

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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For current online information about AATSEEL
 and its activities, visit AATSEEL on the web:

<http://www.aatseel.org>

Message from the AATSEEL President

What will you find at AATSEEL in January 2012 that you will find nowhere else?

Twelve Good Reasons to come to Seattle (5-8 January 2012)

Come to the conference to take advantage of these unusual events offered at Seattle:

1. Two advanced seminars

Pushkin Seminar: led by Boris Gasparov (Columbia)

Dostoevskii and Nabokov Seminar: led by Eric Naiman (UC Berkeley)

Participation is limited, so look for a further announcement on SEELANGS and the AATSEEL list. You must be a member of AATSEEL (and preregistered for the conference). Once admitted, you will receive readings (not more than 30 pp.) and study questions in advance of the conference.

Questions? Contact Katya Hokanson at hokanson@uoregon.edu.

Register to qualify for these seminars? See <http://www.aatseel.org/registration>.

2. Film: My Perestroika

My Perestroika, an award-winning documentary by Robin Hessman, follows five ordinary Russians in extraordinary times – from sheltered Soviet childhood, to the collapse of the Soviet Union in their teenage years, to the shifting political landscape of post-Soviet Russia. Saturday, 7 Jan. at 7.00 pm.

3. Interviewing Workshop

The annual AATSEEL Job Interviewing Workshop is 7:00-9:00 pm on Thursday, January 5, 2012.

4. Graduate Student Reception: meet with senior faculty

As AATSEEL President, I am happy to host graduate students at a

reception to meet senior faculty (9:00 pm on Thursday, January 5 after the Job Interviewing Workshop). *Wine and cheese will be served.* Yes, senior faculty, come have a glass of wine and meet our younger colleagues.

5. Coffee with Leading Scholars

The Graduate Student Committee offers informal coffee conversations with leading scholars.

6. Keynote by Irina Paperno (Berkeley)

Come hear one of the lead US scholars in the field on Saturday, 7 January at 11.00 am.

7. Russian Poetry Events

Several Russian poetry events will be presented, led off by an evening gathering on Friday, January 6, 2012 at 7:00 p.m. To stimulate conversation among poets and scholars, all panels include discussion led by a commentator. Poets in 2012 will include Rafael Levchin, Julia Nemirovskaya, Alexander Ocheretiansky, David Patashinsky, and Yevgeny Slivkin, and one more invitation is in the works.

8. Graduate-Student Workshop on Course Design: Julia Mikhva (University of Toronto)

An informal roundtable discussion for graduate students on designing a course in literature, film and culture. Participants will discuss teaching techniques, setting course goals and selecting materials.

9. Russian through Theatre (Class Resulting in a Bilingual Show)

Julia Nemirovskaya (Oregon) This workshop will offer participants the opportunity to explore ways of teaching Russian language and culture in the process of preparing a performance. It will focus on several basic questions: choosing the right play; making the show bilingual; modifying the script; introducing Russian directions and warm-up exercises; grading; students at

different levels of proficiency; involving the native-speaking community.

10. Translation Workshop: Sibelan Forrester (Swarthmore College)

This year's Workshop will focus on almost-finished versions of poems from any Slavic language. If you would like to present a poem you are working on, contact Sibelan Forrester at sforres1@swarthmore.edu. The Workshop is a friendly laboratory where sharp-eyed readers are as welcome as translators, and where anyone with an interest in translation can enter the conversation.

11. Czech Language Corpora (Tools for Learning, Teaching and Research): Vaclav Cvrček (Institute of the Czech National Corpus, Charles University)

This workshop focuses on the use of corpora in teaching Czech as a second language. Participants are guided through the process of obtaining access to the Czech National Corpus, using the Corpus to create and evaluate basic queries. Specific topics to be addressed include spoken vs. written corpora, morphological tagging, and evaluation and interpretation of findings.

12. Pedagogical Explorations of Conceptual Metaphor: Victoria Hasko (University of Georgia)

This workshop focuses on the pedagogical value of conceptual metaphor analysis in an advanced language classroom. The presenter will demonstrate that metaphors are not merely ways of speaking, but represent the ways in which a community thinks and acts, grounded in specific kinds of culturally organized experiences.

For updates, see <http://www.aatseel.org/program/special-events/>

For the full conference program, see <http://www.aatseel.org/program/2012-conference-program/>

Nancy Condee, AATSEEL President,
2011-2012

Letter from the Editor

Dear AATSEEL Members,

I had looked forward to seeing all of you in just a few weeks at the AATSEEL annual meeting in Seattle. However, my schedule does not permit my attendance. I shall miss all the great panels and meetings that you will be enjoying, and I look forward to hearing about the meeting from colleagues who will be attending.

We had a number of editors to be replaced this year. I am grateful to all the people who stepped up and offered to replace column editors who had moved on. I have not yet been able to communicate with all who did so, especially those who have contacted me in the last few days since I have been traveling, but I will do so. We had several offers to assist with editing the newsletter, and that will be of relief to me since there are some aspects of the newsletter that are prepared right here by me, and I have had to rely on column editors to assist with proofreading.

As for column editors, we now have new editors (or continuing editors) for most of the columns. We may, as time goes on, have a couple new columns in 2012. In fact, the first new column appears in this issue: *Balkan Cafe*. Thanks to Natasa Milas for suggesting this and preparing the column.

Of course, I am very grateful to the previous editors. Several did yeoman's work for years and are now either retiring, moving on to new positions, and becoming involved in building a new family. So, good luck to them, and many thanks.

Happy holidays,

Betty L. Leaver

AATSEEL Website

For current online information about AATSEEL and its activities, visit AATSEEL on the web:

<http://www.aatseel.org>

AATSEEL Conference

January 5-8, 2012



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.

The 2012 AATSEEL Conference will feature 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.

The 2012 AATSEEL Conference will take place on January 5-8, 2012 at the Hyatt Regency Bellevue on Seattle's Eastside.

The Annual Conference of AATSEEL, the American Association of Teachers of Slavic and East European Languages is held on the first Thursday-Sunday following January 2 of each year. In 2013, the AATSEEL Conference will be held on January 3-6 in Boston, Massachusetts.

The AATSEEL Conference is held concurrently with the meeting of the Modern Language Association.

Visit The AATSEEL website for more information:

<http://www.aatseel.org>

AATSEEL-Wisconsin Report, Fall 2011

The annual conference of the Wisconsin chapter of AATSEEL opened with a keynote address in the afternoon of Friday, 21 October, followed by conference panels on Saturday, 22 October. The conference was honored to host Gordana P. Crnkovic, Associate Professor of Slavic and Comparative Literature (University of Washington, Seattle), who presented a keynote lecture entitled "Ethics, Time, and Meša Selimović's *Dervish and Death*."

The conference offered a strong lineup of panels on nineteenth- and twentieth-century Slavic literatures and second-language acquisition in Russian:

Panel 1: "Exile, Freedom, Diplomacy: Writing Beyond and Within Soviet Space"

Chair: Olga Permitina
Secretary: Viktoria Kononova

Donald Loewen, Department of German and Russian Studies, Binghamton University

"Perception and Persuasion: Travel Writing in Stalin's USSR"

Athan Biss, Department of History, University of Wisconsin-Madison

"The Talented Tenth Goes to Moscow: New Negro Diplomacy In Early Soviet Russia, 1922-1928"

Melissa Miller, Slavic Languages and Literature, University of Wisconsin-Madison

"Freedom in Exile in the Work of Nina Berberova"

Panel 2: "The Word Made Flesh: The Poetics of Unbridled Desire in Nineteenth-century Russian Literature"

Chair: Thomas Tabatowski
Secretary: Melissa Miller

Colleen Lucey, Slavic Languages and Literature, University of Wisconsin-Madison

"Figures of Desire and Destitution: Prostitution and the Petersburg Text"

Jesse Stavis, Slavic Languages and Literature, University of Wisconsin-Madison

"Зажмите уши, добры люди!": On Light, Darkness, Shadows, and (the Absence of) Sex in Lermontov's Obscene Junker Poems

Panel 3: "Instruction of Russian and Second Language Acquisition in College Classrooms"

Chair: Jose Vergara
Secretary: Lisa Woodson

Mark Baugher, Department of Russian, Bryn Mawr College

"Is the Explicit Instruction of RSL Grammar Necessary?"

Snezhana Zheltoukhova, Second Language Acquisition, University of Wisconsin-Madison

"Introductory Elements in the Beginning of Sentences in the Contemporary Russian Language: Their Functions, Frequency, and Prosodic Characteristics in Newspaper Texts"

Panel 4: "Vision and Cognition: Examining the Absurd in Kharm's and the Literary Evolution of Nabokov"

Chair: Sarah Kapp
Secretary: Peter Hyson

Jose Vergara, Slavic Languages and Literature, University of Wisconsin-Madison

"Cognitive Play in Kharm's 'Golubaya tetrad' №10"

Sergey Karpukhin, Slavic Languages and Literature, University of Wisconsin-Madison

"Nabokov and the Problem of Literary Evolution"

Joseph Schlegel, Slavic Languages and Literatures, University of Toronto
"Seeing Shapes in Fyodor's Lambs: Applying Andrei Bely's Formal Aesthetics to the Poetry in Vladimir Nabokov's *The Gift*"

Panel 5: "Icons, Legends, Tales: Tracing Intertextuality and Textual Transformations"

Chair: Emily Owens
Secretary: Nicholas Rampton

Lisa Woodson, Slavic Languages and Literature, University of Wisconsin-Madison

"The Symbolist Transformation of the Legend of Kitezh"

Judith Kornblatt, Slavic Languages and Literature, University of Wisconsin-Madison

"Icons Under Modernism and Socialism"

Olga Permitina, Slavic Languages and Literature, University of Wisconsin-Madison

"The Use of Pavel Bazhov's (1879-1950) Ural *Skazy* in Olga Slavnikova's Contemporary Novel, *2017*"

Presentations generated rich and productive discussion.

The winner of the J. Thomas Shaw Prize for the best paper by a graduate student was Melissa Miller for her paper entitled, "Freedom in Exile in the Work of Nina Berberova."

Sincerely, Colleen Lucey

Chair, AATSEEL-Wisconsin, University of Wisconsin-Madison

AATSEEL is now on FACEBOOK!



Find us on
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Balkan Café

Editor: Natasa Milas,
Yale University

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

Book News

New Books in Translation in 2011 from Bosnian/Croatian/Serbian and other Balkan languages

Karaoke Culture. By Dubravka Ugrešić. Translated from the Croatian and with an Afterword by David Williams. With contributions from Ellen Elias-Bursac and Celia Hawkesworth. Rochester, NY: Open Letter, 2011.

Dubravka Ugrešić recently completed a college and university tour (Oberlin College, Wesleyan College, and Boston College), speaking on the twenty-year anniversary of the demise of both the Soviet Union and Yugoslavia and giving readings from her new book *Karaoke Culture*, just published in English (October 2011). In her latest collection of essays, Ugrešić chronicles the rise of amateurism in the postmodern era, and not just from the emblematic karaoke—Daisuke Inoue’s innovation that for decades now has served as therapy for what he considered to be “Japanese reticence.” Ugrešić, with her privileged perspective, reminds us that Communism also supported the rise of the individual to the level of artist and auteur, that amateurism supported the “development of the well-rounded socialist personality.” Yet, she draws for the reader an important distinction. The communist culture of amateurism was never intended to undermine the canon or subvert the authentic. The current “mass orgy of self-representation,” facilitated by technology and our information culture, may satisfy the desire to be recognized and the urge

to leave behind a “legacy.” But shabby amateurism deflates value and deflects our attention from the pursuit of what is “real” and “true.” In the case of the history of communism or of Yugoslavia, kitsch representations of an imagined past overwhelm *memory*, the foundation for the writing of history. (Cynthia Simmons)

Jergović, Miljenko. *Ruta Tannebaum.* Northwestern University Press. (Writings From an Unbound Europe), May, 2011. Translated by Stephen M. Dickey, Associate Professor in the Department of Slavic Languages and Cultures at the University of Kansas.

Ruta Tanenbaum, based on a real-life figure - Lea Deutch, the Shirley Temple of Yugoslavia, takes place during the interwar period in Zagreb, Croatia. The novel centers on little Ruta, her family, and neighbors, her rise to fame, and finally her tragic end during the Holocaust.

Jergović’s work in English translation also includes a collection of short stories *Sarajevo Marlboro* and a forthcoming novel *Mama Leone* to be published by Archipelago Press.

Best European Fiction 2012 is edited by Bosnian-American writer Aleksandar Hemon, with a preface by Nicole Krauss, and published by Dakley Archive Press, in November, 2011. Now in its third year, *Best European Fiction* features new European writers from 35 languages and cultures. Authors from the Balkan region include: Muharem Bazdulj (Bosnia), Rumen Balabanov, (Bulgaria), Maja Hrgović (Croatia), Žarko Kujundžiski (Macedonia), Andrej Nikolaidis (Montenegro), Dan Lungu

(Romania), Marija Knežević (Serbia), and Branko Gradišnik, (Slovenia).

Film News

Kino Kultura
Special Issue on Bosnian Film
December 2011
www.kinokultura.com

RECENT PUBLICATIONS

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

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

Culture

Massie, R. K. 2011. *Catherine the Great: Portrait of a Woman.* Nabu Press.

Raleigh, D. 2011. *Soviet Baby Boomers: An Oral History of Russia’s Cold War Generation.* Oxford, UK: Oxford University Press.

Tanny, J. 2011. *City of Rogues and Schnorrers: Russia’s Jews and the Myth of Old Odessa.* Bloomington, IN: Indiana University Press.

Continued on page 12

AMERICAN COUNCILS ABROAD

OPPORTUNITIES FOR RESEARCH & LANGUAGE STUDY



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

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- **Summer Russian Language Teachers Program*** - LARGE SCHOLARSHIPS available for university and secondary school teachers of Russian to study abroad in Moscow for six weeks. Graduate students are encouraged to apply. *Application Deadline: March 1st, 2012 (* pending funding from the U.S. Department of Education)*

Immersion Programs for Undergraduate & Graduate Students

- **Advanced Russian Language & Area Studies Program** - Live and study in Moscow, St. Petersburg, or Vladimir for a comprehensive immersion experience in Russian language and culture.
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- **Balkan Language Initiative** - Explore Balkan languages and cultures with programs in Albanian, Bosnian, Macedonian, and Serbian.

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

Technology & Language Learning

*Editor: Ferit Kılıçkaya,
Middle East Technical
University*

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

FLAn: A FREE HYPERMEDIA EDITOR to CREATE FOREIGN LANGUAGE LEARNING UNITS

Hypermedia annotation is a technique used to improve foreign language reading and vocabulary learning through glossing words and providing meanings in different contexts such as visual, textual or auditory and forms such as pictures, videos, sound and text (AbuSeileek, 2008). The results of the current studies conducted on the use of hypermedia annotation on reading and vocabulary learning show that the use of hypermedia annotation helps improve reading and vocabulary (AbuSeileek, 2008; Erçetin, 2010; Kılıçkaya & Krajka, 2010). The meta-analysis conducted by Slimmer (2002) shows the use of glosses significantly aid reading comprehension, although the effect was small. However, some studies show that hypermedia annotation is not beneficial on recall and vocabulary learning (Jacobs, Dufon, & Hong, 1994) and glossing may cause constant interruption of reading, thereby leading to problems in reading comprehension (Sakar & Erçetin, 2005). For further discussion of hypermedia annotation, readers can refer to the study conducted by AbuSeileek (2011).

Foreign Language Annotator (FLAn)

Glossing words is done via special software called multimedia editors. Foreign Language Annotator (FLAn), created by Thibeault (2011), is one of these multimedia editors. FLAn (Foreign Language Annotator), a free hypermedia editor that works on both Macs and PCs, allows instructors to turn static texts into dynamic learning units by attaching information to words and phrases. The information can include text-based information (translation, definition, comments, grammar notes, etc.), digital media (image, audio, and video) or web links. When students read the text in a FLAn unit and click on an unfamiliar word, they see various kinds of information about the word to facilitate comprehension. In addition, FLAn allows teachers to include relevant cultural information and Web links, a global translation, and links to global references such as an online dictionary, grammar review or verb conjugator. Online quizzes and activities based on the text can also be linked directly to the FLAn unit. FLAn includes a tracking feature that allows the instructor to see a record of the student's performance. The record can be printed out or

sent as a text file through email. Both the text and glossary can be printed out as well. *FLAn* is particularly suited for in depth processing of shorter texts such as dialogs, transcripts of short audio or video clips, jokes, poems, song lyrics, and literary passages.

Getting started

FLAn, updated on September 15, 2011, can be downloaded through the following link (<http://www.redhotwords.com/downloads.html>). The PC version is around 8 MB and can be used without installation. After the download is finished, unzip it and follow the following steps:

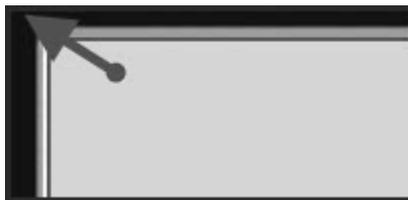
1. Open the FLAn folder and run the file double-clicking on the file "FLAn".
2. When FLAn runs, the following screen will appear (Figure 1).



3. You can either click on NEW to create a unit or OPEN a unit that has been already created. Since we are going to create a unit, we will click on "NEW" and provide a file name for the unit. Then, the following screen will appear (Figure 2).



This screen is actually what the learners will see after the unit is created. First, we have to move to EDIT MODE. Using this mode, we will insert the text and start glossing. In order to start EDIT MODE, hold down the ALT (PC) or OPTION (Mac) key and click on the top invisible button in the upper left corner of the window (Figure 3).



When you move your mouse to the corner, you will see the date of the update with the message “This unit created with FLAn, Copyright 2006-2011 by Thom Thibeault.” A password will be asked for, which is “CALL” or “call” and can be changed in the EDIT MODE.

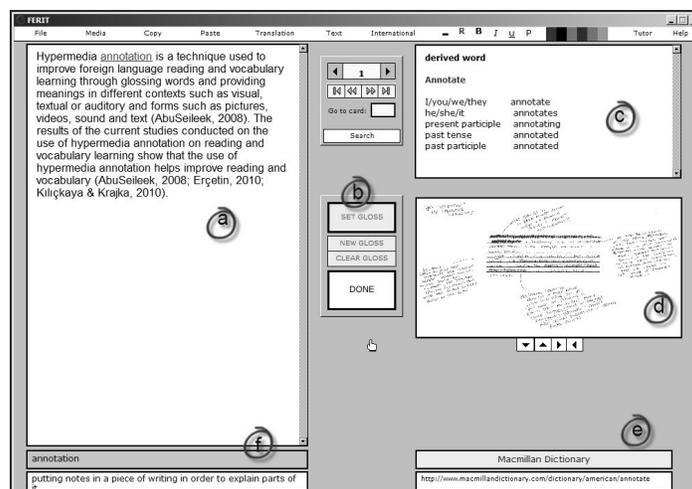
4. In the EDIT MODE, the following menu tab will appear at the top of the screen. Holding down the ALT (PC) or OPTION (Mac) key and clicking on the items, you can access help.



- Text _____ : to change font and size
- File _____ : to save, save as or import the text
- Tools _____ : to paste, edit text or change the password
- Glosses _____ : to gloss or edit glossary
- Media _____ : to add images (JPG, PNG, GIF), videos (QuickTime compatible- MOV, MPEG, MP or audio files⁴) or audio files (MP3, MOV, WAV) QuickTime is required to play the media files (<http://www.apple.com/quicktime/download/>)
- Info _____ : to provide cultural information, translation of the text and references
- International _____ : to insert international characters
- Tutor _____ : to watch the tutorial videos

5. First, we will add a short text. We can do it in two ways. In the first, we can copy a text and paste it into the text area. The second way is preferable, especially if the text is composed of non-Latin characters. Copy the text and save it as PLAIN TEXT. While saving in Notepad (PC) or TextEdit (Mac), do not forget to choose UNICODE (UTF-8). Then, using the FILE >IMPORT on the menu tab, you can import the text into text area.

6. Now we will start glossing. Click on the GLOSSES >GLOSS A new screen will appear, with our text on the left (a) (Figure 5). A word of caution is due here. If you decide to change the text after you have finished glossing, you will have to redo the glossing.



Click on the word that you would like to gloss. It will turn red and be underlined. In (b), click on SET GLOSS. Then, provide any grammatical information in the (c) column. In (d), you can add an image, video or a sound file for the glossed word using the MEDIA on the toolbar. In (e) you can add links to online dictionaries such as Macmillan (<http://www.macmillan-dictionary.com/>) or online verb conjugators such as Verbix (<http://www.verbix.com/languages/>). In (f), you can provide the definitions either in learners' L1 or the target language. In order to gloss another word, click on NEW GLOSS in (b) and follow the same steps.

7. To provide extra materials and translation of the text in learners' L1, the INFO on the menu tab is available. When you click on the INFO, the following options appear:

Translation : to provide a translation of the text in learners' L1

Culture : to provide information and web links about the culture

Reference : to provide further links on grammar or vocabulary.

Quizzes: : to provide links on online quizzes and exercises. Quizzes or exercises available on the web can be used. However, you can also create your own online quizzes using freely available tools on the net such as Quizstar (Kılıçkaya, 2010).

Credits : to provide information about the person or people who created the unit and who helped.

8. In order to add media file to the text, on the main screen, we will click on MEDIA and then choose TEXT AUDIO or VIDEO. Please do not forget that the media files should be copied to the corresponding folder, i.e. images to FLAn_Images.

9. Finally, when all the editing, glossing and adding media files are finished, click FILE > EXIT EDIT on the menu bar. On the next screen, we will see the unit the way the learners will see it. Please remember to save your work from time to time while you are working on your unit and keep each unit in its own folder and the media files in their respective folders (FLAn_Images, FLAn_Audio, FLAn_Video). Before creating a new unit, make a copy of the downloaded FLAn folder and rename it with the title of your unit without spaces.

This is a very quick introduction to FLAn. Please refer to the manual published by Redhotwords.com (2011) for detailed discussion of FLAn.

Evaluation

FLAn, without requiring any installation or programming skills, is a nice tool for language teachers to create hypermedia units with glossing features supported by images, animations, audio and video files to reinforce learners' comprehension of reading and vocabulary acquisition. Learners can work with the created unit at their own pace and independently. However, the preparation of the units will require detailed planning and organization, not to mention the time. Therefore, the success of the created units will depend on language teachers' efforts and enthusiasm.

How to use FLAn with language learners

Language teachers can assign the units as homework or practice outside the classroom. They can create units based on short texts such as poems, dialogues or lyrics. The texts should be short enough to allow learners to have a deeper understanding,

rather than lengthy ones. For beginner learners to feel safe, teachers can gloss every word; however, with advanced learners, texts can be longer and the number of glossed words can be lower.

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Resources

The training materials and a very detailed manual
<http://www.redhotwords.com/authors.html>
http://www.redhotwords.com/docs/FLAn_Manual.pdf

Video clips on FLAn

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Member News

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

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

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

Nancy Condee and Birgit Beumers announce the publication of their edited volume *The Cinema of Alexander Sokurov* (London: I.B.Taurus, 2011). In this, the first English-language book to cover Aleksander Sokurov's oeuvre, leading scholars unravel his

documentaries; his early films and literary adaptations; his trilogy on leaders focusing on the decaying body; his films on passing youth and approaching age; and, of course, "Russian Ark," generally acclaimed as a milestone in cinematography. In this film, the idea of montage is reversed, creating instead the sensation of an uninterrupted flow of time encompassing three centuries of Russia's cultural history - through a single, 90-minute take. The book also includes samples of the major Russian-language studies of Sokurov's films to provide the reader with insight into Russian approaches to Sokurov.

John Givens, Associate Professor of Russian at the University of Rochester, was named Professor of the Year in the Humanities by the UR Student Association (March, 2011) and also received the Goergen Award for Excellence in Undergraduate Teaching in the College of Arts, Sciences and Engineering (October, 2011).

Michael R. Katz, C.V. Starr Professor Emeritus of Russian and East Euro-

pean Studies at Middlebury College, has been awarded a Mellon Emeritus Fellowship for his research on the "Tolstoy Family Story Contest." He is currently translating Sofiya Andreevna's story "Ch'ya vina?" and Lev Lvovich's story "Prelyudia Chopena," both written in response to Leo Tolstoy's controversial "Kreutzer Sonata." He plans to publish all three together with relevant excerpts from diaries, letters, and memoirs.

Mila Shevchenko has joined the Department of Languages and Literatures at University of Denver as a Lecturer of Russian. This academic year she is teaching courses in Intermediate and Advanced Russian, Russian Drama in Russian, Contemporary East European Film, Drama, and Short Fiction, and 19th-century Russian Novel: Society and Identity.

Elizabeth Skomp has been granted tenure and promoted to the rank of Associate Professor in the Russian Department at Sewanee: The University of the South.

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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. How do you explain time expressions? It is all very confusing, why is it “без 15 шесть” but “половина третьего” or “к 15 минутам пятого”. It seems that there are too many rules. I tell the students that they should memorize, but this is an awful explanation.

A. There are two things combined in this question. First, how do you tell time? You have to visualize the traditional clock (and I am aware of the fact that not all teenagers these days know how to read analog time; they are used to digital clocks). The main concept is that as soon as it is no longer exactly some hour on the dot, Russian speakers think of time in terms of the **next** hour. So one always has to be forward looking: пять минут третьего, полтретьего, без пяти минут три. Strictly speaking you can say сорок пять минут третьего, so you could have a unified rule of how many minutes into the hour it has been, but since you are almost there it is more common to say без пятнадцати три or без четверти три. This way you announce how much time is left till the chime of the hour.

Second, how do you use these time expressions in syntactic constructions: by 3 o'clock, before 3 o'clock, at 3 o'clock and so on? In this case one has to memorize the Russian counterparts, к, до, в, and the cases that follow these prepositions (or some other, после, for example). The good thing is that к takes dative whether it is a time expression or motion towards an object, and similarly до takes genitive in all possible cases. So if you have an oblique case that is not accusative, everything that follows the preposition is in that case and the nouns are in the plural:

к трём часам, до четырёх часов, после пяти часов, с двух часов

When we have a direct case (accusative), the case assignment applies to the whole phrase, so the number still governs the noun, and for the numerals 2, 3, and 4 it is still in genitive singular. As a result the phrase looks like nominative with a preposition in front of it: в два часа, за три часа, на четыре часа.

The same rule applies for other numeral expressions:

после двух дней, от двух человек, у пяти углов
за два дня, по два человека, (разделить) на два угла

Q. I have some questions on declension: 1. В каком часу? vs. “мы говорим о часе”; two prepositionals. 2. Plural сёстры. Genitive plural: нет сестёр. What kind of declension is this? 3. Пётр but говорим о Петре. When does ё become е?

A. 1. Only masculine monosyllabic nouns have two prepositionals. The one exception берег is the result of

полногласие, and its old form was similar to German Berg. So historically speaking, it is not an exception. The good thing about the second prepositional case is that as time goes on it has become a lot more consistent for locations, such as на балу, в аду, although some nouns still exhibit fluctuation: в цеху—в цехе. There is more on Prepositional₂ in my forthcoming book.

2. There are two issues here: what is the declension, and hence the ending, where does ё come from? Сестра—сёстры is the II declension, and as most nouns in this declension it takes a zero (∅) ending in genitive plural, just like трав, вод, стен, коров, мам, пап, and so on. This ∅ ending is so strong that despite the dictionaries' suggestion for gen. pl. of тетя — тетей, we hear and we find in print теть more often. In Chekhov's story “Гриша” we find: В этом же новом мире, где солнце режет глаза, столько пап, мам и **теть**, что не знаешь, к кому и подбежать. The word дядя may have resisted longer but it also has suffered the influence of the ∅ ending: A review of a Vampilov's play is called “О превращении в угрюмых дядь и тетей” (<http://ptj.spb.ru/archive/29/voyage-from-spb-29/oprevrashhenii-vugryumyx-dyad-itet/>).

The appearance of a vowel (fill-in vowel, or fleeting vowel) is due to a morphological morphological zero — # (not to be confused with ∅ — zero ending). Historically these were short vowels that disappeared (fell) in weak positions, yet in strong positions they became real vowels. One can view them as black holes: they are not there anymore, but by disappearing they left something behind that allows them to reemerge. The most interesting examples of filling in the morphological zero # in connection to the genitive plural are words like семей, and ружей. In семья we have morphologically сем#j-а. With ∅ ending in genitive plural we get сем#j-∅, so now # has to be replaced by a vowel, in this case e because there are soft vowels around it. Thus we get семей. So in семей we have a ∅ ending, contrary to what we were taught in Russian schools. Similar logic applies to ружей. And many neuter nouns have a ∅ ending as well: зданий, знаний, совещаний and so on.

3. e ~ ё alternation is an interesting one, and it also can be explained only by the history of the Russian language. Sometime in the 13th century (in some areas maybe even in the 12th century), but certainly already in the 14th century, a stressed e>o after a soft consonant but before the hard one. Берёза is a good word to remember in order to remember the rules for the change. Since this change happened on Russian territory, all the high style Church Slavonic words remained the same without undergoing the change. That is why we have крест, but крёстный отец and перекрёсток; перст (finger)

but напёрсток (thimble), падеж but падёж скота (cattle fall). And of course we have alternations of spelled unstressed e, usually pronounced as [i] (standard Russian is known for its иканье and аканье, as opposed to еканье and оканье in some dialects), and stressed [o] after a soft consonant, spelled as ё, except most Russians usually avoid putting the dots.

According to some new finding, it appears that Vorontsova-Dashkova, and not Karamzin, introduced this letter at the very end of the 18th century. Yet poets avoided using ё and the sound [o] in poetry. We find in Lomonosov мест rhyming with звезд:

Сомнений полон ваш ответ
О том, что окрест ближних мест.
Скажите ж, коль пространен свет?
И что малейших дале звезд?
Несведом тварей вам конец?
Скажите ж, коль велик творец?

Krylov mostly observed the change to [o], but occasionally he used [e] for rhyming reasons. The following is from his “Огородник и Философ”:

“И некогда, - соседа был ответ.
Прилежность, навик, руки:
Вот все мои тут и науки,
Мне Бог и с ними хлеб дает”.-

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Recent Publications Continued

Continued from page 4

Zubok, V. 2011. *Zhivago's Children: The Last Russian Intelligentsia*. Cambridge, MA: Belknap Press of Harvard University Press.

Economics

Hilton, M. L. 2011. *Selling to the Masses: Retailing in Russia, 1880-1930*. Pittsburgh, PA: Pittsburgh University Press.

Film Studies

Beumers, B., & Condee, N. (Eds.). 2011. *The Cinema of Alexander Sokurov*. I. B. Tauris.

History

Clark, K. 2011. *Moscow, the Fourth Rome: Stalinism, Cosmopolitanism, and the Evolution of Soviet Culture, 1931-1941*. Cambridge, MA: Harvard University Press.

David-Fox, M. 2011. *Showcasing the Great Experiment: Cultural Diplomacy and Western Visitors to the Soviet Union, 1921-1941*. Oxford, UK: Oxford University Press.

Deutsch, N. 2011. *The Jewish Dark Continent: Life and Death in the Russian Pale of Settlement*. Cambridge, MA: Harvard University Press.

Continued on page 18

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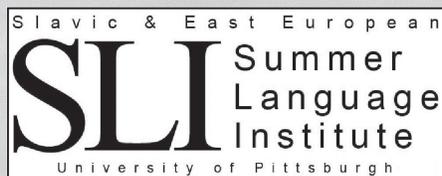
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Cross-Cultural Communication

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

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

Many features of one's character and patterns of behavior are laid down in childhood. This applies to Russians as well. So, for example, a good Russian mother gives her child clear directions from the beginning regarding 'Dos and Don'ts' – «можно» or «нельзя» – leaving the child no question as to what is right or wrong. She makes her meaning clear when she says «не ходи туда» or «иди сюда». But whenever a child bursts out crying, a good Russian mother might 'give in' and allow the child to do what had been forbidden just a few minutes ago. Hence, Russian children unconsciously learn that there are lots of things that are initially prohibited, but can still be obtained if one uses other means. This pattern of behavior often carries over into adult life. So, for example, seizing the idea of «евроремонт», some Russians might use any and all means to get the necessary documents for modernizing their apartments and they ultimately receive all allowances even in spite of the fact that some of their renovations might be dangerous to implement – «нельзя, но если очень хочется, то можно».

If the children are naughty, some parents might punish them without giving any explanation of why their behavior

is not acceptable, nor of the consequences of their 'bad' behavior. Later on, when children start going to school and receive bad marks, parents most commonly punish them without knowing the reason behind their bad marks: It might be due to the fact that it is difficult to learn a particular subject or a child might not get along with a teacher. Again children unconsciously learn that they may continue misbehaving or getting bad marks, but the most important thing is nobody should find out or catch them in the act. This pattern of behavior is also projected onto adult life. Some employees are afraid to notify a supervisor about any issues that come up during work. Many Russians tend not to say whether anything has gone wrong until it becomes evident then nothing can be fixed and the reason for the failure should be revealed. This might be a challenge in dealing with Russians, because many western partners believe that one should immediately report all the issues in order to enable a decision on the current situation to be made through joint efforts.

This feature of the Russian mentality should be integrated to some degree into Russian language classes, especially at the advanced level.

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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.

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The 2012 AATSEEL Conference will take place on January 5-8, 2012 at the Hyatt Regency Bellevue on Seattle's Eastside.

The Annual Conference of AATSEEL, the American Association of Teachers of Slavic and East European Languages is held on the first Thursday-Sunday following January 2 of each year. In 2013, the AATSEEL Conference will be held on January 3-6 in Boston, Massachusetts.

The AATSEEL Conference is held concurrently with the meeting of the Modern Language Association.

Visit The AATSEEL website for more information:

<http://www.aatseel.org>

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

Jonathan Weber is a Program Officer at the Rule of Law Initiative, a public service project of the American Bar Association (ABA ROLI). In this capacity, he manages grant-funded programs that promote the rule of law in Central Asia. He is based in Washington, D.C., where he interfaces with donors (primarily the U.S. State Department), communicates closely with field offices, and manages the finances of the grants. His other duties include writing reports on current programming and program design/proposal writing.

At what point did you become interested in Russian culture and language?

My grandfather on my mother's side is Ukranian. The family traces its roots to a village near Ternopol in western Ukraine, but he was born in New York City. Despite being born in the States, his first language was Ukrainian and he didn't start to learn English until he was six or seven.

My grandfather has always been proud of his Slavic heritage and wanted to maintain a connection with the region and its people. My grandparents visited Russia and Ukraine in the 1960s and then again during perestroika in the 1980s, and brought back souvenirs and stories. As a result, the grandkids were exposed to Slavic culture at an early age. I was fortunate to attend a high school that offered Russian courses, and that's when I began to study the language.

Did you think then that your interest would last long? Did you deliberately pursue your interest?

I'm ashamed to say that I was a very poor student of Russian in high school. I fell behind after the first year or so and then was playing catch-up (unsuccessfully). After high school, I tried to enroll in Spanish to meet my college language

requirement, but thankfully all of the Spanish classes were completely full, and I decided to give Russian another try. The more structured and demanding college courses forced me to buckle down on vocabulary and grammar, and I began to realize that maybe I did have some aptitude for the language. Though I couldn't have imagined doing so at the end of high school, I ultimately declared Russian as one of my majors.

How often do you use Russian at work? Can you always predict when Russian will come in handy?

I use my Russian regularly on the job. I correspond with our field offices via email and phone, sometimes in Russian. My job also requires travel to the region, during which we typically conduct meetings with partner organizations in Russian. One of our programs also includes a study tour to the U.S. for members of the Tajikistani legal community. During the two weeks of the study tour, I helped shepherd the sixteen participants through Washington, D.C., and Boise, Idaho.

What is the most interesting/challenging/rewarding part of your job?

None of the participants in the above-mentioned study tour spoke English, so that was certainly a challenging situation. I can honestly say that interacting with the beneficiaries of our programs is the most interesting and rewarding part of my job. People from Russian-speaking countries are always surprised and pleased when they meet foreigners who speak their language. In my field (international development), it not only enables a clearer line of communication, but it also creates a platform of mutual respect.

*Editor: Katya Jordan,
University of Virginia*

Describe your experience in a Russian speaking country. What do you wish you had known before going there?

I spent a semester abroad during my third year of college in St. Petersburg, Russia. After college, I was lucky enough to be accepted to the yearlong National Language Flagship program, also in St. Petersburg. It was wonderful; the city is beautiful and the people were incredibly hospitable.

There's a lot to know about living in a foreign country. Even if you love it, you'll have some degree of culture shock, and there will be challenges. I had prepared myself on the language-learning front as best as I could, but nothing can prepare you for the inherent stresses of such a big change of environment. Heck, it was the first time I'd ever lived in a big city! So folks who are thinking about living abroad long term for the first time need to remind themselves that there may be ups and downs.

What would be your advice to those who are considering making an educational/cultural exchange trip to a Russian speaking country?

I would say they should jump in with both feet—they'll never regret it. My time in Russia was one of the most important experiences I've ever had. Try to learn as much of the language as you can before you go, and cut yourself some breaks if you're feeling down or frustrated. Living abroad can be intense, but it will almost certainly be one of the greatest experiences in one's life.

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

Again, I would say "go for it." Russian remains a relatively uncommon second language and will be in high

demand for years to come. I reflected recently on the job offers I've received, and I really believe that my fluency in Russian has played a primary role in securing internships and jobs. Even if you won't be using Russian on a regular basis, I found that many workplaces like knowing that there's someone on staff who can help out with the occasional translation or accompany a Russian-language visitor around town.

Also, there are plenty of ways to get to Russia on the cheap. If you do some digging around you can find grants and scholarships to study in Russia, or you can take up an English teaching position (although be careful about English teaching, because some organizations are more legitimate than others. I know some people who had bad experiences). Basically, do your homework and you can find a way to make it happen.

What advice would you give to those with Russian interests who are looking for employment? How can they make their interests useful either in the U.S. or abroad?

I work in Washington, D.C., which is the de facto destination for young professionals looking to work in international development/affairs/studies. There are plenty of opportunities for Russian speakers to land a job at government and nongovernment organizations. Given the current budgetary situation in the capital, however, it's all about pounding the pavement and meeting as many people in informational interviews as you can. For introductory positions at NGOs, a large part of the hiring process is just getting your resume in front of someone's eyes so they can learn about your great Russian skills. Government positions can be a bit harder to come by, simply because of bureaucratic hurdles, but there are mechanisms by which one can be hired swiftly if there is interest. Again, it's probably a matter of meeting with people and learning about the ins and outs.

Russian really is a fantastic asset to have. It's a rare enough language that you don't get lost in a sea of Spanish-speaking job applicants, but it's also not so narrow that you're tying yourself to

one country. Russian skills can make you an attractive candidate at organizations working in Eastern Europe, the Caucasus, Central Asia, and even the Far East.

Do you use Russian outside of your professional sphere?

Aside from my continuing interest in Russian literature and culture, I do get the opportunity to speak Russian with friends from time to time. There are also many Russian speakers at the office with whom to converse.

How has your understanding of Russian culture changed over the years? What was instrumental in bringing about this change?

I must say that I didn't have a very strong background in Russian history when I first lived in St. Petersburg, but that all changed on a dime once I was there. So many of Russia's transformative events happened in St. Petersburg that I had a period when I was just "downloading" history while touring the city.

There is a stereotypical portrayal of Russians as cold-natured. Anyone who has been to Russia knows that it couldn't be farther from the truth. Honestly, I was impressed again and again by the warmth and hospitality offered to me as a visitor. It's something I haven't come across again since.

UWM Announces Summer Study in Poland

The University of Wisconsin-Milwaukee announces its 2012 annual Summer Study program in Poland at the John Paul II Catholic University of Lublin.

The five-week Polish language course (July 7-August 13) includes 100 hours of instruction at beginning, intermediate or advanced levels, plus lectures of Polish culture and sightseeing. Cost estimate: \$2,703, 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, four, five, six, seven, and eight-week courses as well as two, three, four, five, six, seven, eight-week intensive and highly intensive courses of Polish language in July and August.

For information and application materials contact

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PSYCHOLOGY OF LANGUAGE LEARNING

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

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

Learning Language While Viewing Russian Film

Alifa A. Rakova
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Films have played a role in Russian language courses for many years now. Research supports effective teaching with films; moreover, the vast majority of knowledge gained by adults (75%) is learned through seeing, 13% through hearing and 12% through the other senses (Laird, 1985). The inclusion of films in language courses has become a very effective learning tool to improve pronunciation and intonation, to expand vocabulary, to master grammar, and to learn about Russian culture and traditions. Both audio and visual components of films are motivating factors for our students, especially when combined with the emotional power of film. Films have proven to be a very effective way of gaining and maintaining students' attention (Walsh and Reese, 1995).

However, in our language classes we cannot just turn films on and expect that our students will learn from them. On the contrary, if the appropriate preparatory work has not been done, film viewing, as we all know, can be a very stressful experience.

Teachers need to select not only good films but films with language that will be useful to learn the difference between standard language and slang, the language of bureaucrats and the everyday language of common people, urban and rural language, etc. Most helpful is to transcribe and gloss films and to allow students to work with the glossed transcripts as well as accompanying language exercises. Sometimes (depending on the film) students read

the first pages of a transcript, learn new vocabulary, etc., even before they start viewing a given film. Advanced-level students learn not only how/what to watch and to listen for, but how to "get it right" based not only on what they see and hear. This experience may cause some psychological discomfort, on the order of: «Все слова понимаю, а в чём суть дела – не понимаю».

For example, one of four films for viewing in my Advanced Russian course is «Ребро Адама». One of the fundamental questions students need to answer in viewing this film is how Nina treats her respective daughters. At first students think that since Nina employs a lot of words with diminutive suffixes in addressing her oldest daughter, while using slang and harsh language with her youngest daughter, the answer is obvious: she likes Lida (the oldest) much more than Nastya (the youngest). Then students do more preparatory language work where Nina's language is presented in comparison with three characters: her mother and her two daughters. With her mother: *мамулечка, желудочек, молочко*; but when Nina is angry: *опусти ручонку-то, черт тебя подери совсем, ты мне всю жизнь покалечила*; then back again: *мамуленька, прости, мы живем замечательно*, etc. Nina with Lida: *Лидунечка, красавица ты моя, моя маленькая, моё солнышко, кто тебя обидел*, etc. Nina with Nastya: *Настюха, какой стержозный ребенок, не ори на мать, не твое собачье дело, как корова ходишь*, etc. Students draw their own conclusion: Nina loves her mother but harbors some deep anger toward her; nevertheless she uses affectionate forms (*молочко, печеньеце*), trying to show her love to the mother. Students relate to Nina's guilt trip and how she switches

*Editor: Valery Belyanin
(Kaluga State University)*

from anger to affectionate language out of a sense of guilt.

Initially, what students don't understand is why Nina doesn't like Nastya; she is, after all, the baby of the family (in class discussions students frequently intersperse comments about their own families, compare their own experiences of favoritism or a lack thereof). And that's a good starting point for learning because students begin paying closer attention to all three characters and the dynamics of their relationships. As a result they move toward the view that maybe Nina, as a mother, doesn't want to repeat mistakes that she made while raising the older daughter Lida; perhaps she wants Nastya to become more pragmatic, stronger and independent.

Students gain more sympathy toward the younger daughter who becomes pregnant at 15 when compared to Lida whose lover went on vacation with another woman; they generally think that Nina's reaction should be the opposite – to shame Lida but to comfort Nastya. As a rule, topics of parent-children relationships are very interesting in the classroom: students are very motivated to talk about them (and to write compositions). What they also learn from watching Nina's relationships with her daughters is related to specifics of Russian colloquial speech, e.g. expressive word-formation. A variety of suffixes are introduced in viewing the film and students are taught to recognize words marked by them: *толстуха, здоровяга, глупыш, малыш, слабак, папуля*, etc. It helps our students understand the language of films better when language preparatory work includes exercises on expressive word-formation, which in Russian is built around the concept that «основной массив экспрессивных производных наделён оттенком сниженности и употребляются лишь при таких отношениях между говорящими, которые характеризуются особой близостью

и допускают фамильярность» (Земская, 1987). *

Students experience a sense of satisfaction gained not only through film viewing, but in learning something really important and different from their own language and culture.

*"the basic mass of expressive derivative words imparts a shade of lowering; they are used only when relations between speakers are characterized by a special closeness which assumes a certain familiarity."

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Recent Publications Continued

Continued from page 12

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Continued on page 25

THE ARIZONA CRITICAL LANGUAGES INSTITUTE

7 WEEKS INTENSIVE STUDY AT ARIZONA STATE PLUS 4 WEEKS OPTIONAL STUDY OVERSEAS

June 4 – July 20, 2012

July 23 – Aug. 17, 2012

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| UZBEK | SAMARKAND |

8 semester credits 3 semester credits

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<http://cli.asu.edu>

Application Deadline: March 2, 2012

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ASU THE MELIKIAN CENTER:
Russian, Eurasian & East European Studies
ARIZONA STATE UNIVERSITY

Phone: 480-965-4188
cli@asu.edu
<http://cli.asu.edu>

Summer 2012 STUDY IN RUSSIA

GET OFF THE BEATEN PATH AND EXPERIENCE RUSSIA ON THE 23RD ANNUAL RUSSIAN LANGUAGE STUDY TOUR! You'll attend language classes at the Karelian Pedagogical Academy in Petrozavodsk and explore the amazing culture and landscape of northern Russia through excursions in Karelia and visits to St. Petersburg and Moscow. Three levels of language instruction from novice to intermediate. No previous knowledge of Russian is necessary!



FOR MORE INFORMATION, CONTACT:

Professor Karen Rosenflanz

Telephone: 218.625.4487 • 800.447.5444 • E-mail krosenflanz@css.edu

or visit go.css.edu/russia



The College of
St. Scholastica

DOMESTIC SUMMER LANGUAGE PROGRAMS

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

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

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

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

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

– Kathleen Evans-Romaine, Arizona State University

Institutions Offering Multiple East-European/Eurasian Languages:

Institution: Arizona State University

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

Study-Abroad: Tirana, Yerevan, Sarajevo, Ohrid, Poznan, Kazan, Dushanbe, Samarkand

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

Credits: 8-13

Tuition/Fees: \$700 for study in Arizona
Study abroad fees vary. See <http://cli.asu.edu> for details.

Ugrad funding: Melikian Scholars Program, International Distinguished Engagement Awards, Project GO for ROTC students

Grad funding: Title VIII Fellowships

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

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

The Arizona State University Critical Languages Institute (CLI) offers integrated summer language and study-abroad programs in 10 languages. Classes run for seven weeks on the ASU campus, then continue overseas for an additional four weeks. Instructors and materials are the same in both locations whenever possible, so that the class, in the words of a former student of Tajik: ‘Finishes chapter 8 on Friday in Arizona and starts chapter 9 on Monday in Tajikistan.’ Students receive between 8 and 13 credits, depending on which components of CLI they sign up for. Students of Tatar

or Advanced Russian have a separate program. They study in Kazan, Russia for 8 weeks and do not come to ASU. Instruction varies by language, but ranges from Elementary to Advanced Mastery.

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

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

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

Institution: CESSI (University of Wisconsin, Madison)

Languages: Kazakh, Tajik, Uyghur, Uzbek

Dates: June 18 - August 10

Credits: 8

Tuition/Fees: \$3,300

Ugrad funding: FLAS

Grad funding: FLAS

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

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

The Central Eurasian Studies Summer Institute (CESSI) offers intensive Central Eurasian language courses alongside a cultural enhancement program which introduces students to the rich world of Central Eurasian history and culture.

The Center for Russia, East Europe and Central Asia (CREECA) at the University of Wisconsin-Madison will host CESSI in the summer of 2012.

In 2012, we expect to have courses from among the following languages: Uyghur, Uzbek, Kazakh, Tajik, Turkmen, Azeri, and possibly others. Please watch the CESSI Web site for updates. These languages serve as gateways to the ancient Islamic civilizations of the Silk Road.

CESSI is a joint initiative of 20 U.S. Department of Education-funded National Resource Centers at 11 U.S. universities, along with Nazarbayev University (Astana, Kazakhstan).

The University of Wisconsin-Madison is an international leader in foreign language instruction. CESSI is but one of several summer language institutes hosted by UW-Madison. For information on other summer language offerings and institutes on our campus, please visit the UW-Madison Language Institute's site: www.languageinstitute.wisc.edu/content/languages_programs/languages_summer_2011.html

For further information about CESSI 2012, please contact Nancy Heingartner, CESSI program coordinator, cessi@creeca.wisc.edu, 608-262-3379.

| | |
|----------------|--|
| Institution: | Indiana University |
| Languages: | Arabic, BCS, Czech, Dari, Georgian, Hungarian, Kazakh, Mongolian, Pashto, Persian, Polish, Romanian, Russian, Tatar, Turkish, Uyghur, Uzbek, Yiddish |
| Dates: | 4 Jun - 27 July |
| Credits: | 6-10 |
| Tuition/Fees: | \$263/hour - \$310/hour |
| Housing: | \$27/day |
| Ugrad funding: | FLAS, Project GO for ROTC students |
| Grad funding: | FLAS, Title VIII; tuition is waived for graduate students in BCS, Czech, Hungarian, and Romanian |
| Website: | http://www.indiana.edu/~swseel/ |
| Contact: | swseel@indiana.edu ; 812-855-2608 |

Intensive language training has been offered at the Bloomington campus of Indiana University since 1950. The 62nd Summer Workshop provides up to 300 participants in Slavic, East European and Central Asian languages the opportunity to complete a full year of college language instruction during an eight-week summer session.

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

deadline is March 1, 2012. Go to www.indiana.edu/~swseel for more details and to apply.

Fellowships and funding are available.

| | |
|---|---|
| Institution: | University of Pittsburgh |
| Program: | Russian and East European Summer Language Institute |
| Languages: | BCS, Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Polish, Russian, Slovak, Turkish, Ukrainian |
| Languages offered with an abroad component: | Russian (Moscow), Czech (Prague), BCS (Montenegro), Poland (Krakow), Hungary (Debrecen), Slovak (Bratislava). |
| Dates: | June 4 – July 13, or July 29, or August 12 (abroad component courses) |
| Credits: | 6, 8 and 10 |
| Tuition/Fees: | \$3,816-\$7,710 |
| Ugrad funding: | Tuition Scholarships, FLAS |
| Grad funding: | Tuition Scholarships, FLAS, ACLS |
| Website: | http://www.slavic.pitt.edu/sli/ |
| Contact: | SLIadmin@pitt.edu ; 412-624-5906 |

University of Pittsburgh offers accredited summer immersion programs in Pittsburgh and/or abroad in Slavic and East European languages.

The Russian Summer Language Program includes an 8-week, 8-credit intensive language option (June 4-July 27, 2012) in beginning, intermediate, advanced, and fourth-year intensive Russian, as well as a 5+5 Pitt-Moscow option with five weeks in Pittsburgh (June 4-July 6) and five weeks in Moscow (July 9-August 10).

The East European Summer Language Program includes six-week intensive programs carrying six credits in Pittsburgh (June 4-July 13) in beginning Bulgarian, Czech, Turkish, Hungarian and Ukrainian; beginning and Intermediate Estonian, Latvian, Lithuanian, Polish and Slovak, as well as beginning through advanced-level Bosnian/Croatian/Serbian, Czech, Polish, as well as programs with four week/four-credit add-on abroad components (July 15-August 10) in Bulgaria, the Czech Republic, Hungary, Poland and Montenegro. In addition a 6-week/6-credit Prague-only Czech immersion course at the intermediate and advanced levels are offered, as well as a 6-week/6-credit Krakow-only advanced Polish immersion course (July 2-August 10). All of the summer language programs consist of five hours per day of instruction and are proficiency based. Scholarships are available (scholarship deadline: March 16, 2012). FLAS fellowships, which cover tuition and provide a stipend, are available for undergraduates and graduate students. 2012 ACLS-funded languages providing tuition for graduate students are Beginning Bosnian/Croatian/Serbian, Lithuanian and Latvian

Institutions Offering Russian:

Institution: **Beloit College**
 Languages: Russian
 Dates: 11 Jun - 5 August
 Credits: 12
 Tuition/Fees: \$4,980
 Housing: \$620/summer
 Meal Plan: \$1,318
 Ugrad funding: Director's Scholarship
 Grad funding: Director's Scholarship
 Website: <http://www.beloit.edu/cls/>
 Contact: cls@beloit.edu; 608-363-2277

The **Center for Language Studies** at Beloit College offers summer intensive language courses in Arabic, Chinese, Japanese, and **Russian** (1st through 4th-year). Eight- and four-week sessions are available. The full eight-week program runs from June 11 through August 5; the four-week program runs from June 11 through July 9. Advantages: personalized instruction, small classes, superb teachers, twelve semester hours of credit, language tables, extracurricular activities, a pleasant summer on a lovely campus in southern Wisconsin with easy access to Madison, Milwaukee, and Chicago. Applications are accepted beginning in October 2011 and continuing until classes are filled. Reading of complete applications and rolling admissions will begin January 1, 2012. CLS Director's scholarships are available to all qualified applicants through April 22, 2012.

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

The Summer Language institute offers eight-week courses in Russian. Students attend classes five days a week, seven and a half hours a day. Listening, speaking, reading, and writing skills are developed in a student-centered environment. Students are expected to attend all classes and evening cultural activities. Individuals who successfully complete the

Institute earn 12 credits, which satisfies the foreign language requirement at the University of Virginia.

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

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

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

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

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

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

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INTERNATIONAL SUMMER LANGUAGE PROGRAMS

Cosmopolitan Educational Center, Novosibirsk, Russia

The major benefits to join our program are as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Dubravushka School

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

Georgia Tech - Moscow, Russia Study Russian in the ever-vibrant city of Moscow!

Nothing impacts your language abilities like time spent in country, living with a Russian family.

We offer:

Seven weeks of intensive Russian courses (minimum 3rd-year level) at the elite Academy of the National Economy under the Government of the Russian Federation.

Course on Contemporary Russia taught in English by top Moscow specialists in International Affairs and Economics. Final paper in Russian based on research in Russian newspapers.

Homestays, including breakfast and dinner.

Cultural program in and around Moscow, site trips to Intel and GE Russia, and overnight trip to the ancient cities of Vladimir and Suzdal.

See the Russian LBAT info at <http://www.modlangs.gatech.edu/lbat/russia> for more details.

Expenses

*Program fee – \$4300 (includes homestay with daily breakfast and dinner, cultural excursions, visa, insurance, ground transportation, books, airport pickup on June 1 or 2). Price excludes tuition and airfare.

Nine credits tuition (out of state students pay in-state tuition and fees plus \$250**)

Non-refundable application fee – \$200

Application deadline – February 15, 2012.

The first installment of the program fee (\$2500) will be due on March 1. The final installment (\$1800) will be due on April 1. Payments are non-refundable

Students are encouraged to apply for financial aid. Georgia Tech students may apply to the Program Director for the Modern Languages' Campoamor scholarship (appr. \$400). Hope scholarship can be applied.

Project Go: ROTC students from Georgia Tech and other participating universities are eligible for a special scholarship to study abroad in Russia. The scholarship can be applied to the LBAT program.

See also the 9-week "Spring Track" program (Russian 1002, 2001 and 2002) offered in Moscow May 28-July 29.

Program descriptions and fees are subject to final approval by educational units and the Office of International Education. Georgia Tech reserves the right to alter or cancel this program due to low enrollment, unavailability of a professor to teach a planned course, or other unforeseen circumstances. Once Georgia Tech has made payments to service providers, or if Georgia Tech cancels the program before departure or while the program is in progress for reasons beyond its control, such as political unrest or danger to participants'

safety, only those fees that Georgia Tech is able to have refunded by service providers will be returned to participants. If a student withdraws from the program, the student will be responsible for the payment of all fees.

*Fee Payment Information: Please adhere to the deadlines stated for the program. Please observe the information in Payment Options to ensure that your payments are processed at the Bursar's Office on time. Fees will be charged to your Oscar account on the due dates. Make sure you make all necessary payments on time in order to avoid a hold on your account. Students expecting financial aid must submit a letter from the Financial Aid Office stating the allocation and date of payments expected. Tuition and student fees are due according to the Registrar's schedule for summer tuition.

Students who (with the Program Director's approval) apply and register for LBAT programs after the deadlines are responsible for Program Fee payments according to the original deadlines at the time of application or at the time of the applicant's acceptance.

**If you are a Non-GT (Transient/Special) student, you are required to submit TWO separate applications to the OIE. Please go to Application Procedures for Transient/Special/Non-Degree Students (Non-GT Students) for details. Please complete your application by February 15.

IQ Consultancy Summer School of the Russian Language

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

great opportunity to soak up the atmosphere of Russian life and culture.

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

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

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

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

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

Вывучайце беларускую мову ў Польшчы!

Study Belarusian in Poland!

Southwestern College
3rd International Summer School of Belarusian Studies
Hajnówka, Poland
July 8-August 5, 2012

The Center for Belarusian Studies at Southwestern College (Winfield,

KS) invites undergraduate and graduate students to participate in its 3rd International Summer School of Belarusian Studies from July 8 to August 5, 2012. The program, co-sponsored by the Poland-based Belarusian Historical Society, will be held at the Belarusian Cultural Center and Belarusian Lyceum in the town of Hajnówka in the Podlasie region of northeastern Poland, an area of great natural beauty and home to Poland's ethnic Belarusian minority — an ideal setting for the study of Belarusian language, history, society and culture, as well as for the study of a broad range of issues relating to cultural diversity and minorities policies in the expanded EU.

PROGRAM

Coursework will include intensive Belarusian language instruction (beginning and intermediate levels and individual advanced-level tutorials) and lectures in English and Belarusian on Belarusian history, literature, contemporary politics and society. The program will also include a regional studies component, with lectures and events focusing on the history, culture and current status of the Belarusian minority in Poland, as well as of the Podlasie region's other ethnic groups, including Poles, Jews, Tatars, Lithuanians, and Russian Old Believers.

FACULTY

The Summer School faculty will include instructors from Białystok University and the Belarusian Lyceum in Hajnówka, as well as visiting instructors from a number of Belarusian universities. Additional guest lectures on Belarusian history, politics, society and culture will be given by leading researchers in the field of Belarusian studies from Europe and North America.

ACCOMMODATIONS

Participants will have a choice of hotel accommodations at the Belarusian Cultural Center, or homestays with Belarusian-speaking families in Hajnówka.

CULTURAL PROGRAM

Coursework will be supplemented by a rich and diverse cultural program, including visits to Belarusian minority cultural organizations and media outlets, meetings with Belarusian writers and artists, films, concerts, and excursions to important sites related to Belarusian culture and the other cultures of the Podlasie region: the city of Białystok, the recently restored Orthodox monastery and Museum of Icons in Supraśl, the Białowieża (Bielawieża) National Park (the largest and ecologically most diverse remnant of the primeval forests of the Northern European plain), the historic town of Bielsk Podlaski, the Holy Mountain of Grabarka (the most important Eastern Orthodox pilgrimage site in Poland), the 17th-century Great Synagogue in Tykocin, the Tatar mosque in Kruszyniany, and the Borderland Center in Sejny, a unique institution dedicated to preserving the rich multicultural heritage of the borderland region and promoting dialogue and mutual understanding between its many ethnic groups and cultures. In mid-July students will also have the opportunity to attend Basovišča, the annual festival of Belarusian rock music organized by the Belarusian Students' Association in the town of Gródek (Haradok) east of Białystok.

OPTIONAL TOUR OF BELARUS AND LITHUANIA

At the end of the program, from August 6-20, students will have the option of traveling to Belarus on a guided tour including Hrodna, Słonim, Navahrudak, Mir, Niašviž, Minsk, Połack, Viciebsk, Mahiloŭ, Pinsk and Brest. The trip will end with a tour of the Lithuanian capital Vilnius, including important sites related to the history of the Grand Duchy of Lithuania and the modern Belarusian national movement.

PROGRAM FEES & FINANCIAL AID

The program cost, including tuition, room, board, cultural program and excursions is \$3,000 (the cost of the optional tour of Belarus and eastern Lithuania at the end of the program will be announced as details become avail-

able). Financial aid from the Center for Belarusian Studies will be available.

CONTACTS

For further information and application materials, please visit the CBS website (<http://belarusiancenter.org/>) or contact the program director, Dr. Curt Woolhiser (cwoolhis@gmail.com). Please note that the deadline for all applications is March 30, 2012.

Center for Belarusian Studies
Southwestern College
100 College St
Winfield, KS 67156 USA
E-mail: james.sheppard@sckans.edu
Phone: 620-229-6227

Recent Publications Continued

Continued from page 18

Literature

- Bartlett, Rosamund. 2011. *Tolstoy: A Russian Life*. NY: Houghton-Mifflin.
- Dobrenko, E., & Tihanov, G. (Eds.). 2011. *A History of Russian Literary Theory and Criticism: The Soviet Age and Beyond*. Pittsburgh, PA: University of Pittsburgh Press.
- Glaser, Amelia. 2011. *Jews and Ukrainians in Russia's Literary Borderlands: From the Shtetl Fair to the Petersburg Bookshop*. Chicago: Northwestern University Press.
- Lapidus, R. 2011. *Jewish Women Writers in the Soviet Union*. London, UK: Routledge.

Military Studies

- Gordon, Y., & Komissarov, D. 2011. *Russian Air Power: Current Organisation and Aircraft of All Russian Air Forces: New Edition*. Ian Allan Publishing.
- McDermott, R. N., Nygren, B., Pallin, C. V., 2011. *The Russian Armed Forces in Transition: Economic, Geopolitical and Institutional Uncertainties*. London, UK: Routledge.

Continued on page 27

AATSEEL Conference

January 5-8, 2012



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.

The 2012 AATSEEL Conference will feature 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.

The 2012 AATSEEL Conference will take place on January 5-8, 2012 at the Hyatt Regency Bellevue on Seattle’s Eastside.

The Annual Conference of AATSEEL, the American Association of Teachers of Slavic and East European Languages is held on the first Thursday-Sunday following January 2 of each year. In 2013, the AATSEEL Conference will be held on January 3-6 in Boston, Massachusetts.

The AATSEEL Conference is held concurrently with the meeting of the Modern Language Association.

Visit The AATSEEL website for more information:

<http://www.aatseel.org>

PROFESSIONAL OPPORTUNITIES

Call for Papers

January 8, 2012

Thirteenth Annual Czech Studies Workshop

at the University of Texas at Austin

The thirteenth Annual Czech Studies Workshop, which will be held at the University of Texas at Austin on April 27-28, 2012, welcomes proposals for papers on Czech topics, broadly defined, in all disciplines. Slovak topics will also be considered.

In the past, our interdisciplinary conference has drawn participants from colleges and universities in the United States and abroad. Areas of interest have included: anthropology, architecture, art, economics, education, film, geography, history, Jewish studies, literature, music, philosophy, politics, religion, and theater. Work in progress is appropriate for our workshop format. Junior faculty and advanced graduate students are particularly encouraged to participate.

Limited funding is available to reimburse participants' travel and accommodation costs.

To submit a proposal for the workshop, please send an abstract of approximately 450 words and your CV to: czechstudies2012@gmail.com Please be sure to include your name, full address, institutional affiliation, daytime telephone and e-mail address. Alternatively, you may send a hard copy of your abstract and personal data to:

Tatjana Lichtenstein
Department of History
The University of Texas at Austin
1 University Avenue B7000
Austin, TX 78712
USA

The firm deadline for receipt of proposals is January 8, 2012. For more information, please contact Tatjana Lichtenstein at tatjana.lichtenstein@mail.utexas.edu

Grants & Fellowships

July 15 Annually

Kluge Center Fellowships for Library of Congress

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

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

Conferences & Workshops

March 9-10, 2012

CLAC Conference

Please save the date for the next CLAC conference: March 9-10, 2012, at the University of Minnesota.

Recent Publications

Continued

Continued from page 25

Olsen, J. A., & Gray, C. S. (Eds.). 2011. *The Practice of Strategy: From Alexander the Great to the Present*. Oxford, UK: Oxford University Press.

Silvers, R. 2011. *The Company They Kept, Volume Two: Writers on Unforgettable Friendships*. NY: New York Review Books.

Political Science

Bronner, S. E. 2011. *Socialism Unbound: Principles, Practices, and Prospects*. NY: Columbia University Press.

Charney, L. H. 2011. *Back Door Channels: The Price of Peace*. Barricade Books.

Fedor, Julie. 2011. *Russia and the Cult of State Security: The Chekist Tradition, From Lenin to Putin*. London, UK: Routledge.

Hallin, D. C., & Mancini, Paolo (Eds.). 2011. *Comparing Media Systems Beyond the Western World*. Cambridge, UK: Cambridge University Press.

McMeekin, S. 2011. *The Russian Origins of the First World War*. Cambridge, MA: Belknap Press of Harvard University Press.

Naimark, N. M. 2001. *Stalin's Genocides*. Princeton, NJ: Princeton University Press.

Popescu, D. 2011. *Political Action in Vaclav Havel's Thought: The Responsibility of Resistance*. Lexington Books.

Taxmini, Gh. 2011. *Revolution and Reform in Russia and Iran: Modernization and Politics in Revolutionary States*. I. B. Tauris.

Religion

Carr, A. W., et al. 2011. *Imprinting the Divine: Byzantine and Russian Icons from The Menil Collection*. Menil.

Luehrmann, S. 2011. *Secularism Soviet Style: Teaching Atheism and Religion in a Volga Republic*. Bloomington, IN: Indiana University Press.

Science

Morgan, C. 2011. *Share History's Highest Stage (NASA SP-2001-4225) - Forerunner to International Space Station (ISS) Operations, Human Side of Successes and Shuttle-Mir: The United States and Russia Accidents on Mir*. Progressive Management.



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MEMBERSHIP RUNS FROM JULY 1, 2011 THROUGH JUNE 30, 2012.

THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2011/2012 DUES THROUGH THE WEB (www.aatseel.org) WITH MASTERCARD OR VISA.

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

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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.)

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| Full page | \$200 | 7 5/8" x 9 3/8" |
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| 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:**

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The **AATSEEL NEWSLETTER**

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