

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

Contents

Message from the Executive Director	1
Letter from the Editor.....	1
State of the Field	2
Member News	7
Recent Publications	7
Everything You Always Wanted to Know about Grammar But Were Afraid to Ask.....	8
Belarusica	11
Graduate Student Forum.....	13
Psychology of Language Learning.....	14
Summer Programs	17
Professional Opportunities.....	21

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AATSEEL Web site

**For current online information about
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 on the web:**

<http://www.aatseel.org>

Message from the Executive Director

Thank you for renewing in 2010. Your membership is much appreciated as the organization continues to grow and expand its exciting initiatives in 2010 and 2011.

In 2009, the Executive Council, under the leadership of Caryl Emerson, worked hard to reach out to graduate students in our field, and to enrich the annual conference. Graduate students were encouraged to join and to participate in the organization in several significant ways—the lowering of student members fees to \$20; the inclusion of a graduate student representative—Anna Berman—on the Executive Council; the formation of a graduate student committee, which met for the first time at the 2009 annual conference; outreach to graduate programs to encourage them to cover the costs of graduate student membership fees; and the creation of innovative workshops, master classes, and faculty coffee hours at the annual conference, providing graduate students better access to leading scholars in the field.

While we look to the future of our field through the promise of graduate students, we understand the value of having prominent faculty members engaged in our organization to inspire, to lead, and to remind us of where we have been and where we might go. The master classes, workshops, and faculty coffee hours were designed with this goal in mind, and will be expanded at the upcoming conference in January 2011 through the “works in progress” panels. Groups of scholars will present on their current projects, with the idea of opening up the research process to their fellow colleagues across multiple fields and professional levels. In addition to these new initiatives for the conference, Alexander Burry, Dianna Murphy, and the conference program committee have streamlined the conference proposal process so that members may submit fully-formed panel proposals. Please go to the AATSEEL Web site at <http://www.aatseel.org> for more information about the call for papers.

The first decade of the 21st century has presented challenges to the organization, especially with regard to membership levels. For those of you who have not renewed yet or who might be new to the organization, I would encourage you to look at the positive things that AATSEEL has to offer colleagues actively engaged in Slavic and East European languages, literatures, and cultures on all educational levels. Through our Web site, we offer open access to the Newsletter, job listings, state-of-the-field articles, resources for teaching, research, and scholarship, and a newly created Facebook page. The Slavic and East European Journal is not only a source of scholarship and research, but also provides members an opportunity to publish articles and book reviews, not to mention the ability to serve on the editorial board at times throughout their careers. Outstanding books, teachers, scholars, and leaders in the organization are recognized and honored by the organization on a yearly basis at the conference. While our organization has always functioned as a lean and efficient academic machine and clearly benefits from the generosity of its elected officials and many volunteers, it still requires revenue to support its daily operations and costs, much of which comes from and relies upon membership dues.

Wishing you a happy and productive summer. Join now!

Patricia L. Zody
Executive Director

Letter from the Editor

Dear Readers,

Like a poor April Fool’s joke, the first of April (the release date for the spring issue of the AATSEEL Newsletter) tiptoed up behind us and startled us with its immediacy. We have had to push, then, to get everything together and out this time. Much of it has to do with competing work demands. Your president is swamped with them, and so am I. I have, in fact, been traveling nearly weekly since the last AATSEEL Newsletter issue. I know: it’s

an explanation but not an excuse. So, apologies.

As we head into the summer months and a short hiatus from the newsletter, I would urge those of you with special interests and writing talents to consider editing a special-topic column. We have had some columns in the past that had good readership but have lost their editors this past year. We would love to be able again to offer the columns on Russian at Work and Ukrainian Studies. If anyone among our readers has an interest in those areas and just a little time, please contact me. I will be delighted to have you on board. Likewise, if there is some topic that we are missing for which you think there would be a strong interest among AATSEEL members, please let me know, and we can discuss the possibility of adding a column. We did drop the technology column after a fruitless search for an editor, assuming that the need for that column has now passed with technology being an everyday thing for most people.

One matter that has slightly delayed issuance of the newsletter is that of membership rolls. Typically, the AATSEEL Executive Director prepares the mailing list for the printer. This year (calendar year 2010), however, there have been so few people who have renewed their memberships as to make it very costly on a per-person basis to print and mail the newsletter. The savings in printing and mailing, as with most things in life, is in the quantity. The more the cheaper. I would urge anyone who has not renewed his/her membership to do so immediately. As of this writing, my understanding is that the April issue of the AATSEEL Newsletter will be sent out to all 2009 and 2010 members, but the 2009 members will be dropped from the rolls if their dues do not come in soon. If you are planning on paying your dues this year and remaining a member in good standing of AATSEEL, now would be a great time to do so!

Other than that, I do hope you will enjoy this issue of the newsletter. I wish all of you a great summer.

See you in the Fall!
Betty Lou Leaver

STATE OF THE FIELD

This issue presents a survey of the State of the Field in K-12 Russian teaching by two outstanding teachers: Jane Shuffelton and Betsy Sandstrom. Betsy teaches Russian language at Thomas Jefferson High School of High School and Technology in Alexandria, Virginia. A former Vice President of AATSEEL, she has developed extensive online materials and is active in the Russain Olimpiada. Jane Shuffelton is a co-author of the national Standards for Learning Russian K-12. She has served on the Board of Directors of ACTR and as Co-Chair of the National Russian Essay Contest. She is Past President of ACTR and currently a Vice President of the American Association of Teachers of Slavic and East European Languages. She previously taught French and Russian at Brighton High School in Rochester, NY.

Pre-College Russian, Developments and Opportunities

Betsy Sandstrom & Jane Shuffelton

As this article is being written, pre-college students are arriving at the offices of American Councils for International Education: ACTR/ACCELS—on a weekend—for their NSLI-Y interviews. It is a very exciting time to be studying Russian! It is heartening to be able to tell our students that the government recognizes the importance of Russian.

The inclusion of Russian as one of the languages critical for national security has meant new rewards and incentives. Primary among them is probably the NSLI-Youth Program under the direction of the U.S. Department of State. Students may apply for study in Russia during the summer, for a semester, or for an academic year, and the year may be a gap year between high school and college. Teachers who encourage students

to apply should also let them know that similar opportunities exist for Russian in college, such as the Critical Language Scholarship, the Flagship program, and financial support for other study abroad programs.

For large school districts, the critical language designation can be a factor in deciding to offer elementary school Russian programs through the FLAP grants from the U.S. Department of Education. Such programs are already in existence in a small number of cities through those grants.

Pre-college teachers are acutely aware of the importance of enrollment statistics and the need to constantly promote and defend their programs. In this regard, the state of the field in some schools reflects the state of the economy. This means that some of our longstanding and outstanding programs constantly face the threat of extinction or have already disappeared. A clear and in many way encouraging report on enrollment should be available soon through a large scale survey conducted by American Councils for International Education.

It is helpful to know what motivates pre-college students to choose to study Russian. Below are common responses from students when asked why they chose Russian:

- To learn more about the Russian people
- To learn more about Russia and Russian culture
- Because the alphabet is so different
- Because it is unusual and different to study Russian
- More challenging/interesting than French or Spanish

We can't say how much of the interest in studying a more unusual language is based on a desire to enhance

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a college application profile, but some of our students believe that admissions officers will pay attention to a dossier that lists Russian.

By and large, students are simply curious about a huge country that has been a world leader for so long, and a culture that they know so little about. Motivation for studying Russian has widened to include heritage learners, new programs are flourishing in elementary and middle schools, students are aware of Russia's importance in the world and are curious about the language and the culture.

This curiosity fits nicely with the goals of the national Standards as developed and published in *Standards for Foreign Language Learning in the 21st Century*. The Standards define goals for language learners that broaden language study to offer new perspectives on what language learning should be about. They offer Communication as one of the major goals, recognizing that learners need to be able to use the language to communicate in a variety of activities. The Standards recognize that "the true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through that language." (page 47-48). This coincides nicely with what students often say they want to learn when they enroll in Russian.

It is not easy to report on how fully the Standards have been adopted and/or integrated into pre-college Russian programs. There is no research that gives a clear picture of how teachers understand and apply the Standards in their classrooms, or how curriculum, activities, and especially assessments are or are not based on the Standards. Likewise, there is not much reliable information about how the teaching of Russian differs or is similar to the teaching of other languages in this regard. Montgomery County, Maryland, has some online curriculum samples where Standards-based

activities and assessments are available, but a fuller picture would require a lot of research and many more schools. Two school systems with online curricula are Montgomery County (www.montgomeryschoolsmd.org/curriculum/lang/pdf/blueprints/RussianBlueprint08-10-07.pdf) and Fairfax County, Virginia (www.fcps.edu/DIS/OHSICS/forlang/russian).

In classrooms where teachers do adhere to the Standards, consciously or not, you will find a variety of activities that aim to develop proficiency in communication and in understanding the products, practices and perspectives of Russian speakers. For example, students might spend time preparing and presenting posters about pets, engaging in conversation in pairs or groups about food preferences, singing *Ой мороз, мороз* along with a Russian chorus on YouTube, sharing and discussing short pieces of writing about their families, comparing survey results about favorite music, working together on informal assessment of listening skills based on a clip from *Морозко*, presenting

information about weather in a Russian city (information they have found on a Russian Website) and more. This does not mean that vocabulary, grammar, pronunciation are not taught and assessed, but always in the context of a meaningful communicative task. Those formal aspects of Russian will be presented as necessary for the task at hand, the grammar, vocabulary, etc. is not the central learning goal.

One important tool that does explicitly acknowledge both the Standards and the ACTFL Proficiency Guidelines is the Prototype AP® Russian Language and Culture Exam. Students in Standards-oriented classrooms will find this exam in sync with the way they have been learning. To support this exam, American Councils holds an annual Professional Development Seminar for high school teachers in which participants collaborate to develop standards-based assessments and lessons. Teachers have the opportunity to learn and work with the latest technology in Russnet (www.russnet.org) and to certify their

school's participation in the Prototype AP® Exam.

It is important to recognize some of the complexities and challenges that continue to confront many pre-college Russian teachers. Years of communicating with colleagues via the ACTR National Russian Essay Contest, summer institutes, conferences and more have helped create a sense of how we work. As stated earlier, many of us must spend vast reserves of time and energy promoting our Russian programs to ensure their survival. In some schools Russian seems to be thoroughly embedded in the curriculum, but too often next year's enrollment is the teacher's constant concern. Mixed, multiple-level classes are not unusual, in which a teacher must teach Russian 1 and 2 together, or, worse, Russian 1 with Russian 4, or some other combination that mixes traditional beginning students with heritage learners who already have strong skills. We do know of at least one school with a separate track for heritage learners, but much more commonly, a

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- Free online archives
- Promote Russian programs
- Classroom materials
- Free newsletter

teacher has to figure out how to provide learning appropriate for both.

Because it is unusual for a school to have more than one Russian teacher, he or she will be working in isolation compared to the teams of Spanish and/or French teachers who can share ideas and plans within a school. And yet, Russian teachers are extraordinarily resourceful, resilient, creative, and passionate about their field. Being the only Russian teacher has an upside: it allows one to be as original and creative as he or she has time for.

Russian language study would benefit enormously from the collaboration of pre-college and college instructors. At the recent (December, 2009, Philadelphia) AATSEEL Conference, a panel on best practices in the classroom was shared by pre-college and college instructors. This session had standing room only, indicating that this topic should be expanded into a workshop length program or activity. Pre-college teachers always wonder what instruction they should provide to ensure their students' success in the college classroom. And college instructors wonder about the skills brought to their classrooms by the student entering from a high school Russian program. Given the wide range of resources, textbooks, classroom and school conditions, it would be wonderful if "how the student functions in Russian" could be used to drive placement rather than knowledge from a specific textbook. The Prototype AP® Russian Exam offers one way of making articulation less dependent on textbook or curriculum-driven placement assessments.

CCPCR's Fall 2009 Enrollment Trend Report, Pre-College Texts

Last fall, and most recently in a Washington Post article on March 1st of this year, reports of increasing enrollments in Russian at both the pre-college and college levels have generated cautious optimism about a revival of interest in Russian. A year ago, based upon enrollment data from previous years, the CCPCR report to AATSEEL noted an apparent upward trend in Russian enrollments at both the pre-college and college levels. Now it's time to evaluate the data gathered after one year to better understand the apparent trend.

Russian at the College/University Level

In October a number of SEELANGS contributors began reporting increases at their institutions; and Scott Jashchik, in his Dec. 15 Inside Higher Ed article "Russia(n) is Back" cited gains at institutions such as Holy Cross, Stetson, Indiana University, the University of Kentucky, and Pitt, and offered speculation from teaching faculty as to the cause. Their comments included such possibilities as students' increased access to Russian culture, and "chem khuzhe, tem luchshe" (as Michele Berdy noted in an October 16 SEELANGS e-mail: "...when relations are bad, the number of Russian-language students goes up; when relations are good, they go down"). The Washington Post article even noted that interest in Washington Capitals hockey standout Aleksandr Ovechin was a possible incentive for regional increases.

Though Jaschik comments that "There are no current national data available on Russian enrollment," CCPCR has of course been gathering such information for years, beginning with pre-college enrollments at all levels in 1984, and college-level enrollments in 1st and 2nd year Russian in 2002. Admittedly, CCPCR's data does not include every pre-college and

college level program since it depends upon voluntary teacher responses. Still, the CCPCR database can provide meaningful observations by tracking the enrollment records of institutions across the country that have consistently participated in the survey.

What the data collected by CCPCR this year (available on the our website at <http://www1.american.edu/research/CCPCR/--or just google CCPCR>) offer is still a mixed bag. At the college level, of 65 programs reported to CCPCR by March 2010, at least 50 programs have submitted their enrollments in consecutive years to provide a comparison. Of these programs, 22 saw increases in 1st year Russian and 25 in 2nd year Russian, while 15 experienced a loss of enrollment in 1st year and 13 in 2nd year. That this trend is still a work in progress is illustrated by the pattern at Stetson. Though Jashchik cited it for a 2008 increase (from 18 to 28), this year Stetson's 1st year enrollment as reported on CCPCR's annual census dropped to 20. Still, 13 1st year programs and 12 2nd year programs reported neither a gain or loss (treating a gain or loss of 2 or less students between years as insignificant). The fact that there ARE increases should heighten our sense of optimism, but how stable are these gains?

Some changes are truly impressive: American University's 1st year Russian program has steadily increased over the past three years from 28 to 55 to 78 students, the University of Montana posted three consecutive years of gains (29-42-51), as did the University of New Hampshire (44-48-63) and Texas Tech (22-44-60). But these are exceptions, and besides fluctuation in 1st year numbers, one still needs to keep a cautious eye on the rate of attrition between 1st and 2nd year Russian. This is especially true when large 1st year classes don't result in a proportionate increase in 2nd year.

Traditionally large programs with 100 or more students in 1st year, such as the University of Wisconsin, Ohio State University, the University of Washington, and the U.S. Military Academy reflect what is actually the more pro-

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nounced enrollment pattern reported this fall: stability. If anything, what can be seen in the data is the fact that programs for the most part are maintaining their numbers; and where there are decreases in enrollment, the losses are comparatively small--nothing remotely comparable to the unusual upward leaps reported at some institutions. (If your institution's numbers are missing from the site, we encourage you to send them to CCPCR at ccpcr@american.edu.)

Pre-College Trends and issues

At the pre-college level, of 81 programs that have consistently participated in CCPCR's annual survey, 34 saw an overall increase in k-12 numbers, 38 experienced a loss of enrollment, and 9 programs remained at previous levels. FLAP grants have made a considerable difference in some regions, notably in Tennessee, where hundreds of new students entered k-12 Russian classes and four new teachers were hired. However, while there is still general enrollment stability in pre-college programs, in contrast with college level enrollments some of the increases and decreases reported were much more pronounced. And an additional concern: some teachers continue to report their programs threatened or soon to be phased out by funding cutbacks and/or the competition from new language choices added to the curriculum. This has not been the case at the university level. The fact that some programs at both the pre-college and college levels are growing is encouraging, but based on our data, it is still too soon to report that a rising tide is lifting all boats

Pre-College Textbooks

Finally, a continuing issue for pre-college teachers is that of textbook options. CCPCR's annual survey of textbooks in use reflects a wide variety of approaches at the pre-college level. The most popular text continues to be Russian Face to Face, published in 1993, and used at 34 of 81 reporting schools. Next, however, are self-developed materials (22) followed by Golosa (17) and Nachalo (9). Some schools use combinations of these texts

with self-developed materials. Use of internet programs, such as Russnet was surprisingly mentioned by teachers from only three schools. However, teacher responses to the CCPCR survey reflect dissatisfaction with their available choices and a need for more current materials. Publishers, of course, need a viable market, and enrollment levels are crucial to the production of new materials. The absence of an up-to-date, appealing and effective text for pre-college classes is clearly a concern for K-12 teachers.

As always, CCPCR encourages pre-college and college/university teachers to visit our website, where you will also find an annual listing of Russian language classes available in the coming summer, national enrollment statistics, teacher e-mail contact information (with direct links), and direct links to report your own program information

Prof. John Schillinger, Chair, CCP-
CR Committee on College and Pre-
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research/CCPCR/](http://www1.american.edu/research/CCPCR/)

Call For Submissions –SRS 2010 Graduate Student Essay Prize

Deadline: July 1, 2010

The Society for Romanian Studies is pleased to announce the Second Annual Graduate Student Essay Prize competition for an outstanding unpublished essay or thesis chapter written in English by a graduate student in any social science or humanities discipline on a Romanian subject. The 2010 prize, consisting of \$300, will be presented at the AAASS Convention in Los Angeles. The graduate student must be enrolled at or have graduated from an institution of higher learning in North America. The competition is open to current M.A. and doctoral students or to those who defended dissertations in 2009-2010. If the essay is a seminar paper, it must have been written in 2009-2010.

If the essay is a dissertation chapter, it should be accompanied by the dissertation abstract and table of contents. Essays/chapters should be between 25 and 50 pages double spaced, including reference matter. Expanded versions of conference papers are also acceptable if accompanied by a description of the panel and the candidate's conference paper proposal. Candidates should clearly indicate the format of the essay submitted. If you have questions, contact Margaret Beissinger at mhbeissi@Princeton.edu.

Please send a copy of the essay and an updated CV to each of the three members of the Prize Committee below. Submissions must be postmarked no later than July 1, 2010.

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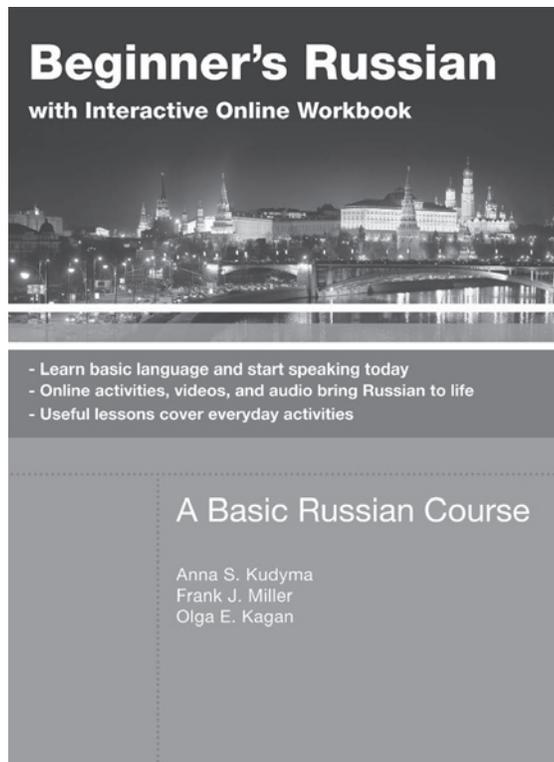
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AATSEEL Newsletter Needs Column Editors & Contributors

We are currently looking for editors for the Ukrainian studies and Russian at Work columns.

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

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<http://russian.ucla.edu/beginnersrussian/>



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Member News

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

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

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

Colleagues extend their congratulations to **Ronelle Alexander**, Professor of Slavic Languages and Literatures at the University of California, Berkeley, who was the recipient of the honorary degree *Doctor Honoris Causa* at Sofia University in Bulgaria last spring. The award was given in recognition of Dr. Alexander's work in the field of Bulgarian, Balkan and Slavic Studies, and her for contributions to facilitating the study of Bulgarian language in the US.

Congratulations to **Vitaly A. Chernetsky and Benjamin M. Sutcliffe** of the Department of German, Russian and East Asian Languages at Miami University. Both have been granted tenure and will assume the rank of Associate Professor in July, 2010.

Brian R. Johnson is now Visiting Assistant Professor of Russian in the Modern Languages and Literatures Department of Swarthmore College.

Molly V. Peeney, Assistant Professional Specialist of Russian in the Department of German and Russian Languages and Literatures at the University of Notre Dame has defended her PhD dissertation at the University of Wisconsin-Madison. Her research considers responses to

Soviet literature in a selection of novels by Vladimir Nabokov.

Lynn Visson's book *Slova-khameoleony i metamorfozy c sovremennom russkom iazyke* had been published by RValent (Moscow: 2009). The book deals with the problems new meanings of polysemantic English words pose for translation into Russian.

Olga T. Yokoyama, Professor and Chair of the Department of Applied Linguistics at UCLA announces the publication of her book, just out from Harrassowitz Verlag, *Russian Peasant Letters: Life and Times of a 19th-century Family*.

Guidelines for 2011 Conference Proposals

The Program Committee will accept proposals for the following seven formats:

- (a) individual paper
- (b) fully-formed panel
- (c) roundtable
- (d) forum
- (e) workshop
- (f) master class
- (g) poetry reading

Each proposal will be reviewed by the Program Committee, and the text of every accepted proposal will appear in the annual meeting program book (note that this includes formats for which no descriptions have appeared in the past). Proposals for all formats should not exceed 300 words, but a successful, effective proposal for any format can certainly be shorter.

Individual paper proposals must identify a problem that needs solving in the fields of linguistics, pedagogy, literature, and/or culture, or present a hypothesis that sheds light on the interpretation of a text or body of texts. It should outline the author's plan for defending the paper's hypothesis or advancing an interpretation.

Proposals for fully-formed panels will now contain, in addition to a panel

RECENT PUBLICATIONS

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

Culture

Fishman, David E. 2010. *The Rise of Modern Yiddish Culture*. Pittsburgh, PA: University of Pittsburgh Press.

Horowitz, Brian. 2009. *Empire Jews: Jewish Nationalism and Acculturation in the 19th and Early 20th Century Russia*. Bloomington, IN: Slavica.

Continued on page 15

title, the titles of individual papers and names of presenters, chair, and discussant (if there is one), a single paragraph-long statement, prepared by the panel organizer (who can also serve as one of the presenters, the chair, or the discussant). This single-paragraph proposal should also not exceed 300 words, and like a paper proposal it can be shorter. It must contain a concise description of the rationale for bringing the individual papers together as a panel and describe briefly how each paper fits into the discussion. *No individual proposals for papers submitted as part of a fully-formed panel need to be included at the time the panel is proposed.*

If a panel proposal is accepted by the Program Committee, the organizer will be responsible for obtaining from each participant a description of each paper for inclusion in the program book, and sending in those descriptions to the Program Committee Chair by Sept. 30, 2010.

Proposals for fora, workshops, master classes, and poetry readings should include concise description of the rationale for bringing conference participants together for the discussion envisioned by the event organizer; they can, and in the case of the poetry reading should, contain brief descriptions of the participants' particular scholarly or creative interests and expertise.

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

Alina Israeli
(*American University*)

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

Q. Here we are at work in an 18-story building with 3 elevators. I'm waiting for the (an?) elevator. In Russian, would I use accusative or genitive for the object? I'll get in any elevator that comes, but all 3 follow the same route.

A. So the question is: *ждать лифт* or *ждать лифта*? The general premise is usually that *ждать автобуса* means 'uncertainty', *some bus*, while *ждать автобус* means more certainty or specificity, for example *bus no. 5*. Hence in translation the former is often rendered with the indefinite article, the latter with the definite article. However, any English speaker who has studied other languages with articles has noticed that their use does not correspond one-to-one to their use in English. This means that different languages impart different meanings to the concept of *definiteness*. Assuming that Russian cases can have the same function, we need to find out exactly what is meant by *definiteness* in Russian.

For simplicity's sake, let us first examine the use with *самолет*. An examination of the data immediately points to the fact that genitive is used when there is a long, very long wait:

Российские туристы почти целый день **ждали самолета**. (www.edinros.ru/text.shtml?3/7954,%5Bbrubrid%5D)

Красноярцы **ждали самолета** на Таиланд более 14-ти часов в аэропорту. (wap.sibnovosti.ru/articles/16832)

Краснодарские туристы почти сутки **ждали самолета** в Анталию. (www.livekuban.ru/place/antalja)

«представляешь, мы в Женеве шесть часов **ждали самолета**, я все виски в баре вылакал» (www.proza.ru/2010/01/11/518)

Регулярных рейсов также не было, и купившие билеты пассажиры подчас долго **ждали самолета**. (www.libsakh.ru/?div=express&hid=480)

Sometimes the duration of the wait is expressed by the action that take place while waiting:

Пока **ждали самолета** и тупили в Москве, прочитала "Одиночество в сети" Януша Вишневского. Такой нежной и грустной книги мне давно не попадалось. (green-snow.livejournal.com/179267.html)

По дороге туда, **ждали самолета** в Дели в каком-то отдельном здании с залом ожидания, так там даже ресторан нашелся и пловом накормили. (www.indostan.ru/indiya/55_766_0.html)

После этого, пока мы **ждали самолета** в аэропорту Лас-Вегаса, я придумал-таки лимерики про всех своих участников... (www.pohod.com/weekly/3.htm)

The next humorous excerpt is from a travelog to Ukraine where the party ordered food in a café and had to wait for it

to come for a very long time — in fact for such a long time that they imagined that the café had ordered sushi for them in Japan and was expecting it to be delivered by plane any minute:

Мы точно, конечно, не знали, что происходило на кухне этого харч-кафе, но ждали очень и очень долго и уже решили, что нас хотят взять измором, чтоб мы сами ушли, недождавшись. По версии друзей, они, увидев, что мы вышли из машины с московскими номерами, решили заказать нам суши из Японии и уже **ждали самолета** с минуты на минуту, но мы настойчиво, перенеся голод и лишения, напомнили им, что нам нужна именно крошка, и в итоге убедили их, что мы ее хотим, и они наконец-то поверили и несчастную, уже холодную крошку, нам таки подали на стол. (www.afonin.com/news/2007.php)

What we have seen in the above examples is that a long wait translates into uncertainty and that this uncertainty is a trait of indefiniteness in Russian.

For comparison the accusative examples have the typical definite nouns. The plane carrying the President of a country is a very specific, definite plane:

Вчера в Екатеринбурге **ждали самолет** с Аскарком Акаевым. (www.kpk.nr2.ru/ekb/20724.html)

But what is the difference when mere mortals wait for a plane? Here's a soldier's blog:

Пока мы **ждали самолет** у взлетной полосы, нам выдали зеленые контейнеры - сухой паек. (users.livejournal.com/fk_)

The wait must have not been that long and the plane was quite specific: a transport plane for soldiers operating under army regimen.

A normal airport wait is filled with shopping during a known set amount of time:

мы когда **ждали самолёт** (когда уже ехали в Москву) делали покупки, ну сувениры всякие, сигары, мартини и всякие безделушки так что и на обратном пути вы тоже можете делать покупки... (forum.cofe.ru/showthread.php?t=1474&page=3)

or is described matter-of-factly:

Кстати, вне аэропорта мы еще и не были, а вот в нем очень даже прохладно, пока **ждали самолет** замерзли. Не такой уж и жаркий этот Таиланд, думал я. (www.limewall.com.ua/modules/news/article.php?storyid=676)

Native speakers may disagree on the use of articles in some cases, and the same thing is true in the next pair of examples:

В этот день мы узнали, что из Перми приехало 4 человека. Кто же они?! Это, оказывается, были мы. Те, кто 3 часа **ждали самолет**. И опоздали на автобус. К нам был особый интерес. (www.goethe.de/INS/ru/lp/prj/drj/leb/frz/ru5265592.htm)

One could just as well say 3 часа ждали самолета. But the author chose accusative, thus removing the element of uncertainty.

The speaker in the following example preferred to keep the element of uncertainty:

На автобусах вернулись в Барселону, там в аэропорту **три часа ждали самолета**. Прилетели в Рим — еще три часа ждали багаж. Из Рима в Монако добирались с такими же задержками. В гостиницу попали поздно вечером. (http://www.sport-express.ru/newspaper/2001-06-18/13_2/)

The main thing is that the wait in one case is not viewed as excessive, while in the other, combined with the wait for the luggage, it is.

Even an unusual wait due to riots and demonstrations, but not an excessively long one, is presented with accusative:

Россияне, “застрявшие” в Таиланде, **ждали самолет** на улице. (www.rian.ru/society/20081127/155984348.html)

Much the same thing happens with *elevator*. We find with genitive total uncertainty, for example as to which elevator

of a group will arrive first or how long it will be before any elevator will arrive:

Пока мы с мисс Фауст **ждали лифта**, чтобы спуститься на первый этаж, она сказала, что лишь бы не пришел пятый номер. Не успел я ее спросить почему, как прибыл именно пятый номер. (К. Воннегут. Колыбель для кошки)

We also find with genitive a very lengthy waiting period, or at least one perceived as such:

Долго **ждали лифта**. Молчали. Никто даже и не знал о чем можно говорить. - Вот и моя квартира, она такая, как мне мама описала. (www.yagudin.spb.ru/cr/cr_cat.php)

Минута, пока они **ждали лифта**, тянулась бесконечно. Они еще два раза останавливались по дороге, впуская пассажиров, пока добрались до холла. (lib.ru/DETEK-TIWY/KLARK_M/krasawica.txt_Piece40.12)

The accusative is used where the wait is viewed matter-of-factly or as a short one:

Потому что лифты и эскалаторы – это не только вспомогательные средства передвижения, а и прогнозируемые пассажиропотоки. Еще на стадии проекта архитектору следует спланировать необходимое количество посетителей, развести линии движения таким образом, чтобы посетители не сталкивались, **ждали лифт** недолго, а в случае задержки или большого количества людей могли воспользоваться альтернативными видами подъемных



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устройств (эскалаторы, травуляторы). (bud-inform.com.ua/news/article/.../lift_i_eskalator_1335/)

А тут стояла на лестничной площадке, провозая сына в школу, **ждали лифт**. Вышла соседка. (Маша Трауб. Замумукалась. www.chaskor.ru/article/zamumukalas_13424)

So we can conclude that the uncertainty (or indefiniteness) for Russian concrete nouns in the case of waiting involves an excessively lengthy wait and/or uncertainty about time of arrival because the wait has exceeded the normal expected wait or for some subjective reason is perceived as excessively long.

Going back to the original question, if it does not matter which elevator you would take and you do not care (unlike the example given above from Vonnegut), you should use accusative. If in retrospect the wait was perceived as excessively long or uncertain, then you would use genitive.

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BELARUSICA

*Editor: Curt Woolhiser
(Harvard University)*

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

International Association for Belarusian Studies

For news of the International Association for Belarusian Studies (MAB), including information on the upcoming V International Congress of Belarusianists in Minsk (May 20-21, 2010), please see the MAB website: <http://mab.org.by>

Deadline extended: 2008-2009 Zora Kipel Memorial Prize Competition

The North American Association for Belarusian Studies and the Kipel family are pleased to solicit entries for the 2008-2009 Zora Kipel Memorial Prize competition. The prizes, \$500.00 for books and \$200.00 for articles, will be awarded to the authors of outstanding new publications in the fields of Belarusian cultural studies, linguistics, literature, history and politics. Books and articles published between 2005 and 2009 in either English or Belarusian are eligible. We particularly encourage scholars based in North America to enter the competition (entrants need not, however, be members of NAABS). Winners will be selected by a panel of judges made up of NAABS officers and members. To enter the competition, please send a copy of your book or article to the following address by April 20, 2010:

Dr. Curt Woolhiser, Harvard University, Department of Slavic Language

es and Literatures, Barker Center 327, 12 Quincy St., Cambridge, MA 02138-3804. Winners will be announced in September of 2010.

Call for Entries: Zora Kipel Prize for Student Research Papers in Belarusian Studies

NAABS and the family of Zora Kipel are pleased to solicit entries for the 2008-2009 Zora Kipel Prize for outstanding research papers in Belarusian studies by undergraduate and graduate students. Unpublished papers at least 15 pages (double-spaced) in length, written between 2005 and 2009 are eligible for the 2008-2009 competition. We particularly encourage undergraduate and graduate students from universities and colleges in North America to enter the competition (entrants need not, however, be members of NAABS). Winners will be selected by a panel of judges made up of NAABS officers and members. To enter the competition, please send three copies of your paper to the following address by April 20, 2010:

Dr. Curt Woolhiser, Harvard University, Department of Slavic Languages and Literatures, Barker Center 327, 12 Quincy St., Cambridge, MA 02138-3804. Winners will be announced in September 2010.

Cross-Cultural Communication

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

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

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

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- **Summer Russian Language Teachers Program.** Extensive support for university and secondary school teachers of Russian to study in Moscow for six weeks. Graduate students are also encouraged to apply.
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Graduate Student Forum

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

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

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

Question:

This is a question I do not feel comfortable asking of my professors for the fear of raising doubts about my professional adequacy. How good is my Russian realistically expected to be? I want to be a Russian literature specialist, and I seem to be doing fine with what I know of Russian. I have participated in several language programs in Russia; during the school year, I also do my best to keep my Russian up. I put "advanced Russian" on my CV, but my advisor told me to change it to "near-native", and explained that near native proficiency is a must in order to be competitive on the job market. I know that many of my peers have similar doubts: what if we do not quite feel near-native in Russian? Do we absolutely have to?

Dear X,

How do you best communicate to a general audience your language competency? The simplest way is to simply state that your Russian is "fluent," or "full professional competency." The category "advanced" can easily be misunderstood, as can "near native" proficiency." In my thirty five years at Middlebury both summers and academic year I have met fewer than a handful of non-heritage speakers whose Russian proficiency one could consider "near native."

The concept of fluency in Russian or any other language is an ongoing source

of miscommunication. The most reliable measurements in the United States are those done by the military and other governmental organizations that use the Interagency Language Roundtable (ILR) five point scale. Inside academia this scale was adopted and adapted by The American Council of Teachers of Foreign Languages in the *ACTFL Proficiency Guidelines*. But very few people have been trained to apply the standards, and many use such categories as Advanced, Superior or Distinguished without a full appreciation of their precise meanings among certified testers. You may check the actual descriptions of the ILR and ACTFL standards on the internet.

The purpose of your c.v. is to present an accurate picture of yourself and to advance to an interview. Your description of your language skills should be supported by the information on your

*Editor: Nina Wieda
Northwestern University*

language training at home and in Russia. At any interview you will likely be asked to speak in Russian and your spoken language skills will be readily apparent. The actual purpose for the creation of guidelines was to measure not what you may have learned, but what can you do with the language? Can you lecture in Russian, lead seminar discussions in the language, edit writings in Russian, etc.?

I suspect that your Russian is more likely at the "Superior" level, than "Advanced" on the ACTFL scale. There may be at your university someone certified as a tester who could give you an informal oral exam. Remember that language learning is a continuous process and that we learn to do what we practice doing. Your Russian will improve as long as you continue to use in a variety of situations.

I might add a personal note. We in the profession do a disservice to our students, most of whom begin the study of Russian at the college level, if in the end we are unwilling to accept as colleagues those very students who fill our language courses, and have to acquire their Russian language skills with a considerable expenditure of time and effort.

Good luck to you.

Thomas R. Beyer
Professor of Russian
Middlebury College

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PSYCHOLOGY OF LANGUAGE LEARNING

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

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

Developing Students' Language Proficiency through Self-directed Collaborative Learning

Conny Opitz, Teaching Assistant, & Dr Sarah Smyth, Senior Lecturer, Department of Russian and Slavonic Studies, Trinity College Dublin, Ireland

Background

The department of Russian and Slavonic Studies, Trinity College Dublin, Ireland, organises three types of extra-curricular collaborative activities to support the development of students' language proficiency in Russian and Polish. These are a **peer-learning programme**, **"tea parties"** and **pub nights**. All three activities stand in the tradition of learner-centred approaches to teaching and learning and allow learners to maximize what they can do at each stage of the learning process (Vygotsky 1978). The success of these initiatives hinges on students' trying out and practicing their language skills in a relatively risk-free environment in which scaffolding is provided by slightly more advanced peers and sympathetic native speakers.

Brief outline of initiatives

The **peer-learning programme** was initiated in 2001/2 in our Russian department¹, and was subsequently expanded to include other languages. It is currently available to some 250 first-year students. Peer learning assists

¹ Supported with a TCD Teaching Development Grant (2001/2) and a HEA Targeted Initiatives Grant (2001/4).

transition from school to university and helps students increase their levels of performance and achievement by developing both generic transferable and specialist skills (e.g. Wallace 2004).

Second-year undergraduate students are trained to support active learning in groups. They are matched with first-year students to form small study groups of 3-4 people. The groups meet once a week; the agenda is set entirely by the first-year students while the second-year "tutors", drawing on their experience of having studied the same course the previous year, facilitate the implementation. Apart from language practice and troubleshooting, tutors also help with broader questions concerning the course overall, the year abroad, integration into a new learning environment, etc. The tutors in turn liaise with a department-based peer-learning coordinator. The tutors are volunteers who are awarded a CV-boosting certificate at the end of the year.

Pub nights and **"tea parties"** provide an opportunity for students (and staff) to maintain and develop their spoken language skills and for Russian and Polish to be used in meaningful and enjoyable social interaction outside the classroom. The pub nights take place every other week during teaching term and are mostly availed of by advanced students from the day and evening programmes, particularly those who have been abroad and feel that they are getting "rusty". Native and near-native speakers of Polish and Russian, from within and outside the department, join these gatherings. This makes them more enjoyable and beneficial in terms of language practice.

Our newest "invention", the Russian and Polish "tea parties", are the "juvenile incarnation" of the pub nights.

*Editor: Valery Belyanin
(Kaluga State University)*

Given that beginners tend not to attend the pub nights because they feel inhibited, we now offer our first-year *ab-initio* students a "risk-free" alternative where they meet with a native speaker (a student from fourth year) once or twice a month for an hour. They simply get together in a seating area in the university, we provide a kettle, the students take turns to bring tea bags and biscuits (we throw in the odd box of конфеты, too). The "tea parties" thus form a bridge between peer learning and pub nights.

Benefits

Although we have only been able to do a limited amount of research on the benefits of peer learning (Smyth and Opitz 2006), we are confident that these activities are worthwhile and good value for money. We have seen students grow in confidence, leading for example to an earlier immersion in summer programmes in Russia (after first year, as opposed to second year); we have had improvements in the grade average and retention rates; and generally these initiatives contribute to an overall sense of well-being and belonging.

The improvement in students' proficiency can be linked directly to the learner-oriented and collaborative set-up of the initiatives (particularly peer learning) and to meaningful/additional practice in the language (pub nights/"teas"). Students availing of peer learning actively address their own individual weaknesses while helping others with their strengths, all being "experts" and "novices" at different times. Collaboration promotes the sharing of knowledge and of approaches, as well as the practice of skills in a safe environment. Thus, differing learning preferences are actually an asset of this set-up. Tutees are also more likely to be on top of their continuous assessment work which feeds directly into improved exam performance. Very gratifyingly, the academic and social benefits are not restricted to those on behalf of

whom the initiatives are organized but are also enjoyed by the facilitators, i.e. the tutors and “tea hostess”.

Given the extra-curricular nature of these activities, participation is *de facto* voluntary, though strongly encouraged. Some first-year students do not become involved: those who are not organised enough to “drop in” or those who feel settled enough just knowing that the support is available. We have not encountered “conscientious objectors” – feedback on the peer-learning programme shows that participants and non-participants alike evaluate it positively and are grateful for the opportunity.

Key to success

In order for these initiatives to work successfully, several provisions need to be in place (c.f. Falchikov 2001 for further suggestions). The most important of these in our experience is institutional support, both in relation to the time required to organise the activities (administering a basic peer-learning programme may run to 130+ hours

per academic year), and the physical environment for the initiatives to take place in.

Further, continuity between stated institutional aims and actual practice is necessary at all levels. For example, where the coordinator and the language instructor are not the same person, it is crucial for the success of these initiatives to be endorsed and actively supported by the relevant language instructor.

Finally, the success of these initiatives ultimately depends on students accepting the challenge of taking charge of their own learning through participating in activities outside the prescribed curriculum.

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Recent Pubs Continued

Continued from page 7

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Continued on page 22



Bureau of Educational
and Cultural Affairs

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

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

The deadline for applications is March 1, 2010.

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

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

AMERICANCOUNCILS® FOR INTERNATIONAL EDUCATION
ACTR ▲ ACCELS

Why Renew Your AATSEEL Membership?

- * Support and receive Slavic and East European Journal (SEEJ), a quarterly journal with the most groundbreaking research in Slavic literature, linguistics, and pedagogy along with reviews of books Slavists need to read and know about;
- * Publish research in SEEJ, joining colleagues in the most important journal for Slavists in North America, benefit from referee reports by the best scholars in the field and, in turn, contribute to the work of other scholars by reviewing their submissions;
- * Receive the AATSEEL Newsletter, a quarterly bulletin with important news about events in our profession, grant and fellowship opportunities, job listings, summer programs, study abroad programs, news of other members (promotions, retirements, etc.), and informative columns such as "Everything you wanted to know about Russian grammar but were afraid to ask" as well as columns on Ukrainian, Belarusian, Czech and other languages;
- * Can attend and participate in the annual AATSEEL Conference (held in the same city and at the same time as the annual MLA Conference), together with tenured and tenure-track scholars as well as graduate students and independent scholars, hear and give papers, take part in panels and roundtables and job interviews, receive the annual conference program book with its abstracts;
- * Have access to the online annual AATSEEL membership directory;
- * May nominate others for AATSEEL awards, including the book awards;
- * Are eligible themselves for AATSEEL awards, including the book awards;
- * Support AATSEEL and thus the Slavic languages and literatures field in the United States.

GO TO: WWW.AATSEEL.ORG



So, what are you doing next? SUMMER?

SIX-WEEK INTENSIVE COURSES IN EAST EUROPEAN LANGUAGES (June 7 - July 16, 2010)

Advanced: BCS [Bosnian, Croatian, Serbian] and Slovak
Beginning and Intermediate: BCS, Bulgarian, Polish and Slovak
Beginning: Czech, Hungarian and Ukrainian

ACLS-Funded Program for Super Advanced/Heritage Speakers of Bosnian/Croatian/Serbian: 6 weeks (2 weeks at each site) Belgrade, Sarajevo & Zagreb (6/21-7/30)

◆ Fellowship deadline March 19. *Generous scholarships available through CREES-FLAS & SLI. ACLS funding provides for full tuition waivers for graduate students in Beg., Int. & Advanced Mastery BCS & Beginning Polish.* For more information please write or call:

Department of Slavic Languages and Literatures
 1417 CL, University of Pittsburgh
 Pittsburgh, PA 15260
 (412)624-5906/Fax (412)624-9714/e-mail: slavic@pitt.edu

Visit our web page at: <http://sli.slavic.pitt.edu/>

EIGHT-WEEK INTENSIVE RUSSIAN PROGRAM (June 7 - July 30, 2010)

Beginning, Intermediate, Advanced, and Fourth-Year Russian (including special placement/classes for Heritage speakers of Russian)

• Pittsburgh/Moscow 5+5 week program & 5+5 program for Russian Heritage Speakers also available



SUMMER LANGUAGE PROGRAMS

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

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

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

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

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

Cosmopolitan Educational Center, Novosibirsk, Russia

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

The major benefits to join our program are as follows:

We organise an exciting cultural, social and excursion program for international participants of the camp, which is a very enriching experience. You will be involved in interaction with the Russian children, youth and adults all the time. This is the kind of experience you will never get if you go as a tourist.

You will gain a first-hand experience of the Russian culture and life style and particularly the Siberian one. They say if you want to know what real Russia is like you should go to Siberia.

This is a not-for-profit program. Participation fee covers expenses on accommodation and ALL meals, and tuition fee for students as well. If you come to Russia (Siberia) on your own or through a travel agency you will spend much more money compared to what you would pay to participate in our programme. Participating in our program you won't need much pocket money, you may only need some spending money to buy souvenirs and gifts to take back home.

All the local services (airport pick-up, local transportation, excursions) are provided by our school without any additional payment.

You don't have to be a professional teacher in order to volunteer for the program. The most important aspect is your willingness to participate and share your knowledge and culture, as well as your

enthusiasm and good will. Teaching at the camp is not like an academic teaching routine, it's more like fun where emphasis is made on communication. Our school will provide you with the daily topical schedule for the classes and will be happy to assist with lesson planning and teaching materials. University students are eligible to apply as volunteer teachers. You will gain valuable practical experience, proven ability and contacts that you can use to get a future job. Teaching at the camp can also be considered as an INTERNSHIP with all necessary paperwork and an on-site internship supervision provided.

International participants have an opportunity to attend Russian languages classes every day. Russian classes are taught by well-educated native speakers trained to teach foreigners. Students are placed in a group according to their level of Russian. No previous knowledge of Russian is required.

We will also be happy to arrange courses on the Russian culture, history, music, etc., if required.

We are dedicated to providing a student with the most excellent supervision possible. All the students are supervised and each group has a group leader who is normally responsible for 10 students and stays with the group 24 hours a day. Everyone can expect a warm, supportive and friendly atmosphere along with professional service. Our goal is that a student has the most enjoyable and worthwhile experience possible during the stay with us. We are determined to ensure that everyone benefits fully from the interaction with other students and the staff. The Head of Studies, Psychologist, the Social Program Coordinator and the Program Director are constantly monitoring the program to assure that everyone is enjoying the stay and taking advantage of the many activities offered by the school. Parents are allowed to the program.

We also offer excursion packages which include trips to Moscow, St. Petersburg, Novosibirsk, Krasnoyarsk, Lake Baikal, the Altai Mountains, TransSiberian Railroad, 'Welcome to Siberia' program. All the details and

tour descriptions are available at request.

We provide all our foreign participants with an invitation to obtain a Russian visa and arrange their registration on arrival.

For further details please email cosmopolitan@rinet.su or cosmoschool2@mail.ru

Dubravushka School

Getting potential Russian language students to Russia helps get students to begin the Russian language and/or to continue with it. A prestigious 19 year old college preparatory boarding school located outside Moscow has a summer camp program where English is taught to high school aged Russians. Because the school is anxious to expose these students to native English speakers, it offers a program which includes beginning and intermediate Russian lessons at what is in effect a subsidized rate to native English speaking high school aged students. (185 Euros/wk in 2008) This may be the only program where the American students are socializing and living mainly with Russian children. The fee includes room and board, Russian lessons, inclusion in all the camp activities and airport pick up and drop off. Watervaliet, NY Russian language HS teacher Steve Leggiere had 5 of his students in the program in 2008. Thru local fund raising including obtaining funds from service clubs, Steve was able to reduce costs for his students. For additional information, see www.dubravushka.ru or contact Bill Grant, volunteer US Agent, at 941-351-1596 or grantwb@tampabay.rr.com

IQ Consultancy Summer School of the Russian Language

IQ Consultancy offers an intensive two or three week summer program for studying the Russian language to foreign students majoring not only in the Russian language and literature but also in history, economics, engineering or any other subjects. The summer school is the right option for everyone willing to develop their language skills and get an unforgettable international experience while exploring St. Petersburg,

one of the world's most exciting and fascinating cities. This short term immersion program ensures not only intensive language practice but also a great opportunity to soak up the atmosphere of Russian life and culture.

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

Your students can come to Russia to study the Russian language with IQ Consultancy any time suitable for them. There are two or three week summer programs on fixed dates or we can arrange a course for the students of your university only, if they come in group of 6-10 students. Students can prolong their stay and study the Russian language with IQ Consultancy in a one-to-one format or joining any current group of students.

The summer program comprises the following activities which are included in tuition fees: 20 academic hours of General Russian a week in a group; 40 hours for 2 weeks and 60 for 3 weeks respectively.

IQ Consultancy offers different supplementary services to our students (they are charged extra), such as providing visa support, arranging different types of accommodation, transfer and an entertainment program. On your wish, we will fill in your afternoon hours with cultural program after the language classes. We will show you the evening and night life of the city and arrange a massive entertainment program at the weekends. We cooperate with different reputable and established agencies which provide these services and guarantee our students a comfortable stay in St. Petersburg.

IQ Consultancy ensures not only teaching excellence and a great academic experience but guarantees a once-in-a-life-time stay in St. Petersburg.

For further information on summer language programs offered by IQ Con-

sultancy you can contact us at any time by e-mail, skype, phone or ICQ listed:

Tel: +7 (812) 3225808, + 7 (812) 3183390, +7 (911) 206 85 78 E-mail: natalia.pestovnikova@iqconsultancy.ru or russian@iqconsultancy.ru ICQ: 418528066 Skype: RussianinRussia

Portland State University Intensive Language Courses June 21–August 22, 2010

RUS 101, 102, 103 Intensive First-Year Russian (4, 4, 4) A proficiency-oriented course that focuses on beginning reading, writing, speaking, and listening as well as cultural skills.

RUS 210, 202, 203 Intensive Second-Year Russian (4, 4, 4) A proficiency-oriented course that focuses on intermediate reading, writing, speaking, and listening as well as cultural skills.

RUS 301, 302, 303 Intensive Third-Year Russian (4, 4, 4) A proficiency-oriented course that focuses on advanced reading, writing, speaking, and listening as well as cultural skills.

International Visiting Professor Program June 21–August 15, 2010

Visiting Professor Vladimir Tikhonov from the Linguistics University of Nizhny Novogord will offer classes on Russian history and on contemporary Russian society. Conducted in Russian, they are recommended for advanced students (three years and beyond) and for native speakers of Russian.

RUS 410 Russian Alaska 1741-1867 (4) A content-based language class focusing on Russian expansion into Siberia, the Russian Far East, and the Pacific Northwest, especially the Russian settlement of Alaska.

RUS 421 Topics in Contemporary Russian Culture: Culture and Society (4) A content-based language class focusing on contemporary issues in Russian society in their historical context.

Immersion Housing

Students who have completed at least two years of Russian are encouraged to live with fellow students and with visiting faculty in the Russian Immersion Living/Learning Community in Stephen Epler Hall. See <http://www.pdx.edu/housing/russian-immersion> for details.

Prešov University

The Institute for Rusyn Language and Culture at **Prešov University** is inaugurating the first international Summer School in Rusyn Language and Culture to take place in **Prešov, Slovakia**, between June 14 and July 4, 2010. The goal of Studium Carpato-Ruthenorum is to help students (from 18 years of age), scholars, and others interested in Rusyn studies attain proficiency or to improve their existing ability to communicate in the Rusyn language and to broaden their knowledge of Carpatho-Rusyn history and culture. Instruction will be provided by university professors, distinguished Slavists, and specialists in Carpatho-Rusyn studies.

The language of instruction, in parallel courses, will be either Rusyn or English. Language instruction consists of two hours per day of grammar and conversation, for a total of 30 hours. Language classes will be divided into three groups: Language instruction conducted in Rusyn (1) for beginners (levels A1, A2) and (2) for advanced students (levels B1, B2); and (3) language instruction only for beginners offered in English. Participants will also attend history and culture lectures, including presentations on Carpatho-Rusyn folklore and folk life, Carpathian wooden architecture, Carpatho-Rusyn literature, and other topics provided either in English or in Rusyn.

Scholarships for between five and ten participants to cover the costs of the program will be available. Participants interested in applying for a scholarship must send a special request along with their application in the form of a one-to-two-page essay describing their interest in the program and outlining their financial need.

The cost for the entire program (tuition, accommodations, three meals a day, extracurricular program) is 900 Euros (approximately \$1300). Participants will subsidize their own travel to Prešov which can be reached by train from locations in Europe and by plane to the international airport in Košice with bus connections to Prešov.

For further information, please email Patricia Krafcik at krafcikp@evergreen.edu. For a duplicate of this information here, along with a schedule of classes and activities, as well as an application that can be downloaded, filled out, and sent as an attachment, please

go to the following website: C-RS.org (the official site of the Carpatho-Rusyn Society). Completed applications may then be emailed to the following address and must be received no later than March 1, 2010: urjk@unipo.sk. The postal address and phone number for the Institute for Rusyn Language and Culture at Prešov University is: Ústav rusínskeho jazyka a kultury, Prešovska univerzita, Namestie legionarov 3, 080 01 Presov, SLOVAK REPUBLIC. Phone: +412 (51) 7720 392.

**UCLA Department of Slavic Languages and Literatures
Summer 2010**

Course ID	Course title	Session & number of weeks
Russian 10	Intensive Elementary Russian	Session A 8 weeks (12 units)
Russian 20	Intensive Intermediate Russian	Session A 8 weeks (12 units)
Russian 90BW	Russian Civilization 20 century	Session A 6 weeks (5 units)
Russian 4	Intermediate Russian for High School Students	Session A 5 weeks (5 units)
Romanian 103	Intensive Elementary Romanian/Moldovan	Session A 6 weeks (12 units)

Session A – 5-week courses: June 21 – July 23 (Russian 4)
 6-week courses: June 21 - July 30 (R90BW, R6, Rom 103)
 8-week courses: June 21 - August 13 (R10, R20)

Any of the Intensive Language courses satisfy a 1 year foreign language requirement.

Russian 90BW satisfies UCLA’s GE Writing II requirement.

For fee breakdown, please go to www.registrar.ucla.edu and select Summer 2010 and the class that interests you. Then click on the words “fee chart” located right above the course ID number.

For information on UCLA summer registration and housing, please go to: <http://www.summer.ucla.edu/>.

For more information about the Russian language courses, please contact Anna Kudyma at akudyma@ucla.edu.

UCLA Russian program: www.humnet.ucla.edu/russian.

For more information about the Romanian course, please contact Georgiana Galateanu at farnoaga@humnet.ucla.edu.

For more information about the other courses, please contact Ksenia Kurnakova at ksenia@humnet.ucla.edu.

UCLA Slavic Dept.: www.slavic.ucla.edu

Summer Semester in Petrozavodsk

12 May - 3 July 2010 (8 Credits)

Enrollment Deadline: 16 January 2010

Oklahoma State University offers a six-week course in Russian grammar, conversation, composition, culture and literature at Petrozavodsk State University, and a week-long tour of Saint Petersburg and Novgorod. Excursions to the Kizhi Island Museum of Wooden Architecture, and an overnight at the Island Monastery of Valaam are included. Students will have opportunities for fishing, boating, swimming, and white-water river rafting. Home-stays with host families will include two meals a day. For details and pricing contact Professor Keith Tribble: 405 744 9551 or keith.tribble@okstate.edu

UWM Announces Summer Study in Poland

The University of Wisconsin-Milwaukee announces its 2010 annual Summer Study program in Poland at the John Paul II Catholic University of Lublin.

The five-week Polish language course (July 3-August 9) includes 100 hours of instruction at beginning, intermediate or advanced levels, plus lectures of Polish culture and sightseeing. Cost estimate: \$2,850, including tuition, room, and board, and 5 UWM credits, plus round air trip transportation Chicago-Warsaw-Chicago. The program is open to students and the general public.

Also being offered are two, three, and four-week courses as well as two, three, four, and five-week intensive and highly intensive courses of Polish language.

For information and application materials contact: Professor Michael J. Mikoś, Department of Foreign Languages and Linguistics, University of Wisconsin-Milwaukee, Milwaukee, WI 53201, (414) 229-4151 or 4948, fax (414) 229-2741, e-mail: mikos@uwm.edu, www.lrc.uwm.edu/tour/

International Summer School of Belarusian Studies

July 7-August 6, 2010

The Center for Belarusian Studies at Southwestern College (Winfield, KS) invites undergraduate and graduate students to participate in its second International Summer School of Belarusian Studies from July 7 to August 6, 2010. The program, co-sponsored by the Poland-based Belarusian Historical Society, will be held at the Belarusian Cultural Center and Belarusian Lyceum in the town of Hajnówka in the Podlasie region of northeastern Poland, an area of great natural beauty and home to Poland's ethnic Belarusian minority — an ideal setting for the study of Belarusian language, history and culture, as well as for the study of a broad range of issues relating to cultural diversity and minorities policies in the expanded EU. Coursework will include intensive Belarusian language instruction (beginning and intermediate levels and individual advanced-level tutorials) and lectures in English and Belarusian on Belarusian history, literature, contemporary politics and society. The program will also include a regional studies component, with lectures and events focusing on the history, culture and current status of the Belarusian minority in Poland, as well as of the Podlasie region's other ethnic groups, including Poles, Jews, Tatars, Lithuanians, and Russian Old Believers.

The Summer School faculty will include instructors from Białystok University and the Belarusian Lyceum in Hajnówka, as well as visiting instructors from a number of Belarusian universities. Additional guest lectures on Belarusian history, politics and culture will be given by visiting researchers from Europe and North America. Participants will have a choice of hotel accommodations at the Belarusian Cultural Center, or homestays with Belarusian-speaking families in Hajnówka.

Coursework will be supplemented by a rich and diverse cultural program, including visits to Belarusian minority cultural organizations and media outlets, meetings with Belarusian writers and artists, films, concerts, and excursions

to important sites related to Belarusian culture and the other cultures of the Podlasie region: the city of Białystok, the recently restored Orthodox monastery and Museum of Icons in Supraśl, the Białowieża (Bielawieża) National Park (the largest and ecologically most diverse remnant of the primeval forests of the Northern European plain), the historic town of Bielsk Podlaski, the Holy Mountain of Grabarka (the most important Eastern Orthodox pilgrimage site in Poland), the 17th-century Great Synagogue in Tykocin, the Tatar mosque in Kruszyniany, and the Borderland Center in Sejny, a unique institution dedicated to preserving the rich multicultural heritage of the borderland region and promoting dialogue and mutual understanding between its many ethnic groups and cultures. In mid-July students will also have the opportunity to attend Basovišča, the annual festival of Belarusian rock music organized by the Belarusian Students' Association in the town of Gródek (Haradok) east of Białystok. At the end of the program, from August 7-21, students will have the option of traveling to Belarus on a guided tour including Hrodna, Slonim, Navahrudak, Mir, Niasviž, Minsk, Połack, Viciebsk, Mahiloŭ, Pinsk and Brest. The trip will end with a tour of the Lithuanian capital Vilnius, including important sites related to the history of the Grand Duchy of Lithuania and the modern Belarusian national movement.

The program cost, including tuition, room, board, cultural program and excursions is \$3,000 (the cost of the optional Belarus tour at the end of the program will be announced as details become available). Financial aid from the Center for Belarusian Studies will be available.

For further information and application materials, please contact the program director: Dr. Curt Woolhiser, Harvard University, Department of Slavic Languages and Literatures, Barker Center 327, 12 Quincy St., Cambridge MA 02138-3804; e-mail: cwoolhis@fas.harvard.edu; tel. (617) 495-3528. Please note that the deadline for all applications is April 30, 2010.

PROFESSIONAL OPPORTUNITIES

Grants & Fellowships

March 15, 2010

US Embassy Policy Specialist (EPS) Program

IREX is pleased to announce 2010-2011 competition for the US Embassy Policy Specialist (EPS) Program. EPS provides fellowships to US scholars and professionals for up to eight weeks to serve US Embassies in Eurasia as policy specialists on a chosen topic and pursue their own research project independently. EPS Grant covers the cost of travel and in-country housing and provides a stipend for living expenses.

Eligible Embassies and Fields are listed on the link below.

The EPS application and instructions are available on the IREX website: http://www.irex.org/programs/us_scholars/uss_info.asp

Completed applications are due no later than March 15, 2010

Scholars and Professionals with advanced degrees (PhD, MA, MS, MFA, MBA, MPA, MLIS, MPH, JD, MD) and US citizenship or permanent residency are eligible to apply for the EPS Program.

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

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

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

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

www.middlebury.edu/academics/ls/fellowships_scholarships/kwd.htm.

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

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

July 15 Annually

Kluge Center Fellowships for Library of Congress

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

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

Call for Papers

University of Nebraska at Lincoln

Czech and Slovak Americans: International Perspectives from the Great Plains. An international symposium will take place on April 7-10, 2010, at the University of Nebraska-Lincoln. This is the link to the press release <http://newsroom.unl.edu/releases/2009/07/15/UNL+to+host+international+conference+on+Czech%2C+Slovak+Americans+in+2010>

Among the guest speakers are former Senator Martin Mejstrik, the Velvet Revolution student leader and the Honorable Martin Palous, Czech Republic Ambassador to the United Nations.

The symposium dealing with contributions of the US Czech and Slovaks to the development of relationships between the new and the old countries will take place April 7-9, 2010. For personal contact and submission of papers contact: Linda Ratcliffe at lratcliffe1@unl.edu, or Mila Saskova-Pierce at MSaskova-Pierce1@unl.edu

Additional information is on <[a href="http://www.unl.edu/plains">http://www.unl.edu/plains](http://www.unl.edu/plains)>Czech <[a href="http://www...](http://www...)

Conferences & Workshops

March 26-28, 2010

CARTA Annual Conference

The Twelfth CARTA Annual conference will take place in Kansas City, Missouri (Marriott Hotel) and Kansas, March 26-28, 2010. Yevgeniy Yevtushenko will read his poetry during the Opening Reception on Friday, March 26. For more info, contact Mara Sukholutskaya at msukholu@ecok.edu.

June 1-8, 2010

Summer Workshop Series

The Center for Educational Resources in Culture, Language and Literacy (CERCLL) is offering a series of professional development opportunities related to language teaching and learning between June 1 and June 8, 2010, on the University of Arizona campus. These workshops are aimed toward K-16 language educators and university/graduate-level students, but they are open to anyone who is interested. Space is limited! Register early to ensure your place in the workshops. Some scholarships are available for K-12 teachers and Graduate students (Deadline: May 3, 2010).

June 1-2, 9 a.m. - 4 p.m. Developing Intercultural Competence in the Foreign Language Class: Why and How? Gilberte Furstenberg, Massachusetts Institute of Technology June 3-4 Reconceptualizing Technology in Language Education: Emerging Tools and Practices (these four half-day workshops can be taken together as a unit or in any combination)

June 3, 9 a.m. - Noon: Technology Workshop 1 - Introduction to Teaching

Online, Wayne Brent, University of Arizona

June 3, 1 - 4 p.m.: Technology Workshop 2 - New Media Technologies in the L2 Classroom, Jon Reinhardt, University of Arizona

June 4, 9 a.m. - Noon: Technology Workshop 3 - Using Chat Tools in the L2 Classroom, Garry Forger and Justin Lebreck, University of Arizona

June 4, 1 - 4 p.m.: Technology Workshop 4 - Digital Gaming in the L2 Classroom, Jon Reinhardt, University of Arizona

June 7-8, 9 a.m. - 4 p.m. Teaching Texts: Pedagogical Stylistics in the Language Classroom Chantelle Warner, University of Arizona See our summer event webpage for full workshop descriptions and presenter details: <http://cercll.arizona.edu/summer10>.

Registration is now open! Early Bird registration deadline: May 12, 2010

Scholarships

Registration scholarships are available in limited numbers for K-12 teachers and students. Scholarship application deadline: May 3, 2010

Credit

AZ Continuing Education certificates are available for K-12 teachers:

June 1-2: Developing Intercultural Competence in the Foreign Language Class, 12 hours CE

June 3-4: Reconceptualizing Technology, 12 hours CE (or 3 hours per workshop)

June 7-8: Teaching Texts, 12 hours CE

Questions?

Please contact CERCLL by e-mail at cercll@email.arizona.edu, or by phone at (520) 626-8071.

Recent Pubs Continued

Continued from page 15

Triqos, Ludmila. 2009. *The Decembrist Myth in Russian Culture*. NY: Palgrave Macmillan.

Volkov, Solomon. 2009. *Magical Chorus: A History of Russian Culture from Tolstoy to Solzhenitsyn*. Vintage.

Economics

Rawlinson, Patricia. 2010. *From Fear to Fraternity: A Russian Tale of Crime, Economy, and Modernity*. Pluto Press.

Skyner, Louis. 2010. *Land Ownership in Russia: Before and After Communism*. London, UK: Routledge (BASEES).

Film

Rollberg, Peter. 2010. *The A to Z of Russian and Soviet Cinema*. Scarecrow Press.

Health & Medicine

Henze, Charlotte. 2010. *Disease, Health Care, and Government in Late Imperial Russia*. London, UK: Routledge (BASEES).

History

Andrews, C. L. 2010. *The Story of Sitka, the Historic Outpost of the Northwest Coast, the Chief Factory of the Russian American Company*. Kindle edition only.

Carter, Miranda. 2010. *George, Nicholas, and Wilhelm*:

Garden, David, & Andrew, Kenneth. 2010. *The War Diaries of a Panzer Soldier*. Schiffer Publishing, Ltd.

Neumann, Mathias. 2010. *The Communist Youth League and the Transformation of Soviet Russia, 1917-1932*. London, UK: Routledge (BASEES).

Rappaport, Helen. 2010. *Conspirator: Lenin in Exile*. NY: Basic Books.

Ruthchild, Rochelle. 2010. *Equality and Revolution: Women's Rights in the Russian Empire, 1905-1917*. Pittsburgh, PA: University of Pittsburgh Press.

Sagromoso, Domatilla. 2010. *Russian Imperialism Revisited: Neo-Empire, State Interests, and Hegemonic Power*. London, UK: Routledge.

Sahadeo, Jeff. 2010. *Russian Colonial Society in Tashkent, 1865-1923*. Bloomington, IN: Indiana University Press.

Schimmelpenninck, David. 2010. *Russian Orientalism: Asia in the Russian Mind from Peter the Great to the Emigration*. New Haven, CT: Yale University Press.

Solzhenitsyn, Alexander (Ed. Kenneth Lantz). 2010. *Voices from the Gulag*. IL: Northwestern University Press.

Trepanier, Lee. 2010. *Political Symbols in Russian History: Church, State, and the Quest for Order and Justice*. Lexington Books.

Vysny, Paul. 2010. *Neo-Slavism and the Czechs 1898-1914*. Cambridge, UK: Cambridge University Press.

Younhee, Kang. 2010. *Bolshevizing the Soviet Communist Party*. London, UK: Routledge (BASEES).

Linguistics

Brandist, Craig, and Chown, Katya. 2010. *Politics and the Theory of Language in the USSR 1917-1938: The Birth of Sociological Linguistics*. Anthem Press.

Literature

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Join or Renew in 2010

Dear Members of AATSEEL,

As you know, the Annual Meeting of our Association takes place at the same time and in the same city as the annual convention of the Modern Language Association. The MLA has decided to change its regular meeting dates, beginning in 2011, from December 27-30 to the first Thursday through Sunday following January 2. AATSEEL will follow that practice. Thus there will be no AATSEEL annual meeting in 2010; we will next convene in Los Angeles in January 2011.

Because of this change the AATSEEL Executive Council has mandated a one-time adjustment in the way in which membership dues will be collected over the next 18 months. AATSEEL will collect a single set of dues for the period from January 1, 2010 to June 30, 2011. These dues will be prorated to account for the fact that they cover 18, rather than 12, months of membership: they will be equal to one-and-a-half times the twelve-month 2009 membership dues rate (which will remain unchanged). Thereafter, beginning on July 1, 2011, dues will be once again gathered on a 12-month basis, and will cover the period from July 1 to June 30 (i.e. the 2011-2012 dues will cover from 7/1/2011 to 6/30/2012), a fiscal year or academic year rather than a calendar year.

You will be able to renew your AATSEEL membership for 2010-11 online, at www.aatseel.org, as of January 25, 2010. We urge you to renew as soon as you are able. Your membership will entitle you to receive all four issues of Volume 54 of the *Slavic and East European Journal*, and six issues of the Newsletter (February 2010 – April 2011). Members will also be able to vote in both of the upcoming elections in the spring of 2010 and 2011.

Best wishes,
Caryl Emerson, President
Patricia Zody, Executive Director

AATSEEL 2010/2011 MEMBERSHIP FORM

THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2010/2011 DUES THROUGH THE WEB (www.aatseel.org) WITH MASTERCARD OR VISA.

TO JOIN, RENEW or CHANGE YOUR ADDRESS BY MAIL, fill in the information requested and return it with your check (payable to AATSEEL in US dollars) to: AATSEEL, c/o Patricia Zody, P.O. Box 569, Beloit, WI 53512-0569 USA. If you wish a receipt in addition to your canceled check, please enclose a self-addressed stamped envelope. AATSEEL also accepts payment by Visa or Mastercard.

(Please PRINT all information.)

First name _____ Last name _____

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

MEMBERSHIP 2010/2011		
MEMBERSHIP CATEGORIES	CY 2010/2011	Circle applicable rate(s) at left and enter amount(s) below:
Affiliate (Newsletter only)	\$45	
Students	\$20	
Independent Scholars	\$60	
Retired & Emeritus	\$60	
Secondary School Teachers	\$67.50	
Instructors & Lecturers	\$75	
Assistant Professors	\$82.50	
Associate Professors	\$97.50	
Full Professors	\$112.50	
Non-Academic Members	\$82.50	
Administrators	\$97.50	
Sustaining Members	\$300	
SUPPLEMENT for Joint Membership Name of Other Member: _____	Fee for Higher-Ranking Member +\$37.50	
SUPPLEMENT for Mail to address outside N. America	+\$37.50, all categories	
Benefactor/Life Member	\$1000	

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

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

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

or

Credit Card: Visa; Mastercard

Name on Card: _____

Billing Address: _____

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

City/State/Zip: _____

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

AATSEEL Newsletter Information

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

PUBLICITY AND ADVERTISING POLICY

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

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

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

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

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

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

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

Visit the AATSEEL Web site

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

<http://www.aatseel.org>

The **AATSEEL NEWSLETTER**

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