



Moscow | Russia

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President’s Message

Kevin M. F. Platt
University of Pennsylvania
AATSEEL President 2015-16

On a recent morning, I woke up at 5am, spent an hour filling in the Russian online visa application, and then another hour (because it timed out unexpectedly after the first hour), made a mad dash for the train up to New York, and then waited in line for two hours in order to submit my documents in the Russian consulate. Of course, I could have used a visa service, but I was told that I had a better chance of success if I submitted my application in person, and who wants to take chances?

The whole point of this exercise was, in fact, to avoid taking chances. I already possessed a three-year tourist visa. However, as most readers of this column will have heard, the Russian authorities have demonstrated a willingness to deport scholars for engaging in any professional activity (reading a paper at a conference, visiting an archive, and presumably any other sort of research activity, such as social-scientific field work) while on a tourist visa. The number of such cases, in which scholars have been arrested in an archival reading room or a conference meeting hall, charged with violating their visas, and exported, is rapidly rising.

Therefore, the two central points I would like to make in this column are: 1) take care to get the right visa before heading to Russia for professional purposes and 2) advise students to do likewise. The penalties for “violation of the terms of the visa” appear to be somewhat variable, but some recent cases have resulted in five-year bans on reentry into Russia. Such a ban can sound the death knell for a project depending on Russian archives (such as dissertation).

The question that arises, of course, is: what visa does one need? Russian visas fall in various categories, tourist and business being the most common. Scholars, however, are advised to get a visa in the “humanitarian” category, which requires sponsorship from a host organization in Russia for “scientific and technical relations” [“научно-технические связи”]. Arranging for an invitation can of course be complex, but most universities and other cultural organizations can extend them.

All of this is, of course, rather distressing. I recall how ecstatic I was three years ago, when the new treaty making multi-year visas possible went into effect. The current crisis seems to be rolling us back rapidly to a much worse situation than that of a few years ago. Happily, however, one can still get a multi-year visa if the invitation justifies it. Hopefully, the deterioration of the situation will stop here.

Sadly, however, it may get worse before it gets better. Last week (at the time of this writing) Russian Duma member Aleksei Zhuravlev has proposed legislation that would make it possible to ban entry into Russia for foreigners who make negative comments about Russia in social media. You might want to reset the publicity settings for your Facebook posts.



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Letter From The Editor

Dear AATSEEL Members,

As we near the close of another academic year, I have been reflecting on the significant changes in formatting, design and content I have overseen as editor of the *Newsletter*. While many of the columns we have come to expect and love have remained an important part of the *Newsletter*, there has been a deliberate attempt to bring more timely and meaningful articles to our membership. This issue's featured article, "The Basis for Optimism" by Richard D. Brecht, Dan E. Davidson and William P. Rivers, is no exception. The data and information they have shared at the annual conference in Vancouver and in this publication are invaluable as we address the urgent questions facing language education in the United States. I am grateful for the ongoing efforts of our regular contributors, as well as the individuals who have supported the *Newsletter* with these featured articles. Thank you. As we are making plans for the upcoming year, please feel free to contact me with any content suggestions you may have. We rely on you to ensure that the *AATSEEL Newsletter* contains useful and valuable content.

William Gunn

MiraCosta College

AATSEEL Newsletter Editor



The Basis for Optimism: Changing Contexts & New Outcomes for Languages and Cultures of the Post-Soviet Space in 2015

Richard D. Brecht, American Councils for International Education
Dan E. Davidson, American Councils for International Education
William P. Rivers, Joint National Committee for Languages –
National Council for Language and International Studies

Over the past decade or so, optimism has not been a call sign of recent gatherings of language professionals, no less so than at AATSEEL conventions. However, the mood was different at the recent Presidential Roundtable at AATSEEL's annual meeting in Vancouver. While the latest MLA enrollment survey for language in higher education is not encouraging, a recent presidential panel at AATSEEL's annual conference added an important note of optimism to the national language chorus. Entitled "**Changing Contexts and New Outcomes for the Languages and Cultures of the Post-Soviet Space in 2015**," the panel comprised presentations by William Rivers, Dan Davidson, and Richard Brecht, with Thomas Seifrid serving as discussant. These well-known members of our profession discussed the state of the study and teaching of the languages and cultures of the post-Soviet space, looking forward from the vantage of 2015. Together they presented provocative findings on demand for language & cultural expertise in broader society, remarkable program outcomes, and broader policy developments that are changing in a positive way how the US views and talks about world languages.¹

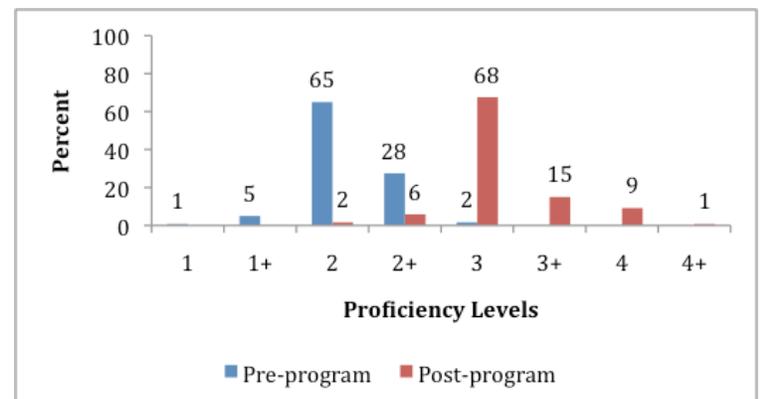
Rivers made a strong argument for language as a key component of "global talent." Rivers cited the US Department of Education's strategic plan for international education, which states that a globally talented student can: "Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research; Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully; Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers; and, Take action to improve conditions, viewing themselves as players in the world and participating reflectively."² Rivers followed up this view of "global talent" with a clear picture of the demand world-wide for this individual capability, presenting at AATSEEL the initial, preliminary findings from the 2014 Michigan State University – Joint National Committee for Languages survey of requirements for linguistic and cultural human capital. Among the results he cited from the survey of more than 2100 companies:

- 33% of US mid and large size companies have international operations and/or serve multilingual/multicultural clientele
- 11% actively seek recruits with FL skills
- 93% seek "employees who can show they are able to work effectively with customers, clients, and businesses from a range of different countries and cultures."
- 64% seek employees with multicultural experience
- 49% seek employees with overseas experience
- 55% track employee FL skills
- 35% give advantage to multilingual candidates

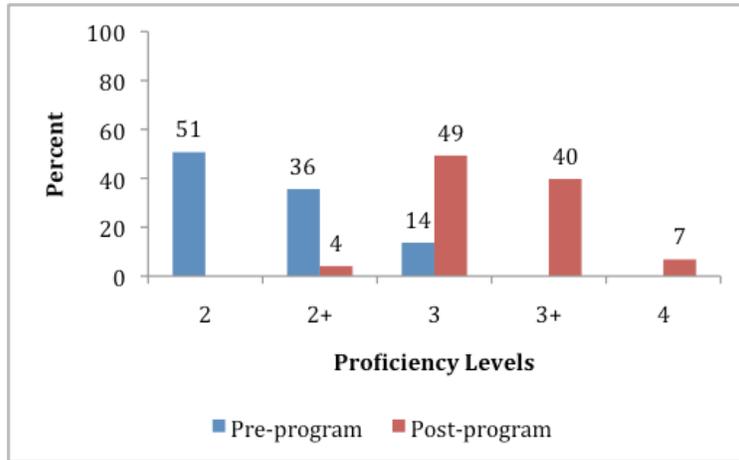
- 21% report difficulty in managing and integrating diverse teams due to a lack of global talent
- 14% report a loss of business opportunities due to a lack of FL skills
- Top business skills in demand for initial hires with Global Talent: sales, customer service, project management
- 69% of respondents believe that higher education must do more to prepare students with Global Talent

In his presentation, Davidson made clear that our field is actually turning out this kind of talent, starting out with the elaboration of the newly released Level 3 intercultural communicative competence (ICC) standards, requiring "...professional-levels intercultural competency, "multiple lenses," critical perspective and advanced abilities in cultural adaptation, as well as ILR Level-3 linguistic and cultural proficiencies." Davidson presented proficiency outcomes in a range of programs that build towards and actually deliver 3-level and above proficiency, including: NSLI-Y Russian, Critical Language Summer Institute Scholarships: 2012 and 2013 (CLS), Russian Language Area Study Programs (RLASP), and the Russian Overseas Flagship Capstone Academic Year. The proficiency outcomes for this latter "capstone" program are as remarkable as they are unprecedented:

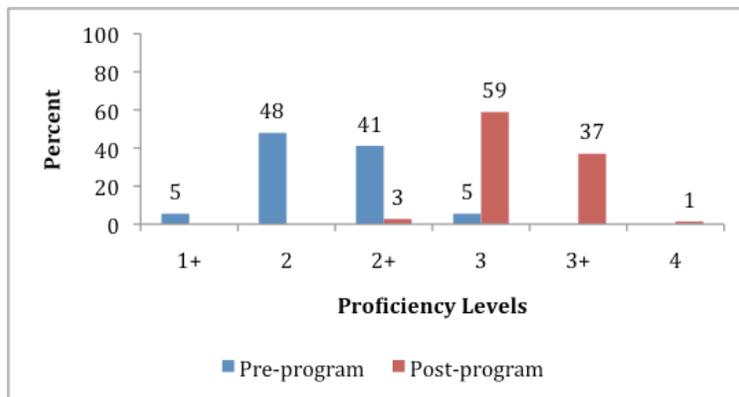
NSLI-Y Russian, Critical Language Summer Institute Scholarships: 2012 and 2013 (CLS)



Russian Language Area Study Programs (RLASP)



Russian Overseas Flagship Capstone Academic Year



Davidson’s results confirm our field’s ability to produce the kind of “global talent” that Rivers discusses.

Finally, on the basis of Rivers’ clear evidence of demand for the “Intercultural Communication Skills” that constitute “global talent”, and with Davidson’s data showing that the field is actually producing such skills, Brecht presented some of the national context in which this evidence is a welcome empirical basis for optimism. He points to facts like the following: multiple polls showing that approximately 80% of Americans favored obligatory language study in high school;³ 23 states granting high school credit for language competence, however acquired; the spreading “Seal of Biliteracy” initiative; the exploding number of Dual Language Immersion programs across the country (Utah is now adding Russian); American Councils for International Education and the College Board launching the “World Language Initiative,” giving students placement credentials in 12 LCTLs; the Defense Language and Na-

tional Security Education Office commissioning American Councils for International Education, in partnership with the American Council on the Teaching of Foreign Languages and the Center for Applied Linguistics, to execute a national survey of language K-16 enrollments, with the inclusion of the recently published MLA enrollment survey; the expanding research and growing awareness of the cognitive advantages of bilingualism. Finally, the American Academy of Arts and Sciences is establishing a national commission to study language in the United States, at the behest of the US Congress – the first national commission on language since the 1979 Perkins Commission.

So what about low morale and sagging enrolments, especially in our language programs in higher education? How do these factors square with such optimistic indicators? One suspects that such pessimistic assertions are based on an incomplete understanding of what is happening in U.S. language education in general. Clearly, more research is needed before more judgments are formed.

1 For data and arguments supporting the premise of this article, see: Brecht, Rivers, Robinson & Davidson. 2015. “Professional Language Skills: Unprecedented Demand and Supply,” in Brown & Bown, 2015. *To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second Language Ability*. N. Anthony Brown and Jennifer Bown, Editors. Georgetown University Press, pp. 171-184.

2 United States Department of Education. 2012. *Succeeding Globally through International Education and Engagement*. U.S. Department of Education International Strategy 2012-16. Washington, DC: U.S. Department of Education. p. 6.

3 See, for example, Rivers, W., Robinson, J. P., Brecht, R, and Harwood, P. 2013. “Language Votes: Attitudes toward Foreign Language Policies,” *Foreign Language Annals*, 46(3), 329-338.



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

by Alina Israeli (American University)

Q: I have noticed that *между* occurs with Genitive. What's this about?

A: The preposition *между* more commonly occurs with Instrumental. However, when the nouns represent two or more identical entities, Genitive is possible. Genitive is also used in some phrases with the numeral *два*: (*оказаться между двух огней, сесть между двух стульев, (заблудиться) между двух берёз, между двух деревьев* and some others. There are also instances when Genitive is preferred.

Между could be used by the speaker to refer to a point between two items or an area or distance between two items, and this could affect the choice of case. In the following example, referring to a point between two eyes, one cannot use Instrumental:

И тогда лагерное начальство приехало к деду, он взял винтовку и метров с двухсот влепил бунтарю пулю **между глаз!** [Александр Волков. Ликвидаторы // «Звезда», 2001]

For area we find both expressions, but Instrumental is three times more common on the web (February: 355:118):

В мае 1703 года Петр выбрал место для нового города на острове, **между двумя рукавами Невы**, и назвал город Санкт-Петербургом. (Основание Санкт-Петербурга.
<http://datyrusi.ru/1703-g/osnovanie-sankt-peterburga-26.html>)

На острове, **между двух рукавов речки** построен гостевой дом-баня. (Поселение Сказка Новосибирской области. <http://skazka.nsk.ru/thoughts.44/id,345/>)

For distance, the proportion increases even more: Instrumental is ten times more common. Interestingly enough, Lobachevsky used Genitive in the first half of the nineteenth century where we would now use Instrumental:

Пусть *h* расстояние между двух параллельных плоскостей, из которых одна проходит чрез центр; пусть содержание линии *h* к полупоперешнику шара *r* будет содержание двух целых чисел *m* и *n*. [Н. И. Лобачевский. Геометрия (1823)]

Genitive is much more likely when speaking of an object that has slipped between the hands or legs, *проскакивает между рук* (12:4), *проскальзывает между рук* (32:9), *проскакивает между ног* (49:15), *проскальзывает между ног* (54:16). Similarly, in the expressions mentioned earlier, one uses Genitive when one is lost or feels lost (cannot decide between the two).

Q: Why do we say *день рождения только раз в году*, but all other X-times per Y-time is [*X раз в ACC*]?

A: Well, there are other things that could be either [*X раз в год*] or [*X раз в году*], so we have to figure out the difference between these two phrases.

First of all, examples with “*раз(а) в год*” are by far more common. The numbers 2 to 4 in combination with “*раза в году*” are eight times less common in the Russian National Corpus.

В году is viewed as a circle, a limited time seen in isolation, while *в год* is a period of time that has a year before and a year after, so it is a turn of the helix. Let us compare similar phrases:

Яровые пшеницы успевают вызревать **пять раз в году**, озимые — трижды. [М. Васин. Секретные способности растений // «Наука и жизнь», 1979]

This means that per given year there are five harvests and no more.

французский король Людовик XI мылся пять раз в год; [Номо играющий: Было или не было? // «Знание -- сила», 2003]

This means the frequency of the king's bathing, not just in one year, but every year.

Here is an example, which does not allow substitution:

у Вас есть шанс выйти за Диброва, он раз в год (*в году) женится
(<http://forum.cosmo.ru/index.php?showtopic=136500&st=40>)

Literally it states that he gets married once a year, which means that he does it every year. In other words, he is viewed as a serial monogamist.

Consequently, an event that takes place раз в году is rare and unique. The following statement occurs more than 16 thousand times on the web (February, 2015): Парад Святого Патрика бывает раз в году! While there is not a single example of *Парад Святого Патрика бывает раз в год, the attitude towards the New Year in Russia is well known; it is the main holiday. This is what we find in the first example below, while the second one makes a joke out of it: any day around a pine tree could be a new year for tourists.

Новый год бывает раз в году, — объявила Вероника. — Надо повеселиться так, чтобы весь год было что вспомнить. (М. Жукова-Гладкова. Большие девочки не плачут)

Это только у нормальных людей новый год бывает раз в год, да и то первого января, у туристов всё не как у людей...
(<http://tourism.perm.ru/html/humor/newyear.htm>)

Easy blunder corner

Once many, many years ago, an older colleague said to me, «Ты смешная». I got offended. That was because I did not know English well enough then. Years later I realized that it was a compliment. Both people, funny and смешной, make people laugh, one deliberately, the other unwittingly. In Russian, смешной человек is a person people laugh at, while in English a funny man is one who they laugh with.

«Сумасшедший! — мысленно вскрикнула она. — Простудишься. Какой же ты смешной! Разве в такого можно влюбиться?» [Василий Аксенов. Коллеги (1962)]

On the other hand, Justice Kagan was recently described in The Chicago Tribune as “Kagan is quite funny.” (<http://www.chicagotribune.com/business/ct-confidential-elena-kagan-0204-biz-20150203-column.html>) And she herself said about Justice Scalia “He is a funny man” during her Senate confirmation hearing (<http://www.wbur.org/npr/128272818&ft=3&f=128272818>).

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

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Technology & Language Learning

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

Cram: Creating Vocabulary Flashcards

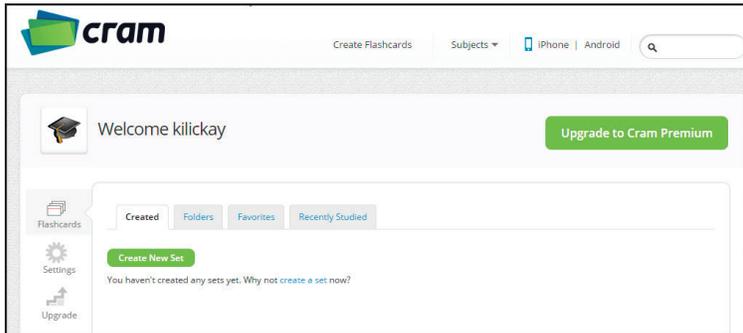
In the technology and language learning column published in the third issue of last year's *AATSEEL Newsletter*, I discussed briefly the use of Anki (<http://ankisrs.net/>), a piece of software used to create flashcards (Kılıçkaya, 2014). Several readers got in touch me through e-mail, sharing their positive feedback regarding the use of this software in their classrooms. They also posed the question in their messages whether there were any online versions or websites similar to Anki. In the current column, I will introduce another website, *Cram*, a website that allows teachers as well as students to create online flashcards.

Cram

Cram (<http://www.cram.com>) aims to provide, teachers and students alike, tools for creating flashcard sets as study materials on any topic. This website also hosts a large database of flashcard sets created by users on a great many topics such as languages, education, and computers.

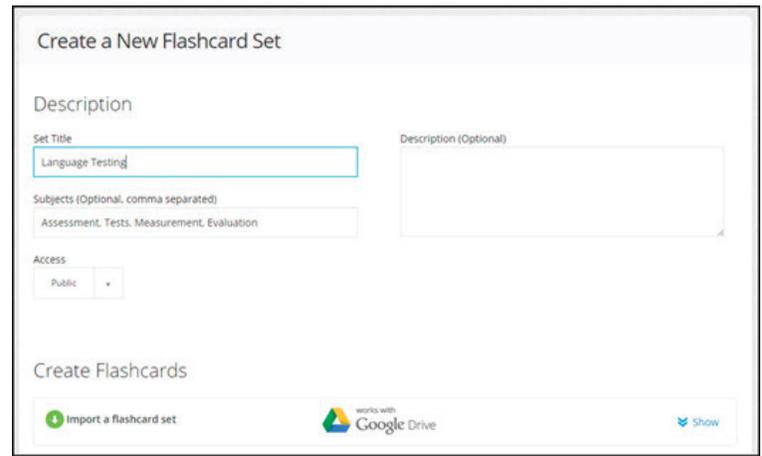
The first step, as always, will be to create a user name and password to use the website. On the main page, click on 'Sing up' to create an account or alternatively sign in using your Facebook, Twitter, or Google account.

When you are finished with registration or signing in, login to Cram. When you login, the following page will appear.



This is the page where you will create and manage your flashcards. You will see several links under your account name, which is 'kilickay' on my page. The first link is 'Created,' which we will use to create flashcard sets. The second is 'Folders,' which we will use to categorize the flashcards that we will create. The third one is 'Favorites,' which lists the favorite flashcards. The last one 'Recently Studied' lists the flashcards that we have studied so far.

To create flashcards, click on the 'Create Flashcards' link on the top of the page, or the 'Create New Set' link found under the button 'Created.'



On this new page, we will provide a description of the flashcard set that we will create so that our students or other users can easily find it using the search link on the main page. Give your flashcard set a name and write the subjects or keywords that our flashcard set includes. 'Access' provides two options: Public and Private. 'Public' makes our flashcard set accessible to other users

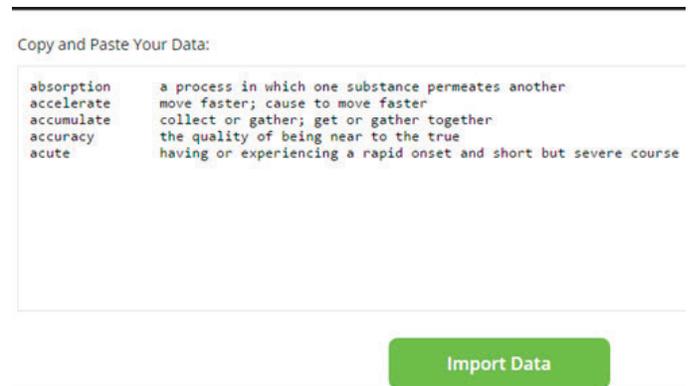


Then we will fill in the cards. We will write the word or the term on the front side of the card and the definition or the explanation on the back side of the card. We can also select the languages for either side. That is, we can provide the word/term in English and the definition/explanation in Turkish, for example. Photos can be inserted on the sides, and the font size can be adjusted. However, several features such as underlying are only available in the premium version.

Some users may find filling in the cards time consuming. If you create a document formatting the words and definitions in the following way

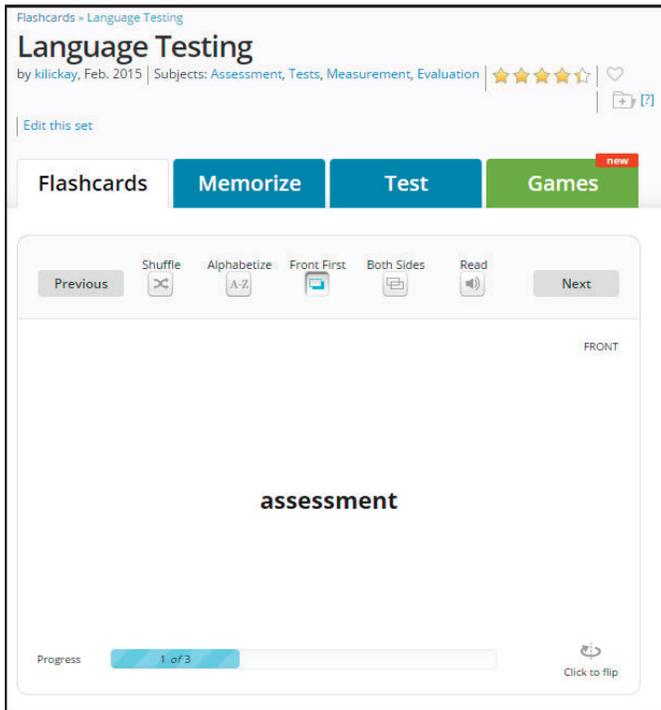
```
Word1 Definition1
Word2 Definition2
Word3 Definition3
```

you can import the document as a flashcard set using 'Import a flashcard set.' Just copy and paste your text into the section entitled 'Copy and Paste Your Data' and click on 'Import Data.'

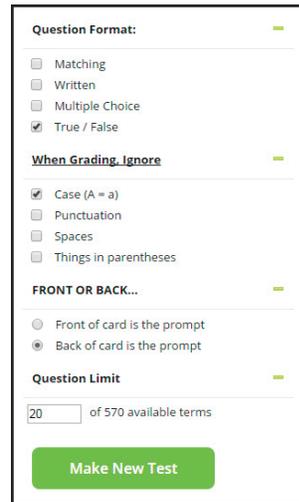
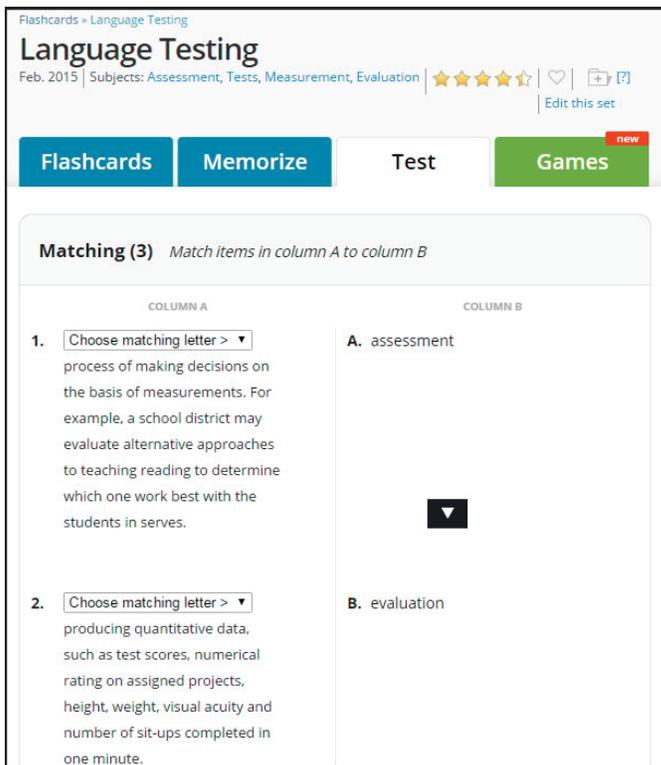


The flashcards will be automatically created. Finally, under ‘Finish & Create,’ located at the end of the page,’ click on ‘Create Set.’ Your flashcard set will be listed on your ‘Dashboard.’

You can now study your flashcard set by selecting it on your ‘Dashboard.’



You can see your flashcard set through ‘Flashcards,’ study it through ‘Memorize,’ and test yourself through ‘Test,’ with several test techniques such as Multiple Choice and Matching.



Another great feature of Cram is the integration of games for those who love learning while playing games. You can play ‘Jewels of Wisdom’ and ‘Stellar Speller,’ based on the flashcards that you have created.



Evaluation

Cram proves to be a free (most features) and useful website for teachers to create flashcards for their students who would like to review or memorize key words or terms before they have an examination. As frequent repetition and regular practice play a crucial role in learning, I believe that Cram will be one of the rare tools that will help students review previously learned words and terms.

P.S.: Cram means ‘to prepare yourself for an examination by learning a lot of information quickly’ [Longman Dictionary of Contemporary English (5th Edition)].

Resources

Cram for Mobile Devices

<https://play.google.com/store/apps/details?id=com.studymode.cram&hl=en>

<https://itunes.apple.com/us/app/cram.com/id734887700?mt=8&uo=4>

References

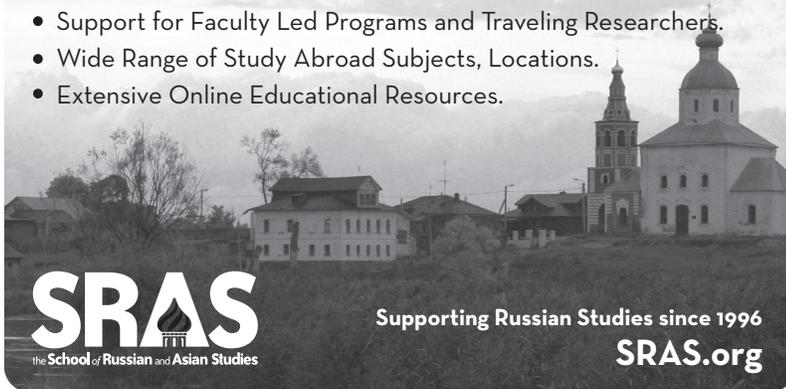
Kılıçkaya, F. (2014, October). Anki: Creating Flashcards to Study Foreign Languages. *The AATSEEL Newsletter*, 57(3), 12–14. Retrieved from http://www.aatseel.org/100111/pdf/october_2014_aatseel_newsletter_final.pdf

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

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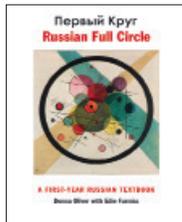
JEWISH STUDIES IN POLAND

SRAS.ORG/JSP

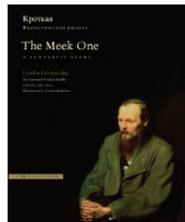
A thousand years of prosperity, tragedy, and rebirth. What's next for the European Jews?



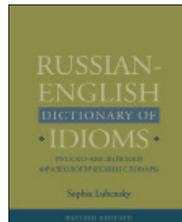
yalebooks



Russian Full Circle
A First-Year Russian Textbook
Donna Oliver with Edie Furniss
Yalebooks.com/RussianFullCircle
Cloth

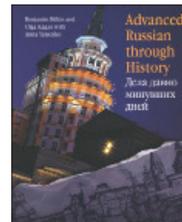


The Meek One: A Fantastic Story
An Annotated Russian Reader
Fyodor Dostoevsky
Edited by Julia Titus
Illustrations by Kristen Robinson
Yalebooks.com/Meek
Paper



Russian-English Dictionary of Idioms, Revised Edition
Sophia Lubensky
Cloth and eBook

Russian Poetry for Beginners
An Annotated Reader
Edited by Julia Titus
Illustrations by Mario Moore and Wayde McIntosh
Coming in January
Paper and eBook



Advanced Russian Through History
Benjamin Rifkin and Olga Kagan with Anna Yatsenko
Yalebooks.com/AdvancedRussian
Paper



Russian in Use
An Interactive Approach to Advanced Communicative Competence
Sandra Freels Rosengrant
Paper with CD



Yale UNIVERSITY PRESS www.YaleBooks.com/languages

Domestic Summer Language Programs

Editor: Kathleen Evans-Romaine (Arizona State University)

AATSEEL compiles information on U.S.-based summer programs in Slavic, East European, and Eurasian languages and cultures. The information below was provided in October 2014 and is subject to change. Please contact programs directly for details and updates. Program directors; send updates for future Newsletters to cli@asu.edu.



ARIZONA STATE UNIVERSITY

Arizona State University

Institution:	Arizona State University
Language(s):	Albanian, Armenian, BCS, Hebrew, Persian, Polish, Russian, Tatar, Turkish, Uzbek
Location(s):	Arizona, Albania, Armenia, Bosnia, Russia, Turkey, Uzbekistan
Eligibility:	Undergraduates, graduate students, non-students, working professionals, high-school students. (1) Non-ASU students & Non-US citizens are eligible.
Dates:	Vary (See http://cli.asu.edu)
Credits:	4-13 (2)
Tuition/Fees:	\$960 (plus study abroad fees if applicable) (3)
Housing:	Available for additional fee
Meals:	Available for additional fee
Prof. Testing:	Included (4)
Avg class size:	12 for Russian; 5 for all other languages
Size of Program:	150
Funding:	Melikian Scholars Awards, ROTC Project GO Scholarships, International Distinguished Engagement Awards
Website:	http://cli.asu.edu
App. Deadline:	January 30, 2015
Application Site:	http://cli.asu.edu/apply_to_cli
Admission Is:	Competitive until Jan. 30, then first-come first-served
Contact:	cli@asu.edu
Flat Fee:	\$960 flat fee for 4 to 13 credits (housing, food, study-abroad fees not included)
Study Abroad:	Elementary courses include optional study-abroad components. Higher levels are conducted overseas. See http://cli.asu.edu for details.

Footnotes:

- (1) Participants under 18 require guardian's permission to reside in dorms or participate in study abroad programs.
- (2) Number of credits depends on the number of courses and study-abroad programs attended.
- (3) Flat fee covers academic fees and co-curricular activities only. Room, board, study-abroad fees are not included.
- (4) In-house proficiency intake and exit estimates provided. External assessments available for an additional fee.

Beloit

Institution:	Beloit College Center for Language Studies
Language(s):	Arabic, Chinese, Japanese, Russian, ESL
Location(s):	Beloit, WI
Eligibility:	Undergraduates, graduate students, high-school students, non-students, working professionals
Dates:	June 13-August 7, 2015
Credits:	6-12 semester hours
Tuition/Fees:	Varies, see website
Housing:	Included
Meals:	Included
Prof. Testing:	In-house estimates available at no cost
Avg class size:	7
Size of Program:	80
Funding:	Scholarships available
Website:	www.beloit.edu/cls
App. Deadline:	May 22, 2015
Application Site:	https://summer.beloit.edu/
Admission Is:	Until classes are filled, scholarships competitive (4)
Contact:	Dan Perusich, Director of Summer Programs - cls@beloit.edu or 608-363-2373



русского языка

Bryn Mawr

Bryn Mawr College Russian Language Institute

Institution:	Bryn Mawr College Russian Language Institute
Language:	Russian
Location:	Bryn Mawr, PA
Credits:	1 unit for 4 week program; 2 units for 8 week program
Dates:	See website
Tuition/Fees:	See website
Housing:	See website
Meals:	See website
Prof Testing:	Available
Ave class size:	5 to 10 students
Size of program:	Varies
Funding:	RLI scholarship awards
Web site:	http://www.brynmawr.edu/russian/rli.htm
App. Deadline:	See website
Contact:	Billie Jo Ember, Assistant Director, rli@brynmawr.edu

CESSI University of Wisconsin-Madison

Institution:	University of Wisconsin-Madison
Language(s):	Kazakh, Tajik, Uyghur, Uzbek (other Central Eurasian Turkic languages with sufficient student demand)
Location(s):	Madison, WI
Eligibility:	undergraduates, graduate students, non-students, professionals, and high-school students
Dates:	June 15-August 7, 2015
Credits:	8
Tuition/Fees:	\$4,000
Housing:	Not included
Meals:	Not included
Prof. Testing:	Not included
Avg. class size:	4
Size of Program:	10-20
Funding:	FLAS, tuition remission
Website:	http://creeca.wisc.edu/cessi/index.html
App. Deadline:	April 24, 2015
Application Site:	http://creeca.wisc.edu/cessi/applications.html
Admission Is:	competitive

Contact: Nancy Heingartner, CESSI program coordinator, cessi@creeca.wisc.edu

Special Features: Weekly lecture series.

Columbia University Russian Practicum

Institution:	Columbia University
Language(s):	Russian
Location(s):	New York, NY
Eligibility:	undergraduates, graduate students, non-students, professionals, and high-school students; Columbia and non-Columbia students
Dates:	June 8–July 31, 2015
Credits:	4–8
Tuition/Fees:	\$3,962 (one session, 4 credits) – \$7,384 (two sessions, 8 credits)
Housing:	Not included in fee; on-campus housing available
Meals:	Not included
Prof Testing:	Provided
Avg class size:	7
Size of Program:	30
Funding:	None
Website:	http://www.ce.columbia.edu/summer
App. Deadline:	Late May, 2015
Application Site:	http://www.ce.columbia.edu/summer
Admission Is:	First come, first served
Contact:	Dr. Alla Smyslova as2157@columbia.edu

Indiana University

Institution:	Indiana University
Language(s):	Arabic, Mongolian, Persian, Russian, Swahili, Turkish, and more (see website)
Location(s):	Bloomington, Indiana
Eligibility:	Undergraduate and graduate students, non-students, professionals, military/government. Non-IU students, non-US citizens, incoming freshmen, and high school seniors eligible.
Dates:	June 8–July 31, 2015 (All levels of Arabic and first-year Russian begin June 1). (1)
Credits:	6 - 10
Tuition/Fees:	See http://www.indiana.edu/~swseel/
Housing:	Special rates for on-campus housing (optional) (2)
Meals:	Meal plans available through Residential Programs and Services (http://rps.indiana.edu)
Prof Testing:	Pre- and post-testing; placement testing for languages with more than one level
Avg class size:	10
Size of Program:	250
Website:	http://www.indiana.edu/~swseel

App. Deadline: Priority deadline: February 1, 2015. Other applications reviewed on a rolling basis.
Application Site: <http://indiana.edu/~swseel>
Admission Is: Competitive
Contact: swseel@indiana.edu
Special Features: Career and scholarship advising; job recruiting.

Footnotes:

- (1) Summer session dates subject to change by University Registrar.
(2) On-campus housing organized by language.

Middlebury College

Institution: Kathryn Wasserman Davis School of Russian at Middlebury College
Language(s): Russian
Location(s): Middlebury, VT
Eligibility: Undergraduates, graduate students, recent graduates, professionals, Non-US citizens are eligible
Dates: June 19 - August 14 (8-week undergraduate session)
June 30 - August 14 (6-week graduate session)
Credits: 12 semester hours (8-week undergraduate session)
9 semester hours (6-week graduate session)
Tuition/Fees: \$10,920 (8-week session)
\$8,410 (6-week grad session)
Housing: Included
Meals: Included
Prof Testing Unofficial, for placement and assessment
Avg class size: 7
Size of Program: 180
Funding: Need-based financial aid and merit-based scholarships
Website: <http://www.middlebury.edu/lr/russian>
App. Deadline: Rolling admissions
Application Site: <http://www.middlebury.edu/lr/apply/russian>
Admission Is: Competitive for financial aid
Contact: schoolofrussian@middlebury.edu
Special Features:

- 24/7 Immersion – Language Pledge©
- Degree Programs – Graduate courses can lead to MA or DML degree in Russian.
- Rich and diverse cultural program
- Russian for Teachers – Hosted 2-week Startalk Institute for Teachers of Russian
- Alumni Program – Piloting 1-week program for graduate alumni in 2015

Middlebury Institute of International Studies at Monterey

Institution: Middlebury Institute of International Studies at Monterey (formerly Monterey Institute of International Studies)
Language(s): Russian
Location(s): Monterey, CA
Eligibility: At least 18 years old.
Dates: June 11, 2015 – August 5, 2015
Credits: 8
Tuition/Fees: \$3,950
Housing: Not included
Meals: Not included
Pro Testing: Placement testing
Avg class size: 8 - 10
Size of Program: 130
Funding: Scholarships
Website: go.miiis.edu/silp, <http://go.miiis.edu/silp>
App. Deadline: April 15, 2015; early bird discounted deadline: March 1
Application Site: go.miiis.edu/applysilp, <http://go.miiis.edu/applysilp>
Admission Is: first-come, first-served
Contact: Alisyn Gruener, Enrollment Marketing Manager / 460 Pierce Street, Monterey, CA 93940 / Telephone: 831.647.4115 / Fax: 831.647.3534 / Email: languages@miiis.edu

University of California at Los Angeles

Institution: UCLA Department of Slavic, East European and Eurasian Languages and Cultures
Language(s): Russian, Romanian, Bosnian/Serbian/Croatian
Location(s): Los Angeles
Eligibility: College and university students, high school graduates, high school students entering grades 10-12, and adult learners are eligible
Dates: June 22 – July 31 (Russian June 22 – Aug 14)
Credits: 12 Units
Tuition/Fees: See <http://www.summer.ucla.edu/> after January 2015
Housing: Not included (1)
Meals: Not included
Pro Testing: Not included
Avg class size: 10-20
Size of Program: N/A
Funding: N/A
Website: <http://www.slavic.ucla.edu/summer-programs.html>
App. Deadline: N/A
Application Site: <https://www.summer.ucla.edu/register/register.cfm>
Admission Is: Open

Contact: Asiroh Cham at asiroh@humnet.ucla.edu or 310-825-3856 or <http://www.summer.ucla.edu/contactus.htm>

Footnotes:
(1) On-campus housing and meal plans available.



University of Chicago

Institution: University of Chicago
Language(s): Russian, Georgian, Bosnian-Serbian-Croatian
Location(s): Chicago
Eligibility: Undergraduates, graduate students, non-students, professionals, high-school students are eligible, non-U Chicago students are eligible, non-US citizen are eligible.
Dates: June 22-August 29, 2015
Credits: varies (1)
Tuition/Fees: \$3225 (2)
Housing: not included
Meals: not included
Pro Testing: In-house testing available
Avg class size: 8 (Russian), 5-6 (Georgian and BCS)
Size of Program: 200
Funding: TBD
Website: <http://summerlanguages.uchicago.edu>
App. Deadline: rolling admission, final deadline in May 2015
Application Site: <http://summerlanguages.uchicago.edu>
Admission Is: first-come, high school applications are evaluated for preparedness for college-level coursework
Contact: summerlanguages@uchicago.edu

Footnotes:
(1) Credits vary by number of courses taken and are calculated on the quarter system. See website or write with questions.
(2) Per course price shown is for 2014. 2015 price will not be set until January 2015.



Institution: University of Michigan
Language(s): Russian
Location(s): Ann Arbor
Eligibility: Undergraduates, graduate students, non-students, professionals, high-school students are eligible // Non-UM students are eligible (1)
Dates: Vary (see website)
Credits: 8 credits per course/for-credit option

Tuition/Fees: Vary (2)
Housing: Not included
Meals: Not included
Pro Testing: Not included
Avg class size: 6-10
Size of Program: N/A
Funding: FLAS (3)
Website: www.lsa.umich.edu/sli
App. Deadline: March 31, 2015
Application Site: www.lsa.umich.edu/sli
Admission Is: n/a
Contact: Jean McKee, slavic@umich.edu, 734-764-5355

Footnotes:
(1) Application procedures vary for UM students and external participants.
(2) Two options are available: for-credit and not-for-credit; tuition and/or fees vary based on option chosen.
(3) FLAS Fellowship applications due February 1.

University of Pittsburgh

Institution: University of Pittsburgh Summer Language Institute
Language(s): Arabic, Bosnian/Croatian/Serbian, Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Persian, Polish, Russian, Slovak, Turkish, Ukrainian
Location(s): Pittsburgh; Bratislava; Debrecen; Narva; Krakow; Moscow, Prague, Podgorica, Sofia
Eligibility: Undergraduates, graduate students, non-students, professionals, high school students are eligible (1). Non-Pitt students are eligible. Non-US citizens are eligible
Dates: Vary (See website). Most programs begin June 8, 2015.
Credits: 6-10 (2)
Tuition/Fees: From \$4,218 to \$8,330. See www.sli.pitt.edu for details
Housing: Not included for Pittsburgh programs; included for abroad programs
Meals: Not included
Pro Testing: Included
Avg class size: 12 (Russian); 7 (all other languages)
Size of Program: 130
Funding: FLAS Fellowships (NDEA); European Union Center Scholarships; Croatian Endowment Scholarships; Project GO Scholarships, SLI Scholarships; CREES Scholarships; Lithuanian Scholarships, BALSSI Scholarships.
Website: www.sli.pitt.edu
App. Deadline: February 1, 2015 for Project GO; March 6, 2015 for abroad programs and all other scholarships; rolling applications after March 6.
Application Site: www.sli.pitt.edu
Admission Is: First come-first served; rolling after March 7

Contact: Dawn Seckler; sliadmin@pitt.edu; Das200@pitt.edu;
412-648-9881

- Special Features:**
- Tuition Remission: All scholarship recipients receive partial or full tuition scholarships (competitive).
 - Study Abroad: SLI offers combined Pittsburgh/Abroad courses such as 5+5 Pittsburgh/Moscow, 6+4 or 4 weeks only (Polish, Slovak, Hungarian, Bulgarian and Bosnian/Croatian/Serbian), 6 weeks abroad only in Poland and Prague, and a special 8-week Intermediate and Advanced Russian classes in Narva, Estonia for ROTC Project GO scholarship recipients.

Footnotes:

- (1) High school students with parent/guardian permission. Students must be 18 or older to participate in abroad programs.
- (2) Number of credits varies by program, both in Pittsburgh and abroad. See website for details.
- (3) Plus abroad fees for study abroad programs
- (4) SLI provides in-house proficiency estimates for some programs, and formal Oral Proficiency Interviews for Russian, Bosnian/Croatian/Serbian and Arabic.



University of Virginia

Institution: University of Virginia Summer Language Institute

Language(s): Spanish, Italian, French, Russian, German, Hebrew, Arabic, Chinese, Tibetan, Latin

Location(s): University of Virginia, Charlottesville, VA

Eligibility: Undergraduates, graduate students, non-students, professionals, rising juniors and seniors in high-school. Non-UVA students are eligible. Non-US citizens are eligible

Dates: June 15–August 7, 2015

Credits: 8-12 credits (1)
Non-credit option also available (2)

Tuition/Fees: Varies by program. See website for details:
<http://www.virginia.edu/summer/SLI/>

Housing: Not included.

Meals: Not included

Pro Testing: Not included

Avg class size: 10-15

Size of Program: 150 students

Funding: ROTC Project GO, FLAS

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

App. Deadline: Rolling admissions until the start of the program

Application Site: <http://www.virginia.edu/summer/SLI/apply/>

Admission Is: First-come first-served

Contact: uvasli@virginia.edu

- Special Features:**
- With the exception of Chinese and Arabic, all SLI programs teach the equivalent of TWO ACADEMIC YEARS in one summer, earning 12 credits.
 - Arabic level 2 offers instruction in both classical and colloquial.

Footnotes:

- (1) Number of credits depends which program a student attends. All programs carry 12 credits except for Arabic and Chinese which carry 8 credits.
- (2) Non-credit option allows participants to enroll at a lower rate.



University of Wisconsin – Madison

Institution: University of Wisconsin – Madison

Language(s): Russian

Location(s): Madison, WI

Eligibility: Undergraduate, Graduate, Working Professionals

Dates: June 15 - August 7, 2015 (tentative)

Credits: 8

Tuition/Fees: UW tuition/fees, \$2,885 (in-state) to \$7,000 (out-of-state)

Housing: Not included

Meals: Not included

Prof Testing: Not included

Avg class size: 10

Size of Program: 30

Funding: Project GO (ROTC only)

Website: http://slavic.lss.wisc.edu/new_web/?q=node/278 (2014 data. 2015 data pending)

App. Deadline: May 29, 2015

Application Site: http://slavic.lss.wisc.edu/new_web/?q=node/278 (2014 data. 2015 data pending)

Admissions: first-come/first-served

Contact: Dr. Anna Tumarkin, Slavic Department, atumarki@wisc.edu; or Prof. Karen Evans-Romaine, Slavic Department, evansromaine@wisc.edu; Slavic Department office: 608-262-3498

Yale University

Institution: Yale University

Language(s): Russian (2nd and 3rd year)

Location(s): 3 weeks at Yale and 5 weeks in St. Petersburg

Eligibility: Prerequisite: 2 semesters of Russian, 18 years or older

Dates: June 1 - July 27, 2015

Credits: 4 Yale Credits (=4 one semester courses)

Tuition/Fees: \$7,200 (in 2014)

Housing: Not included at Yale; homestays in Petersburg

Meals: Not included at Yale; homestays in Petersburg

Prof Testing: Included

Avg class size: 6 - 10
Size of Program: Up to 20
Funding: FLAS, Critical Language Award, other fellowships and scholarships
Website: <http://summer.yale.edu/studyabroad/facultyled>
App. Deadline: February 15, 2015
Application Site: https://cie.yale.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=2648
Admission Is: rolling admission, qualified non-Yale students are eligible and encouraged to apply
Contact: constantine.muravnik@yale.edu, megan.carney@yale.edu
Special Features: Course on Russian Culture; excursions and tours, three-day trip to Moscow, day trip to Novgorod.

Eligibility: Undergraduates, graduate students, non-students, professionals, post-professionals, high school students are eligible
Dates: Late June through early August – see website for exact dates.
Credits: 5 (through Bard College)
Tuition/Fees: \$6,000
Housing: Not included
Meals: Not included
Prof Testing: Included
Avg class size: 8-10
Size of Program: 40
Funding: Tuition waivers, scholarships for East European students.
Website: <http://yivo.bard.edu/summer/>
App. Deadline: March 6, 2015 if requesting tuition assistance; April 1 all other applicants
Application Site: <http://bard.slideroom.com>
Admission Is: Competitive
Contact: Leah Falk, Programs Coordinator lfalk@yivo.cjh.org
212-294-8301

YIVO Institute for Jewish Research/ Bard College

Institution: YIVO Institute For Jewish Research/ Bard College
Language(s): Yiddish
Location(s): New York, NY

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:

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 Approximately 6 lines

Format: It is preferred that advertisements be submitted as JPEG files (at least 300 DPI). Please contact the editor with formatting questions.



Recent Publications

Carmen Finashina (Northwestern University)

Art

Jonson, L. 2015. *Art and Protest in Putin's Russia*. London, UK: Routledge.

Mikhienko, T., & Vakar, I., eds. 2015. *Kazimir Malevich: Letters, Documents, Memoirs, Criticism*. Mustang, OK: Tate Publishing.

Cinema

Hunter-Blair, K. 2015. *Poetry and Film: Artistic Kinship Between Arsenii and Andrei Tarkovsky*. Mustang, OK: Tate Publishing.

Tomas, D. 2015. *Vertov, Snow, Farocki: Machine Vision and the Posthuman*. New York, NY: Bloomsbury Academic.

Culture

Barnhisel, G. 2015. *Cold War Modernists: Art, Literature, and American Cultural Diplomacy*. New York, NY: Columbia University Press.

Hutchings, S., & Tolz, V. 2015. *Nation, Ethnicity and Race on Russian Television: Mediating Post-Soviet Difference*. London, UK: Routledge.

History

Dukes, P. 2015. *A History of the Urals: Russia's Crucible from Early Empire to the Post-Soviet Era*. New York, NY: Bloomsbury Academic.

Gel'man, V. 2015. *Authoritarian Russia: Analyzing Post-Soviet Regime Changes*. Pittsburgh, PA: University of Pittsburgh Press.

Kalinovsky, A., & Kemper, M., eds. 2015. *Reassessing Orientalism: Interlocking Orientologies during the Cold War*. London, UK: Routledge.

Jewish Studies

Lehrer, E., & Meng, M., eds. 2015. *Jewish Space in Contemporary Poland*. Bloomington, IN: Indiana University Press.

Literature

Ehre, M. 2015. *Oblomov and his Creator: Life and Art of Ivan Goncharov*. Princeton, NJ: Princeton University Press.

Gronas, M. 2015. *Cognitive Poetics and Cultural Memory: Russian Literary Mnemonics*. London, UK: Routledge.

Powelstock, D. 2015. *Mikhail Lermontov's A Hero of Our Time: A Companion*. Brighton, MA: Academic Studies Press.

Rothenstein, J. 2015. *Inside the Rainbow: Russian Children's Literature 1920-1935: Beautiful Books, Terrible Times*. New York, NY: Princeton Architectural Press.

Tarnwsky, M. 2015. *The All-Encompassing Eye of Ukraine: Ivan Nechui-Levyts'kyi's Realist Prose*. Toronto, CA: University of Toronto Press.

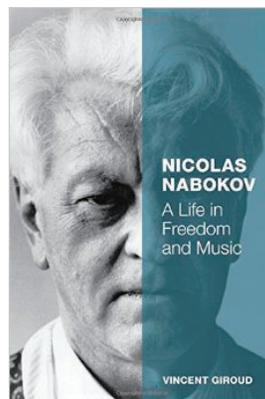
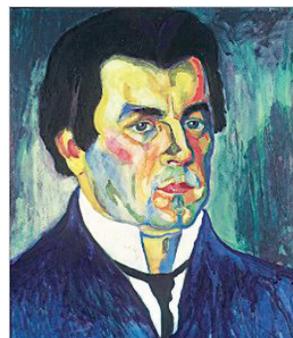
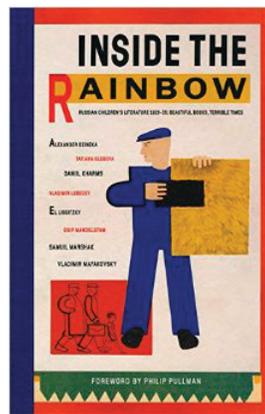
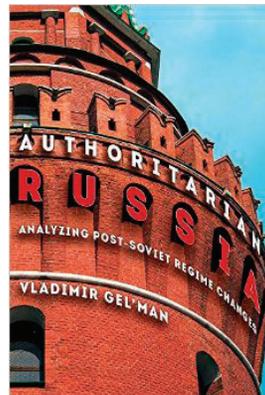
Music

Giroud, V. 2015. *Nicolas Nabokov: A Life in Freedom and Music*. Oxford, UK: Oxford University Press.

Theater

Danaher, D. 2015. *Reading Vaclav Havel*. Toronto, CA: University of Toronto Press.

Please forward information regarding recent publications directly to Carmen Finashina: carmenfinashina2016@u.northwestern.edu



Member News

Editor: Colleen Lucey (University of Wisconsin, Madison)

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 Colleen Lucey (clucey@wisc.edu).

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

Congratulations to **Vitaly Chernetsky** (University of Kansas) who was awarded the NEH Summer Stipend for 2015 for the project "Ukraine's Ongoing Social Transformation and its Literary Representations."

We are happy to announce that the Pushkin Summer Institute (University of Wisconsin-Madison) has been awarded grants from STARTALK and from the National Security Language Initiative for Youth (NSLI-Y) to help fund summer Russian languages classes for high school students from under-represented, low-income and minority communities. The NSLI-Y program will fund a six-week study abroad program in Latvia for 15 high school students who attended the UW-Madison program last year.

The colleagues and friends of Professor **Gilbert Rappaport** (University of Texas at Austin) congratulate him on his recent retirement.

The Center for Russian, East European Eurasian Studies (CREES) at the University of Texas at Austin announces that it was named a Title VI National Resource Center (NRC) & FLAS (Foreign Language and Area Studies Fellowship) grantee for 2014-2018.

Congratulations to **Thomas Garza** (University of Texas at Austin) who was awarded a Curriculum Innovation Grant from UT for Russian, Turkish & Hebrew for 2015-16 (Slavic & Middle Eastern Studies departments).

Congratulations to **Justin Wilmes** who will complete his Ph.D. in Slavic Languages and Cultures at Ohio State University in May, 2015. He has accepted a position as Assistant Professor of Russian Studies at East Carolina University (Greenville, North Carolina).

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