

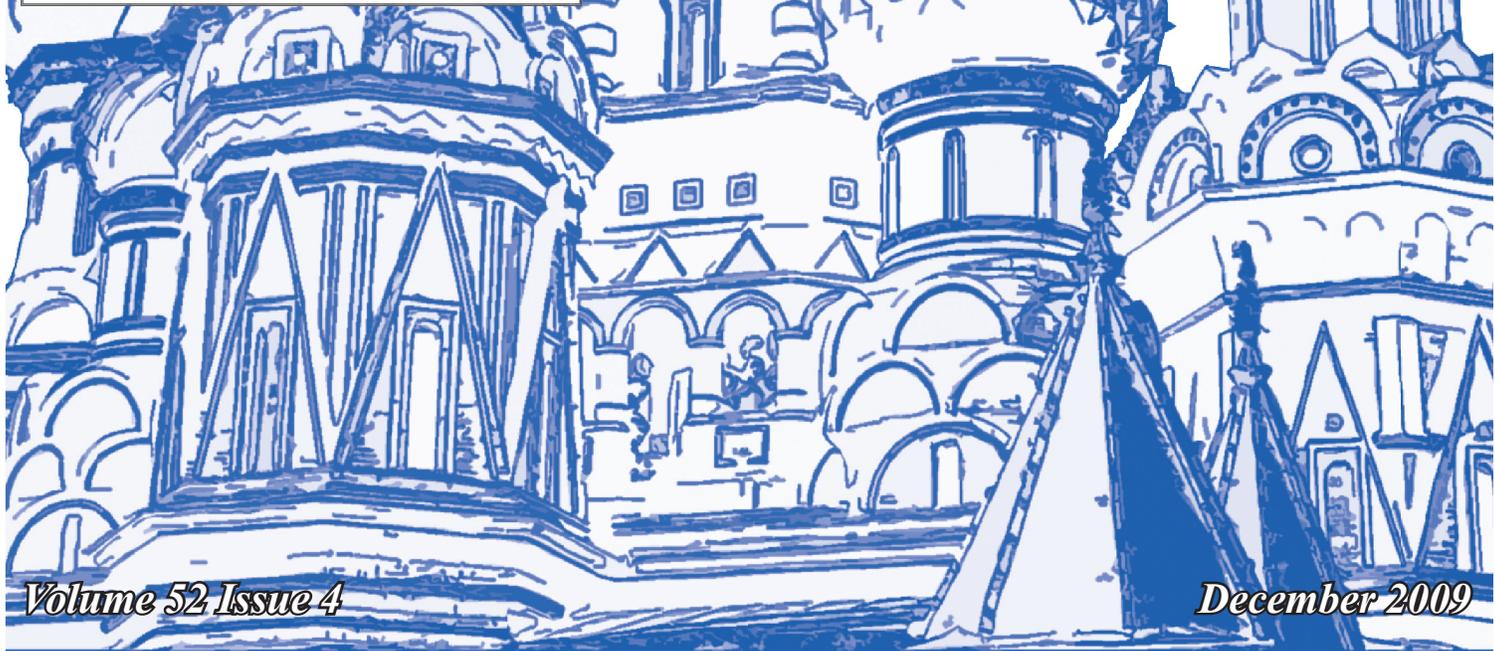
# The AATSEEL NEWSLETTER



*American Association of Teachers of Slavic & East European Languages*

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## Message from the AATSEEL President

### “Starting out, sitting it out, getting there”

This column is an outgrowth of discussions with Slavic graduate students “on the cusp,” that is, on the down slope after their Qualifying exams. They are too far in to pull out, unwilling to lose hope without giving themselves a chance to compete, too aware of the job market to stride self-confidently into a dissertation that might lead them nowhere, but all in all, loving the work of the field and already broken into print. These are the people we need to encourage. And not only encourage them to join our organization — although the costs of doing so are ludicrously low — but also to feel they have a fighting chance to succeed, if not in their dream job than at least in a position in the Humanities. They look around and their morale is not high. It used to be that Slavic was high among small academic professions that could boast of far many more smart, qualified people than there were positions to absorb them. Since the recession, this is no longer true. We

have a lot more company. But that is no consolation.

Just this year, AATSEEL formally constituted a Graduate Student Committee coordinated by Anna Berman, Princeton G3. She will meet in Philadelphia with representatives of graduate programs at a number of American universities and report to the Executive Council on the anxieties and hopes of the profession’s junior members. We know that all of them need travel and conference subsidies, especially when cross-country airfare is required, and we consider establishing such a fund to be a high priority. Since November and December are “interview season,” I would like to lay out some questions: for hirers, interviewers, and PhDs on the market.

What can people with job security do to help nurture those without it? Is it a question of different graduate courses to prepare for a less philological, more non-print-media world? Or simply of having a distinctly individual profile? The number of post-docs in the Humanities is still tiny compared to the natural sciences, and even to the social sciences. The impression among job-searchers in literature and culture is that the majority of postings seem to care more about

teaching ability than scholarship. How can students get more of that experience, and in more areas, while trying to polish up their ideas for print? What might help ease the transition between the dissertation-writing life (stressed but autonomous), and one’s “first job” — which often means four courses a semester, a great deal of time-intensive language teaching, with no security as well as no time for scholarship? Is prolonged residence in Russia or Central Europe an advantage, or considered a distraction and deferral of serious progress on your career? Between now and the end of December, I encourage all of you to think about these questions as they concern your own departments, hiring practices, and (for the newly-minted PhDs themselves) your peace of mind. And let us know.

Caryl Emerson  
President

## Letter from the Editor

This is my first note of the 2009-2010 academic year to the AATSEEL membership since the October newsletter seemed to get packed (that’s good), leaving no room for my note (whether that is good or bad, I will leave to readers to judge). In any event, as you by now have noticed, we have returned to a paper format in addition to the electrons. The electronic version will also reach you sooner simply because email is faster than snail mail, and bulk mail, the manner in which we send the newsletter, works on a space available basis. I used to have a good handle on the timing of newsletter receipt, but we are working with a new company in a different state. I would be very interested in knowing how quickly (or slowly) your newsletters are arriving. You may catch me at the conference or email me with that (and any other) information.

See you in Philadelphia!

Betty L. Leaver  
Editor

## Summer Semester in Petrozavodsk

12 May - 3 July 2010 (8 Credits)

Enrollment Deadline: 16 January 2010

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

## STATE OF THE FIELD

*This issue of the Newsletter offers, rather than two pieces, a single take on the state of Slavic Linguistics. Steven Franks is Chair and Professor of Slavic Languages and Literatures at Indiana University, Bloomington. He is also Professor in the department of Linguistics, Adjunct Professor in Speech and Hearing Sciences, and Editor-in-Chief of the \*Journal of Slavic Linguistics\*. Comparing the situation in Slavic Linguistics today with what it was in the 1990s, he asks questions we hope will spark discussion at the annual conference and beyond.*

### O Slavic Linguistics, Quo Vadis?

Steven Franks,  
Indiana University

The future of Slavic linguistics, and its relationship to the larger disciplines of Slavic languages and literatures, on the one hand, and to general linguistics on the other, is extremely difficult to assess at this point in time.

In many ways, the fate of Slavic linguistics is not really different from the fate of the Slavic field in general. We share with everyone else in Slavic studies a fortunate history, and flourished along with the overall proliferation of Slavic Departments in the post-war propaganda struggle against the "Evil Empire". But the new reality is that the mania is over, so it is time to redefine ourselves.

In 1996, I published a "Reflections" piece in the *Journal of Slavic Linguistics* on this same topic. (The piece is linked from the Slavica web page: [http://slavica.com/jsl/jsl\\_reflections05.html](http://slavica.com/jsl/jsl_reflections05.html).) Looking back, it now seems to me that I may have been unduly optimistic about the prospect of "building bridges" (the title of my piece) between Slavic studies and linguistics. At the end of 2009, it seems to me we are distressingly further away from defining ourselves than we were in 1996. This is probably no sur-

prise. I wrote things like the following in addressing my fellow Slavic linguists: "I would rather urge you to break with traditions than perpetuate them. In my opinion, a Slavic Languages and Literatures department is an accidental home for a Slavic linguist, just as supervising an undergraduate language program is an accidental responsibility, thrust upon us through the same public misconception that linguists speak a lot of languages."

So what did I recommend Slavic linguists do? I maintained that "our future lies in making what we do relevant and accessible to the world of linguistics at large" and so that "we need to build bridges to our colleagues working on other languages and on language in general if we are to survive and prosper in the academic community of the 21st century. ... Slavic linguistics in isolation and out of context, unconcerned with problems of the study of language formulated more generally, is simply not going to be viable in the future."

In 1996 I was able to offer good reasons why we were already apparently "making significant progress in transforming ourselves into linguists who specialize in Slavic." Some of these reasons might seem to persist: conferences like Formal Approaches to Slavic Linguistics and journals like *JSL*, the involvement of theoretical linguists at AATSEEL meetings. But if one takes a really good look, I think one can only be struck by the *lack* of cohesiveness and the *absence* of a unifying field. In a word, Slavic linguistics is adrift.

To my mind, there is an obvious reason why we are so at sea: linguistics in general is becoming increasingly fragmented, the sense of convergence that not so long ago inspired our enterprise is sorely missing. So my earlier advice that we hitch ourselves to the general linguistics wagon turned out not to be the most useful: that wagon has taken us in vague directions as it meanders through a morass of ways of thinking about language. As a result, I think the

*Editor: Sibelan Forrester  
Swarthmore College*

role of linguistics—and of linguists—in AATSEEL remains poorly defined and has gradually diminished.

The unclarified status of Slavic linguistics is clearly mirrored in the job situation. Twenty years ago, forward-looking departments were seeking to hire new faculty with one foot in general linguistics. But what happened? Well, those people did not—could not—put Slavic back into the center of general linguistics research, as hard as they might have worked. Now, to the extent that anyone is hiring Slavic linguists, departments are looking for Slavists who know enough about linguistics to keep the programs going, but who more importantly have strong interests in allied areas, particularly language teaching and culture. Slavic departments definitely do not want high-tech, symbol tossing, jargon touting, rule writing, constraint ranking, devil-may-care theoreticians who just happen to be doing their stuff with languages spoken by Slavs. They want Slavists who know something about linguistics—and a lot more besides.

So now what? Does the change in job descriptions mean we should retool and go back to being more traditional? I think not, since those jobs are few and far between. Besides, scholars ought to study what they are truly interested in; otherwise what is the point of pursuing an academic career in the first place? Still, we owe it to our students to be forward looking. Where is the field going, for the foreseeable future? It seems to me that the growth areas in linguistics and in Slavic linguistics are all in applied, practical domains. Pedagogy and second language acquisition is a traditional area that is still greatly underexploited in our curricula and in our research programs. There is certainly still a niche for theoretically informed research into second language acquisition. A newer applied area is Slavic computational linguistics, which, like SLA, is practically oriented but could also be a tool in testing and developing

linguistic models. If I were putting together a new graduate program, I would want to highlight a computational track. The need for text mining, tagging, machine translation, grammar extraction, and other automated services is rapidly growing, especially as we see Slavic speaking nations become increasingly assimilated into the European community. And, of course, computer assisted instruction is an integral part of this. If Slavic departments go this route it will also help them retain value and visibility in their home institutions, many of whose administrations see Slavists as an anachronistic breed. Certainly, in the future, technological sophistication will still be a *sine qua non* for success.

I have kept for last the most difficult question: "What role can AATSEEL play in the Slavic linguistics profession?" To be honest, linguists have become increasingly marginalized in AATSEEL over the years. Now, we do see some panels ostensibly devoted to Slavic linguistics, but to my mind there are few papers that would actually be of interest to general linguists. Linguistics

articles in SEEJ are also vanishingly rare. Rather, I would characterize AATSEEL linguistic activities as concerned with Slavic *languages*, rather than with language in general (which is the purview of linguistics). Our aim is to describe the facts of Slavic languages in a structured, insightful way. We take what we need from general linguistics in order to accomplish this, but that is as far as it goes. I think we are at crossroads, the divide between Slavists who study language and linguists who work on Slavic languages is too great, and maybe these are irreconcilable goals. Maybe, instead of building bridges, we should be defining territories. I would like to see this done in the context of AATSEEL, but I don't know how to bring it about without moving inevitably away from AATSEEL.

This does not however mean AATSEEL should forget about linguistics. I have spent most of my career trying to get linguists to worry about Slavic languages, and indeed I believe that our languages are now much more strongly represented in general linguistics

research. But this is not because of anything Slavists have done, it is because speakers of Slavic languages have gotten PhDs in general linguistics. The vast majority of these people have barely heard of AATSEEL, let alone think of joining it. AATSEEL talks and SEEJ papers are largely ignored. So what can we do to bring these people into the fold, to revitalize AATSEEL as an organization that serves everyone in the Slavic field? That is the challenge I leave you with.

### AATSEEL Newsletter Needs Column Editors & Contributors

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

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

## The School of Russian and Asian Studies

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## Member News

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

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

Congratulations to **Erik McDonald**, who defended his dissertation, "Nekrasov and Russian Modernism," on August 31st, 2009, at the University of Wisconsin-Madison.

**Stuart Goldberg** (Georgia Institute of Technology) has received a 3-year International Research and Studies (IRS) Instructional Materials grant from the

Department of Education for \$556,989: "Advanced/Intermediate Language and Culture through Song: New Materials for Arabic, Chinese, Japanese and Russian." Dr. Goldberg will be joined by Dr. Rajaa Aquil (Arabic-speaking culture and song), Dr. Paul Foster (Chinese culture and song), and Dr. Rumiko Shinzato-Simonds (Japanese culture and song) in the project. The grant begins Fall 2009. The materials will be structured around a carefully chosen corpus of songs, richly annotated, and supplied with a full pedagogical apparatus and a broad range of contextual content presented in various media. The computer-based delivery of a rich web of content/context surrounding the annotated main corpus of songs is designed to allow for active participation by baseline advanced students and deep, but guided exploration of cultural context on the part of more fluent readers. Materials will be developed and presented in a specially designed computer interface and freely disseminated.

**Karen L. Ryan** (University of Virginia ) has had her book *Stalin In Russian Satire, 1917-1991* (ISBN: 978-0-299-23444-7) published in November by The University of Wisconsin Press.

During Stalin's lifetime the crimes of his regime were literally unspeakable. More than fifty years after his death, Russia is still coming to terms with Stalinism and the people's own role in the abuses of the era. During the decades of official silence that preceded the advent of glasnost, Russian writers raised troubling questions about guilt, responsibility, and the possibility of absolution. Through the subtle vehicle of satire, they explored the roots and legacy of Stalinism in forms ranging from humorous mockery to vitriolic diatribe.

Karen's book is also available in e-book format, visit <http://uwpress.wisc.edu/digitalinfo.html>

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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. Can you say малая рубашка, малые вещи?

A. No, you cannot. The use of *малый* is very limited and it exists exclusively as an opposition to *большой*. Thus there is *Малый театр* as opposed to *Большой театр*, *Малый зал филармонии* as opposed to *Большой зал филармонии*, and *Малая советская энциклопедия* as opposed to *Большая советская энциклопедия*. This also happens with two streets of the same name: *Малая Морская* vs. *Большая Морская*, *Малый проспект* vs. *Большой проспект* with a possibility of a *Средний проспект*, and with smaller rivers of a delta *Малая Невка* vs. *Большая Невка* and even with towns *Малая Вишера* vs. *Большая Вишера*. Sometimes the “big” is not called Big, but is such by default being the main one, and the “little” acquires the name of *малый*, for example *малая сцена* in a theater or *Малый мехмат*.

Q. Might you let me have your take on the flavor of *потому как vis-à-vis* *потому что* and *так как*? Google comes up 1.5 million hits for *потому как*, so it is common. Here’s a Google example:

Ну тут—to я совсем пришел в восторг, *потому как* вариантов для фантазии масса

A. We should add *поскольку* to the list. All four conjunctions — *потому что*, *поскольку*, *так как* and *потому как* — explain the cause of or reason for an action or an event, and that is where they differ. *Потому что* most commonly means the **cause** or the trigger of the action described in the **preceding** clause or utterance. *Поскольку* and *так как* describe the **reason** for the action of the **preceding** or **following** clause. So here we see two differences at once: a possible difference in clause order as well as the cause vs. reason distinction.

The most typical differences between these four conjunctions can be seen in the following examples. In the first example, being busy was the cause of the prince’s being late.

Князь [Потемкин] потерял двадцать тысяч конницы под Очаковом, *потому что* опоздал с приказом идти на штурм. **Опоздал потому, что** был занят. ([http://www.peoples.ru/state/statesmen/grigory\\_potemkin/history.html](http://www.peoples.ru/state/statesmen/grigory_potemkin/history.html))

In the next example, there is a complex set of reasons why the prince was late:

Однако галицкий князь **опоздал, поскольку** Изяслав успел разбить Юрия, а тот бежал в Переяславль. (Славянская энциклопедия. Киевская Русь-Московия. Т. 1: А-М)

In the next example, there is only one reason why the speaker was late:

**Я опоздал, так как** газель сняли с маршрута за отсутствие документов наши доблестные ДПСники... ([rabota55.ru/theme-3315-7.html](http://rabota55.ru/theme-3315-7.html))

The following example with *потому как* in its proper and typical meaning gives a reason for the event or action present in the first clause, but it is usually very strange, unexpected or weird:

На самое начало игры я **опоздал, потому как** перед выходом из дома так и не смог найти остатки прежнего пакета свояка и стал печатать новый. (<http://mikeiva.livejournal.com/94803.html>)

Often, *потому как* explains something totally bizarre from the listener’s or reader’s point of view. In the next example the woman explains how good it was that the groom was late. Clearly, under normal circumstances we might think that it is rather terrible if a groom is late for his own wedding:

Как хорошо, что жених опоздал, **потому как** во время выкупа меня еще докрашивали и в прическу засовывали цветочки, которые он привез. (<http://2rings.ru/articles/detail.php?ID=4159>)

Or compare the following instances of fright. In the first example, a young woman is scared when she is invited for screen tests, something that many young women aspire to. So she explains that she was scared because she had no idea what cinema was, which is rather unusual for our times if not bizarre:

А наш институт соседствовал с киностудией им. Довженко. Абсолютно случайно ассистентка Виталия увидела меня на улице и пригласила на пробы. Я дико **испугалась, потому как** не имела никакого понятия, что такое кино. Тут же позвонила папе: что делать? А он: не вздумай, какое там кино, разврат один! ([http://wworld.com.ua/show\\_article.php?mid=b05-&idnews=1720](http://wworld.com.ua/show_article.php?mid=b05-&idnews=1720))

In the next example, the fear is due to the fact that she never had an IV before, but after the fact she must realize that this fear is rather strange:

Я, конечно, сильно испугалась, **потому как** это была первая капельница в моей жизни, но выбирать не приходилось. (<http://mama.ru/club/bstory/2816/74531>)

And in the last example, the speaker explains why his father served in the army only two days during the war, which is far from typical:

Ну, я рассказываю, как повоевал отец. А повоевал он, бедолага, ровно два дня, **потому как** был ранен в голову и сильно окосел на один глаз. (Марк Кушниров. Чужеземец)

So something atypical, unusual or strange usually calls for *потому как*.

Another use for *потому как* is metalinguistic, explaining why one says this, *поскольку* may also be used for this function, but again, *потому как* explains something more unusual, strange, or unexpected. The first example explains why the protagonist *accidentally or not accidentally* became a POW:

А в плен Пауль Петерс попал случайно. То есть не совсем случайно, **потому как** был ранен и, лежа в бессилии на земле, попался под ноги русским саперам. Но вот ранило его, и вправду, случайно. (Марк Кушниров. Чужеземец)

*Accidentally* is usually not the word one would associate with such a circumstance.

In the next example the author describes the *unusual* fear during the war, since there were plenty of instances to fear:

Впервые за шесть военных лет оберфельдфебель ощутил непривычный страх. Именно что непривычный, **потому как** страхов на войне хватало, но всегда это были внятные и понятные страхи. Они не вгоняли в растерянность, в панику. С ними можно было иметь дело. А тут... (Марк Кушниров. Чужеземец)

For comparison, here is an example from the same author where the metalinguistic function does not deal with anything particularly strange, but simply that there were two heart episodes, not just the one he was hospitalized for:

она ответила, что зовут его “герр Петерс”, что лежит он с очередным сердечным приступом (даже двумя, **поскольку** последний случился уже здесь, в больнице), а лет ему от роду восемьдесят три. (Марк Кушниров. Чужеземец)

One should also keep in mind that there are speakers and writers that use *потому как* excessively, and even abuse it. The reason for this is that *потому как* adds an element of strangeness which is often welcome among writers, and in speech it adds a certain flourish. The example in the question may be one of those. Since we do not know what exactly the author is talking about, it may be something rather unusual, in which case *потому как* is warranted, or it may just convey the speaker's desire to present normal things as slightly strange, and unusual.

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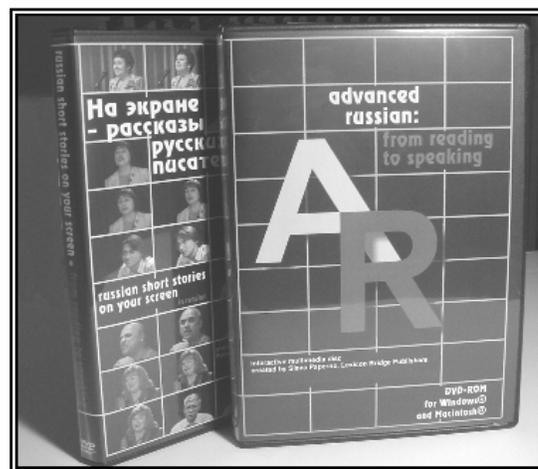
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## Czech Corner

*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](mailto:msaskovapierce1@unl.edu).*

### Winners of the 2009 SVU Hašek Awards

The 2009 SVU (Svaz pro umeni a vedu) Undergraduate award went to Jerrie Ceplina (U. of Wisconsin) for her study “*Vaclav Havel's Presidential Speeches as Hybrid: Reconciling*

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

*Havel the Dissident and Havel the Politician.*

This year's graduate student award went to Ryan P. Kilgore (Indiana University) for his study “*'Avtorskaia Pesnia' Through the Lens of Mukařovský's Structural Aesthetics*”

### Conferences

The 11 th Annual Czech Studies Workshop will take place April 9-10 on the campus of the University of North Carolina. For further information please contact Chad Bryant at [bryantc@email.unc.edu](mailto:bryantc@email.unc.edu).

Czech and Slovak Americans: International Perspectives from the Great Plains. An international symposium April 7-10, 2010, at the University of Nebraska-Lincoln. [http://newsroom.](http://newsroom.unl.edu/releases/2009/07/15/UNL+to+host+international+conference+on+Czech+Slovak+Americans+in+2010)

[unl.edu/releases/2009/07/15/UNL+to+host+international+conference+on+Czech+Slovak+Americans+in+2010](http://newsroom.unl.edu/releases/2009/07/15/UNL+to+host+international+conference+on+Czech+Slovak+Americans+in+2010)

The Slavic Cognitive Linguistics Association meeting in Prague: The current program of events may be found at: <http://ucjtk.ff.cuni.cz/sclc/SCLC09Program.pdf> There will be a published book of abstracts available at the conference as well. (Information supplied by Susan Kresin).

### Czech Language Courses Distance Delivery at the University of Nebraska, Summer 2010

For the second year, the University of Nebraska will offer on-line first-year Czech class during the summer semester. No prerequisites. For more information contact [infoman77@yahoo.com](mailto:infoman77@yahoo.com).



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## Cross-Cultural Communications

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

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



### Текст «Сбербанк»

Сбербанк России – это банк №1 в России. У банка большой капитал и много клиентов. Штаб-квартира банка в Москве. Президента банка зовут Герман Оскарович Греф. Герман Оскарович говорит по-русски, по-английски и очень хорошо по-немецки. Он работал в Петербурге (вице-губернатор), а потом в Москве (министр экономики). У Сбербанка есть две «дочки» – в Казахстане и в Украине. Продукты банка – это ипотека, кредиты (например, автокредиты), депозиты (рубли, доллары США, евро), кредитные карты (например, VISA и MasterCard), валюта, чеки, векселя и сертификаты. У банка есть корпоративная газета «Сбережения»(savings) и корпоративный журнал «Прямые инвестиции». Менеджеры Сбербанка любят клиентов. Они говорят: «Мы – Ваш банк-партнёр».

1. Герман Оскарович Греф – кто он?
  - (А) министр экономики
  - (Б) вице-губернатор
  - (В) президент банка
2. «Прямые инвестиции» – что это?
  - (А) газета
  - (Б) журнал
  - (В) радио
3. Где штаб-квартира банка?
  - (А) в России
  - (Б) в Казахстане
  - (В) в Украине



### Текст «Лаборатория Касперского»

«Лаборатория Касперского» – это русская компания. Штаб-квартира компании – в Москве. Продукты компании – это антивирусы. Президента компании зовут Наталия Ивановна Касперская. А её экс-муж, Евгений Валентинович Касперский, директор. Евгений Валентинович говорит: «Для меня хобби – это работа, а работа – это хобби». Клиенты «Лаборатории Касперского» – в России, СНГ, Европе, Азии, Африке и Америке. Большой конкурент «Лаборатории Касперского» – это «Нортон». Инициатива компании в России – это «Национальная коалиция против спама». Партнёры проекта – это «Лаборатория Касперского», «Ашманов и Партнёр», Голден Телеком, Mail.Ru, Rambler и Subscribe.Ru и офис Microsoft в Москве. Идея проекта – это идентификация спамеров, фильтрация спама. Лозунг проекта – «Спам – это плохая реклама».

1. «Лаборатория Касперского» и «Нортон» – кто они?
  - (А) коллеги
  - (Б) партнёры
  - (В) конкуренты
2. Кто говорит: «Для меня хобби – это работа, а работа – это хобби»?
  - (А) топ-менеджер «Лаборатории Касперского»
  - (Б) топ-менеджер «Майкрософта»
  - (В) топ-менеджер «Интела»
3. Идея проекта «Национальная коалиция против спама» – что это?
  - (А) реклама спама
  - (Б) антиреклама спама
  - (В) реклама «Лаборатории Касперского»

## Graduate Student Forum

Editor: Nina Wieda  
Northwestern University

*The AATSEEL and the editors of the AATSEEL Newsletter would like to thank our colleagues who serve as advisors to the Graduate Student Forum. They include Marina Balina (Illinois Wesleyan University); Margaret Beissinger (Princeton University); Thomas Beyer (Middlebury College); Robert Channon (Purdue University); Halina Filipowicz (University of Wisconsin at Madison); Sibelan Forrester (Swarthmore College); and Robin Feuer Miller (Brandeis University). Look for their responses to new questions in future issues of the AATSEEL Newsletter. Please send your questions to Nina Wieda (ninawieda2008@u.northwestern.edu).*

**Question:** Maybe I am old-fashioned, but I appreciate basic courtesy in academic interactions. That is why I feel uncomfortable when undergraduates start their emails to me with “hey”, or send me one-sentence emails such as “When is the review session?” with no trace of “dear ...”, “hello”, “thank you”, or “good-bye”. I try to be a positive model, and always respond in a very respectful, polite manner; more often than not, however, their subsequent emails sound just as rude. I understand that our college-age generation is used to the abrupt style of text messaging, and that undergraduates do not consider it necessary to be polite with me, since I am only about ten years older than them, but this lack of common courtesy undermines my motivation to put my heart and soul into teaching. Do you have any advice?

**Answer** (Halina Filipowicz): You are not alone. My in-box is full of complaints about students’ disregard for conventions of polite behavior. Simple civility does seem to be in short supply

among students these days. Many observers are even concerned that common courtesy is almost certainly doomed to extinction because politeness is often identified with a lack of assertiveness. It is tempting to see this state of affairs as a profound shift in social attitudes and structures, as a tragic decline, as a long, losing battle for cultural standards. That said, it might be argued (but not here) that the qualities you describe are among the shortcomings of every younger generation, according to the older folks.

You could, of course, contribute dramatically to your students’ education in good manners by telling them directly what’s wrong with the rhetoric of their messages to you. But this approach is very likely to offend and antagonize, while moving you effortlessly into the category of narrow-minded grumps.

And so I suggest that you do nothing in particular. You can teach through example. In fact, you are already doing this when you respond patiently and politely to hasty messages that sound

disrespectful. In addition, you could use your course syllabus to teach students the rudiments of manners that some do not seem to know. A section of the syllabus may specify your expectations about students’ class behavior: coming to class on time and staying through the end of each class session, no cell-phone use in class, no walking out and in while discussion continues, no eating during class. If you teach Slavic cultures, you might want to encourage your students to engage in a bit of playacting by adopting in class the cultural norms (e.g., forms of address) that guide the speech and behavior of college-educated speakers in a particular Slavic country. And it is always helpful to recognize that when students write curt messages such as “When is the review session?”, some of them really mean: “I’m weeping with exhaustion and overwork.”

Halina Filipowicz is Professor and Graduate Advisor in the Department of Slavic Languages and Literatures at the University of Wisconsin in Madison.

## Language Villages College Essay Project!

We know that many Language Village alumni use their Village experiences as they write their college application and college scholarship essays. As we approach our 50th summer in 2010, I’d like to gather as many of these essays as possible because they serve as powerful testimonials and affirmation of the important work we have been doing since 1961. A good college es-

say is typically also a good story, and I’ve been charged with helping to share the story of how Concordia Language Villages shapes the lives of young people across the country and around the world. It’s also important for our summer and year round staff to hear what great things villagers have learned and experienced. It’s my hope that a collection of essays will serve both of these functions. If you have written your college essay about your Village experience or if you know someone who has, please consider submitting the essay and completing the form at: [http://](http://www.concordialanguagevillages.org/newsite/Online_forms/College_Essay/College_Essay.php)

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## PSYCHOLOGY OF LANGUAGE LEARNING

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

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

### To Read or not to Read?

#### (Selecting Texts for an Advanced Heritage-level Russian Language Course)

Irina Dubinina

idubinin@brandeis.edu

Director/Lecturer, Russian Language  
Program Brandeis University

The question of what constitutes the best reading material for heritage students of Russian is widely discussed by language instructors. In this brief article I will share my experience of teaching a content course “Advanced Russian Language Skills Through Russian Literature” to heritage students.

It seems to be a tradition to teach advanced Russian language skills through 19<sup>th</sup>-century literature. This is partly explained by the fact that many language teachers come from the literary tradition of the Soviet Union where the Russian language began with Pushkin; and partly – by the fact that at least some of our students (L2 and heritage) study Russian exactly because they want to read Russian classics in the original. Before I taught the language/literature course last fall, I worked with 4 fairly fluent heritage readers in an independent study setting where they read Chekhov and Bunin’s short stories. I realized then that even the early 20<sup>th</sup>-century Bunin was pretty often out of reach for these students. The problem was the 19<sup>th</sup>-century language. The first obvious difficulty is vocabulary. Certain *realias* do not exist any more: *помещик, усадьба, дворяне, мещане, уезд*, and many others. In addition, some words changed their meaning all together: *наверное* used to mean *наверняка*, and *пользовать* is hardly ever used today to mean “to treat illnesses.” The second

difficulty is the fact that the language of the 19<sup>th</sup>-century literary works does not provide recognizable models of speech etiquette which would be useful to our students: husbands and wives often call each other *Вы*, addressing one’s mom as *маменька* sounds humorous, and all sorts of titles like *ваши благородие* and *ваши превосходительство* simply do not resonate. One can argue that all of this can be learned and, perhaps, should be learned. After all, “complete” native speakers do not have problems with these words and enjoy reading the classics. However, as a counter-argument I would like to pose the ultimate goals of a content-based language class and the needs of heritage students. These goals/needs include filling in vocabulary gaps, correcting ungrammatical constructions and developing Russian-like syntax structures in the oral and written speech, which the students are going to use in contemporary world. While the last two goals can be, perhaps, dealt with the help of any text, the first and often most obvious one – the expansion of vocabulary for contemporary usage – is not so well served by the 19<sup>th</sup>-century classics. So I made the decision to switch to 20<sup>th</sup>-century literature for my “advanced language skills” class.

The choice of texts was not easy. It was obviously influenced by my personal preferences, but it also reflected what I thought would be interesting to my students. We started with poetry which was, in retrospect, an excellent choice. First, the texts are short. Second, poems help develop the sense of rhyme and rhythm which helps with correct stress (we experimented with where the stress might fall in an unfamiliar word, in order for the rhyme to be preserved). Finally, the rich metaphoric language of poetry was an excellent material for

*Editor: Valery Belyanin  
(Kaluga State University)*

exciting discussions – exactly what my students wanted to be able to do. All of the poems were a novelty to the students with the exception of Vysotsky – many of my students’ parents regularly listen to Vysotsky and some of the students can even sing his songs by heart. The favorites were Brodsky’s «Дорогая, я вышел сегодня из дома» and Pasternak’s «Зимняя ночь».

I organized the prose texts by themes, rather than periods or literary styles, and ended up with the following: Revolution and the Civil War, the Great Patriotic War, children’s literature, contemporary literature, women’s literature, satirical literature, and one big giant of “Master and Margarita”. Children’s literature was represented by Viktor Dragunsky’s «Денискины рассказы». I recommend this author to any heritage speaker who is only beginning to read. The language is very colloquial (see the story «...Бы»), and syntax reflects spoken, rather than formal literary style: for example, there are very few, in some stories none, participles or gerunds. The Revolution and Civil War theme was represented by Babel. I chose a short story «Гедали» from his collection «Конармия». It was also especially interesting to my students because of the Jewish theme. «Гедали» was a nice transition from poetry to prose: it was prose, but it used the same metaphorical language as the short poems we just finished. The students unanimously voted «Гедали» one of their favorites. If and Petrov’s «Колумб причаливает к берегу» was the example of satirical literature. The students liked the story and were eager to discuss the humorous critique of the American society. They were excited about this reading as most of them heard the names of the authors before from their parents who raved about «Двенадцать стульев» and «Золотой теленок».

At this point I sneaked in a 19<sup>th</sup>-century story – Chekhov’s «Лошадина фамилия» – as an experiment and a point of comparison for the students. We dis-

covered that «Лошадиная фамилия» provided interesting context for discussing the relationship between ethnicity and last names. It also provided a unique opportunity to talk about difficulties of translating literature (try translating all those last names) and the advantages of an educated bilingualism. The students enjoyed the humor of the story, but in the final evaluations every one of them said that Chekhov was the hardest author to read because of the sheer amount of the unfamiliar “old” vocabulary.

I debated about the choice of text to represent the topic of the Great Patriotic War, and finally decided on poetry, some of it in the form of songs (Okudzhava, Vysotsky, Rozhdestvensky, Dementiev, Simonov, Samoilov and others). This turned out to be the best choice for showing how the social trauma caused by the war is dealt with in literature and for discussing such concepts as collective memory. The “war” lessons were the most emotional, and some students

teared up when reading their favorite poem in small groups.

Contemporary and women’s literature was represented by Ludmila Ulitskaya’s story «Счастливые» from her collection of short stories “Бедные родственники” which I highly recommend. Before reading Ulitskaya, we spent a significant amount of time on gerunds and active participles. The story was a wonderful illustration of the role these grammatical constructions play in literary Russian. The students loved the story and especially loved the fact that they were reading a contemporary writer. Finally, we read the first chapter of «Мастер и Маргарита». This was the culmination of the course and its highlight. This group of students seemed to have a very special, almost religious attitude toward the novel they have heard so much about from their parents, so when we finally started reading it, they took it as a reward for the hard work they have done in class up to that point.

Throughout the semester we worked on learning new vocabulary which I subjectively selected from our readings. We reviewed some of the cases and learned about gerunds, participles and verbal aspect. The students also had to read about the authors, keep a blog where they posted their responses to the readings and make a final presentation on a particular aspect of Russian/Soviet 20<sup>th</sup>-century literature. Judging by their evaluations, the class was a success. There were, of course, least favorite and most favorite texts and assignments, but the most rewarding comment was “I now feel like an educated Russian.”

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# So, what are you doing next? SUMMER?

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

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

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## SUMMER LANGUAGE PROGRAMS

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

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

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

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

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

### **Cosmopolitan Educational Center, Novosibirsk, Russia**

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

The major benefits to join our program are as follows:

1) 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.

The camp lives a full cultural and social life. In addition to language and culture studies we also offer sports, intellectual games, quizzes, entertaining activities, shows, performances, presentations, parties, discos, etc.

2) 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.

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

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

4) 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.

5) 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.

6) 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.

7) You will meet people from other countries who are going to participate in this program and this is a unique experience. Many of our former foreign participants keep in touch with each other after the program and even visit each other in all the different countries.

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

9) 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](mailto:cosmopolitan@rinet.su) or [cosmoschool2@mail.ru](mailto:cosmoschool2@mail.ru)

### **Dubravushka School**

Getting potential Russian language students to Russia helps get students to begin the Russian language and/or to continue with it. A prestigious 19 year old college preparatory boarding school located outside Moscow has a summer camp program where English is taught to high school aged Russians. Because

the school is anxious to expose these students to native English speakers, it offers a program which includes beginning and intermediate Russian lessons at what is in effect a subsidized rate to native English speaking high school aged students. (185 Euros/wk in 2008) This may be the only program where the American students are socializing and living mainly with Russian children. The fee includes room and board, Russian lessons, inclusion in all the camp activities and airport pick up and drop off. Watervaliet, NY Russian language HS teacher Steve Leggiero 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](http://www.dubravushka.ru) or contact Bill Grant, volunteer US Agent, at 941-351-1596 or [grantwb@tampabay.rr.com](mailto:grantwb@tampabay.rr.com)

### **IQ Consultancy summer school of the Russian Language**

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

and get an unforgettable international experience while exploring St. Petersburg, one of the world's most exciting and fascinating cities. This short term immersion program ensures not only intensive language practice but also a great opportunity to soak up the atmosphere of Russian life and culture.

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

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

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

# **AATSEEL 2009 Annual Conference**

## **December 27-30, 2009**

### **Hyatt Regency Philadelphia at Penn's Landing**

**AATSEEL introduces several new events at the 2009 Conference:  
Master Classes, Workshops and Conversations with Leading Scholars**

**Get more information from the AATSEEL Website:**

**<http://www.aatseel.org>**

- 3 academic hours a week in a mini group (2-3 people) or individually of an elective course from the list of electives available at IQ Consultancy; 6 hours of electives in two weeks and 9 hours of electives in 3 weeks;
- a 3 hour city tour around St. Petersburg with a licensed guide;
- assessment tests at the beginning and at the end of the course;
- a Certificate of Attendance conferred on a student upon successful completion of the course.
- teaching materials and photocopies;
- welcome and good-bye parties

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

On the first day of classes students receive an informational folder including a list of social activities for the coming week with dates and prices if any. There are visits to museums, tours in and around St.-Petersburg, parties, walks, theatre trips. We can also organize some off-the-beaten track countryside outings for our students. This intensive cultural program offered by IQ Consultancy enables students to practice Russian language in social settings and real life situations and gain an in-depth understanding of Russian language through cultural traditions.

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

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

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

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

### Summer Semester in Petrozavodsk

12 May - 3 July 2010 (8 Credits)  
Enrollment Deadline: 16 January 2010

Oklahoma State University offers a six-week course in Russian grammar, conversation, composition, culture and

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

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

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

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

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

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

For fee breakdown, please go to [www.registrar.ucla.edu](http://www.registrar.ucla.edu) and select Summer 2010 and the class that interests you. Then click on the words "fee chart" located right above the course ID number.

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

For more information about the Russian language courses, please contact Anna Kudyma at [akudyma@ucla.edu](mailto:akudyma@ucla.edu).

UCLA Russian program: [www.humnet.ucla.edu/russian](http://www.humnet.ucla.edu/russian).

For more information about the Romanian course, please contact Georgiana Galateanu at [farnoaga@humnet.ucla.edu](mailto:farnoaga@humnet.ucla.edu).

For more information about the other courses, please contact Ksenia Kurnakova at [ksenia@humnet.ucla.edu](mailto:ksenia@humnet.ucla.edu).

UCLA Slavic Dept.: [www.slavic.ucla.edu](http://www.slavic.ucla.edu)

## PROFESSIONAL OPPORTUNITIES

### Grants & Fellowships

December 11, 2009

#### Russian Flagship Center Applications Available

The Institute of International Education (IIE) is pleased to announce application materials for a new undergraduate Russian Flagship Center. The Language Flagship is a major initiative of the National Security Education Program (NSEP). IIE considers it a distinct pleasure to serve as the administrative agent for this important effort.

NSEP was created by Congress in 1991 to address the need to increase the ability of Americans to communicate and compete globally by knowing languages and cultures of other countries. NSEP embodies a recognition that the scope of national security has expanded to include not only the traditional concerns of protecting and promoting American well-being, but also the new challenges of a global society, including sustainable development, environmental degradation, global disease and hunger, population growth and migration, and economic competitiveness.

The Language Flagship has already achieved national success in launching new and innovative programs of advanced instruction in African languages, Arabic, Central Eurasian Turkic languages, Chinese, Hindi/Urdu, Korean, Persian, and Russian. Through this solicitation we hope to identify and invest in the immediate development of one U.S. campus-based Russian Flagship Center.

Additional information about The Language Flagship may be found at [http://www.thelanguageflagship.org/index.php?option=com\\_content&view=article&id=73&Itemid=89](http://www.thelanguageflagship.org/index.php?option=com_content&view=article&id=73&Itemid=89).

We encourage you to visit the website.

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

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

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

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

#### July 15 Annually

#### Kluge Center Fellowships for Library of Congress

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

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

### Call for Papers

#### University of Nebraska at Lincoln

Czech and Slovak Americans: International Perspectives from the Great Plains. An international symposium

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

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

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

Additional information is on <<http://www.unl.edu/plains>>Czech</a> <<http://www...>>

### Conferences & Workshops

March 26-28, 2010

#### CARTA Annual Conference

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

Deadline January 15, 2010

#### LSA Linguistic Institute 2011: Call for Course Proposals

The 2011 Linguistic Institute, which will take place at the University of Colorado, at Boulder from July 5 to August 5, 2011, is seeking proposals for courses to be offered at the Institute.

Call for proposals: [http://verbs.colorado.edu/LSA2011/course\\_proposal.html](http://verbs.colorado.edu/LSA2011/course_proposal.html)

Institute website: <http://verbs.colorado.edu/LSA2011/index.html>

E-mail contact: [lsa2011atcoloradodotedu](mailto:lsa2011atcoloradodotedu)

Deadline for course proposals: January 15, 2010. Web-based submission to be available mid December, 2009.

## 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.

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## Visit the AATSEEL Web site

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

**<http://www.aatseel.org>**

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