Russian language and/or to continue with it. A prestigious 19 year old college preparatory boarding school located outside Moscow has a summer camp program where English is taught to high school aged Russians. Because the school is eager to expose these students to native English speakers, it offers a program which includes beginning and intermediate Russian lessons at what is in effect a subsidized rate to native English speaking high school aged students. (185 Euros/wk in 2008) This may be the only program where the American students are socializing and living mainly with Russian children. The fee includes room and board, Russian lessons, inclusion in all the camp activities and airport pick up and drop off. Watervaliet, NY Russian language HS teacher Steve Leggiro had 5 of his students in the program in 2008. Thru

local fund raising including obtaining funds from service clubs, Steve was able to reduce costs for his students. For additional information, see www.dubravushka.ru or contact Bill Grant, volunteer US Agent, at 941-351-1596 or grantwb@tampabay.rr.com

IQ Consultancy Summer School of the Russian Language

IQ Consultancy offers an intensive two or three week summer program for studying the Russian language to foreign students majoring not only in the Russian language and literature but also in history, economics, engineering or any other subjects. The summer school is the right option for everyone willing to develop their language skills and get an unforgettable international experience while exploring St. Petersburg, one of the world's most exciting and fascinating cities. This short term immersion program ensures not only intensive language practice but also a great opportunity to soak up the atmosphere of Russian life and culture.

Your students can come to Russia to study the Russian language with IQ Consultancy any time suitable for them. There are two- or three-week summer programs on fixed dates or we can arrange a course for the students of your university only, if they come in group of 6-10 students. Students can prolong their stay and study the Russian language with IQ Consultancy in a one-on-one format or joining any current group of students.

The summer program is comprised of the following activities which are included in tuition fees: 20 academic hours of General Russian a week in a group; 40 hours for 2 weeks and 60 for 3 weeks respectively.

IQ Consultancy offers different supplementary services to our students (they are charged extra), such as providing visa support, arranging different types of accommodation, transfer and an entertainment program. On your wish, we will fill in your afternoon hours with cultural program after the language classes. We will show you the evening and night life of the city and arrange an entertainment program on

the weekends. We cooperate with different reputable and established agencies which provide these services and guarantee our students a comfortable stay in St. Petersburg.

For further information on summer language programs offered by IQ Consultancy you can contact us at any time by e-mail, skype, phone or ICQ listed:

Tel: +7 (812) 3225808, + 7 (812) 3183390, +7 (911) 206 85 78 E-mail: natalia.pestovnikova@iqconsultancy.ru or russian@iqconsultancy.ru ICQ: 418528066 Skype: RussianinRussi

UWM Announces Summer Study in Poland

The University of Wisconsin-Milwaukee announces its 2013 annual Summer Study program in Poland at the John Paul II Catholic University of Lublin.

The five-week Polish language course (July 6-August 12) includes 100 hours of instruction at beginning, intermediate or advanced levels, plus lectures of Polish culture and sightseeing. Cost estimate: \$2,771, including tuition, room, and board, and 5 UWM credits, plus round air trip transportation Chicago-Warsaw-Chicago. The program is open to students and the general public.

Also being offered are two, three, four, five, six, seven, and eight-week courses as well as two, three, four, five, six, seven, eight-week intensive and highly intensive courses of Polish language in July and August.

For information and application materials contact

Professor Michael J. Mikoś
Department of Foreign
Languages and Literature
University of Wisconsin-
Milwaukee
Milwaukee, WI 53201

(414) 229-4151 or 4948,
fax (414) 229-2741

e-mail: mikos@uwm.edu

www.lrc.uwm.edu/tour/

PROFESSIONAL OPPORTUNITIES

Grants & Fellowships

July 15 Annually

Kluge Center Fellowships for Library of Congress

Library of Congress Invites Applications for Kluge Center Fellowships. The Library of Congress (<http://www.loc.gov/>) invites qualified scholars to conduct research in the John W. Kluge Center using the Library of Congress collections and resources for a period of up to eleven months.

Up to twelve Kluge Fellowships will be awarded annually. Fellowships are tenable for periods from six to eleven months, at a stipend of \$4,000 per month. Visit the Library of Congress Web site for complete fellowship program information and application procedures Location: USA Deadline: July 15 each year. Website: <http://www.loc.gov/loc/kluge/fellowships/kluge.html>

Conferences & Workshops

October 23-26, 2013

14th CGSI Genealogical and Cultural Conference in Illinois

The Czechoslovak Genealogical Society International (CGSI) will hold its 14th Genealogical and Cultural Conference at the Westin Lombard Hotel in Lombard, Illinois on Wednesday October 23 through Saturday October 26, 2013.

Call for Papers

March 11, 2013

5Th Annual Yuri Lotman Days At Tallinn University

(Tallinn, 31 May – 2 June 2013)

The Texts and Its Audience

Call for papers

Dear colleagues,

The Estonian Semiotics Repository Foundation at Tallinn University is announcing a call for papers for the annual conference, the 5th Yuri Lotman Days to be held at Tallinn University, 31 May – 2 June 2013.

The topics of our conferences are as always linked to the rich scholarly legacy of Yuri Lotman. This year's conference is inspired by Lotman's seminal paper, "The Text and the Structure of Its Audience". We intend to revive Lotman's ideas about text as a generator of meanings, to discuss the communicative and pragmatic aspects of text, and new methods of text analysis. The agenda includes the following issues:

- **pragmatic and socio-cultural criteria of differentiation between text of "non-text";**
- **text as a fundamentally heterogeneous, multilingual and polysemantic object;**
- **text and its readers; the reader's active role in the disclosure of the text's semantic potential; text in the communication process, problems of interpretation;**
- **text as a dynamic object (a "self-augmentating Logos"): a triad "text – culture – semiosphere".**

The conference will include Russian-language and English-language panels. Each speaker is allotted thirty minutes (20 minutes for delivery and 10 minutes discussion).

Those wishing to attend the conference and present papers are requested to apply, providing the following information:

— **the title of their paper and an abstract (the abstract should not exceed 2000 characters, spaces included);**

— **a brief CV (name, surname, affiliation, degree, scholarly interests — up to 1000 characters, spaces included).**

The applications should be sent to the organizing committee by 11 March 2013.

The applications in Russian should be sent to Mikhail Trunin: mikhail-trunin@gmail.com

The applications in English should be sent to Piret Peiker: piretpeiker@hotmail.com

The participant abstracts will be selected by the organising committee based on their merit and suitability for the conference. The applicants will be informed about the results by 2 April 2013. All conference events are free of charge, and there is no conference fee. The participants are expected to travel on their own expense and responsibility.

The Organising Committee of the 5th Annual Yuri Lotman Days at Tallinn University:

Rein Raud (Chair),

Tatjana Kuzovkina, Mihhail Lotman,

Piret Peiker, Igor Pilshchikov, Mikhail

Trunin (Secretary)

Want a Past Issue of the AATSEEL Newsletter?

Past issues of the AATSEEL Newsletter dating back to 2002 are available in PDF format on the AATSEEL website:

<http://www.aatseel.org>

AATSEEL 2012/2013 MEMBERSHIP FORM

MEMBERSHIP RUNS FROM JULY 1, 2012 THROUGH JUNE 30, 2013.

THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2012/2013 DUES THROUGH THE WEB (www.aatseel.org) WITH MASTERCARD OR VISA, OR BY CHECK.

TO JOIN, RENEW or CHANGE YOUR ADDRESS BY MAIL, fill in the information requested and return it with your check (payable to AATSEEL in US dollars) to: AATSEEL, c/o Elizabeth Durst, 3501 Trousdale Pkwy., THH 255L, Los Angeles, CA 90089-4353 USA. If you wish a receipt in addition to your canceled check, please enclose a self-addressed stamped envelope. AATSEEL also accepts payment by Visa or Mastercard.

(Please PRINT all information.)

First name _____ Last name _____

Mailing address: _____ Contact info (in case we have questions): _____

_____ Phone: _____

_____ Fax: _____

City/State/Zip _____ Email: _____

MEMBERSHIP 2012/2013		
MEMBERSHIP CATEGORIES	2012/2013	Circle applicable rate(s) at left and enter amount(s) below:
Students	\$20	
Independent Scholars	\$50	
Retired & Emeritus	\$50	
Secondary School Teachers	\$50	
Instructors & Lecturers	\$50	
Assistant Professors	\$75	
Associate Professors	\$100	
Full Professors	\$125	
Non-Academic Members	\$75	
Administrators	\$75	
Sustaining Members	\$300	
SUPPLEMENT for Joint Membership Name of Other Member: _____	Fee for Higher-Ranking Member +\$25	
SUPPLEMENT for Mail to address outside N. America	+\$25, all categories	
Benefactor/Life Member	\$1000	

PAYMENT METHOD (check one box; do not send cash):

Check (US funds; payable to "AATSEEL of U.S., Inc.")

(if check: check # _____, date _____, amt. \$ _____);

or

Credit Card: Visa; Mastercard

Name on Card: _____

Billing Address: _____

Account Number: | | | | - | | | - | | | - | | | |

City/State/Zip: _____

Exp. Date (MM/YY): (____/____) Signature: _____

AATSEEL Newsletter Information

The *AATSEEL Newsletter* is published in October, December, February, and April. Advertising and copy are due six weeks prior to issue date.

PUBLICITY AND ADVERTISING POLICY

Free of Charge: Full scholarship study tours and stateside study programs, meetings, job information, new classroom materials, and similar announcements are published free of charge.

Advertising Rates: Commercial ads of interest to the profession are accepted at the following rates and sizes: (Other sizes, such as vertical half-pages and quarter pages, can sometimes be accepted; please query first.)

Full page	\$200	7 5/8" x 9 3/8"
Half page	\$150	7 5/8" x 4 5/8"
Quarter page	\$90	3 5/8" x 4 5/8"
Column inch	\$30	Approx. 6 lines

Advertisement Composition Fee: The *AATSEEL Newsletter* staff will compose your advertisement for you based on your text, specifications (if any), and graphics (provided by you or suggested by the staff). There is a \$75 fee for this service.

Error Correction Fee: If advertisers wish to have the *AATSEEL Newsletter* staff correct errors in text, graphics, or composition that were created by the advertiser, there will be a \$50 correction fee. Similarly, if an advertiser wishes to use an advertisement from a previous year and change dates and other information within the ad, there will be a \$50 correction fee.

Questions on advertising fees and determination of whether an announcement is an advertisement should be addressed to the Executive Director.

Format: Preferred format for advertisements is PDF or eps with embedded fonts. Either Macintosh or PC format is acceptable. Advertisements without graphics may be sent as word files; rtf is preferable if using programs other than Word or WordPerfect. Files may be e-mailed to the editor (Leaver@aol.com). Detailed instructions for advertisers on how to prepare advertisements for the *AATSEEL Newsletter* can be found on the AATSEEL website: <http://www.aatseel.org>. Questions not answered there and requests for exceptions should be addressed to the Editor.

Visit the AATSEEL Web site

**For current online information about AATSEEL
and its activities, employment opportunities,
publishing advice, and many other resources visit
AATSEEL on the web:**

<http://www.aatseel.org>

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