

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

Contents

Message from the AATSEEL President	1
Letter from the Editor.....	1
Recent Publications	1
State of the Field	2
Technology & Language Learning.....	4
Member News	7
Czech Corner	7
Everything You Always Wanted to Know about Grammar But Were Afraid to Ask	8
Cross Cultural Communication	10
Psychology of Language Learning.....	11
Graduate Student Forum.....	12
Belarusica	14
Summer Language Programs.....	16
Professional Opportunities.....	22
AATSEEL Membership Form.....	24

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AATSEEL Web site

For current online information about AATSEEL
 and its activities, visit AATSEEL on the web:

<http://www.aatseel.org>

Message from the AATSEEL President

Dear colleagues:

First, this newsletter must wish good speed to Executive Director Pat Zody. The presidential council, together with Pat, is pleased to announce our new Executive Director, who will begin work on 1 July 2011. Elizabeth Durst is a lecturer in the Writing Program at University of Southern California, where she earned a doctoral degree in Russian literature. Her research includes women's fashion in early 20c. Russia, and the role of dress in conveying western notions of the new woman in a modern urban context. Until 1 July, Pat will continue to shepherd us through the upcoming changes with her characteristic commitment and anticipation of directions that we must consider moving.

Among those new directions is the selection of a stable institutional home. Together with Pat, the presidents—Past President Sibelan Forrester, Outgoing President Caryl Emerson, Incoming President (yours truly), and President Elect Tom Seifrid—have looked long and hard at our options, in hopes of finding a good academic institution where AATSEEL might work on a long-term basis, under terms grounded in a memorandum of agreement for a proposed five-year period. We are currently in the process of finalizing the details of that draft memorandum and hope to update the Executive Council and AATSEEL members in the next few weeks. We anticipate that this institutional home will provide office space, technical support, and a potential pool of extra hands when needed, so as to move the organization toward a new level of logistical security and professional visibility.

In these early months leading up to next year's conference, three AATSEEL projects in particular are moving steadily ahead: the 2012 poetry readings, the advanced seminars, and teaching workshops. The first, organized by Olga Livshin (University of Alaska Anchorage), Stephanie Sandler (Harvard University), and Sibelan Forrester (Swarthmore College), carries on

the 2008 initiative of Polina Barskova (Hampshire College), continued last year by Olga, together with Maria Khotimsky (Harvard University), and Keren Klimovsky (Brown University). They will soon ask for submissions from both US-based and international contributors for the 2012 conference. These readings of contemporary poetry add a vital dimension to AATSEEL's profile as a key site for the creative humanities, pedagogy, and linguistics that makes a distinctive contribution to our field.

As for the second effort, two 2012 advanced seminars are modeled on the workshop and master class offered at the AATSEEL 2011 conference by Irina Paperno (University of California, Berkeley) and William Mills Todd III (Harvard University) on Tolstoi and on the nineteenth-century novel respectively. Encouraged by these seminars, which were themselves follow-ups to Caryl Emerson's (Princeton University) outstanding contribution on Bakhtin the year before—Katya Hokanson (University of Oregon) is continuing the superb work begun by Julie Cassiday (Williams College) in organizing two 2012 AATSEEL advanced seminars that we hope to announce shortly.

Finally, Julie Buckler (Harvard University) is leading this year's effort to organize several teaching workshops for AATSEEL 2012. Together with Anna Berman (Princeton University), the graduate-student representative to AATSEEL, and Julia Mikhailova (University of Toronto), Julie is planning two events in particular: a syllabus workshop and a pedagogy workshop that we hope will be especially productive for beginning and early career colleagues, as well as those of us who are always looking for new ideas.

I wish you a productive end-of-semester and interesting plans for Summer 2011.

Nancy Condee (University of Pittsburgh), AATSEEL President (2011-2012)

Letter from the Editor

This newsletter wraps up the issues for this academic year. I want to thank all the column editors for their continued steadfastness and assistance in putting together a newsletter that addresses a wide variety of topics of interest to the readership. I also want to thank them for being willing to move up their deadlines in order to meet earlier requirements for submission of the newsletter to the printer in order to return to a paper version, as we have done this year. I would ask the readership to indicate if there are other topics that would sustain columns. I would also mention that we are still looking for a replacement editor for the Ukrainian column, which has not run for nearly two years now for lack of an editor.

In researching new publications for this issue, I noticed that there are many forthcoming books that are quite exciting. I hope to capture a number of them for the fall issue and hope that this is a sign of a return to more robust Slavic and East European programs. For certain, at my institution, Russian is a making a slow but steady comeback. The other Slavic and East European languages continue to languish, but perhaps future years will find resurgent interest in them, at least within academic halls.

I know it is a bit early to wish everyone a great summer since most of you are just returning from spring break, if, indeed, you took a break. However, since we have no summer or late spring issues, this is my only chance to send that wish, so I shall risk being too early with it.

Betty Lou Leaver

AATSEEL is now on FACEBOOK!



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Facebook

STATE OF THE FIELD

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

In this issue, we offer you David MacFadyen's (UCLA) resource-rich insight into the contemporary music scene, as it resides on a broad range of music and verse portals across Russia. We are grateful to him and other colleagues who have responded to our invitations to produce these thumbnail sketches of their fields. For other such sketches on film studies, Slavic linguistics, intellectual philosophy, contemporary poetry and other topics, see <http://www.aatseel.org/publications/newsletter/>. Our thanks, too, are extended to Sibelan Forester (Swarthmore College) for co-editing these contributions for the past several years. Thomas Seifrid (University of Southern California) now joins Nancy Condee (University of Pittsburgh) in editing this column.

Contemporary Russian Music Networks

There's a good (or good-natured) argument to be made for song as the most socially consequential and entertaining form of Russian literature. Until recently, collecting that heritage in any meaningful way meant frequent (and physical) involvement with three major access points: purveyors, archives, and collectors. The first group will soon be extinct, the second ceased evolving with the invention of vinyl, and grumpy representatives of the third have no intention of sharing. All three, though, whatever their behavioral quirks, have now been forced to reconsider their standing.

With the emergence of the web, song's claim to "social consequence" is no longer measured in terms of *samogon*-fueled caroling: it today involves the same people recording themselves (sober or not). A culture

of appreciation has become one of production. Folks once happy with a karaoke set, the words to *Vladimirskii Tsentral*, and an electrical outlet are now hell-bent on sharing their skills with the world. Beware the bored Slav with a modem and mouse.

Maksim Moshkov's aesthetically challenged yet seminal text-portal Lib.Ru (<http://lib.ru/>) has long included an offshoot known brilliantly as Music.Lib.Ru (<http://music.lib.ru/>). Before the invention of pictures, Mashkov opened his doors to songwriters of all towns and styles, but then - with faint wisdom - abandoned any pretense to editorial control. Currently the site holds over four million songs and spoken-word narratives. If we were to exclude prepubescent rappers from that morass, bad-mouthing their girlfriends to a couple of pirated loops, the total would drop considerably. Nonetheless, an archival precedent was set. Long-tail activity, gathered in dusty corners of the *runet*, began to trouble the mainstream. Pimpily boys and pinstripe suits went head-to-head.

Other archives appeared. Of similar dimensions and provenance has been RealMusic (<http://www.realmusic.ru/>), a huge project that allowed for greater functionality and marginally more visual appeal. And yet, as with all the early songwriting aggregators, no financial gain was forthcoming - as a result of which the site has barely developed, despite some attempts at generating advertising revenue. Gaudy banners, pop-ups, and mail-order brides do not a museum make. Nowadays, in any case, conscientious artists have spawned countless blogs, mini-portals, webzines, and netlabels; they've all left the early

media hosts behind in a cloud of dust and mp3s.

Add to that the mashups, remixes, and growing international participation of Russian amateur performers in web-based compilations, and we have before us a decentering of musical or lyrical production never seen before. Torrent sites, to make things worse (i.e., better for the morally lax), then subvert all sense of chronology by gathering and uploading decades of legal CDs, rare vinyl from Soviet vaults, and bewildering qualities of antique *samizdat* recordings. Monitoring it all on the humblest of scales takes all day, every day. (Believe me...)

Even within those antediluvian proto-portals, a problem soon emerged that has now attained epic proportions: the lack of accurate tagging and/or systemization. Today's leveling of literary and musical production demands expert filtering, for the following reasons. Slavdom's song-driven sites usually allow contributors to tag their own material. Bad idea. Transferred, say, to the realm of dance music at PromoDJ (<http://promodj.ru/>), the consequences of a laissez-faire admin mean that a slack-jawed hipster from Magadan will probably tag his tub-thumping masterpieces as everything from trip-hop to trance and back again, simply in order to increase the likelihood of an inquisitive click. And so we the visitors and scholars all suffer: although these sites can be trawled in some similarly Neanderthal fashion for their entire contents - dolphins and all - they will continue to have academic value for only the most patient researchers. Or for text-mining software operating at Chilean depths.

And thus we encounter Problem #1 for Russian literature today, be it sung or read aloud: prior to any appreciation of available material, especially of new works, what's desperately needed is expert aggregation. The nationally popular verse portal Стихи.Ру (<http://www.stihi.ru/>) currently houses over 12 million (!) texts. Where to begin?

Let's continue with the example of song, given the speed of its production and cultural resonance - both online and off. With the death of MySpace expected any moment soon, yet another major aggregator will tumble, bringing more disorder to the field. Although MySpace has always shown scant interest in geographic indexing, at least performers were assembled with generic considerations in mind, not to mention creative kinships. Those linkages will be lost. It is possible that Facebook will now become a prime center of musical/lyrical activity (i.e., a monolith fronted by a man who never blinks), yet within the Slavic world, of course, songwriters and performers often prefer Vkontakte. The reason? Giddy degrees of lawlessness.

With more than 100 million users, Vkontakte is currently the most popular site in Europe if we calculate things on the basis of page views and - more importantly - data transfers. Vkontakte is also becoming increasingly significant as a center for local concert information, and therefore associated texts or media (more so, for example, than <http://www.lookatme.ru/>). Millions of other, legally suspect files can also be found at the same location. Three options result: sink, swim, or systematize.

Greater media production in the *runet* leads only to more disorder. The healthier literary and musical production becomes, the less we are able to follow or understand it. What's lacking, once again, are expert/academic aggregation and systemization. A well-built sense of order is precisely the kind of thing

scholars can construct with their students, working as equals.

The decimation of the Slavic music industry by piracy has meant that the nouns "song" and "profit" are unlikely to appear in the same sentence. Musicians must tour - and do so endlessly. Embarking upon that activity in the world's biggest country during the worst recession for decades is an almost laughable endeavor. In a tragic, penniless sort of way. Both online and across physical geography, today's poetry, songwriting, and music have been thrown mercilessly to the four winds. Even bestselling paperbacks are scanned and uploaded online within hours of their publication.

Consequently, a couple of problems stand front and center - such as law and order. We need to establish that order on campus; it's not developing naturally in the digital field whither we send our students. Once more I suggest that songwriting and music are a fine place to start if we hope to systematize "post-paper" literary production. In managing this realm, what's needed are expert tracking mechanisms and detailed tagging. Not only in order to filter quality media from chaff, but also to store it beyond the average lifespan of a webpage, currently between 44 and 77 days. How, though, do we get our student web-users and cultural practitioners in one reliable, expertly assessed and media-rich environment? In a top-quality, bounded, yet challenging location, so that students study, assist, and archive cultural practices - both for themselves and the next generation of students? (Rather than write term papers of no interest to anyone once vacation starts.)

It is in this context that I will take the liberty of describing my own project, "Far from Moscow" (<http://www.farfrommoscow.com/>). It's all working towards a media-dense and socially networked music/poetry map for language, film, and literature students. Working first within the Russian-speaking area

of the globe, it will soon allow for college-approved, audio-visual collaborations plus archived socialization with native speakers or artists overseas. This will be done using tools such as Facebook, Twitter, Flickr, and Russian equivalents like Vkontakte. Students will be able after this spring to build and manage media-rich locations of importance both to local arts in Russia and their own spoken skills. Not appreciate, but build. They'll become consequential members of a real-world community, helping to plan and publish online song, music, and verse with Russian performers in their real towns, villages, and venues. A freshman in Oregon will help to stage and archive live events in Orenburg. (Other options will be available outside the constraints of alliteration.)

In order to initiate the map's significance as a place of voluntary socialization, I presently embed text, images, audio, and video into daily articles, using a collection of roughly 600,000 Creative Commons music files. In its current form, the project contains geo-tagged media and articles on more than 1,300 amateur musicians from all around Russia, Ukraine, Belarus, and the Baltic nations. It's a start. The site automatically generates mini-podcasts - while both daily articles and the fresh audio operate perfectly over an iPhone. Tools are being added this season to let our students step into the mediated environments of approved native speakers and work on linguistically or visually-driven projects. As the traditions of Russian literary production fall apart, we are all offered the chance of a lifetime to help out - with the arbiters of that same shell-shocked heritage.

—David MacFadyen (UCLA)

Technology & Language Learning

Editor: Ferit Kılıçkaya,
Middle East Technical
University

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

Microsoft Mouse Mischief: Creating Interactive Language Lessons Using PowerPoint



Most teachers will subscribe to the opinion that the most difficult part of their profession is to engage and excite each and every student in their classrooms. Using a variety of materials such as interesting examples and engaging activities, teachers try to make their lessons interesting so that each student can get involved in and benefit from these lessons as much as s/he can. However, this is sometimes not possible without using one of the tools provided by technology. *Microsoft Mouse Mischief* is one of these simple but powerful tools that will help teachers get more out of what they plan to cover in their lessons.

Microsoft Mouse Mischief



Microsoft Mouse Mischief is a freely available add-in to PowerPoint 2007 and 2010 users, allowing teachers to create lessons based on PowerPoint presentations. Using this add-in, teachers can prepare presentations in 'Yes-No' and "Multiple Choice" formats. These presentations can help students interact on a projector or display by using their own mice both individually and in groups. Mouse Mischief is available in the following languages: Arabic, Brazilian Portuguese, Simplified Chinese, Traditional Chinese, English, French, German, Japanese, Russian, Spanish, Thai, and Turkish.

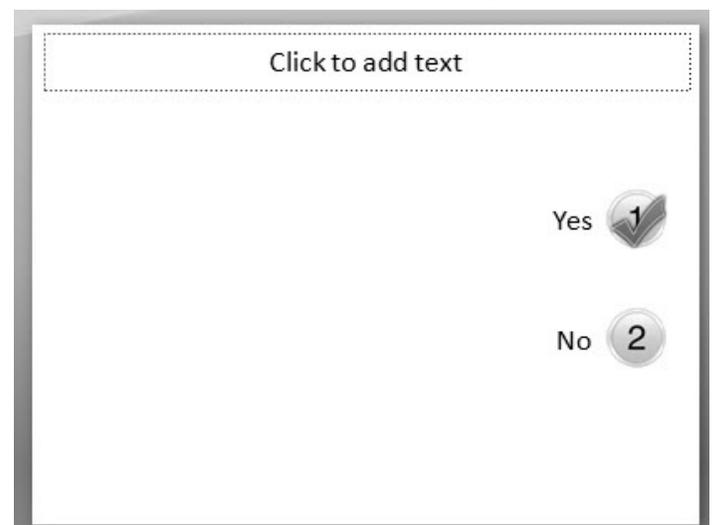
Microsoft Mouse Mischief requires a computer with at least 1 GB ram running on Windows 7, Vista and XP with service pack 3. Windows 7 and Vista are recommended as they allow 20-25 mice to be connected to the computer through powered USB hubs.

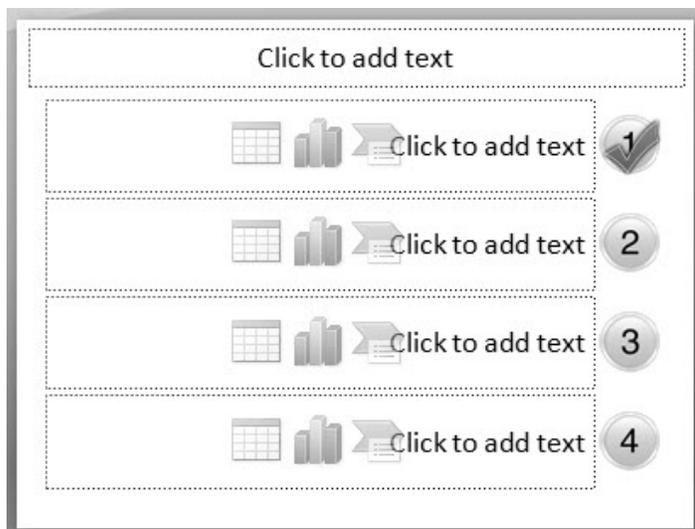
Using Microsoft Mouse Mischief

Microsoft Mouse Mischief can be downloaded using the following link on the main page of the software (<http://www.microsoft.com/multipoint/mouse-mischief/en-us/download.aspx>). The file is 10 megabytes (MB). When downloading is finished, click on the file and install the software. When PowerPoint is run, locate the Multiple-Mouse tab on the main menu.



On the multiple-mouse tab, you will see the buttons such as "New Slide", "Yes/No" and Multiple Choice. Using "Yes/No" and "Multiple Choice" buttons, you can create questions in these formats. Using "Assign Answer", you can specify the answers to the questions you have created. In Multiple Choice questions, you can use media files. Using "Drawing", students can draw anything using their mice. When you have created your questions, the final step will be to click on "Play Slide Show" and your students can, using their mice, interact with the questions or even with the media files while seeing their answers on the display with colorful mouse pointers in the form of shapes such as a robot and a guitar.





Evaluation

Microsoft Mouse Chief can be considered as a cost effective add-in for PowerPoint 2007 and 2010 to provide language teachers with a free tool to create interactive language exercises that will spark curiosity among students. It does not require any programming skills and it is a good alternative to some expensive authoring tools. Mouse Mischief also proves to be a good alternative to expensive student response systems known as clickers. *Microsoft Mouse Chief* is limited to Yes/No and Multiple Choice questions and does not include other types of questions such as matching. Moreover, some “clever” students can wait for other students to answer and can choose the most popular answer provided on the screen, which can be seen a disadvantage for the software.

How to use Microsoft Mouse Mischief with students

With Microsoft Mouse Mischief, you can easily spark student curiosity by integrating interactive technology into the curriculum using Yes/No and Multiple Choice questions.

Language teachers can create informal summative or formative quizzes to test students and monitor their progress in groups or individually.

Students can collaborate with other students in groups while answering the questions and discussing the answers.

Teachers can create TV-show like activities in which students can form groups and compete against each other.

Teachers can also create polls and get feedback immediately through the responses provided by each student using his/her mouse.

Students themselves can create activities on the topic discussed in the classroom or any topic that might be interesting and share them with their classmates.

Microsoft Mouse Mischief Resources

Home page

<http://www.microsoft.com/multipoint/mouse-mischief/en-us/default.aspx>

Sample Lessons

<http://www.microsoft.com/multipoint/mouse-mischief/en-us/lessons.aspx>

Case Studies

<http://www.microsoft.com/multipoint/mouse-mischief/en-us/learn-more.aspx#CaseStudies>

Clickers in the classrooms

Articles

<http://www.lifescied.org/cgi/content/full/6/1/9>

<http://www.educause.edu/ir/library/pdf/eqm0729.pdf>

<http://people.uncw.edu/lowery/NSSA%20ms.pdf>

RECENT PUBLICATIONS

The Recent Publications column includes books published in 2010-2011. 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

Dace, L. 2011. *The age of symbolism in Latvia*. Silvana Editoriale.

Hilton, A. 2011. *Russian folk art*. Bloomington, IN: Indiana University Press.

Culture

Ioffe, D., & White, J. 2011. *The Russian avant-garde and radical modernism* (cultural syllabus). Academic Studies Press.

Redlich, S. 2011. *Life in transit: Jews in postwar Lodz, 1945-1950*. Academic Studies Press.

Weisser, K. 2011. *Jewish people, Yiddish nation: Noah Prylucki and the folkists in Poland*. Toronto, Ontario, CA: University of Toronto Press, Scholarly Publishing Division.

Williams, Isobel/Amor, Stuart. 2010. *Working in Russia and Eastern Europe*. Series Editor: Bob Dignen. Adviser: Elena Denisova-Schmidt. Intercultural Business English. Berlin: Cornelsen,

Continued on page 7



STUDY ABROAD

- Russian Studies
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- MACEDONIAN OHRID
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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:

Natasha Anthony, Director of the International Language Laboratory at Hudson Valley Community College has co-authored (with Carla Meskill, Professor of Educational Theory and Practice, SUNY-Albany) a new textbook for instructors of online language courses, *Teaching Languages Online*. The book, published by Multilingual Matters, UK in 2010, serves as a guide to best practices in online language instruction for novice and experienced educators who are entering into the world of online language instruction.

Clare Cavanagh (Northwestern) writes with news of several recent professional accomplishments. Dr. Cavanagh has received an NEH Fellowship for 2011-2012 to pursue work on an authorized biography of Czeslaw Milosz, currently under contract at Farrar, Straus, and Giroux. Her book, *Lyrical Poetry and Modern Politics: Russia, Poland, and the West* (Yale UP, 2010) is a finalist for the National Book Critics Circle Award in Criticism. This work previously received the ASEEES/Orbis Book Prize in Polish Studies for 2010. Cavanagh's translation, with Stanislaw Baranczak, of Wislawa

Szymborska, *Here*, was published by Harcourt in 2009, and her translation of Adam Zagajewski, *Unseen Hand*, is forthcoming from Farrar, Straus, and Giroux in May.

Nancy Condee (Department of Slavic Languages and Literatures, University of Pittsburgh) has been appointed the inaugural Director of the Global Studies Center at the University of Pittsburgh. Pitt Global Studies, a Department of Education National Resource Center supported by Title VI funds, is one of ten such centers at major research universities in the US.

Helena Goscilo (Professor and Chair, Slavic Languages and Literatures, Ohio State University) announces the publication of *Celebrity and Glamour in Contemporary Russia: Shocking Chic* (London: Routledge, 2011), edited by Goscilo and Vlad Strukov.

Congratulations to **Irina Kostina**, Lecturer in Russian Language and Literature, who was selected to receive The University of Iowa President and Provost Award for Teaching Excellence.

Valeria Nollan has been promoted from Associate Professor to Professor in the Department of Modern Languages and Literatures at Rhodes College.

Colleagues write to acknowledge **Patricia Zody** as the recipient of the American Council of Teachers of Russian Service Award. Zody received a plaque at the ACTR Membership meeting in January during the AATSEEL conference in Pasadena. The award acknowledges her many contributions to the Russian profession and to ACTR, including her role in running the ACTR Post-Secondary National Russian Essay Contest. With her leadership, the contest has grown to involve over one thousand essays submitted by students in sixty-four colleges and universities in 2010.

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.

The Czech Corner column was not ready at the time that this newsletter went to press. We expect it to return next issue. Please consider sending a contribution to the Czech Corner column editor.

Recent Publications Continued

Continued from page 5

Economics

Zweynert, J. 2011. *A history of Russian economic thought in the 19th century*. London, UK: Routledge.

Education

Vogelli, B. R., & Karp, A. 2011. *Russian mathematics education: Programs and practices*. World Scientific Publishing Company.

Geography

Teissier, B. 2011. *Russian frontiers: Eighteenth century British travellers in the Caspian, Caucasus, and Central Asia*. Signal Books.

Continued on page 13

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

Alina Israeli
(*American University*)

Please send questions to: Prof. Alina Israeli, LFS, American University, 4400 Massachusetts Ave. NW., Washington DC 20016-8045; or via e-mail to: aisrael@american.edu

Q. In some instances the modern language has a base noun with a diminutive and secondary diminutives (such as стрела, стрелка, стрелочка), and a dictionary (say, Ozhegov and Shvedova) may give a complex set of lexical meanings in which some meanings can be used with more than one of the dictionary forms. How certain are persons whose primary language is Russian about which forms, historically diminutives, should be used with which meanings?

A. Very certain. These are separate dictionary entities and for good reason: diminutive suffixes in these cases are used not for form formation but for word formation whose connection could be traced back metaphorically or metonymically. In fact, many Russians would probably not think of the connection between спинка кресла and спина человека, just as when we say граф Орлов we do not think of the bird орёл.

Most of these independent diminutives are formed with the suffix -к- for feminine and neuter, -ик- and -ок- for masculine. The following list is not exhaustive but probably represents the bulk of such nouns.

стрелка (часов) (стрелочка is simply diminutive)
— hand

скобка — parenthesis

булавка — pin

наживка — bait

водка — vodka

карточка — photograph, (business, credit) card

змейка — serpentine (do speakers think of *serpent*, when they say *serpentine*?)

колонка — gas station, (stereo) speaker

коронка — (dental) crown

горка — china buffet (with glass door)

птичка (галочка) — check mark

лисичка (гриб) — chanterelle

тумбочка — night table

штучка (о человеке) — hottie

кашка — clover

валик — roller

пестик — pistil

дождик — (gold or silver) Christmas tree garlands

котик — seal (animal)

персик — peach

рожок — baby bottle

сырок — individually wrapped sweet or processed cheese

листок — piece of paper

хоботок — proboscis (of insects)

волчок — top (a toy)

яблочко — target

There is a particular group related to human anatomy:

головка — head, knob

ножка — foot (of a table, for ex.)

ручка — pen, knob

шейка — (narrow part of something) cervix, neck

спинка — back (of a chair)

носик — spout

глазок — eyehole

горлышко (бутылки) — neck (of a bottle), spout

(игольное) ушко — eye of a needle

It seems to me that the more common the word is, the less the connection is felt. Where it is more felt is in the description of fabrics: в ёлочку, в горошек, в клеточку, в цветочек.

Q. Where there is variation among speakers in the gender of nouns ending in -ль (скальпель), how conscious is an “average” educated speaker of this variation, and how seriously is that speaker likely to take it?

A. I don't think there was any variation or change in the word скальпель; one would expect an instrument to be masculine, unless ending in -а. The nouns that still show variation are рояль, канифоль, гель and possibly some others (щавель, ягель, шрапнель). While рояль is now firmly masculine, educated people would have the feminine forms of the noun in their passive knowledge because classical writers used them:

— В нашей зале с роялью, стульями по стенам и висячими грустными лампами, — она так и сказала: «грустными лампами», — отец мой читал его новый роман в «Русском вестнике» моей матери. [И. А. Бунин. Освобождение Толстого (1937)] (RNC)

Она садилась в угол, за роялью, и чужими глазами смотрела оттуда, кутая, по привычке, грудь свою газовым шарфом. [Максим Горький. Жизнь Клима Самгина. Часть 1. (1925)] (RNC)

Google <12.II.2011> has 142,000 hits for роялем and 14,300 for роялью. So the feminine has not vanished yet. Does this bother anyone? Probably not. Are they aware? Not necessarily. Take a look at how Herzen treated the word дуэль in the paragraph below: feminine at first, masculine later (throughout the entire text дуэль is usually feminine, and only occasionally masculine):

Отказаться от дуэли — дело трудное и требует или много твердости духа, или много его слабости. ... Доказывать нелепость дуэля не стоит — в теории его никто не оправдывает, исключая каких-нибудь бретеров и учителей фехтованья, но в практике все подчиняются ему для того, чтоб доказать, черт знает кому, свою храбрость. (Герцен. Былое и думы)

Herzen's writing also showed that акварель at some point could have different gender:

Перед Новым годом Natalie принесла мне показать акварель, который она заказывала живописцу Guyot. (Герцен. Былое и думы)

Q. Sometimes we see неполногласие in lexical forms that are not generally used in standard Russian (for example, in Derzhavin's line "Рев крав, гром жолн и коней ржань"). How does an educated speaker who is not especially familiar with pedagogy or the history of the literary language take these instances?

A. A non-specialist who is not particularly versed in 18th century Russian poetry will probably be surprised by the word крав just as by the word жолн. The words that commonly appear in Pushkin's poetry, such as вран or брег would be well understood. By the same token, the Old Russian forms such as хоробрый for храбрый, or ворог for враг will be understood not necessarily immediately but only after some associative thinking.

First Biennial SRS Book Prize

The Society for Romanian Studies invites nominations for the *First Biennial SRS Book Prize* awarded for the best book published in English in any field of Romanian studies (including Moldova) in the humanities or social sciences. To be eligible, books must be in English and published between 1 January 2009 and 31 December 2010 as indicated by the copyright date. Edited books, translations and non-scholarly books are not eligible.

The prize will be presented at the ASEES National Convention in 2011 and carries with it an award of \$500. Nominations will be due to the SRS prize committee by 1 June 2011 .

Books should be sent directly to each committee member. Please address all questions or inquiries to the chair of the committee.

Book Prize Committee Members:

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AATSEEL Web site

For current online information
about AATSEEL and its activities,
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<http://www.aatseel.org>

Cross-Cultural Communication

Editor: Elena Denisova-Schmidt
University of St. Gallen (HSG), 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 (elena.denisova-schmidt@unisg.ch)

There are some particularities of the Russian language, which could have an influence on communication between Western and Russian partners, regardless of the language used during communication might include slang and ambiguous jokes.

Russians often use consciously or unconsciously ambiguous expressions in their language, even in public.

Example: one popular band is called 'ВИА Гра' (see pictures). The managers of this band assure that this name has nothing to do with the medicine 'VIAGRA', since ВИА is a rather old-fashioned abbreviation for a music band designation: VIA stands for вокально-инструментальный ансамбль (Engl: Vocal-Instrumental Ensemble), and Гра has no other meaning. The fact that they explain it shows the opposite, however.

Some parents even try to name their young daughters Виагра. This is not a common practice, and many registry offices do not allow this phenomenon.

The Russian language offers many words with double meanings, which especially male individuals will sometimes use, even in the presence of women:



Photos: <http://www.via-gra.ru/>

Russian

кончил дело, гуляй смело

кончил:

- 1) выполнил, завершил;
- 2) сексуальный контекст.

Вся сила в плавках.

плавки:

- 1) например, плавление слитка;
- 2) мужские трусы.

English

Work done, have fun

done:

- 1) to finish, end, complete;
- 2) to climax in the sexual context.

All the power is in melts

Melt:

- 1) for example, the melting operation of an ingot;
- 2) men's pants.

This feature of language and mentality should be more or less integrated into Russian language classes, especially at the advanced level.

Russian College & Pre-College Enrollments, Fall 2010; Summer 2011 Programs College/University Level

Although data is still being gathered and a more detailed report will be forthcoming at the end of the spring semester, enrollments in 1st- and 2nd-year Russian for AY 2010-11 again reveal a general trend. (For those reading this article on line, select this link to see the web page national summary of enrollments: <http://ww1.american.edu/research/CCPCR/COLLEGEENROLL>.) Note that data for other Slavic and East European language courses is also provided.

One year ago, data collected by the Committee on College and Pre-College Russian for Fall 2009 presented a mixed bag of results--which appeared to indicate a general trend of growth across the country. At the college level, of the 65 programs that had responded by March 2010, 50 of those programs had submitted data in consecutive years. Over a third--22 programs-- reported increases in 1st-year Russian and half of the programs had growth in 2nd-year Russian. Though 15 reported loss of enrollment in 1st year and 13 in 2nd year, the losses were significantly less than the gains.

This fall, 77 programs responded with their data by the end of December. Of these programs, 61 have provided data over consecutive years which resulted in the following enrollment patterns in 1st-year Russian: 43 remained essentially stable with minimal gains or losses in 1st-year Russian; 11 programs made gains--some quite significant (e.g., Texas Tech, from 44 to 70, Penn State from 55 to 75); while 7 programs experienced losses from 15% to as high as nearly 50%. In 2nd-year Russian, 44 programs maintained stable enrollments, 11 saw increases as much as two or three times previous levels (in many cases due to a significant increase in 1st-year Russian in 2009), and six programs reported decreases ranging from 20% to 50%.

From the data collected this fall, it appears that for 2010-11, the trend was more one of stability than of growth. Ten of the programs that had reported significant increases in 1st-year Russian in 2009--as high as 40%--essentially returned to previous lower levels in 2010. Still, an encouraging number of programs--half as many as in 2009-- did report increases this year. As a consequence, while 2010 did not continue the trend of growth that characterized the previous academic year, lower level Russian classes, the "feeders" of our upper level course and majors and minors, reflect at least a stable, rather than declining enrollments.

If your institution's data are missing from the site, we encourage you to send them to CCPCR at ccpcr@american.edu.

PRE-COLLEGE TRENDS AND ISSUES

As of this writing, 80 programs that have consistently participated in CCPCR's annual survey have submitted their data. (For those reading this article on line, select this

Continued on page 13



Charles University in Prague

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- Japanese
- Russian

The Institute will take place July 5 – 29, with applications due by April 1, 2011.

Visit www.wmich.edu/languages/summertranslation for more information.

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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. Please send your questions to Ani at ak2448@columbia.edu.

“I am PhD student in a non-Russian Slavic literature and as I begin to think about my professional future, I imagine that I would like to and will likely also be required to eventually write a book in my field. I have heard some tidbits about the state of publishing in fields such a Polish and Czech literary studies, which prompt me to ask: Is there any kind of reliable market in publishing for monographs on non-Russian Slavic or Eastern European literature? Does this process in any way differ from publishing a book on Russian literature? Would writing a comparative study of some sort render publication somewhat easier?”

John J. Bukowczyk: For the past ten years I have served as the general editor of the Ohio University Press Polish and Polish-American Studies Series (<http://www.ohioswallow.com/series/Polish+and+Polish-American+Studies+Series>). Series books have won prizes from the AAASS, the ASEEES, the American Catholic Historical Association, the Polish American Historical Association, and PIASA, marking Ohio University Press as a major publishing venue in the Polish and Polish-American Studies sub-fields. While my own experience therefore is confined to publishing in this specific area, I suspect that observations about publishing Polish-content works apply equally well to other non-Russian Eastern European and Slavic Studies areas and likely to Russian Studies too.

While the field of Russian Studies is vastly larger than all of the other non-Russian East European Slavic areas combined, two economic realities weigh

heavily on publishing in all areas alike. First, whereas fifteen years ago library sales for academic titles in the social sciences and the humanities might have approached as many as seven hundred copies, at present library sales typically amount to only two hundred or so copies of a given scholarly monograph, making it exceedingly hard for presses. Second, scholarly publishing is every bit as much a “business” as commercial publishing with the so-called “trade presses”; and therefore, regardless how intelligent, well researched, or sophisticated a work, books need to stand a chance of being bought in order to be published. So (in the words of Chernyshevsky--and Lenin), what is to be done?

Within the harsh realities of contemporary academic publishing, authors do make choices (and mistakes) that render it harder to publish their manuscripts. First, young scholars need to ensure that the manuscripts they submit to publishers clearly answer the perennial question posed about dissertations and theses: “so what”? Why and how is the work significant and, more specifically, why and how is it significant beyond the often very narrow confines of an often rather small sub-field. Second, in selecting a dissertation topic, graduate students should be aware that, from a marketing standpoint, literary criticism is a difficult genre, because it discusses (often in dense, albeit erudite, technical and theoretical language) literary works that the majority of prospective readers (read: buyers) may have heard of but probably haven’t read. For this reason, I think, literary histories and cultural studies probably are easier to

*Editor: Ani Kokobobo
Columbia University*

place, because they might attract non-specialist readers. And, of course, some topics are “hotter” than others. Third, comparative works might appeal to search committees, but whether they are more publishable depends upon what they are comparing, the accessibility of their writing, and the importance of their themes. Do they propose a comparison that amounts to no more than a clever intellectual exercise, or does the comparison create a whole greater than the sum of the parts (the “so what?” question again)? Fourth, novice authors should keep in mind that, while a dissertation is famously not a book, a book is not a dissertation. Less is more: prune out the underbrush. Finally, young authors should keep in mind that the single most important feature bearing on the publishability of a book manuscript under current economic conditions is its word length. Scholarly and trade academic publishers vary a bit in the upper limits they set for manuscripts they can consider for publication, but the ideal length of a book manuscript at present is about ninety thousand words (including front matter, text, notes, bibliography--everything) and probably no more than 120,000 words depending on the topic and the publisher.

Authors now may find subventions are required as a condition of publication, particularly in the case of books on extremely arcane topics, and university offices of research often can help with such support. This is a topic that students usefully might raise with prospective employers, when they are tendered a job offer. Meanwhile, it would help all of us writing in the field if authors actually tried *to market* their books once they are published--adopting them for courses, promoting them on blogs and listservs, and distributing order blanks for them at conference sessions and invited lectures.

But I should temper this sobering picture with one final note. Although only a fraction of the inquiries and proposals our series received eventu-

ally resulted in books, virtually all of the manuscripts we reviewed but could not publish eventually found their way into print. Tenacity is the watchword! Meanwhile, given the constriction of publishing opportunities for manuscripts on highly specialized topics, tenure committees need to recognize--and authors need to consider--other non-traditional forms of book "publication"--electronic and others.

John J. Bukowczyk, Wayne State University

Russian College Enrollments Continued

Continued from page 11

link to see the one-page, state-by-state summary of enrollments at all levels: <http://www1.american.edu/research/CCPCR/statfall10.htm>.) Still, many schools have yet to respond, and a concerted follow-up effort during the spring semester will be needed to provide a more accurate picture of the AY 2010-2011 enrollment trends. While stability in enrollment is clearly evident in most programs and gains in others, the most disconcerting trend at this point is the incipient resurgence of program termination. As documented on the CCPCR website, 227 pre-college Russian programs have disappeared since 1998. In recent years, this erosion had nearly ceased; but in 2010 ten schools thus far have reported that their programs were discontinued, and as many as a half-dozen more reported no level 1 enrollment--generally a harbinger of a program being phased out. Some states, like Colorado and Utah which previously had pre-college Russian programs in abundance, appear to have lost their very last Russian programs this year. To be sure, in some cases school districts consolidated programs, as was the case in Alaska where Juneau-Douglas students--46 of them in 2009--were incorporated into the Thunder Mountain program. With consolidation, of course, most frequently comes the loss

of a teaching position, a point of real concern for the profession.

The implementation of exploratory programs presents yet another area of concern--not that we have them, but that the large numbers often generated by school districts and reflected in the annual census of k-8 Russian study tend to give us a false sense of how many students are actually initiating a course of study of Russian. Often, these programs expose students to several weeks of introduction to a variety of languages--Russian, Chinese, Japanese, etc., but they appear in our data as K-8 Russian study. We need these programs. Their "feeder" function opens the door to the Russian language and culture, and the impact on enrollment at higher levels in districts that have such programs is obvious and is reflected in our data. But when we include these numbers in the national total of the number of pre-college students studying Russian, we must be aware that they make a significant contribution to that figure.

Some programs, particularly in Illinois, New Jersey, and New York, continue to flourish and even grow. At the end of the spring semester, CCPCR will provide a more extensive account of such areas of success, and a detailed examination of program growth, stability, and loss on a state-by-state basis. This analysis can be completed after data from some of our largest programs has been received, which will be the focus of CCPCR's efforts this spring. If you are in doubt as to whether your school's data has been received and posted, just select the website link below, or google CCPCR and click the link to the state enrollment data page. If your program is missing, please select the census form link on our home page, and let us know about it!

Summer Stateside Programs

As in the past, to help students find such programs and to assist institutions offering them, CCPCR is posting a list of stateside summer programs in Russian, other Slavic and East European

languages on its website. 16 universities have posted the information for their summer 2011 programs thus far on the CCPCR Summer Programs list. We encourage you to forward your information to CCPCR if your program is missing. (For those reading this article on line, select or copy this link to see the web page summary of Summer Programs <http://www1.american.edu/research/CCPCR/Summer%20programs.htm>.) If your program is not listed, please e-mail your info to the address below!

John Schillinger, Emeritus Prof. of Russian
Chair, CCPCR--Committee on College and Pre-College Russian
e-mail: ccpcr@american.edu
website: <http://www1.american.edu/research/CCPCR>

Recent Publications Continued

Continued from page 7

History

- Kelly, M. 2011. *Russian motor vehicles: Soviet limousines 1930-2003*. Veloce Publishing.
- Klier, J. 2011. *Russian, Jews, and the pogroms of 1881-1882*. Cambridge, UK: Cambridge University Press.
- Porshnev, B. F., Dukes, P., & Pearce, B. 2011. *Muscovy and Sweden in the Thirty Years' War, 1630-1635*. Cambridge, UK: Cambridge University Press.
- Smith, S. B. 2011. *Captives of revolution: The socialist revolutionaries and the Bolshevik dictatorship, 1918-1923*. Pittsburgh, PA: University of Pittsburgh Press.
- Williamson, D. G. 2011. *Poland betrayed: The Nazi-Soviet invasions of 1939*. Stackpole Books.

Linguistics

- Bennett, B. P. 2011. *Religion and language in post-Soviet Russia*. London, UK: Routledge.

Continued on page 23

BELARUSICA

Editor: Curt Woolhiser
(Harvard University)

The Belarusica column editor is looking for contributions to this column. Contributions from North American colleagues are especially appreciated. (Contributions should be no more than 1-2 pages in length.), deadline 6-8 weeks in advance of the issue month. For more information, contact Dr. Curt Woolhiser, cwoolhis@fas.harvard.edu.

Maryia Martysevich (b. 1982) is a Belarusian poet, essayist, literary critic and translator. She is the author of a book of essays in verse and prose entitled *Tsmoki lyatuc'na nerast* (Dragons Fly for Spawning) (Minsk, 2008) and is a frequent contributor to various Belarusian-language media projects, including "34" (www.34mag.net), "Novy chas" (www.novychas.org), RFE/Radio Liberty (www.svaboda.org), the arts and literature magazines pARTisan, ARCHE (www.arche.by), and Dzejaslou (www.dziejaslou.by), as well as numerous blogs. She has also published translations of contemporary Czech, English, Polish and Ukrainian poetry and prose. Ms. Martysevich graduated from Belarusian State University in 2004 and completed her MA in Philosophy and Literature at the Belarusian Collegium, a Minsk-based independent, semi-underground university, in 2005. In the fall of 2010 Ms. Martysevich was a writer-in-residence in the International Writing Program at the University of Iowa, and gave readings of her work at the University of Iowa, the City of Asylum Jazz Poetry Concert in Pittsburgh, and Harvard University (see her IWP profile for other examples of her work in English translation: <http://iwp.uiowa.edu/writers/>). In February 2011 Ms. Martysevich was elected First Vice-President of the Belarusian PEN Center.

Rodeo Clowns versus Belarusian Martyrology

Maryia Martysevich

Belarus is a crazy country: everybody's too serious here.

Siarhej Michalok, a popular Belarusian rocker

The film *Brokeback Mountain* by Ang Lee gave me an experience its creators hardly expected anybody to have. While I could easily bring together homosexual and ranch aesthetics, one aspect was totally surprising to me. There's a scene in which the protagonist takes part in a rodeo and suddenly falls off a bull. A rodeo commentator announces: "This guy seems to be in trouble. It's high time for a cowboy clown!" And indeed, the audience watches a rodeo clown run around the ring in order to distract a furious animal's attention from a fallen cowboy. As I have never been to a rodeo, I was completely unaware that there were any dramatis personae apart from a cowboy, a bull and a popcorn seller. Thus, a gay cowboy as compared to a clown cowboy seemed to be less controversial. Later, thinking about this character, I made up my mind that a rodeo clown is a good metaphor for describing the functions of contemporary literature.

The tradition of European literature that I belong to has had two basic ways of dealing with laughter. The first way is a total separation of tragedy and comedy as a canon of ancient literature, as well as the literature of classicism. The second one is a mixture of satire and irony with grief and melancholy, as is the case in baroque and romantic literature. The best example of such a mix, in my opinion, is *Simplicius Simplicissimus* written in 1668 by Hans Jakob Christoffel von Grimmelshausen and inspired by the events and horrors of the Thirty Years' War, which devastated Germany from 1618 to 1648.

As for Belarusian literature of the twentieth century, known mainly as "Belarusian Soviet" literature, and which still forms a basis for contemporary writers, it is strongly influenced by

social realism, proclaimed in the 1930s as the only literary method in the Soviet Union. As the dominant style of a communist empire, social realism followed classicism and acted similarly. So there was a tacit description of what could be funny in Belarusian creative writing and what could not. One was obliged to be extremely serious when writing about The Nation, The Language, The Revolution, The Nature, The War, The Harvest and The Village. Women were sometimes allowed to write about The Love, but also with proper pathos. In the 1990s, after the Soviet Union collapsed, the topics of Chernobyl, Faith, God and National History were added to this unpublished list.

Satire and irony could be used only in definite genres marked as "comic": comic poetry, comic song, a fable. They were treated as a low, trifling genre worth publishing only in the last pages of magazines. And only an external enemy or a dishonest worker could be ridiculed. It's interesting that authors of all the most popular satirical poems describing Belarusian society in the 19th, 20th, and 21st centuries preferred to remain anonymous. The main point, I think, was not to have a "trifling genre" mentioned in one's biography. It looked like the only possibility of writing ironically about "serious" topics in Belarusian Soviet literature was to write for children. This is probably the reason why the Belarusian philosopher Valiantsin Akudovich recently mentioned the book *Mikolka-Paravoz* (Mike-Locomotive) by Mikhas' Lynkou among the modernistic Belarusian canon. This book, beloved by many generations of Belarusian children, describes adventures of a railwayman's son during World War I and the Soviet Revolution.

While in Russian society in the 1980s such a cultural situation made satire and humor the forte of some postmodern dissidents, Belarusian dissident writers remained extremely serious, talking about the absurdity of Soviet reality. Some psychologists attribute this to the national mentality: in Belarusian dictionaries one can find about 20 synonyms for grief and just one or two for happiness.

In spite of the changes within the last 20 years, seriousness is a main feature of what I call “traditional Belarusian literature.” This seriousness is described by some critical intellectuals as a “Belarusian martyrology.” As a result, the only thing an average Belarusian knew about native literature is that it’s dull and not worth reading. That it’s something you are forced to study at school to forget forever soon after finals.

So, a reaction came: around the Millennium, satire, humor and irony became the most important means of post-modernistic authors in their attempts to stimulate readers’ interest. This is not surprising, as, in my opinion, irony is the first language of a smart person, when one faces the contemporary world, full of contradictions and absurdness.

One of the most ironical authors in contemporary Belarusian literature is the poet Andrei Khadanovich. His poetry is closely related to the European literary tradition. Three years ago it became the basis material for my postgraduate research of classical code in post-modernistic Belarusian poetry. I believe this English translation from Khadanovich’s book *Berlibres* would introduce you the style of his poetry:

COMMEDIA

Which cirle
of Dante’s Hell
is meant for the drunkards

who the day before were mixing
sweet wine with beer
and missed their chance to repent before death?

In this very circle
we woke up in the morning,
though formally speaking

we were in Poland
the city of Wroclaw
hotel Wodnik.

The spring sun soothed our pain a little
but didn’t evoke any desire
to talk in tercets.

Morning coffee transfered us to Limbo –
as pagan bastards
(meaning virtuous pagans),

or maybe even unbaptized infants?
(you should have seen the infantile physiognomy
of a poet sitting in front of me!)

We kept ascending
the Dante’s ladder
and here we were in the hotel Purgatory:

Finnish sauna, swimming pool,
TV set, pool table
and everything is free of charge.

Who knows how far into Heaven
we would have gone
if not for the check out time?

The receptionist’s name was Peter;
but we didn’t pay attention to his badge
when giving him our keys
and getting into a taxi¹.

When giving a report on this topic at the conference in my alma mater university, I faced an audience of literature studies professors, laughing at every quotation as if they were watching a sitcom. After I finished, one of them came up to me and kindly said: “Dear girl, take it easy! All your research is in vain, as I can’t see any “classical codes” in what Khadanovich does. The only function of his “comic writing” is to entertain such serious authors as me.”

The most terrible thing about this reaction was that I never laughed when reading or listening to those poems. Sometimes I may have smiled. But mostly I had tears in my eyes, as the irony of modernistic or postmodernistic authors concerns very deep archetypes of Belarusian life.

In my own writing, I (sometimes unconsciously) match tragic and ironic pathos within one text. And almost all the time I feel dissonance between my writing and the average reader’s feedback. Very often I hear people say that I’m a “stand-up poet.” I think these readers can hardly imagine the sorrow that usually makes my writing. Is this sort of misunderstanding good or bad? I still don’t know. I can only note the ambivalence of contemporary Belarusian writing. Laughter is a primary and natural emotion; furthermore, it can lead you toward thinking. It’s up to you. I’m sure, that what they call “real literature” must act in two ways: to entertain people while working with rather tough topics, like facing a bull at a rodeo. The literature which I believe is now necessary for my Reader, is the job of a rodeo clown.

Translated from Belarusian by the author with assistance of Zaina Ararat.

Created for the International Writing Program at the University of Iowa in September, 2010.

¹ Translated from Belarusian by Valzhyna Mort.

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<http://www.aatseel.org>**

DOMESTIC SUMMER LANGUAGE PROGRAMS

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 2010 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.

These listings include only programs where instruction is offered either wholly or primarily in the United States.

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

Languages: Albanian, Armenian, BCS, Macedonian, Hebrew, Persian, Polish, Russian, Tajik, Tatar, Uzbek, Yiddish

Dates: May 31-Jul 22 (plus 3-week optional study-abroad)

Credits: 8-10

Tuition/Fees: \$675

Housing: optional, \$15/day (\$850/summer, est.)

Funding: International Distinguished Engagement Awards

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

Contact: cli@asu.edu; 480-965-4188

The ASU **Critical Languages Institute** offers summer intensive language courses and short-term summer study abroad programs for 11 languages in up to 5 levels. CLI courses begin with 8 weeks of instruction on the ASU main campus. In week 9, students have the option to travel with their instructors to the country whose language they are studying for a 3-week study-abroad program (in Tirana, Yerevan, Sarajevo, Ohrid, Poznan, or Kazan).

CLI courses provide 8 to 10 semester credits and instruction equivalent to a year's study in a typical academic-year program. Extensive cultural programming is offered in both the ASU and the overseas portions of CLI.

CLI courses are tuition free for all participants and are open to undergraduate and graduate students, as well as to non-students over the age of 18.

Applications are considered on a rolling basis.

Institution: BALSSI (University of Wisconsin, Madison)

Languages: Estonian, Latvian, Lithuanian

Dates: June 13 - Aug 5

Credits: 8

Tuition/Fees: \$3,300

Ugrad funding: FLAS, ACLS

Grad funding: FLAS, ACLS

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

Website: balssi@creeca.wisc.edu; 608-262-3379

The University of Wisconsin at Madison will host the **Baltic Summer Studies Institute** for its third consecutive summer in 2011.

The Baltic Studies Summer Institute, sponsored by a consortium of U.S. universities and the Association for the Advancement of Baltic Studies, offers students in the U.S. the only domestic opportunity to study intensive Estonian, Latvian, and Lithuanian during the summer. Due to the intense pace of the courses and the quality of the instructors, students learn a full year's worth of language in just eight weeks.

BALSSI 2011 will offer two levels each of Estonian, Latvian, and Lithuanian, a lecture series on Baltic history and culture, and a program of cultural events related to the Baltic countries.

Recent participants have praised their Madison training, reporting that their language progress was strong enough to allow them to perform field research in the region. A number of recent BALSSI alumni have received Fulbright awards for research in the Baltics.

Due to a generous grant from the American Council of Learned Societies, tuition for first-year Estonian and second-year Latvian will be waived for grad students specializing in East European studies.

Institution: **CESSI, Central Eurasian Studies Summer Institute (University of Wisconsin, Madison)**

Languages: Uyghur, Kazakh, Uzbek, Tajik

Dates: June 13 - Aug 5

Credits: 8

Tuition/Fees: \$3,300

Ugrad funding: FLAS, ACLS

Grad funding: FLAS, ACLS

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

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

The Center for Russia, East Europe, and Central Asia (CREECA) and the Department of Languages and Cultures of Asia at the University of Wisconsin-Madison are proud to announce the inaugural session of the Central Eurasian Studies Summer Institute (CESSI). Instruction in intensive first- and second-year Kazakh and Uyghur, intensive first-year Uzbek, and intensive second-year Tajik will be offered this year. CESSI 2011 will also feature lectures (in English) on Central Eurasian history and culture and a rich program of cultural events and field trips related to the countries of Central Eurasia.

CESSI 2011 will run from June 13-August 5.

Information and application materials are available on the CESSI Web site: www.creeca.wisc.edu/cessi. The priority deadline for admission and the fee remission grant is March 15, 2011.

CESSI is a joint initiative of 22 U.S. Department of Education-funded National Resource Centers at 12 U.S. universities, along with Nazarbayev University (Astana, Kazakhstan).

For further information about CESSI 2011, please contact Nancy Heingartner, CESSI program coordinator, cessi@creeca.wisc.edu, 1-608-262-3379.

Institution: **Indiana University**

Languages: Azerbaijani, BCS, Czech, Georgian, Greek (Modern), Hungarian, Kazakh, Macedonian, Polish, Romanian, Russian, Tajik, Tatar, Ukrainian, Uyghur, Uzbek, Yiddish

Dates: 17 Jun - 12 Aug; 13 Jun - 12 Aug for Russian level 1 and all levels of Arabic

Credits: 6-10

Tuition/Fees: \$2,434 - \$3,425

Housing: \$27/day (on-campus housing is optional and off-campus housing may cost considerably less)

Ugrad funding: FLAS, Project GO for ROTC cadets and midshipmen

Grad funding: FLAS, Title VIII; tuition is waived for graduate students in Czech, Macedonian, Polish, and Romanian

Website: <http://www.indiana.edu/~swseel/>

Contact: iuslaviel@indiana.edu; 812-855-2608

Intensive language training has been offered at the Bloomington campus of Indiana University since 1950. The **Summer Workshop** provides up to 200 participants in Slavic, East European and Central Asian languages the opportunity to complete a full year of college language instruction during an eight-week summer session.

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 maintained 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.

Fellowships and funding are available.

Institution: **UCLA**

Languages: Russian, Romanian, Serbian-Croatian

Dates: June 21 – July 30/Aug 13

Credits: 12

Tuition/Fees: \$350 + \$289 per credit

Website: <http://www.slavic.ucla.edu/summer-programs.html>

Contact: slavic@humnet.ucla.edu; 310-825-3856

Institution: **University of Chicago**

Languages: BCS, Czech, Polish, Russian

Dates: June 20 – Aug 19

Tuition/Fees: \$3,085

Housing: \$220/\$273 per week (optional)

Meal Plan: \$222 per week (optional)

Website: <http://languages.uchicago.edu/summerslavic/index.html>

Contact: sclancy@uchicago.edu; 773-702-8567

Institutions Offering Russian:

Institution: **Beloit College**
 Languages: Russian
 Dates: 11 Jun - 5 Aug
 Credits: 12
 Tuition/Fees: \$4,980
 Housing: \$620/summer
 Meal Plan: \$1,318
 Ugrad funding: Director's Scholarship
 Grad funding: Director's Scholarship
 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 June 11 through August 5; the four-week program runs from June 11 through July 9. Advantages: personalized instruction, small classes, superb teachers, twelve semester hours of credit, language tables, extracurricular activities, a pleasant summer on a lovely campus in southern Wisconsin with easy access to Madison, Milwaukee, and Chicago. Applications are accepted beginning in October 2010 and continuing until classes are filled. Reading of complete applications and rolling admissions will begin January 1, 2011. CLS Director's scholarships are available to all qualified applicants through April 22, 2011.

Institution: **Bryn Mawr College**
 Languages: Russian
 Dates: 15 Jun - 10 Aug
 Credits: 4-8
 Tuition/Fees: \$3,500
 Housing & Meal Plan: \$2,800
 Ugrad funding: need based
 Grad 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** 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 course work 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**
 Languages: Russian
 Dates: June 17 – Aug 13
 Credits: 12
 Tuition/Fees: \$6,427 (8 week undergrad program)
 \$4,828 (6 week grad program, June 28 - Aug. 12)
 Housing: \$3,048 (mandatory; includes meals for 9 weeks)
 \$2,475 (mandatory; includes meals for 6 weeks)
 Ugrad funding: Merit-based fellowships, Davis Fellowship
 Grad funding: Merit-based fellowships, Davis Fellowship
 Website: <http://www.middlebury.edu/lr/russian>
 Contact: jstokes@middlebury.edu; 802-443-5230

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: 17 June – 12 August 2011 (8-week program), 28 June – 12 August 2011 (6-week graduate program).

Institution: **Monterey Institute for Int'l Studies**
 Languages: Russian
 Dates: 14 Jun - 10 Aug
 Credit: 4-12
 Tuition/Fees: \$3,500
 Housing & Meals: not included

Ugrad funding: financial aid
 Grad funding: scholarships
 Website: <http://www.miis.edu/academics/language/summer>
 Contact: silp@miis.edu; 831-647-4115

Language plays a very important role at the Monterey Institute. Our non-degree language programs offer intensive language instruction for participants with a variety of academic or 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 edge in this competitive job market, our non-degree language 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 Michigan**
 Languages: Russian
 Dates: May 3 – June 20, June 29 – Aug 16
 Credits: 8 per class
 Tuition/Fees: \$2,800 per class
 Website: <http://lsa.umich.edu/sli>
 Contact: <http://lsa.umich.edu/sli>

Summer Term intensive language courses provide students the opportunity to rapidly increase their level of fluency. Intensive courses condense one or two terms of language study into an eight- or ten-week format; they provide an excellent means for students to prepare for a study, internship, or work abroad experience, graduate school, or for expanded career opportunities. Language teaching at the UM is proficiency-oriented and aims to develop four basic skills: speaking, reading, writing, and aural comprehension. Courses are designed to teach language within a cultural and social context, so that students deepen their knowledge of the relevant country as they develop language skills

Institution: **University of Virginia**
 Languages: Russian
 Dates: June 12 – Aug 5
 Credits: 12
 Tuition/Fees: Undergraduate: \$11,400; Graduate: \$8,400; Non-Credit: \$3,336 (+ \$415)

Housing: \$25 per night (optional)
 Website: <http://www.virginia.edu/summer/SLI/index.html>
 Contact: uvasli@virginia.edu; 434-924-3371

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 Washington**
 Languages: Russian
 Dates: June 20 – Aug 19
 Credits: 15
 Tuition/Fees: \$8,082 (non-res undergrad); \$7,982 (non-res graduate)
 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!

INTERNATIONAL SUMMER LANGUAGE PROGRAMS

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 pickup, 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 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. Watervliet, 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: RussianinRussia

Presov University: Summer School of Rusyn Language and Culture

The Carpatho-Rusyn Research Center and the Institute for Rusyn Language and Culture at Presov University (Presov, Slovakia) announce the second annual Studium Carpatho-Ruthenorum Summer School of Rusyn Language and Culture for summer 2011. This program is the only one of its kind for scholars and students wish-

ing to familiarize themselves with the Rusyn language and Carpatho-Rusyn history and culture. The language of instruction for both the language and history segments, in parallel courses, is either English or Rusyn. University professors, distinguished Slavists, and specialists in Carpatho-Rusyn studies provide 30 hours of language instruction at beginning, intermediate, and advanced levels, as well as 30 hours of history lectures. Students may request college credit from their home institutions based on their transcripts at the close of the program. Excursions and extracurricular events acquaint students with Rusyn history and life in eastern Slovakia, including the region's unique wooden churches, museums, and folk festivals, as well as films and theater performances. Housing is provided in a university dormitory. Dates of the program are June 12 through July 2, 2011. Cost for the entire program (tuition, accommodations, three meals a day, extracurricular program) is 1200 Euros (approximately \$1668 U.S./exchange rate \$1.39). The 100-Euro (\$139) non-refundable administrative fee, due by April 15, 2011, is applied to the total cost of the program, with the remainder of the total cost due by May 15, 2011. For further information, contact Dr. Patricia Krafcik of The Evergreen State College (krafcikp@evergreen.edu).

Russian Academy of Sciences: Custom Study-Abroad with RLI

"Russian in Moscow: a Program in Russian Language and Culture" is an individually tailored program of Russian language and culture. Hosted by the Russian Language Institute of the Russian Academy of Sciences, it provides an individualized study-abroad experience. Students pick and chose from a wide range of academic and cultural activities to build a curriculum; to choose housing options; and even to set their start and end dates. Applications for Summer 2011 are due April 1. For details, see <http://russianinmoscow.ruslang.ru/> or contact Valentina Apresjan at valentina.apresjan@gmail.com.

Greifswalder Ukrainicum

The Greifswalder Ukrainicum is an international summer school for science and research of Ukraine. It is financed by the Alfried Krupp von Bohlen und Halbach-Stiftung, Essen, Germany. Language courses and seminars on the history and literature of Ukraine in German, English and Ukrainian held by international renowned instructors provide the unique opportunity to learn about the culture and varieties of Ukraine.

The Alfried Krupp Wissenschaftskolleg Greifswald awards 25 short-time travel stipends for students and PhD candidates to support their participation in the Greifswalder Ukrainicum 2011 from August 12 to 24, 2011 in Greifswald, Germany.

The Alfried Krupp Wissenschaftskolleg Greifswald awards:

10 stipends at 200 € for German applicants

10 stipends at 400 € for European applicants

5 stipends at 800 € for non-European applicants

Application requirements:

Sufficient Knowledge of German and/or English
Distinct interest in Ukraine
Student or PhD candidate

Application:

Please submit your application by e-mail only to: tagungsbuero@wiko-greifswald.de

Please enclose in your application

- a personal data sheet (CV)

- a short summary of your studies

- a short presentation of your distinct interest in Ukraine and your motivation to participate in the Ukrainicum of not more than 2500 words.

The stipends are awarded according to individual circumstances.

Application deadline is April 30, 2011.

PROFESSIONAL OPPORTUNITIES

Grants & Fellowships

Kathryn Davis Fellowships for Peace

Kathryn Davis Fellowships for Peace: Investing in the Study of Critical Languages – Full Scholarships Available for Intensive Russian Language Study at the Middlebury Summer Language Schools. We are pleased to announce the continuation of the Kathryn Davis Fellowships for Peace for the fifth 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://go.middlebury.edu/ls/kwd>.

Need-based Financial Aid Available to All Students – 42% of summer 2010 Language Schools students received a financial aid award, and the average award granted was \$5,454. To learn more about financial aid, visit <http://go.middlebury.edu/ls/finaid>.

For complete information on all Language Schools programs and to apply online – Visit <http://go.middlebury.edu/ls>.

Middlebury College Language Schools

Middlebury College
Sunderland Language Center
356 College Street
Middlebury, VT 05753
802.443.5510

languages@middlebury.edu

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 Tsiiovkh, 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. Build-

ing 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

Conferences & Workshops

June 20-24, 2011

**The Ohio State University,
Columbus, Ohio**

Linguistics Institute for Language Teachers

LILT is a weeklong summer program designed specifically for language teachers. The goal is to provide language teachers with greater linguistic awareness and understanding, with the ability to think critically about language,

and with a deeper appreciation for all aspects of language and language study. The program is not a general introduction to language, nor is it an introduction to linguistics, nor is it about second language pedagogy. Rather, the philosophy behind the program is that language teachers and learners can be well served by knowledge that offers them insight into the structure and use of their own language, so that they will be able to see more clearly how the language that they are teaching or learning differs from it and be able to profit from this understanding. In short, the objective is to provide the teacher/learner with what s/he needs to know about language in general in order to study a particular language more effectively.

Course credit: 3 Ohio State University continuing education credits (CEUs)

Course times: 9 a.m. – 3 p.m., Monday, June 20th – Friday, June 24th

Tuition: \$395.00, includes cost of five days of lectures, all workshop materials, 3 Ohio State Continuing Education Units (CEUs) and participation certificate.

Application deadline: April 30th, 2011

Contact: lilt@ling.osu.edu

Webpage: <http://linguistics.osu.edu/newsEvents/lilt/yr2011/default>

November 8-11, 2011

The Sound of Slavic

Phonetics, Phonemics, and Morphophonemics

The Institute of Czech Language and Library Science of the Silesian University in Opava and the Department of Linguistics and Baltic Languages, Masaryk University in Brno, are pleased to announce that The Sound of Slavic conference will take place in **Opava, Czech Republic, 8.-11. November 2011.**

Meeting description

Phonetic, phonemic, and morphophonemic questions relating to either Common Slavic or to individual Slavic languages including their dialects. We

welcome all scholars who work with phonology and morphology of Slavic languages regardless of theoretical framework. Palæoslavists, dialectologists and accentologists are especially welcome.

Invited speakers

Paul Garde (Aix-en-Provence)

Marc L. Greenberg (University of Kansas)

Peter Kosta (Universität Potsdam)

Radoslav Večerka (Masaryk University in Brno)

Workshops

Two workshops are planned:

Slavic accentology

Dialectology

Conference fee

100 Euro, the fee is payable in cash at the registration desk.

Submission of abstracts

Abstracts are invited for 20-minute talks followed by 10 minutes of discussion. Abstracts must be at most two pages long. An optional third page is permitted for data and references. The deadline for submission is **31. September 2011.**

Organizing committee

Roman Sukač (Silesian University in Opava) roman.sukac@fpf.slu.cz

Ondřej Šefčík (Masaryk University in Brno) sefcik@phil.muni.cz

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March 9-10, 2012

CLAC Conference

Please save the date for the next CLAC conference: March 9-10, 2012, at the University of Minnesota.

The planning committee (Diana Davies, Cynthia Evans, Suronda Gonzalez, Tanya Kinsella, Carol Klee, David Wright, Dan Soneson and I) agreed that there was no suitable date available at the U of M during Fall 2011, and selected this weekend.

Recent Publications

Continued

Continued from page 13

Biskup, P. 2011. *Adverbials and the phase model*. Philadelphia, PA: John Benjamins Publishing Company.

Brown, Wayles. 2011. *Annual workshop on formal approaches to Slavic linguistics*. Ann Arbor, MI: University of Michigan Press.

Ginsburgh, V., & Weber, S. 2011. *How many languages do we need: The economics of linguistic diversity*. Princeton, NJ: Princeton University Press.

Griegyl, M., & Janda, L. 2011. *Slavic linguistics in a cognitive framework*. Germany: Peter Lang.

Jung, H. 2011. *The syntax of the be-possessive: Parametric variation and surface diversities*. Philadelphia, PA: John Benjamins Publishing Company.

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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.

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