For the first time in many lean years, it may be safe to say that there are signs of returning health in our profession. Despite continued tensions in Russia and Ukraine, and notwithstanding regrettable developments such as the closure by the Russian government of ACTR’s FLEX program (on which see http://www.americancouncils.org/tags/flex), informal reports from programs around the country suggest that there has been a noticeable increase in Russian-language enrollments. I do not know whether enrollments in other Slavic and eastern European languages have also gone up, but one hopes they have at least in Ukrainian, in the handful of institutions where Ukrainian is offered. To those who have followed the job market this year a dramatic increase in openings is also apparent—almost to the point where it looks more like a seller’s than a buyer’s market (modest good news, at last, for recent PhDs in the field). In my own state of California, for example, four of the leading programs (USC, UCLA, Stanford, and UC Berkeley) have tenure-track openings, an event which possibly has never occurred before and for all we know never will again. And, as I noted in the previous issue of this Newsletter, Congress seems poised to commit to a modest increase in funding for Title VI programs.

Is there any way to sustain this, or is it the brief and temporary effect of troubling events in eastern Europe over the past year? Undergraduate and graduate programs in Slavic have the responsibility of preparing knowledgeable experts on these countries, and meet that responsibility admirably with often limited support. AATSEEL will undoubtedly continue to serve the interests of the profession at these advanced levels. But I have come to believe that in the longer term the most effective way for AATSEEL to ensure continued interest in what we teach is to redouble its outreach to pre-college programs. The most reliable recent data on the K-12 situation (numbers of schools and students, by state, at least for instruction in Russian) can be found in a survey conducted by Dan Davidson and Nadra Garas in 2009 for the American Councils for International Education (available in the Russian Language Journal, vol.59, 2009, 3-20); in aggregate, somewhat over 500 schools in the United States offer Russian. This is a small number, and its increase is hampered by the usual (mis)perceptions—that Russian is not “useful,” that students themselves are not interested
Go Beyond Ordinary.

For nearly 40 years, American Councils has conducted comprehensive study abroad programs throughout Russia, Eurasia, and the Balkans for thousands of U.S. participants. From intensive language and cultural immersion to current events, American Councils has a program to advance your education and career.

Russian Language & Cultural Immersion Programs

- ADVANCED RUSSIAN LANGUAGE & AREA STUDIES PROGRAM (RLASP) One of the longest-running and most respected language and cultural immersion programs in Russia, RLASP combines intensive classroom instruction with a wide range of extracurricular activities, including internships and community service, and regional field studies. Programs available in Moscow, Vladimir, St. Petersburg, and now in Almaty, Kazakhstan.

- BUSINESS RUSSIAN LANGUAGE & INTERNSHIP (BRLI) PROGRAM Combining intensive language classes and substantive internships in Moscow or St. Petersburg, BRLI gives students invaluable insight into the Russian workplace and prepares them to use Russian in a professional context.

- RUSSIAN HERITAGE SPEAKERS PROGRAM The Heritage Speakers Program is designed to address the unique challenges faced by students who grew up speaking Russian in the U.S. Through intensive, individualized instruction and cultural immersion activities, the program enables heritage speakers to make rapid gains in speaking, reading, writing, and comprehension skills.

Eurasian and Balkan Language Training

- EURASIAN REGIONAL LANGUAGE PROGRAM (ERLP) ERLP provides high-quality language instruction, specially designed cultural programs, and expert logistical support to participants studying the languages of Central Asia, the South Caucasus, Ukraine, and Moldova – more than a dozen languages in total. All program sites offer highly-individualized instruction, homestays, and structured extracurricular activities.

- BALKAN LANGUAGE INITIATIVE (BLI) Combining highly-individualized academic programming with structured overseas immersion, BLI enables students to make rapid gains in language proficiency and cultural knowledge while living and studying in one of four countries in Southeastern Europe.

Start Your Journey Today.

An electronic application and complete program information – including course listings, dates, pricing, and financial aid – are available via: www.acStudyAbroad.org
in it (a problem at the college level as well: in our consumerist culture, higher education is too often driven by the perceptions of 18-year olds)—and brute realities (limited funding for instruction in such an “inessential” topic). For other Slavic and east European languages the situation is even more dire. The more recent example of the state of Utah, which offers a truly impressive range of languages in its schools, however, holds out some hope—at least if that state’s missionary zeal can be translated to other regions of the country (see for example: http://www.nytimes.com/2013/04/20/us/language-programs-flower-in-utahs-schools.html?_r=0).

What can AATSEEL do? To begin with, together with Dan Davidson and ACTR we will be organizing outreach events to Russian and Slavic K-12 teachers at our 2016 conference in Austin, Texas (which state, by happy coincidence, leads the table with 41 in the 2009 survey for number of schools offering Russian). Such events should become a regular feature of regional and national AATSEEL conferences. In the time-honored tradition of creating a task only in order to hand it off to my successors, I would also like to encourage future AATSEEL executive councils to consider creating materials that could be disseminated to K-12 schools around the country (to lobby not only narrowly for more instruction in Russian and Slavic, but also for “LCTLs”—Less Commonly Taught Languages, also known as anything other than Spanish or, occasionally, French). Using its position as a national organization, AATSEEL could become an articulate and vocal advocate for wider language teaching at the pre-college level. Even if this only means lending our voice to other organizations such as the American Councils for International Education and the Joint National Committee for Languages – National Council for Language and International Studies (JNCL-NCLIS) it may yet accomplish something.

With this I end my contributions here as President and hand things over to my very able successor, Kevin M.F. Platt of the University of Pennsylvania. I have been enormously impressed over the past few years by the number of people who selflessly contribute time and effort to this organization without any material or, as far as I can tell, real-world compensation whatsoever. It is their presence in AATSEEL which gives me hope for the future of this profession.
Letter From The Editor

Dear AATSEEL Members,

I am happy to present to you the December 2014 issue of the AATSEEL Newsletter. I would like to thank our outgoing president, Thomas Seifrid, who has been instrumental in re-envisioning the purpose and design of the Newsletter. It has been a pleasure working with him in bringing pertinent information to our members. Please join me in welcoming Kevin M. F. Platt who begins his two-year term in January. I look forward to seeing many of you at our annual conference in Vancouver.

William Gunn
MiraCosta College
AATSEEL Newsletter Editor

Everything You Always Wanted to Know about Russian Grammar But Were Afraid to Ask

by Alina Israeli

Q: Could you talk about phrases like И не то чтобы это было совсем уж глупо/наивно/безосновательно. Но всё же...

A: If I understand the question correctly, it is the use of чтобы that is puzzling here. This relates to a much larger issue in Russian grammar, which is often omitted by standard grammars: the subjunctive (конъюнктив in Russian). Offord in Modern Russian devotes a small chapter to it (Lesson 56) that discusses mostly НИ clauses (as in кто бы ни) and that has some good semantic subdivisions, but his classification of examples does not always follow them, and he introduces a number of mistakes in his examples. Besides, he does not deal with the type of sentence in the question. Wade in A Comprehensive Russian Grammar also discusses the subjunctive and even has sentences similar to the one in the question. He calls this type hypothesis, which does not seem to be an appropriate label.

The subjunctive is much more common in Russian than in English, which has a few relics of it (God bless, for example, or he demanded that it be opened). But unlike in the Romance languages, in Russian it is not morphological but syntactic. It is rendered by the conjunctions чтобы and бы after question words, which in turn trigger a past tense form (not past tense) in the subordinate clause. The problem is to identify those cases where the subjunctive is appropriate in Russian.

The most common and well-known context of the subjunctive is after verbs of imposition or volition:

Ты останешься в Москве, я хочу, чтобы у нас была нормальная семья, — сказал Спиваков по телефону. [Сати Спивакова. Не всё (2002)]

There are other verbs that behave in the same way: приказать, требовать, велеть, настаивать, сказать, передать and some others. This is the сказать which means 'order, tell (to do something)'.

Но Борис Семёнович сказал, чтобы я не торопилась. [Екатерина Костикова. Наша бронелодка стоит на запасном пути (1997) // «Столица», 1997.05.27]

Сказать, что and передать, что relate to facts and events that have already taken place, while сказать, чтобы and передать, чтобы trigger future events relative to the moment of speech:

Передать, чтобы can also be used in combinations:

Димка просил передать, чтобы вы не беспокоились, он будет писать мне. [Василий Аксенов. Звездный билет // «Юность», 1961]
In the case of настаивать, there are two ways of attaching a clause:

Мама упорно настаивала, чтобы мы её "правильно поняли". [Анатолий Алексин. Раздел имущества (1979)]
Мать настаивала на том, чтобы мы его бросили. [Александр Иличевский. Перс (2009)]

We also find subjunctive after adverbs and impersonal verbs meaning importance and obligation

Вдобавок от меня требуется, чтобы я не только припомнил и рассказал все как было, но и вернулся, так сказать, в себя самого. [Борис Хазанов. Праматерь (2002)]

Должно быть смешно, драматично и немного фантастично. И обязательно, чтобы было интересно смотреть. [Анатолий Эфрос. Профессия: режиссер (1975-1987)]

Очень важно, чтобы апельсин мужчине давала женщина. [Андрей Геласимов. Фокс Малдер похож на свинью (2001)]

We find subjunctive after adverbs and impersonal verbs meaning importance and obligation

We find subjunctive after adverbs and impersonal verbs meaning importance and obligation

В дополнении от меня требуется, чтобы я не только припомнил и рассказал все как было, но и вернулся, так сказать, к себе самому. [Борис Хазанов. Праматерь (2002)]

Должно быть смешно, драматично и немного фантастично. И обязательно, чтобы было интересно смотреть. [Анатолий Эфрос. Профессия: режиссер (1975-1987)]

Очень важно, чтобы апельсин мужчине давала женщина. [Андрей Геласимов. Фокс Малдер похож на свинью (2001)]

Other adverbs include надо, нужно, необходимо; other impersonal verbs include следует and хочется in any tense, mood or aspectual variation wherever such variation exists:

А хотелось бы, чтобы всё сразу и одновременно. [Евгений Гришковец. ОдноврЕмЕнно (2004)]

Constructions expressing absolute negation in the main clause

The goal of this construction is twofold: either to express an absolute zero, or to express an absolute totality. Depending on the meaning of the verb in the second clause, it may or may not be negated.

RNC has thirteen examples of дня не проходило, чтобы, and all of them have a negated verb in the subordinate clause.

И дня не проходило, чтобы к ним кто-нибудь не наведывался. [Артем Тарасов. Миллионер (2004)] (= Каждый день к ним кто-нибудь наведывался.)

Он спрашивает, что такое дело Бейлиса. В моё время не было ребёнка, который бы этого не знал. (И. Грецова. Свежо предание) (= каждый ребенок это знал)

И другие раненые, поднимаясь на койках, смотрели мне вслед — не было ни одного, который не проводил бы меня укоризненным взглядом. [В. А. Каперин. Открытая книга (1949-1956)] (= все провожали меня укоризненным взглядом)

In the next examples, there is only one negative. In this case I suppose one can talk about hypotheticals, particularly from the point of view of English translation:

Когда пришли за мной, не осталось никого, кто бы выступил против. [Освобождение от условностей (блог) (2008)] (= никто не выступил против, потому что никого уже не осталось)— When they came to arrest me, there was no one left who would/could speak up against it.

И не было никого, кто бы сказал ей необходимые, хоть и бесполезные слова, которые говорятся в таких случаях:… [Ирина Безладнова. Такая женщина // «Звезда», 2001] (= никто ей не сказал необходимых слов) — There was no one who would say to her the necessary but useless words that are said in those cases…

In the next example, the author himself gives the interpretation:

Было их не так много и, к сожалению, не было никого, кто мог сесть с Машей за ее столик, то есть не было сверстников. [А. И. Пантелеев. Наша Маша (1966)]

Constructions expressing limited negation in the subordinate clause

This is where the example from the question belongs: ‘Not that it was totally stupid, but…’ , in other words ‘it was sort of stupid’ , ‘very close to being stupid’ or even ‘stupid, but I won’t call it that’ . Or it could mean ‘not stupid, but the outcome was the same, as if he were stupid.’ We find similar examples:

Призвы симпатичного жирафа с рекламных щитов: "Сходи в зоопарк" я не то чтобы игнорировал. Просто как-то всё времени не хватало. [О. Г. Баринов. Зоологический сад // «Первое сентября», 2003] (= хоть я и не игнорировал, но не было времени, а потому не сходил в зоопарк)

Constructions expressing limited negation in the subordinate clause

This is where the example from the question belongs: ‘Not that it was totally stupid, but…’ , in other words ‘it was sort of stupid’ , ‘very close to being stupid’ or even ‘stupid, but I won’t call it that’ . Or it could mean ‘not stupid, but the outcome was the same, as if he were stupid.’ We find similar examples:

Призвы симпатичного жирафа с рекламных щитов: "Сходи в зоопарк" я не то чтобы игнорировал. Просто как-то всё времени не хватало. [О. Г. Баринов. Зоологический сад // «Первое сентября», 2003] (= хоть я и не игнорировал, но не было времени, а потому не сходил в зоопарк)
Even though he did not ignore the sign, the result was the same, as if he did ignore it.

A similar adverbial expression is не так, чтобы (очень):

Любит тут меня один, не так, чтобы очень красивый, но самостоятельный. [И. Гreckova. На испытаниях (1967)] (= он не красивый, но самостоятельный.)

This allows the creation of understatements:

Еды вроде бы было достаточно, но не так чтобы очень. [Фазиль Искандер. Чик чтит обычан (1967)] (= предполагалось, что еды достаточно, но на самом деле это не так)

Often some feature or capacity would be denied; in the following examples, wealth, intelligence or being a husband are denied with appropriate consequences:

Англичане говорят: я не так богат, чтобы покупать дешевые вещи… [А. И. Солженицын. Архипелаг ГУЛаг (1958-1973)] (= я не богат и потому не могу купить дешевые вещи, [инными словами, покупаю дорогие и прочие вещи])

Он не так умен, чтобы играть серьезно. [Юлиан Семенов. Семнадцать мгновений весны (1968)] (= он не умен, и поэтому играет несерьезно)

— Ты мне не муж, чтобы с такими вопросами приставать! [Эльдар Рязанов, Эмий Брагинский. Вокзал для двоих (1983)] (=Ты мне не муж и не можешь задавать такие вопросы.)

Constructions expressing doubt or fear

Most typically these constructions are introduced by the conjunction как бы followed by a verb expressing an action that the subject doubts will occur or fears might occur, usually with the emphatic particle не. For example:

Как бы нам не оскандалиться при публике. [Василий Аксенов. Негатив положительного героя (1996)] (= мы можем оскандалиться при публике, но я этого не хочу)

We often hear как бы не опоздать, как бы не простудиться, in other words, actions that we would rather not take place.

Как бы не подумали, что он одобряет дерзкую выходку своего коллеги против Найденова. [К. М. Станюкович. Жрецы (1897)] (= Он боялся, что могут подумать, что он одобряет дерзкую выходку своего коллеги против Найденова.)

И смотрю — как бы Серёжка с Толиком не перевернули его сумку. [Андрей Гееласимов. Жанна (2001)] (= боюсь, что Серёжка с Толиком могут перевернуть его сумку, но не хочу, чтобы это произошло)

This does not cover absolutely all cases of the subjunctive in Russian, but gives a fair idea of what it is about.

© 2014 by Alina Israeli

Please send questions to: Prof. Alina Israeli, WLC, American University, 4400 Massachusetts Ave. NW, Washington DC 20016-8045; or via e-mail to: aisrael@american.edu
Cross Cultural Communication
Elena Denisova-Schmidt, Editor
(The University of St. Gallen, Switzerland)

Вопросы:
Как Вы думаете, кто живёт в этих домах?
В каком доме хотели бы жить Вы? Почему?

This column deals with cross-cultural issues. Topics covered include teaching culture through language, cross-cultural communication in both business and academic settings as well as current trends in research. Any suggestions are welcomed. Please contact Elena Denisova-Schmidt: elena.denisova-schmidt@unisg.ch
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:
- Full-page $200 7 5/8” x 9 3/8”
- Half-page $150 7 5/8” x 4 5/8”
- Quarter-Page $90 3 5/8” x 4 5/8”
- Column inch $30 Approximately 6 lines

Format: It is preferred that advertisements be submitted as JPEG files (at least 300 DPI). Please contact the editor with formatting questions.

AATSEEL is on FACEBOOK!

Become a fan of the AATSEEL Facebook page. Keep updated on news of the organization and profession, and find other AATSEEL fans.
EduCanon: A Tool for Flipped Language Classrooms

You might have recently heard the term flipped or inverted classroom, which refers to classrooms where students are provided with pre-recorded sessions on the specific topics and classroom time is allocated more to the discussions on these topics covered in the recorded sessions (Berrett, 2012). The very basic idea behind flipped or inverted classrooms is that students need to interact more with the lecturer and their peers to discuss course content, rather than spending classroom time listening to lectures, as Mok (2014) indicates:

In a flipped, or inverted, classroom, things are done the other way round: the teacher “delivers” lectures before class in the form of pre-recorded videos, and spends class time engaging students in learning activities that involve collaboration and interaction. Passive learning activities such as unidirectional lectures are pushed to outside class hours, to be replaced with active learning activities in class (p. 7).

The literature on the benefits of flipped classrooms yields different views and findings. For example, the findings of the study conducted by Findlay-Thompson and Mombourquette (2014) indicate that although students think they have done better in the flipped classroom, quantitative analysis cannot prove it. Another study conducted by Butt (2014) indicates that students have positive responses to the flipped classroom, enabling students to interact more with their lecturers and peers. We can, then, at least say that students have positive attitudes towards the flipped classroom, and they are provided with the opportunity to discuss the topics in class in more detail and to collaborate more with their peers. However, the technical discussion on creating a flipped classroom is of utmost importance. Teachers, willing to create a flipped classroom, should have some basic technical skills and the knowledge of several tools to create videos, edit, upload, and finally making them available to their students, in addition to the basic principles and guidelines of preparation for the flipped classroom (see Hawks, 2014, for the guidelines and see Raths, 2014 to create videos for the flipped classroom).

In the current column, I will briefly introduce EduCanon, an online tool to create and share interactive versions of previously recorded videos for flipped language classrooms, for those concerned about the technical issues of creating videos.

EduCanon

EduCanon is an online tool that can be used to create interactive videos that than be used in your flipped classroom. EduCanon enables teachers to use any videos on YouTube, Vimeo, and TeacherTube and to transform these videos to interactive video lessons.

When you visit https://www.educanon.com/, the homepage will appear, introducing the main features. Click on any image on the homepage or the button on the top of the page, Signup and then select I am an instructor! Complete the form, or alternatively, login using your Gmail or Edmodo account (Please see Kılıçkaya, 2012 for the column on Edmodo).
The whole video appears in this window; however, if we would like our students to see only a part of it, we can crop the video, using the “Crop Video” button at the bottom of the page. In this case, we will use the whole video. The main benefit of *EduCanon* is that we can add questions to our video in various formats.

Of these question types, I have selected “Multiple Choice” and added a multiple choice question at 04:47, which is the time within the video that this question will appear.

When our students come to this point, the video will stop, and the question will appear, which is a good way of checking whether our students have captured the main point discussed in the video. When we are finished with the video, we can click on the “Finish Build” Button, leading to two options: “Back to lessons” and “Assign lesson.”

We may choose “Back to lessons” in order to create more lessons or opt for “Assign lesson” to assign this video to our students. We can create 8 classes and assign different lessons to different classes.

**Evaluation**

I believe that language teachers and students will find this online website useful, especially for listening classes. *EduCanon* proves to be a great Web 2.0 tool for language learners interested in using videos that provide authentic language use for their language classrooms without worrying about the storage and the technical issues.

**Resources**

**Similar Software and Website(s)**

http://ed.ted.com/

**Tools for Creating Videos**

Teachers willing to create their own videos can check the following online websites and software. Please note that some are not free.

- Camtasia Studio http://www.techsmith.com/camtasia.html
- Educreations https://www.educreations.com/
- Jing http://www.techsmith.com/jing.html
- PresentationTube http://presentationtube.com/
- Screencast-0-Matic http://www.screencast-o-matic.com/
- Snagit http://www.techsmith.com/snagit.html

**References**


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

Daugavpils, the second largest city of Latvia, is a unique Russian linguistic enclave within the European Union and a perfect place to study Russian.

The city, located in a rich cultural crossroads, can offer students total immersion in Russian language, culture and history featuring:

- 96% of the population speaking Russian as their native or primary language of communication;
- Personal safety with European living standards and medical care;
- Convenient location for weekend study trips to Russia, Belarus and all Baltic States;
- Customized individual and small group courses in the Russian language, literature, Baltic, Jewish and post-Soviet studies;
- Daugavpils University, providing European ECTS academic credits accepted by most U.S. universities.

No visa required for students from the United States and Canada.

Learn Russian in the European Union

For more information about the “Learn Russian in the EU” language programs, services, and enrollment please contact us at info@learnrussianineu.com

Follow us at www.learnrussianineu.com and facebook.com/LearnRussianInEU
YOU HELP STUDENTS FALL IN LOVE WITH RUSSIA
WE HELP THEM MAKE IT THEIRS

Summer internships in Russia for undergraduates

Work experience
Cultural immersion
All levels of Russian welcome

WWW.CROSSROADSEURASIA.COM

Applications for summer 2015 open in mid-December
5% off the program fee
DISCOUNT CODE: newsletter
Domestic Summer Language Programs

Editor: Kathleen Evans-Romaine (Arizona State University)

AATSEEL compiles information on U.S.-based summer programs in Slavic, East European, and Eurasian languages and cultures. The information below was provided in October 2014 and is subject to change. Please contact programs directly for details and updates. Program directors; send updates for future Newsletters to cli@asu.edu.

Arizona State University

Institution: Arizona State University
Language(s): Albanian, Armenian, BCS, Hebrew, Persian, Polish, Russian, Tatar, Turkish, Uzbek
Location(s): Arizona, Albania, Armenia, Bosnia, Russia, Turkey, Uzbekistan
Eligibility: Undergraduates, graduate students, non-students, working professionals, high-school students. (1) Non-ASU students & Non-US citizens are eligible.
Dates: Vary (See http://cli.asu.edu)
Credits: 4 - 13 (2)
Tuition/Fees: $960 (plus study abroad fees if applicable) (3)
Housing: Available for additional fee
Meals: Available for additional fee
Prof. Testing: Included (4)
Avge class size: 12 for Russian; 5 for all other languages
Size of Program: 150
Funding: Melikian Scholars Awards, ROTC Project GO Scholarships, International Distinguished Engagement Awards
Website: http://cli.asu.edu
Application Site: http://cli.asu.edu/apply_to_cli
Admission Is: Competitive until Jan. 30, then first-come first-served
Contact: cli@asu.edu
Flat Fee: $960 flat fee for 4 to 13 credits (housing, food, study-abroad fees not included)
Study Abroad: Elementary courses include optional study-abroad components. Higher levels are conducted overseas. See http://cli.asu.edu for details.

Footnotes:
(1) Participants under 18 require guardian permission to reside in dorms or participate in study abroad programs.
(2) Number of credits depends on the number of courses and study-abroad programs attended.
(3) Flat fee covers academic fees and co-curricular activities only. Room, board, study-abroad fees are not included.
(4) In-house proficiency intake and exit estimates provided. External assessments available for an additional fee.

Beloit

Institution: Beloit College Center for Language Studies
Language(s): Arabic, Chinese, Japanese, Russian, ESL
Location(s): Beloit, WI
Eligibility: Undergraduates, graduate students, high-school students (1), non-students, working professionals
Dates: June 13-August 7, 2015
Credits: 6-12 semester hours (2)
Tuition/Fees: Varies (3)
Housing: Included
Meals: Included
Prof. Testing: In-house estimates available at no cost
Avge class size: 7
Size of Program: 80
Funding: Scholarships available
Website: www.beloit.edu/cls
Application Site: https://summer.beloit.edu/
Admission Is: Until classes are filled, scholarships competitive (4)
Contact: Dan Perusich, Director of Summer Programs - cls@beloit.edu or 608-363-2373
### Bryn Mawr

**Institution:** Bryn Mawr College Russian Language Institute  
**Language:** Russian  
**Location:** Bryn Mawr, PA  
**Credits:** 1 unit for 4 week program; 2 units for 8 week program  
**Dates:** See website  
**Tuition/Fees:** See website  
**Housing:** See website  
**Meals:** See website  
**Prof Testing:** Available  
**Avg class size:** 5 to 10 students  
**Size of program:** Varies  
**Funding:** RLI scholarship awards  
**Website:** [http://www.brynmawr.edu/russian/rli.htm](http://www.brynmawr.edu/russian/rli.htm)  
**Contact:** Billie Jo Ember, Assistant Director, rli@brynmawr.edu

### Columbia University Russian Practicum

**Institution:** Columbia University  
**Language(s):** Russian  
**Location(s):** New York, NY  
**Eligibility:** undergraduates, graduate students, non-students, professionals, and high-school students  
**Dates:** June 8–July 31, 2015  
**Credits:** 4–8  
**Tuition/Fees:** $3,962 (one session, 4 credits) – $7,384 (two sessions, 8 credits)  
**Housing:** Not included in fee; on-campus housing available  
**Meals:** Not included  
**Prof Testing:** Provided  
**Avg class size:** 7  
**Size of Program:** 30  
**Funding:** None  
**Website:** [http://www.ce.columbia.edu/summer](http://www.ce.columbia.edu/summer)  
**App. Deadline:** Late May, 2015  
**Contact:** Dr. Alla Smyslova as2157@columbia.edu

### CESSI University of Wisconsin-Madison

**Institution:** University of Wisconsin-Madison  
**Language(s):** Kazakh, Tajik, Uygur, Uzbek (other Central Eurasian Turkic languages with sufficient student demand)  
**Location(s):** Madison, WI  
**Eligibility:** undergraduates, graduate students, non-students, professionals, and high-school students  
**Dates:** June 15-August 7, 2015  
**Credits:** 6 - 10  
**Tuition/Fees:** See [http://www.indiana.edu/~swseel/](http://www.indiana.edu/~swseel/)  
**Housing:** Special rates for on-campus housing (optional) (2)  
**Meals:** Meal plans available through Residential Programs and Services (http://rps.indiana.edu)  
**Prof Testing:** Pre- and post-testing; placement testing for languages with more than one level  
**Avg class size:** 10  

### Indiana University

**Institution:** Indiana University  
**Language(s):** Arabic, Mongolian, Persian, Russian, Swahili, Turkish, and more (see website)  
**Location(s):** Bloomington, Indiana  
**Eligibility:** Undergraduate and graduate students, non-students, professionals, military/government. Non-IU students, non-US citizens, incoming freshmen, and high school seniors eligible.  
**Dates:** June 8-July 31, 2015 (All levels of Arabic and first-year Russian begin June 1). (1)  
**Credits:** 6 - 10  
**Tuition/Fees:** See [http://www.indiana.edu/~swseel/](http://www.indiana.edu/~swseel/)  
**Housing:** Special rates for on-campus housing (optional) (2)  
**Meals:** Meal plans available through Residential Programs and Services (http://rps.indiana.edu)  
**Prof Testing:** Pre- and post-testing; placement testing for languages with more than one level  
**Avg class size:** 10
Monterey Institute of International Studies

Institution: Monterey Institute of International Studies
Language(s): Russian
Location(s): Monterey, CA
Eligibility: At least 18 years old.
Dates: (tentative) June 15, 2015 – August 7, 2015
Credits: 8
Tuition/Fees: $3,950
Housing: Not included
Meals: Not included
Pro Testing: Placement testing
Avg class size: 8 - 10
Size of Program: 130
Funding: Scholarships
Website: go.miis.edu/silp
App. Deadline: April 15, 2015; early bird discounted deadline: March 1
Application Site: go.miis.edu/applysilp
Admission Is: first-come, first-served
Contact: Alisyn Gruener, Enrollment Marketing Manager / 460 Pierce Street, Monterey, CA 93940 / Telephone: 831.647.4115 / Fax: 831.647.3534 / Email: languages@miis.edu

University of California at Los Angeles

Institution: UCLA Department of Slavic, East European and Eurasian Languages and Cultures
Language(s): Russian, Romanian, Bosnian/Serbian/Croatian
Location(s): Los Angeles
Eligibility: College and university students, high school graduates, high school students entering grades 10-12, and adult learners are eligible
Dates: June 22 – July 31 (Russian June 22 – Aug 14)
Credits: 12 Units
Tuition/Fees: See http://www.summer.ucla.edu/ after January 2015
Housing: Not included (1)
Meals: Not included
Pro Testing: Not included
Avg class size: 10-20
Size of Program: N/A
Funding: N/A
Website: http://www.slavic.ucla.edu/summer-programs.html

Middlebury College

Institution: Kathryn Wasserman Davis School of Russian at Middlebury College
Language(s): Russian
Location(s): Middlebury, VT
Eligibility: Undergraduates, graduate students, recent graduates, professionals
Non-US citizens are eligible
Dates: June 19 - August 14 (8-week undergraduate session)
June 30 - August 14 (6-week graduate session)
Credits: 12 semester hours (8-week undergraduate session)
9 semester hours (6-week graduate session)
Tuition/Fees: $10,920 (8-week session)
$8,410 (6-week grad session)
Housing: Included
Meals: Included
Prof Testing: Included
Avg class size: 7
Size of Program: 170
Funding: Need-based financial aid and merit-based scholarships
Website: http://www.middlebury.edu/ls/russian
App. Deadline: Rolling admissions
Application Site: http://www.middlebury.edu/ls/apply/russian
Admission Is: Competitive for financial aid
Contact: schoolofrussian@middlebury.edu
Special Features: • 24/7 Immersion – Language Pledge®
• Degree Programs – Graduate courses can lead to MA or DML degree in Russian.
• Rich and diverse cultural program
• Russian for Teachers – Hosted 2-week Startalk Institute for Teachers of Russian
• Alumni Program – Piloting 1-week program for graduate alumni in 2015

Footnotes:
(1) Summer session dates subject to change by University Registrar.
(2) On-campus housing organized by language.
App. Deadline: N/A
Application Site: https://www.summer.ucla.edu/register/register.cfm
Admission Is: Open
Contact: Asiroh Cham at asiroh@humnet.ucla.edu or 310-825-3856 or http://www.summer.ucla.edu/contactus.htm

Footnotes:
(1) On-campus housing and meal plans available.

University of Chicago
Institution: University of Chicago
Language(s): Russian, Georgian, Bosnian-Serbian-Croatian
Location(s): Chicago
Eligibility: Undergraduates, graduate students, non-students, professionals, high-school students are eligible, non-U Chicago students are eligible, non-US citizen are eligible.
Dates: June 22-August 29, 2015
Credits: varies (1)
Tuition/Fees: $3225 (2)
Housing: not included
Meals: not included
Pro Testing: In-house testing available
Avg class size: 8 (Russian), 5-6 (Georgian and BCS)
Size of Program: 200
Funding: TBD
Website: http://summerlanguages.uchicago.edu
App. Deadline: March 31, 2015
Application Site: www.lsa.umich.edu/sli
Admission Is: n/a
Contact: summerlanguages@uchicago.edu

Footnotes:
(1) Application procedures vary for UM students and external participants.
(2) Two options are available: for-credit and not-for-credit; tuition and/or fees vary based on option chosen.
(3) FLAS Fellowship applications due February 1.

University of Pittsburgh
Institution: University of Pittsburgh Summer Language Institute
Language(s): Arabic, Bosnian/Croatian/Serbian, Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Persian, Polish, Russian, Slovak, Turkish, Ukrainian
Location(s): Pittsburgh; Bratislava; Debrecen; Narva; Krakow; Moscow, Podgorica, Sofia
Eligibility: Undergraduates, graduate students, non-students, professionals, high school students are eligible (1).
Non-Pitt students are eligible. Non-US citizens are eligible.
Dates: Vary (See website). Most programs begin June 8, 2015.
Credits: 6-10 (2)
Tuition/Fees: From $4,218 to $8,330. See www.sli.pitt.edu for details
Housing: Not included for Pittsburgh programs; included for abroad programs
Meals: Not included
Pro Testing: Included
Avg class size: 12 (Russian); 7 (all other languages)
Size of Program: 130
Funding: FLAS Fellowships (NDEA); European Union Center Scholarships; Croatian Endowment Scholarships; Project GO Scholarships, SLI Scholarships; CREES Scholarships; Lithuanian Scholarships, BALSSI Scholarships.
Website: www.sli.pitt.edu
App. Deadline: February 1, 2015 for Project GO; March 6, 2015 for abroad programs and all other scholarships; rolling applications after March 6.
University of Virginia

Institution: University of Virginia Summer Language Institute

Language(s): Spanish, Italian, French, Russian, German, Hebrew, Arabic, Chinese, Tibetan, Latin

Location(s): University of Virginia, Charlottesville, VA

Eligibility: Undergraduates, graduate students, non-students, professionals, rising juniors and seniors in high-school. Non-UVA students are eligible. Non-US citizens are eligible

Dates: June 15-August 8, 2014

Credits: 8-12 credits (1) Non-credit option also available (2)

Tuition/Fees: Varies by program. See website for details: http://www.virginia.edu/summer/SLI/

Housing: Not included. Housing for high school students is available on a limited basis.

Meals: Not included

Avg class size: 10-15

Size of Program: 170 students

Funding: Project GO (ROTC only)

Website: http://slavic.lss.wisc.edu/new_web/?q=node/278 (2014 data. 2015 data pending)


Application Site: http://slavic.lss.wisc.edu/new_web/?q=node/278 (2014 data. 2015 data pending)

Admissions: first-come/first-served

Contact: Dr. Anna Tumarkin, Slavic Department, atumarki@wisc.edu; or Prof. Karen Evans-Romaine, Slavic Department, evansromaine@wisc.edu; Slavic Department office: 608-262-3498

Special Features:
- Arabic level 2 offers instruction in both classical and colloquial.
- With the exception of Chinese and Arabic, all SLI programs teach the equivalent of TWO ACADEMIC YEARS in one summer, earning 12 credits.

Footnotes:
1. High school students with parent/guardian permission. Students must be 18 or older to participate in abroad programs.
2. Number of credits varies by program, both in Pittsburgh and abroad. See website for details.
3. Plus abroad fees for study abroad programs
4. SLI provides in-house proficiency estimates for some programs, and formal Oral Proficiency Interviews for Russian, Bosnian/Croatian/Serbian and Arabic.

University of Wisconsin – Madison

Institution: University of Wisconsin – Madison

Language(s): Russian

Location(s): Madison, WI

Eligibility: Undergraduate, Graduate, Working Professionals

Dates: June 15 - August 7, 2015 (tentative)

Credits: 8

Tuition/Fees: UW tuition/fees, $2,885 (in-state) to $7,000 (out-of-state)

Housing: Not included

Meals: Not included

Prof Testing: Not included

Avg class size: 10

Size of Program: 30

Funding: Project GO (ROTC only)

Website: http://slavic.lss.wisc.edu/new_web/?q=node/278 (2014 data. 2015 data pending)


Application Site: http://slavic.lss.wisc.edu/new_web/?q=node/278 (2014 data. 2015 data pending)

Admissions: first-come/first-served

Contact: Dr. Anna Tumarkin, Slavic Department, atumarki@wisc.edu; or Prof. Karen Evans-Romaine, Slavic Department, evansromaine@wisc.edu; Slavic Department office: 608-262-3498

Special Features:
- With the exception of Chinese and Arabic, all SLI programs teach the equivalent of TWO ACADEMIC YEARS in one summer, earning 12 credits.

Yale University

Institution: Yale University

Language(s): Russian (2nd and 3rd year)

Location(s): 3 weeks at Yale and 5 weeks in St. Petersburg

Eligibility: Prerequisite: 2 semesters of Russian, 18 years or older

Dates: June 1 - July 27, 2015

Credits: 4 Yale Credits (=4 one semester courses)

Tuition/Fees: $7,200 (in 2014)

Housing: Not included at Yale; homestays in Petersburg

Meals: Not included at Yale; homestays in Petersburg
YIVO Institute for Jewish Research/ Bard College

Institution: YIVO Institute For Jewish Research/ Bard College
Language(s): Yiddish

Location(s): New York, NY
Eligibility: Undergraduates, graduate students, non-students, professionals, post-professionals, high school students are eligible
Dates: Late June through early August – see website for exact dates.
Credits: 5 (through Bard College)
Tuition/Fees: $6,000
Housing: Not included
Meals: Not included
Prof Testing: Included
Avg class size: 8-10
Size of Program: 40
Funding: Tuition waivers, scholarships for East European students.
Website: http://yivo.bard.edu/summer/
App. Deadline: March 6, 2015 if requesting tuition assistance; April 1 all other applicants
Application Site: http://bard.slideroom.com
Admission Is: Competitive
Contact: Leah Falk, Programs Coordinator lfalk@yivo.cjh.org 212-294-8301
Recent Publications

Carmen Finashina (Northwestern University)

Art

Cinema


Culture


Ethnic Studies

History


Literature


Philosophy
**Member News**

**Editor: Colleen Lucey (University of Wisconsin, Madison)**

AATSEEL enjoys keeping 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 Colleen Lucey (clucey@wisc.edu).

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

**Leonard Babby**, Emeritus Professor at Princeton University, announces that his 2009 Cambridge University Press book *The Syntax of Argument Structure*, which is a new theory of the relation between argument structure and syntax and based almost exclusively on Russian data, has been translated into Russian and recently published by the Sankt-Peterburg University Press in 2014. The Russian title is *Sintaksis Argumentnoj Struktury*.

We are happy to announce that **Ellen Elias-Bursac**'s (Independent Scholar and Translator) new book, *Translating Evidence and Interpreting Testimony at a War Crimes Tribunal: Working in a Tug-of-War* will be out with Palgrave Macmillan in February 2015.

Congratulations to **Nancy Condee** (Slavic and Film Studies, University of Pittsburgh), inaugural director of Pitt's Global Studies Center (GSC), who received notice that the Center has been successful in the most recent National Resource Center (Title VI) competition for the next four-year cycle (AY2015-2018). Pitt GSC was also successful in the four-year competition for Foreign Language and Area Studies (FLAS) Fellowships; the number of allotted fellowships was raised 75 percent.

Congratulations to **Robert A. Rothstein**, Amesbury Professor of Polish Language, Literature and Culture at the University of Massachusetts Amherst, who has been awarded the Officer's Cross of the Order of Merit of the Polish Republic.

We are happy to announce that **Ellen Elias-Bursac**'s (Independent Scholar and Translator) new book, *Translating Evidence and Interpreting Testimony at a War Crimes Tribunal: Working in a Tug-of-War* will be out with Palgrave Macmillan in February 2015.

Congratulations to **Robert A. Rothstein**, Amesbury Professor of Polish Language, Literature and Culture at the University of Massachusetts Amherst, who has been awarded the Officer's Cross of the Order of Merit of the Polish Republic.

Congratulations to **Adrian Wanner** (Penn State) who has recently been named Liberal Arts Research Professor of Slavic and Comparative Literature.
Special Events

• Keynote address by Mikhail Iampolski (New York University): “Movement and Generation. Towards Nominalism in Art and Literature”;
• Advanced seminars led by Marcus Levitt, (University of Southern California) and Mark Lipovetsky (University of Colorado-Boulder);
• Russian poetry readings;
• Presidential Panels on Sigizmund Krzhizhanovsky’s The Letter Killers Club and John Burt Foster’s Transitional Tolstoy;
• Informal coffee conversations with leading scholars: Eric Naiman (Berkeley), Donna Orwin (U of Toronto), and Ilya Vinitsky (U of Pennsylvania);
• AATSEEL President’s Reception and Awards Ceremony

Pre-register for the 2015 AATSEEL Conference at www.aatseel.org

Pre-registration rates (by December 15)

• Nonstudent, AATSEEL member $130
• Nonstudent, nonmember $155
• Student, AATSEEL member $55
• Student, nonmember $70

On-site registration rates

• Nonstudent, AATSEEL member $180
• Nonstudent, nonmember $205
• Student, AATSEEL member $80
• Student, nonmember $95

The deadline for conference presenters is September 30. All conference presenters must be current AATSEEL members. Pre-registration for others closes on November 1. Registration for the conference after that date is on-site at higher rates.

Hotel and Accommodations

All conference events will take place at:
Renaissance Harbourside
1133 West Hastings Street
Vancouver, British Columbia, Canada

The conference rate of C$189/night is available at the Renaissance and also at the Marriott Pinnacle, 1128 West Hastings St. The conference room rate of C$175 is available at Coast Coal Harbour: 1180 West Hastings St. Deadline for making reservations at the conference rate: December 8, 2014. Reserve your room online at www.aatseel.org.

Interviews

Gratis interviewing facilities (in a shared room) are available to institutions holding interviews at the AATSEEL Conference. Contact Rachel Stauffer, mail to: diannamurphy@wisc.edu by December 30, 2014 to reserve a space.

Exhibitors and Program Advertisers

Reserve a table in the Exhibit Hall or place an advertisement in the AATSEEL Conference Program by November 30, 2014 at www.aatseel.org

Conference Contacts

Conference Program
Jonathan Stone
AATSEEL Program Committee Chair
jon.stone@fandm.edu

All Other Conference Questions

Rachel Stauffer
AATSEEL Conference Manager
aatseelconference@usc.edu mailto:diannamurphy@wisc.edu
MEMBERSHIP RUNS FROM JULY 1, 2014 THROUGH JUNE 30, 2015.
THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2014/2015 DUES ON THE WEB AT WWW.AATSEEL.ORG WITH MASTERCARD, VISA, OR BY CHECK.

To join, renew, or change your address by mail, fill in the information requested and return it with your check (payable to AATSEEL in US Dollars) to: AATSEEL, c/o Elizabeth Durst, University of Southern California, 3501 Trousdale Pkwy., THH 255L, Los Angeles, CA 90089-4353 USA. If you wish to receive a receipt in addition to your canceled check, please enclose a self-addressed stamped envelope. AATSEEL also accepts payment by Visa or Mastercard.

(Please PRINT all information)

First name ___________________________________________
Last name ___________________________________________
Mailing address:
_____________________________________________________
_____________________________________________________
City/State/Zip_________________________________________

Contact info (in case we have questions):
Phone: ______________________________________________
Fax: _________________________________________________
Email: _______________________________________________

PAYMENT METHOD (check one box; do not send cash):
☐ Check (US funds; payable to "AATSEEL of U.S., Inc") (If check, check # __________________, date ________, amount $ ___________)
or
Credit Card ☐ Visa ☐ Mastercard
Name on Card: __________________ Billing Address: __________________ City/State/Zip: ___________
Account Number:  |    |    |    |    |- |    |    |    |    |- |    |    |    |    |
Exp. Date (MM/YY): (_____/_____) Signature: __________________

MEMBERSHIP 2014/2015

MEMBERSHIP CATEGORIES 2014/2015

| MEMBERSHIP CATEGORIES                  | 2014/2015 | Circle applicable rate(s) at left and enter amount(s) below:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>$20</td>
<td></td>
</tr>
<tr>
<td>Independent Scholars</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>Retired &amp; Emeritus</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>Secondary School Teachers</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>Instructors &amp; Lecturers</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>Associate Professors</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Full Professors</td>
<td>$125</td>
<td></td>
</tr>
<tr>
<td>Non-Academic Members</td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>Sustaining Members</td>
<td>$300</td>
<td></td>
</tr>
<tr>
<td>Supplement for Joint Membership</td>
<td></td>
<td>Fee for Higher-Ranking Member + $25</td>
</tr>
<tr>
<td>Name of Other Member:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplement for Mail to address outside North America</td>
<td>+ $25, all categories</td>
<td></td>
</tr>
<tr>
<td>Benefactor/Life Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$1000</td>
</tr>
</tbody>
</table>

Sustaining Members $300

Supplement for Joint Membership $100

Benefactor/Life Member $1000