

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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Message from the AATSEEL President

Thoughts From the Tolstoy Centennial

Among the more heroic events planned for the Seventh International Conference, on Lev Tolstoy and World Literature, held this summer at Yasnaya Polyana August 10 to 15, was a pilgrimage by two seasoned American Tolstoy scholars, Michael Denner and Thomas Newlin. In honor of the Centenary of Tolstoy's death, they had been training for months, physically with boots and backpacks, to repeat Tolstoy's own occasional trek by foot from Moscow to his ancestral estate outside of Tula. But by late July, the heat wave in Western Russia was at its peak, brush fires and peat bogs were aflame around the capital, and a hike of this intensity was not medically wise. Participants who arrived early* I had flown into Moscow on August 5* were only reluctantly venturing out on the streets. An orange sun hung in the smoky sky like something out of Isaac Babel. The air stung the eyes, it was over 100 degrees, and the paper mouthmasks that people strapped on were purely cosmetic. The Moscow

Times ran a lead article on August 9 "Top Doctor Tells Foreigners not to Fear Smog," declaring that "an overwhelming part of Russian territory doesn't pose any danger and is not engulfed in smoke, and "if a businessman visiting Moscow stays in a hotel, or an office, or a car, it's safe." Indeed, but then why not arrange a conference call and stay home* One participant suffered heat stroke and had to leave on the eve of the conference. And Michael and Tom decided to cancel their commemorative trek. As it happened, the Tula area was much cooler and cleaner. But the polluted present had proved a serious obstacle to the past.

It's a small point, even a one liner, but worth pondering. For a year before the Centenary, Russian Tolstoy specialists had been remarking that the great man was stimulating more passion, reverence, and respect abroad than at

home. It seemed that even this jubilee loving country was growing weary of its classic heroes and its heroic over the top treatment of the Russian classics. The conference was very successful and everyone learned a great deal. Forget even that Leo Tolstoy, alas, would have wanted us all to put away our notebooks and nametags and go help fight the peat bog fires, rather than adding to the hot air. But again it brought home how much fulltime energy is required to keep the literary past alive. Come to Pasadena in January to sustain this necessary work.

Caryl Emerson

Letter from the Editor

Dear AATSEEL Members & Friends,

Welcome back to the new academic year, 2010-2011. Where does the time go? Not just the summer, but whole years disappear!

Many apologies if the paper copy of this newsletter reaches you a week or two later than normal. (The online copy is always on time, but we have to go through a printing process (our printer does great turnaround and that is not a problem but does take part of a week at best) and, more important, we cannot depend on the mail being as expeditious because bulk mail travels on an as-available basis -- sometimes slower, sometimes faster, depending on the luck of the draw, or rather, the luck of the days.) I have been out of the country (Korea) and out of town (San Antonio) for the better part of September, so it has been difficult finalizing this issue even though Carl does most of the work.

Betty Lou Leaver

AATSEEL Master Class (2011, Pasadena CA)

AATSEEL will continue its innovative program of Master Classes, introduced this past year, at the 2011 conference in Pasadena. This program

invites well-known scholars to provide AATSEEL members with an intensive introduction and overview of the Master Class leader's area of expertise.

The 2011 conference program will include a single Master Class, led by William Mills Todd III of Harvard University and devoted to "Approaching the Nineteenth-Century Novel as Art Form, Enterprise, and Institution." The Master Class is limited to 15 participants, who must be current members of AATSEEL and preregistered for the 2011 conference. Registration for Professor Todd's Master Class begins on September 15, 2010. Participants will receive a list of recommended readings (not to exceed 30 pages), as well as study questions, in mid November.

The AATSEEL Executive Council will continue this exciting program at its next conference in January 2012, when Prof. Boris Gasparov of Columbia University will lead a Master Class on semiotics and its applications in the present day. The Executive Council welcomes suggestions for future topics and leaders. Suggestions or questions can be directed to Julie Cassiday at Julie.A.Cassiday@williams.edu.

New Program to Provide Language Scholarships for Up to 50 Students Each Year

The collaboration between Middlebury College and the Monterey Institute – Monterey became a graduate school of Middlebury on July 1, 2010 – encouraged two of the earliest supporters of the partnership to think creatively about a donation that assisted both schools.

For three years, up to 50 language scholarships a year will be given to students who plan to enroll at Monterey. The language study will take place at either Monterey or the Middlebury Language Schools before the students enroll at Monterey.

More information about the scholarships is available at: <http://www.middlebury.edu/newsroom/archive/2010/node/262492>

Scholarship Established for Ukrainian Studies at KU

LAWRENCE, Kan.—The Center for Russian, East European and Eurasian Studies (CREES) at the University of Kansas is announcing a scholarship in support of its Ukrainian Studies Program, one of the few in the United States. In honor of his late parents, Dmytro and Maria, and aunt Olha, Peter Jarosewycz of Kansas City, Mo., a retired attorney, is establishing the Jarosewycz Family Scholarship in Ukrainian Studies at CREES.

Mr. Jarosewycz immigrated to the United States in 1949 at the age of one with his parents and aunt, who taught him an appreciation of his Ukrainian heritage.

"I decided to set up the scholarship at KU in their honor because it is one of the few universities in the United States with a graduate program in Ukrainian Studies," Jarosewycz said. "There are several faculty members from Ukraine, and there is a frequent exchange of students and faculty between KU and universities in Ukraine, especially Ivan Franko University, from which both of my parents received their medical degrees."

As part of the Ukrainian Studies Program, CREES conducts a summer school in Ukrainian Studies at Ivan Franko University in Lviv, Ukraine. Lviv is the largest city in western Ukraine and attracts university students from all over the world. Alex Tsiovkh, professor of Russian, East European and Eurasian Studies who also is on the faculty of the University of Lviv, has been the director of the summer school since its inception in 1994.

-More-

Another activity at KU related to Ukrainian Studies has been the Maria Palij Memorial Lecture, a yearly lecture on the subject of Ukraine by leading scholars from around the world. Professor Michael Palij established it more than 25 years ago as a memorial to his wife. Although Palij died in 2009, his friends and supporters of Ukrainian Studies have continued to fund the Palij Lectureship.

The Ukrainian Club of Greater Kansas City, which has contributed to the Palij Memorial Lecture for many years, is now generously contributing to the Jarosewycz Family Scholarship.

Professor Edith W. Clowes, Director of CREES, expressed appreciation for the scholarship: "The whole CREES community joins in thanking Mr. Jarosewycz for establishing this scholarship, which will support top students in the KU Ukrainian Studies Program. Building on the intellectual enrichment that the Palij Fund has brought, and the various partnerships CREES has had over the years with the Kansas National Guard and the US Army's Foreign Area Officers Program, the Jarosewycz Family Scholarship will help attract the best and the brightest to graduate study at KU. We are grateful to have a friend like Mr. Jarosewycz with a compelling vision of the future that includes strong expertise on Ukraine."

The gift will be managed by KU Endowment, the official fundraising and fund-management foundation for KU. Founded in 1891, KU Endowment was the first foundation of its kind at a U.S. public university.

Central and Eastern European Online Library at the ICCEES World Congress

We are glad to let you know that the Central and Eastern European Online Library (CEEOL) continues to grow, adding new titles and more back issues to the existing titles.

The library now offers more than 100,000 full text articles in 23 languages, provided by 500+ humanities and social science periodicals from Central, East and Southeast Europe.

The documents are accessible via www.ceeol.com, the library can be used by individual clients who set up personal user account, as well as by universities, research institutes and corporate customers who can subscribe for access.

We invite you to visit the CEEOL library, browse the table of contents and abstracts, use the navigation by country, subject, author, publication. Your search is supported by options for Boolean, field searching, and the GoogleScholar provided full text search across all articles. CEEOL also provides RSS feeds on country and periodical level.

We will be most happy to welcome you at our stand no 2:3A, Second Floor in the exhibition area Norra Latin during the VIII World Congress of the International Council for Central and East European Studies (ICCEES) in Stockholm (26-31 July 2010), and talk about our project in more detail if you plan to attend this event.

And of course we invite you to visit www.ceeol.com anytime.

RECENT PUBLICATIONS

The Recent Publications column includes books published in 2008-2009. Authors and publishers are invited to submit information about their new publications.

Culture

Berdy, M. 2010 (forthcoming). *The Russian Word's Worth: A Humorous and Informative Guide to the Russian Language, Culture and Translation.* Glas.

Bernik, F., & Lauer, R., eds. 2010. *Die Grundlagen Der Slowenischen Kultur.* Walter de Gruyter Verlag.

Tyrras, N. 2010. *Russian Intellectual and Cultural History from the Ninth to the Twenty-First Century.* Edwin Mellen Press.

Economics

Veitor, M. 2010. *Russian Foreign Policy Between Security and Economics: Exporting Gas and Arms to Belarus and China 1990-2008.* Germany: Lit Verlag.

Continued on page 6

Technology & Language Learning

Submissions for future editions of this column should be sent electronically to Ferit Kılıçkaya (kilickay@metu.edu.tr, ferit.kilickaya@gmail.com)

Do You Want To ?

The rapid advances in technology and the widely available access to the Internet have paved the way for new opportunities, possibilities and practices in especially language use and instruction. The tools used for information exchange and communication are without doubt among the most attracting possibilities not only for teachers but also for learners of any language. Starting the journey with asynchronous tools such as e-mails, IRC, blogs and wikis and going on with synchronous messaging systems such as Windows Live Messenger and Skype, we are now witnessing an abundance of opportunities for practicing speaking and listening in any target language. *Yackpack*, a simple but effective communication web-based platform, can be considered one of the most promising tools for communication on the Internet.

Yackpack



Yackpack, created by Dr. B. J. Fogg at Stanford University, is an effective communication web-based tool, serving various purposes ranging from business, education, to individuals. It provides a private space to connect with your clients, students or friends. With *Yackpack*, it is possible to communicate with an entire group of students or an individual with one simple “click, talk, send”. It is fast, easy and overcomes

time zones, geography, language and age barriers that typical solutions do not adequately address. From the perspective of language teaching and learning, it provides an innovative way of communicating, speaking, listening and sharing in a private space on the net. With the help of *Yackpack*, it is easy to record and leave voice messages in addition to talking live in any language. Via recorded or online talk, *Yackpack* provides the simplest way for people to communicate online. More importantly, without installing any kind of software and dealing with plugins or waiting for friends or students to be online, teachers or learners can easily share their opinions or feelings on a given topic whenever and wherever they would like to. All needed is a PC, a microphone and access to the Internet.

Using Yackpack

Once the browser pointed to *Yackpack* (<http://www.yackpack.com>), a welcome screen will appear. Since this is the first time that the page has been visited, the “Sign up” link on the top of the page, next to login will be clicked on to create an account. The next step will be filling in the required information for the account. Once the required fields have been filled in, the e-mail address and password provided will be used to log in.



In the next step, all you need to do is to create a pack name, which can be a course title such as Listening I or a class such as English Grade 9 and a pack description. Pack names can be considered places for different groups

*Editor: Ferit Kılıçkaya,
Middle East Technical
University*

of students, classes or language topics. Using “add friends” function, you can add your students using their names and emails. However, they should be users of *Yackpack* before you add them to the packs that you have specified.



Finally, clicking on the button “go to step 2”, you will be ready to use *Yackpack*.



Using the record button, you can record your message and send it to individuals or all your class or using the live button, you might have a live talk with your students.

Evaluation

Considering that the main goal of learning languages is to be communicatively competent, and to use the language effectively and appropriately, *Yackpack* really proves to be an invaluable platform for all kinds of group or individual work, especially in oral communication classes. Recorded messages and live talk are the most important features of this site. The only thing you should do is to push the button and talk. Students or users logged in the pack can hear what is spoken or listen to what is recorded. Moreover, *Yackpack* has the potential to be used in distance education programmes. However, one should bear in mind that no single instruction method can ensure the mastery of spoken skills of target language. Online

communication cannot replace face-to-face interaction with other speakers of the language. Nevertheless, as the time used for productive skills such as speaking is, most of the time, limited, using tools such as *Yackpack* is useful when there is no other possibility for real-life interaction.

How to use Yackpack with your students

The features that *Yackpack* have can provide us with several practises to apply to language learning. The following are just examples. It is no doubt that the use of *Yackpack*, like Skype or any other online communication tool, depends very much on educators' creativity and enthusiasm.

Language teachers can encourage all of his/her students to give presentations and discuss the topics online with other students in group or individually. Since all the talks will be recorded, they

can be also used in the next phases of the class.

Students can practice speaking and using a given function of the target language with other students or the teacher through live or recorded messages. Moreover, in a free topic session, students can also have the opportunity to actively use the target language.

Using the recorded messages, teachers can write down the common pronunciation mistakes as well as misused language functions, which otherwise is not easy or possible in the class time allowed. Later, s/he can have an online session or in-class session with students, showing and talking about these mistakes and the ways to deal with these issues.

Students can keep an 'oral' diary about their daily life and this can be used to practise speaking. Thorough recorded messages, students as well as the teacher will have a stored reposi-

tory of messages to show progress over time.

Students can write about the life of famous people in their country or in the world. Working in groups, students can choose specific things about the famous person such as childhood, education and professional work. Later, this can be turned into an oral presentation.

Yackpack can also be used for oral assessments. Since in-class oral assessments are generally ignored due to time limitations and for other reasons, online assessments will be of great help.

With audio streaming, live talk and recording messages and achieving and considering its potential to be used for language classes in distance education, *Yackpack* proves to be a very good alternative to expensive online classroom platforms and a promising tool that provides language teachers with another opportunity to help improve their students' speaking.



STUDY ABROAD

- Russian Studies
- Siberian Studies
- Central Asia
- Int'l Relations
- Ecology
- Art History



TEACH, LEARN

- Program Advocacy
- Online Testing
- Newsletter
- Student Publishing
- Articles, Interviews
- Research Materials



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Member News

*Editor: Molly Thomasy Blasing
(University of Wisconsin-Madison)*

The AATSEEL Newsletter likes to keep its members informed about important events and professional milestones! If you or an AATSEEL member you know has recently defended a dissertation, been hired, received a promotion or retired, please send the member's name, accomplishment and affiliation to:
Molly Thomasy Blasing, thomasy@wisc.edu

The AATSEEL Newsletter would like to recognize the following members for their recent professional milestones:

Anna Novakov, PhD has been promoted from Associate Professor to Professor in the Department of History of Art at Saint Mary's College of California.

Halina Filipowicz (University of Wisconsin-Madison) has received the University Housing's Honored Instructor Award in April 2010. The Award recognizes her "invaluable contribution to student learning," her "positive and profound effect on the students," and her "exceptional ability to inspire young people to achieve academic and personal excellence."

Dr. **Olga Zaslavsky**, of the Center Associate at the David Center for Russian and Eurasian Studies (Harvard University) announces the publication of *The Diaries of Georgy Efron, August 1942-1943 (The Tashkent Period)*. Her translation, published by Edwin Mellen Press, contains a preface by Veronique Lossky and her own introduction to the diaries.

Helena Goscilo, Chair of the Slavic Department at The Ohio State University, will be spending the Fall 2010 semester at the University of Leeds, UK, as Visiting Leverhulme Professor in the Department of German, Russian,

and Slavonic Studies. In addition, Goscilo announces the publication of *Celebrity and Glamour in Contemporary Russia: Shocking Chic*, which she co-edited Vlad Strukov (London: Routledge, 2010). The volume is due out in September.

Susan Bauckus shares that The National Heritage Language Resource Center (NHLRC) has been funded for a second four-year grant by the U.S. Department of Education's Title VI program. NHLRC, one of fifteen Title VI-funded National Language Resource Centers, is hosted by the UCLA Center for World Languages and directed by Professor Olga Kagan. The Center's mission is to develop effective approaches to teaching heritage language learners by creating a research base and pursuing curriculum design, materials development, and teacher education. Recently U.S. Education Secretary Arne Duncan praised the Center's "innovative" work. Readers can visit the NHLRC website at www.nhlrc.ucla.edu.

We extend our congratulations and best wishes to **Michael Katz**, who writes that he has "accepted a reasonably attractive offer from Middlebury College to retire 'early' and will do so as of December 31, 2010 at the stroke of midnight."

Dr. **Maria Kisiel** has accepted a two-year postdoctoral fellowship at Lawrence University.

Anna Kudyma (UCLA), **Frank Miller** (Columbia), and **Olga Kagan's** (UCLA) *Beginner's Russian with Interactive Online Workbook* was published in July by Hippocrene Books, Inc.

Alla Nedashkivska, Associate Professor at the University of Alberta in the department of Modern Languages and Cultural Studies, announces the publication of *Ukrainian Through its Living Culture*, an advanced-level language textbook that presents a modern version of Ukrainian in a user-friendly format. The book's thematic, task-based ap-

proach is designed to develop critical-thinking skills and to provide students with guided opportunities for reading, speaking, listening to, and writing in Ukrainian. The textbook also focuses on building proficiency in the language while enhancing students' knowledge of contemporary Ukrainian culture, society, and everyday life.

Kathleen Evans-Romaine completed her first full year as director of the Arizona State University Critical Languages Institute (<http://cli.asu.edu>). In 2010 the Institute grew to 150 students studying 11 less-commonly taught languages at 5 levels, with 50 students participating in follow-on overseas training and service work in the countries whose languages they are studying.

In September 2010, GLAS is releasing a collection of **Michele A. Berdy's** columns on Russian language, translation, and culture. *The Russian Word's Worth* brings together over 230 columns, all revised, grouped thematically, and extensively indexed.

Katarzyna Dziwirek (University of Washington) was promoted to full professor.

She also published several articles on corpus linguistics and Polish language usage, and was the chief editor of *Studies in Cognitive Corpus Linguistics* (Peter Lang Publishing Group, 2009), and co-author (with Barbara Lewandowska-Tomaszczyk) of *Complex Emotions and Grammatical Mismatches: A Contrastive Corpus-Based Study* (De Gruyter Mouton, 2010). In addition, Dziwirek assumed two editorial positions: Associate Editor for Linguistics for the *Slavic and East European Journal* and a member of the editorial board of *Postscriptum Polonistyczne*, a journal devoted to teaching Polish as a foreign language.

After publication of the upcoming double-issue of the Pushkin Review / Пушкинский вестник vols. 12-13 (2009-10) in November, 2010, **Angela Brintlinger** (the Ohio State University)

and **Catherine O’Neil** (U.S. Naval Academy), who have served heroically as the journal’s editors for nearly a decade, will step down from their positions as editors and assume new roles with the journal as members of the Editorial Advisory Board. Beginning with vol. 14 (2011), the new editors of the Pushkin Review / Пушкинский вестник will be **Ivan Eubanks** (Boston University) and **Lina Steiner** (University of Chicago). Also, the journal now has a new website: <http://www.pushkiniana.org>, and the editors are presently in the process of making all back-issues freely available on the site. Current issues will be distributed in print and posted on the site where members in good standing of the North American Pushkin Society can access them.

Renee Stillings of The School of Russian and Asian Studies (SRAS.org) is pleased to announce that the new SRAS website has been launched—with a new look and improved navigation and search function to make access to the wealth of information on our site even easier!

Josh Wilson, Editor-in-Chief for Vestnik, The Journal of Russian and Asian Studies, the first journal focusing on publishing student research on any subject related to the Russia and Eurasia, is proud to announce the return of Vestnik to regular publication.

Papers will be accepted on a rolling basis and issues published twice per year.

Lisa Horner, formerly Student Relations Coordinator for SRAS, has been promoted to Program Development. She will be attending conferences in the US, working to build relationships with universities, and helping to improve and expand SRAS’s offerings overall.

Digital component and recent publication enhance the Pasternak family papers at the Hoover Institution Archives

Acquired in 1996 from Josephine Pasternak, the Pasternak family papers held at the Hoover Institution Archives at Stanford University were already a treasure trove of materials documenting not only the life of the great poet and writer Boris Pasternak but that of his family as well. The collection of correspondence, diaries, memoirs, typescript drafts of Doctor Zhivago, drawings, and photographs is described at <http://www.oac.cdlib.org/finding/ark:/13030/tf70000535/>

With the latest addition of a vast digital component available in the archives reading room, the Pasternak collection at Hoover is now the largest in the world. Highlights among these scanned images from the family archive in Moscow are handwritten versions of *Doctor Zhivago*; his play “Slepaia krasavitsa”; holograph as well as typed poetry and prosaic works; voluminous correspondence with family and friends; university notes; and more than 600 photographs.

In addition, this May, the Hoover Press published Boris Pasternak: Family Correspondence, 1921-1960, the first English translation of the correspondence between Pasternak and his parents and sisters, who settled first in Germany, then in England. Translated by his nephew, Nicolas Pasternak Slater, edited by Maya Slater, and with a foreword by Lazar Fleishman, this remarkable collection of letters, richly illustrated, sheds new light on this remarkable family. The book can be ordered at <http://www.hooverpress.org/>

For more information, please contact Lora Soroka, Hoover Institution Archives, Stanford University, Stanford, California, 94305; lsoroka@stanford.edu; (650) 723-3061.

Recent Pubs Continued

Continued from page 2

Geography

Europa Publications. 2010. *Territories of the Russian Federation 2010*. London: Routledge.

History

Potichnyj, P. and Aster, H. (eds.). 2010. *Ukrainian-Jewish Relations in Historical Perspective*. Toronto: CIUS Press.

Literature

Batuman, E. 2010. *The Possessed: Adventures with Russian Books and the People Who Read Them*. Farrar, Strauss, & Girou. (look it up; it’s different)

Konstantinov, A. (edited and translated by V. Friedman). 2010. *Bai Ganyo: Incredible Tales of a Modern Bulgarian*. University of Wisconsin Press.

Marsh, R. 2010. *Gender and Russian Literature: New Perspectives*. Cambridge: Cambridge University Press.

Smith, O. 2010. *Vladimir Soloviev and the Spiritualization of Matter*. Academic Studies Press. (due out in November)

Tigountsova, I. 2010. *The Ugly in Russian Literature: Dostoevsky’s Influence on Iurii Mamleev, Liudmila Petrushevskia, and Tatiana Tolstaia*. Koeln: Lambert Academic Publishing.

Political Science

Fortescu, S. 2010. *Russian Politics from Lenin to Putin*. NY: Palgrave Macmillan.

Hayden, J. 2010. *Poland’s Troubled Transition 1989-2008*. London: BAEES/Routledge.

Millard, F. 2009. *Democratic Elections in Poland, 1991-2007*. London: BAEES/Routledge.

Politskaya, A. 2009. *A Russian Diary*. Amazon Kindle. (Kindle only books are usually not listed in the NL, but this one seems special.)

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

Q. Пришёл and привёз — when are they parallel?

A. If I understand the question correctly: when can they be used in the same sentence or in the same utterance?

This can happen when some complicated conditions are met. Some person, let us say дядя Федор, does not live with the speaker but lives in the same town or city. He came back from some trip, for example a business trip (приехал из командировки). After that he came to visit his relatives, who include the speaker (пришел в гости), and brought some gift that he bought during the trip. So, the speaker can say to a child in his/her immediate family:

Дядя Фёдор пришёл, смотри, что он тебе привёз.

What happens is that the two separate “trips” (his return from the business trip and his visit to the relatives) are combined together for brevity. Interestingly, the speaker can say дядя Фёдор пришёл only because he lives in the same city. If the speaker lived at the location of the business trip he/she could only say дядя Фёдор приехал. (One could probably invent a set of even more complicated circumstances in order to say дядя Фёдор пришёл if he is from out of town.)

So any sentence that allows the combination of two trips would allow the parallel use of these non-parallel verbs. In the following example, it is the combination of the hospital visit and going to the police:

Сегодня, 5 мая, сожитель Викиной опекунши, который привез малышку в больницу, пришел в милицию и написал явку с повинной. (<http://tver.kp.ru/daily/24287.5/482796/>) — Today, May 5th the common law husband of Vika’s guardian, who brought the toddler to the hospital, came to the precinct and wrote down his confessions.

Q. Is there any common context in which the prefixes C- (in the meaning of ‘down’) and B3-/BC- (in the meaning of ‘up’) can be used with verbs of motion (VOM)?

A. Indeed, most verbs of motion with these prefixes acquire high style. Consequently, in a neutral context, we are most likely to encounter VOMs with the prefix C- either when speaking of people with higher status or in reference to “higher style” circumstances. In the first example an aid to the President is coming down the stairway together with the President and his spouse; in the second, it is the podium that renders it inevitably higher style.

Он [Анатолий Кузнецов] единственный, кто сходит по трапу самолета вместе с президентом и его супругой, присутствует на встречах Ельцина с главами государств. (<http://www.kommersant.ru/doc.aspx?DocsID=13939>)

Alina Israeli
(American University)

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Мой отец **сходит с трибуны**, в зал входят толпой левые депутаты и занимают свои места. (М. Бок. Воспоминания о моем отце П.А. Столыпине)

In the next example, we find a juxtaposition of the neutral спускался по лестнице with high style я сойду по лестнице, where the narrator fantasizes and compares herself with a cloud; this is clearly not a neutral example:

По этой лестнице **спускался** когда-то Полозов. На площадке я стояла босая. Он не видел этих стен. Он прошел мимо, и глазом не задев белые паучьи каракули. Я вернулась в кухню к хрюящему Яше, а после понеслась в школу, и что мне были тогда эти слова! Почему же сейчас мне кажется, что ничего и нет больше: кирпич у входа, кошачья лужа, пустая папиресная пачка и зеленые стены. И если **я сойду по лестнице**, зашагаю по улице, минуя мой город и другие города, и даже взлечу, подобно махровому осеннему облаку — вдоль улицы, вдоль города, вдоль неба потянутся все те же неисчислимые стены. (Ю. Черняева. Маргарита. <http://julia.of.by/margarita.html>)

Neutral situations can occur with the verbs **лететь**, **бежать**, and **ехать**. The diminutive листочек is a clear mark that this is not high style:

Несколько листочек слетели со стола. (Е. Касимов. Гипноз)

In the next example, the description of the accident is obviously very pedestrian:

Удар был такой силы, что фонарь наружного освещения **слетел со столба** и пролетел несколько десятков метров, а «Волга» «вросла» в опору. (cripo.com.ua/index.php?sect_id=10&aid=53146)

It may be true that слететь meaning ‘fly off’ is more likely to be used for inanimate objects, such as hat and sheets of paper. However, it can also be used when speaking of birds or bats. The following examples are from children’s tales:

Сорока **слетела** с подоконника, заглянула в миску, попробовала молока и, как ни в чем не бывало, вернулась на прежнее место. (А. Филатов. Тетушка Страх)

Летучая мышь **слетела** с ветки и мгновенно скрылась в темноте, словно поджидавшей её. (С. Прокофьев. Все приключения Белоснежки)

Слететь has a vast range of metaphoric meanings, including in reference to people; however it would not mean that people are actually flying, but rather that they are falling off a high point or moving so fast that they are more flying than walking.

Веревка выскользнула из рук Коди, и **мальчик слетел** на землю, упав лицом прямо в грязь. (Л. Уилсон. «Судьба или воля обстоятельств?»)

This prefix C- means ‘off’ and there supposed to be an **initial point of reference** which in the case of flights (not falls) by humans cannot be provided. In the last example the boy was riding a sheep. That is why слететь is used only metaphorically for humans.

Сбежать (and сбега́ть) and съехать (and съезжать) provide such starting points of reference explicitly or implicitly and can be easily used for humans:

— Ребята, подождите, я одеваюсь! — прокричал сверху Евтушенко. Худощавый, жилистый, в легкой цветастой рубашке и такой же по цвету летней кепке, он живо **сбежал** со второго этажа. (<http://www.kp.ru/daily/23074/5026/>)

Но лодки было уж не надо: городовой **сбежал** по ступенькам схода к канаве, сбросил с себя шинель, сапоги и кинулся в воду. (Достоевский. Преступление и наказание)

Иномарка **съехала** на обочину и перевернулась, пострадали 5 человек. (atn.kharkov.ru/newsread.php?id=40096)

навигатор может не понять, что машина **съехала** с эстакады на параллельную улицу, или, к примеру, движется по дублеру улицы, с которого есть повороты там, где на основной трассе можно двигаться только прямо. (http://www.mobimag.ru/Articles/3912/Povorot_ne_tuda.htm)

The other two verbs that have this prefix C-, **слезть** and **сползти**, can refer to actual physical actions of coming down or crawling down by people and animals as well as objects that came off. These two verbs are more likely to be slightly less formal than neutral simply due to the nature of the action.

One of the proverbial examples of the inanimate object comes from a joke that Gr. Gorin used for his short story:

Есть такой анекдот. Приходит больной к доктору. У больного забинтована нога.

– Что у вас болит? – спрашивает доктор.
– Голова, – отвечает больной.
– А почему повязка на ноге?
– Сползла... (<http://readr.ru/grigoriy-gorin-pochemu-povyazka-na-noge.html>)

The prefix B3-/BC- meaning ‘up’ is replaced by B(Ь)- in five instances, while other verbs of motion that I have left out of the following list are not likely to use either prefix meaning ‘up’.

взойти	въехать
взбежать	влезть
взлететь	вползти
всплыть	втащить
	вкатить

With this prefix we need **the final point of reference** for взойти, взбежать, and всплыть and their imperfective counterparts, and **the initial point of reference** for взлететь and its imperfective counterpart. As a result we have a very

lopsided situation where we do not have *сплыть at all or ?слететь for people, but do have всплыть and взлететь.

As far as взойти is concerned, the reference opposite to спускаться по трапу is less stilted:

Но он обнаруживает вдруг, что сильно страдает морской болезнью, — и спрашивает брата, не отправится ли он в кругосветное путешествие вместо него. А отчего бы и нет? — отвечает наш герой и с легким сердцем **входит по трапу** на корабль. (<http://www.peoples.ru/state/criminal/adventurer/tolstoy/>)

Q. What would be the best Russian equivalent of “the bus drives off/out onto the highway”?

A. If I understand the question correctly, it is about getting off the road and getting onto the road. The first phrase clearly belongs to the type discussed earlier: съехать с дороги, even if the road is not mentioned, this is the initial point:

Тяжелая авария унесла 4 жизни, машина **съехала с дороги**, перевернулась и загорелась. (http://fact.ee/index.php?option=com_content&task=view&id=3026&Itemid=146)

В августе прошлого, 2009, года она перевозила пассажира... на крыше авто. Когда ей нужно было остановиться, она **съехала на обочину дороги**. Пассажир в этот момент не удержался и упал. От полученных травм он умер. (<http://www.ufa.kp.ru/online/news/717455/>)

The second phrase, however, is more likely to use the prefix ВЫ-:

В Больших Нестановичах карта почему-то перестала соответствовать местности, и я неожиданно **выехала на шоссе** Борисов – Ошмяны, а на юг больше ничего не шло. (<http://agbike.spb.ru/travel/minsk.html>)

Полиция штата Айова арестовала мужчину, который ночью **выехал на шоссе** на газонокосилке. (<http://readers.lenta.ru/news/2010/07/08/mower/>)

I said “more likely”, because the prefix ВЪ- is also possible, however a Google search <31.VII.2010> gives 269,000 for выехал на шоссе and only 485 for въехал на шоссе. Besides, most examples such as the following, are from “foreign” sites, and from translations of English language books into Russian. In both cases one cannot rule out English language influence.

Водитель на частном автомобиле **въехал на шоссе** №6 по полосе встречного движения, попал в аварию и погиб. (<http://www.isra.com/news/47237>)

This leaves some very rare examples, such as the following:

Я ездил за визой в Москву, на полдня. **Въехал на шоссе** энтузиастов, началась обычная утренняя пробка. (http://www.nn.ru/community/auto/main/?do=read&thread=826785&topic_id=16377712&archive=1)

Cross-Cultural Communication

Editor: Elena Denisova-Schmidt
University of St. Gallen, Switzerland

This column deals with cross-cultural issues. Topics covered will include teaching culture through language, cross-cultural communication in business environment and cross-cultural communication in academic settings. Any suggestions are welcomed. Please contact Elena Denisova-Schmidt (elenadenisova-schmidt@unisg.ch)



«Лукойл» – это большая русская компания. Продукты «Лукойла» – это нефть и газ. В бизнес-сегменте «нефть» – «Лукойл» №1 в России, а вот в бизнес-сегменте «газ» только №2 после «Газпрома». Штаб-квартира «Лукойла» – в Москве. Компания работает в Европе и в Америке. Так, например, бензин компании «Лукойл» уже можно купить в Польше, Финляндии, Бельгии, Люксембурге и в США. У «Лукойла» есть «дочки» в Ираке, Венесуэле и Саудовской Аравии. «Лукойл» финансирует спортивные проекты. Это, например, футбольный клуб «Спартак» (Москва), гандбольный клуб «Заря Астрахани» (Астрахань), хоккейный клуб «Филадельфия Флайерз» (Филадельфия). «Лукойл» помогает тоже ветеранам и инвалидам. Президента компании зовут Вагит Юсуфович Алекперов. Вагит Юсуфович не только президент и успешный бизнесмен, но ещё и профессор. Его специальность – это экономика.

ДА ИЛИ НЕТ?

ВОПРОС

ДА НЕТ

1. «Лукойл» №1 в России в бизнес-сегменте «нефть».
2. «Лукойл» работает в Иране, Венесуэле и Саудовской Аравии.
3. Бензин «Лукойла» есть в США.
4. «Лукойл» – спонсор хоккейного клуба «Вашингтон Кэпиталз».
5. Вагит Юсуфович Алекперов – директор «Лукойла».
6. Вагит Алекперов – бизнесмен и профессор.

Ответы: 1 да; 2 нет; 3 да; 4 нет; 5 нет; 6 да.

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For more information and an application, please contact:

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<http://researchfellowships.americanacouncils.org>

Graduate Student Forum

The AATSEEL and the editors of the AATSEEL Newsletter would like to thank our colleagues who serve as advisors to the Graduate Student Forum. They include Marina Balina (Illinois Wesleyan University); Margaret Beissinger (Princeton University); Thomas Beyer (Middlebury College); Robert Channon (Purdue University); Halina Filipowicz (University of Wisconsin at Madison); and Sibelan Forrester (Swarthmore College). Look for their responses to new questions in future issues of the AATSEEL Newsletter.

The AATSEEL newsletter is pleased to announce a new editor for the graduate student column. The current editor, Nina Wieda, is stepping down this spring due to graduation.

The new editor starting with the October issue will be Ani Kokobobo. Please send your questions to Ani at ak2448@columbia.edu.

"I am increasingly concerned about the problem of plagiarism. For example, a recent issue of **TDR** (The Drama Review) includes a discussion of the scandal surrounding the publication of Philip Auslander's book on performance theory. Auslander is a leading scholar with an impressive publication record, but his book on performance theory is mostly lifted, word for word, from an earlier book by two other authors.

Since the problem of plagiarism does not seem to go away, I am concerned about conference presentations. How should I respond when I am asked at conferences, either by another graduate student or by a faculty member, for copies of my paper? Should I share unpublished work? And if I do not feel comfortable sharing, how can I politely decline requests for copies of unpublished papers?"

Plagiarism is a concern in many areas of academia, and stories about plagiarism in the field have *always* made the rounds. Your concern is valid, and you should be duly conscious of protecting your intellectual property. But don't allow that to deny you one of the great pleasures of our profession—sharing ideas and shaping the intellectual discourse of our field.

The best protection against plagiarism is to get your own work, in your own words, out into the field as much as

you can. Present at more conferences—delivering the same paper twice or thrice is fine, as long as you develop it each time, honing your arguments and incorporating the suggestions you receive. (A footnote in the eventual publication, thanking the people who made suggestions, tells the reader that you like to engage in discussion and welcome constructive criticism.) Regional conferences (the Western Association for Slavic Studies, AATSEEL of Wisconsin, the Southern Slavic Conference, etc.) are great for a trial run before you speak at a national conference. Conferences dedicated to particular topics, including some for graduate students only, let you inform people in a specialized area about your work, while interdisciplinary conferences give you a wider audience. Submit the paper to a journal—even if they don't accept it, you'll get useful suggestions from the readers (and the editor, at least, will know the ideas are *yours*). If you aren't confident about submitting to **SEEJ**, try one of the print or online publications that feature work by graduate students—a quick web search pulls up several options (**Studies in Slavic Cultures** at the University of Pittsburgh, for example). Send work in progress to a faculty member you trust for comments, so they'll know you've "claimed" the topic. (Trust is important here. Many plagiarism stories in academic lore feature faculty who poach from the graduate students they teach

*Editor: Ani Kokobobo
Columbia University*

and supervise.) Make connections with grad students at other institutions who are interested in the same topics that grab your attention. Even unpublished work can be cited, which is good for you.

I once heard a grad school colleague present my ideas at a conference. In fairness, I don't think this person remembered hearing my paper years before, when we all reported on our projects at the end of a course; those ideas must have been sleeping in memory somewhere, and when some reading brought them up again later they felt original. In fact, it was my own fault. I don't "work on" the nineteenth century, so I never tried to get the piece into publishable shape, or even to present it outside the confines of the course I wrote it for.

All this does not mean you have to share work if you don't feel comfortable, or hand over ideas to a stranger. If someone asks but you're reluctant, I suggest a strategic gesture of grad-studently modesty: "Oh, this is nowhere near ready to share yet, but when I publish it I'll be happy to send you an offprint or a pdf. Do you have a card with your contact information?"

Remember, though, that sharing your work can ignite wonderful professional relationships. Someone who rereads your paper at leisure might be more likely to invite you to give a talk at his or her institution, contribute a chapter to an anthology, participate in an invitation-only conference, collaborate on a research project, attend a special summer seminar, co-author a book, or might just list you among the scholars working on the topic in the introduction to his or her own book. A copy of your impressive conference paper might help bump you up to the short list when you're applying for a job and only one of the hiring professors happened to hear you speak. The scholars I most admire are deeply interested in what the new generation of Slavists is doing, and

Continued on page 12

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 msaskova-pierce1@unl.edu.

Dvořák's Double Anniversary

The years 2011 and 2012 will be the anniversaries of Dvořák's birth (170 years), and of his arrival to the US and his subsequent work in New York. (120 years).

The Czech Republic Embassy under the leadership of Dr. Karpetová, the Cultural Counselor, is making plans for a country-wide celebration of Dvořák's work, and invites other institutions to join in the celebratory activities. The

Embassy has issued a call to the Czech university programs as well as ethnic clubs and groups to join in the celebration. The embassy and consulates of the Czech Republic want to be informed about the cultural programs and will publicize them on their Internet site.

Dvořák was born September 8, 1841 and died on May 1, 1904. He is considered a major Czech, European, and world composer. His work encompasses many genres, but he is known mainly for his operas, symphonic and chamber music. The most widely known on the American continent is the *American Quartet*, and the *New World Symphony*. From 1892 to 1895, Dvořák was the director of the New York National Conservatory of Music that had been founded by a wealthy American, Jeanette Thurber. As director he influenced the development of American tradition in symphonic music.

Under Communism, Dvořák was considered too cosmopolitan by the leadership of the Czechoslovak Communist party.

The celebration planned in Washington will include performance of Dvořák's works in the John F. Kennedy Center for Performing Arts. The Library of Congress will exhibit the original of the *New World Symphony* score and make the short exhibit open to specialists and experts. A concert and a lecture will take place in the space of

the exhibit. The Washington National Cathedral will perform Dvořák's *Té Deum* as the concluding concert of the nationwide festival on October 28, 2011, the Czech National Holiday.

In Nebraska, at the University of Nebraska-Lincoln, a series of concerts are planned. The Faculty in the Department of Music will perform the Biblical Songs. Students will perform Dvořák's *American Quartet*. Students will research and write essays about Dvořák's American work including his performance in Omaha in 1893. There are plans underway to include the Nebraska Public Radio, as well as high school students. The student Czech Komensky Club will show a film about Dvořák's life and sponsor lectures about his Midwest stay. Katarina Čermaková, lecturer of Czech, will introduce the Dvořák theme into the classroom instruction, essays, and papers. Also, as a part of the instruction, students will be encouraged to work on other projects dealing with Dvořák.

The Nebraska Czech Language Program makes an appeal to the Slavic community to join in the celebration of this important anniversary. Share your plans with the Slavic Studies colleagues. Your activities might become a blueprint for the celebration of other culturally important dates in the Slavic field.

Graduate Students Forum Continued

Continued from page 11

they consider it part of their professional obligations to follow new work.

Besides the one conference surprise described above, I've never regretted sharing my work before publication. (Though who knows what the shareees have thought in private.) Add the line "Work in progress – please do not cite without permission" under a paper's title before you make it available, to remind the lucky recipient to behave properly if your ideas or data look good enough to steal. If someone asks

for a copy of your paper to cite you in a specific context they describe, you can probably be confident about their intentions.

AATSEEL publishes conference paper abstracts in the annual program book and online, and this protects your work: there's a time stamp on the presentation, staking your claim to the topic. If you don't want to share your paper someone can still cite your abstract. Think of a conference presentation as an important step on the way to publication, and keep working on the piece once you're back home.

If modern technologies make it easier to find attractive material in elec-

tronic format, then copy and paste huge blocks of text, they also make it easier to discover plagiarism. Auslander didn't get away with it—and if your work is out there, no one who plagiarizes you should get away with it either.

[Thanks to David Birnbaum, Rob Romanchuk, and Lisa Wakamiya, who were kind enough to read this as a work in progress and offer useful suggestions.]

PSYCHOLOGY OF LANGUAGE LEARNING

This column is intended to promote a dialogue for teachers of Slavic languages regarding the psychological aspect of language learning.

Submissions for future editions of this column should be sent electronically to Valery Belyanin (russianforyou@gmail.com)

“All one” or “alone”? Autonomy in the web-based distance language classroom

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Web-based distance learning has gained popularity in the last decades and is expecting tremendous growth in the future. While the geographic dispersal of students makes WDL a convenient environment, the psychological distance between learners and teachers may inhibit student progress. Researchers have found that some of the most problematic aspects of WDL are the isolation and “dehumanization” reported by WDL students, which often leads to high dropout rates. Unfortunately, very few teacher preparation programs provide techniques for “bridging the gap” to distance learners. Teachers are often “thrown” online and are expected to learn as they go. This puts all the responsibility for learning on the shoulders of the student as their “autonomy” becomes a pre-requisite for their success. Understanding of what autonomy is and how to develop it is very important for the online teachers. However, there is no consensus on learner autonomy in the foreign language field. Some researchers see it as an individual skill, while others as a social construct.

*Editor: Valery Belyanin
(Kaluga State University)*

Individual construct:

Some researchers view autonomy as an ability, capacity, responsibility, choice, right or freedom, and as a developmental skill. Researchers suggest that teachers’ roles should change according to the stage of learner autonomy and that a mismatch between teacher’s actions and the level of autonomy may lead to students’ isolation (see Table 1).

Social Construct:

Other researchers believe that learners and teachers share responsibility for developing autonomy. There are several strategies that successful teachers use instead of merely lecturing or correcting student papers online. These strategies help facilitate learner’s autonomy and create the feeling of “belonging” among students.

1. Successful online teachers should stimulate students’ metacognitive skills, i.e. knowledge of how to learn. They welcome students’ struggle with the new material and encourage their interaction with others. Rather than providing correct answers, teachers should post clear directions, evaluation criteria for assignments, provide guiding questions and examples.
2. Individualized feedback has been found to lead to student autonomy. When students deal with comments that refer to their particular work, they are more inclined to analyze them and reflect on them. Ni Chang (2009) criticizes the practice of summative feedback given at the end of the course or an assignment, which is popular online. According to the researcher, it does not facilitate learning, does not take into account diverse learning styles, and does not promote higher level thinking, as opposed to the formative feedback. Formative feedback is provided at various points of

Stage of Autonomy	Student	Teacher	Examples
Stage 1	Dependent	Authority, Coach	Coaching with immediate feedback. Drill. Informational lecture. Overcoming deficiencies and resistance.
Stage 2	Interested	Motivator, Guide	Inspiring lecture plus guided discussion. Goal-setting and learning strategies.
Stage 3	Involved	Facilitator	Discussion facilitated by teacher who participates as equal. Seminar. Group projects.
Stage 4	Self-directed	Consultant, Delegator	Internship, dissertation, individual work or self-directed study.

Table 1: Stages of self-directed learning (adapted from Graw, 1996)

the learning process. It forces students to analyze their work and stimulates their progress.

3. Creating a feeling of “omnipresence” is very important online. Teachers should answer emails and reply to students’ questions in a timely manner while participating simultaneously in chat rooms, class cafés, threaded discussions, etc. In this way, the student works alone on the assignments but does not feel alone online.
4. Many online teachers also practice a “front loading” technique. They start a course with high interaction which is gradually decreased towards the end. By using introductions and “icebreaking activities” at the beginning of the class, teachers develop a climate where everyone feels comfortable. This climate promotes student participation, collaboration, and autonomy throughout the course.
5. Successful online teachers connect with students on the emotional level. La Ganza (2008) states that in order to develop learner autonomy, the teacher and the learner need to be resistant to interacting at the academic level. On the contrary, in order to avoid the feeling of isolation, teachers need to provide their learners with emotional support. Without interfering into the students’ learning process, teacher invites their consultation, replies to their requests and follows up on situations. By showing a genuine interest

in students’ work, seeking learners’ opinions and demonstrating empathy the teacher sends the message to the learner that he is no alone.

All this shows that, learner autonomy is a very complex concept. Autonomy is developed in a climate where the teacher does not intervene in the learner’s academic struggle but maintains a positive affective atmosphere and expresses concern. Learner’s autonomy depends on teacher autonomy, and it is as much a responsibility of the teacher as it is of the learner. We are “all one” in this new educational experience where no one should feel “alone”.

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Bureau of Educational
and Cultural Affairs

2010 Intensive Summer Language Institutes for Arabic, Chinese and Russian Teachers

This program is designed to strengthen critical need foreign language instruction at U.S. schools by providing intermediate and advanced level teachers of Arabic, Chinese, and Russian as a Foreign Language with the opportunity for intensive language study abroad. The summer 2010 program is open to current K-12 teachers as well as community college instructors of Arabic, Chinese, and Russian; university students enrolled in education programs intending to teach these languages are also eligible to participate.

The deadline for applications is March 1, 2010.

For more information please visit our website at www.americancouncils.org
or send an e-mail to isli@americancouncils.org.

This program is funded by the Bureau of Educational and Cultural Affairs (ECA) of the U. S. Department of State, and administered by American Councils for International Education: ACTR/ACCELS

AMERICANCOUNCILS® FOR INTERNATIONAL EDUCATION
ACTR ▲ ACCELS

SUMMER LANGUAGE PROGRAMS

The AATSEEL Newsletter regularly announces information about summer and winter language programs in Slavic and East European languages. We also announce programs in Russian and East European cultural studies. As of the time of publication this fall, however, we had little specific information about any forthcoming programs.

Program directors are encouraged to use these pages not only for display ads, which do attract reader attention, but also for more detailed program descriptions which are carried in this column as a service item, in other words, free of charge.

If you are a program director wishing to share information about your program(s), please e-mail your information to one of the editors by the deadline for the various issues, typically six weeks in advance of the issue's publication date. These deadlines can be found on the back cover of any issue of the newsletter or at the AATSEEL website: <http://www.aatseel.org>.

Our strong preference is for information to be submitted electronically. However, we do continue, even in this era, to take copy submitted in paper form. The address for mailing information to the AATSEEL Newsletter is contained at the masthead on page 2.

Summer program information is carried in every issue, beginning in October of the academic year leading up to the deadline for enrollment in the program, typically through the April issue of the newsletter. Winter program information is carried in the October and December issues.

Cosmopolitan Educational Center, Novosibirsk, Russia

We have been running these programs for fourteen years already. For the past years volunteer teachers from Argentina, Australia, Austria, Canada, China, Denmark, Fiji, Finland, France, Germany, Great Britain, Holland, Hong Kong, India, Ireland, Italy, Japan, Malaysia, Singapore, Sweden, Switzerland, Spain, the United States of America, as well as university students and school children from the USA, Great Britain, Germany, Greece, Sweden and Switzerland have participated in our summer and winter language camp programs.

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 programme. 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, supportive 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 at 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 anxious 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 Leggiero 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. Peters-

burg, 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.

The classes are held in a historical recently renovated building right in the heart of St. Petersburg, just a five minute walk from Nevsky Prospect, the main and most bustling thoroughfare of the city. The spacious classrooms are perfectly equipped with cutting edge study resources, which ensure an exciting and effective process of learning Russian.

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-to-one format or joining any current group of students.

The summer program comprises 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 a massive entertainment program at the weekends. We cooperate with different reputable and established agencies which provide these services and guarantee our students a comfortable stay in St. Petersburg.

IQ Consultancy ensures not only teaching excellence and a great academic experience but guarantees a once-in-a-life-time 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: RussianinRussia

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>

PROFESSIONAL OPPORTUNITIES

Grants & Fellowships

Individual Advanced Research Opportunities (IARO) 2011-2012 Fellowship Opportunity

IREX is pleased to announce that applications are now being accepted for the 2011-2012 Individual Advanced Research Opportunities Program.

The Individual Advanced Research Opportunities Program (IARO) provides students, scholars and professionals with support to perform policy relevant field research, in the countries of Eastern Europe and Eurasia. In addition to engaging in research in the region, the IARO fellowship affords scholars the opportunity to increase their understanding of critical, policy relevant issues, develop and sustain international networks, and collaborate with foreign scholars on topics vital to both the academic and policy-making communities.

Applications and all supporting documents for 2011-2012 IARO Fellowship will only be accepted through the online application system found at:

<http://www.irex.org/application/individual-advanced-research-opportunities-iaro>

Applications must be completed and submitted (including all required supporting documents) by 5 p.m. on November 17, 2010

Masters Students, Pre-doctoral Students, Postdoctoral Students, and Professionals with advanced degrees are eligible for the IARO Fellowship

IARO Fellowships cover the cost of international airfare, a living/housing stipend, visa support, travel insurance, and access to the resources available at our 25 field offices within the region.

Questions may be addressed to the IARO Program Staff at iaro@irex.org or by telephone at 202-628-8188

Countries Eligible for Research:

Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan

IARO is funded by the United States Department of State Title VIII Program.

The American Council of Learned Societies announces Fellowships and Grants in East European Studies In academic year 2010-11

For research and language training related to Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Kosovo/a, Latvia, Lithuania, Macedonia, Montenegro, Poland, Romania, Serbia, Slovakia, and Slovenia

Funding is provided by the U.S. Department of State under the Research and Training for Eastern Europe and the Independent States of the Former Soviet Union Act of 1983, as amended (Title VIII).

All applicants must be U.S. citizens or permanent residents.

Dissertation fellowships (deadline: November 10, 2010) For graduate students at U.S. universities who have completed all requirements for the Ph.D. except the dissertation (ABDs). Applicants can apply for research fellowships for use in Eastern Europe or for writing fellowships for completing the dissertation outside of Eastern Europe after research is complete.

Early career postdoctoral fellowships (deadline: November 10, 2010) For scholars before tenure, including independent scholars

Language grants to institutions (deadline: January 14, 2011) For U.S. institutions of higher education to conduct intensive summer language courses at the beginning, intermediate, and advanced-mastery levels

Language grants to individuals (deadline: January 14, 2011) For attendance at intensive summer language courses (priority given to graduate students seeking to acquire the language as a basic research tool)

Travel grants (deadline: January 28, 2011) For travel to conferences to present research papers (all academic ranks)

Conference grants (deadline: January 28, 2011) To support planning workshops and conferences for the presentation of significant new research

Request for proposals for research on heritage speakers (deadline: January 14, 2011) Individuals or collaborative teams are invited to propose sociolinguistic research on U.S. communities of heritage speakers of an East European language. The project should produce an analytical paper and a syllabus for an advanced-mastery course for heritage speakers to bring their language competence to a professional level.

Further information is available at <http://www.acls.org/programs/eesp>
American Council of Learned Societies

633 Third Avenue, New York, NY
10017-6795, www.acls.org

Kathryn Davis Fellowships for Peace: Investing in the Study of Critical Languages

Full Scholarships Available for Intensive Language Study at the Middlebury Summer Language Schools - We are pleased to announce the continuation of the Kathryn Davis Fellowships for Peace for the fourth year in a row. The fellowship will cover the full cost of one summer of language study-from the beginner to the graduate level-in any of six languages, including Russian. For more information, please visit http://www.middlebury.edu/academics/ls/fellowships_scholarships/kwd.htm.

Need-based Financial Aid Available to All Students - 45% of summer 2009 Language Schools students received a financial aid award, and the average award granted was approximately \$4,900. To learn more about financial aid, visit <http://www.middlebury.edu/academics/ls/finaid/> <<http://www.middlebury.edu/academics/ls/>>.

For complete information on all Language Schools programs and to apply online - Visit <http://www.middlebury.edu/academics/lsls/>.

Scholarship Established for Ukrainian Studies at KU

LAWRENCE, Kan.—The Center for Russian, East European and Eurasian Studies (CREES) at the University of Kansas is announcing a scholarship in support of its Ukrainian Studies Program, one of the few in the United States. In honor of his late parents, Dmytro and Maria, and aunt Olha, Peter Jarosewycz of Kansas City, Mo., a retired attorney, is establishing the Jarosewycz Family Scholarship in Ukrainian Studies at CREES.

Mr. Jarosewycz immigrated to the United States in 1949 at the age of one with his parents and aunt, who taught him an appreciation of his Ukrainian heritage.

"I decided to set up the scholarship at KU in their honor because it is one of the few universities in the United States with a graduate program in Ukrainian Studies," Jarosewycz said. "There are several faculty members from Ukraine, and there is a frequent exchange of students and faculty between KU and universities in Ukraine, especially Ivan Franko University, from which both of my parents received their medical degrees."

As part of the Ukrainian Studies Program, CREES conducts a summer school in Ukrainian Studies at Ivan Franko University in Lviv, Ukraine. Lviv is the largest city in western Ukraine and attracts university students from all over the world. Alex Tsiovkh, professor of Russian, East European and Eurasian Studies who also is on the faculty of the University of Lviv, has been the director of the summer school since its inception in 1994.

Another activity at KU related to Ukrainian Studies has been the Maria Palij Memorial Lecture, a yearly lecture on the subject of Ukraine by leading scholars from around the world. Professor Michael Palij established it more than 25 years ago as a memorial to his wife. Although Palij died in 2009, his

friends and supporters of Ukrainian Studies have continued to fund the Palij Lectureship.

The Ukrainian Club of Greater Kansas City, which has contributed to the Palij Memorial Lecture for many years, is now generously contributing to the Jarosewycz Family Scholarship.

Professor Edith W. Clowes, Director of CREES, expressed appreciation for the scholarship: "The whole CREES community joins in thanking Mr. Jarosewycz for establishing this scholarship, which will support top students in the KU Ukrainian Studies Program. Building on the intellectual enrichment that the Palij Fund has brought, and the various partnerships CREES has had over the years with the Kansas National Guard and the US Army's Foreign Area Officers Program, the Jarosewycz Family Scholarship will help attract the best and the brightest to graduate study at KU. We are grateful to have a friend like Mr. Jarosewycz with a compelling vision of the future that includes strong expertise on Ukraine."

The gift will be managed by KU Endowment, the official fundraising and fund-management foundation for KU. Founded in 1891, KU Endowment was the first foundation of its kind at a U.S. public university.

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>

Call for Papers

Special issue of *Canadian Slavonic Papers*

Papers: "Twenty Years On: Slavic Studies since the Collapse of the Soviet Union."

In late 2011, *Canadian Slavonic Papers* will mark the twentieth anniversary of the collapse of the USSR with a special double issue devoted to exploring a variety of perspectives—political, historical, literary, linguistic, anthropological, religious studies, film studies, cultural studies, gender studies, folklore studies—on the collapse of the Soviet Union and post-Soviet transformations. Submissions in any of these areas are invited. The issue aims to be multidisciplinary and interdisciplinary.

Manuscripts may be in English or French. The normal peer-review process will apply.

Please consult the most recent issue of *Canadian Slavonic Papers*, inside back cover, for style guidelines. Authors should use the Library of Congress transliteration system and the *MLA Handbook for Writers of Research Papers* (3rd. ed.) as a standard form for documentation. For more detailed information, please see the CSP Style Sheet: <http://www.ualberta.ca/~csp/Submissions.html#StyleSheet>

Authors who submit papers must become members of the Canadian Association of Slavists (CAS).

Deadlines:

Expression of intent to submit: **4 January 2011**. Send e-mail to the Guest Editor, Prof. Heather Coleman: hcoleman@ualberta.ca

Final Paper with abstract: **1 March 2011** (maximum 25 pages). Please submit manuscripts in three hard copies and by e-mail to:

Prof. Heather Coleman, Guest
Editor
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Studies
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Edmonton, Alberta, Canada
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hcoleman@ualberta.ca

Conferences & Workshops

October 5-7, 2010

Dissertation Development Workshop

Globalizing Eurasia? Impacts on the Region and the World October 5-7, 2010 Davis Center for Russian & Eurasian Studies Harvard University Application Submission Deadline: August 15, 2010 www.ssrc.org/programs/eurasia THE EURASIA PROGRAM of the Social Science Research Council (SSRC), in partnership with Harvard University's Kathryn W. and Shelby Cullom Davis Center for Russian and Eurasian Studies, invites applications for a three-day interdisciplinary dissertation development workshop for doctoral students.

What factors affect Eurasia and its relationship with the world? The conceptual frameworks associated with globalization invite questions concerning the importance of social and cultural place, the definitions of geographic and conceptual regions, and the nature of national economic institutions, environmental issues, and political identities. To what extent can the conceptual frameworks of globalization enhance

our understanding of Eurasia? How can the varied and complex experiences of Eurasia challenge and expand our understanding of globalization?

This dissertation development workshop will convene junior scholars interested in these questions for an intensive workshop led by a group of interdisciplinary senior scholars. The workshop will bring together PhD candidates from across the social science disciplines. We welcome work ranging from interpretive categories (e.g., empire, state, ethnicity, modernity or authoritarianism) to transnational processes (for example, development, trade, migration, health, terrorism, languages or Diasporas). Following a workshop format, the meeting will provide opportunities to discuss ideas and research plans, solicit feedback from fellow dissertationers and nationally known resource faculty, and enhance scholarly networks and contacts.

For additional details please contact program staff at eurasia@ssrc.org. Funding is provided by the United States Department of State, Program for Research and Training for Eastern Europe and the Independent States of the Former Soviet Union (Title VIII).

December 3-4, 2010

CDLC Fall 2010 Conference

The Coalition of Distinguished Language Centers conducts annual (and, in some years, semi-annual) conferences about teaching to and reaching Level 4 (near-native) proficiency. The conferences include theory and research, as well as updates on high-level-language program activities, along with a healthy dose of shared practical experience.

The Fall 2010 Conference on Teaching and Learning to Near-Native Levels of Language Proficiency will be held on December 3-4, 2010 in Linthicum, Maryland

Keynote Speaker

Dr. Donald C. Fischer, Jr.
Provost, Defense Language Institute,
Foreign Language Center

Location:

The Westin Baltimore Washington
Airport Hotel
1110 Old Elkridge Landing Road
Linthicum, MD 21090

For more Info:

<http://distinguishedlanguagecenters.org>

AATSEEL 2011 Annual Conference

January 6-9, 2011

Hilton Pasadena, Pasadena, California

- Master Class led by William Mills Todd, III
- Workshops led by William J. Comer, Sibelan Forrester, Michael Heim, Irina Paperno and Richard Robin
- Russian poetry readings and panels
- Departmental Chairs' meeting
- Roundtable on works in progress
- Coffee conversations with leading scholars

**Get more information from the AATSEEL Website:
<http://www.aatseel.org>**



2011 AATSEEL Annual Conference Registration

Personal Information

Name	
Affiliation	
Address:	
Phone:	
Fax:	
Email:	

Registration Type and Fee (please mark amount paid)

Nonstudent, AATSEEL member (\$80.00)	
Nonstudent, nonmember (\$105.00)	
Student, AATSEEL member (\$55.00)	
Student, nonmember (\$70.00)	

Payment:

Prepayment in full is required. Please send a copy of this form with your payment in U.S. dollars to AATSEEL, c/o Dianna Murphy, at the address below.

Check enclosed (US funds; payable to "AATSEEL, Inc.")

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Exp. Date (MM/YY): (/)

Signature:

American Association of Teachers of Slavic and East European Languages

1122 Winston Drive, Madison, WI 53711

Tel: (608) 770-9080

Fax: (608) 890-1094

Email: aatseelconference@mac.com

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>

The AATSEEL NEWSLETTER

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October 2010

AATSEEL 2011 Annual Conference

**January 6-9, 2011
Hilton Pasadena, Pasadena, California**

The 2011 AATSEEL Conference will features scores of scholarly panels, supplemented by less formal roundtables, master classes, workshops, informal coffee conversations with leading scholars, and other special events: receptions, poetry readings and a film screening.

**Get more information from the AATSEEL Website:
<http://www.aatseel.org>**