

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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AATSEEL Web site

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<http://www.aatseel.org>

Message from the AATSEEL President

We are reprinting October's President's Message due to numerous typos that occurred in the original.

Thoughts From the Tolstoy Centennial

Among the more heroic events planned for the Seventh International Conference, on Lev Tolstoy and World Literature, held this summer at Yasnaya Polyana August 10 to 15, was a pilgrimage by two seasoned American Tolstoy scholars, Michael Denner and Thomas Newlin. In honor of the Centenary of Tolstoy's death, they had been training for months, physically with boots and backpacks, to repeat Tolstoy's own occasional trek by foot from Moscow to his ancestral estate outside of Tula. But by late July, the heat wave in Western Russia was at its peak, brush fires and peat bogs were aflame around the capital, and a hike of this intensity was not medically wise. Participants who arrived early (I had flown into Moscow on August 5) were only reluctantly venturing out on the streets. An orange sun hung in the smoky sky like something out of Isaac Babel. The air stung the eyes, it was over 100 degrees, and the paper mouthmasks that people strapped on were purely cosmetic.

The Moscow Times ran a lead article on August 9 "Top Doctor Tells Foreigners not to Fear Smog," declaring that "an overwhelming part of Russian territory doesn't pose any danger and is not engulfed in smoke, and "if a businessman visiting Moscow stays in a hotel, or an office, or a car, it's safe." Indeed, but then why not arrange a conference call and stay home? One participant suffered heat stroke and had to leave on the eve of the conference. And Michael and Tom decided to cancel their commemorative trek. As it happened, the Tula area was much cooler and cleaner. But the polluted present had proved a serious obstacle to the past.

It's a small point, even a one-liner, but worth pondering. For a year before the Centenary, Russian Tolstoy special-

ists had been remarking that the great man was stimulating more passion, reverence, and respect abroad than at home. It seemed that even this jubileeloving country was growing weary of its classic heroes and its heroic over-the-top treatment of the Russian classics. The conference was very successful and everyone learned a great deal. Forget even that Leo Tolstoy, alas, would have wanted us all to put away our notebooks and nametags and go help fight the peat bog fires, rather than adding to the hot air. But again it brought home how much fulltime energy is required to keep the literary past alive. Come to Pasadena in January to sustain this necessary work.

November 2010; Let me add a winter postscript to that summer message. One initiative at the Pasadena Conference deserves special encouragement: the "Early Career Scholar Series," founded by our Graduate Student Committee. Three linked panels are planned around the theme of *Reexaminations*: one dedicated to "Literature as a Vehicle for Ideas," another to "Slavic Literatures between Literary History and Ethnography," and a third to "Questioning Nationalization and Canonization." The activity of these scholars is our future; try to attend.

Caryl Emerson

Letter from the Editor

Once again, we have reached the end of the calendar year and the AATSEEL Newsletter that precedes the Annual Meeting. This year the meeting is in Los Angeles, which makes it an easy drive for me since I am just up Route 1 in Monterey. Perhaps some of you will have time to travel north and enjoy some beautiful scenery. In any event, I hope to see most of you at the meeting in January.

Column editors, thank you so much for your work this year. I hope we will be able to meet each other over lunch (most likely) or dinner at the Annual meeting, date and meal to be determined between now and then.

I noticed that several AATSEEL members have published this fall. I have included those books, where I have learned about them (for the most part, serendipitously), in the publications listing. Please do send me information when you have a book come out. It is especially pleasant to be able to include books of AATSEEL's own in the publications column. Further, that is also something of interest for the Member's Column.

Speaking of publications, more and more books are appearing only in Kindle (or other ebook) format. I have, to date, resisted including these books in the publications column. However, some of the very newest e-books look intriguing. I would be interested to know how readers view them.

This issue is the end of my tenth year of editing this Newsletter. How time flies! We have gone through a number of changes in those years, especially the conversion to online and then reverting to print for those who prefer it. However, the content of the Newsletter and its layout follows fairly closely the re-design that was accomplished 2000. We have had a few column changes; some have disappeared (loss of interest? or at least loss of column editor), and some new ones have appeared. Let's have a dialogue at the Annual Meeting as to whether the content of the Newsletter is continuing to meet the needs and interests of the association. (Or just send me an enote!)

Finally, I would like to wish you a chaos-free end of semester (yeah, I know...). Happy holidays, one and all!

Betty Lou Leaver

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STATE OF THE FIELD

Summer Study Abroad: A Look Ahead

Bojan Belić
University of Washington

Final Evening

We made it to the very end, both my students and I. The course is over; the work is done; everybody seems to be content. This is our last supper after all, the one that comes after all the breakfasts, lunches, and dinners we've eaten together. And it's only smiles all over. And then it's the GOODBYES – now emotions are all over. And it's so tempting to forget everything that occurred prior to this evening. But I do not.

Will I do it again?

...

Is it worth it?

...

I take a look back at the day almost

Six Weeks Ago

I am the first to arrive at the hotel in which we start the course. I meet my students today. Who are they? What are their learning styles? What is their level of language proficiency? I know only parts of answers to only some of those questions; I am about to start answering them fully today.

And then there is more. How will they get along? How will WE get along? How will they decide who shares a room with whom? They are all new to each other; they are all new to me. And I am new to them.

We are meeting in a foreign country. There will be a total of three in the following six weeks, which is how long my course is. For some of them this is the first time in each of the three countries. What are they bringing? What are they leaving behind? What are they willing to get rid of? What are they going TO DO?

Wait! I was the one who selected them. Who, if not I, should know best?! There was an application; there was a project proposal; there was an interview. I took all of that into consideration. And I selected them.

So I take a look back at the day almost

Three Months Ago

Today is the deadline for applications. I am told how many students have applied. I am told how many of them actually qualify. My course is supported by a grant, so we can take them all, but some selection is in order here. They need to have extensive training in the language. And they need to have a very good command of it. And they need to be willing to spend hot and sunny days sitting in libraries in three very vibrant capital cities, writing a research paper in a foreign language at a scholarly level, seeing me every day. Have I just scared them all off?

Now I know which ones have been selected; I think I know. I'll let administrators notify those who aren't. I'll hope that those who are won't decide in the end not to go. If they don't go, there will be no course.

The ones selected have confirmed that they will go; it's not everything, but it's something. Now they need to know what they ought to pay. And they want to know how they can transfer summer credits to their own schools once they get back. And we need to know how they will be insured. And I want to know what the focus of their research is. I will prepare all the course materials based on their research interests. I hope they will appreciate that. I hope the course materials will work for them. I hope they will feel that they are learning something new about the language that they already know. That's all I can do at this point – hope.

And I take a look back at the day almost

*Editors: Nancy Condee,
University of Pittsburgh &
Sibelan Forrester
Swarthmore College*

Four and a Half Months Ago

It is the opening of the major conferences' season. Program brochures are coming off of the press. My course is advertized in all of them. I wonder, though, if I did enough this season. I question the strategy of advertizing the course at major professional conferences. I ask myself whether word of mouth is the way to do it. If so, is there anyone who will speak in favor of my course? All these questions will be answered by the time we reach the deadline for applications.

My course focuses on a relatively tiny part of the world. It targets individuals with a professional interest in the region. All of them HAVE TO demonstrate a certain level of proficiency in the language. How did I even think to admit no more than six students, for the course work is highly individualized?! Will there be a large enough pool for me to make a choice from?

But it's already been happening for several years now...

I take a look back at the day almost

Three Months Ago

The course is over. This is our last supper. It's so tempting to forget everything that occurred prior to this evening. I take a look back yet again...

Or am I looking ahead?

Will I do it again?

YES.

Is it worth it?

ABSOLUTELY!

“... я странствовал в чужих землях,
далеко, далеко от моего отечества,
далеко от нас, любезных моему
сердцу, видел много чудного,
слышал много удивительного...”

Н.М. Карамзин, «Остров Борнгольм»

Summer Study Abroad 101: From Accidental Tourist to Accomplished Traveller

Thomas J. Garza
University of Texas at Austin

Unlike the hero of Karamzin's gothic tale, most of our current students are able to relate their remarkable experiences abroad without shedding a tear! But travel and study abroad do, indeed, give students the chance to see, hear, feel, taste, and experience “много чудного, много удивительного.” And the future of our language programs may rely on the success of these opportunities for students of Russian.

Study abroad programs are strongly encouraged at the University of Texas, though not required like the vanishing “junior year abroad” programs of some institutions. Indeed, it is unlikely that the 52,000 students of the UT Austin campus could be accommodated in existing classroom space if it were not for the more than 2000 students studying abroad at any given time in more than 650 programs. For programs in foreign languages, time abroad is commonly seen as the gold standard for acquiring advanced proficiency in language and culture. However, in the last decade, student interest in short term summer programs rather than the semester or yearlong programs, a direct result of financial concerns, both in terms of individual student resources and institutional financial aid resources. The Department of Slavic of Eurasian Studies began exploring programs in both Moscow and St. Petersburg to accommodate this changing preference of our students at the beginning of the 2000s.

Beyond the financial concerns, the popular “Moscow Plus” program grew

out of an additional response resulting from the reluctance of parents to let their daughters and sons go abroad following the events of September 11, 2001. The program was inaugurated in the summer of 2002, and ran in conjunction with the University of Pittsburgh for the first three years. Behind the curriculum of Moscow Plus is the goal of preparing students with no prior experience in Russian to embark on an in-country program in Moscow. Thus, students take the first summer semester of first-, second-, and third-year Russian at the University of Texas, and then complete the second summer session at the Moscow International University. In short, students with no language ability now had the opportunity to have an in-country experience, whereas this privilege had earlier been reserved for students two or more years.

The program was re-launched in the summer of 2005 at the Moscow International University, coordinated through the American Councils programs abroad. In the last five years it has become a staple of our departmental course offerings in Russian. Indeed, enrollments in our third and even our fourth year language courses has increased markedly in the past decade, primarily because of students moving into advanced courses more readily through summer study. The program now attracts students from both our major and non-major students pools, helping to spread interest in Russian in college other than Liberal Arts. By maintaining the program as a summer option, and securing affiliated status for it at UTexas, ensuring that students can receive immediate transfer credit, the program has steadily attracted between fifteen and twenty students every summer. Further, until this year, the College of Liberal Arts was able to subsidize the travel of our students with individual scholarship funds that covered the round trip airfare for every program participant.

The problem of recruiting students for this program can always be summed in one word: money. Moscow is not the most affordable destination, yet for students interested in culture, politics,

business, and economics, it remains the most desirable to visit. Each fall, interest in the Moscow Plus program starts out high; students plan on talking with their parents over the Thanksgiving holiday, and are ready to sign on. Then the spring term comes and the financial reality of taking on a summer study abroad program sets in. Students quickly realize the main obstacle in continuing with their plans for the summer: taking on additional debt to cover the cost of study abroad, while simultaneously giving up any opportunity to work during the summer to make money that could be used toward funding the program. Since 2008, the global financial crisis has made this situation even more acute. Students are finding it more and more difficult to finance summer study abroad.

The most recent innovation of the Moscow Plus program was integrated just this year. With failing state and local budgets and the necessity to find new ways to do more in our programs with fewer resources, the program was recently modified: the first- and second-year programs remained the same, but a new “Bridge Program,” consisting of two three-credit courses in “linguoculture,” to attract any students who had completed a second-year equivalence in Russian. The specific need for this additional program arose from a change made to our regular language curriculum at the University. In response to College-wide budget cuts, several programs added this year a two-semester sequence of “intensive” courses, designed to fulfill the two-year College language requirement in one year. Such classes meet five days a week for six hours a week. This intensive model also makes substantial use of Internet and social network media outside of class to add additional student contact hours with authentic language sources. The Moscow Plus “Bridge Courses” were designed with students from these intensive courses in mind, in an attempt to provide them with the intensive immersion experience needed to “activate” the lexical and grammatical material covered in the past year.

In the current climate of language department shrinkage, mergers, and even closures, we must all seek out fiscally viable ways to keep our languages in demand – and solvent. Travel to and study in the countries we teach will always attract students to pursue the more mundane features of language learning with the promise of actually using it a native context with native speakers. Even for Karamzin's eighteenth century unfortunate hero, travel abroad was a sure guarantee of a time he would never forget.

Elena Nikolaevna Shchepina Obituary

It is with great sadness that the Middlebury Russian School informs you of the death of Elena Nikolaevna Shchepina in St. Petersburg in October, 2010. After teaching in the Norwich Russian School for many years, Elena taught in the Middlebury School of Russian from 2001-2010, leading the Advanced Russian course and contributing great energy and enthusiasm to the program every year. She will be sorely missed by the many colleagues and students who have had the good fortune to work with her.

Middlebury plans a memorial service for Elena at the School of Russian next summer and hopes to create a scholarship in her name to support the study of Russian at the advanced level.

Jason Merrill Associate Professor of Russian, Department of Linguistics and Languages Director, Middlebury College Kathryn Wasserman Davis School of Russian

New Project from GLAS

GLAS: New Russian Writing announces a new series of translations of works by winners of the Debut Prize. Debut is an award given in Russia to fiction writers under the age of 25. The new Debut series will spotlight a fascinating generation of writers born after the fall of the USSR, who grew up in the turbulent 1990s and emerged as accomplished writers in the 2000s. GLAS is launching this new series to mark the 10th anniversary of the Debut Prize. The first volume will be available for viewing at the ASEES conference this November.

For more information on this project, please visit www.glas.msk.su.

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:

Nancy Condee of the Department of Slavic and Film Studies at the University of Pittsburgh was awarded the top annual research prize from the Society for Cinema and Media Studies (SCMS) for her monograph *Imperial Trace: Recent Russian Cinema* (Oxford University Press 2009).

Graham Hettlinger Associate Director of Summer Programs at Georgetown University's Office of International Programs announces the publication of his new translation of Maksim Gor'kii, *Childhood: An English Translation*, due out in November 2010 from Ivan R. Dee with notes and an introduction by Graham Hettlinger.

Mara Sukholutskaya, Professor of English and Languages at East Central University in Ada, Oklahoma, has been appointed Director of the newly created Global Education Office.

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>

Technology & Language Learning

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

Creating Online Language Quizzes: QuizStar

The main advantage of language exercise authoring tools is that they allow unsophisticated computer users to design their own attractive exercises. They can be accompanied with or remedial explanations upon the responses provided. Moreover, audio, video and graphic material can be added to the exercises, which is a great advantage, especially in creating tasks appropriate for the particular target group dealing with listening activities. *Quiz Faber*, *Hot Potatoes*, *Wondershare QuizCreator* and *Articulate Quizmaker* are among some of the authoring tools, offering the opportunity to create various types of questions including single or multiple answer multiple choice, true-false, fill in the blank, matching based on grammar, listening and reading comprehension, as well as aimed at practicing spelling. By the help of its features, users can also add sounds, flash animations, images, narrations, hyperlinks, and screenshots to the questions and answers they prepare, using the templates allowing to create certain kinds of exercises available. The ready-made activities in these tools can be exported to use in Internet Explorer or other kinds of Internet browsers, to the Web, the local hard disk or flash disk for distribution. However, most of these computer packages are not freeware and require a web server with databases in order to upload the created quizzes and get the quiz results, which puts another burden on the users' budget. The solution to this problem lies in the offline

or web-based quiz makers, allowing its users to create online language exercises, one of which is *QuizStar* (<http://quizstar.4teachers.org/>).

QUIZSTAR



QuizStar, a free service, is an online web-based quiz maker used to create online quizzes, allowing to create, administer, disseminate, automatically grade quizzes and view results for a variety of topics and subjects. Using *QuizStar*, you can create classes and quizzes in multiple languages attaching multimedia files to the questions. Better still; the questions can be accessed using any computer that has access to the internet. No program installation is required.

Using QuizStar

QuizStar is available at <http://quizstar.4teachers.org>. The first step will be to create a user name and password to benefit from *QuizStar*, which can be done in seconds. It works in simple steps: Create a class, create a quiz, administer the quiz and finally view results.

On the main page, registering a free account is available, using the link "Get Started" or <http://quizstar.4teachers.org/freetrial.jsp>.

In the next step, all you need to do is to log in using the "Instructor Login

Editor: Ferit Kılıçkaya,
Middle East Technical
University

Page" (<http://quizstar.4teachers.org/indexi.jsp>) and create a class in order to create quizzes and get reports on student performance in each class. There is a nice feature which allows classes to be restricted to certain students or open to public. If a private class is created, students will have register for the class, which requires instructor approval, or alternatively, user names and passwords can be created for each student.



After a class is created, quizzes can be created using "Quiz Manager". In "Quiz Settings", there are settings for quiz title, font, feedback and timer. In "Question Form", questions format can be chosen. These formats include multiple choice, true or false and short answer. If requested, multimedia files for each option can be added to the questions, using the "Attach Media" button, browsing the computer and uploading. However, the file to be uploaded cannot exceed 1 MB. When questions are written, options are provided and an answer is selected, a new question can be created using "Save, make new question". Quizzes created can be edited, copied in order to use it for another class, deleted or assigned to a class in "Question Manager". "Report Manager" can be used to check students' performance on the quizzes taken and provide statistics on all students or quiz questions.

Evaluation

QuizStar provides a cost effective way of providing language teachers with the opportunity to create online language exercises. As it does not require any installation and programming skills, *QuizStar* proves to be a very good alternative to authoring tools, some of which are very expensive. *QuizStar* hosts the created quizzes on its server with databases to provide quiz results and no payment is required,

while most of authoring tools require a web server with databases in order to upload the created quizzes and get the quiz results. *QuizStar* does not offer some other types of questions such as matching, templates and reading questions which are available in authoring tools. Moreover, the quizzes cannot be exported to be used in local hard disks or flash disks for distribution. However, it meets the basic needs of language teachers as well as others who want to assign their students additional practice outside the classroom.

How to use QuizStar with students

Language teachers can create summative or formative quizzes to test students and monitor their progress in addition to in-class activities.

Students can be assigned to create quizzes for various topics such as cultures, grammar and listening activities and share it with other students or even with the world. In this way, they can be

also encouraged to take responsibility for their own learning.

Listening activities can be easily created using the media files. However, it is important to keep in mind that there is 1 MB limitation on each file. Moreover, students can even record their voices using a free audio editor and record, Audacity (<http://audacity.sourceforge.net/>) and create listening activities.

Other Online Quiz Creators

- Class Marker: <http://www.classmarker.com/>
- Exam Builder: <http://www.exambuilder.com/>
- Easy Test Maker: <http://www.easytestmaker.com/>
- Equizzer: <http://www.equizzer.com>
- My Quiz Creator: <http://myquizcreator.com/>
- ProProfs Quiz Maker: <http://www.proprofs.com/quiz-school/>

- QuizEgg: <http://quizegg.com/>

Authoring Software

- Articulate Quiz Maker: <http://www.articulate.com/products/quizmaker.php>
- Gerry’s Vocabulary Teacher: <http://www.cpr4esl.com/>
- Hot Potatoes: <http://hotpot.uvic.ca/>
- Quiz Faber: <http://www.lucagalli.net/>
- Qedoc Quiz Maker: <http://www.qedoc.com/>
- Teaching Templates: <http://www.tacsoft.com/>
- Wondershare QuizCreator: <http://www.sameshow.com/quiz-creator.html>

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The deadline for applications is March 1, 2010.

For more information please visit our website at www.americancouncils.org
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*This program is funded by the Bureau of Educational and Cultural Affairs (ECA) of the U. S. Department of State, and administered by
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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. What is the origin of the words *дома* and *домой*?

A. These are petrified forms of the genitive and dative cases respectively. While *дома* still looks like genitive, *домой* has changed from *домови*. In the Chronicle «Повесть временных лет» Prince Igor said to his troops (*дружина*): «Идете с данью домови, а я возвращаюся, похожую и еще». We can speculate that the sound [v] lost its occlusion in the intervocalic position and then totally disappeared, yielding *й* at the end.

The other noun that had the same fate, that is the dative form becoming an adverb, is *долой* from *долови*.

Q. Are insects *кто* or *что*?

A. They are definitely *кто*, and so are aquarium fish.

– **Кто** это летает у нас над головой? (Бабочка, стрекоза.)

Кто они? (Насекомые.) <http://festival.1september.ru/articles/104004/>

Каждый подбирает освещение в зависимости от того, **кто плавает в аквариуме** и какие там растения. (<http://www.aquaforum.ua/archive/index.php?t-22641.html>)

There is a classic children's book by Valery Medvedev “Баранкин, будь человеком!” in which the boys transform into birds and insects in search of an easy life. Here is a short passage from the book which shows that all the insects are animate and use *кто*:

Я демонстративно пил из лужи сырую воду (это вместо обещанного нектара!) и размышлял. Неужели я всё-таки ошибся? Да нет, не может же быть, чтобы на земле не было такой жизни, о которой я мечтал там, на лавочке во дворе. Есть такая жизнь, и я её во что бы то ни стало найду! Просто мы с Малининым Костей, очевидно, не там её искали. Конечно, наше **превращение в бабочек и воробьёв** было ошибкой. Теперь-то уж это было совершенно ясно. ... В это время мимо меня пробежал по берегу лужи муравей. Муравей то бежал, то останавливался, а я смотрел на него и продолжал мучительно думать: «...Если такой жизни нет на земле, то, может быть, она есть ТАМ, под землёй, и, если от всяких хлопот и забот нельзя улететь, так, может, от них можно просто взять и спрятаться, взять и скрыться от них, предположим, в том же муравейнике...» Я проводил взглядом муравья и с сомнением покачал головой. ... Нет, уж лучше ещё раз превратиться во что-нибудь другое, только не в муравья!.. **А в кого?** (В. В. Медведев. Баранкин, будь человеком!)

Q. What's the difference between *действительно* and *действительности*?

A. Both expressions check speakers' expectations against reality, but they do it differently: the relationship between

what the speaker knew or expected and reality are different. In the case of *действительно*, there had been some assumption P and that assumption is either correct according to the speaker or became correct. In the first example the speaker confirms that the rumors were indeed correct:

Но Афанасию Афанасьевичу не суждено было умереть бобылем. Он женился, но женился при таких обстоятельствах, что эта женитьба не только не примирила его с новгородскими представителями прекрасного пола, но напротив, озлобила их до крайности. По крайней мере, несколько месяцев жены и дочери новгородских купцов только и толковали о женитьбе Горбачева на подкидыше.

Он **действительно** женился на подкидыше. (Н. Э. Гейнце. Судные дни Великого Новгорода)

In the next example, the expectation became a reality:

Вдруг сделалась тишина. Я понял, что Аракчеев **действительно** приехал. (Ю. Тынянов. Пушкин)

The other usage would be to affirm that doubt has been dispelled:

День похорон Баумана позволил Самгину окончательно и твердо убедиться, что Москва **действительно** устала. (М. Горький. Жизнь Клима Самгина)

В действительности would not fit into any of the above examples. Its meaning is to contradict an assumption P which may have been previously stated:

— Спасибо тебе, что ты меня в эту дыру вытащила. Место, конечно, потрясающее... Безлюдье...

В действительности отдыхающих было довольно много, их можно было наблюдать по утрам на местном базарчике — жители Запорожья, Донецка, Кишинева. (Л. Улицкая. Путешествие в седьмую сторону света)

С прибрежного утёса ей вторил вынырнувший по такому случаю маэстро Нептун. Обычно его изображают дряхлым смешным стариком, **в действительности** же он не стар, хотя и не молод, строен, сед, но кудряв и отнюдь не смешон, хотя и не лишен самоиронии. (В. Аксенов. Круглые сутки нон-стоп)

The contrast in the last example is underscored by the particle *же*.

Q. How do you say in Russian “my four cousins” if there are males and females involved?

A. Considering that Russian is a lot more gender-specific than English, there are two possible translations of this phrase. The first would occupy two lines and sound rather clumsy especially for communicating that “I am going to visit my

four cousins” or “my four cousins are coming to visit me”: мои четверо двоюродных/троюродных братьев и сестер. The second possible translation is the French borrowing or четверо кузенов и кузин, for example:

По российским понятиям о семейных отношениях того времени в переезде к нам тетушки, дядюшки, **шести кузенов и кузин** ничего из ряда вон выходящего не было. [Людмила Лопато. Волшебное зеркало воспоминаний (2002-2003)] (RNC)

Considering that not everyone uses the words кузен and кузина I would like to suggest two other possibilities of what Russians might say, neither one of which includes *my* (which is the replacement of an article) or *four*.

Suggestion #1: *cousins* are after all братья и сестры in Russian, with двоюродные, троюродные, четвероюродные and пятиюродные just qualifying the relation in opposition to родные.

У Василия Макаровича [Шукшина] **родных братьев** не было, только сестра, поэтому близкими отношениями с Иваном Петровичем [троюродным братом] он очень дорожил. (<http://vedomosti.sfo.ru/articles/?article=29511>)

– Моя мама приходит к нам каждый день. Она живет неподалеку.

– Так же, как и твой брат?

– Да, Сеня живет еще ближе. Только он мне **не родной брат, а двоюродный** – кузен.

– Но вы близки?

– Мама говорит, что мы росли как родные. А муж говорит, что мы с ним специально выбирали нашу квартиру, чтобы быть поближе к моим родственникам. (Д. Калинина. Берегись свекрови!)

So you could have the following dialogue:

— Ко мне приезжают братья и сестры.

— Родные?

— Нет, двоюродные (и троюродные).

Suggestion #2 (a more obscure one): *cousins* are relatives, and strictly speaking by announcing a visit of four cousins we still do not give away all the information: how many male and how many female? Are they older or younger? Are they on the mother’s side or on the father’s side? It may be important in some other languages. So we are obscuring some of the information anyway. So I propose to obscure even more information. You can say:

— Я еду в гости к родственникам.

Or even more informally:

— Я еду в гости к родичам.

Завтра ты мне нужен на весь день, **приедут родичи**. (В. И. Ардаматский. Опасный маршрут)

Потом их **родичи приезжали**, поставили в тайге два больших белых камня, блестящие, на них нерусские золотые букочки... (Б. Петров. Весна на снегу)

Q. Is there a desire for this column to continue? Unless I start getting some questions very soon it will cease to exist.

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AATSEEL 2011 Annual Conference

January 6-9, 2011

Hilton Pasadena, Pasadena, California

- Master Class led by William Mills Todd, III
- Workshops led by William J. Comer, Sibelan Forrester, Michael Heim, Irina Paperno and Richard Robin
- Russian poetry readings and panels
- Departmental Chairs’ meeting
- Roundtable on works in progress
- Coffee conversations with leading scholars

Get more information from the AATSEEL Website:

<http://www.aatseel.org>

Cross-Cultural Communication

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)

Drinking culture

Russians have a different drinking culture: it is not about the quantity, but more about the quality. When socializing with Russians, it is very important to be able to make a toast – not just *на здоровье!* (cheers!), but really a short speech, at least. Sometimes I include additional exercises on toasting as well as avoiding drinking in my intercultural seminars. Two exercises are described below.

Exercise 1: Toasting

A. Imagine that you are in Russia; please propose a toast

....

to a colleague's major birthday (30, 35, 40, etc.)

to New Year's Day (January 1)

to Defender's Day (February 23)

to Women's Day (March 8)

B. Professional holidays:

Please imagine that you are the General Manager of *Ford Russia*. Please make a toast to the Day of *Employees of Automobile Industry*.

(the last Sunday in October)

Please imagine that you are the General Manager of *Alcoa Russia*. Please make a toast to the Day of *Metallurgists*.

(the third Sunday in July)

Please imagine that you are the General Manager of *Zurich Russia*. Please make a toast to the Day of *Insurance Agents*.

(October 6)

Exercise 2: Strategies to avoid drinking

Task:

You are spending a week with your business partners. This company is extremely fond of the Russian form of 'Socializing', i.e., consuming a lot of food and a lot of alcoholic beverages, almost every evening. What would you like to do in order to avoid drinking too much?

After discussing students' possible answers, I present some of the 'best practices' I have observed in similar situations, such as:

Many western people 'invent' excuses:

I have a sick liver. (Warning! Vodka is considered to be a medicine in Russia)

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

I take some medicine. I am not allowed to drink.
If alcohol is offered during breakfast or lunch, one can try to say:

I am still going to work later. (This excuse doesn't work in the evening, however.)

It is possible to make a joke:

Что русскому хорошо, то немцу/швейцарцу/американцу смерть!

One can try to change glasses of vodka for glasses of water.

One can try to pour out vodka secretly into flowers or plants on the floor.

Then I explain this Russian peculiarity:

It should be seen as a ritual. To force somebody to drink is an essential part of Russian hospitality. Not drinking is frowned upon, because drinking is considered a part of 1) social competence and 2) being a real man. Women usually have some advantages; they are seldom forced to drink.

I also point out that the drinking habits of the Russian business elite are changing.

Visiting Assistant Professor of Russian

Binghamton University (SUNY) - Binghamton, NY

The Department of German and Russian Studies at Binghamton University invites applications for a Visiting Assistant Professor of Russian beginning September 1, 2011. The initial appointment is for one year with the possibility of renewal.

Requirements: Specialization is open; applicants should demonstrate the ability to teach a broad range of courses in Russian language, literature and cultural studies and indicate how they can contribute to an interdisciplinary program in Russian and East European Studies in an active and collegial Department. A dynamic and engaged research program should support the mission of the Department and Binghamton University. Candidates for the position should have completed the Ph.D. by the time of appointment and will have demonstrated excellence in teaching. Native or near-native proficiency in Russian and English is required.

Application Instructions: Please submit electronically (binghamton.interviewexchange.com): a cover letter, curriculum vitae, a statement of teaching philosophy oriented toward an undergraduate Russian Studies program in a liberal arts atmosphere, and sample course syllabi. A writing sample may be requested later.

Also arrange for three letters of reference to be sent directly to: Chair, Russian Search Committee, Department of German and Russian Studies, Binghamton University, P.O. Box 6000, Binghamton, New York 13902-6000. Review of applications will begin in early December and will continue until the position has been filled. Please direct questions to Donald Loewen (dloewen@binghamton.edu).

AMERICANCOUNCILS[®] FOR INTERNATIONAL EDUCATION ACTR ▲ ACCELS

Grants for Research & Language Training in Russia, Eurasia, and Southeast Europe

Funding available through American Councils from U.S. Department of State (Title VIII),
and U.S. Department of Education (Fulbright-Hays) grant support.

- **Title VIII Research Scholar Program.** Full support for three to nine month research trips in Russia, Central Asia, the South Caucasus, Southeast Europe, Ukraine, and Moldova. Awards typically include international airfare, visa support, health insurance, a living and housing stipend, and academic affiliations at universities in the host-country. **Annual Deadline:** October 1st.
- **Title VIII Combined Research & Language Training Program.** Full support for three to nine month research trips combined with up to ten academic hours per week of language training in Central Asia, Moldova, Russia, the South Caucasus, and Ukraine. Awards typically include international airfare, visa support, health insurance, a living and housing stipend, language instruction, and academic affiliations at universities in the host-country. **Annual Deadline:** October 1st.
- **Title VIII Southeast European Language Training Program.** Support for one to nine months of intensive language study in Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Montenegro, Romania, and Serbia. Awards typically include: international airfare, tuition at a major university in Southeast Europe, visa support, health insurance, a living and housing stipend, and academic credit through Bryn Mawr College. **Annual deadline:** October 1st.
- **Summer Russian Language Teachers Program.** Extensive support for university and secondary school teachers of Russian to study in Moscow for six weeks. Graduate students are also encouraged to apply. **Annual deadline:** March 1st.
- **Advanced Russian Language & Area Studies Program.** Intensive Russian language study in Moscow, St. Petersburg or Vladimir for undergraduate and graduate students, scholars and working professionals. Semester, summer and academic-year programs available. Academic credit through Bryn Mawr College. **Annual Deadlines:** October 1st (Spring semester), March 1st (Summer session), April 1st (Fall semester and Academic Year)
- **Eurasian Regional Language Program.** Group and individual language instruction in Armenian, Azeri, Chechen, Georgian, Kazakh, Kyrgyz, Persian (Dari, Farsi, Tajiki), Romanian, Turkmen, Ukrainian, and Uzbek. Semester, summer and academic-year programs available. Academic credit through Bryn Mawr College. **Annual Deadlines:** October 1st (Spring semester), March 1st (Summer session), April 1st (Fall semester and Academic Year)

**For more information and an application, please contact:
American Councils for International Education: ACTR/ACCELS**

Email: outbound@americancouncils.org

www.americancouncils.org ▲ www.acrussiaabroad.org ▲ www.aceurasiaabroad.org

<http://researchfellowships.americancouncils.org>

Graduate Student Forum

The AATSEEL and the editors of the AATSEEL Newsletter would like to thank our colleagues who serve as advisors to the Graduate Student Forum. They include Marina Balina (Illinois Wesleyan University); Margaret Beissinger (Princeton University); Thomas Beyer (Middlebury College); Robert Channon (Purdue University); Halina Filipowicz (University of Wisconsin at Madison); and Sibelan Forrester (Swarthmore College). Look for their responses to new questions in future issues of the AATSEEL Newsletter. Please send your questions to Ani at ak2448@columbia.edu.

“As I begin work on my dissertation, I cannot help thinking about the future of the project. I know that for most young professionals, the dissertation turns into their first book. My question is: how different does the book monograph end up being from the dissertation? Much of this obviously has to do with personal choice, but I was wondering if there was some conventional wisdom about the relationship between the book and the dissertation. When writing my dissertation, am I ostensibly going to simultaneously be writing my book? Or, does the book need to be substantially different from my dissertation? Should my dissertation be one portion of a larger argument that will eventually turn into a book? Finally, could the book be about a different topic altogether?”

Thomas Beyer: This is a great set of timely questions for which ‘conventional wisdom’ might no longer suffice. I suggest that you keep your immediate goal and audience in mind. You want to have an excellent piece of scholarship that satisfies the demands of your advisor, dissertation committee, and institution. Traditionally the dissertation was ‘published’ by UMI on demand and more recently for online access. Consequently there is no compelling reason to publish the dissertation as is again.

There is, no doubt, a long tradition of building on one’s original research and writing to convert the dissertation into articles, book chapters or even a complete book. But the new medium and audience will likely dictate substantive changes in content and form. A broader general book audience will,

*Editor: Ani Kokobobo
Columbia University*

for example, not require the meticulous documentation and annotation of a dissertation, but will expect an index. What those readers already know and what they want to learn need also to be considered.

So first things first. Write the best dissertation you can for your handful of institutional readers. Be prepared to spend time and energy both before and after the dissertation in ongoing research and thought. By the time you are ready to publish a book in a few years, our very concept of what that means might have changed given ‘print on demand,’ e-books and other still to be imagined ways of reaching an audience. Editors as well as new colleagues can be helpful along the way. For the moment enjoy the process, but don’t lose sight of the product.

Thomas R. Beyer, Middlebury College

The graduate forum question from the October 2010 AATSEEL newsletter was answered by Sibelan Forrester, Swarthmore College.

AATSEEL 2011 Annual Conference

January 6-9, 2011

Hilton Pasadena, Pasadena, California

The 2011 AATSEEL Conference will features scores of scholarly panels, supplemented by less formal roundtables, master classes, workshops, informal coffee conversations with leading scholars, and other special events: receptions, poetry readings and a film screening.

Get more information from the AATSEEL Website:

<http://www.aatseel.org>

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.

American Council Grants in the Czech Republic

The American Council of Learned Societies announces Fellowships and Grants in East European Studies in academic year 2010-11 for research and language training related, among others, to Czech and Slovak Republics. Funding is provided by the U.S. Department of State under the Research and Training for Eastern Europe and the Independent States of the Former Soviet Union Act of 1983, as amended (Title VIII). All applicants must be U.S. citizens or permanent residents.

Dissertation fellowships (deadline: November 10, 2010) For graduate students at U.S. universities who have completed all requirements for the Ph.D. except the dissertation (ABDs). Applicants can apply for research fellowships for use in Eastern Europe or for writing fellowships for completing the dissertation outside of Eastern Europe after research is complete.

Early career postdoctoral fellowships (deadline: November 10, 2010) For scholars before tenure, including independent scholars.

Language grants to institutions (deadline: January 14, 2011) For U.S. institutions of higher education to conduct intensive summer language >

courses at the beginning, intermediate, and advanced-mastery levels.

Language grants to individuals (deadline: January 14, 2011) For attendance at intensive summer language courses (priority given to graduate students seeking to acquire the language as a basic research tool).

Travel grants (deadline: January 28, 2011) For travel to conferences to present research papers (all academic ranks).

Conference grants (deadline: January 28, 2011) To support planning workshops and conferences for the presentation of significant new research.

Request for proposals for research on heritage speakers (deadline: January 14, 2011).

Individuals or collaborative teams are invited to propose socio-linguistic research on U.S. communities of heritage speakers of an East European language. The project should produce an analytical paper and a syllabus for an advanced-mastery course for heritage speakers to bring their language competence to a professional level.

Further information is available at <http://www.acls.org/programs/eesp> American Council of Learned Societies 633 Third Avenue, New York, NY 10017-6795, www.acls.org

Dr. Bronislava Volkova, professor, poet, and translator, is retiring

Recognized as a leading exile poet, Dr. Volkova is the author of nine books of poetry, the last three of which are bilingual. Her work has also appeared in journals, anthologies, and collections (such as her 1993 *Courage of the Rainbow: Selected Poems*).

Dr. Volková has also devoted considerable effort to making the rich heritage of Czech poetry available in accurate and poetically sensitive translations into English. This aspect of her work has culminated in the recently published (with former student Clarice Cloutier) *Up the Devil's Back: A Bilingual Anthology of 20th-Century Czech Poetry* (2008), which sets new standards in quality and comprehensiveness.

Her many scholarly articles cover broad topics, including linguistic and literary semiotics, emotive language, functions of repetition, as well as issues of exile, images of women, and different axiological studies in Czech literature. She travels the world to read poetry and present her scholarly work at universities, conferences, and cultural centers. In May 2009, the Czechoslovak Society of Arts and Sciences in Prague awarded her for outstanding contributions to Czech scholarship and culture.

We wish her a very fruitful retirement. For a full version of the tribute to her, see the full article at http://www.indiana.edu/~iuslavic/docs/DOSLAL14_2010.pdf

News from the Archives of the University of Chicago

Archives of Czechs & Slovaks Abroad (University of Chicago Library) has updated its finding aid. Over 125 additional pages of notations have been added. The updated ACASA inventories can be found at: http://guides.lib.uchicago.edu/data/files5/143496/LibGuide_text_2010.pdf Contact: June Pachuta Farris

News from Archives University of Nebraska

The University of Nebraska at Lincoln is digitizing its extensive Czech collection containing Czech-American Press, Josten Collection, etc. Contact: Katherine Walter (kwalter1@unl.edu).

New Journal

Korpus – Gramatika – Axiologie is a new journal published by Czech language branch of the Czech Academy of Sciences (Ústav pro jazyk český). It reflects a new orientation emerging within the linguistic community: an interest in empirical research that can be supported by relatively objective quantitative evidence, based on electronic corpora, which provide large amounts of authentic material in a wide variety of genres. The journal focuses exclusively on two areas of research: 1) corpus-based study of Czech and other languages, and 2) critical analysis of linguistic forms and texts. The journal's primary concern is

the study of grammatical structure in the broadest sense (inflectional morphology, word-formation, grammatical meaning, syntax, word order, issues in

text cohesion and coherence) and the results of grammatical analyses based on large electronic corpora. The first issue of the journal appeared in April

2010. For more information, please contact the editor in chief, František Šticha (Ústav pro jazyk český, sticha@ujc.cas.cz).

Dear Colleague,

We warmly invite you to attend the 2011 AATSEEL conference, our first to be held at a new, hopefully more user-friendly time (January 6-9 rather than the inter-holiday week), at the Hilton Pasadena Hotel in Pasadena, California.

As a professional organization we are still compact, although working hard to get bigger as we also take advantage of the more flexible formats available to chamber-size gatherings of humanists and linguists.

Several innovations from Philadelphia last year will be

continued: a Master Class (led by William Todd on the 19th-century novel), coffee with established scholars, and workshops (one featured workshop this year is Irina Paperno on Leo Tolstoy, in honor of his Centennial; another on teaching in translation will

be led by Michael Heim). The hugely successful poetry readings by guest poets will be repeated and become a sponsored annual AATSEEL event. A new Pasadena initiative is the "Works in Progress" roundtable where major scholars in the profession speak informally on their new projects.

The evening before the conference opens, there will be a job interviewing workshop for novices on the market, coached by new hires and experienced interviewers, as well as a welcoming tea for graduate students. The Keynote Address, by Victor Friedman, promises to be a lively event. I am especially pleased to welcome everyone to the President's Reception and Awards Ceremony.

Annual AATSEEL Conferences are energetic gatherings that focus on the aesthetic, creative, and communicative aspects of Slavic cultures —long considered to be among the world's richest and most provocative. Don't miss out. Plan to join us in Pasadena in January!

Sincerely,

Caryl Emerson

AATSEEL President (2009-2010)

At a Glance

Subject to change. Please visit www.aatseel.org for updated information.

Thursday, January 6, 2011

5:00-7:00 pm	Conference Registration
5:00-7:00 pm	AATSEEL Program Committee Meeting
7:00-9:00 pm	Job Interviewing Workshop
8:00-10:00 pm	AATSEEL Executive Council
10:00 pm	Reception for Graduate Students

Friday, January 7, 2011

7:30 am-6:00 pm	Conference Registration
8:00 am-10:00 am	SLAVA/OLYMPIADA Breakfast
9:00 am-4:30 pm	Exhibit Hall
8:00 am-10:00 am	Conference Panels
10:00 am-10:45 am	Complimentary Coffee Break
10:45 am-12:45 pm	Conference Panels
12:45 pm -2:15 pm	Language Coordinators' Luncheon
2:15 pm-4:15 pm	Conference Panels
4:30 pm-6:45 pm	ACTR Board Meeting
4:30 pm-5:30 pm	Coffee with Leading Scholars
5:30 pm-6:30 pm	AATSEEL Graduate Student Committee Meeting
7:00 pm-9:00 pm	Russian Poetry Reading
5:00 pm-7:00pm	Departmental Chairs' Meeting
9:00 pm-11:00 pm	AATSEEL President's Reception and Awards Ceremony

Saturday, January 8, 2011

7:30 am-5:00 pm	Conference Registration
8:00 am-10:00 am	Conference Panels
9:00 am-4:30 pm	Exhibit Hall
10:00 am-11:00 am	AATSEEL Business Meeting
11:00 am-12:00 pm	Keynote Address : Victor Friedman
12:00pm-1:00pm	Coffee with Leading Scholars
1:15-3:15 pm	Conference Panels
3:15-3:45 pm	Complimentary Coffee Break
3:45-5:45 pm	Conference Panels
5:30-7:15 pm	ACTR Membership Meeting

Sunday, January 9, 2011

8:00am-10:00 am	AATSEEL Executive Council
8:00-8:45 am	Coffee with Leading Scholars
9:00-11:00 am	Conference Panels
9:00-12:00 pm	Exhibit Hall
11:00 am -12:00 pm	AATSEEL Program Committee
12:15 am-2:15 pm	Conference Panels

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)

Overcoming anxiety when speaking Russian

A.A. Rakova,

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One of the biggest problems in speaking any foreign language is anxiety. According to numerous studies, about 85 percent of people experience some level of anxiety about speaking in public (North and Rives, 2001). Speaking a foreign language in class, in front of other students and a teacher, in certain cases may cause an increased level of anxiety and “too much anxiety may cause a poor performance” (Scovel, 1991).

How to start helping our students to enjoy speaking Russian? First of all by creating a non-threatening, very friendly and relaxed atmosphere in the classroom. Studies suggest that teachers “should try to lessen learners’ anxiety by making the classroom as friendly and relaxed as possible” (Crookal and Oxford, 1991). This may involve activities selected by the teacher: role playing, speaking in pairs rather than teacher-student talk, gradually moving to group work and individual presentations. Students in my experience are not just eager to speak but they constantly aim for expanding their vocabulary, improving pronunciation and intonation, increasing their tempo of speech, etc. This can be accomplished only in a friendly and engaging atmosphere. When there are certain situations of emotional tension, excitement, anger, etc., speech can be slowed down, with vocabulary consisting mainly of concrete nouns and verbs, and newly-memorized vocabulary being

replaced with older vocabulary, etc. (V. Belyanin, 2009).

Students of second- and third-year Russian indicate that their anxiety may be due to their overall fear of public speaking even in their native language or from a lack of fluency in a foreign language; or due to specific topics that are being discussed, the general classroom atmosphere, a teacher’s personality, peer pressure, competitiveness, etc. Sometimes speaking in class is much more difficult than to simply recite a poem or give a prepared speech.

Also according to my small poll (25 students) of second-year students of Russian, the greatest anxiety they experience is: 1) when speaking, they become aware of their mistakes, or 2) when nobody corrects their mistakes. Sometimes students become more anxious practicing dialogues because they feel that, in addition to speaking anxiety, another type of anxiety arises in listening to what their partner is saying and reacting appropriately. Another anxious moment for students is when they think that their teacher does not understand them. Interestingly, they feel less anxious if their peers don’t understand them completely: somehow they feel that they understand each other better even if their teacher does not.

Substantial language and psychological preparation needs to be done before students are engaged in dialogues, skits and meaningful discussions of issues, stories, movies, problems, etc. Researchers agree that self-confidence is a predictor of success (Matsuda, Gobel, 2003). Teacher-student interaction during class time can be very successful but the opposite can be also true. When students are asked to read a story, a fairy tale, etc., teachers plan their question-answers activity to ascertain how stu-

*Editor: Valery Belyanin
(Kaluga State University)*

dents understood the story. Does this strategy always work? Upon hearing a question, there is always a psychological perception of it, e.g. liking it or not, wishing to answer it or to avoid it, a desire to continue a conversation and be engaged in it, or to end all communication and not to be bothered again.

Teacher-student questions are always the hardest for learners for a variety of reasons. When students feel intimidated by their teacher (or classmates) they will evidence it in their class participation: passive attitude, answering only when being asked, abrupt answers, and eagerness to immediately show an “*I don’t know*” attitude rather than a “*Let me think about it out loud*” response. When students are “terrified” by their teacher, his/her manners of conducting class, etc., that may lead to a constant state of nervousness for them.

That is why teacher-student interactions can be unproductive if students are expected to provide certain predetermined answers without any flexibility. Such questions are “*Что вы знаете о...?*” and questions starting with *где?* *когда?* *кто?*, etc. These questions are for very specific assignments, like retelling the plot of a story, events, etc. So, when teachers ask a student, in front of an entire class, what are our chances of hearing “I don’t know”, “I don’t remember”, etc.? Very high. To my mind the best way to help students to avoid this embarrassment is in asking them to work in pairs, or groups (student-student interaction) and walking around the classroom monitoring multiple conversations.

The most important task for teachers is helping our students build self-confidence in speaking Russian or any foreign language; this and self-confidence is based on quality of language preparation. Some teachers are happy with whatever students say in a foreign language, sending them a message that any form of communication is more important than grammar. However, as

students themselves tell me, grammar accuracy is very important for them. Grammatical accuracy should be a priority from day one if we don't want our students to be embarrassed by their college-level foreign language experience.

As students learn how to *choose* from hundreds of linguistic possibilities they gradually construct their own "databank" of expressive resources. They learn to compare different languages and different ways of expressing ideas and emotions. This is a difficult process for beginning, intermediate and even advanced students because they are still thinking in their own language and come face to face with issues like language interference. Thus one is not surprised to hear them say: «У меня завтра оральный экзамен» instead of «У меня завтра устный экзамен». The student's intention was clear in this specific instance, and yet his classmates all laughed. Why? Because his intention was not matched with the requisite language option to realize that intention--incorrect word usage (*oral* -оральный- in Russian is a medical term and is employed only with the

noun *sex*, whereas *устный экзамен* is a word collocation). Thus, the role of the teacher also involves providing students with the proper *language means along with choice*.

How should teachers react to grammar mistakes in speaking practice? Should they be corrected? Absolutely, but in a very non-intimidating, sometimes non-verbal manner, i.e. nodding, pretending that you didn't hear clearly, etc. Sometimes students help each other in not repeating an incorrect form that they have just heard, in the process of learning from one another: repeated errors, if not corrected, can lead to serious miscommunication and embarrassment.

Another important issue is what the teacher wants to achieve in teaching speaking skills. Usually students realize what it takes to start speaking fluently: mastering pronunciation, intonation, word order, grammar, new vocabulary, word-formation, etc. It is our task to make this long process interesting and exciting, by choosing interesting topics of conversation, reading materials, films, etc. and then equipping our students with the necessary language

tools so that they will be able to build their confidence and success in the joy of speaking.

Crookall, D., & Oxford, R. (1991). Dealing with anxiety. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 141-150). Englewood Cliffs, NJ: Prentice-Hall.

North, M., & Rives, J. (2001). Virtual reality therapy in aid of public speaking. *International Journal of Virtual Reality* 3:2-7.

Scovel, T. (1991) The effect of affect on foreign language learning. In: In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 141-150).

Matsuda, S., Gobel, P. Anxiety and predictors of performance in the foreign language classroom. Online article, www.elsevier.com/locate/system

Белянин В.П. Психолингвистика «Флинта», Москва, 2009. с. 264.

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>

DOMESTIC 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.

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 Kathleen Evans-Romaine (Kathleen.Evans-Romaine@asu.edu) 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.

Arizona State Critical Languages Institute: New Graduate Fellowships Available in 2011

With funding from the Department of State's Title VIII program, Arizona State University will be offering full tuition waivers and substantial fellowships to graduate students participating in its 2011 Critical Languages Institute.

CLI offers summer instruction in 11 less-commonly taught languages in hybrid courses combining 8 weeks of study in the U.S. with 3 weeks of study abroad, and in 8-week courses abroad. See <http://cli.asu.edu> for details.

Fellowship support is available for domestic and overseas study in Albanian, Armenian, Bosnian/Croatian/Serbian, Macedonian, Tajik, Tatar, Uzbek, and the upper levels of Farsi and Russian.

Baltic Summer Studies Institute: Madison Alumni Win Awards, Conduct Research in Baltics

The University of Wisconsin at Madison will host the Baltic Summer Studies Institute for its third consecutive summer in 2011. Next summer BALSSI moves to the University of Pittsburgh, where it will be housed until 2014.

Recent BALSSI participants have praised their Madison training, reporting that their language progress was strong enough to allow them to perform field research in the region. A number of recent BALSSI alumni have received Fulbright awards for research in the Baltics.

The Baltic Studies Summer Institute, sponsored by a consortium of U.S. universities and the Association for the Advancement of Baltic Studies, offers students in the U.S. the only domestic opportunity to study intensive Latvian, Lithuanian, and Estonian during the summer. Due to the intense pace of the courses and the quality of the instruc-

tors, students learn a full year's worth of language in just eight weeks.

BALSSI 2011 will offer two levels each of Estonian, Latvian, and Lithuanian, a lecture series on Baltic history and culture, and a program of cultural events related to the Baltic countries. BALSSI runs June 13 - August 5.

Due to a generous grant from the American Council of Learned Societies, tuition for first-year Estonian and second-year Latvian will be waived for grad students specializing in East European studies.

Details and application materials are available on the BALSSI Web site: www.creeca.wisc.edu/balssi.

Beloit: Center for Language Studies Offers Director's Scholarships in 2011

The Center for Language Studies (CLS) at Beloit College will offer intensive language programs in Arabic, Chinese, Japanese, and Russian in the summer of 2011. CLS runs an eight-week program from June 11 to August 5 and the four-week program, from June 11 to July 9. Beginning, intermediate, and advanced levels will be available in each language.

Since 1983 CLS has offered students the opportunity to achieve a year's worth of college-level language training in just eight weeks. Excellent faculty, small class sizes that allow for individual attention, and twenty-six hours of classroom instruction per week in a beautiful residential environment provide an immersive approach to learning that encourages students to focus exclusively on the target language and culture.

Competitive scholarships ranging from \$1,000 to \$1,500 are available to applicants to the eight-week program. Providing an immersive language experience is central to the mission of CLS. To this end, scholarship funding is reserved for students who take full advantage of this experience by living on campus in the residence halls. Stu-

dents who choose to live off-campus will not be considered for scholarship assistance

Detailed information on curricula, costs, scholarships, and the application process can be found at www.beloit.edu/cls.

Middlebury Russian School: 2010 Visiting Artist, Filmmaker A. Proshkin

Recognized as one of the world's best Russian language programs, the Davis School of Russian has for 65 years made cultural programming and immersion a hallmark of its program.

A highlight of the culture program in 2010 was a visit by filmmaker Aleksandr Proshkin. In addition to showing his films, discussing Russian cinema, and visiting classes, Proshkin made himself fully accessible to students, living side-by-side with them during his visit. Other 2010 guests included artist Vitalii Komar, political scientist Igor Mintusov, and *Novyi Zhurnal* editor Marina Adamovich. The Russian School Choir, led by the folk group Zolotoi Plyos, staged *Skazka o Tsare Saltane*, and the Russian School Theater, directed by Sergei Kokovkin and Anna Rodionova, performed Ostrovskii's *The Storm*.

The Davis Russian School provides proficiency-oriented instruction in listening, reading, speaking, writing, and grammar, with an emphasis on contemporary Russian culture in its historical context. For details see: <http://www.middlebury.edu/lr/russian>

Penn State Summer Intensive Language Institute: NSLI Funding for Russian Students

Select students of Russian at the 2010 Summer Intensive Language Institute at Penn State received supplemental instruction in speaking and listening comprehension through film, online media, and field trips conducted in Russian. These activities were made possible by federally-funded critical language fellowships awarded to the Institute.

In 2011, the Summer Intensive Language Institute will offer three levels of

Russian. Tentative dates are: RUS 001: June 13 - June 29, RUS 002: June 30 - July 19, RUS 003: July 20 - August 05. All Institute programs are conducted on Penn State's University Park campus. For more information, visit <http://www.outreach.psu.edu/programs/language-institute/>.

UWM Summer Study In Poland

The University of Wisconsin-Milwaukee announces its 2011 annual Summer Study program in Poland at the John Paul II Catholic University of Lublin.

The five-week Polish language course (July 2-August 8) includes 100 hours of instruction at beginning, intermediate or advanced levels, plus lectures of Polish culture and sightseeing. Cost estimate: \$2,686, including tuition, room, and board, and 5 UWM credits, plus round air trip transportation Chicago-Warsaw-Chicago. The program is open to students and the general public.

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

For information and application materials contact: Professor Michael J. Mikoś, Department of Foreign Languages and Literature, University of Wisconsin-Milwaukee, Milwaukee, WI 53201

(414) 229-4151 or 4948,
fax (414) 229-2741
e-mail: mikos@uwm.edu
www.lrc.uwm.edu/tour/

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RECENT PUBLICATIONS

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

Culture

Crowley, David, & Reid, Susan E. 2010. *Pleasures in Socialism: Leisure and Luxury in the Eastern Bloc*. IL: Northwestern University Press.

Cvitanic, Marilyn. 2010. *Culture and Customs of Croatia*. Greenwood Press.

Fishman, David, Kupvetsky, Mark, & Kuzelenkov, Vladimir. 2010. *Looted Jewish Archives in Moscow: A Guide to Jewish Historical and Cultural Collections in the Russian State Military Archive*. Scranton, PA: University of Scranton Press.

Goscilo, Helen, & Strukov, Vlad. 2010. *Celebrity and Glamour in Contemporary Russia: Shocking Chic*. UK: Routledge.

Heretz, Leonid. 2010. *Russia on the Eve of Modernity: Popular Religion and Traditional Culture under the Last Tsars*. UK: Cambridge University Press.

Macura, Vladimir (ed.). 2010. *The Mystifications of a Nation: The "Potato Bug" and Other Essays on Czech Culture*. WI: University of Wisconsin Press.

Peteri, Gyorgy. 2010. *Imagining the West in Eastern Europe and the Soviet Union*. PA: University of Pittsburgh Press.

Rosenholm, Aria, Nordenstreng, Kaarle, & Trubina, Elena (eds.). 2010. *Russian Mass Media and Changing Values*. UK: Routledge.

Stites, Richard. 2010. *Passion and Perception: Essays on Russian Culture*. New Academia Publishing.

Continued on page 21

INTERNATIONAL SUMMER LANGUAGE PROGRAMS

Cosmopolitan Educational Center, Novosibirsk, Russia

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

The major benefits to join our program are as follows:

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

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

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

All the local services (airport 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 language classes every day. Russian classes are taught by well-educated native speakers trained to teach foreigners. Students are placed in a group according to their level of Russian. No previous knowledge of Russian is required.

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

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

We also offer excursion packages which include trips to Moscow, St. Petersburg, Novosibirsk, Krasnoyarsk,

Lake Baikal, the Altai Mountains, TransSiberian Railroad, 'Welcome to Siberia' program. All the details and tour descriptions are available at request.

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

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

Dubravushka School

Getting potential Russian language students to Russia helps get students to begin the Russian language and/or to continue with it. A prestigious 19 year old college preparatory boarding school located outside Moscow has a summer camp program where English is taught to high school aged Russians. Because the school is anxious to expose these students to native English speakers, it offers a program which includes beginning and intermediate Russian lessons at what is in effect a subsidized rate to native English speaking high school aged students. (185 Euros/wk in 2008) This may be the only program where the American students are socializing and living mainly with Russian children. The fee includes room and board, Russian lessons, inclusion in all the camp activities and airport pick up and drop off. Watervaliet, NY Russian language HS teacher Steve 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.

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

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

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

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

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

For further information on summer language programs offered by IQ 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

Presov University: Summer School of Rusyn Language and Culture

The Carpatho-Rusyn Research Center and the Institute for Rusyn Language and Culture at Presov University (Presov, Slovakia) announce the second annual Studium Carpatho-Ruthenorum Summer School of Rusyn Language and Culture for summer 2011. This program is the only one of its kind for scholars and students wishing to familiarize themselves with the Rusyn language and Carpatho-Rusyn history and culture. The language of instruction for both the language and history segments, in parallel courses, is either English or Rusyn. University professors, distinguished Slavists, and specialists in Carpatho-Rusyn studies provide 30 hours of language instruction at beginning, intermediate, and advanced levels, as well as 30 hours of history lectures. Students may request college credit from their home institutions based on their transcripts at the close of the program. Excursions and extracurricular events acquaint students with Rusyn history and life in eastern Slovakia, including the region's unique wooden churches, museums, and folk festivals, as well as films and theater performances. Housing is provided in a university dormitory. Dates of the program are June 12 through July 2, 2011. Cost for the entire program (tuition, accommodations, three meals a day, extracurricular program) is 1200 Euros (approximately \$1668 U.S./exchange rate \$1.39). The 100-Euro (\$139) non-refundable administrative fee, due by April 15, 2011, is applied to the total

cost of the program, with the remainder of the total cost due by May 15, 2011. For further information, contact Dr. Patricia Krafcik of The Evergreen State College (krafcikp@evergreen.edu).

Russian Academy of Sciences: Custom Study-Abroad with RLI

"Russian in Moscow: a Program in Russian Language and Culture" is an individually tailored program of Russian language and culture. Hosted by the Russian Language Institute of the Russian Academy of Sciences, it provides an individualized study-abroad experience. Students pick and chose from a wide range of academic and cultural activities to build a curriculum; to choose housing options; and even to set their start and end dates. Applications for Summer 2011 are due April 1. For details, see <http://russianinmoscow.ruslang.ru/> or contact Valentina Apresjan at valentina.apresjan@gmail.com.

Recent Publications Continued

Continued from page 19

Economics

- Barnett, Vincent. 2009. *A History of Russian Economic Thought*. UK: Routledge.
- Estrin, Saul. 2010. *Self-Management: Economic Theory and Yugoslav Practice*. UK: Cambridge University Press.
- Gavrilenkov, Evgeny, Welfens, Paul J. J., & Wiegert, Ralf (eds.). 2010. *Economic Opening Up and Growth in Russia: Finance, Trade, Market Institutions, and Energy*. Springer.
- Hewett, Edward A. 2010. *Foreign Trade Prices in the Council for Mutual Economic Assistance*. UK: Cambridge University Press.
- Hourwich, Isaac Aaronovich. *The Economics of the Russian Village*. Nabu.
- Lonkila, Markku. 2010. *Networks in the Russian Market Economy*. NY: Palgrave Macmillan.

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PROFESSIONAL OPPORTUNITIES

Grants & Fellowships

The American Council of Learned Societies announces Fellowships and Grants in East European Studies In academic year 2010-11

For research and language training related to Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Kosovo/a, Latvia, Lithuania, Macedonia, Montenegro, Poland, Romania, Serbia, Slovakia, and Slovenia

Funding is provided by the U.S. Department of State under the Research and Training for Eastern Europe and the Independent States of the Former Soviet Union Act of 1983, as amended (Title VIII).

All applicants must be U.S. citizens or permanent residents.

Dissertation fellowships (deadline: November 10, 2010) For graduate students at U.S. universities who have completed all requirements for the Ph.D. except the dissertation (ABDs). Applicants can apply for research fellowships for use in Eastern Europe or for writing fellowships for completing the dissertation outside of Eastern Europe after research is complete.

Early career postdoctoral fellowships (deadline: November 10, 2010) For scholars before tenure, including independent scholars

Language grants to institutions (deadline: January 14, 2011) For U.S. institutions of higher education to conduct intensive summer language courses at the beginning, intermediate, and advanced-mastery levels

Language grants to individuals (deadline: January 14, 2011) For attendance at intensive summer language courses (priority given to graduate students

seeking to acquire the language as a basic research tool)

Travel grants (deadline: January 28, 2011) For travel to conferences to present research papers (all academic ranks)

Conference grants (deadline: January 28, 2011) To support planning workshops and conferences for the presentation of significant new research

Request for proposals for research on heritage speakers (deadline: January 14, 2011) Individuals or collaborative teams are invited to propose sociolinguistic research on U.S. communities of heritage speakers of an East European language. The project should produce an analytical paper and a syllabus for an advanced-mastery course for heritage speakers to bring their language competence to a professional level.

Further information is available at <http://www.acls.org/programs/eesp>
American Council of Learned Societies
633 Third Avenue, New York, NY
10017-6795, www.acls.org

Kathryn Davis Fellowships for Peace

Kathryn Davis Fellowships for Peace: Investing in the Study of Critical Languages – Full Scholarships Available for Intensive Russian Language Study at the Middlebury Summer Language Schools. We are pleased to announce the continuation of the Kathryn Davis Fellowships for Peace for the fifth 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://go.middlebury.edu/ls/kwd>.

Need-based Financial Aid Available to All Students – 42% of summer 2010 Language Schools students received a financial aid award, and the average award granted was \$5,454. To learn more about financial aid, visit <http://go.middlebury.edu/ls/finaid>.

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

Middlebury College Language Schools

Middlebury College
Sunderland Language Center
356 College Street
Middlebury, VT 05753
802.443.5510

languages@middlebury.edu

Scholarship Established for Ukrainian Studies at KU

LAWRENCE, Kan.—The Center for Russian, East European and Eurasian Studies (CREES) at the University of Kansas is announcing a scholarship in support of its Ukrainian Studies Program, one of the few in the United States. In honor of his late parents, Dmytro and Maria, and aunt Olha, Peter Jarosewycz of Kansas City, Mo., a retired attorney, is establishing the Jarosewycz Family Scholarship in Ukrainian Studies at CREES.

Mr. Jarosewycz immigrated to the United States in 1949 at the age of one with his parents and aunt, who taught him an appreciation of his Ukrainian heritage.

“I decided to set up the scholarship at KU in their honor because it is one of the few universities in the United States with a graduate program in Ukrainian Studies,” Jarosewycz said. “There are several faculty members from Ukraine, and there is a frequent exchange of students and faculty between KU and universities in Ukraine, especially Ivan Franko University, from which both of my parents received their medical degrees.”

As part of the Ukrainian Studies Program, CREES conducts a summer school in Ukrainian Studies at Ivan Franko University in Lviv, Ukraine. Lviv is the largest city in western Ukraine and attracts university students from all over the world. Alex Tsiovkh, professor of Russian, East European and Eurasian Studies who also is on the faculty of the University of Lviv, has been the director of the summer school since its inception in 1994.

Another activity at KU related to Ukrainian Studies has been the Maria Palij Memorial Lecture, a yearly lecture on the subject of Ukraine by leading

scholars from around the world. Professor Michael Palij established it more than 25 years ago as a memorial to his wife. Although Palij died in 2009, his friends and supporters of Ukrainian Studies have continued to fund the Palij Lectureship.

The Ukrainian Club of Greater Kansas City, which has contributed to the Palij Memorial Lecture for many years, is now generously contributing to the Jarosewycz Family Scholarship.

Professor Edith W. Clowes, Director of CREES, expressed appreciation for the scholarship: "The whole CREES community joins in thanking Mr. Jarosewycz for establishing this scholarship, which will support top students in the KU Ukrainian Studies Program. Building on the intellectual enrichment that the Palij Fund has brought, and the various partnerships CREES has had over the years with the Kansas National Guard and the US Army's Foreign Area Officers Program, the Jarosewycz Family Scholarship will help attract the best and the brightest to graduate study at KU. We are grateful to have a friend like Mr. Jarosewycz with a compelling vision of the future that includes strong expertise on Ukraine."

The gift will be managed by KU Endowment, the official fundraising and fund-management foundation for KU. Founded in 1891, KU Endowment was the first foundation of its kind at a U.S. public university.

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

Special issue of *Canadian Slavonic Papers*: "Twenty Years On: Slavic Studies since the Collapse of the Soviet Union."

In late 2011, *Canadian Slavonic Papers* will mark the twentieth anniversary of the collapse of the USSR with a special double issue devoted to exploring a variety of perspectives—political, historical, literary, linguistic, anthropological, religious studies, film studies, cultural studies, gender studies, folklore studies—on the collapse of the Soviet Union and post-Soviet transformations. Submissions in any of these areas are invited. The issue aims to be multidisciplinary and interdisciplinary.

Manuscripts may be in English or French. The normal peer-review process will apply.

Please consult the most recent issue of *Canadian Slavonic Papers*, inside back cover, for style guidelines. Authors should use the Library of Congress transliteration system and the *MLA Handbook for Writers of Research Papers* (3rd. ed.) as a standard form for documentation. For more detailed information, please see the CSP Style Sheet: <http://www.ualberta.ca/~csp/Submissions.html#StyleSheet>

Authors who submit papers must become members of the Canadian Association of Slavists (CAS).

Deadlines:

Expression of intent to submit: **4 January 2011**. Send e-mail to the Guest Editor, Prof. Heather Coleman: hcoleman@ualberta.ca

Final Paper with abstract: **1 March 2011** (maximum 25 pages). Please sub-

mit manuscripts in three hard copies and by e-mail to:

Prof. Heather Coleman, Guest Editor
Canadian Slavonic Papers
Department of Modern Languages and Cultural Studies
200 Arts Building
University of Alberta
Edmonton, Alberta, Canada
T6G 2E6
hcoleman@ualberta.ca

Conferences & Workshops

December 3-4, 2010

CDLC Fall 2010 Conference

The Coalition of Distinguished Language Centers conducts annual (and, in some years, semi-annual) conferences about teaching to and reaching Level 4 (near-native) proficiency. The conferences include theory and research, as well as updates on high-level-language program activities, along with a healthy dose of shared practical experience.

The Fall 2010 Conference on Teaching and Learning to Near-Native Levels of Language Proficiency will be held on December 3-4, 2010 in Linthicum, Maryland

Keynote Speaker

Dr. Donald C. Fischer, Jr.
Provost, Defense Language Institute,
Foreign Language Center

Location:

The Westin Baltimore Washington Airport Hotel
1110 Old Elkridge Landing Road
Linthicum, MD 21090

For more Info:

<http://distinguishedlanguagecenters.org>

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Recent Publications**Continued**

Continued from page 21

Mankoff, Jeffrey. 2010. *The Russian Economic Crisis*. Foreign Relations Council Press.

Miller, Frederic P., Vandome, Agnes F., & McBrewster, John. 2010. *1998 Russian Financial Crisis*. Alphascript Publishing.

Myant, M. R. 2010. *The Czechoslovak Economy 1948-1988: The Battle for Reform*. UK: Cambridge University Press.

Oleinik, Anton. 2010. *Market As a Weapon*. Transaction Publishers.

Schwartz, Aleksander. 2010. *Russian Transnational Entrepreneurs: Ethnicity, Class, and Capital*. De Sitter Publications.

Slater, Robert. 2010. *Seizing Power: The Grab for Global Oil Wealth*. Bloomberg Press.

Van Brabant, Jozef M. 2010. *Socialist Economic Integration: Aspects of Contemporary Economic Problems in Eastern Europe*. UK: Cambridge University Press.

Van der Rijdt, Karen. 2010. *Corporate Governance in Emerging Capital Markets: Comparing the Brazilian and the Russian Stock Exchange*. Germany: VDM Verlag.

Vavilov, Andrey. 2010. *The Russian Public Debt and Financial Meltdowns*. NY: Palgrave-Macmillan.

Film

Hames, Peter. 2010. *Czech and Slovak Cinema*. Scotland: University of Edinburgh Press.

Menashe, Louis. 2010. *Moscow Believes in Tears: Russians and Their Movies*. New Academic Publishing.

Shaw, Tony, & Youngblood, Denise J. 2010. *Cinematic Cold War: The American and Soviet Struggle for Hearts and Minds*. KS: University Press of Kansas.

Taylor, Richard. 2010. *Sergei Eisenstein: Selected Works*. I. B. Taurius. (This is a reissue.)

Youngblood, Denise J. 2010. *Russian War Films: On the Cinema Front: 1914-2005*. KS: University Press of Kansas.

History

Beattie, Andrew. 2010. *The Danube: A Cultural History*. UK: Oxford University Press.

Fedorov, Tatiana S., Sedov, Viktor, G., & Urness, Carol L. 2010. *The Journal of Midshipman Chaplin: A Record of Bering's First Kamchatka Expedition*. Aarhus University Press.

Garipzanov, Ildar H. 2010. *Historical Narratives and Christian Identity on a European Periphery: Early History Writing in Northern, East-Central, and Eastern Europe (c. 1070-1200) ... Texts and Cultures of Northern Europe*. Brepols Publishers.

Leonard, Carol S. 2010. *Agrarian Reform in Russia: The Road from Serfdom*. UK: Cambridge University Press.

Shneer, David. 2010. *Through Soviet Jewish Eyes: Photography, War, and the Holocaust*. NJ: Rutgers University Press.

Wydra, Harald. 2010. *Communism and the Emergence of Democracy*. UK: Cambridge University Press.

Language and Linguistics

Ermolovich, D. I. 2010. *Russian-English/English-Russian Practical Dictionary*. Hippocrene Books.

Gowan, Walter E., & Aleksandrovich, Aleksandr. 2010. *Russian Grammar: Arranged for Use of English Students of the Russian Language*. Nabu.

Grenoble, Lenore A. 2010. *Language Policy in the Soviet Union*. Springer.

Langenscheidt. 2010. *Pocket Russian Dictionary*. Germany: Langenscheidt Publishing Group.

Langran, John. 2010. *Ruslan Russian Grammar*. Ruslan Publications.

Manova, Stela. 2010. *Understanding Morphological Rules: With Special Emphasis on Conversion and Subtraction in Bulgarian, Russian, and Serbo-Croatian*. Springer.

Nummikoski, Marita. 2010. *Troika: A Communicative Approach to Russian Language, Life, and Culture*. NY: Wiley.

Wade, Terence. 2010. *A Comprehensive Russian Grammar*. UK: Wiley-Blackwell.

West, Daphne. 2010. *Read and Write Russian Script: A Teach Yourself Guide*. NY: McGraw-Hill.

Literature and Literary Criticism

Cornis-Pope, Marcel, & Neubauer, John (eds.). 2010. *History of the Literary Cultures of East-Central Europe: Junctures and disjunctures in the 19th and 20th centuries. Volume 4: Types and stereotypes*. Johns-Benjamins Publishing.

Davidson, Pamela. 2010. *Russian Literature and Its Demons*. Berghahn Books.

Holy, Jiri. 2010. *Writers under Siege: Czech Writers since 1945*. Sussex Academic Press.

Offord, Derek. 2010. *Journeys to a Graveyard: Perceptions of Europe in Classical Russian Travel Writing*. Springer.

Surhone, Lambert M., Tennoe, Miriam T., & Henssenow, Susan F. (eds.). 2010. *War Generation of Russian Poets*. Betascript Publishing.

Vaschenko, Aleksander, & Smith, Claude Clayton. 2010. *The Way of Kinship: An Anthology of Native Siberian Literature*. University of Minnesota Press.

Music

Sergeant, Lynn M. 2010. *Harmony and Discord: Music and the Transformation of Russian Cultural Life*. NY: Oxford University Press.

Political Science

Cviic, Christopher, & Sanfey, Peter. 2010. *In Search of the Balkan Recovery: The Political and Economic Reemergence of South-Eastern Europe*. C Hurst & Co Publishers, Ltd.

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>

The **AATSEEL NEWSLETTER**

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December 2010

AATSEEL
2011 Annual Conference

January 6-9, 2011
Hilton Pasadena, Pasadena, California

The 2011 AATSEEL Conference will features scores of scholarly panels, supplemented by less formal roundtables, master classes, workshops, informal coffee conversations with leading scholars, and other special events: receptions, poetry readings and a film screening.

Get more information from the AATSEEL Website:

<http://www.aatseel.org>