

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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Message from the AATSEEL President

We want to congratulate Elizabeth Durst on her first AATSEEL conference as Executive Director. Thanks to her work, together with the organizers (Dianna Murphy and Alex Burry, as well as a host of colleague-volunteers), the meeting attracted a high registration rate and had several outstanding special events. These included the Keynote by Irina Paperno (Berkeley), who was last year's winner of the Outstanding Contribution to Scholarship Award. Her talk ("What, Then, Shall We Do: Tolstoy's Way") was witty, erudite, and wise; we were lucky to be there and look forward to reading it in an upcoming issue of *Slavic and East European Journal*. This year's Outstanding Contribution to Scholarship was awarded to Michael Heim (UCLA); again, following AATSEEL tradition, we look forward to his Keynote in Boston (Hyatt Regency Boston) at the next gathering (3-6 January 2013).

A special thank-you goes to Katya Hokanson (University of Oregon) for her hard work and dedication to the AATSEEL Advanced Seminars, which completed its third successful year with offerings by Eric Naiman (Berkeley), entitled *Reading Too Closely*, and by Boris Gasparov (Columbia), who led the seminar *Pushkin's Poetry and its Romantic Contexts*. We consider the Advanced Seminars to be a key feature of AATSEEL, offering Slavists a unique opportunity in a small format (with limited participation) to engage with some of the best-known scholars of our generation.

Looking forward to AATSEEL 2013 in Boston, we are proud to announce two more upcoming Advanced Seminars. The first will be led by Stephanie Sandler (Harvard University) on contemporary Russian poetry (participation will be limited to 20 AATSEEL members). The second Advanced Seminar will be conducted by Yuri Tsivian (Chicago) on Russian cinema (details to follow). In addition to these two offerings, AATSEEL is organizing another format: Tom Garza (University

of Texas at Austin) has kindly agreed to run a featured workshop on Intensive Language Instruction, in response to interest on the part of AATSEEL language teachers. Keep an eye on the AATSEEL website at <http://www.aatseel.org/program/> for further information as these opportunities are ready to accept registered AATSEEL members. We welcome new members and are proud that AATSEEL is able to offer a unique environment for literature, linguistics, and cinema teachers and scholars of the expanse that we now call Eurasia.

While AATSEEL 2013 is a long way off, a very different AATSEEL resource is now ready for use in the months ahead as we gradually give some thought as to what we might consider teaching next academic year. AATSEEL member and PhD student Erin Alpert (University of Pittsburgh) has been working for several years to collect syllabi from a broad range of courses from universities and colleges in the US and UK. Thanks to the generosity of our colleagues in language-teaching, film, literature, linguistics, and culture, we now have a substantial portfolio of syllabi to help us conceive of how to teach more interesting courses, enriched by each other's efforts. On line you will find course descriptions by Emma Widdis (Cambridge) on *Russian Culture after 1880*; Caryl Emerson (Princeton) on *the European Novel of the 20th century*; Lilya Kaganovsky (University of Illinois) on *Nabokov and Cold War on Film*; Mark Lipovetsky (University of Colorado) on *Cultural Mythologies of Russian Communism*; Denise Youngblood (University of Vermont) on *World War II, Film and History*; Eliot Borenstein (New York University) on *Modernist Poetry*; Sibelan Forrester (Swarthmore College) on *Russian Women Writers and Literature of Dissent*; Birgit Beumers (University of Bristol) on *Soviet and Russian Cinema*; Tony Anemone (New School) on *Late Weimar and Early Soviet Cinema*; Petre Petrov (Princeton) on *Figures of Madness in Russian Culture*; Seth Graham (University College London) on *Age of War and Revolution*, and many other contributions. To find the link, go

to AATSEEL's Additional Resources, then For Teaching http://www.aatseel.org/resources/resources_teaching/. Happy reading: the contributions will make both your teaching and your intellectual lives much richer. I am grateful both to Erin and to the contributors for this resource.

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

Letter from the Editor

First, I would like to welcome everyone back to the beginning of a new semester. (For me, alas, there are no semesters, just year-round work – enjoyable work, though, so I guess that makes up for the lack of semester breaks.) I hope that the seasonal holidays and semester break provided rest and energy for a new start in a new year.

Second, I want to apologize for the late issuance of this newsletter. In spite of having two new assistant editors – I am really going to appreciate the extra help with proofreading; that much is a given – insurmountable delays have ensued, mainly because a couple of the columns that we really count on were late in coming in for legitimate reasons: individuals were out of the country. I will think about some out-of-the-box solutions for that dilemma *before* it recurs. In any event, any time-sensitive information does go up on the website rather than into the newsletter.

Third, I do want to thank all those contributing editors who have brought so much effort, knowledge, and talent to the pages of the *AATSEEL Newsletter* over the years. I appreciate those who have just joined the editorial staff with new column ideas and very much thank those who have continued their columns year after year. Of course, I always welcome new ideas to add to the richness of the newsletter.

Finally, I am sorry that I missed seeing all of you at this year's annual meeting. Work requirements prohibited my attendance, but as there is always another year, I do look forward to seeing readers at next year's annual meeting, the details of which will be shared in the newsletter as they become known.

Betty Lou Leaver

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

Tupitsyn, V., Buck-Morss, S. 2012. *The Museological Unconscious: Communicational (Post)Modernism in Russia*. Cambridge, MA: The MIT Press.

Culture and Cultural Studies

Hass, J. 2012. *Rethinking the Post-Soviet Experience: Markets, Moral Economies, and Cultural Contradictions of Post-Socialist Russia*. New York: Palgrave Macmillan.

Yefimova, L. V., & Aleshina, T. S. 2012. *Russian Elegance: Country and City Fashion from the 15th to the 20th Century*. VIVAYS.

Ecology

Jakobsen, T., & Ozhigin, V. K. 2012. *The Barents Sea: Ecosystem, Resources, Management: Half a Century of Russian-Norwegian Cooperation*. Tapir Academic Press.

History

Grahame, F. R. 2012. *Life and Times of Alexander I: Emperor of All the Russians*. Nabu Press.

Porshnev, B. F., & Dukes, P. 2012. *Muscovy and Sweden in the Thirty Years' War 1630-1635*. Cambridge, UK: Cambridge University Press.

Stahel, D. 2012. *Kiev 1941: Hitler's Battle for Supremacy in the East*. Cambridge, UK: Cambridge University Press.

Language and Linguistics

Bailyn, J. F. 2012. *The Syntax of Russian*. Cambridge, UK: Cambridge University Press.

Baldwin, Y. 2012. *English-Russian Russian-English Medical Dictionary and Phrasebook*. London, UK: Routledge.

Erard, Michael. 2012. *Babel No More: The Search for the World's Most Extraordinary Language Learners*. Free Press.

Hunt, J. 2012. *Russian*. Raintree. (illustrated by children)

Literature

Chrostowska, S. D. 2012. *Literature on Trial: The Emergence of Critical Discourse in Germany, Poland, and Russia, 1700-1800*. Toronto: University of Toronto Press.

Conolly, J. 2012. *Nabokov and His Fiction: New Perspectives*. Cambridge, UK: Cambridge University Press.

Girard, Rene. 2012. *Resurrection from the Underground: Feodor Dostoevsky*. East Lansing, MI: Michigan State University.

Military

Ferre, R., ed. 2012. *Red Cavalry: Creation and Power in Soviet Russia 1917-1945*. La Casa Encendida.

Gordon, Y., & Komissarov, D. 2012. *Soviet Tactical Aviation*. Hikoki Publications.

Olsen, J. A., & Gray, C. S. 2012. *The Practice of Strategy: From Alexander the Great to the Present*. Oxford, UK: Oxford University Press.

Vitarbo, G. 2012. *Army of the Sky: Russian Military Aviation before the Great War, 1904-1914*. Germany: Peter Lang Publishing.

Music

Jaffe, Daniel. 2012. *Historical Dictionary of Russian Music*. Scarecrow Press.

Naroditskaya, I. 2012. *Bewitching Russian Opera: The Tsarina from State to Stage*. Oxford, UK: Oxford University Press.

Willson, R. B. 2012. *Ligeti, Kurtag, and Hungarian Music during the Cold War*. Cambridge, UK: Cambridge University Press.

Poetry

Wachtel, M. 2012. *A Commentary to Pushkin's Lyric Poetry, 1826-1836*. University of Wisconsin Press.

Political Science

Gurman, Hannah. 2012. *The Dissent Papers: The Voices of Diplomats in the Cold War and Beyond*. New York: Columbia University Press.

Kocho-Williams, A. 2012. *Russian and Soviet Diplomacy 1900-39*. New York: Palgrave Macmillan.

Kupatadze, A. 2012. *Organized Crime, Political Transitions and State Formation in Post-Soviet Eurasian*. New York: Palgrave Macmillan.

Leontovitsch, V., & Leontovitsch, P. 2012. *The History of Liberalism in Russia*. Pittsburgh, PA: University of Pittsburgh Press.

Morrissey, S. K. 2012. *Suicide and the Body Politic in Imperial Russia*. Cambridge, UK: Cambridge University Press.

Plamper, J. 2012. *The Stalin Cult: A Study in the Alchemy of Power*. New Haven, CT: Yale University Press.

Rees, E. A., 2012. *Iron Lazar: A Political Biography of Lazar Koganovich*. Anthem Press.

Roberts, G. 2011. *Molotov: Stalin's Cold Warrior*. Potomac Books.

Roxburgh, A. 2012. *The Strongman: Vladimir Putin and the Struggle for Russia*. I. B Tauris.

Wilson, A. 2012. *Belarus: The Last European Dictatorship*. New Haven, CT: Yale University Press.

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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 Natasa at natasa.milas@yale.edu.

Q: When interviewing potential candidates for Russian language and literature positions, what are some of the things that you look for? What leaves a good impression and, conversely, what are some mistakes that applicants often make when presenting themselves?

A: There are a lot of things that a candidate can do to make the best impression! Here's a partial list.

1) Don't do anything that might get you excluded from consideration. If there are a lot of applicants, the search committee will in a way be grateful for any excuse NOT to spend time on your application. That doesn't mean being paranoid—but make sure your CV is professional looking, and don't give any documents you upload dippy or confusing titles (i.e. "me.doc").

2) Make sure your cover letter addresses the specific position description. If I'm reading applications for a 19th-century position but you wrote your dissertation on Platonov, I'll keep reading if you point out (say) Platonov's deep connections to Pisemsky and early Gorky, plus your ability to teach Pushkin, Dostoevsky, or Tolstoy. If the

position is at an R-1 institution be sure to talk up your research first, before the paragraph where you eloquently describe your love of teaching.

3) If you can, get your recommenders to address why you're a good fit for the specific position rather than writing general "to whom it may concern" letters.

4) It's a great idea to look at the course offerings at the institution where you'll be interviewing and create a few sample syllabi. Don't limit yourself to a narrow range of topics. Draft one or two syllabi for more traditional courses (such as a survey of 19th-century lit. in translation—especially if your dissertation or prior teaching wasn't in the 19th century), and one or two for more adventurous courses: Muslims in Russia, Russian Folklore, Nature versus Industry in Eastern Europe (with an environmental studies spin), film and other media: all these would be big assets for most institutions.

5) Go into the interview—be it at AATSEEL or already on campus—thinking of it as a chance to meet some interesting people and learn interesting things. Ask them what kinds of courses

they might like to see you teach, and be ready to talk both about what you can do with a standard topic AND about the course you would most love to teach. Be duly enthusiastic about the great work you are doing. Once you're invited to campus, don't get so obsessed with presenting yourself that you forget to ask your potential colleagues what they are working on at the moment.

6) If one of the courses they mention involves a topic that is not your favorite, don't respond negatively. We all wind up teaching things that don't particularly interest us, and a good departmental citizen will try to do it cheerfully. If you don't know a certain topic, you can nevertheless be eager to learn.

7) Last but not least, remember that you're one of several candidates for a position. Perhaps your scholarly interests will wind up resembling someone else's too much, or another candidate will simply click better, and you won't get the offer. (One might compare a job search to a class where you can only give one A while everyone else gets an F.) If you presented yourself well but didn't land the job, you still might get invited to do a talk there in future, or to participate in a conference panel or contribute that article you talked about to a collection.

Best of luck!

Sibelan Forrester, Professor of Russian, Swarthmore College

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Past issues of the AATSEEL Newsletter
dating back to 2002 are available in PDF format
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Balkan Café

Editor: Natasa Milas,
Yale University

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

Cinemundo

New Trends in Bosnian Cinema 43rd Annual ASEEEES Convention, Washington, D.C.

The panel “New Trends in Bosnian Cinema” at the 2011 ASEEEES convention included three excellent presentations: Nataša Milas (Yale U), who spoke on “Laughter in the Dark: Danis Tanović and Bosnian Film,” Maria Hristova (Yale U), whose paper focused on “Geography of Ethnic Conflict in New Bosnian Cinema,” and Zdenko Mandušić’s (U of Chicago) “Scarred Bodies, Hidden Hope: Positions of Identification in the Films of Jasmila Žbanić.” The panel was chaired by Raisa Sidenova (Yale U) and moderated by Aida Vidan (Harvard U). All three presenters cited 1992 as the “year zero” in the development of Bosnian film, although they also underscored the common Yugoslav heritage from which the film industry of the newly established country stemmed.

Milas distinguishes between two principal orientations in recent Bosnian war film, the sentimental and humorous lines, focusing on the latter and its most prominent representative, Danis Tanović. The first and last films from his war trilogy that includes *No Man’s Land* (2001), *Triage* (2009), and *Circus Columbia* (2010) rely heavily on the humorous approach, in particular the specific type of Monty Pythonesque satire as practiced by the Bosnian TV comedy group *Top Lista Nadrealista* (The Surrealist Top-List), active in the 1980s. Milas claims that Tanović exploited humor as a device that allowed him to create a critical distance

and successfully depict the absurdities of the war.

Hristova similarly focuses on Tanović’s opus but foregrounds the theme of violence and analyzes his *No Man’s Land* and *Triage*. She argues that the “director’s use of geography and space goes beyond particular concerns of setting or scenery or even plot details and serves to broadcast a deeper preoccupation with the problem of human violence.” In Hristova’s view, space as depicted in these films acquires almost a mythological quality, and the subterranean scenes become metaphors of death while those that show long shots of landscapes stand for life, which is further mirrored in psychological fissures of the principal characters.

In a nuanced study of the depictions of the female characters in Jasmila Žbanić’s films *Grbavica* (2006) and *On the Path* (2010), Zdenko Mandušić relies on the concept of a female body as the enemy’s marking of the conquered territory, only to demonstrate that the female director does not subscribe to “masculine ideals of neo-traditional ethnic patriarchy,” opting rather to give individuality and voices to the women who were silenced by brutal war acts and conservative societal transformations during the post-war identity crisis. Mandušić undertakes a detailed analysis of the camera work in order to demonstrate how “formal strategies are mobilized to resist the official political aesthetic practice of appropriation, representation, and codification.” The failed attempts at aural and visual silencing of women in Žbanić’s films, combined with her “naturalistic” approach, points strongly in the direction

of a women’s cinema that stands in stark opposition to the masculine-marked cinema of “self-Balkanization.”

Aida Vidan

Marginalized World of Goran Paskaljević’s Cinema

43rd Annual ASEEEES Convention, Washington, D.C.

The roundtable discussion dedicated to the films of Goran Paskaljević at the 43rd Annual ASEEEES Convention came about from corresponding amounts of enthusiastic appreciation and analytical interest in his films. Without reducing what was said during the roundtable, I want to mention several points made during the discussion, ideas which film enthusiasts might find interesting. The discussants approached Paskaljević’s oeuvre through multiple topics of interest. After making a thoughtful statement on the necessity and relevancy of considering the films of this director, Dragana Obradović (U of Toronto) discussed Paskaljević’s films in terms of their ethical and stylistic aspects. She suggested that in these films we can recognize a kind of symbolic monument that tries to make moral sense of history’s madness and brutality. Marijeta Bozović (Colgate) delved into Paskaljević’s early films and their treatment of social problems through everyday happenstance. The early films establish Paskaljević’s interest in a kind of cinema of moral concerns. They also interestingly feature a strong fascination with trains, repeated as a trope, which can be paradoxically read as either representing modernity and progress

or the crush of industrialization. Antje Postema (U of Chicago) closely considered the ethical and stylistic choices of Paskaljević's work, particularly his *San zimske noći* (Midwinter's Night Tale, 2006). This film is particularly important due to the director's choice to cast a real person with autism as opposed to having an actor play the part. This decision impacted the way the film was made in a creative way and added weight to the historical and aesthetic importance of this film. Those attending the roundtable discussion positively responded to this collective discussion of Paskaljević's work.

Zdenko Mandušić

Mila Turajlić's *Cinema Komunisto*. Serbia, 2010 and Pjer Žalica's *Orchestra*. Bosnia, 2011.

The year 2011 saw the premier of two noteworthy documentaries produced in the regions of the Former Yugoslavia: Mila Turajlić's *Cinema Komunisto* from Serbia, and Pjer Žalica's *Orchestra* (Orkestar) from Bosnia. Both

films consider the time of Yugoslavia and the Socialist regime through the prism of art, *Orchestra* through popular music and *Cinema Komunisto* through film. Turajlić's *Cinema Komunisto* follows the development of Yugoslav cinematography alongside the emergence of the second Yugoslavia. Tito's love of cinema and his position as president gave him a unique opportunity to invest in the production of Yugoslav film. Some of these films featured Hollywood movie stars and essentially unlimited budgets. Among them are famous war epics *Battle of Neretva* (Bitka na Neretvi, 1969) by Veljko Bulaić, and *Sutjeska*, 1973, by Stipe Delić starring Richard Burton as president Tito. Turajlić creates an epic of her own sort in this monumental retelling of the development of Yugoslav national cinema and formative historical events of the Yugoslav state.

Žalica's *Orchestra* tells the story of a Bosnian band from the eighties, Plavi Orkestar, their music, their rise to fame, and finally the war that temporarily dismantled the band. The film is comprised

of numerous interviews with musicians who existed on the music scene together with Plavi Orkestar, including Elvis J Kurtović, Rambo Amadeus, Leibach, Bajaga, to friends and family, and finally the politicians who reigned during the time of Yugoslavia, Stipe Mesić and Milan Kučan. While *Cinema Komunisto* treats the country, "that no longer exists except in the movies," *Orchestra* tells of time that, as Marcel Štefanačić, one of the interviewees in the film notes, "no longer exists except in their songs." As the front man of Plavi Orkestar, Saša Lošić, echoes the poignancy of the nostalgia surrounding this band and the time Žalica frames it as having represented: "There is an American dream," Lošić says, adding of his musical career, "This was the Yugoslav dream."

Nataša Milas

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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)

Edmodo: Make Your Language Classroom a Community

As technology develops and more companies provide new opportunities for teachers as well as learners, learning and teaching become more flexible and move beyond the walls of the classrooms and campus. Blogs, Wiki pages, discussion forums and many other technological tools help teachers and learners to continue communicating outside the classroom. In addition to these tools, some free Course Management Systems (CMs) and social networking tools such as *Moodle*, *Dokeos*, *Nicenet* and *Edmodo* enable teachers to provide in-class and outside-class learning opportunities for their learners, publishing teaching materials, using multimedia files and providing interaction beyond the classroom hours (Aydın & Tirkes, 2010; Altun, Gülbahar, & Madran, 2008; Mohamed & Dzakiria, 2005).

The free versions of *Dokeos* (Kılıçkaya, 2009) and *Nicenet* (Mohamed & Dzakiria), unlike *Moodle* (Hillar, 2010) and paid platforms such as *Blackboard*, do not require a server or maintenance as they are already installed and hosted by the companies providing these services. Like *Dokeos* and *Nicenet*, *Edmodo* is provided free of charge, without the need to install anything on a web server. In this column, Edmodo will be introduced, focusing on its use of basic features

Edmodo

Edmodo is a free social learning platform to increase communication and collaboration among students and even teachers as well as schools. Like other similar platforms, *Edmodo* provides a secure way for teachers and learners to share any course material and collaborate with each other in addition to access to the coursework such as assignments and homework. Better still, it is provided free of charge.

Getting started with Edmodo

Please visit Edmodo (<http://www.edmodo.com>) and follow the steps below:

When you visit *Edmodo*, the first step will be to create your free account. Since we are going to create a teacher account, select “I’m a Teacher” and complete the registration.



The next page will be your *Edmodo* homepage. The next thing is to create your groups. In other words, you will create your class to enable your students to communicate and collaborate with each other.

The screenshot shows the Edmodo homepage for a user named Mr. KILICKAYA. The interface includes a top navigation bar with 'edmodo', a search bar, and links for 'Calendar', 'Grades', and 'Library'. On the right, there are links for 'Home', 'Profile', and 'Account'. The main content area features a 'Latest Posts' section with a 'Post:' form containing options for 'Note', 'Alert', 'Assignment', 'Quiz', and 'Poll'. Below this is a message from 'Mr. Edmodo to Me' with a welcome message and instructions. A 'What to do now:' section lists five steps: 1. Create a group, 2. Specify your school, 3. Turn on your notifications, 4. Add content to your library, and 5. Connect with other teachers. On the left sidebar, the 'Create' link is circled in red. Other sidebar options include 'Direct', 'By Students', 'Assignments', 'Groups', 'Join or Create', 'Communities', and 'Support Community'.

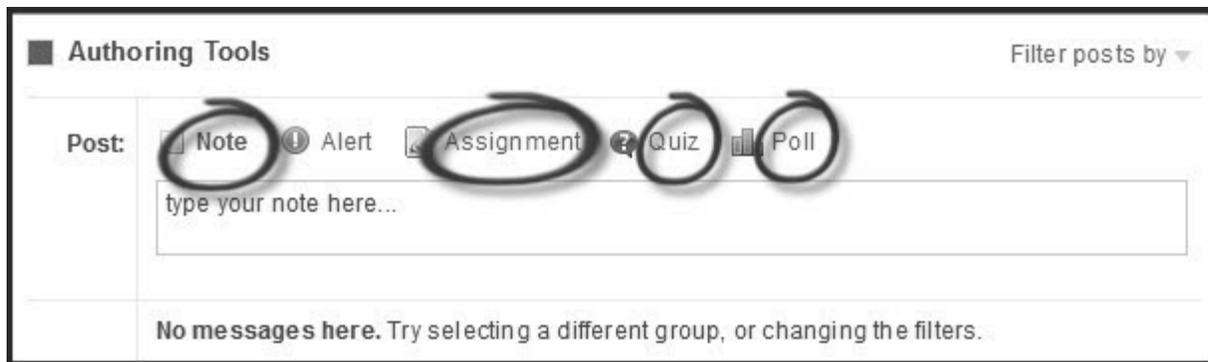
On the left column of your page, select the “create” link (a) and provide the details of your group or class. When you have created your group or class, *Edmodo* will display a small pop-up message, stating that the group has been created, with the 6-digit group code provided.

The screenshot shows a 'Create Group' pop-up message. The title is 'Create Group' with a close button (X). The message reads: 'You have created: **Authoring Tools**. The code to join the group is: **d0opv7**. You can view and reset the code in the Settings box for the group.' There is a 'Close' button at the bottom.

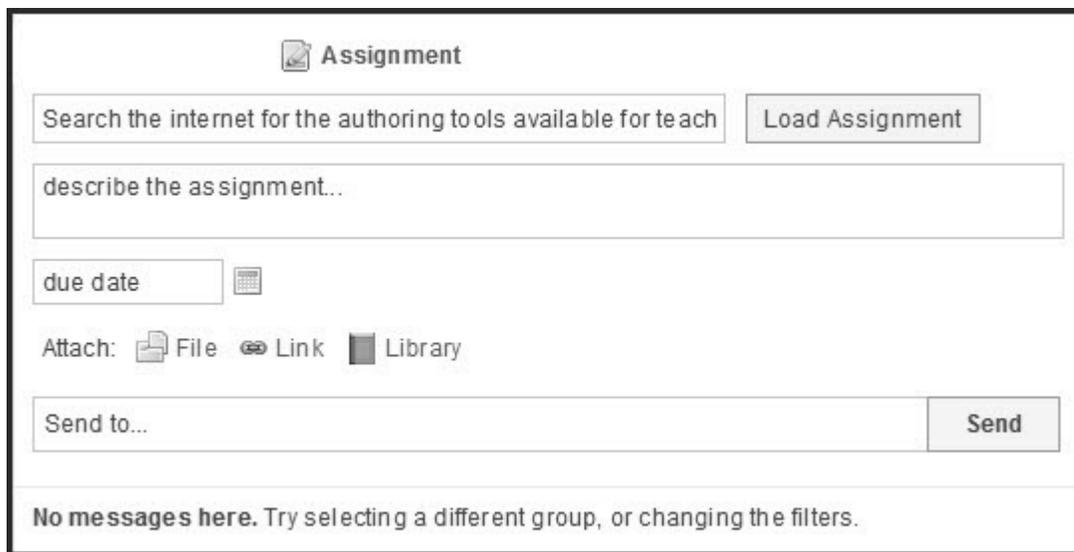
Please write down the note or save it to your computer as your learners will need this code to join your group or class. Give this code to your learners. When your learners visit *Edmodo*, they can join selecting “I’m a Student” and providing the code.

The group or class that you have just created will appear on the left column of your page below “Groups”.

The next step will be to post messages, assignments, quizzes or polls.

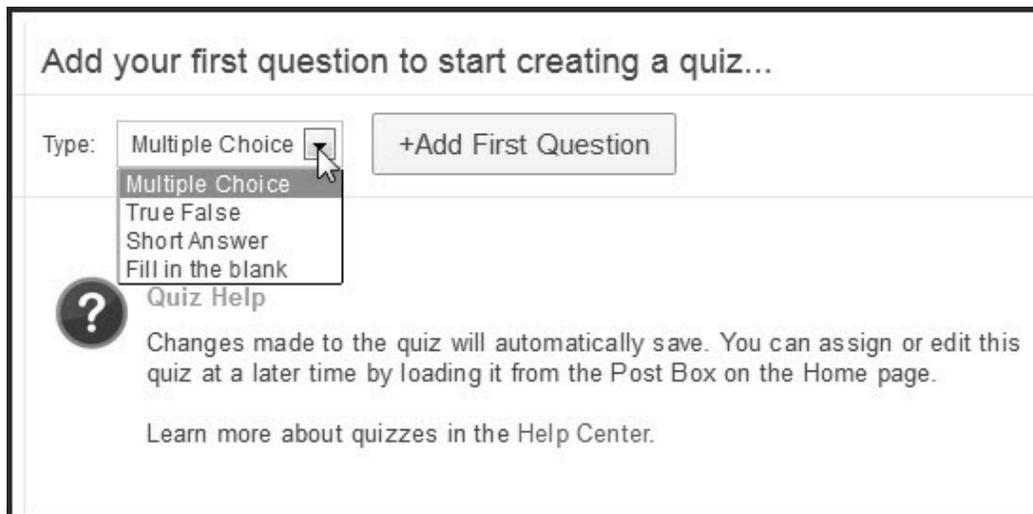


Using the link “Note”, you can post notes and your students can respond easily to your post. Likewise, other students can respond to the notes posted by their classmates. Using the “Alert” link, you can send important messages to the students in your group or class. These messages will appear in the “Notifications”, which is on the top right corner of your homepage. Assignments can be assigned using the link “Assignment”. The blanks that you are going to fill in are self-explanatory.



After providing the title, details and attaching the files you want (one at a time); you can send the assignment to your groups. Grading and scoring assignments can be done using the “Grades” link on the top of the page.

If you want to create a poll, *Edmodo* provides an easy way. When you click on “Poll” link, you can type your question, provide your answers in the multiple-choice format, post it and wait for the responds. Using the “Quiz” link, a quiz can be created in four different forms: Multiple-Choice, True/False, Short Answer and Fill in the blank.



Media files from the library or links to other web pages can be inserted into the questions. This is especially useful when you want to create exercises focusing on listening. In order to add files such as MP3, “Library” link at the top of the homepage can be selected and files can be uploaded to the library using the link “Add to the library.”

In order to change group settings, the “Group settings” link can be selected. Group title and level can be changed.

 Show Notifications

Authoring Tools

Group Code: **LOCKED** ▼

 Group Settings

 Subscribe Group To Feed

 Public Page

Moreover, after all your students have joined for the course and if you do not want any other student to register, you can change the “Group Code:” to “LOCKED”.

Evaluation

With *Edmodo*, language teachers can increase communication and collaboration with their students outside the classroom and manage most of the coursework outside the classroom. Although *Edmodo* cannot be seen as a comprehensive course management system such as *Moodle*, it is a nice option for teachers to take some part of teaching and learning process online.

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- Nicenet. <http://www.nicenet.org>

Resources

Other social networking and learning management tools

Collaborize Classroom	http://www.collaborizeclassroom.com/
Edu 2.0	http://www.edu20.org/
Schoolbinder	http://myschoolbinder.com/
Schoology	https://www.schoology.com/home.php
Tapiohka	http://www.tapiohka.com/

Training videos

Edmodo help page	http://help.edmodo.com/
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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:

Congratulations to **Nancy Condee** (University of Pittsburgh), who was awarded the 2011 MLA Slavic Studies award, the Aldo and Jeanne Scaglione Prize for Studies in Slavic Languages and Literatures, for her Oxford University Press monograph *The Imperial Trace: Recent Russian Cinema*. The prize was conferred at the January 2012 MLA conference in Seattle. The citation reads:

"In *The Imperial Trace* Nancy Condee brilliantly accomplishes two pressing goals at once. The book is an insightful guide to six major post-Soviet filmmakers whose work it explores aesthetically as a function of cinematic style and cultural ideology and historically as an imaginative response to the decay and collapse of the Soviet

Union and to the turbulent post-Soviet aftermath. If the debate on Russia's imperial and national identities has been dominated by historians and social scientists, then *The Imperial Trace* insists on the pertinence of cultural production even as it engages in a dialogue across disciplines. Condee succeeds in her goal, not by dissolving each filmmaker into his or her context, but by exploring the more oblique tricks of the imaginative trade by which a work of art ponders, disavows, or transfigures its own time."

The volume was also awarded the top film studies prize, the 2010 Kovács Book Award from the Society for Cinema and Media Studies.

Independent scholar **Jerome Katsell** writes to announce the publication of *On the Border of Snow and Melt: Selected Poems of Georgy Ivanov*, Translated, Edited, and Annotated by Jerome Katsell and Stanislav Shvabrin. (Perceval Press, Santa Monica, CA, 2011, 532 pp.) This dual language book is the first substantial collection in English of the poems of Russian émigré poet Georgy Ivanov (1894-1958).

Svitlana Kryś, assistant editor of Canadian Slavonic Papers/Revue canadienne des slavistes, reports that the journal has published a special issue, v. 53, no. 2-3-4 (2011), "Twenty Years On: Slavic Studies Since the Collapse of the Soviet Union." The issue includes research articles by Adrienne Harris, Ben McVicker, Mary Nicholas, Maryna Romanets, and Helena Yakovlev-Golani, as well as review essays by leading

specialists who explore the state of the fields of Russian history, Ukrainian history, Russian literature, Ukrainian literature, Slavic linguistics, post-Soviet politics, cinema, folklore, anthropology, and studies of the collapse of the USSR. For a full table of contents, to subscribe, or to purchase a copy of the special issue, please see the journal's website at: <http://www.ualberta.ca/~csp> or contact Dr. Kryś at csp@ualberta.ca

Betsy Sandstrom won first place in a recent competition for teachers of Russian at the first International Russian Language and Culture Festival in Saint Petersburg (November 2011). Sandstrom was recognized for Distinguished Teaching of Russian Language and Culture with the award given by the International Association of Teachers of Russian Language and Literature (MAPRIAL) and the Russkiy Mir Foundation, sponsors of the festival. Sandstrom teaches Russian at Thomas Jefferson High School for Science and Technology in Alexandria, Virginia. To be invited to the festival, teachers had to be recognized by an international committee for their career contributions to the teaching of Russian. During the festival in Saint Petersburg they moved through a series of activities, including individual interviews with a team of judges for the finalists

Sandstrom has served as Program Director of a StarTalk institute for students and teachers of Russian, held at Thomas Jefferson High School and in Glastonbury, Connecticut. She is a former AATSEEL Vice President and is the current Vice President of ACTR.

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<http://www.aatseel.org>

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. The use of **ты** and **вы** is very difficult for us Americans. Could you discuss it?

A. Paul Friedrich, who studied the usage of these pronouns in the 19th century (“Structural Implications of Russian Pronominal Usage” in: *Language, Context, and the Imagination*, Stanford University Press, 1979), suggested four parameters: society, culture, language, and speech. Society for him meant gentry, peasants, *мещанство*, and *разночинцы*. In our time we should distinguish city dwellers and their various subgroups, and peasants. Culture dictates norms of communication between various individuals. Language is a collection of all possible address forms, and examples of speech are listed below.

First one has to establish what types of address exist and then what governs them, although the discussion is necessarily interrelated. The forms of address should be seen as a fried egg metaphor: the yolk in the middle — representing general use, and the white around it — representing peripheral use, related to some subsets, subgroups of the society.

In the center or core we find the following correspondence between nominal forms of address and the pronouns:

господин (г-н) Соловьёв — **вы**
Владимир Сергеевич — **вы**
Володя — **вы**
Володя — **ты**
Вова, Вовочка, Вовик — **ты**

Pre-teen children and animals are always addressed **ты**.

At some point of daily activity, practically every adult person would find himself or herself in a situation where he or she would use one of these core address forms.

The third type (**вы** with the diminutive) seems most unusual to students of Russian, yet, it is extremely common:

Он шутливо добавил:

— Я заметил, все свои речи он произносил при **вас**, **Машенька**, а когда **вы** хлопотали в кухне, он берег свое красноречие. (Вас. Гроссман. Жизнь и судьба)

In the periphery, you have to belong to a certain social group or have a certain position to use the following forms:

1. Соловьёв — **ты**

a. school teacher (or a similar authority figure), higher rank in military etc. (non reciprocal):

— Так, кто тут главный мертвец? **Толстенко, ты**? На пороге стояла Антонина Васильевна в белом халате, а рядом с ней

зарёванный Коля, старательно прячущий взгляд. [Виктор Пелевин. Синий фонарь (1991)]

— **Киселева, ты** что, забыла о неразглашении военной тайны? У тебя ведь допуск по форме раз к секретным документам! Бумагу о неразглашении подписывали? **Чукин, тебя** тоже это касается, — вклинился в разговор [командир лодки капитан второго ранга] Гужов, не желавший предоставлять сопернику даже слабого шанса на реабилитацию. Врезал Борису, не вставая со стула. Жаль, обладатели биноклей не слышали этой фразы. Судя по всему, мы на пороге войны, враги вышли из подполья. [Варвара Синецына. Муза и генерал (2002)]

b. old friends (reciprocal):

— Это что ж такое? Что за странный субъект: парится в штанах, а как за стол садиться, так он их сьмает. Зачем, — говорит, — **Егоров, ты** привел с собой этого типа?! (Гр. Горин. Сауна)

Typically, they will use first names and last names at different times, although there may be exceptions.

2. Пётр Иванович* — **ты**

a. working class, peasants:
Егоров советует:

— **Ты, Николай Степанович**, ступай прямо в них [джинсах] в парилку. От нагревания предмет расширится, ты из него и выскочишь! (Гр. Горин. Сауна)

— Я схожу вниз, вы здесь обождите.

— **Пал Палыч, ты** живой? [Г. Я. Бакланов. Нездешний // «Знамя», 2001]

b. old party or Komsomol workers (reciprocal):

— Я вот о чем попрошу **тебя, Леонид Сергеевич**, — сказал он, — не учи **ты** меня, а во-вторых, я попрошу тебя в моем присутствии подобных разговоров не вести. Мадьяров сказал:

— Знаешь, **Петр Лаврентьевич**, и **ты** не учи меня. Я сам отвечаю за свои разговоры, как ты за свои. [Василий Гроссман. Жизнь и судьба, ч. 1 (1960)]

— **Герман Алексеевич, ты** на себя давно последний раз в зеркало смотрел? [Вячеслав Морозов. Адмирал ФСБ (2004) // «Наш современник», 2004.03.15]

3. patronymic only — Петрович* ты (rarely вы)

working class friends or people who are usually called by patronymic only (peasants or working class or lower level personnel, such as cleaning ladies):

— Ну это уж **ты, Петрович**, разошёлся, это уж ты зря. [Виктор Астафьев. Затеси (1999) // «Новый Мир», № 2, 2000]

— **Ниловна, вы** смотрите, какая красота! Держите! — И она ловко кинула старухе пару яблок. [Ю. О. Домбровский. Факультет ненужных вещей, часть 5 (1978)]

Нянечка Петровна тщательно подтерла пол, а Дина в тот же день записалась на прием к гинекологу. [Ирина Безладнова. Дина // «Звезда», 2003]

(*Why did I use Владимир Сергеевич before, and switched to Петр Иванович and Петрович? Different social groups have different typical names, and as a result some patronymics are more commonly used alone.)

Of all of these peripheral, as I call them, usages, I myself would use only 1b in reference to people I knew from youth and in some specific circumstances (and not to all old friends either): Воробьёва, ты куда пропала? for example, to express a mild reprimand for lack of communication.

The core uses are applicable to all of us, or most of us, as I said before. One could imagine a person surrounded by a number of concentric circles, and some people fall into each of the circles. Those he or she is closest to would be addressed as Вова. The second circle would include all the Володя's whom the center person would not dare to address

by an endearing diminutive despite using ты. The third circle would include people with whom the center person is on a first name basis but на вы. The fourth circle would include people whom the center person has to address by name and patronymic. Finally, outside the fourth circle would be those addressed by last name with the prefix господин/госпожа. These would be people whom the center person disapproves of or would not care to be associated with (unless they are foreign dignitaries, and then this address form is part of protocol):

Господа Волошин, Сурков, Абрамов дружат друг против друга. [Иосиф Гальперин. Власть «делом» занимается (2003) // «Совершенно секретно», 2003.08.09]

Эти реформы, — заявил г-н Ковалев, — естественный шаг для человека, который является выходцем из этой организации и который окружал себя людьми со схожей биографией". [Юлия Латынина. Самурайская дружба (2003) // «Еженедельный журнал», 2003.03.17]

So the problem is to figure out who falls into which circle for each individual person, for "me". Among the characteristics that are particularly important for figuring out the distinctions are: (relative and absolute) age, social group (including professional), and gender. Then come length of time of acquaintance and degree of emotional and/or psychological closeness, and finally one's personality.

Let's start from the end: there are timid people who switch to ты with great difficulty, as their timidity requires a form of a social barrier which вы provides.

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Classmates from high school through college will use ты, but they would use вы to a graduate student who teaches the class (or in secondary education to a college student-teacher). In this case the age difference is minimal, under ten years, but there is a difference in status.

Young people meeting for the first time in a friends' house may use ты, if the friend who introduces them is very close to both of them; otherwise they may use вы. Also, if one is male and the other is female, this produces an additional initial barrier. Then as their friendship develops they may switch to ты, if there is no major age difference between them.

Older people, above 30-35, are most likely to start with вы in either case. Their "probation" period will also be longer, and they will switch to ты only if they develop a close professional or friendly relationship. (On a personal note I would like to tell an anecdote. I have two female colleagues and friends. We were in our thirties when we met. Eventually, I switched to ты — mutually, of course, — with both of them. One time the three of us had lunch together. To my great surprise, they were both saying ты to me and вы to each other.)

As people age, the switch to ты becomes even more difficult, and requires even more professional, spiritual, and emotional closeness. It happens faster with people of the same gender than across gender.

Across generations, switching to ты is even harder. And here it depends on personality: some older people will say ты to just about anyone who is younger, while other people keep the distance with вы. A younger person cannot possibly switch to ты with an older person without an explicit request of the former, and in many instances such a request would be turned down.

There are some professional groups in which ты is a norm across gender and generations, for example actors. While professors usually say вы when speaking to their students, this rule may not work in theater schools and music schools.

So when children are told that it is "impolite" to address people using ты, what is meant (unconsciously) is that there is a social distance that should not be crossed.

When people do cross a social divide, they may be told to back off. But here again we encounter asymmetry. In the first set of examples below the speaker is asking not to use the ты-form, "не тыкайте", while using the вы-form:

Архипов закусил губу. Но ответил с достоинством:

- Я бы попросил вас, Борис Борисович, выбирать выражения. И **не тыкайте** мне, я с вами детей не крестил.
- Еще бы я с тобой — ой, простите, с вами! — детей крестил. Сделайте одолжение, Владимир Юрьевич, осчастливьте, посмотрите большую своим недреманным алмазным оком! [Влада Валеева. Скорая помощь (2002)]
- Тогда Павлова при всех девушках обратилась ко мне с вопросом:
- Кем я могу работать на приборах?
- Ты сама выбирай. Что тебе подходит? — в свою очередь спросил я.

И тут она неожиданно выпалила:

- Вы мне **не тыкайте**. Говорите на «вы».
- В армии командир обращается к бойцу всегда на «ты»,
- тут же среагировал я.

Павлова возбужденно ответила:

- Я к этому не привыкла и привыкать не намерена. [Батарейка с женским составом (2002) // «Жизнь национальностей», 2002.06.05]

In the next two examples, there is an asymmetry. In the first example, the older speaker demands that the younger not use the ты-form, while using it himself. In the second example, the offended speaker first asks to be addressed by the вы-form, but then himself switches to the ты-form out of anger. This way he reciprocates the offense.

- Слушай ты, Жуканов! — произнес Матвеев с угрозой.
- Сорок восемь лет Жуканов. Да **ты мне не тыкай**, — молод еще тыкать. [Виктор Кин. По ту сторону (1928)]

Я схватил его за грудки:

- Ты зачем сюда приперся, скажи?
- А вы зачем сюда приехали?
- Ну, это уж не твое дело.
- И мое дело — не **ваше**. И **не тыкай** мне, слышишь? Меня Владимир зовут, Владимир Любомирович! (Вас. Голованов. Остров)

As one can see, this is a very complex and vast topic worthy of a dissertation or two that would require serious field study to determine the exact parameters of each social group, when one and the same person is called by patronymic only and when by other names. It would be interesting to investigate the parameters of asymmetry as well.

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AATSEEL Newsletter Needs Column Editors & Contributors

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

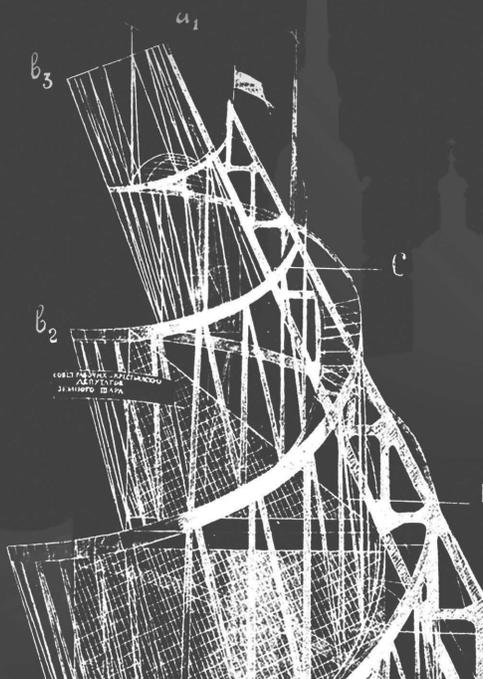
We are currently looking for editors for the Ukrainian studies.

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



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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)

Views of Russia in Research using the Cultural Perspectives Questionnaire of Maznevski/Florence Kluckhohn and Fred Strodtbeck' Framework

The American anthropologists Florence Kluckhohn and Fred Strodtbeck investigated the empirical value orientations around which they assumed people seek meaning (Kluckhohn and Strodtbeck 1961:12). The comparative study was conducted within five cultures in the Southwest United States: Navaho, Zuni, Mexican-American, Texan Homesteaders, and Mormon. Based on this investigation, Kluckhohn and Strodtbeck proposed five universal dimensions that, according to the scientists, can be observed in every culture: **Human Nature, Man-Nature, Relational, Time and Activity.**

Orientation	Postulated Range of Variations					
Human Nature	Evil		Mixture of Good and Evil		Good	
	Mutable	Immutable	Mutable	Immutable	Mutable	Immutable
Man-Nature	Subjugation-to-Nature		Harmony-with-Nature		Mastery-over-Nature	
Relational	Lineality		Collaterality		Individualism	
Time	Past		Present		Future	
Activity	Being		Being-in-Becoming		Doing	

Figure 1: Kluckhohn/Strodtbeck 1961:12.

Relationships to nature. People have a need or duty to control or master nature (domination), to submit to nature (subjugation), or to work together with nature to maintain harmony and balance (harmony)

Beliefs about human nature. People are inherently good, evil, or a mixture of good and evil.

Relationships between people. The greatest concern and responsibility is for one's self and immediate family (individualist), for one's own group that is defined in different ways (collateral), or for one's groups that are arranged in a rigid hierarchy (hierarchical).

Nature of human activity. People should concentrate on living for the moment (being), striving for goals (achieving), or reflecting (thinking).

Conception of space. The physical space we use is private, public, or a mixture of public and private.

Orientation to time. People should make decisions with respect to traditions or events in the past, events in the present, or events in the future.

Source: Thomas 2008: 48.

While the Kluckhohn-Strodtbeck framework has been applied in some empirical studies covering management styles in Western countries (e.g. Lane/DiStefano/Maznevski 2000), there have been no similar investigations describing Russia. The Kluckhohn-Strodtbeck model is one of the oldest cultural conceptual frameworks, however. The Cultural Perspectives Questionnaire (CPQ) of Maznevski *et al.* (1995; 2002) is based mainly on this framework (Relationships, Environment, Nature of Humans and Activity).

I. Activity:

Doing (AD): People should continually engage in activity to accomplish tangible tasks.

Thinking (AT): People should consider all aspects of a situation carefully and rationally before taking action.

Being (AB): People should be spontaneous, and do everything in its own time.

II. Relation to environment:

Mastery (RNC): We should control, direct and change the environment around us.

Subjugation (RNS): We should not try to change the basic direction of the broader environment around us, and we should allow ourselves to be influenced by a larger natural or supernatural element.

Harmony (RNH): We should strive to maintain a balance among the elements of the environment, including ourselves.

III. Relationships among people:

Individual (RI): Our primary responsibility is to and for ourselves as individuals, and next for our immediate families.

Collective (RC): Our primary responsibility is to and for a larger extended group of people, such as an extended family or society.

Hierarchical (RH): Power and responsibility are naturally unequally distributed throughout society; those higher in the hierarchy have power over and responsibility for those lower.

IV. Nature of humans:

Good/Evil (HNG): The basic nature of people is essentially good (lower score) or evil (higher score).

Changeable/Unchangeable (HNC): The basic nature of human is changeable (higher score) from good to evil or vice versa, or nor changeable (lower score).

Source: Maznevski *et al.* (1995; 2002): Cultural orientations and dimensions
cit. from Woldu, Budhwar, Parkes 2006:1079.

It is certainly questionable whether these four dimensions developed in the West are applicable to the Russian context or not. Moreover, any questionnaires might yield answers indicating how the respondents think they *should act* instead of how they *really act* in their professional lives. In any case, the model gives the opportunity to compare other countries alongside Russia (this model was used for instance to make a cross-national comparison of cultural value orientations of Indian, Polish, Russian and American employees by Woldu/Budhwar/Parkes 2006). The results of the comparison are very interesting and might be useful in other fields:

1. Russia and other ex-communist countries. Many scientists tend to reduce all the ex-communist countries of Central and Eastern Europe to the same level (see Kostera 1995, Lucas 1998). The study by Woldu, Budhwar and Parkes (2006) disproves this assumption. According to the authors, the value orientations of Polish and Russian employees differ significantly from one another. The explanation for this is the different historical backgrounds: even though both nations belong to the Slavic ethnic group, Poland was significantly influenced by the Prussian, Austro-Hapsburg and Russian

empires between 1790 and 1918, as well as the high rate of emigration to the West and the maintenance of ties with the fatherland, while Russia suffered from totalitarian regimes, especially in the Stalin era. Many researchers are convinced that, especially during this time, the whole society lost their family values and their basic human rights (Lapidus 1998, Kiblitckaya 2000 adapted from Woldu, Budhwar, Parkes 2006).

2. Russia and America. The other interesting finding concerning Russia made by Woldu, Budhwar and Parkes (2006) is the correlation between Russian and American managers in relation to collective and hierarchical value systems. The results of their study show that while the traditional collective and hierarchical value system of Russian managers is diminishing, American managers seem to be embracing a more collective and structured corporate culture. The researchers clarify this by pointing out that both American and Russian managerial cultures are moving from historically different cultural orientations to the center.

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Russian at Work: Interviews with Professionals Who Use Russian on the Job

Editor: Katya Jordan,
University of Virginia

Brett Greenspan works for a department at the Russian state-run news agency *RIA Novosti* that is responsible for translating a variety of texts, from government websites to news pieces for the *RIA Novosti* English-language website.

Mr. Greenspan uses his knowledge of Russian on a daily basis: he not only translates Russian documents into English, but also edits documents translated into English by his Russian colleagues. The agency's standard policy is to make sure that all translation comes as a result of a collaboration between native Russian speakers and native English speakers. Such an arrangement is rare in the translation business, because most translation agencies do not have the resources to devote to each text. Mr. Greenspan shared in his interview with me that at his previous job he was translating contracts and other documents that were simply filed away, which was not very satisfying. Although "translation is always a challenge," Mr. Greenspan feels that working for *RIA Novosti* is particularly rewarding because here he is able to translate texts that are actually going to be read by an audience.

Mr. Greenspan had always felt a vague attraction to Russia, and it was music that led him to a deeper interest in a foreign culture. In high school he started listening to Russian classical composers, such as Rachmaninov,

Stravinsky, Shostakovich, Prokofiev, and Scriabin. He says, "For whatever reason, I identified most with the music of Russian composers. My interest in Russian culture grew by extension." This is what motivated him to take a Russian language course in his second year of college. "I was captivated by the sound of the language. I would listen to BBC Russian even though I didn't understand a word of it. It was music to my ears," confesses Mr. Greenspan.

When choosing a major in college, Mr. Greenspan "was torn about what to major in anyway, and majoring in Russian allowed [him] to choose a major without really choosing one." He continued taking courses that interested him, such as history, literature, and politics, as long as they were related to Russia. He was also strongly interested in graduating with a practical skill, a foreign language, which made Russian a logical choice.

The year after his graduation from college, Mr. Greenspan visited Russia for the first time. The company he had been working for as a freelance translator brought him over to work in the Moscow office. He spent several months there and acquired some first-hand knowledge of the intricacy of the Russian legal system. Mr. Greenspan warns, "For anyone who aims to work in Russia after graduation, know that visa issues are incredibly complex"; yet

this should not discourage anyone who is considering making an educational trip to Russia. Legal questions aside, cultural and linguistic experiences one can be part of by simply being in a foreign country are invaluable. Mr. Greenspan's advice to those getting ready to go to Russia is to spend more time with those who actually speak Russian: "It's very easy to become insulated from the culture around you by hanging out with English speakers or Russians who want to improve their English. Try to resist the temptation." In fact, any student of Russian needs to remember that "there is no trick or short-cut to learning Russian or any language. If you want to become really proficient, you need to read things in Russian outside of class and acquire as much vocabulary as you can. Study the language seriously. Russians, like any other people in the world, respond very positively to someone who has clearly made an effort to learn their language, even if you still make mistakes in every other sentence. I imagine that helps in any type of career that involves contact with Russians."

Although Mr. Greenspan uses Russian on the job "all day, every day," outside of his professional sphere the language rarely comes up. Nonetheless, he jokes, if you know Russian, "you can appreciate how bad Matt Damon's Russian accent is in the *Bourne Supremacy*."

At the end of the interview, Mr. Greenspan admits that unfortunately he has become "less enchanted with Russia than in [his] student days. That's inevitable when it becomes your job ... The romance is the first thing to go." On the bright side, what remains is a steady interest in the language, coupled with an understanding that learning a language is "a never-ending job."

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PSYCHOLOGY OF LANGUAGE LEARNING

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

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

How Are Spoken Words Recognized?

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Spain www.bcbl.eu

Whether watching a movie or listening to a friend, the ease and the speed with which we comprehend spoken language is a remarkable achievement. The conversion of sound to meaning works so well in one's native language that most people take its efficiency for granted. It is only when we listen to a foreign language that we realize that spoken language lacks uniform markers to indicate when one word ends and the next begins. Spoken language is not only continuous, it is ambiguous too. Many words contain other words embedded in them (e.g. *mile* in *smile* etc). So just how do humans recognize spoken words in running speech?

Researchers have answered this question: As the spoken language unfolds over time, listeners consider all words that match the incoming speech (e.g. *smile*, *mile*, and *isle*), and these words compete with each other for recognition (see McQueen 2007, for a review). Remarkably, only those words that can account for the entire speech signal win the competition and are recognized. English listeners ultimately recognize the word *smile* because the recognition of the spurious embeddings *mile* or *isle* would leave over meaningless consonants (*sm*). Since such consonants are not words or syllables in English, the word *smile* rather than *s mile* or *sm isle* is the preferred interpretation of the speech.

Of course, the competition process happens so automatically that listeners are never aware of the choices they have had to make. But it all has to happen

very fast too because humans easily utter hundreds of words per minute. Researchers found that the speed with which words are recognized depends on the sounds that precede and follow them (e.g. Norris et al. 1997). Spoken-word recognition studies in many languages have shown that listeners find it harder and are slower to detect a word in a nonsense string if a single consonant is left over (e.g., the English *egg* in *fegg*), and they find it easier and are faster if a syllable remains (e.g., *egg* in *maffegg*) (see Cutler et al. 2010, for an overview). Because there is a strong tendency across world languages for syllable peaks to contain vowels rather than consonants (Bell 1978), it has been suggested that universally across languages, listeners settle on correct word sequences by making sure to avoid any leftover consonants.

But what happens in those languages that allow stand-alone single-consonant words? The previous studies did not allow a test of this case because in all of the tested languages single consonants were not possible words. Slovak has four such words (*k* 'to', *v* 'in', *s* 'with', *z* 'from'). Do leftover single consonants make comprehending speech difficult for Slovak listeners too? The answer turned out to be yes - except for those consonants that were themselves words (Hanulíková et al. 2010). Otherwise, leftover consonants made listening just as difficult in Slovak as in any other language. Slovak listeners recognized the word *ruka* 'hand' faster in *gruka* (*g* being the voiced counterpart of the preposition *k*) than in *truka* (*t* being a nonword), even though both sequences are equally ungrammatical. So the universal rule seems to hold even for Slovak, but clearly it is modified in the case of the four single-consonant prepositions.

But one could ask yet another question: how does this rule apply in reduced

Editor: Valery Belyanin
(Kaluga State University)

speech? In any language, people can reduce speech sounds so that sometimes words only have a single consonant left over. In English one could say "If eggs will do I can make us a quick supper" in such a way that the first syllable becomes "feggs". But English listeners did not find *egg* easily in *fegg*. So it's not a matter of whether there is an interpretation of the leftover consonant to be thought of. It is only when a language allows stand-alone single-consonant words that listeners are forced to vary the leftover consonant rule.

So word recognition across languages is not uniformly constrained by consonant sequences. Slovak has allowed us to see something very important: in addition to universal tendencies, listeners use their language-specific knowledge about minimal words to achieve successful speech comprehension.

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Czechoslovak Society of Arts and Sciences SVU Student Awards for the Year 2012

Dr. Joseph Hasek Award

The Czechoslovak Society of Arts and Sciences (SVU) is announcing a competition for the 2012 Dr. Joseph Hasek student awards. The names of the winners will be announced in the Society's newsletters.

The main purpose of the Society's awards is to generate and encourage scholarly interest in Czech and Slovak affairs among university students living outside the Czech and Slovak republics. There will be one prize for the best undergraduate and one for the best graduate study dealing with some aspect of Czech and/or Slovak history, politics, or culture. The winners will receive the \$250 Dr. Joseph Hasek award, a year's membership in the Society, which includes a year's subscription to the

Society's newsletter, and a Certificate of Merit.

The following rules apply:

1) The paper must be submitted by the professor in whose class it was presented and should be accompanied by his recommendation.

2) The study must have been written for an undergraduate or graduate course during the academic year 2011-2012. Chapters of theses or dissertations are not admissible.

3) The deadline for submission is **MAY 15, 2012.**

4) The study essay should be submitted in five copies to professor Vera Borkovec, 12013 Kemp Mill Road,

Silver Spring, MD 20902. It must be typewritten, double-spaced and submitted in Czech, Slovak, or any of the major Western languages (English, French or German).

5) The Student Awards Committee which will judge the quality of the submitted essays consists of Prof. Ivo Feierabend (San Diego State University), Prof. Milan Hauner (University of Wisconsin), Dr. Vlado Simko (SVU Executive Board), Dr. Zdenek David (SVU Executive Board), and Chair, Prof. Vera Borkovec (American University).

6) Submitted papers are not returned.

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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 2011 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, Hebrew, Macedonian, Polish, Russian, Farsi/Persian/Tajik, Tatar, Uzbek

Dates: June 4 – July 20 in Arizona
July 23 – August 17 Abroad (optional)
June 25 – August 17 in Russia (Tatar and Advanced Russian programs only)

Credits: 8-13

Tuition/Fees: \$700 (plus study-abroad fees)

Housing: Available

Ugrad funding: Melikian Scholars Program
International Distinguished Engagement Awards
Project GO Scholarships (ROTC students only)

Grad funding: Title VIII Fellowships

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

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

The Arizona State University **Critical Languages Institute** (CLI) offers integrated summer language and study-abroad programs. Classes run for seven weeks on the ASU campus then optionally continue overseas for an additional four weeks. Instructors and materials are the same in both locations whenever possible. In the words of a former student of Tajik: “If you do the study-abroad component, you finish chapter 8 on Friday in Arizona and start chapter 9 on Monday in Tajikistan.” Students receive between 8 and 13 credits, depending on which components of CLI they sign up for. Instruction varies by language, but ranges from Elementary to Advanced Mastery.

Students of Tatar or Advanced Russian have a separate program. They study in Kazan, Russia for 8 weeks and do not come to ASU.

CLI offers grant- and career mentoring, extracurricular activities (including participation by the emigrant communities of Phoenix), and cultural programming. Students are 15 minutes by light rail from downtown Phoenix and have easy access to a wide range of cultural, sports, and entertainment venues.

CLI courses are **tuition free** and open to graduates, undergraduates, and non-students alike.

Substantial funding is available for **graduate** students through the Department of State’s Title VIII program, for **undergraduates** through the Melikian Scholars program, for **ROTC** students through the Project GO effort, and for all CLI students through the International Distinguished Engagement Awards program. See <http://cli.asu.edu/fellowships> for details.

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.

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:	Arabic, Bosnian/Croatian/Serbian, Czech, Dari, Georgian, Hungarian, Kazakh, Mongolian, Pashto, Persian, Polish, Romanian, Russian, Tatar, Turkish, Uzbek, Uyghur, Yiddish
Dates:	June 4 – July 27
Credits:	6-10
Tuition/Fees:	\$2,434 - \$3,425
Housing:	\$27/day
Ugrad funding:	FLAS, Project GO for ROTC cadets and midshipmen
Grad funding:	FLAS, Title VIII; tuition is waived for graduate students in BCS, Czech, Hungarian, and Romanian
Website:	http://www.indiana.edu/~swseel/
Contact:	swseel@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.

Institution:	UCLA
Languages:	BCS, Russian, Romanian

Dates:	June 25 – Aug 3/17
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 Pittsburgh
Program:	Russian and East European Summer Language Institute
Languages:	BCS, Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Polish, Russian, Slovak, Turkish, Ukrainian Languages offered with an abroad component: Russian (Moscow), Czech (Prague), BCS (Montenegro), Poland (Krakow), Hungary (Debrecen), Slovak (Bratislava).
Dates:	June 4 – July 13, or July 29, or August 12 (abroad component courses)
Credits:	6, 8 and 10
Tuition/Fees:	\$3,816-\$7710
Ugrad funding:	Tuition Scholarships, FLAS
Grad funding:	Tuition Scholarships, FLAS, ACLS
Website:	http://www.slavic.pitt.edu/sli/
Contact:	SLladmin@pitt.edu ; 412-624-5906

University of Pittsburgh offers accredited summer immersion programs in Pittsburgh and/or abroad in Slavic and East European languages. The Russian Summer Language Program includes an 8-week, 8-credit intensive language option (June 4-July 27, 2012) in beginning, intermediate, advanced, and fourth-year intensive Russian, as well as a 5+5 Pitt-Moscow option with five weeks in Pittsburgh (June 4-July 6) and five weeks in Moscow (July 9-August 10). The East European Summer Language Program includes six-week intensive programs carrying six credits in Pittsburgh (June 4-July 13) in Beginning Bulgarian, Czech, Turkish, Hungarian and Ukrainian; Beginning and Intermediate Estonian, Latvian, Lithuanian, Polish and Slovak, as well as Beginning through Advanced-level Bosnian/Croatian/Serbian, Czech, Polish, as well as programs with four week/four-credit add-on abroad components (July 15-August 10) in Bulgaria, the Czech Republic, Hungary, Poland and Montenegro. In addition a 6-week/6-credit Prague-only Czech immersion course at the intermediate and advanced levels are offered, as well as a 6-week/6-credit Krakow-only Advanced Polish immersion course (July 2-August 10). All of the summer language programs consist of five hours per day of instruction and are proficiency based. Scholarships are available (scholarship

deadline: March 16, 2012). FLAS fellowships, which cover tuition and provide a stipend, are available for undergraduates and graduate students. 2012 ACLS-funded languages providing tuition for graduate students are Beginning Bosnian/Croatian/Serbian, Lithuanian and Latvian.

Institutions Offering Russian:

Institution: **Beloit College**
 Languages: Russian
 Dates: 16 Jun - 10 Aug
 Credits: 12
 Tuition/Fees: \$5,282
 Housing: \$638/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 16 through August 10; the first four-week session runs from June 16 through July 14; the second four-week session runs from July 15 through August 10. 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 late October 2011 and continuing until classes are filled. Reading of complete applications and rolling admissions will begin January 1, 2012. CLS Director's scholarships are available to all qualified applicants through April 22, 2012.

Institution: **Bryn Mawr College**
 Languages: Russian
 Dates: 6 Jun - 1 Aug
 Credits: 4-8
 Tuition/Fees: \$3,550
 Housing: \$2,800 (includes Meal Plan) ***Based on last year's cost. Price set in March 2012**
 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 22 – Aug 17
 Credits: 12
 Tuition/Fees: \$6,620 (8 week undergrad program)/
 \$4,970 (6 week grad program)
 Housing: \$3,140 (mandatory; includes meals for 8 weeks)/ \$2,550 (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:
 22 June – 17 August 2012 (8-week program), 3 July – 17 August 2012 (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: not included
 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 1 – June 18, June 27 – Aug 14
 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 10 – Aug 3
 Credits: 12
 Tuition/Fees for OUT OF STATE:
 Ugraduate: \$12,900.00
 Graduate: \$ 8,880.00
 Non-Credit: \$3,696.00 (+ \$383)
 Housing: \$22 per night (optional)
 Website: <http://www.virginia.edu/summer/SLI>
 Contact: uvasli@virginia.edu; 434-243-2241

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

Institution: **University of Washington**
 Languages: Russian
 Dates: June 18 - Aug 17
 Credits: 15
 Tuition/Fees: \$9,706 (non-res undergrad); \$8,313 (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

Georgia Tech - Moscow, Russia Study Russian in the ever-vibrant city of Moscow!

Nothing impacts your language abilities like time spent in country, living with a Russian family.

We offer:

Seven weeks of intensive Russian courses (minimum 3rd-year level) at the elite Academy of the National Economy under the Government of the Russian Federation.

Course on Contemporary Russia taught in English by top Moscow specialists in International Affairs and Economics. Final paper in Russian based on research in Russian newspapers.

Homestays, including breakfast and dinner.

Cultural program in and around Moscow, site trips to Intel and GE Russia, and overnight trip to the ancient cities of Vladimir and Suzdal.

See the Russian LBAT info at <http://www.modlangs.gatech.edu/lbat/russia> for more details.

Expenses

*Program fee – \$4300 (includes homestay with daily breakfast and dinner, cultural excursions, visa, insurance, ground transportation, books, airport pickup on June 1 or 2). Price excludes tuition and airfare.

Nine credits tuition (out of state students pay in-state tuition and fees plus \$250**)

Non-refundable application fee – \$200

Application deadline – February 15, 2012.

The first installment of the program fee (\$2500) will be due on March 1. The final installment (\$1800) will be due on April 1. Payments are non-refundable

Students are encouraged to apply for financial aid. Georgia Tech students may apply to the Program Director for the Modern Languages' Campoamor scholarship (appr. \$400). Hope scholarship can be applied.

Project Go: ROTC students from Georgia Tech and other participating universities are eligible for a special scholarship to study abroad in Russia. The scholarship can be applied to the LBAT program.

See also the 9-week "Spring Track" program (Russian 1002, 2001 and 2002) offered in Moscow May 28-July 29.

Program descriptions and fees are subject to final approval by educational units and the Office of International Education. Georgia Tech reserves the right to alter or cancel this program due to low enrollment, unavailability of a professor to teach a planned course, or other unforeseen circumstances. Once Georgia Tech has made payments to service providers, or if Georgia Tech cancels the program before departure or while the program is in progress for reasons beyond its control, such as political unrest or danger to participants'

safety, only those fees that Georgia Tech is able to have refunded by service providers will be returned to participants. If a student withdraws from the program, the student will be responsible for the payment of all fees.

*Fee Payment Information: Please adhere to the deadlines stated for the program. Please observe the information in Payment Options to ensure that your payments are processed at the Bursar's Office on time. Fees will be charged to your Oscar account on the due dates. Make sure you make all necessary payments on time in order to avoid a hold on your account. Students expecting financial aid must submit a letter from the Financial Aid Office stating the allocation and date of payments expected. Tuition and student fees are due according to the Registrar's schedule for summer tuition.

Students who (with the Program Director's approval) apply and register for LBAT programs after the deadlines are responsible for Program Fee payments according to the original deadlines at the time of application or at the time of the applicant's acceptance.

**If you are a Non-GT (Transient/Special) student, you are required to submit TWO separate applications to the OIE. Please go to Application Procedures for Transient/Special/Non-Degree Students (Non-GT Students) for details. Please complete your application by February 15.

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

Вывучайце беларускую мову ў Польшчы!

Study Belarusian in Poland!

Southwestern College
3rd International Summer School of Belarusian Studies
Hajnówka, Poland
July 8-August 5, 2012

The Center for Belarusian Studies at Southwestern College (Winfield,

KS) invites undergraduate and graduate students to participate in its 3rd International Summer School of Belarusian Studies from July 8 to August 5, 2012. The program, co-sponsored by the Poland-based Belarusian Historical Society, will be held at the Belarusian Cultural Center and Belarusian Lyceum in the town of Hajnówka in the Podlasie region of northeastern Poland, an area of great natural beauty and home to Poland's ethnic Belarusian minority — an ideal setting for the study of Belarusian language, history, society and culture, as well as for the study of a broad range of issues relating to cultural diversity and minorities policies in the expanded EU.

Program

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

Faculty

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

Accommodations

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

Cultural Program

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

Optional Tour of Belarus and Lithuania

At the end of the program, from August 6-20, students will have the option of traveling to Belarus on a guided tour including Hrodna, Słonim, Navahrudak, Mir, Niasviž, Minsk, Połack, Viciebsk, Mahiloŭ, Pinsk and Brest. The trip will end with a tour of the Lithuanian capital Vilnius, including important sites related to the history of the Grand Duchy of Lithuania and the modern Belarusian national movement.

Program Fees & Financial Aid

The program cost, including tuition, room, board, cultural program and excursions is \$3,000 (the cost of the optional tour of Belarus and eastern Lithuania at the end of the program will

be announced as details become available). Financial aid from the Center for Belarusian Studies will be available.

Contacts

For further information and application materials, please visit the CBS website (<http://belarusiancenter.org/>) or contact the program director, Dr. Curt Woolhiser (cwoolhis@gmail.com). Please note that the deadline for all applications is March 30, 2012.

Center for Belarusian Studies
Southwestern College
100 College St
Winfield, KS 67156 USA
E-mail: james.sheppard@sckans.edu
Phone: 620-229-6227

University of Pittsburgh International Programs

Summer Language Program in Russia

In Summer of 2012 the **University of Pittsburgh** will offer a special opportunity to combine five weeks of intensive language study in Pittsburgh (June 4-July 6, 2012) with five weeks of intensive Russian study at Moscow State University in Russia (July 9-August 10). In the "5+5" program, which is part of the Russian Summer Institute, beginning through fourth-year students, and heritage students, will receive instruction and take part in a program of cultural excursions in Moscow and in other Russian cities. Students will earn ten college credits. Scholarships are available. Program strictly limited to 32 students. The deadline for applications is March 16, 2012. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://www.slavic.pitt.edu/>

Summer Language Program in Bulgaria

In Summer of 2012 the **University of Pittsburgh** will offer a special opportunity to combine six weeks of intensive beginning-level Bulgarian

language study in Pittsburgh (June 4-July 13, 2012) with four weeks of intensive intermediate-level study in Sofia, Bulgaria (July 17– August 10). In the Bulgaria program, students will receive instruction and take part in a program of cultural excursions in Sofia and in other Bulgarian cities. Students will earn ten college credits for participation in the Pitt and Bulgaria programs, and four credits for Bulgaria only. Students must be at the intermediate-level to participate in the Bulgaria program without completing the 6-week course in Pittsburgh. Scholarships are available. The deadline for applications is March 16, 2012. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412)624-5906; email: slavic@pitt.edu; <http://www.slavic.pitt.edu/>

Summer Language Program in Montenegro

In Summer of 2012 the **University of Pittsburgh** will offer a special opportunity to combine six weeks of intensive Bosnian/Croatian/Serbian language study in Pittsburgh (June 4- July 13, 2012) with four weeks of intensive intermediate-level study , in Montenegro (July 16 – August 10) at the intermediate or advanced level (students in beginning BCS may continue in Montenegro at the Intermediate level). In the Montenegro program, students will receive instruction and take part in a program of cultural excursions. Students will earn ten college credits for participation in the Pitt and Montenegro programs, and four credits for Montenegro only. Students must be at the intermediate-level to participate in the Montenegro program without completing the 6-week course in Pittsburgh. Scholarships are available. The deadline for applications is March 16, 2012. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412)624-5906; email: slavic@pitt.edu; <http://www.slavic.pitt.edu/>

Summer Program in Hungary

University of Pittsburgh announces its “6+4” program of Hungarian language in Pittsburgh and in Hungary. Students will study beginning or intermediate intensive Hungarian for six weeks in Pittsburgh at the University of Pittsburgh’s Summer East European Language Institute, followed by four weeks of instruction in Hungary. (Students demonstrating adequate academic preparation can choose to join only the course in Hungary) Based in Debrecen, the program includes weekend excursions in Hungary. Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 4-July 13, 2012 in Pittsburgh, and July 16-August 10 in Hungary. Scholarships are available. The deadline for applications is March 16, 2012. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://www.slavic.pitt.edu/>

Summer Program in Poland

University of Pittsburgh announces its “6+4” program of Polish language in Pittsburgh and in Poland. Students will study beginning or intermediate intensive Polish for six weeks in Pittsburgh at the University of Pittsburgh’s Summer East European Language Institute, followed by four weeks of instruction in Poland. (Students demonstrating adequate academic preparation can choose to join only the course in Poland.) Based in Krakow and taught by instructors trained at the Jagiellonian University, the program includes weekend excursions in and around Krakow, and a 3-day trip to Warsaw. Informational meetings, gatherings, excursions, and trips together with students in Poland are an integral part of this study program, making it unique among American study-in-Poland programs. Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 4-July 13, 2012 in Pittsburgh, and July 16-August 10 in Poland. Scholarships are available.

The deadline for applications is March 16, 2012. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://www.slavic.pitt.edu/>

Summer Program in Prague and Krakow

University of Pittsburgh announces its 6-week program of Czech or Polish language in Prague or Krakow. Students will study for six weeks in abroad at the Intermediate or Advanced level of Czech or Polish. Informational meetings, gatherings, excursions, and trips are an integral part of this study program. 140 contact hours make this a FLAS-eligible program. The courses carry six college credits and will be held July 2-August 10, 2012 in Poland and the Czech Republic. Scholarships are available. The deadline for applications is March 16, 2012. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://www.slavic.pitt.edu/>

University of Pittsburgh announces its “6+4” program of Polish language in Pittsburgh and in Poland. Students will study beginning or intermediate intensive Polish for six weeks in Pittsburgh at the University of Pittsburgh’s Summer East European Language Institute, followed by four weeks of instruction in Poland. (Students demonstrating adequate academic preparation can choose to join only the course in Poland.) Based in Krakow and taught by instructors trained at the Jagiellonian University, the program includes weekend excursions in and around Krakow, and a 3-day trip to Warsaw. Informational meetings, gatherings, excursions, and trips together with students in Poland are an integral part of this study program, making it unique among American study-in-Poland programs. Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 4-July 13, 2012

in Pittsburgh, and July 16-August 10 in Poland. Scholarships are available. The deadline for applications is March 16, 2012. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://www.slavic.pitt.edu/>

Summer Program in Slovakia

University of Pittsburgh announces its "6+4" program of Slovak language in Pittsburgh and in Slovakia. Students will study beginning or intermediate intensive Slovak for six weeks in Pittsburgh at the University of Pittsburgh's Summer East European Language Institute, followed by four weeks of instruction in Slovakia through Comenius University. (Students demonstrating adequate academic preparation can choose to join only the course in Slovakia.) Based in Bratislava, the program includes a tour of Slovakia, including possible visits to Trencin, Zilina, Martin, the High Tatras, Banska Bystrica, and Kosice. Optional weekend tours (cost not included) are available to Vienna, Prague or Budapest. Together with the Pittsburgh segment, the courses carry ten college credits and will be held June 4-July 13, 2012 in Pittsburgh, and July 15-August 10 in Slovakia. Scholarships are available. The deadline for applications is March 16, 2012. Contact: Summer Language Institute, Dept. of Slavic Languages and Literatures, 1417 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260; (412) 624-5906; email: slavic@pitt.edu; <http://www.slavic.pitt.edu/>

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PROFESSIONAL OPPORTUNITIES

Grants & Fellowships

July 15 Annually

Kluge Center Fellowships for Library of Congress

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

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

Conferences & Workshops

March 9-10, 2012

CLAC Conference

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

March 16-17, 2012

Czechoslovak Genealogical Society International Conference and Symposium

The CGSI will hold its 2012 Symposium March 16-17 at the Family History Center in Salt Lake City, Utah. A social get together will be planned for Thursday evening March 15 with details to be announced later. A day at the LDS Family History Library 35 NW Temple Street is being offered on Friday March 16. The Library will offer an orientation session at 9:00 am especially for our group. Individual research is available from the conclusion of the orientation until library closing at 9:00 pm. Friday lunch and dinner will be on your own so you can do research or other activities in Salt Lake at your own pace.

July 1-6, 2012

26th World Congress of The Czechoslovak Society of Arts and Sciences

The conference will take place in Žilina, Slovakia, July 1 – July 6, 2012. The online registration is from January 2012 until April 30, 2012. Call for papers deadline is April 30, 2012.

Žilina, located in the northwest region, is a nine hundred years old town, and in the center is the University of Žilina founded in the 50s of the last century, and reorganized in 1996. The University has established contacts with many universities abroad. Professors and research workers at the University participate in international educational and research projects. These include the European Union projects TEMPUS, COPERNICUS, COST, LLP/ERASMUS, Leonardo da Vinci, than CEEPUS, National Scholarship Program, DAAD. The academic staffs are actively involved in cooperation within the EU's 6th and 7th Framework programs.

The University envisages the establishment and gradual development of new courses and curricula reflecting advances in science and technology. Development of life-long learning and continuing education programs will become one of the main tasks in the near future. Continuing and distance education at the University will focus on the demands and requirements of Slovak industry and the public and social sectors of services.

During the congress participants have an opportunity to take part in cultural events as well as meetings with Slovak and Czech scientists. For more information consult www.svu2000.org

October 23-26, 2013

14th CGSI Genealogical and Cultural Conference in Illinois

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

AATSEEL 2012/2013 MEMBERSHIP FORM

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

THIS FORM MAY BE PHOTOCOPIED.

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

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

(Please PRINT all information.)

First name _____ Last name _____

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

_____ Phone: _____

_____ Fax: _____

City/State/Zip _____ Email: _____

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

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

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

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

or

Credit Card: Visa; Mastercard

Name on Card: _____

Billing Address: _____

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

City/State/Zip: _____

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

AATSEEL Newsletter Information

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

PUBLICITY AND ADVERTISING POLICY

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

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

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

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

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

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

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

Visit the AATSEEL Web site

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

<http://www.aatseel.org>

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