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## Letter From The Editor

Dear AATSEEL Members,

Welcome to the 2017-2018 academic year! In this issue, AATSEEL has issued two statements regarding current events: “AATSEEL Statement on the Events in Charlottesville” and “AATSEEL Statement on the Arrest of Kirill Serebrennikov.” I would like to thank Edith W. Clowes for granting an interview to Mark Lipovetsky regarding her experience in Charlottesville—also included in this issue. After many years of serving as the “Member News” editor, Colleen Lucey is passing her responsibility along to José Vergara (jvergar1@swarthmore.edu). Thank you, Colleen!

William Gunn

MiraCosta College  
AATSEEL Newsletter Editor



# AATSEEL Statement on the Events in Charlottesville

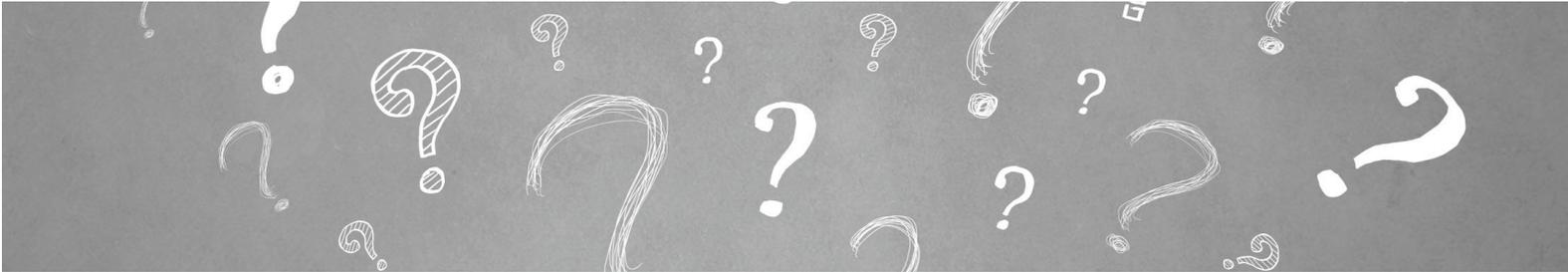
As an organization uniting scholars and teachers of Slavic and East European languages, literatures, and cultures, we are very familiar with the historical consequences of xenophobia, racism, anti-Semitism, and ethnic nationalism. In Europe and Russia, millions perished and millions more were persecuted because of nationalist and racist ideologies. The events in Charlottesville demonstrated that these tragic lessons have been forgotten by parts of American society. These lessons also have been forgotten by Russian politicians and ideologists who support and promote ultra-nationalism in Europe and Russia. Finally, we reject those movements and figures in Europe and the United States who praise the politics of ultra-nationalism and xenophobia in Russia and who identify it with the Russian people or its future. We believe that our mission as Slavists is to resist nationalism, racism, and white supremacism both in our classrooms and in scholarly publications. We express solidarity with those who suffer from these appalling ideologies, and we support those who oppose them in the culture and politics of the United States and Slavic countries alike.

# AATSEEL Statement on the Arrest of Kirill Serebrennikov

On behalf of the American Association of Teachers of Slavic and East European Languages (AATSEEL), we are writing to protest in the strongest possible terms the arrest and prosecution of the famous and culturally vital film and theater director Kirill Serebrennikov. This case presents all the hallmarks of political repression of the creative arts, which are now, as they have so often been in Russian history, crucially important as a bastion of free expression, progressive thought, and open political criticism. Serebrennikov stands accused of the misappropriation of state funds that were provided for the production of a series of theatrical shows. This accusation appears, on the face of the matter, highly improbable, given that the shows in question were indeed produced to wide acclaim and at obviously great expense. As many commentators have observed, the ulterior motives for the director's address are nearly certainly related to his fearless treatment of social and political issues, as exemplified, for instance, in his open criticism of religious conservatism in his film (*M*)*uchenik (Student)*. Yet other evidence of the political motivations that stand behind the persecution of Serebrennikov is to be found in the banning, just days before his arrest, of the director's Bolshoi Ballet production on Rudolf Nureyev, which presented the famous dancer's homosexuality in frank and honest manner. More and more in recent years, prosecution for financial crimes has become a potent weapon used to silence opponents of those in power in Russia. AATSEEL calls upon the Russian state to drop these spurious charges against Serebrennikov and to uphold the principles of freedom of expression and artistic license. Otherwise, Russia risks returning to the darkest days of political censorship of art and literature.

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## Everything You Always Wanted to Know about Russian Grammar But Were Afraid to Ask

by Alina Israeli (American University)

**Q. I'm writing about a translation of some of Lavrov's recent remarks and the word зря, which Lavrov used as follows (published in Moscow Times): Я читал и до сих пор слышу критику о том, что мы зря ввязались в конфликт на Донбассе, зря ввязались в Сирийский конфликт. 'I've read and continue to hear criticism that we shouldn't have gotten involved in the conflict in Donbass, we shouldn't have gotten involved in the Syrian conflict.' To me the word зря means 'for nothing' and it carries many connotations which are not easily translatable to English (for me). I can think of numerous occasions when I would use the word in Russian. Even the intent of the speaker, the seriousness of the issue is expressed by choosing this word. By using зря, the degree of involvement seems to be diminished.**

**My translation is an interpretation which I think is closer to Lavrov's meaning: "I've read and hear to this very day that our involvement in the Donbass conflict was pointless, as was our involvement in the Syrian conflict." or "I've read and still hear that our having become involved in the Donbass conflict was for nothing, as was our involvement in the Syrian conflict."**

A. There are two issues at hand: the meaning of the word зря and the translation of the given sentence or any sentence with that word. You are correct insaying that зря means 'for nothing, pointless(ly), without result'.

Он ... остановился перед табличкой, извещавшей на трех языках, что катакомбы святой Присциллы временно закрыты для посетителей. ... — Кажется, мы зря ехали, — проговорила Маша, догоняя своего спутника. [Наталья Александрова. Последний ученик да Винчи (2010)] — He ... stopped in front of a sign announcing in three languages that the catacombs of St. Priscilla were temporarily closed to visitors. "It seems that we undertook the trip for nothing," uttered Masha, catching up with her companion.

But that's not all. Зря may mean 'wrong', while не зря may mean 'right' as well as 'not for nothing'. Consider some examples:

Не зря говорят, что научные теории зачастую бывают удивительнее любых фантастических романов! [Владимен Барашенков. Верен ли закон Ньютона? // «Знание -- сила», 2003] — They are right to say that scientific theories are often more surprising than sci-fi novels!

А вдруг открытость — новый стиль работы правительства? Так может, зря пресса подняла такой шум? [Александр Рыклин. Спор правительствующих субъектов (2003) // «Еженедельный журнал», 2003.03.24] — What if openness is the new style of government work? So maybe the press was wrong to make such a fuss?

So we can identify two meanings: 1) fruitless result of an action from the speaker's point of view, and 2) the action itself perceived as being wrong. There are also instances where the action that is described as 'wrong' may be viewed as one that should not have taken place, a third meaning:

Я подумала, что зря отпустила Димку одного. [Владимир Железников. Чучело (1981)] — I thought that I was wrong to let Dimka go alone. = I thought that I should not have let Dimka go alone.

Not all actions lend themselves to all three meanings of зря, if we count 'wrong' and 'should not have' separately. For example, it is hard to think of an example meaning 'for nothing' with уехать or сказать.

Вчера отмечали день рождения начальника компьютерного отдела Олега Бойко. Федор поздравил Олега, преподнес подарок «от коллектива», выпил шампанского и уехал раньше всех, когда компания еще только-только разогревалась. Зря уехал. Лучше бы остался допивать. (Т. Устинова. Часы с секретом) — Yesterday they celebrated the birthday of the director of the computer center, Oleg Boyko. Fedor wished him happy birthday, gave him a gift "from the entire enterprise", drank a glass of champagne and left before everyone else, when the party was still warming up. He should not have left. It would have been better to stay and finish drinking.

There is nothing 'wrong' or 'pointless' about leaving an office party early and going home, but one can regret doing it in retrospect.

— Вот, а вы говорите, хороших людей мало.  
— Зря сказала. Есть они, хорошие. [И. Грекова. Перелом (1987)] —  
"There, and you are saying that there are few good people."  
"I was wrong. There are good people."

She acknowledges that she was wrong when she said that there are no good people; she was wrong about the content. It does not mean that she should not have said it and keep this incorrect-in-hindsight knowledge to herself. So we can see that 'wrong' and 'should not have' are two separate meanings, even

though there are instances where they overlap. And while зря уехал means 'shouldn't have left' зря приехал most likely means 'came for nothing'.

Now let us go back to Lavrov's statement as he cites his critics. One cannot say that the Russian military got nothing out of its involvement in Syria, that it was pointless; if that were the case, they would have immediately turned around and left. So the question is: were they 'wrong' to get involved in Syria or should we say they 'should not have' gotten involved in Syria? I suppose this is one of those cases where these two meanings overlap; if they were wrong to do it, they should not have done it. So I think the Moscow Times translation is correct.

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ALL PROGRAMS CONTINGENT UPON FUNDING AND ENROLLMENT

# How Can Literary And Cultural Studies Politically Relevant After Charlottesville?

Interview with Edith W. Clowes, Brown-Forman Professor,  
Department of Slavic Languages and Literatures, University of Virginia



Edith W. Clowes holds the Brown-Forman Chair in the Humanities and teaches Russian language, literature, and culture and Czech literature in the Department of Slavic Languages and Literatures at the University of Virginia. Her primary research and teaching interests span the interactions between literature, philosophy, religion, and utopian thought. More recently she has turned to the question of imagined geography and perceptions of space and place in contemporary Russian culture. Among Professor Clowes's other recent book-length publications are an interdisciplinary work on post-Soviet Russian identity, *Russia on the Edge: Imagined Geographies and Post-Soviet Identity* (Cornell, 2011) and a discursive history of Russian philosophy, *Fiction's Overcoat: Russian Literary Culture and the Question of Philosophy* (Cornell, 2004).

■ *You participated in the famous anti-racist rally in Charlottesville. How would you describe the atmosphere of this rally? And what was the atmosphere among your opponents?*

Charlottesville Virginia was the setting for three white-racists demonstrations this past summer. Like the rallies in May and July, the ostensible reason for the August 12 demonstration was the decision by the Charlottesville city council to remove statues commemorating two Confederate leaders in the Civil War, Generals Robert E. Lee and Thomas “Stonewall” Jackson. The reasoning was that these statues are perceived by all sides as emblems of white supremacy, and are indeed memorials to the defense of slavery.

On August 12, the atmosphere in Charlottesville was tense. State, county, and local police were organized, at least to start with, blanketing Charlottesville's central Emancipation Park, where the Lee statue stands and the racists were gathering. The progressives occupied two other north-downtown parks, in one of them giving legal advice and the like, and in the other, marching to home-made instruments and giving speeches. Soon both sides converged on Emancipation Park, the racists inside the park, behind barriers, and the progressives on the southern side, on Market Street. On the SE corner of the park the well-televised tear-gassing and scuffles broke out.

After the police ended the official demonstration in Emancipation Park, before it ever really began, and disallowed the planned speeches, the racists were furious. They were forced out of the park and marched down Market Street, where my friend and I were standing. I took pictures of most marchers and asked each one, “Where is the love in your heart?” The responses I got were angry: “I love people of my race”; “How could you betray your race?” and “Are you Jewish?” Many called us women the “c-“ and “k-“ words. When I offered my wet anti-tear-gas facecloth to a racist, who was suffering horribly from tear gas, he responded, “I would never take anything from you.” On a slightly lighter note, not all ultras are the same. One ultra-conservative, an evangelical, stood near us holding up a large, colorfully lettered poster exhorting the racists to repent at the end of days.

■ *Did this confrontation remind you of anything in the American or Russian past? How new is this turn in the history of American politics?*

Racism, and particularly anti-black racism, is nothing new in American culture. A Virginian president, Woodrow Wilson, who was so supportive of the creation of Czechoslovakia after World War I, was also a supporter of “states’ rights” (as we know, code for the defense of racist policies), enacted Jim Crow laws on racial segregation at the federal level, and promoted the racist movie, *Birth of a Nation* (1915), the first motion picture ever screened at the White House. That being said, this summer's spate of demonstrations were the first anti-racist ones that I have attended in my lifetime—I'm more used to protesting government actions abroad, first the Vietnam War in the early 1970s, then in 2003 the invasion of Iraq.

In the East Slavic world, the Black Hundreds and their anti-Jewish pogroms spring to mind as a parallel to KKK lynchings and other terrorizing of the southern African American community. In our own time various ultra-rightist demonstrations, for example, of the Russian youth group, “Nashi,” founded in 2005, and the young Cossacks with their whips before the 2014 Sochi Olym-

pics, arouse the same kind of anxiety, the same sense that our civil society and human rights are under threat and must be vociferously and even aggressively defended. Xenophobia characterizes both sets of groups. Although ultra-conservative American militias, such as the so-called “Three-percenters,” are certainly much more heavily armed than their Russian counterparts, there appear to be some armed Russian terror organizations with arms of various sorts. For example, ultra-Orthodox groups recently threatened movie theaters in Vladivostok and Moscow and actually tried to gas-bomb one in Ekaterinburg for showing the new film, “Matilda,” about Tsar Nikolai II and his beloved ballerina. The question always arises—given strong sanctions on private arms ownership, to what degree are these Russian groups implicitly supported or explicitly armed through the central government?

■ *Based on your scholarship and your recent experience, do you see any parallels between American and Russian ultra-conservatives? Are there any significant differences and distinctions that have to be taken into consideration as well?*

A phenomenon not at all unique to Russian or American politics is the attack on one of the crucial pillars without which no civil society can stand—the independent media and responsible, fact-based journalism. Russia certainly has its conspiracy theorists and fake-news journalists. Aleksandr Prokhanov, the editor of the ultra-nationalist newspaper, *Zavtra*, resembles in some ways radio talk hosts like Rush Limbaugh and Alex Jones. Although there are crucial differences—Prokhanov advocates for a powerful Russian state, and Limbaugh and Jones stand for weaker federal control and strong second amendment rights of private citizens to bear arms—there are obvious similarities. All are ultra-nationalists. All view the post-Cold-War world as controlled through a liberal, globalist conspiracy, directed mainly by the United States. Prokhanov and Limbaugh advocate for a deeply backward-looking society, based on nationalist and white-racist principles, respectively Slavic/ Russian or broadly European.

A real threat, in my view, comes from public intellectuals like Aleksandr Dugin, who could be called the “internationalist” enemies of civil society. While standing against “globalism” (which he claims is controlled by the US), his own thinking is indeed “globalist” in the sense that he marshals ultra-rightist groups from across the world to resist globalism. Dugin is well respected by American ultras, such as the “alt-right” founder, Richard Spencer and erstwhile Trump strategist, Steve Bannon (<https://www.dailymkos.com/stories/2016/11/18/1601406/-Everything-You-Need-to-Know-About-Steve-Bannon-Breitbart-Russia,091617>). With his 1997 book, *Foundations of Geopolitics* (Osnovy geopolitiki: geopoliticheskoe budushchee Rossii), Dugin won the attention of highly placed leaders in the Russian military and in the Duma. In his 2005 book, *Pop Culture and the Signs of the Times* (Popkultura i znaki vremeni – hereafter PK), Dugin recognized relatively early the advantages of an Internet war against NATO and the US, the so-called “Atlanticists.” He realized then that the Internet had the power to undermine traditionally solid and trusted media sources of information, which he called the “authoritative [vlastnyi] center,” which “sends forth the word, and the enormous passive majority of consumers who are forced to be silent or recycle the same stupidity that they had heard on the TV screen the night before” (PK, 482). At the start of the 21st century he was already urging that the Internet become the “weapon of the disenfranchised of this world” (PK, 489). In his view, “in the Internet everyone is equalized—both the marginalized and the System, both rich and poor, both rulers [vlastiteli SMI] and users of information” (PK, 490). Dugin praised Internet hackers and pirates as the revolutionaries of today, though in 2005 it was not because they meddled in elections

but because they succeeded in flouting Western copyright laws and pirating protected materials. He welcomed the Internet piracy industry that could conceivably set the “monopolar world of the Atlanticists” on its heels (PK, 485). To start with, Dugin’s Internet war was economic, though with political overtones; now it is clearly political, and he has allies among fascists and anti-civil-society activists throughout the world, including in the US. It should be noted that in 2016 Dugin actively and vocally endorsed Trump.

■ *How do you see the role of our discipline in the current political and cultural situation (post-Charlottesville, if I may)? How can we raise the political relevance of what we research and teach in this new and dramatic context?*

Democracy is not a spectator sport. Beyond being citizens actively involved with our right and duty to vote, there is a great deal that we as specialists and teachers can and should be doing.

First, we should be informing and arming our students who are embarking on study in Russia. In mid-September 2017, *The Chronicle of Higher Education* ran two essays on academia and racism, one of them by Sarah Valentine on “Russian Studies’ Alt-Right Problem.” Valentine describes the violent harassment she experienced during her study-abroad time in Russia. I remember well during my IREX dissertation year decades ago, hearing my friend Andrea Lee’s similar stories about racist harassment in Moscow and elsewhere, stories that became the basis for her book, *Russian Journal* (1981). How little has changed between then and now. At the very least, let’s inform ourselves and our students about the treatment they can expect in Russia and elsewhere, and how to protect themselves and get the best from their Russian experience.

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## Democracy is not a spectator sport. Beyond being citizens actively involved with our right and duty to vote, there is a great deal that we as specialists and teachers can and should be doing.

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Second, we Russianists and Slavists should be using our interpretive training to give the public reliable information about Russian culture. We are trained in “close reading” and various kinds of literary and cultural analysis, both of which are valuable tools for eking out not just textual truth, “facts,” if you will, but for fine-tuning antennae for recognizing, describing, and interpreting significant patterns of cultural behavior and mentality. As specialists in Russian literary analysis and cultural history, we also have a duty to stay informed about broad Russian area developments in the present—not only cultural, but political, social, and economic.

There are various activities that we can undertake beyond, say, garnering specialist interviews on our local radio and TV programs or writing op-ed pieces. We (and the foreign language community, in general) should be doing much more outreach to truly underserved and undereducated regions of the

US, where no one knows anything reliable about Russian history or Russia today. In the spring, at another racist rally in Charlottesville's season of discontent, I was shocked to hear racists chanting "Russia is our friend!" An extremely useful and important service our professional organizations, and we individually, could perform is to take our knowledge beyond the bubble of the self-selecting group of students who take our courses, and even beyond the larger bubble of our respective towns and cities. We know that there are growing divides in American life—between rich and poor, and between urban and rural America. Levels of education and political and cultural knowledge vary widely. We are now hearing a wake-up call to help spread the word about Russia's difficult history, as well as its fabulous cultural riches. As a community, we must offer effective outreach, to present Russia as a neighbor in the world—one which we must understand better but certainly not emulate in our political decisions. This was one of the main ideas of the Title VI grants that were disastrously whittled down during the Obama administration. We need now to craft we might call a "Going to the People" task force in our organizations (particularly AATSEEL and ASEES (and possibly ACTFL), but also CARTA, ACTR, and other smaller organizations) to meet underserved school children where they live in towns, cities, and rural areas, children who might never hear about other countries in a positive way, much less Russia.

Part of that initiative could be websites, like the [russianvirginia.com](http://russianvirginia.com) website, created in 2015-16 by Kathleen Thompson, that inform us at a glance about Russian resources in each of our states. These would be openly available to all schools everywhere. Based on that information, as part of our service to the profession, individuals among us would make contact with individual teachers and travel to meet with school students. I put up my hand to organize for southern and southwestern regions of Virginia. Who is in?

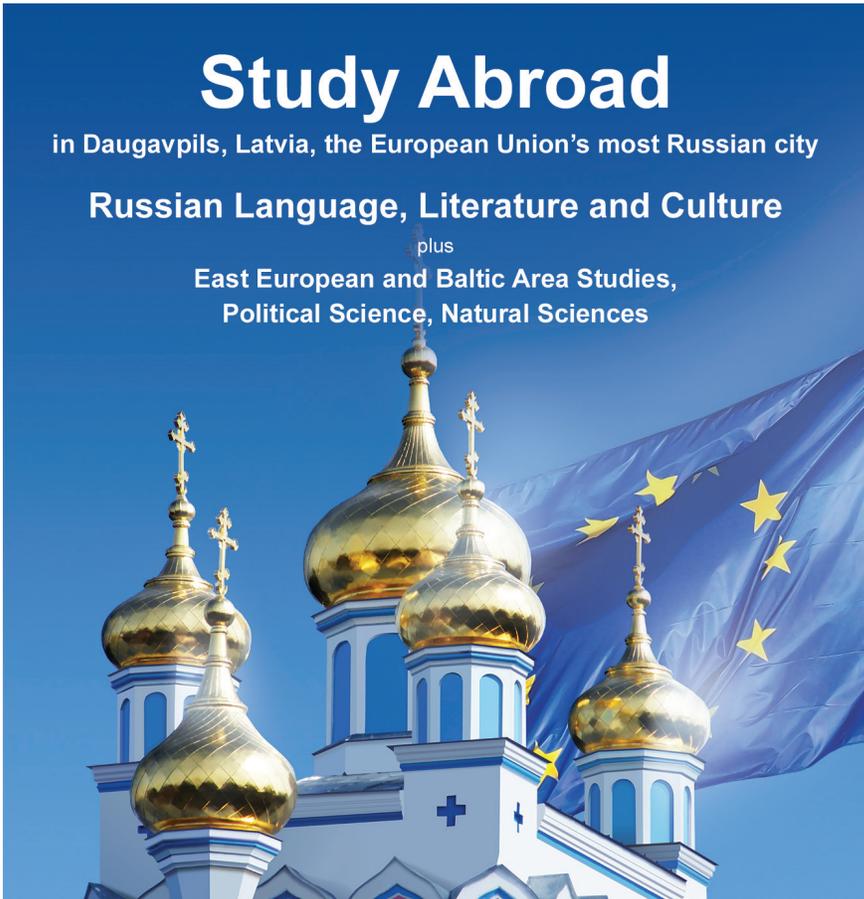
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# Technology & Language Learning

Ferit Kılıçkaya, Editor  
(Mehmet Akif Ersoy University, Turkey)

## Quandary: Creating action mazes for language learners

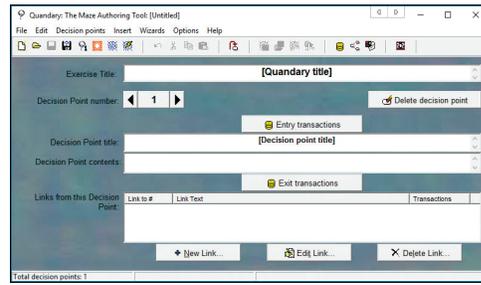
We have to make choices in our life—like the options provided in a multiple-choice question. Unlike multiple-choice questions, there is not one correct option to select from, and there is an infinite amount of choices, which lead to different paths and different results. Some make the wrong decisions and have to abide the results, while some weigh the options and act on the best one. A careful analysis is needed in order to make the best choice and await the results accordingly. This is similar to activities in which language learners try to use the best structure and function while trying to express themselves and to produce the most appropriate language. Among these activities, action mazes prove useful to language learners as they lead them to analyze the text and make appropriate choices. To put it simply, action mazes can be described as activities in which a printed or online text provided on a topic or story is presented with a list of options for learners to select from. This leads to another decision point with an additional list of options. Thomas (2006), and Rothwell, Bencosoter, King, and King (2016) summarize the basic features of an action maze as follows:

- A situation is provided to learners, together with a list of options to select from.
- Learners, based on the situation provided, select one of the options given.
- Based on the selected option, learners are presented with a new situation.
- Based on the new situation, learners select the options, and this process continues until readers come to a good decision.

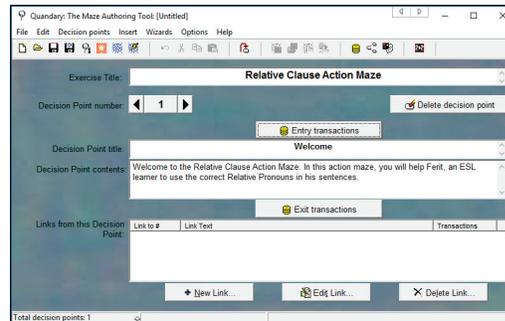
Action mazes result in gamification of learning (Kapp, Blair, & Mesch, 2014). While learners are dealing with the situations and deciding on the options, the process becomes a game-like activity, which has the potential to motivate learners. In the current column, I have decided to introduce an authoring tool that will help teachers create action mazes for language learners—*Quandary*—which can be defined as a state of uncertainty over what is required to do in a given situation and is generally difficult.

### Quandary

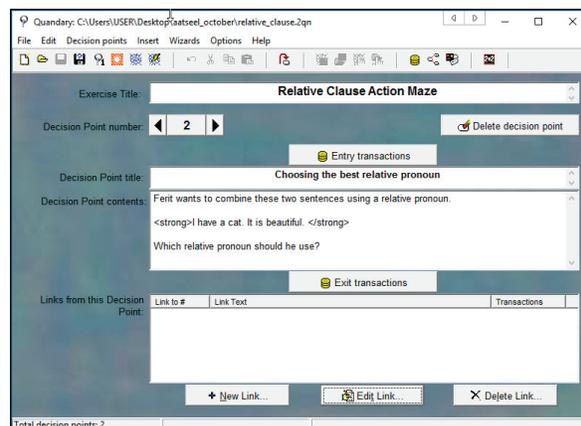
*Quandary*, available at <http://www.halfbakedsoftware.com/quandary.php>, is an authoring tool that enables teachers to create web-based action mazes including situations. These situations can be presented with a limitless number of options. Although there is no technical support provided and it is only available for Windows-operating systems, *Quandary* is only 2.5 MB and is provided as freeware.



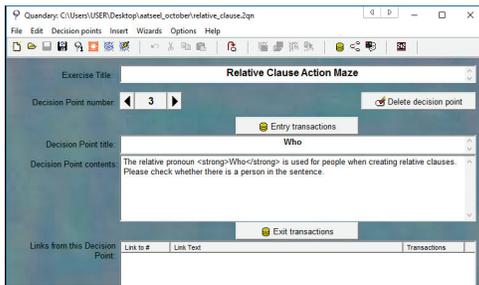
The very first thing to do on the main screen of the software is to create a new document by clicking on File / New File, or alternatively, you can continue using the new file already opened. The next thing to do is to provide the title for the action maze and save it clicking on File / Save file. For my own exercise, I will give the title 'Relative Clause Action Maze'. The action maze can consist of a limitless number of Decision points, each of which represents a situation. The learners will read these situations and make their own choices. In my example, I have prepared an introduction, which briefly introduces the action maze to my learners.



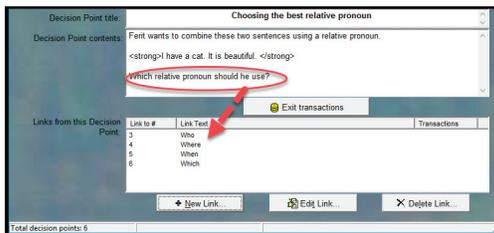
Now, it is time to create a new decision point, in which the learners will read the information and choose an appropriate option. In my example, I will provide a situation in which Ferit, an ESL student wants to combine two sentences given but cannot decide which relative pronoun to use. Clicking on the right arrow (Decision Point Number), I will add a new decision point.



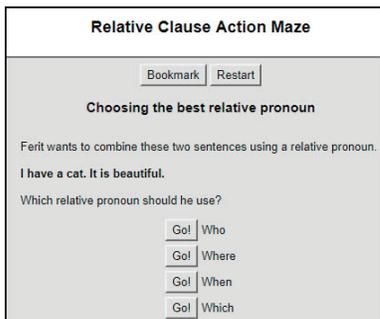
Based on this decision point, I will add some options for my students to select. They will appear as new decision points. First, I need to create these decision points, which will appear as options. The first option will be 'who', which will include why this relative pronoun cannot be the pronoun that this ESL student cannot choose to connect two sentences. Giving titles to decision points is very important since we will later connect links to them.



I have completed creating the decision points. You can also consider these decision points as links to new information such as providing feedback or a new situation. I now need to link these decision points to the main one. This can be done by clicking on 'Links from this Decision Point' available under 'Decision Points contents'. Click on 'New Link' and provide the options by filling in the 'Link text'. Follow the same steps for new link texts.



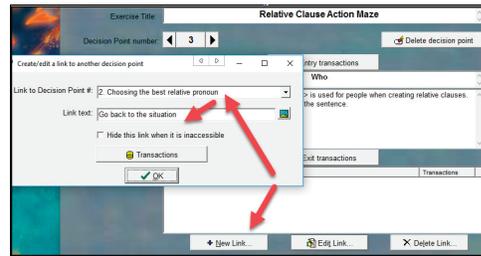
When I run the scenario (File / Run a scenario), the following page appears:



When my learners read the situation (decision point) and click on, for example, 'Who', the following decision point will appear as feedback to them.



In order to lead students to go back to the main decision point (number 2 in my activity), I need to link this decision point "Who" to the main one. First, I need to select decision point 3 'Who' and then create a link by clicking on 'New Link'. In the new menu that appeared, I will select "2. Choosing the best relative pronoun" since it is the main decision point in my action maze, provide a link text "Go back to the situation," and then click on 'OK'. This will enable my readers selecting the pronoun 'Who' to go back to the situation as it is not the appropriate response.



Since I have finished creating my action maze, I can export it in several ways. Using the File menu, I can export my action maze as HTML files so that I can upload them to my personal website and/or any other available servers. It is also possible to export it as SCORM 1.2 package, which can be used in content management systems such as Moodle.

As a final note, if you would like to format the text in the decision points such as making the text in bold, you can use HTML formatting tags. For example, in order to make some of the text in bold, as in my activity, you need to hold down *Control and Shift*, and then press B. You can use I for Italic and U for Underline.

More information and detailed instructions regarding this, as well as other features, is available at [http://www.halfbakedsoftware.com/quandary/version\\_2/tutorial/tutorial.htm](http://www.halfbakedsoftware.com/quandary/version_2/tutorial/tutorial.htm). Moreover, you can view example mazes at [http://www.halfbakedsoftware.com/quandary/version\\_2/examples/](http://www.halfbakedsoftware.com/quandary/version_2/examples/).

## Evaluation

*Quandary* appears to be a very useful authoring tool for teachers willing to gamify the learning process while integrating content and providing feedback. One of the main advantages of using this software is that it allows various uses in educational settings. It can be used to create tutorials, multiple-choice questions, completing sentences, surveys in addition to modeling and demonstrating knowledge and application. It can also be used to provide detailed feedback in various forms. Considering that *Quandary* has a variety of uses and that it is freely available, it will surely be a handy tool for language teachers willing to expose their learners to action mazes that will promote careful thinking and problem-solving skills in language learning.

## References

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*Contributions, questions, and suggestions regarding this column should electronically be sent to Ferit Kılıçkaya (ferit.kilickaya@gmail.com)*

# Member News

José Vergara, Editor

AATSEEL enjoys keeping 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: José Vergara [jvergar1@swarthmore.edu](mailto:jvergar1@swarthmore.edu)

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

Congratulations to **Ellen Elias-Bursać**, whose translation of the novel *The Judgment of Richard Richter* by Igor Štiks has recently been published by Amazon Crossing. It was originally released in Croatia as *Elijahova stolica*.

We are pleased to report that **Alla Nedashkivska**, University of Alberta, Canada, specialist in Slavic Applied Linguistics (graduate from the University of Pittsburgh) was promoted to Full Professor, effective 1 July 2017. In addition to her academic work in the Department of Modern Languages and Cultural Studies, Dr. Nedashkivska leads the Nationalities, Culture and Language Policies research cluster of the Research Initiative on Democratic Reforms in Ukraine (RIDRU) international project, supported by the Kule Institute of Advanced Studies, University of Alberta. She continues to serve as the Director of the Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta.

**Keith Brown** is now Professor of Global Studies, and Director of the Melikian Center: Russian, Eurasian and East European Studies, at Arizona State University. Established in 2007, the Melikian Center's programs include the Critical Languages Institute, offering Albanian, Armenian, BCS, Hebrew, Indonesian, Persian, Polish, Russian, Turkish, Uzbek and Ukrainian language instruction for summer 2018.

### Tatra Eagle Editors Mourn the Passing of Dr. Zbigniew Brzezinski 1928-2017

Dr. Zbigniew Brzezinski, a distinguished statesman and scholar, was a friend and avid reader of our quarterly *The Tatra Eagle/Tatrzański Orzeł* for many decades. He had special love for the Tatra mountain region and its people, the "górale". The following quotations taken from my years long correspondence with him illustrate this. "Please convey to your fellow highlanders my warmest regards and genuine respect for their tradition of independence, initiative, patriotism, and courage. I have always been attracted to the 'górale', so keep up the good work. Whenever I think of Poland, I think of the Tatra Mountains, when I think of the Tatra mountains, I think of you. You were a great 'fellow traveler' and I enjoyed the trip together (to Zakopane) especially to the Castle (Niedzica), to the old church and joint hike up the (Tatra) mountain." I think that Zbig would have appreciated the song that the górale sing (quoted in Rev. Józef's *Philosophy, Highlander Style/Filozofia po góralsku*) upon the passing of their close ones. "When we leave this place, it will be a pity; In the mountains and valleys, the waters will be crying" (Kie pudziemy z tell, to now bedzie skoda, Po górach, dolinach płakać bedie woda.). Zbig, may you rest in peace. Cześć.

Dr. Thaddeus V. Gromada ([thadgromada@gmail.com](mailto:thadgromada@gmail.com)) and Jane Gromada Kedron ([Janekedron@gmail.com](mailto:Janekedron@gmail.com)), co-editors. <https://tadgromada.wordpress.com/>

### Emerging Scholar Spotlight: Request for Nominations

The editors of the AATSEEL Newsletter are soliciting nominations for junior scholars in the field of Slavic and East European Languages and Literatures. If you or someone you know is a recently published author and would like to be featured in the AATSEEL Newsletter, please send a brief description (250-400 words) of the individual's contribution to the field and potential to impact the profession. Nominations can be sent to José Vergara: [jvergar1@swarthmore.edu](mailto:jvergar1@swarthmore.edu).



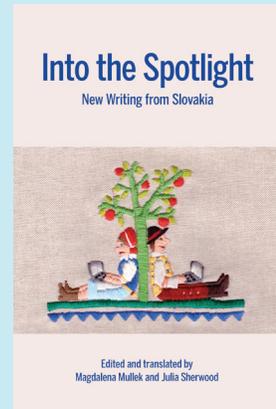
# Graduate Student Spotlight

Victoria Juharyan is the 2017-2018 chair of the AATSEEL Graduate Student Council and Graduate representative of the Executive Committee. Victoria is a doctoral candidate in the Department of Slavic Languages and Literatures at Princeton University, where she is completing a dissertation titled "The Cognitive Value of Love in Tolstoy: A Study in Aesthetics." She also holds an MA in Comparative Literature from Dartmouth College and a BA in Literary Editing from St. Petersburg State University in Russia. Her research interests include the relationship between philosophy and literature, German Idealism and Russian Realism, 19th century Russian literature, Tolstoy, Dostoevsky, aesthetics, philosophy of emotion and cognition in literature, the theory of the novel, Bakhtin, Russian theater, poetry and translation. Victoria's work has appeared in *St. Petersburg State University Magazine*, *Petersburg Lawyer*, *Dartmouth College Comparative Literature Journal*, and *SEEJ*. Her co-translation with Michael Denner of Natalya Dolinina's book *Through the Pages of War and Peace* is forthcoming with *Tolstoy Studies Journal* in 2018.

Victoria has taught a vast number of interdisciplinary classes at Princeton, Dartmouth, and Middlebury. She has also produced, staged and acted in various plays and has performed Russian poetry for New Jersey Symphony Orchestra for two seasons. She has worked as a radio correspondent for Echo of Moscow and since 2008 has been a member and/or co-organizer of the NYC Literary Salon and The NYC Continental Philosophy Group. Her ongoing research project, started during these reading groups and continued at Dartmouth and Princeton, will become her second book after the dissertation and is titled *German Idealism and Russian Realism: Hegel's Philosophy in Goncharov, Turgenev, Tolstoy and Dostoevsky*. Her current long-term translation projects include Dmitry Chizhevsky's 1930 book *Hegel in Russia*, Mikhail Epstein's 2014 book *Sola Amore: Love in Five Dimensions* and Elena Isaeva's poetry.

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Zuzana Slobodová, EUROPEAN LITERATURE NETWORK



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Three String Books is an imprint of Slavica Publishers devoted to translations of literary works and belles-lettres from Central and Eastern Europe, including Russia and the other successor states of the former Soviet Union.

[www.slavica.indiana.edu](http://www.slavica.indiana.edu) Ψ

# Recent Publications

Chas Cassidy, Editor (Northwestern University)

## New Translations

Kabakov, I. & Kabakov, E., eds. *Cosmic Shift: Russian Contemporary Art Writing*. London, UK: Zed Books, 2017. 456 pages.

Pack, S. *Film Posters of the Russian Avant Garde*. Cologne, DE: Taschen, 2017. 520 pages.

Walworth, C. *Soviet Salvage: Imperial Debris, Revolutionary Reuse, and Russian Constructivism (Refiguring Modernism)*. State College, PA: Penn State University Press, 2017. 248 pages.

## Biography

Kotkin, S. *Stalin: Waiting for Hitler, 1929-1941*. New York, NY: Penguin Random House, 2017. 1184 pages.

## History

Alexievich, S. *The Unwomanly Face of War: An Oral History of Women in World War II*. New York, NY: Random House, 2017. 384 pages.

Applebaum, A. *Red Famine: Stalin's War on Ukraine*. New York, NY: Doubleday, 2017. 496 pages.

Engelstein, L. *Russia in Flames: War, Revolution, Civil War, 1914-1921*. Oxford, UK: Oxford University Press, 2017. 856 pages.

Medhurst, J. *No Less Than Mystic: A History of Lenin and the Russian Revolution for a 21st-Century Left*. London, UK: Repeater-Random House, 2017. 654 pages.

Miéville, China. *October: The Story of the Russian Revolution*. Brooklyn, NY: Verso, 2017. 384 pages.

Slezkine, Y. *The House of Government: A Saga of the Russian Revolution*. Princeton, NJ: Princeton University Press, 2017. 1128 pages.

## Literary Studies

Naydan, M. *From Gogol to Andrukhovych: Selected Literary Essays (Ukrainian)*. Lviv: Pivramida Publishers, 2017. 225 pages.

Rakhimova-Sommers, E. & Sommers, E., eds. *Nabokov's Women: The Silent Sisterhood of Textual Nomads*. Lanham, MD: Lexington Books-Rowman & Littlefield, 2017. 274 pages.

## Political Science

Gessen, M. *The Future Is History: How Totalitarianism Reclaimed Russia*. New York, NY: Riverhead-Random House, 2017. 528 pages.

Lyons, P. *Political Knowledge in the Czech Republic*. Prague, CZ: Institute of Sociology of the Czech Academy of Sciences Press, 2017. 490 pages.

Rogatchevskaia, E., ed. *Russian Revolution: Hope, Tragedy, and Death*. London, UK: British Library Publishing, 2017. 204 pages.

Roudakova, N. *Losing Pravda: Ethics and The Press in Post-Truth Russia*. Cambridge, UK: Cambridge University Press, 2017. 304 pages.

## Memoir

Kalb, M. *The Year I Was Peter the Great: 1956 – Khrushchev, Stalin's Ghost, and a Young American in Russia*. Washington, DC: Brookings Institution Press, 2017. 304 pages.

Tolstoy, S. *The Diaries of Sofia Tolstoy*. Trans. C. Porter. Richmond, UK: Alma Books, 2017. 656 pages.

## New Translations

Dimkovska, L. *A Spare Life*. Trans. C. Kramer. San Francisco, CA: Two Lines Press, 2017. 428 pages.

Dostoevsky, F. *Notes from the Underground*. Trans. K. Lodge. Ontario, CA: Broadview Press, 2017. 176 pages.

Tolstoy, L. *The Death of Ivan Ilyich and Other Stories*. Trans. K. Lodge. Ontario, CA: Broadview Press, 2017. 184 pages.

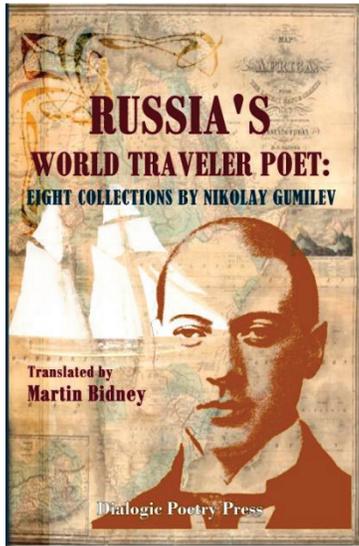
Tychyna, P. *The Complete Early Poetry Collections (revised and expanded edition)*. Trans. M. Naydan. Amsterdam-London: Glagoslav Publishers, 2017. 203 pages.

Skovoroda, H. *The Garden of Divine Songs and Collected Poems of Hryhory Skovoroda*. Trans. M. Naydan. Amsterdam-London: Glagoslav Publishers, 2016. 132 pages.

Skovoroda, H. *The Complete Collected Correspondence of Philosopher-Poet Hryhory Skovoroda*. Trans. E. Adams and M. Naydan. Amsterdam-London: Glagoslav Publishers, 2016. 244 pages.

Starova, L. *The Path of the Eels*. Trans. C. Kramer. Bloomington, IN: Autumn Hill Books, 2017. 165 pages.

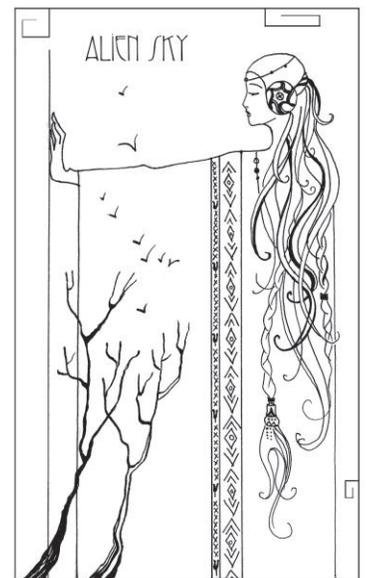
*Please forward information regarding recent publications directly to Chas Cassidy: chascassidy2023@u.northwestern.edu*



We are happy to announce an arrival of a new book, the very first English translation of all eight collections of poetry by Nikolay Gumilev. One of the central poets of the 20<sup>th</sup> century, a celebrator of love and risk, heroism and passion, Gumilev was a psychological explorer of deep acuity, an adventurer and military officer whose work could nearly serve as a poetic world atlas. Nurtured in the dreamy Symbolism of the late 19<sup>th</sup> century, with Sergei Gorodetsky and others he co-founded in 1911-12 the Acmeist movement, aiming for a terse and vivid concreteness. Between 1907 and 1913 he took four trips to

Africa (Egypt, Sudan, Abyssinia, Somaliland) – and the literary results were astonishing. Contemporary with the Africa-traveling novelist Joseph Conrad, Gumilev devoted a book to his own exploratory trips to that continent – where he mapped uncharted terrain and did valuable ethnographic research. He needs to become better known in America for his lyrical work – mellifluous, vigorous, and riveting. The eight unabridged Gumilev collections present in form-true renderings will at last allow speakers of English a chance to acquire a thorough acquaintance with one of the finest poets of the Russian canon.

The books are translated by Martin Bidney (Professor Emeritus, Binghamton University), a poet, literary critic, musician, founder of Dialogic Poetry Press, and a prolific translator from Russian, German and Polish and author of many books. Professor Bidney's translations present not only exceptionally accurate lyrics, but also capture the authentic musical and rhythmical form of the original poetry. Marina Zalesski's biocritical introduction surveys the panorama of the explorer-poet's life and works, and her Art Nouveau style illustrations, each a frontispiece for one of the eight collections, accentuate the romanticism and tragedy in Gumilev's poetry.



**The book is available on Amazon.com :**

[https://www.amazon.com/Russias-World-Traveler-Poet-Collections/dp/1537320130/ref=asap\\_bc?ie=UTF8](https://www.amazon.com/Russias-World-Traveler-Poet-Collections/dp/1537320130/ref=asap_bc?ie=UTF8)

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