

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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**For current online information about AATSEEL
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<http://www.aatseel.org>

Message from the AATSEEL President

The end of classes is within sight; many of us are looking forward to a time when (precious funds permitting) it might be possible to visit the Eurasian countries that we spent the rest of the year studying and teaching. This summer in particular, in certain fields and sub-fields, we are likely to encounter new research questions that stretch the limits of our competency: in the field of Russian studies, for example, what sense do we make of the recent electoral demonstrations? What challenges and opportunities do they offer to our courses in language, culture, literature, and media studies? What connections can we make (or should we make) with such distinctly different events as Arab Spring or the earlier spate of colored revolutions, from Georgia's 2003 Rose Revolution to Ukraine's 2004 Orange Revolution and (then) Kyrgyzstan's 2005 Pink (or Tulip) Revolution? Does an increasingly globalized community require us to address such seemingly far-fetched events as Kuwait's Blue Revolution and Lebanon's Cedar Revolution (both 2005)?

I pose these questions because it seems to me that our profession is (for better or worse) showing evidence of renewed politicization, no longer according to the older cold-war dyad, but according to the influence of intensified of global connectivity that brings the political activism and crowd-sourcing of distant regions into our intellectual and classroom lives in new ways. If this is the case, what is our role as teachers at a time of greater political volatility? What responsibilities do we bear for allotting classroom time, for example, to the televisual debates around *Anatomy of a Protest*, to the fates of such civil-society figures as Anna Politkovskaia and Sergei Magnitskii, to the increasing involvement of cultural figures in literature and cinema? These instances may have no interest to colleagues in linguistics, medieval culture, Polish literature, Serbian cinema, or contemporary Czech popular

culture. At the same time, to the extent that we are tethered to the realities of student interest to support departmental efforts, perhaps these newly volatile circumstances may have an unanticipated (albeit otherwise unwelcome) impact on interest in Eurasian studies. Regardless of one's ideological position in these debates, they provide a lively forum for exchange and discussion across the political spectrum. As for the home front, many of us were surprised, for example, to hear Mitt Romney's comment on CNN's *The Situation Room*: "In terms of a geopolitical foe, a nation that's on the Security Council, and as of course a massive nuclear power, Russia is the geopolitical foe." Is this view—as Hillary Clinton was quick to remark—"dated" or prescient? While it is my belief that it is indeed a weathered and timeworn reaction, the evil thought surely flickered through the minds of some of us that perhaps funding might respond to this gross misreading of global politics. I look forward to our autumn return to the classroom in September 2012, when the approaching US elections and the intervening overseas debates on electoral transparency might bring new students from a broader range of disciplines into our classroom and research lives. I wish you a productive summer and look forward to future exchanges on this topic.

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

Letter from the Editor

Dear Readers,

Many apologies for a slightly late issue this month. A couple of contributors were not able to get their input to me in time, and I complicated the matter by being out of the country just as it was time to finish up the newsletter. (I spent some time on business in Ukraine; it was fun to be back in the Slavic culture again, if only for a short period of time, since I spend my time divided among

about two dozen languages on a daily basis.)

We are missing a couple of columns this month. Either the column editor was unable to provide content for one reason or another or was unavailable to prepare the column. All our column editors are actively involved and excited about their columns, so I think it is a pretty safe bet that you will see all of them back in action for the Fall 2012 issue.

For a couple of years now, the executive committee has discussed the possibility of a redesign of the newsletter. Some of that redesign lies outside my areas of responsibility. However, one idea that seemed to appeal to many people and that I could effect quite easily with help from readers was to re-design the newsletter cover, using real pictures. For that, I would have to rely on readers and members sending in their photographs with permission to reproduce them in this manner. The pictures would have to be scanned at no less resolution than 300 dpi (i.e. print resolution, not web resolution). If we were to attempt this approach, I need to receive regularly pictures from the membership. So, I propose a trial period to see if this will ultimately be a reliable dependence. I am asking all readers who have a picture that they think might work for the cover (or more than one picture) to please send it to me before departing from campus for the summer holidays. If I receive enough to cover the year and if we can work out the technical aspects of using the photos in general and with the printer, you may see an updated cover come fall.

And speaking of summer (seems a little early for that, but nonetheless this is the last newsletter issue for the 2011-2012 academic year), please enjoy whatever time you end up having available for your non-teaching endeavors!

Best as always,

Betty L. Leaver



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Ukrainian Delegates Visit the Valley

An important event occurred here in the Valley of the Sun. Five Ukrainian delegates and their facilitator came to Arizona to learn more about how our American government is designed to work. Of the Ukrainian delegates visiting Phoenix, two were Mayors, two council members, and one secretary of their respective towns. The towns were in areas near Kiev and Lviv. Their towns' populations range in size from 970 to 20,000. Their visit was planned and coordinated by Ruth Allen and Margaret Dubois of the People to People International-Greater Phoenix AZ Chapter (PTPI-GPAC) with a grant from the Open World Leadership Program, <http://www.openworld.gov/about/overview.php?sub=2&lang=1> which is administered by the Library of Congress and funded by the U.S. Congress. In Washington D.C., eight other such groups, all from Ukraine, had a day's debriefing before they headed off to different states.

The group flew from Kiev to Washington D.C, where they spent a day with others from Ukraine in an orientation and visited the Capitol where they were met with the Chief of Staff for Congressman Pastor. They then traveled on Friday to Arizona where they were welcomed with a lovely reception at PTPI-Greater Phoenix AZ Chapter's (PTPI-GPAC) board member Joan Ward. The next day they were whisked off to see the Grand Canyon!

On Sunday, a welcoming event was held in their honor at the Ukrainian Cultural Center of Phoenix. It was an emotional time for many to view the traditional bread and salt greeting, and local Ukrainian-American folk dancing. Each Ukrainian delegate then presented information about his or her town and role in it, followed by a potluck luncheon supplied by members of the Ukrainian-American community. It was a crowd of about 100 people, comprised of members of PTPI-GPAC, host families and local Ukrainian-Americans.

The main purpose of the Ukrainian delegates' visit was to inform them in

the ways our three branches of government work to assure transparency, openness, and accountability. With that aim in mind, many different lectures and informational sessions were given by various people, organizations like the Greater Phoenix Economic Council, a day long training session with the Center for Progressive Leadership, legislators, city council members, the city manager of Guadalupe, the economic development specialist from Gila Bend, the city planner of Scottsdale, and city mayors and/or councilmen from Scottsdale, Tempe, and Guadalupe. A high point was meeting the Mayor of Scottsdale Jim Lane, as he gave them an hour of his time and willingly posed for photos many times.

Another session was presented by Attorney James Huntwork, who explained his involvement in law and election reform in Ukraine after Ukrainian independence from the Soviet Union in 1991. He compiled and had translated laws for possible use by the new government, which could encourage business and allow private ownership. He also set up a system of public observation of elections in Russia (under Gorbachev), Ukraine, and Armenia.

Joseph A. Kanefield, President of Arizona State Bar, explained to the delegates the importance of an Independent Bar (Law Association). Another day, Judge Orest Jejna and Attorney Patience Huntwork spoke on the importance of an Independent Judiciary.

The delegates toured the Arizona State Capitol, viewed Native-American dancing, enjoyed shopping trips, a Suns Game, home Bar-B-Qs, area restaurants, and host family meals and hospitality. In addition, every day, former U.S. Representative Harry Mitchell was there to explain any questions the delegates had. Our farewell party was held in the home of a PTPI member, where guests could overlook the city lights of the Valley, while eating Mexican food, listening to Ukrainian folk songs, and making presentations of gifts and promises of visiting Ukraine. Many thanks to all involved who helped make their visit the special week that it was.

More involvement by interested members of the Greater Phoenix area is welcome as many more visitors are expected from a variety of different countries. Visit: www.ptpi.org for more information.

First publications of the Journal of Russian Icons

The Museum of Russian Icons is pleased to announce the first two articles in its new peer-reviewed publication, the Journal of Icon Studies. The authors and titles of these articles are:

Engelina S. Smirnova, "Saint Nicholas the Wonderworker with Angels and Miracles' A New Image of Saint Nicholas of Myra in Russian Art of the 16th Century (Icon from a Private Collection in London)" and Clemena Antonova, "Visuality among Cubism, Iconography, and Theosophy: Pavel Florensky's Theory of Iconic Space"

The Journal of Icon Studies can be accessed at the Museum's website in the section called "Icon Studies" at <http://www.museumofrussianicons.org/research/>

The Journal of Icon Studies continues to solicit contributions. If you are, or know someone who is, doing research on icons, please consider us in submitting the results of your research for publication.

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The mission of the Museum of Russian Icons is to enhance relations between Russia and the United States through the medium of art, especially Russian icons. Миссия Музея Русских Икон состоит в укреплении отношений между Россией и США через посредство искусства, особенно искусства русских икон.

BELARUSICA

Editor: Curt Woolhiser
(Brandeis University)

The Belarúsica 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@brandeis.edu.

Pashkevich Gift Doubles University of Toronto Libraries' Belarusian Collection

In fall 2010, the University of Toronto Libraries acquired a sizeable collection of Belarusian imprints from the estate of Valentyna and Michael Pashkevich, a Toronto couple who both emigrated from Belarus following the Second World War. The donation was made by their son, Paul Pashkevich, and their daughter, Evva McCarvill.

Valentyntyna (née Zukoŭskaia) was born in Pruzhany in 1916. She studied at Stefan Batory University in Vilnius, and returned to her home town in 1939 to work as a school teacher. At the end of the war, she and her sister Raisa ended up in a displaced persons' camp in Germany. There, both were active as teachers and in the scouting movement among fellow Belarusian refugees. The two sisters immigrated to Canada in the late 1940s. It is in Canada where Valentyna met Michael Pashkevich. He, during the course of the war, had been imprisoned first by German and then Soviet officials. Following his release from a Soviet prison camp, he found himself with the British army, and served in Italy and the Middle East. After the war, he also chose to settle in Canada. Michael and Valentyna got married in 1950.

Already in the 1930s, Michael Pashkevich began to build a private collection of Belarusian imprints. His first acquisitions, however, were lost

during the war, either destroyed or hidden by members of his family during the Stalinist era due to the material's nationalistic Belarusian content. His wife shared his bibliophile interests, and the two, now settled in Toronto, began to acquire Belarusian-language books and periodicals in earnest.

The late Mr. and Mrs. Pashkevich amassed their private library from numerous sources, including book agents in Europe, two book stores in Toronto that served as distributors of Soviet Belarusian publications, and the Belarusian Institute of Arts and Sciences in New York City, an émigré research centre and publishing house. Recognized as dedicated collectors, they also regularly received items from private sources, including rare books and pamphlets published in the late nineteenth and early twentieth century in Vilnius and Minsk, as well as some autographed volumes (e.g. two books signed by Yakub Kolas, one of the most important figures in modern Belarusian literature and the literary Belarusian language).

Their library was not simply one of collectors, but also one of, and for, researchers. Its extensive holdings on the Belarusian language, with several editions of grammars (including the first one published in 1918) by Branislaŭ Adamavich Tarashkevich, a Belarusian philologist and political leader who greatly contributed to the standardization of the modern Belarusian written language and the spread of literacy in Belarus, were used by Mrs. Pashkevich to publish her two-volume bilingual Belarusian grammar, *Fundamental Byelorussian* (Toronto: Byelorussian Canadian Coordinating Committee, 1974-1978). She also published a Belarusian reader for children, and later compiled an English-Belarusian dictionary of approximately 30,000 entries, which was edited and published by the Belarusian Institute of Arts and Sciences in 2006, two years after her death. The Pashkevich library was also used by other scholars, including Dr. John Sadowski, the author of *A History of the Byelorussians in Canada* (1981).

In all, close to 3,000 volumes, monographs and serials, have been added to the University of Toronto Library's existing Belarusian collection. The Belarusian collection is presently the largest in Canada and among the bigger collections in North America. Nonetheless, this single donation has nearly doubled its size. The donated imprints were published from roughly the 1890s to the present, and include *belles-lettres*, and publications on history, language, literature, folklore, art, etc. The collection includes books by the founders of Belarusian literature, such as a three-volume facsimile of Francysk Skaryna's translation of the Bible into Old Belarusian (1517-1519); collected works by early twentieth-century revivers of the Belarusian-language--Maksim Bahdanovich, Ianka Kupala and Yakub Kolas; and post-World War II writers--Vasil Bykaŭ and Uladzimer Karatkevich, among many others. The gift also comprises a nearly full run of the Toronto émigré periodical *Bielarúski emihrant* (1947-1954). Among other highlights from the collection are a number of books and periodical issues published by Belarusian refugees living in displaced persons' camps in West Germany after the war. This latter material is housed in the Thomas Fisher Rare Book Library where it will complement an extensive collection of Ukrainian displaced persons' publications.

With the Pashkevich gift, the University of Toronto Library has become a leading research centre for the study of Belarus, and for the comparative study of the five million displaced persons from the Soviet Union who found themselves in the Western Europe after the Second World War.

Ksenya Kiebusinski
Head, Petro Jacyk Central and East
European Resource Centre,
and Slavic Resources Coordinator,
University of Toronto Libraries

Reprinted from: PJRC Update, no.4
(Fall 2011).

Balkan Café

Editor: Nataša Milas,
Yale University

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

The Island (Островът)

**Kamen Kalev. Bulgaria-Sweden.
2011. 108 mins.**

by Maria Hristova, Yale University

Bulgarian director Kamen Kalev's second feature film, *The Island*, stirred considerable interest at its premier at the Cannes Film Festival in May 2011, with a Bulgarian opening in October of the same year. A marked departure from his first film, *Eastern Plays*, which was made mostly with local actors and which deals with issues of ultra-nationalism and identity in contemporary Bulgaria, *The Island* is an international co-production with big name stars and foreign sponsorship. The film, however, did not meet with universal approval at Cannes, and critics remain ambivalent to Kalev's latest effort. Part of the problem lies in the difficulty of classifying the movie, which oscillates between romantic drama, comedy and thriller, as well as the unexpected and bizarre plot twists.

The leading male actor, Daneel (Thure Lindhardt), is a successful young businessman who is nevertheless prone to inexplicable mood swings. His long-term girlfriend, Sophie (Laetitia Casta), organizes a surprise trip to the Bulgarian Black Sea coast. Daneel's initial displeasure is explained by the revelation of his origins. He is not German as he appears at first, but a Bulgarian orphan who grew up on a small island off Burgas until he was ten.

Rather than to appease Daneel's insecurity, the return to his birthplace

serves to deepen the protagonist's identity crises. Obsessed with the idea that one of the women on the island (Boyka Velkova) is his birth mother, he refuses to leave, despite a number of strange events culminating to a murder. Sophie is carrying Daneel's child, but ironically, rather than to help accept the responsibilities of parenthood, the trip to the island seems to uncover Daneel's deep-rooted fears and potential madness. Ultimately, Sophie leaves Daneel on the island and escapes back to the mainland. What follows is the most inexplicable part of the film, when the protagonist somehow ends up taking part in the Bulgarian Big Brother reality show as mentally disabled.

The cameo appearance of Chilean filmmaker Alejandro Jodorowsky at the very beginning provides the philosophical motivation for the entire film. He is shown at a Parisian cafe reading the future of a preoccupied business man—Daneel. His words addressed to Daneel, "You have nothing more to find, you are in front of emptiness. You think so. But the universe is waiting for you! Jump into the emptiness! Forget your mind!" prove prophetic and are supposed to offer a key to deciphering the film.

In an answer to the question about the message of *The Island*, Kalev explains that it is, "above all, freeing oneself from personal fears. The message is that we should live our lives not according to the rules and our predetermined limitations, but according to our hearts."

Kalev further acknowledged that *The Island* is not meant for the wide public. In reality, the film could be considered his first project as the idea

was born ten years ago when the director began writing the script while on the island itself. Kalev is native to Burgas and often visited St. Anastasia (Bolshevik) Island. Initially, the story was centered on the couple and the difficulties they needed to surmount in order to stay together, but the scripts underwent many drafts in the process while Kalev was searching for sponsorship. Ultimately, the film became an exploration of the development of the individual, his/her liberation from social norms and self-imposed boundaries, and a return to freedom of nature and the human heart.

In the Land of Blood and Honey, 2011.

Dir. Angelina Jolie

by Trevor L. Jockims. CUNY,
The Graduate Center

Angelina Jolie's first film as a director, *In the Land of Blood and Honey*, tells the story of a Bosnian woman who is held prisoner by a Serbian commander during the war in the former Yugoslavia. The two become lovers, though much betrayal and ambiguity attends this love affair. The film has received quite a lot of attention, both here in the United States, and in countries of the former Yugoslavia. Jolie and husband Brad Pitt in fact made a surprise appearance at the 17th Sarajevo Film Festival, in July 2011, where Jolie was given the Heart of Sarajevo Award. In early February 2012, Jolie returned to Sarajevo to premier her film there (its world premier happened last December, in New York City). In all these instances, the majority of critical

response, particularly from Bosnia, has focused on the good that such a film can do, by giving some much needed world attention to Bosnia, as the country continues to move slowly toward a postwar condition. Ademir Kenović, director of *The Perfect Circle*, exemplified this when in a recent interview he stated how extraordinary it is to have someone of Jolie's status make a film about the war in Bosnia, and to receive the enormous levels of attention that come with her interest. Jolie herself has done much humanitarian work in Bosnia and Kenović, and others, have chosen to think of the film as an extension of this work. In many ways, it is, since the film is undoubtedly bringing attention to Bosnia and a war that, as Jolie herself has noted, was simultaneously the major conflict of her generation and one which has always managed to escape wider attention. Another reason voices like Kenović's have focused on the film's epiphenomenal humanitarian goods is, likely, that the film itself unfortunately has numerous shortcomings. Chief among these is a muddled script, an unclear central love affair, and an historical sweep that dilutes the stories dramatic powers – but Jolie's directing itself shows moments of real talent and lucidity. And it is obviously a sincere project, through and through.

New Translation of Alma Lazarevska's story "Plants are Something Else" by Cynthia Simmons in 91st Meridian, University of Iowa

Alma Lazarevska was born in Velesu, Macedonia, but moved at an early age to Sarajevo, where she has lived and worked as a creative writer and journalist. Her volume of short stories *Smrt u muzeju moderne umjetnosti* (Death in the Museum of Modern Art, 1996) is considered one of the finest works to have emerged from the tragedy of the siege of Sarajevo. In

the later collection *Biljke su nešto drugo* (Plants Are Something Else, 2003), the author focuses her keen attention and artistic sensibility on life and relationship in postwar Bosnia.

"Plants are Something Else" can be accessed at the following link: <http://iwp.uiowa.edu/91st/vol7-num2/plants-are-something-else>

17th Annual ASN (Association for the Study of Nationalities) World Convention.

The Wages of Nationhood: Conflicts, Compromises, and Costs will take place between 19 April and 21 April, 2012 at the International Affairs Building, Columbia University, NY. The conference is sponsored by the Harriman Institute and will include 140 panels on the Balkans, Central Europe and the Baltics, Russia, Ukraine, Belarus, Moldova, Central Asia and Eurasia, the Caucasus, Turkey, China, and Nationalism Studies.

Ninth Annual Bosnian and Herzegovinian Film Festival (BHFF)

New York City, May 3- May 5, 2012

The ninth Annual Bosnian-Herzegovinian Film Festival is to take place in New York City at the Tribeca Cinemas between May 3 and May 5, 2012.

Each Year BHFF features contemporary Bosnian films as well as foreign films which feature Bosnian subjects. 2012 official BHFF jury members are: Bosnian director Ademir Kenović, Bosnian-American writer Aleksandar Hemon, and a filmmaker Steve Nemsick, a 2011 BHFF award winner for his documentary film *Much Ado in Mostar*.



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RECENT PUBLICATIONS

The Recent Publications column includes books published in 2010-2011. Authors and publishers are invited to submit information about their new publications.

Please be sure to include the date of publication and the publisher.

Culture

Williams, K. 2012. *Imagining Russia: Making Feminist Sense of American Nationalism in U.S. Russian Relations*. NY: State University of New York Press.

Education

Brockliss, L., & Sheldon, N., eds. 2012. *Mass Education and the Limits of State Building, c.1870-1930*. NY: Palgrave Macmillan.

World Bank. *The Education System in the Russian Federation: Education Brief 2012*. New York: World Bank.

Ethnic & Gender Studies

Vygodskaia, A. P., Avrutin, E. M., & Greene, R. H. 2012. *The Story of a Life: Memoirs of a Young Jewish Woman in the Russian Empire*. IL: Northern Illinois Press.

Film

Kristensen, L. 2012. *Postcommunist Film - Russia, Eastern Europe and World Culture: Moving Images of Postcommunism*. UK: Routledge.

History

Berkhoff, K. C. 2012. *Motherland in Danger: Soviet Propaganda during World War I*. Cambridge, MA: Harvard University Press.

Gelardi, J. P. 2012.. *From Splendor to Revolution: The Romanov Women, 1847–1928*. St. Martin's Griffin Press.

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AMERICAN COUNCILS ABROAD

OPPORTUNITIES FOR RESEARCH & LANGUAGE STUDY



With more than 35 years of experience, American Councils' world-renowned research and language immersion programs are rated by participants as "the best" in their regions. Our language and culture programs in Russia, Eurasia and the Balkans offer the highest quality language training, host family options, weekly and extended travel excursions, peer tutoring, internship and service learning opportunities. Summer, semester and academic year terms available. U.S. academic credit provided.

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Application Deadline: October 1st

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Scholarships are available for most American Councils programs. Funding sources include U.S. Department of State (Title VIII) and U.S. Department of Education (Fulbright-Hays).

Technology & Language Learning

*Editor: Ferit Kılıçkaya,
Middle East Technical
University*

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

VOXOPOP: Voice-Based Discussion for Language Classrooms

Most of the language teachers will agree that the most difficult task of language teaching is to encourage their students to speak in their classes. Due to several reasons such as time limitation, learners' anxiety (Nerlicki, 2011) and the number of the students in a class, most of the time spent is devoted to grammar, reading, and, if possible, to listening activities although speaking is considered as a central skill in language use (Nation, 2011). The time spent on speaking activities is not that much considering other skills. However, focusing on meaningful and relevant language (Nation & Newton, 2009), assigning suitable topics and tasks (Harmer, 2007), using questions (Dalton-Puffer, 2006) and providing opportunities outside the classroom for speaking (Chapelle & Jamieson, 2008) by benefiting from the technological tools such as SKYPE and audio-based chat rooms (Beach, Hull, & O'Brien, 2011), language teachers can create a suitable and motivating environment for their students to practice speaking. Of these environments, audio-recording platforms on the Internet where students and teacher record and listen to their voices using their built-in or separate microphone seem to be the best place for speaking practice outside the classrooms. Audioboo (<http://audioboo.fm/>) and Vocaroo (<http://www.vocaroo.com>) can be given as examples of these platforms. In this column, Voxopop will be introduced, focusing on its use of basic features.

Voxopop

Voxopop is a free voice-based learning platform aiming to improve language students' oral skills in the target language. It can be considered as a message or discussion board where students communicate with each other and their teacher using a specialized interface rather than type their messages. It provides discussion through Talkgroups.

Getting started with Voxopop

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

When you visit *Voxopop*, the first step will be to create your free account. Click the "Sign-up to start a talk group" and complete the registration.

When you have finished the registration, Voxopop will show a message "You're now signed up and logged in!" On this page, you can immediately change your profile available at the top-right of the page or a personal audio message for your profile page which will be available to all users of Voxopop. The most important thing to do on this page is to test whether recording will work. Therefore, please click on the icon on the left and test your recording system on your computer starting a talkgroup discussion. Do not worry about the title or keywords. Just type anything and record yourself. This is a test zone. If the recording does not work, it seems that there is a problem with your Java installation as Voxopop recording is based on Java. You can try other browsers such as Google Chrome or Firefox. Please refer to <http://www.voxopop.com/help>.

If everything works fine during the test recording, the next step will be to create a talkgroup. Click on the link “START A TALKGROUPO” at the top of the page. Complete the registration on the next page. The blanks that you are going to fill in are self-explanatory.

Your choice of access level is important. Please choose “PRIVATE” and membership will be available only by invitation. This will be safer if you want to use the talkgroup just for your class and do not want any other to join your talkgroup. You can send invitation to your students and they can join the talkgroup, which will be shown in the next few lines. You will also have to upload an image for your group, which you can find using <http://images.google.com>. When you are finished with filling in the required information, click on the “Create my Talkgroup” at the bottom of the form.

When you have created your Talkgroup, you will see the next page showing your group name and description. On this page, you can record your message and invite your students to join your discussion group. Click on “Record a new discussion” link and the recording page will appear.



The recording page will appear.

Click on the “Rec” button and record your voice. Your voice will be recorded until you press the “Stop” button. Then, provide the title, the key words of your recording and save your message. If you would like to add a written message, you can write your message in the message options. Voxopop will list your published audio message on a new page.



Also, on this page, using the link “Invite others to join”, you can invite your students to join your talkgroup by filling in the form.

Invite your friends to the talkgroup: TOOLS to IMPROVE SPEAKING

Enter a list of email addresses in the box below, one email per line (just hit enter after each one). They will be sent an invitation to join this talkgroup.

⚠ Only send invitations to people you already know in some way. Nobody likes spam!

Your real name: * required

Your friends' email addresses:
(One per line, max. 20 emails)

Your email: * required

A short personal message: * required

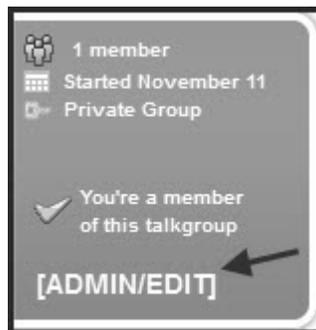
When you click on the new published audio message, all the recorded messages will be provided in a linear format. You can play any audio message on this page. New recordings will be published and put in order of time and date.



In order to change talkgroup settings, click on your username at the top-right of the page and then click on “Talkgroups”. Your talkgroups will be listed. Click on the talkgroup whose settings you would like to change.



On the next page, click on “[ADMIN/EDIT]” link and make the necessary changes.



Evaluation

Voxopop, a freely available voice-based discussion board, has the potential to provide speaking practices for students of any language outside the classroom under the guidance of their teachers. Students themselves can create their own talkgroups and ask for their classmates' opinions. However, as the responses are published chronologically in a linear format, it is not currently possible to leave an audio message to another one like a discussion board where you can leave your text messages under any message published as a response or reply.

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Resources

Other sound/video recording websites

Audioboo	http://audioboo.fm/
Vocaroo	http://www.vocaroo.com
Sketchcast	www.sketchcast.com
Fotobabble	http://www.fotobabble.com/
LinguaFolio Online	https://linguafolio.uoregon.edu/
Knovie	http://www.knovio.com/
Present.me	http://www.present.me

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:

Victor Friedman (Andrew W. Mellon Professor, University of Chicago) has received an ACLS/SSRC/NEH International and Area Studies Fellowship for 2012-2013 for research on his project entitled: "Balkan Languages and Identities: Macedonia Macrocosm, Mesocosm, and Microcosm." In addition, Friedman's translation of Aleko Konstantinov's *Bai Ganyo* was recognized as a Finalist for both the 2011 ALTA National Translation Award and the Foreword Magazine Book of the Year (fiction-multicultural category). Friedman was also recently recognized for his contributions to the study of Albanian and Macedonian by the University of Prishtina and FON University.

Congratulations to **Alyssa Dinega Gillespie** (University of Notre Dame), who has received recognition in two international competitions for the translation of Russian poetry into English: she was awarded second prize in the Compass Awards for her translation of Nikolai Gumilev's poem "Giraffe" and joint third prize in the Joseph Brodsky/Stephen Spender Translation Competition for her translation of Marina Tsvetaeva's poem "Two trees desire to come together."

Understanding Tolstoy by **Andrew D. Kaufman** (Lecturer and Academic Community Engagement Faculty Fellow, University of Virginia) was published by Ohio State University Press in September 2011; the book has been invited into the Virginia Festival of the Book. In addition, Kaufman's course, "Books Behind Bars: Life, Literature, and Community Leadership," in which undergraduate students at UVa facilitate discussions about Russian literature at Virginia juvenile treatment and correctional centers, was recently featured on NPR, as well as in *Inside Higher Ed* and *The Richmond-Times Dispatch*. Kaufman has been invited to speak about "Books Behind Bars" at the Tolstoy Museum and Estate at Yasnaya Polyana and at Ken Bain's 2012 Best Teachers Summer Institute.

Koshmar: literatura i zhizn' by **Dina Khapaeva** (Researcher, Helsinki Collegium for Advanced Studies, University of Helsinki) was published in Moscow by Text in 2010. The English translation, *Nightmares: From Literary Experiments to Cultural Project*, trans. by R. Tweddly is forthcoming at Brill in the series "Russian History and Culture," 2012. The Russian edition of this book was nominated for "Best Book of the Year 2010," by Ex Libris book review. In addition, it received the "Transcript" translation prize in 2011, and was long listed for the nonfiction book prize "Prosviatitel'." Her other book *Gothic Society: A Morphology of Nightmare* [*Goticheskoe obshchestvo. Morfologiya koshmara*] (Moscow: Novoe literaturnoe obozrenie, 2007) is forthcoming in French translation by Nina Kehayan *Les nouvelles sociétés gothiques. Politique et esthétique en Russie et ailleurs* (Eds. de l'Aube, Paris, 2012).

Marcus Levitt (University of Southern California) has enjoyed two big events this academic year while on research leave in Russia: the publication of his monograph *The Visual Dominant in Eighteenth-Century Russia* (Northern Illinois University Press), which came out in December; and his promotion

to full professor. He is in Petersburg working on the long-awaited *polnoe sobranie sochinenii* of Alexander Sumarokov being prepared at Pushkinskii Dom; he's working on the librettos of Sumarokov's operas and ballet (the first in Russian).

Yuri Shevchuk (Columbia University) announces the publication of his new language textbook, *Beginner's Ukrainian with Interactive Online Workbook*. *Beginner's Ukrainian* is a carefully-paced modern Ukrainian textbook, ideal for beginners with little or no previous experience with Ukrainian. The volume helps students to master the language's complex grammar and speak, read, write, and listen with confidence. Along with the book, readers will have access to an interactive companion website, with audio dialogues and self-correcting exercises available for easy download.

For more information, or to order a copy, please visit <http://www.hippocrenebooks.com/book.aspx?id=1699>

Ewa Thompson (Research Professor of Slavic Studies, Rice University) shares that her article "Can We Communicate? On Contemporary Academic Discourse" appeared in *Dissidentprof.com*. The piece can be found at: <http://www.dissidentprof.com/colloquium/91-can-we-communicate>.

Vera Zubarev (University of Pennsylvania) received several literary awards, including the Municipal Paustovsky Prize for Poetry (Odessa, Ukraine) and the poetry prize in the international competition "*Odessa na knizhnikh stranitsakh*." In addition, her book, *A Systems Approach to Literature: Mythopoetics of Chekhov's Four Major Plays* was awarded an Honorary Diploma in the Monograph category of the international Chekhov studies competition in Taganrog.

News from our Institutional Members:

The School of Russian and Asian Studies is pleased to announce the

launch of two new websites for students interested in study abroad and learning more about Russia:

ArtinRussia.org is a student-powered project dedicated to educating English speakers about the art made in Russia and countries of the former USSR. Art in Russia facilitates and encourages students to study art at home and abroad.

Students.sras.org is a site for SRAS students to personally share their adventures, discoveries, and writing while abroad. The resource will help students better navigate their host cities, tackle their academic subjects together, and broadcast their adventures while abroad.

In Memoriam: Dragan Milivojevic, 1929-2012

Dragan Milivojevic, Emeritus Professor of Russian at the University of Oklahoma, passed away last Friday

following a brief illness. Born in Belgrade, Serbia in 1929, Dragan was the son of a prominent attorney and a professor of French and from an early age showed an aptitude for languages. He completed an undergraduate degree at the University of Belgrade and then, after defecting from Tito's Yugoslavia in 1952, went on to finish his Ph.D. in Linguistics at the University of Texas at Austin. A polyglot who spoke at least six languages fluently and who could converse proficiently in more, Dragan taught briefly at Tulane University before settling into a permanent faculty position at the University of Oklahoma. He played a pivotal role in the creation of the OU Russian program and is remembered very fondly by both faculty in OU's Department of Modern Languages, Literatures & Linguistics and by our alumni. He was an enthusiastic teacher and also a passionate advocate for study abroad. As a scholar, Dragan is best remembered for his work on Slavic phonology and

also for the volume of essays on Tolstoy and Buddhism that he edited. He will be sorely missed.

A more complete obituary for Dragan is posted at:

<http://normantranscript.com/obituaries/x1125105564/Dr-Dragan-Milivojevic>

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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. Since Zaliznjak mentions не ездѣ as the negative imperative for ехать, and you mentioned an example from Pasternak едь поскорее, what would you say is the negative for it? And what are the negatives for поезжай and езда? And what about other imperatives such as поезди and съезди?

A. For years I have been complaining about the treatment of езда–поезда in dictionaries and handbooks; the directive to use поезжай as imperfective imperative was perplexing to me. Finally, thanks to the Russian National Corpus, I found evidence explaining such use. In the RNC there are five examples of “не поезжай” which would be incorrect in CSR, precisely because such a use calls for imperfective, and поезжай is now strictly perfective:

— Милый мой... дорогой Петя, **не поезжай** туда! [К. М. Станюкович. Похождения одного благонамеренного молодого человека, рассказанные им самим (1879)]

The latest of the five examples is marked 1959, and it is hard to tell whether the girl speaking is too emotional and uses affected speech or the manuscript was corrected by an editor:

Она была похожа на маленького перепуганного зайчишку, за которым гнались охотники.

— **Не поезжай**, Лень, не поезжай завтра! — лихорадочно повторяла Динка. [Валентина Осеева. Динка (1959)]

In either case, this is not an excuse for the lexicographers who failed to notice the language change and update the dictionaries, although now it is clear that поезжай was used as imperfective imperative in the 19th century, and не поезжай was standard.

Negatives and imperatives of verbs of motion (VOM) are the more difficult areas of VOMs, as could be attested by the number of mistakes in those sections in Mahota's book *Russian Verbs of Motion for Intermediate Students*. For example Сегодня я не [*]иду на работу. Я чувствую себя плохо. (p. 39) It should be Сегодня я не пойду на работу. Я чувствую себя плохо. One of the most important features of negative VOM is whether the motion is a canceled action, which here it clearly is. Without the second sentence, only the speaker would know whether it is a planned not-going to work or a canceled action. Here's a planned not going anywhere:

— Я дома. Я сегодня **никуда не иду**. Послушай, вчера кое-что произошло... [Татьяна Тронина. Никогда не говори «навсегда» (2004)]

An example of his mistake in imperative is the following: [*] Ходи к маме каждый день, она ведь болеет. (p. 43) It would be more natural to say Навещай маму каждый день, она ведь болеет. In VOM the focus of the speaker is very important. If mother is in focus, one can improve the

sentence by saying Заходи к маме каждый день, она ведь болеет. Ходи makes it an addressee-focused sentence, which in the case of mother's illness is rather strange. Here's a web example of the type “ходи каждый день” where one can easily see that the connotation is ‘how to achieve the opposite of the desired effect, how to be a nuisance’:

Если хочешь чтоб друг тебя возненавидел, **ходи к нему каждый день**. (<http://raskapuvat.ru/3-ecacba.aspx>)

If mother is in the hospital, you don't need to specify that she is ill, since this is rather obvious, and the reason for the suggestion may be different, in this case ‘don't call, visit’:

— но когда ежедневно звонишь в больницу, чтобы матери стало лучше...

— а чего звонить—то? **ходи в больницу каждый день** (the web)

The combination of negative and imperative also provides us with a mistaken example, which I will explain later:

— Куда вы идёте?

— Мы идём на «Дракулу».

— Не [*]идите на этот фильм. Он совсем не интересный. (p. 43)

Negative imperative usually means: do not do V in general (imperfective) (не говори глупостей), do not do V accidentally (perfective) (не скажи чего-нибудь лишнего). It is hard to imagine someone performing a motion accidentally. Accidental perfectives are usually warnings against unwitting action from instantaneous verbs that usually represent some damage: не разбей, не пролей, не упади, не забудь, не заболей and many others. In VOM we can find this kind of meaning only in prefixed perfectives (we need instantaneous verbs) and in the forms that are discouraged by the dictionaries. Yet, these are the only ones possible:

Проехали село, едем по проселочной дороге, к своим грибным местам. И вдруг... сын говорит:

— Папа, **не наедь** на грибы!

— Какие такие грибы? — спрашиваю (слежу за ухабистой колеёй, не отвлекаясь по сторонам).

— Да вот они, прямо на дороге! (Двенадцать ведер масляя! <http://gribnikidonbassa.mybb.ru/viewtopic.php?id=185>)

Unprefixed unidirectional VOM have an additional meaning: do not do V right now. There are some additional complications for idioms, which are by definition unidirectional, but we can disregard them for the moment. This meaning of ‘do not do V right now’ probably confused the Dracula example above. However, the advice was not to prevent viewing of the Dracula film “now” but rather prevent it altogether (Он

[фильм] совсем не интересный.). In the following example, it is “now” that is in question:

Это я страдающая женщина? Да ты знаешь кто я? **И не иди за мной!** Я статьи Романа Якобсона читала о Пастернаке. Есть у тебя знакомые женщины, кто читал такое? То-то.. (<http://literaturka.livejournal.com/71727.html>)

Similarly, it can mean ‘stop in your tracks’ literally or metaphorically:

Из деревянной хижины за деревьями выбежал вчерашний старик, крича и размахивая руками.

— **Не иди дальше**, молодой барин, сейчас я их поймаю.

— Кого?

— Птиц. Ты не видишь? (Г. Манн. Герцогиня Виоланта Асси)

Если на второй строчке слова тебя ударят в душу, взволнуют, прикуют твоё внимание к себе, **не иди дальше**, повторяй эти слова и молчи над ними, ... [митрополит Антоний (Блум)].

Or it could call for modification of the manner of walking:

Она решительно зашагала следом за собачкой.

— Дашуля, **не иди так быстро**, — из-за кустов появился дедушка, — я не успеваю за тобой... (М. Колесова. Рассказы о собаках)

Не ходи states usually a general prohibition or negative advice:

Пашенька! **Не ходи**, милый, с непокрытой головой. Лето жаркое, может случиться солнечный удар. [Марк Сергеев. Волшебная галоша]

It is interesting to compare the relative time between the moment of speech and the movement when the speaker says сразу не иди and сразу не ходи. In the first example the message is ‘go, but not immediately’, that is delay the immediate action, while in the second ‘don’t go as long as possible’.

«Гляди мне... Ежели кто подойдет, спросит, с кем живешь, чтоб ни единым словом не обмолвился. Живу, мол, у тетеньки... И домой **сразу не иди**, дорогу не указывай. А укажешь, тогда...» Ленька, бледнея, отступал к двери: «Не укажу я, разрази меня бог...» [Валентина Осеева. Динка (1959)]

как на работу приехал — **сразу не иди** в здание, обрати внимание на листик на дереве, подожди, пока он оторвется и пролетит ... (<http://www.yaplakal.com/forum8/topic282165.html>)

In the next example she is asked to delay the action by two months:

А однажды вернулся только утром, сел за стол и сказал: “Катя, я вчера ездил на Иссык, перевёл все мои сбережения на твоё имя, так вот, если со мной что случится, то за ними **сразу не ходи**, а подожди месяца два, а потом вынь всё и поезжай к моему брату, он тебя в колхоз устроит, колхоз у них богатый — плодоягодный, заработки там хорошие, будешь сортировщицей.” [Ю. О. Домбровский. Хранитель древностей, часть 2 (1964)]

In the following example the speaker is afraid that the professor would flunk her at the oral exam.

— Н-наташа, — я даже заикаться стала. — Я ему не сдам, завалит.

— Тихо, тихо, успокойся, — оттащила она меня в сторонку. — Ты **сразу не ходи**, иди ближе к концу. Он устанет, расслабится, глядишь — и проскочишь. (К. Ландышева. Сказка о потерянном короле)

Similarly, with никогда, in the case of никогда не иди, the message is ‘go, but not on the first day’ (although such examples are extremely rare):

«**Никогда не иди** в гостиницу в первый же день знакомства.» — говорила Ральди. [Гайто Газданов. Ночные дороги (1939)]

Никогда не ходи always has an element of prohibition:

— Правильно: никогда **не ходи ночью** в баню. [Василий Шукшин. Калина красная (1973)]

— Коля, никогда **не ходи** в кабинет **без моего разрешения**. [Игорь Сухих. Клэр, Машенька, ностальгия // «Звезда», 2003]

«Век живи в своей деревне, слушай крик петухов из соседней деревни — и никогда **не ходи туда** в гости». [Анатолий Ким. Мое прошлое (1990-1998) // «Октябрь», 1998]

So не иди has the message of delaying while не ходи has the message of prohibition.

Now back to the original question (finally!). The reason I dwelled so long on the идти-ходить pair is that it is by far more common than ехать-ездить. First, because it not only means ‘walking’ as opposed to ‘riding’, but also ‘going to an event or to a place where an event is taking place’ (идти в университет), regardless of the mode of transportation. Additionally, while walking is an action where one controls the motion, so to speak, so one can go faster or slower, riding ехать is not necessarily controllable; for that purpose there are verbs вести (машину), гнать (лошадь).

That said, in the Russian National Corpus we find 915 examples of не ходи and 65 examples of не иди compared to 117 examples of не ездят and only 2 examples of не ездят, both from the last quarter of the 20th century. One of them clearly represents speech somewhat below standard. It is the arresting officer speaking in Magadan to Ginzburg’s son (future writer Vasily Aksenov):

И **не ездят** никуда, парень! Кончай десятый [класс] здесь, а то год потеряешь... [Е. С. Гинзбург. Крутой маршрут: Часть 2 (1975-1977)]

The second, while colloquial, does not seem substandard:

Мама, помню, все просила: “Яшенька, погоди, **не ездят** ты в свою Палестину, пока эта история с арабами не закончится...” А я ей: “Мама, она никогда не закончится...” [Дина Рубина. Наш китайский бизнес // «Знамя», 1999]

There are hundreds of thousands of examples on the web; however a very large number of them quote Dal’s entry, which includes all the regionalisms and some other substandard examples. Good examples are rare. Those that exist model



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the usage on идти: delaying the immediate action. In the next example the suggestion applies to that day only:

Мне с утра позвонила Ольга Баталина. Чтобы предупредить, что на улице дождь...да и так просто, поболтать...а мне нужно на съемку. ... Говорит — **не езжай** на съемку в дальнюю авиацию, погода нелетная. Ничего интересного не будет... смотрю в окно — правда дождь. (Новости Телеобъектив)

Не ездит has a more general prohibition:

«Лексан, — говорила она, — **не ездит туда**, скажи, что ребенок маленький родился». [Александр Яковлев. Омут памяти. Т.1 (2001)]

— Ничем тебе помочь не могу, — отрезала Верка, — лично я по чужим людям не шляюсь и тебе не советую этого делать, **не ездит к Кольчужкину**, он человек, мягко говоря, не нашего круга, бандит. [Дарья Донцова. Уха из золотой рыбки (2004)]

There are no examples of не поезди in RNC, but there are about two thousand examples on Google. The reason it is not as common as some other verbs is that it is the imperative of поехать 'go around (or back and forth) for a little bit', which is not as common as some other VOM. The web is full of advice of various sorts regarding not riding/driving/traveling for a while:

Не поезди по курортам лет несколько, накопи денег и сгоняй в Ватикан и походи по тамошним музеям.

Не поезди на велосипеде с годик. Сядешь и сразу поедешь. А вот гонять, как в детстве, начнешь только после ежедневных тренировок.

Another meaning is 'one can't ride/drive even a bit':

Ирочку Василькову застрелили, когда она ехала в автобусе из городской больницы, где навещала своего друга Лешу, лежащего там с менингитом (впрочем, шел он уже на поправку, потому визиты уже разрешили). Вот сами видите, какие нынче времена настали. И в транспорте общественном **не поезди**. (Похороны. <http://dryzhim.ru/forum/lofiversion/index.php/t1419.html>)

А сами живут в Подмосковье... вот, говорят, где свобода, не как в Германии.. костер на природе не разведи, рыбу не полови, не поохоться без документов и лицензии, пьяным **не поезди** и т.д. (http://forum.rcmir.com/topic1945673_90.html)

And of course it can be used in conditional sentences with imperative:

Не поезди я, дорогая мисс Рекстон, немного по свету и не изучи слабости человека, я был бы в полной растерянности! (Джорджетт Хейер. Великолепная Софи)

Не съезди from съездить can only be used in conditional sentences:

Кто его знает, **не съезди** он тогда на Памир может и его жизнь была бы совсем другой, и моя тоже. (<http://kopanga.livejournal.com/84953.html>)

The negative imperative conditional forms based on ехать end in -едь:

Ее охватила паника, и неизвестно, куда бы она подалась, **не приедь Ванда**. [Галина Щербакова. Армия любовников (1997)]

Тут дело случая и банальной удачи, что никого не было на обочине. **Не съедь он** — итог был бы плачевный. (<http://auto.onliner.by/2011/09/16/video-3>)

So I would say that the tendency is to say не ездит for general prohibition or advice and не езжай for limited time prohibition or advice; the limitation in the latter case should be explicit in the sentence.

P.S. I have good news and bad news. My new book, a collection of twelve years of these columns, is finally out. But this might be the last column because I have practically exhausted the bank of questions. Could it be that there are no more questions left to answer?

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Czech Corner

*Editor: Mila Saskova-Pierce
(University of Nebraska)*

Editor's Note: This corner is for teachers of the Czech language, and I would like to invite them to share their news, views, and experience related to the teaching of various kinds of courses dealing with Czech culture, language, and literature. Contributions do not have to be limited to the United States; they can and should include issues of Czech language and culture instruction throughout the whole world. Contributions to the Czech Corner may be sent to the column editor at msaskovapierce1@unl.edu.

Czech School without Borders, held in New York on June 16 and 17, 2012

The conference is organized by the non-profit organization Czech School without Borders and will be held, if enough participants, on June 16 and 17 2012 in Czech Centre in New York <http://new-york.czechcentres.cz/>.

The conference will focus on the Czech School without Borders model of a "Sunday" Czech school, created in 2003 in Paris, and having started and successfully worked in 8 more European countries since. Several other Czech communities around the world (in the Europe, USA and South America) expressed their interest in this school model and made the first steps to be one of them.

The results of the conference will be presented during the annual meeting of the Czech Schools without Borders, held in Prague, in August 2012. All interested participants, please send an email to csbh@csbh.cz, by March 09 2012. No entry fee. More about Czech School without Borders: <http://www.csbh.cz/sekundarni-odkazy/co-je-csbh/about-us>

The 26th World Congress of the Czechoslovak Society of Arts and Sciences is July 1 – July 6, 2012

The conference entitled Transatlantic Collaboration, Innovation and Preservation will take place in Žilina, Slovakia, July 1 – July 6, 2012. Online registration and deadline for papers deadline is April 30, 2012. For more information and registration package www.svu2000.org. You do not have to present a paper in order to take part in the congress.

Czechoslovak Genealogical Society IntePublications

Svet knihy (bookfair in Prague) in May 2012 - theme of the fair is The Black Sea Region. There will be a discussion of authors from all countries bordering Black Sea (in between Anton Sanchenko from Ukraine, Guram Odisgharia from Georgia, Lyudmila Ulickaya from Russia), and also a debate about literatures from this region among Czech translators from Bulgarian, Rumanian, Turkish, Georgian, Russian and Ukrainian.

1) Jiří Levý (2011) *The Art of Translation* (a classic work of Prague literary translation studies in my English translation, published a few months ago by J Benjamins). This is of broader interest - an important work for anyone concerned with problems of literary translation.

2) Čermák, Corness & Klégr, eds. (2010) *InterCorp: exploring a multilingual corpus* (conference proceedings, in English). *InterCorp* is a project of the Institute of the Czech National Corpus in Prague, facilitating comparative studies of Czech and a range of other languages based on a parallel translation corpus). If these are of interest, may I ask you to visit my pages at <http://patrickcorness.wordpress.com/>

EUROPEUM Institute for European Policy Summer Program

EUROPEUM Institute for European Policy is a think-tank that undertakes programs, projects, and publishing and training activities related to the European integration process. This year it is organizing the 10th year of summer school program for university students.

Under the title "Europe At The Crossroads" it will take place in Prague July 7- 19, 2012. You can find further details on our homepage <http://www.europeum.org/ess2012> or you can see the promotion leaflet at <http://www.europeum.org/ess2012/doc/poster2012.pdf>

University of Chicago Library Havel Exhibit

The University of Chicago Library exhibit on Vaclav Havel will run through the end of May 2012. <http://guides.lib.uchicago.edu/slavic>. More information about the exhibit: <http://lgdata.s3-website-us-east-1.amazonaws.com/docs/738/373030/Blurb2.pdf>

The Institute of International Studies, Charles University in Prague offers Master's Degree Programs taught in English

[Balkan, Eurasian and Central European Studies \(BECES\)](#)

European Studies (ES)

The ES interdisciplinary program provides students with a profound knowledge and understanding of European history and politics, the European integration process and other EU related issues from a legal, political and economic perspective from a Central European point of view. The program focuses not only on the developments in the EU member states but offers a study of the European integration process in all its complexity and variety. It is designed especially for students who plan to enter positions in EU institutions, international organizations, national administration or non-governmental organizations.

Transatlantic Studies (TS)

The Transatlantic program's focus is to provide English-speaking students with deep, interdisciplinary knowledge of transatlantic relations since 1945. Close attention is paid to history, politics, and diplomacy, so that students can understand the changing nature of transatlantic relations during the different phases of the Cold War and afterward. As our faculty has vari-

ous areas of specialization, the student should gain a balanced, well-rounded appreciation of the complex nature of transatlantic studies. Prague is an excellent place to study the issue because the Czechs underwent a transformation from being a nation subjugated by the Soviet Union during the Cold War to one that is a full member of NATO and the European Union.

Foreign Language/Czech: Czech Lecturer at the University of Nebraska-Lincoln

The Ministry of Education of the Czech Republic searches for applicants for a full-time position as a Czech language lecturer beginning August 13, 2012 (Fall semester 2012) at the University of Nebraska. The primary responsibilities consist of teaching introductory and intermediate courses, creating on-line teaching materials, designing assessment tools, and organizing and participating in extra-curricular activities, serving as sponsor of Czech Komensky Club, and working actively

with the Nebraska Czech community. The teaching load is 7 courses per year or 12-15 contact hours per week. Candidates should have an M.A. or higher degree, knowledge of Czech language and literature, applied linguistics, or a related field, and must have native, or near-native fluency in Czech and fluency in English. Prior experience teaching Czech at the university level and

knowledge of instructional technologies is preferred and willingness to further pedagogical/professional development are desirable. Application deadline is March 5, 2012, or until the position is filled. Contact the Czech Ministry of Education at http://www.dzs.cz/index.php?a=view-project-folder&project_folder_id=163&.

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6 weeks: 6/25-8/3; MTWRF 9-2:10 pm Dodd 154 (Section 1) | Rolfe 3134 (Section 2)

Russian 10 (341065110): Intensive Elementary Russian (12 units)
8 weeks: 6/25-8/17; MTWRF 10-1:50 pm Humanities A60

Russian 20 (341114110): Intensive Intermediate Russian (12 units)
8 weeks: 6/25-8/17; MTWRF 10-1:50 pm Humanities A40

Russian Classes for High School Students- For more information, and to register, visit <http://www.hslanguages.ucla.edu>
For more information, visit www.slavic.ucla.edu

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

*Editor: Katya Jordan,
University of Virginia*

Trixe Buckingham works for a Salt Lake City chapter of Aspect Foundation Student Exchange, a non-profit Exchange Student Organization. She places and supervises foreign exchange students when they come to the U. S. for a school year. She has the opportunity to work with students from former Soviet or communist states. Most recently she had students from Moldova and Kazakhstan.

How often do you use Russian at work?

When the students are here, the focus is to use English, but when culture shock hits, Russian has been very handy. Especially if the students are upset and have a momentary block from English, I have responded in Russian and calmed the student down. I would say, having the extensive knowledge in culture has helped far more than language. I was able to help prepare the host families before the students arrived with some information regarding how the student most likely grew up food, travel, hygiene, and manner-wise. Likewise, I have been able to help the students adjust into their host home more smoothly than some other students from other cultures I am not familiar with. Knowing things like where to buy Russian food has helped bring the student and families closer on more than one occasion. The students are here, immersed in the U.S. culture, and they need to find a way to express themselves and to tell the families and friends about where they come from. Sharing food is a great way to break the ice and to bond.

What is the most interesting part of your job?

The most interesting part of my job is learning how much we are creatures of habitat and habit. It really takes a lot of discipline to have an open mind

when experiencing another culture and to be accepting. Some of my students, who are very open minded and mellow, suddenly had culture shock hit them and causing them to act irrationally. Other students might try to “change” their host families to be more like what their family is like at home and expect them to eat, drink, and speak as they do in their home culture. Challenges arose with host families not being able to handle student difficulties, which caused me to step in and find solutions to bring peace to both sides, especially in cases of major culture shock and student or host family personality clashes. The most rewarding part of my job is when I see a connection made that will last for years. I had a couple of families that bonded so well with their students that they travelled back to see the students’ home country and meet their family. This warms my heart and I fondly recall my days with my host family who always has an open door and calls me their “American daughter.”

How did you become interested in Russian culture and language?

My first impressions of Russian culture came from hearing fairy tales from Russia in Kindergarten, when I was five or six years old, as we explored cultures of the world. When I was about ten years old, my neighbor took a trip to the Soviet Union and brought back a piece of candy and some *kopeiki* for me to keep. She knew I was interested in foreign cultures and did this specifically for me to foster interest. She told me about her experience in detail. I was intrigued and wanted to hear every detail.

I felt an overwhelming attraction to this culture that only very few people were able to access. I didn’t have Russia on my agenda, but I think it was always in the back of my mind some-

how. I found myself drawn to foreign languages and I remember begging my parents to let me take Spanish classes in seventh grade as this was optional and not part of the standard curriculum. After much debate on my parents’ part and my shameless begging, I enrolled in Spanish I in Junior High. I excelled in this class and was surprised at how easily understanding this language came to me. Interest did not stop at language. I could not get enough information about the countries, cultures, literature, art, etc. When I moved onto French in High School, I had the same experience, winning several awards at the BYU French festival after only having had taken half of one semester in beginning French. In twelfth grade I was no longer challenged by either language and wanted to try another alphabet. Russian was offered at the University of Utah. I was accepted early into the University and began my major in Russian Language there. It seemed to be a natural path rather than a deliberately planned path.

Which Russian speaking country did visit and what were your impressions?

In 1994, two years after high school, I went to teach English in Voronezh, Russia for five months. I loved being there with my host family and experiencing this great culture and country at such a unique time in history. I could not bear to leave after five months. I stayed for a complete twelve months, seeing every season and holiday except the New Year’s. When I arrived, I could not speak but could read and understand basic concepts. Despite starting my Russian classes early, I had a much harder time keeping up with the classes and was taking Spanish alternately to continue those studies. Eventually during my stay, I was interpreting for my students and fellow teachers. Fellow

teachers had degrees in Russian language but could not hold a conversation after five months of being there. I felt like a native, was constantly mistaken for a native, and was always complimented that I spoke like a native.

Here are my raw impressions of Russia 1994: mustached men, fur coats and hats, enormous bows on tiny little girls, loud speech, perfect snowflakes so delicate and frozen so you can see each pattern as it lands on your coat, candies in a funny shaped wrapper, big red stars on all the city lights and buildings, pure-bred dogs everywhere, crowded buses and trams, scratchy toilet paper that looked like paper towels, Russian radio: *Vecherni zvon*, Russian cartoons and *Spakoinoi nochi malyshi*, *Santa Barbara*, kiosks, store *kassas*, having to buy your own plastic bags, theaters on every corner, open *rynok*, dead chickens hanging out of old ladies' bags, the smell of vodka, passed out men in the snow, folk dancers in brightly colored costumes with incredible voices, crême brulee ice cream cones, the dancing fountain at the main square, Russian rock/punk music, cold beautiful winter, hot delicious summer, banya in the forest, and ... the sweet little dacha.

When I first arrived, I was bright eyed and soaked in everything I could. I had never travelled out of the U.S.A. before, and this was the first airplane ride I had ever had. I ate up this experience. I was told by Americans that Russia was a "dark, bleak place where no one smiles." I did not find it so. I found the overcast weather the only bleak thing about Russia. It was full of color and music. So what if people didn't smile in public? In private, off the streets, I never experienced so much laughter and fun in my life! I adored my host family, Anna Petrovna, Valera, and my sweet little Olya. My host dad, Valera, would bring home little candies every day for me. He helped me learn how to use the bus system and showed me around town. He was tall and lean, with a big mustache, and he wore a big furry *shapka*—everything I had imagined a Russian would look like. I would often take long walks and "get lost" so I could explore a little more of the city every

day. I knew that place very well. During my year long stay I was able to visit Kiev, Ukraine and relaxed at the Black Sea. Both places were beautiful and I enjoyed my stay there immensely.

I felt like I had sufficient preparation before arriving in Russia because I was working with a group of teachers and was able to get advice from teachers who just returned home. Advice like "bring toilet paper, peanut butter, and lots of candy." I felt very at home in Voronezh as I had a series of nightly dreams leading up to my departure to Russia. This went on for about three months. In these dreams I walked the city streets and visited stores, theaters and main attractions, and I went about every day business. I was a native and I could speak fluently in these dreams. Neighbors said "hi" and I understood everything. The culture was mine and a part of me. Fascinatingly enough, when I first took a guided tour of Voronezh my second day there, I knew it all. I knew Leninsky Prospekt inside and out, every store, every stepping stone. I pointed out the candy store, the jewelry store, and the children's puppet theater as it was very unique with a five story bird cage in a four story building and aquariums inside the wall framed like pictures hanging on the wall. After I was done with this description to my fellow teachers on the tour, the guide asked if I had visited there before. I didn't know how to answer that question.

What would be your advice to those who are considering making trip to a Russian speaking country?

I always advise those going to pack small quick snacks like granola bars, hand sanitizer, travel size tissue packs, and to carry a bag that zips closed with a flap that covers the zipper and to keep the bag strapped across your front, close to you at all times. There is so much to see and because of the time differences, I tend to get hungry at odd times and need a pick me up between lunch/dinner times, etc. Hand sanitizer is good to have as you may not always find a toilet with a sink available. Tissues are

for use as toilet paper when none is to be had or you need to buy it. Keeping the bag close at hand keeps pick pockets away and having two enclosures to get into makes it harder for someone to slip their hand in while you stand staring at the great cathedrals in wondering awe. I also advise people to ignore vendors that approach them because we look very foreign when we engage in needless conversation over things we are not interested in buying. I advise keeping voices low in public, especially on public transportation, and to avoid laughing loudly and smiling excessively. This only makes you look like a drunk to the natives. Overall, I advise people to open up their minds and to appreciate the differences between our cultures and to not be condescending when speaking about Russia or Russians while in Russia (or at all for that matter), to accept what is in front of them at that moment and to have a happy heart. I have told many to go with a blank slate—no expectations of what you think it should be like—or you can find yourself very much in a state of culture shock.

What advice would you give to students who wish to become specialists in Russian?

I am one of those students. I graduated with a B.A. in Russian and have been lucky enough to use it in my work. Unfortunately, the jobs I have been using Russian in have been in the non-profit sector, while they are very rewarding, they are also notorious for low pay. If they are students interested in teaching high school or working for the U.S. government, go for a bachelor's degree. I find neither of those fields appealing or conducive to my life as a single mother. I realize that going on to complete a master's and doctorate degree would be the best use of my time. Choose a field in the language that can bring a salary you can live on and make you employable. Don't branch off into an obscure section of language if you plan on making a living at some point. Do research about the field of work you would like to go into before you choose your education path.

What advice would you give to those with Russian interests who wish to work in either the private or the public sector?

I would advise those with Russian interests to really get to know the culture. This is helpful in both private and public sector. Language is a wonderful tool in connecting the world, but understanding the culture allows you to connect on a much deeper level and allows channels of respect that you will not experience from being a great linguist alone. Know what you want and plan accordingly. Do your research on what it is you hope to obtain and go for it. I always tell my students and host families that by opening your door to a new language or culture, you are opening up new pathways you cannot fathom at this moment. Business opportunities arise where you thought there were none and you may find a difficult co-worker to be the sweetest person on earth when you have a common connection like having watched all of the episodes of *Prostokvasheno* and you can talk about it. Knowing more than one language is very useful and pretty much standard in foreign countries today. It can only help to take an active interest in the language you speak and its culture. Keeping up with current events can really help keep you abreast of what is happening in the global community, not just the country where you are currently standing.

Do you use Russian outside of your professional sphere?

Oh yes. I speak Russian with my daughter in our home on occasion. I have been able to help many elderly Russian speakers at Social Security lines, grocery stores, public pools, etc. when they were unable to communicate. I love to watch Russian movies, listen to Russian music, and read in Russian when I can. I have also just switched into Russian mode when I run into certain Russian friends. At my previous job, I had a co-worker who was trying to refresh his Russian skills and I spoke with him daily for practice.

How has your understanding of Russian culture changed over the years?

Originally I had a good experience with my initial exposure; however, being in a group of Americans [while in Russia] led to us making fun of things that were not the same as we knew them at home. While being in Russia in 1994 felt like camping indoors as we rarely had hot water or even running water on the eighth floor, I knew it was the way of life at that particular time and may not have always been that way. As my host mom would say, "Don't take photos. We don't usually live like this. I am saving money and we will remodel." We have to allow room for change and, being eighteen, I didn't always understand this. When I went back to visit over the next several years, I witnessed incredible change within the country at lightning fast speed. Some change was good, other change not so good. Overall, the culture stayed the same. It was my perspective that would grow and change. What I realized after my twelve years of marriage to a Russian man ended is that I had really been struggling with his personality and not the culture. Many people will blame "culture" as the culprit for the split in this situation. Many did. It is not so. I struggled with his upbringing by his alcoholic father and emotionally stunted mother. This is something our culture suffers from as well.

In the last few years I have realized that I have developed a deep love and appreciation for the Russian culture. It has taken a seasoning over the years with the life events experienced living outside of the culture, within the culture, married to a portion of the culture, and now as an appendage to the culture, for me to come to this place where I can speak from my heart and with intelligence regarding Russian history, current events, literature and so on. It has allowed me to transform my childhood fascination of the culture into a deep and profound respect for Russian culture which, in turn, fosters an amazing amount of patience with native Russians.

Recent Publications Continued

Continued from page 5

- Hopf, T. 2012. *Reconstructing the Cold War: The Early Years, 1945-1958*. UK: Oxford University Press.
- Hosking, G. 2012. *Russian History: A Very Short Introduction*. UK: Oxford University.
- Mole, R. 2012. *The Baltic States from the Soviet Union to the European Union: Identity, Discourse and Power in the Post-Communist Transition of Estonia, Latvia and Lithuania*. UK: Routledge.
- Porshnev, B. F., & Dukes, P., eds. 2012. *Muscovy and Sweden in the Thirty Years' War 1630-1635*. UK: Cambridge University Press.
- Snyder, J. 2012. *Power and Progress: International Politics in Transition*. UK: Routledge.

Literature

- Al-Dabbagh, A. 2012. *Socialist Literature: Theory and Practice*. Germany: Peter Lang Publishing.

AATSEEL Newsletter Needs Column Editors & Contributors

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

We are currently looking for editors for the Ukrainian column.

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.

DOMESTIC SUMMER LANGUAGE PROGRAMS

AATSEEL compiles information on U.S.-based summer programs in Slavic, East European, and Eurasian languages and cultures. The information below was provided in late 2011 and is subject to change. Please contact programs directly for details and updates.

These listings include only Slavic, East European, and Eurasian offerings. Many of the programs listed offer additional languages, e.g. Chinese or Arabic. See individual program sites for details.

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

Many institutes have multiple programs, with different dates, locations, etc. The information below shows broadest range possible. Individual courses and levels may have different dates, prices, etc. Be sure to check the program site for details.

Program directors; send updates for future Newsletters to cli@asu.edu.

– Kathleen Evans-Romaine, Arizona State University

Institutions Offering Multiple East-European/Eurasian Languages:

Institution: Arizona State University

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

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

Credits: 8-13

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

Housing: Available

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

Grad funding: Title VIII Fellowships

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

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

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

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

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

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

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

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

Languages: Uyghur, Kazakh, Uzbek, Tajik

Dates: June 13 - Aug 5

Credits: 8

Tuition/Fees: \$3,300

Ugrad funding: FLAS, ACLS

Grad funding: FLAS, ACLS

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

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

The Center for Russia, East Europe, and Central Asia (CREECA) and the Department of Languages and Cultures of Asia at the University of Wisconsin-Madison are proud to announce the inaugural session of the Central Eurasian Studies Summer Institute (CESSI). Instruction in intensive first- and second-year Kazakh and Uyghur, intensive first-year Uzbek, and intensive second-year Tajik will be offered

this year. CESSI 2011 will also feature lectures (in English) on Central Eurasian history and culture and a rich program of cultural events and field trips related to the countries of Central Eurasia.

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

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

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

Institution: Indiana University
Languages: Arabic, Bosnian/Croatian/Serbian, Czech, Dari, Georgian, Hungarian, Kazakh, Mongolian, Pashto, Persian, Polish, Romanian, Russian, Tatar, Turkish, Uzbek, Uyghur, Yiddish
Dates: June 4 – July 27
Credits: 6-10
Tuition/Fees: \$2,434 - \$3,425
Housing: \$27/day
Ugrad funding: FLAS, Project GO for ROTC cadets and midshipmen
Grad funding: FLAS, Title VIII; tuition is waived for graduate students in BCS, Czech, Hungarian, and Romanian
Website: <http://www.indiana.edu/~swseel/>
Contact: swseel@indiana.edu; 812-855-2608

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

Utilizing the resources of Indiana University's own specialists as well as native speakers from other universities and abroad, the Summer Workshop has developed and maintained a national program of the highest quality. Allowing all participants to pay in-state tuition fees, the program has as its goal the enhancement of speaking, reading, listening and writing skills through classroom instruction and a full range of extra-curricular activities.

Institution: UCLA
Languages: BCS, Russian, Romanian

Dates: June 25 – Aug 3/17
Credits: 12
Tuition/Fees: \$350 + \$289 per credit
Website: <http://www.slavic.ucla.edu/summer-programs.html>
Contact: slavic@humnet.ucla.edu; 310-825-3856

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

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

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

Institutions Offering Russian:

Institution: Beloit College
Languages: Russian
Dates: 16 Jun - 10 Aug
Credits: 12
Tuition/Fees: \$5,282
Housing: \$638/summer
Meal Plan: \$1,318
Ugrad funding: Director's Scholarship
Grad funding: Director's Scholarship
Website: <http://www.beloit.edu/cls/>
Contact: cls@beloit.edu; 608-363-2277

The Center for Language Studies at Beloit College offers summer intensive language courses in Arabic, Chinese, Japanese, and Russian (1st through 4th year). Eight- and four-week sessions are available. The full eight-week program runs from June 16 through August 10; the first four-week session runs from June 16 through July 14; the second four-week session runs from July 15 through August 10. Advantages: personalized instruction, small classes, superb teachers, twelve semester hours of credit, language tables, extracurricular activities, a pleasant summer on a lovely campus in southern Wisconsin with easy access to Madison, Milwaukee, and Chicago. Applications are accepted beginning in late October 2011 and continuing until classes are filled. Reading of complete applications and rolling admissions will begin January 1, 2012. CLS Director's scholarships are available to all qualified applicants through April 22, 2012.

Institution: Bryn Mawr College
Languages: Russian
Dates: 6 Jun - 1 Aug
Credits: 4-8
Tuition/Fees: \$3,550
Housing: \$2,800 (includes Meal Plan) ***Based on last year's cost. Price set in March 2012**
Ugrad funding: need based
Grad funding: need based
Website: <http://www.brynmawr.edu/russian/rli.htm>
Contact: rli@brynmawr.edu; 610-526-5187

Founded in 1977, the Russian Language institute at Bryn Mawr seeks to support the study and teaching of Russian in the United States by providing an intensive-immersion setting for both teachers and learners of the language. RLI offers both four- and eight-week programs for male and female high school, undergraduate, and graduate students, concentrating on language training. Specialized seminars are also periodically offered for high school and college Russian teachers of Russian under the auspices of RLI. The eight-week Russian Language Institute offers a highly-focused curriculum and a study environment conducive to the rapid development of the four language skills (oral, aural, writing, reading) as well as cultural awareness. The program draws participants from a broad spectrum of academic fields, occupations, ages, and interests. Course offerings are designed to accommodate a full range of language learners, from the beginner to the advanced learner (three levels total). The highly intensive nature of the course work and the culturally-rich immersion environment have proven very successful in providing the equivalent of a full academic year of college Russian to participants who complete the program.

Institution: Middlebury College
Languages: Russian
Dates: June 22 – Aug 17
Credits: 12
Tuition/Fees: \$6,620 (8 week undergrad program)/
 \$4,970 (6 week grad program)
Housing: \$3,140 (mandatory; includes meals for 8 weeks)/ \$2,550 (mandatory; includes meals for 6 weeks)
Ugrad funding: Merit-based fellowships, Davis Fellowship
Grad funding: Merit-based fellowships, Davis Fellowship
Website: <http://www.middlebury.edu/lr/russian>
Contact: jestokes@middlebury.edu; 802-443-5230

The Kathryn Wasserman Davis School of Russian at Middlebury College offers intensive Russian language instruction at seven levels in its eight-week program and courses in language and linguistics, literature, culture, film, history, and pedagogy in its six-week graduate program.

Graduate courses can lead to MA or DML degrees in Russian. All courses are taught in an intensive Russian-only environment complemented by rich co-curricular offerings.

Dates:
 22 June – 17 August 2012 (8-week program), 3 July – 17 August 2012 (6-week graduate program).

Institution: Monterey Institute for Int'l Studies
Languages: Russian
Dates: 14 Jun - 10 Aug

Credit: 4-12
 Tuition/Fees: \$3,500
 Housing: not included
 Meals: not included
 Ugrad funding: financial aid
 Grad funding: scholarships
 Website: <http://www.miis.edu/academics/language/summer>
 Contact: silp@miis.edu; 831-647-4115

Language plays a very important role at the Monterey Institute. Our non-degree language programs offer intensive language instruction for participants with a variety of academic or non-academic goals. Whether you are planning to study or work abroad, wish to strengthen your skills so you can enroll in higher-level courses at your home institute, or are looking for an edge in this competitive job market, our non-degree language programs might be just what you are looking for.

We offer a **Summer Intensive Language Program** (<http://www.miis.edu/academics/language/summer>), as well as customized one-on-one and small group language training programs in a variety of common and less-commonly taught languages (<http://www.miis.edu/academics/language/custom>). These programs are open to anyone interested in language study and development of cross-cultural understanding.

Institution: **University of Michigan**
 Languages: Russian
 Dates: May 1 – June 18, June 27 – Aug 14
 Credits: 8 per class
 Tuition/Fees: \$2,800 per class
 Website: <http://lsa.umich.edu/sli>
 Contact: <http://lsa.umich.edu/sli>

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

Institution: **University of Virginia**
 Languages: Russian

Dates: June 10 – Aug 3
 Credits: 12
 Tuition/Fees for OUT OF STATE:
 Ugraduate: \$12,900.00
 Graduate: \$ 8,880.00
 Non-Credit: \$3,696.00 (+ \$383)
 Housing: \$22 per night (optional)
 Website: <http://www.virginia.edu/summer/SLI>
 Contact: uvasli@virginia.edu; 434-243-2241

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

Institution: **University of Washington**
 Languages: Russian
 Dates: June 18 - Aug 17
 Credits: 15
 Tuition/Fees: \$9,706 (non-res undergrad); \$8,313 (non-res graduate)
 Website: <http://depts.washington.edu/slavweb/academics/summer-language-intensives/>
 Contact: slavicll@uw.edu; 206-543-6848

The intensive Summer Language Program has advantages for students in a variety of situations:

It enables undergraduates who begin their study of Russian after their freshman year to complete the four-year program in as little as two years and two summers (eight quarters).

It provides an opportunity for students from colleges and universities with limited offerings in Russian to complete the four years of language that are required by many graduate programs.

It allows graduate students in any discipline whose research requires knowledge of Russian to begin study of the language, or to continue it at an appropriate level.

The Intensive Summer Language Program is open to non-UW students registering through the UW Summer Quarter. The program includes extracurricular activities such as films, language tables for conversation practice, singing, poetry-reading and drama performances, and lectures on Slavic cultures. A number of recreational activities are usually organized, depending on the interests of the student group, ranging from hikes and bicycle rides to museum visits, concert outings, and even the culinary arts!

INTERNATIONAL SUMMER LANGUAGE PROGRAMS

Cosmopolitan Educational Center, Novosibirsk, Russia

The major benefits to join our program are as follows:

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

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

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

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

You don't have to be a professional teacher in order to volunteer for the program. The most important aspect is your willingness to participate and share your knowledge and culture, as well as your enthusiasm and good will. Teaching at the camp is not like an academic teaching routine, it's more like fun where emphasis is made on communication. Our school will provide you with the daily topical schedule for the classes and will be happy to assist with lesson planning and teaching materials. University students are eligible to apply as volunteer teachers. You will gain valuable practical experience, proven ability and contacts that you can use to get a future job. Teaching at the camp can also

be considered as an INTERNSHIP with all necessary paperwork and an on-site internship supervision provided.

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

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

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

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

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

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

Dubravushka School

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

IQ Consultancy Summer School of the Russian Language

IQ Consultancy offers an intensive two or three week summer program for studying the Russian language to foreign students majoring not only in the Russian language and literature but also in history, economics, engineering or any other subjects. The summer school is the right option for everyone willing to develop their language skills and get an unforgettable international experience while exploring St. Petersburg, one of the world's most exciting and fascinating cities. This short term immersion program ensures not only intensive language practice but also a great opportunity to soak up the atmosphere of Russian life and culture.

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

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

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

For further information on summer language programs offered by IQ Consultancy you can contact us at any time by e-mail, skype, phone or ICQ listed:

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

PROFESSIONAL OPPORTUNITIES

Grants & Fellowships

July 15 Annually

Kluge Center Fellowships for Library of Congress

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

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

Conferences & Workshops

July 1-6, 2012

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

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

Žilina, located in the northwest region, is a nine hundred years old town, and in the center is the University of

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

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

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

October 23-26, 2013

14th CGSI Genealogical and Cultural Conference in Illinois

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

Want a Past Issue of the AATSEEL Newsletter?

Past issues of the AATSEEL Newsletter dating back to 2002 are available in PDF format on the AATSEEL website:

<http://www.aatseel.org>

AATSEEL 2012/2013 MEMBERSHIP FORM

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

THIS FORM MAY BE PHOTOCOPIED.

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

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

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Non-Academic Members	\$75	
Administrators	\$75	
Sustaining Members	\$300	
SUPPLEMENT for Joint Membership	Fee for Higher-Ranking Member +\$25	
Name of Other Member: _____		
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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
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and its activities, employment opportunities,
publishing advice, and many other resources visit
AATSEEL on the web:
<http://www.aatseel.org>

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