



Moscow | Russia

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President’s Message

Thomas Seifrid
University of Southern California
AATSEEL President 2013-14

When William Gunn, editor, and I discussed topics for future issues of this *Newsletter*, one that came immediately to mind was Moscow. As capital of the country on which the majority of American Slavists concentrate and the destination for most of our scholarly and personal visits to Russia, Moscow seemed an obvious choice for an issue devoted to negotiating the scholarly, cultural, and epicurean offerings of a place we visit often. We thought we could draw on the experience of members who travel there often to compile information for those who do not, but who might welcome some insider information on current conditions for scholars (or students) working in the city. Moscow remains the focus of this issue, and I am delighted to draw your attention to several articles on it: Jonathan Freedman’s meditation on the impact of Ukrainian events on the theater in Moscow; Carmen Finashina’s comments on ACTR training there and recent changes in “the Moscow experience”; Daniel Miller’s wry observations on the experiences we share with Russians and their enduring acceptance of foreigners who read their literature; Kathleen

Conti’s reflections on doing historical research in Moscow. What has changed since we planned the issue, of course, is the larger political context within which any visit to Moscow will take place for the foreseeable future. One hears reports of minor confrontations (a colleague accosted on a bus for being an American) and Kevin Platt, our incoming president, wrote in the last issue about unpleasant changes in the ideological atmosphere; but overall word on the Muscovite ground seems to be that for now life continues more or less as normal. If sanctions on Russia are increased this may change, but let us hope that we do not return to the kind of cold war tensions and wariness so many of us remember from the Soviet past. “Москва!... Как много в этом звуке/Для сердца русского слилось!” Pushkin famously writes in chapter seven of *Evgenii Onegin*. “И не только русского,” one might add, and hope that Moscow will come to its senses and become “столица мира,” as it used to advertise itself—but as a world capital, not the, and a capital of peace, not the capital of an ill-tempered and militant former empire.

There is some tentative good news to report in the realm of federal funding. As many of you know all too well, initiatives such as the ACLS Program in East Europe Studies and the Social Science Research Council’s Eurasia Program Fellowships were



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suspended in 2013-14 because Congress failed to allocate funding to the U.S. Department of State's Title VIII program. William Rivers, our staunch ally in Washington who heads the Joint National Committee for Languages – National Council for Language and International Studies (JNCL-NCLIS, if you don't want to write all that out) reports that \$3 million may now be re-allocated to Title VIII. The amount is a drop in the bucket compared with what these programs deserve and what the country needs. But we can at least celebrate a step forward

rather than two back, as Lenin might have said.

I am delighted to be able to report that there will be a Presidential Roundtable on this topic at our upcoming conference in Vancouver, British Columbia, in January 2015—which I very much encourage you to attend. William Rivers, Dan Davidson, and Richard Brecht will discuss the state of the study and teaching of the languages and cultures of the post-Soviet space, looking forward from 2015, and presenting provocative findings on program outcomes, the demand for

language and cultural expertise in the broader society, and US policies and funding for training and research in the post-Soviet space. All indications are that we are at a crucial juncture in the development of our profession, tantamount, perhaps, to the collapse of the Soviet Union. This is the time to move intelligently and aggressively forward to establish the study of Slavic and eastern European languages and cultures as an enduring part of American education.

Letter From The Editor

Dear AATSEEL Members,

I am happy to present to you the October 2014 issue of the *Newsletter*! As always, I am grateful for the diligent column editors how continue to produce meaningful content for our members, and I would like to specifically thank the authors who made this Moscow-themed issue possible: John Freedman, Kathleen Conti, Carmen Finashina, and Daniel Miller. Collectively, they present a poignant look into the various roles we play as scholars, students, and residents in Russia's capital city at a time of constant cultural change and strained political relations.

William Gunn
MiraCosta College
AATSEEL Newsletter Editor





Closing the Book on an Era in Russian Theater History

by John Freedman
The Moscow Times

I was once asked in an interview about my career and my career moves. I said, meaning it absolutely, that I have no career and have never done anything to have one. I do have a life and, for the most part, I live it in Moscow. Borrowing from Vladimir Korolenko, I could say it another way - my homeland is Russian drama and theater.

On one hand this is a difficult place to be as 2014 draws towards a conclusion. This surely has been the hardest year to live in Russia, and I have been in Moscow since September 1988. None of the shortages, coups, upheavals or economic crashes of that 26-year period come close to the legal, social, media and political crackdowns that have beset us in connection with the Russia-Ukraine conflict. Well, the Russia-Ukraine war. Let's be honest, as bizarre and impossible as it sounds, Russia and Ukraine are at war.

On the other hand, what a place to be! In the midst of Russian drama and theater as this great, compelling, enigmatic, always fertile culture seeks, in fits and starts, to find its way forward into the future! Like many who are reading this piece, I am sure, I was drawn into the Russian sphere by the Golden Age of Tolstoy, Dostoevsky, Gogol, Pushkin, Turgenev and more. I publicly and officially consummated my love affair with Russian culture by writing a Ph.D. dissertation about one aspect of a remarkable period in theater history, the days of Meyerhold and Stanislavsky and Tairov and Mayakovsky and Erdman and Bulgakov, again just to name the cream of the crop.

I point to these eras of extraordinary collective achievement for a very specific reason:

because I believe I have lived through a similar exceptional period. The depth, the breadth and the quality of the theater and drama that Russia put forth between, say, 1995 and the present may have known no equal in the nation's past. An alphabet soup of names is a short-cut to making my point: Lev Dodin, Kama Ginkas, Pyotr Fomenko, Yury Butusov, Dmitry Volkostrelov, Kirill Serebrennikov, Maksym Kurochkin, Mikhail Ugarov, Yelena Gremina, Yury Klavdiev, Olga Mukhina, Pavel Pryazhko. This is just a starter list of the names that, before long, will be recognized as proof of a new Golden Age.

I just put out a book with New Academia Publishing. It is called *Real and Phantom Pains: An Anthology of New Russian Drama*. It contains twelve contemporary Russian plays by ten authors, translated by David M. White, Graham Schmidt, Stephen Nunn, Yury Urnov and myself. I dotted the last "i" in February and it came out in July. And when my friend and colleague Philip Arnoult received his copy, he perceptively wrote, "Am I right in thinking the ink was still drying on the intro when the Crimean invasion took place? And here we are, six months later, talking about 'Banned in Moscow/Russia.'"

I replied to Philip and admitted that, yes, I have the feeling we have turned a sharp, historical corner. The impulses that gave rise to the dramatic texts in *Real and Phantom Pains* have quickly changed and faded into the past. More about that important observation in a moment. But as for the plays themselves, I hasten to affirm that they maintain all their timeliness, all their importance

as textual witnesses to the social, political and historical developments that led us to the crisis we now live with. Naturally, all of them retain the literary and artistic value that encouraged me to include them in the book in the first place.

Maksym Kurochkin's masterpiece, *Kitchen*, the oldest play in the collection, written in 2000, is a devastating expose of what made the Russia-Ukraine war possible. Its bitter, tongue-in-cheek tale of fascism arising among modern food service workers, and of what happens when a society first forgets and then remembers its past, peers right through the years at what is happening today.

Olga Mukhina's *Flying* (2005), with its seditious story of what Russians call "golden youth," reveals sources of current Russian hubris no less than Yelena Gremina's vastly different docudrama *One Hour and Eighteen Minutes* (2010), which recounts the chilling events surrounding the murder of muckraking attorney Sergei Magnitsky in prison. Two plays by Pavel Pryazhko - *Panties* (2007) and *Angry Girl* (2012) - demonstrate beautifully the rapid development of both a single writer, a general style of writing, and, perhaps, a society-wide behavioral pattern that adopted a cooler, slicker outer sheen, while leaving the same basic worries and insecurities lurking beneath the surface.

Yaroslava Pulinovich's two monologues - *Natasha's Dream* and *I Won* (both 2009) - split open the overripe fruit of very different, but strikingly similar, experiences of young women smashing up against the brick wall of contemporary life and its myths. In *Exhibits* (2010) Vyacheslav Durnenkov drew a withering portrait of a town that can

neither die nor be revived, while in *Trash* (2009) his brother Mikhail Durnenkov explored a constellation of characters whose lives keep getting away from them no matter what they do.

Vasily Sigarev's fast-paced *Phantom Pains* (2001?) highlights an intelligent young man bogging down in sordid behavior before he knows what has hit him, while Yury Klavdiev's even faster-paced *Martial Arts* (2010) typically, for this author, paints a compelling story of violence and (maybe) redemption centered around children.

All of these writers have been a part of the Russian new drama movement to varying degrees. Hence my use of that phrase in the book's title. But new drama is a controversial and slippery term that is an important marker of, but incomplete definition for, an era. As such I purposefully close out the collection with a play by Maxim Osipov, *Scapegoats*, that has nothing to do with the new drama brand. While toying with the same elements that any new drama play might - corruption, murder and sub-

terfuge - it does so in a way that draws its strength from the deepest core of classical Russian literature.

So there we have it, the multifaceted portrait of *Russia that Real and Phantom Pains* provides. It's powerful, it's provocative, it's insightful and it's timely. But what Philip Arnoult hinted at, and what I want to declare here, is that, by no planning or prescience on my part, this anthology wraps up and closes the book on an era of Russian theater history.

The war against Ukraine, the war against anyone who opposes that war, the war against gays, against obscenities in art, against so-called "foreign agents," against adoptive American parents, against what is sometimes called "EuroSodom," against anyone carrying a protest sign of any kind, against everything and everyone who do not sing the praises of Vladimir Putin and his retinue of faithful knights - all of this means that the next important Russian plays we encounter will, by necessity, have to be different. They will have to be written in a different language (and not only because Russian

federal law now bans the use of x-rated words). We're not talking about changes in nuances, we're talking about change in essences. These new plays will be written amidst a new sociopolitical reality, one of war, repression, media-fanned hatred, suspicion, bellicose patriotism, prevarication and mendacity. If they are to be good plays, they will have to reflect this new state of affairs, one that has been ripening for three to four years, but has now, in 2014, splattered open like a stinking, filthy pus-filled abscess.

The plays that went into *Real and Phantom Pains*, each in their own way, warned of a coming crisis, perhaps a collapse. The next plays to come along, those which I or someone else will collect into a follow-up volume, will be those that bear witness to the act and aftermath of the cataclysm, the failure of Russia to live up to the hope and opportunities of the last 25 years. Like Sisyphus, Russia is down again. Next step is the journey back up. That will be a whole new story.

Well, Of Course, the Soviets!

by Kathleen Conti
Ph.D. Student
University of Wisconsin – Madison

On May 21, I returned to Moscow for the first time in seven years. It was wonderful to be back, to reunite with my Russian friends and to see how much things had changed—and hadn't changed—since I had lived there back in college.

Bleary-eyed with jet lag, I was shy to talk with the taxi-driver ferrying me to my apartment near Kievskaja. Of course, we were inevitably stuck in Moscow's all-pervasive traffic jams, and after laughing together about the absurdity of these daily challenges, he started asking more questions about me, and what I would do in the city of his birth. I explained that I was a graduate student in Soviet history, and that I would be here for six weeks to start my research.

Delighted, he told me that he, too, had studied history in university but became a driver since he wanted to get a paycheck. He assured me that I should keep studying history, but only if I had a good topic. I told him the working title of my dissertation—"Reconstruction After Victory: Post-war Restoration and Historic Preservation in the Soviet Union." As soon as I mentioned the war, he stopped me to say that we could only continue our conversation if I answered his question correctly.

"Who won the war?"

"Well, of course, the Soviets!" I answered, knowing it was the one he wanted to hear. He laughed again, and started pressing me on whether I knew how many Soviets died in the war, compared to the other Allied nations. I knew the answer to that too, and then I told him that I was born on Victory Day; this happy coincidence always seems to serve as ex-

planation for why I would be interested in the topic.

He pressed me about my dissertation topic, and what sites in Moscow I would focus on. We debated about which city was more Russian—Moscow or Petersburg. When I told him I was interested in cities outside of Moscow and even in Kazakhstan, he was dumfounded about why, having the chance to live and work in Moscow, I would ever voluntarily leave. Most of all, he questioned why I, as an American, would have studied Kazakh, much less in Wisconsin. With traffic moving again, he wanted to know more about what I would do while in Moscow—where was I living (why wasn't I in a hotel like a normal American?), and what, precisely, would I do in the archives?

Many of his questions were the same as my own. This was a scouting trip, to make sure my project was feasible. While I had a growing list of the documents I wanted to look at, I remained apprehensive. How was I going to navigate the archives? What if there just simply wasn't anything on my topic? How would the situation in Crimea affect my time there?

Fortunately, the community of scholars in the Russian archives is a vibrant and welcoming one. On my second night in the city, a group of historians took me out for delicious Georgian food, and assured me that I would make mistakes and that I would feel like I was drowning while trying to navigate the unspoken rules of the archives. But this would be a rite of passage; they stressed that as long as I was willing to laugh at myself I would be fine.

They were right, of course. Sometimes working in the archives felt like the most frustrating and absurd challenge possible. As a snapshot of my first day in an archive, the propusk woman pointedly ignored me until a pensioner took pity on me and yelled at her to help us; I kept making mistakes on the forms; I spilled borsch all over myself at the stolovaia; and then, finally, I was leaving the archive when one of the guards wouldn't let me go without first lecturing me about how working in the archives always made the pretty women turn ugly.

I did feel much better after trading stories with the other historians about our best and worst days in the Russian archives. That summer, our group constituted six continents, yet our complex relationship with Russia bound us together. We sometimes debated why we hadn't chosen an easier country to study, but no matter how dispiriting it could be at times, we were never bored. It was thrilling to go through files and find one that no one had opened since its creation decades before. Discussing topics and sources and methodologies with the other researchers forced me to rethink my project, and to challenge myself with new questions and avenues in my own research.

Whether with my Russian friends or the other foreign scholars, we would invariably bond over the difficulties and the joys of being in Moscow. Housing is a nightmare regardless of who you are, and there's a particular type of despair that comes from stepping into what you thought was a hot shower and finding out that it's absolutely ice cold, again, for the third time in a month. Long days in

the archives would melt into long evenings over vodka and naengmyeon at the North Korean restaurant, or get-togethers with my Russian friends at their dacha on holidays.

Over the course of six weeks, my little apartment began to feel like home, especially when my friends would gather there to cook hamburgers or blini, depending on our degree of nostalgia. We commiserated about the state of graduate funding (abysmal) and the state of the job market (even more so). We wondered if what we were doing

was worth it, particularly when the funding for our studies and research is continually endangered. Those of us still in graduate school worried whether we were making the right choices, to stay despite the statistics, the funding, and the many years of study ahead. Those who had jobs or post-doctoral positions all had their own stories about the struggle it took to get there.

By late June it was time for me to close up my research, pack, and say goodbye to the places and people that had become dear to me. In perfect

symmetry, the same taxi driver that had dropped me off at my home in Moscow, also took me back to the airport. He asked if I had been successful in my research. I had been, more than I had ever imagined. I couldn't wait to come back. Yet as important as this trip was for my research, the friendships and connections I made proved to be the most meaningful.



St. Basil Cathedral | Moscow | Russia

In the Moscow Camp

by Carmen Finashina

Ph.D. Candidate

Northwestern University

The way I see it, the ACTR Summer Teachers Program possesses two main “selling points”: one, it’s an outstanding way to simultaneously improve your Russian language and pedagogical skills, and two, it takes place in Moscow. While I know that many in the scholarly community prefer to avoid Moscow in favor of smaller provincial towns or the distinct offerings of St. Petersburg, I remain firmly in the Moscow camp. Having lived there for several years prior to graduate school and loving (almost) every second of it, I was unequivocally excited to return to the capital and take classes at Moscow State University.

Prior to our departure from Washington D.C., we were assured that even the most seasoned Muscovite would be shocked by the changes in the city. I couldn’t really believe these caveats until about three weeks into the program. After all, the same old zealous bureaucracy “greeted” us at every turn—or, more precisely, at every administrative building, dorm, and classroom entrance—and the city architecture remained just as wheelchair inaccessible as ever. Ordering a martini at any bar, you would still be handed a martini glass full of Martini brand vermouth instead of an actual cocktail. And, more significantly, no one encountered even a whiff of the anti-Americanism about which we had been warned on numerous occasions. The only things that had changed, I thought, were that there was now free wi-fi on the metro and even more traffic on the MKAD.

Only in classes did I and several of my friends in the program begin to catalog other small differences in the city and to register that, all together, these minuscule variations had indeed greatly altered “the Moscow experience.” There were, it was true, distinctly fewer street-goers publically clutching open containers, and, yes, it did indeed seem that, with the smoking ban in restaurants and bars, there also seemed to be much fewer smokers in the city in general. Flashing pedestrian crosswalk signs had been erected on streets crossing the MGU campus, and cars would actually stop voluntarily to allow

even a single passerby. Gorky Park was now filled with skateboards, beach cruisers, and scooters, and the once surly park and concession attendants had been replaced with college kids in hipster-approved mustachioed t-shirts. Unofficial or “freelance” taxis now seemed largely outnumbered by legitimate yellow cabs, and the press was buzzing with discussions about the recent ban on curse words in films and television.

Even in the classrooms, we realized, things had changed a lot. No longer did the MSU professors stipulate that we learn and use their first names and patronymics in tandem, and classroom culture in general had become more relaxed and intimate. With my group’s first professor, Tatiana Evgenievna, we charted the course of our studies cooperatively, suggesting particular areas which had given us trouble in the past and dwelling on these subjects as long or as briefly as we wished. She created special handouts and exercises addressing each subject which we worked through as a group during class. There was no homework, no obligatory “turns” when one was expected to answer or speak, and no graded assignments, although Tatiana would gladly read, correct, and evaluate any written work if we requested her help. Our classroom felt like a typical advanced graduate seminar or writing group in the U.S., a secure space where everyone held equal footing and where everyone was equally engaged in and enthused by the material before us.

After three weeks—halfway through the program—a different professor, Igor Vasilievich, took over our group. The classroom under Igor was a thoroughly different, although equally excellent and challenging, experience. If one could relax in Tatiana’s class and treat the space and forum as a fireside chat, one could absolutely not do so in Igor’s room. At any moment you could, and surely would, be called upon to perform any number of grammatical, compositional, or creative tasks. One minute we were formulating dialogs using animal-related idioms in partnered groupings, the next we were collaboratively composing an oral narrative using prefixed verbs of motion. The only thing you could depend on was that you were going to make mistakes. Many, many mistakes.

Despite so many changes in and out of the classroom, my experience this summer was one of the best six weeks I’ve spent in Moscow. The language and pedagogical training was invaluable, and I met wonderful people with whom I got to witness and experience the ever-changing city.

Sometimes Teachers Struggle While Being Students

by Daniel Miller
Instructor of English Language Arts and Russian
C.E. Jordan High School
Durham, North Carolina

“It was hard to tell the first few times you came in here, but now it’s pretty clear that you’re not Russian.” She sets her ice cream bar on a plate and looks back at me. “So, where are you from?” As an American, answering this question always has a bit of weight to it, but especially this summer in Moscow it’s extremely heavy. This is the woman from whom I buy my water every week and a half. I think to myself: There’s nothing I have to lose - I can always go to one of the stands on the other side of the university building; I will just end up carrying the nine liters of water a bit further.

“I’m American. I teach Russian back in the United States, here on a program to improve my teaching of Russian language and culture for my students.” Pause. I put the fifty-ruble bill and five-ruble coin on the top of the freezer.

She points to the tray no more than two inches from where I placed the money. “Oh! You have that Obama!” This is one of those intonation patterns that express distaste – number seven? Definitely not one or five. “What he thinks about people. Like a judge! How he can rate some people as better than others.”

I pick up and move my money. “Well, not everyone in America is a fan either.” I omit the fact I voted for him twice.

“Well, at the end we’re all the same. Dead. In the ground.” She nods at me to finish her point.

“Yeah, you’re right. That seems like something Tolstoy would say. Thank you. Bye.” I heave my jug of water off the floor and consider if I can come back here again to perform this ritual of life in the dormitory, stocking up on potable water. I figure I’ve really only got about three weeks left in Moscow. If I am conservative with my water I may be able to make this stretch, but I will have to walk past her every day.

Outside of this moment with the woman whose name I never learned, the rest of my summer progressed far more normally than I thought it would before arriving in Moscow. Before arriving in Moscow, I was worried about the anti-LGBT atmosphere in Russia. It was bad the previous times I’d traveled to Moscow and St. Petersburg, but far worse now with the help of government “support.” I worried that walking down the street as a man with a nose ring and pierced ears would attract attention from those whose attentions I didn’t want. Not once while I was actually in Moscow, St. Petersburg, or Vladimir this last summer did I actually feel any fear or trepidation walking the streets. What greeted me instead of constant judgmental and frightening stares were

many young Russians who liked my хипстэр look. I found myself meeting and interacting with plenty of Russians who were genuinely interested in discussing everything except politics. I don’t know if it’s because all of us were attempting to avoid the elephant in the room, or if discussions of language, pedagogy and literature just ended up being more interesting for all involved. In fact, I was amazed by just how normal my life and my time in Moscow was, made better by how much Moscow had changed in the eight years since I had last lived there.

After the first week of acclimation and horrible weather, I found myself adjusting to a relatively normal schedule, which paralleled life back home. On Sundays, I would go to Ashan (Russia’s one stop shop for everything from produce to electric kettles and motor oil) to do my grocery shopping for the week. Some of the most effective vocabulary development happened at Ashan trying to weigh bulk food or produce and then talking to the cashier if I made a mistake. Monday through Thursday were devoted to class and homework. This was another place of extreme vocabulary and grammar development in addition to the development of some perspective, which has greatly informed my teaching this year.

Nearly eight years have passed since I have been in a classroom environment as a student working on Russian language, let alone being completely immersed in Russian in that learning environment. Now here I am on ACTR’s Russian Language Teacher Summer Program, preparing for my second year of Russian language instruction at C.E. Jordan High School in Durham, North Carolina. It has been just that long since I have had homework or assignments to complete. This summer, I returned to life on the other side of the desk in the Russian classroom where things had previously been easy for me as a student. This summer changed that feeling of ease. I turned in essays, which were returned to me “after a dip in the Red Sea” as we started saying in our grammar class. Holding the red-marked pages in my hand, lines and circles highlighting my language errors, I felt the disappointment and dejection of working hard on an assignment only to have it cleaned by my teacher to make me “write and speak more Russian Russian, not English Russian.” I felt those moments of confusion in our verbal aspect seminar that my students must feel when working in class or doing homework. I had to go through the same process of language acquisition this summer as they do nearly every day with me. I can see and empathize with their struggles far more than I could before because these struggles are fresh in my brain. In the beginning of the year, I can already feel this new patience and understanding of my students helping me as we work through a review of essential grammar to start Russian II. Not only did Moscow help to remind me what it is to be a student of Russian again, but I also worked with language-teaching specialists at Moscow State University who consistently modeled effective instruction for me to absorb and take back to my students making the experience for my students far richer.

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The AATSEEL Newsletter is published in October, December, February, and April. Advertising and copy are due six weeks prior to issue date.

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This year, teaching Russian to my students has been made better for more than just my new perspective on what my students are facing daily in my classroom as they struggle with Russian. My research this summer focused on methods and materials used to teach very young Russian children how to read and speak. By studying the structure of books designed for parents to help their children acquire Russian more quickly I was able to change the structure of how I teach the alphabet and phonetics to my students. This year my textbook has been enriched with short rhyming poems and syllable work which leads to better speaking and better memory of the sounds of the alphabet. As we move into grammar-related topics, it is my hope that this stronger knowledge of the structure in the alphabet will pay off and lead to them understanding grammar more effectively and quickly.

In all, my experiences this summer in Moscow were more normal where I thought they'd be difficult and more difficult where I thought they'd be normal. My relationships with my Russian friends, teachers, and people with whom I randomly interacted on a daily basis often would give me encouragement or a feeling of comfort while readjusting to the difficult world of being a student in a classroom again. It was always reflecting on my day in my dormitory room when I would smile and say to myself that "I'm making it and tomorrow I'm making it better." And each day I did just that, speaking to more people, having more conversations, breaking down barriers both in terms of my own linguistic abilities and sometimes hopefully poking a few holes in barriers between cultures.

Five days before leaving Moscow I ran out of water and faced the reality of going back to the woman at the shop past the ATM. Just in and out. Quick business and go. I walked in to see her eating another ice cream bar, no wonder given that the last few days the temperature had reached the nineties, and selected a three liter bottle of water, counting my money in my pocket.

"Not buying the nine liters this time, huh?" She said. Basic intonation pattern, everything so far is good.

"Nope. Not this time. I'm leaving on Monday morning. Thirty five rubles, right?" The coins are ready in my hand; just confirm the price and I'll never see you again.

"Yeah. Thirty-five. Back to America?"

"Yes. Back home and back to work. The school year starts soon."

I pick up the lighter bottle of water and start to turn to walk out before this moment changes, but then she clears her throat and I stop. "You read Tolstoy? What do you Americans think of him?" I see a lifted eyebrow, hear an invitation. "Yes, I finished reading War and Peace this summer. All the same in the end, doesn't matter if I'm Napoleon or Pierre or Natasha. The end is the same."

She lifts the corners of her mouth a bit. "You I can talk to," she says.

Call for Papers

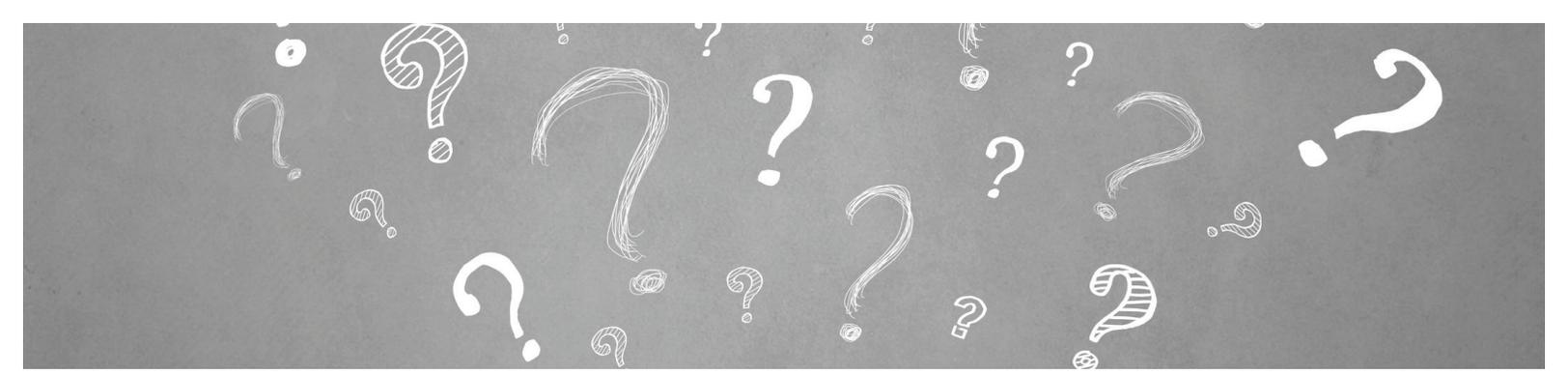
Association for the Study of Eastern Christian History and Culture, Inc. (ASEC) Sixth Biennial Conference
Rhodes College / September 18-19, 2015 (pre-conference reception on the evening of September 17)

The Association for the Study of Eastern Christian History and Culture is pleased to invite scholars of all disciplines working in Slavic, Eurasian, and East European studies to submit proposals for individual papers and panels for its biennial conference, to be held at Rhodes College, Memphis, Tennessee and The Westin Memphis Beale Street Hotel. Scholars from the U.S. and around the world are welcome. All participants must be members of ASEC.

Proposals for individual papers and panels should be submitted by email to Dr. Randall Poole, Acting Vice President of ASEC (rpoole@css.edu) no later than December 1, 2014. All proposals should include:

- Participant name, affiliation, and email contact information
- For individual papers: title and brief description (50-75 words)
- For panels: panel title + above information for each participant and discussant (if applicable).

Limited funding is available to provide graduate students with assistance for travel expenses. General information regarding the hotel and meeting, and the conference registration form, will be available after October 1, 2014 on the following website of Rhodes College:
<https://in.rhodes.edu/academic/modernlanguages/Pages/Russian-Studies.aspx>



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

by Alina Israeli

Q: Why can't you say *Я люблю твоё пальто? How can we explain it to students?

A: The difference between любить and нравиться is not completely the same as between 'love' and 'like'. It may be similar with respect to people:

— Мамочка, как я вас всех люблю! — воскликнула Маргоша, целуя мать, и засмеялась. [Юрий Трифонов. Дом на набережной (1976)]

Жаль, что вы поссорились с Мадьяровым, он мне нравится. [Василий Гроссман. Жизнь и судьба, часть 2 (1960)]

So we can say that любить is a stronger feeling than нравиться. When this feeling is between sexes, the meaning may be closer to 'being a little bit in love'.

With respect to things, любить is a permanent attitude towards general or generic things.

Девочка любит суп с черным хлебом — на черный хлеб наложено вето. [В. И. Белов. Воспитание по доктору Споку (1976)]

Маша любит музыку, даже бледнеет, когда слышит игру на рояле, и Виктор Павлович иногда играл по её просьбе. [Василий Гроссман. Жизнь и судьба, часть 2 (1960)]

Хотя Кадик не очень любит стихи. Он любит джаз и рок. Он учится играть на саксофоне. [Эдуард Лимонов. Подросток Савенко (1982)]

By the way, if one really, really likes something, a variety of soup, for example, one would use обожать:

Лена Катина: Обожаю суп, который готовят в Словении (<http://news.rambler.ru/24227894/>)

Обожаю суп с фрикадельками (<http://www.liveinternet.ru/users/4187778/post164722399/>)

Нравиться, on the other hand, means 'to like a specific item at a specific time', the soup that is being served at a given moment, not soup in general.

Логика: если ты пришел в гости, тебя спрашивают — вам нравится суп, ты ведь не скажешь «нет», даже если суп не нравится. [Александр Бовин. Пять лет среди евреев и мидовцев, или Израиль из окна российского посольства (1999)]

Не стану перечислять все имевшиеся в ассортименте блюда к праздничному обеду, скажу лишь, что камбуз крейсера ничем не напоминал в тот день скудную кухню многострадального броненосца «Потемкин», команде которого, помнится, не понравился суп. [Борис Грищенко. Посторонний в Кремле (2004)]

When speaking of specific items, like пальто for example, one can love it and be attached to it in general, but only after having used/seen/heard/known/etc. it for some time:

очень люблю это пальто, но оно малó в плечах (<http://www.baby.ru/blogs/post/211841792-158243742/>)

Ох, как я люблю эту песню, не знаю даже за что. [Алексей Беляков. Алка, Аллочка, Алла Борисовна (1998)]

But upon seeing or hearing an item such as a coat or a song for the first time ever, one can only say:

Как же мне нравится это пальто! Но не могу себе позволить ('can't afford it'), стоит как норковая шуба... (<http://www.baby.ru/blogs/post/232758981-22619536/>)

[Клава] Композитор! Трубадур! [поет]

[Музыкант] Вот и всё! Дальше пока и текста нет.

[Татьяна] Очень мне нравится песня! Очень хорошая.

[Музыкант] Это не окончательный вариант. Мы дальше будем работать над ней. [Эльдар Рязанов и др. Дайте жалобную книгу!, к/ф (1965)]

The name of stores and sites "Я люблю твоё белое платье" can give an incorrect impression about the possibilities of such uses; in fact, it is a take on a line from Alexander Blok's poem where the dress stands for the woman in that dress:

Мы встречались с тобой на закате,

Ты веслом рассекала залив.

Я любил твоё белое платье,

Утонченность мечты разлюбив.

We usually say люблю about very familiar things, often those that we ourselves have owned for a long time; so when saying люблю about someone else's things, we often add words that underscore that they are not our own: как, это, твое etc.:

Как же я люблю эти твои волшебные домики. (<https://plus.google.com/103703763160711396991/posts/fdWMgPmArZQ>)

Ой, Светуля как же я люблю эту твою закусочку, вот на днях снова сделаю и к тебе, конечно же с угощением приду!!! (<http://forum.say7.info/topic17652-25.html>)

Incidentally нравиться is a normal verb that has all the forms (some students tend to forget this):

Как ты считаешь, я ему нравлюсь? - Конечно! [Татьяна Тронина. Русалка для интимных встреч (2004)]

Она и тебе скажет, что ты ей нравишься. [Алексей Слаповский. Большая Книга Перемен // «Волга», 2010]

Нравиться also poses problems with aspect in the past tense. Нравилось means '(subject) used to like it' or 'liked it then, at some period of time in the past', while понравилось means '(subject) still likes something that he/she encountered recently'. Понравилось means that the action of liking began at some point when the subject saw/heard/learned/encountered something and the action of liking did not end. In the following examples, when Kiamal heard the name, he liked it, when Dovlatov met the couple, he liked them:

А мама Кямала все искала хорошую девочку из хорошей азербайджанской семьи. И нашла. Девочке было двадцать лет. Ее звали Ирада. Кямалу имя понравилось, потому что было похоже на любимое имя: Ирина. (В. Токарева. Своя правда)

Хранители усадьбы — супружеская чета — мне неожиданно понравились. [Сергей Довлатов. Заповедник (1983)]

In the next example, the fact that 'at first he liked everything' assumes that later on this changed:

Поначалу всё ему нравилось— и то, что город малолюдный (“совершенная пустыня”), и что никаких туристов (они появятся летом). [Вадим Крейд. Георгий Иванов в Йере // «Звезда», 2003]

Similarly, раньше — earlier — assumes that it is no longer the case:

Раньше, когда я бывала за границей, мне очень нравилось рассматривать бесчисленные открытки с сердечками и сувенирчики, связанные с этим праздником. [Светлана Ткачева. День влюбленных... (2003) // «100% здоровья», 2003.01.15]

Speaking of the future and discussing a new encounter with a person, an event or a thing, one would use perfective, because the action will have a beginning:

Тембр голоса у тебя красивый. Девушкам понравится. [Запись Live Journal (2004)]

Speaking of a long-term liking or multiple objects or multiple subjects liking (some kind of repetition), one would use imperfective:

Итог: культовая комедия про реальных людей, которая будет нравиться еще не одному поколению людей. [коллективный. рецензии на фильм «Службный роман» (2006-2010)]

— Но поверьте, как только он станет зарабатывать, так заговорит совсем по-другому: ему всё будет нравиться. [Владимир Голяховский. Русский доктор в Америке (1984-2001)]

I would like to conclude with a poet's musings on the subject of loving and liking:

Маруся может нравиться, в Наташу нетрудно «влюбиться», но зато Маруся будет нравиться долго, а Наташа — только первое время, как новинка: к ней скоро присматриваешься, и она теряет тот ореол оригинальности, который так ярко освещает ее в первое время. [С. Я. Надсон. Дневники (1875-1883)]

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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)

1. Что вы думаете о нечестном поведении во время учёбы?

2. Прочитайте статистику.

Считаете ли Вы допустимыми следующие действия?

Действия	
пользоваться шпаргалками во время экзамена	95%
скачивать курсовые (или другие письменные) работы из Интернета	74%
покупать курсовые (или другие письменные) работы в специальных компаниях, у однокурсников	43%
писать работу самому, копируя некоторые главы из Интернета	97%
списывать во время экзамена или контрольных работ	91%
обманывать преподавателя при объяснении проблем, связанных с учёбой (например, пропуски занятий, нарушение сроков сдачи работ, неявка на экзамен)	54%
попросить преподавателя об индивидуальном подходе (например, снижение требований, лояльное отношение, освобождение от экзамена)	42%

Источник: Опросы выпускников дальневосточных вузов (Денисова-Шмидт Е.В. и Леонтьева Э.О.)

3. Как студенты могут легитимировать нечестное поведение? Работайте в группах:

- Пользоваться шпаргалками во время экзамена можно, когда
- Скачивать рефераты из Интернета можно, потому что ...
- Обманывать преподавателя можно, особенно...

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

Technology & Language Learning

Ferit Kılıçkaya, Editor
(Mehmet Akif Ersoy University, Turkey)

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

Anki: Creating Flashcards to Study Foreign Languages

“What should I do to not forget the lexical items that I have learned in the class or self-study activities?” This is a question frequently asked by language learners trying to enrich their vocabulary knowledge in a foreign language. “Using the words in context,” “Expose yourself to these words several times,” and “Reading as much as you can” are just a few ways or suggestions. Creating and using flashcards is another way of helping learners review and/or repeat the materials previously learned, especially considering that they do not have the opportunity to expose themselves to these materials in a natural context outside the classroom. The studies conducted on explicit vocabulary instruction and learning have indicated that explicit vocabulary learning and using flashcards in the language classroom can be an efficient way to learn and practice previously learned words (Fitzpatrick, Al-Qarni, & Meara, 2008; McLean, Hogg, & Rush, 2013; Nation, 2001, 1990).

While learning English, together with my classmates and friends, we used to create vocabulary flashcards using our notebooks, writing the words on the left side of the notebooks and the definitions on the right side, with some sample sentences. It was a simple and traditional technique that we used to practice the words we learned. With the introduction of new technological advances and tools, it is now possible to create vocabulary flashcards that include audio and video materials – going beyond the text-based materials. Today, there are websites that allow the creation of new flashcards or the use of ready-made ones for any purpose, not just for vocabulary (Flashcard Stash, Ediscio, CoboCards, ProProfs Flashcards, Cram – to name a few examples).

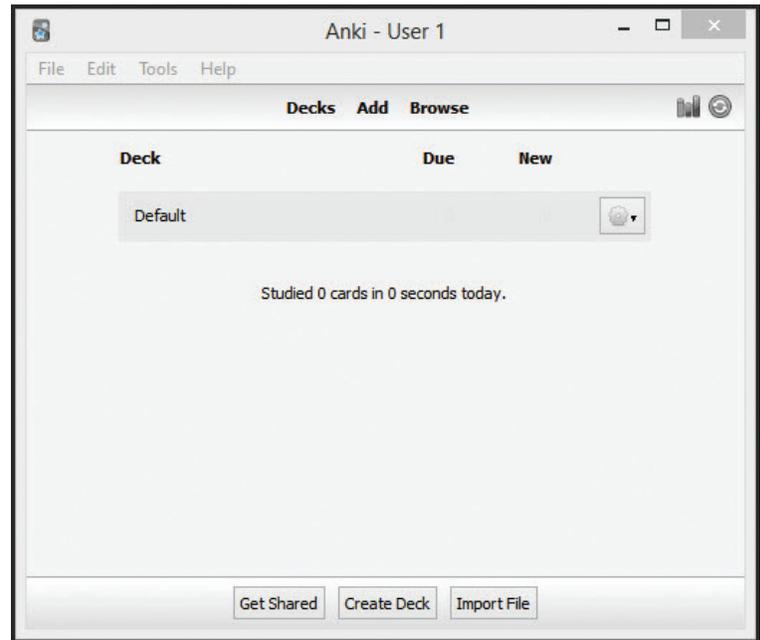
In the current column, I will briefly introduce *Anki*, a flashcard program for learners of any language or subject.

Anki

Anki, a flashcard program, aims to provide learners with the opportunity to create flashcards that can include text as well as images and sounds, depending on learners’ needs. Anki is based on spaced repetition, which “is a learning technique that incorporates increasing intervals of time between subsequent review of previously learned material in order to exploit the psychological spacing effect” (http://en.wikipedia.org/wiki/Spaced_repetition).

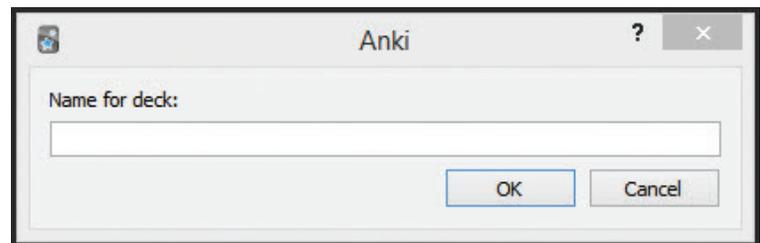
When you visit <http://ankisrs.net>, the homepage will appear, introducing the main features of this program. You need to click on the ‘Download Anki for Windows’ button located towards the end of this page. Depending on the operating systems, you may also select “Mac /Linux /BSD /iPhone/Android/ Development/ and Other”.

When the download is finished, click on the installer (anki-2.0.28, for windows, for instance) and install *Anki*. When you run the program and select the interface language, the following interface will welcome you.



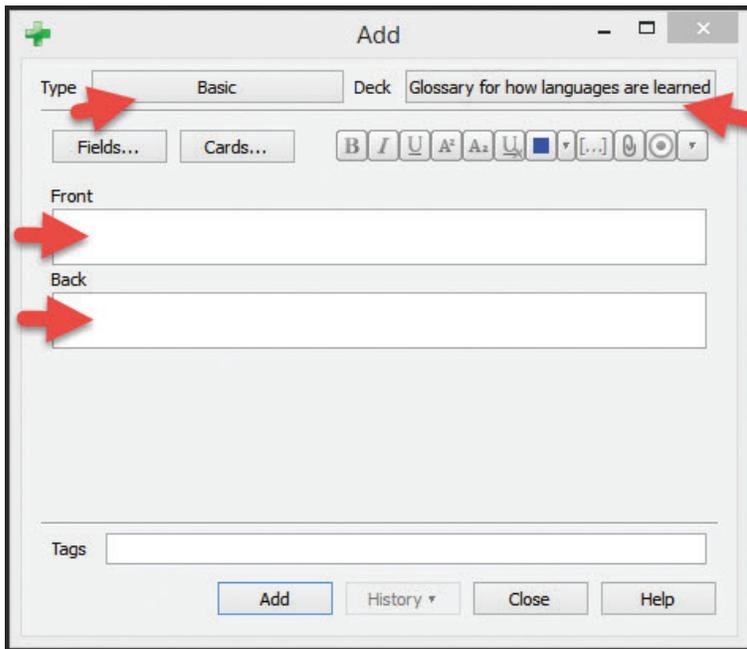
In this window, you will see a toolbar at the top, “Decks/Add/Browse” and another one at the bottom, “Get Shared/Create Deck/Import File”.

First, we will create a deck, which is a group of cards. Decks are useful since we will have great difficulty in studying everything, say 500 cards at once. In this regard, decks will help us place cards in different decks. Click on “Create Deck” at the bottom and provide a name for this deck.

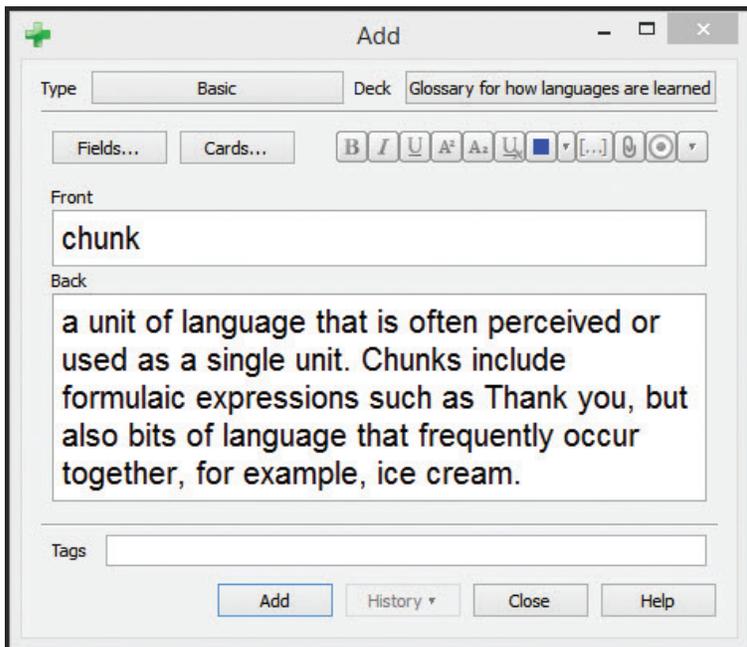


I will name this deck as “Glossary for how languages are learned” as I will prepare flashcards for my students to practice the basic terms provided at the end of the book entitled *How Languages are Learned* by Lightbrown and Spada (2013).

The next step will be to create notes for this deck. *Anki* will create flashcards based on the notes that we have provided. Click on “Add” button on the toolbar located at the top of the window.

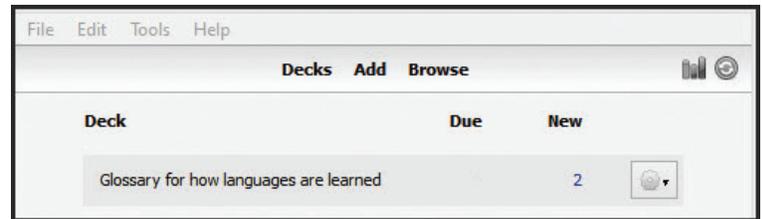


Please make sure that you have selected the appropriate “Deck”, which is, in my case, “Glossary for how languages are learned”. Below the note type “Basic”, you will see an area labeled as “Front” and “Back”. In the area labeled as “Front”, I will enter the term, “chunk”, and in the area labeled as “Back”, I will enter the explanation or definition, “a unit of language that is often perceived or used as a single unit. Chunks include formulaic expressions such as Thank you, but also bits of language that frequently occur together, for example, ice cream.” When you are finished, click on the “Add” button. The information that we have entered will be saved as one card. You may continue adding new notes, and when you are finished, you can click on the “Close” button to return to the main window.

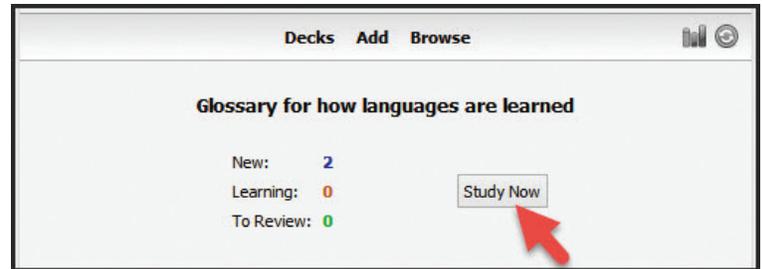


I have returned to the main window, showing the name of the deck and the

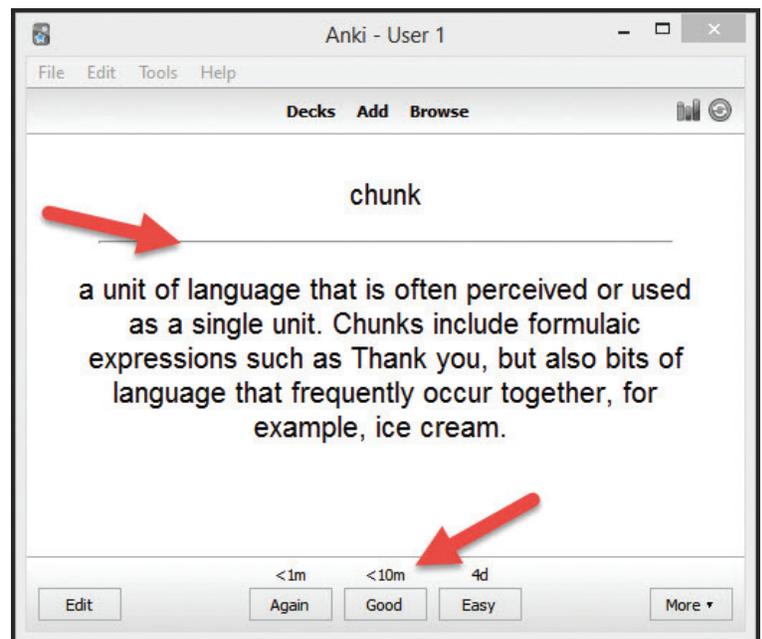
number of the cards in it. In my deck, there are only two cards, as can be seen in the following figure.



In order to study the cards in the deck you have created, click on the deck and then the button “Study now.”



A new window will appear, providing first the information entered in the “Front”, which is, in this case, “chunk”. We will try to say what this term means. Next, we will click on “Show Answer” button at the bottom. *Anki* will show the term and the explanation/definition under it.



If we have provided the definition/explanation easily and correctly, we can select “Easy” on the toolbar at the bottom. In this way, we tell *Anki* to show this term again after 4 days since we know it very well. However, if we are wrong, we should select “Again” so that *Anki* shows it again in less than a minute. If we provide the correct response but are not sure about it, we can select “Good” to review it in less than 10 minutes.

When you start using the program, you will notice that it takes a lot of time

to create flashcards; however, you will also notice the benefits after studying the flashcards using *Anki*. If you like, you can also use decks shared by other users on *Anki* website available at <https://ankiweb.net/shared/decks/>. There are many decks available in various languages, which you will find useful.

I have tried to demonstrate the basic use of *Anki*. Therefore, readers are advised to check the detailed manual available at <http://ankisrs.net/docs/manual.html>.

Evaluation

Anki proves to be a great program for language learners interested in using flashcards to study vocabulary in any language as well as the key terms or topics in any subject. *Anki* has also a free companion to the computer version, *AnkiWeb*, which you can use to keep your decks and cards synchronized.

Resources

Similar Software and Websites

- <http://www.cardkiwi.com>
- <http://www.cobocards.com/en/>
- <http://www.cram.com>
- <http://www.ediscio.com/>
- <http://www.flashcardstash.com>
- <http://www.fullrecall.com>
- <http://www.jmemorize.org>
- <http://www.mnemosyne-proj.org>
- <http://opencards.info>
- <http://www.proprofs.com/flashcards/>
- <http://quizlet.com>
- <http://www.supermemo.com>

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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. These listings include only Slavic, East European, and Eurasian offerings. Many of the programs listed offer additional languages. See individual program sites for details. The information below was provided in October 2013 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)
Avg class size:	12 for Russian; 5 for all other languages
Size of Program:	175
Funding:	Melikian Scholars Awards, ROTC Project GO Scholarships, International Distinguished Engagement Awards
Website:	http://cli.asu.edu
App. Deadline:	2015 January 30
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
Avg class size:	7
Size of Program:	75-85
Funding:	Scholarships available
Website:	www.beloit.edu/cls
App. Deadline:	May 22, 2015
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 http://www.brynmawr.edu/russian/rli.htm
Tuition/Fees:	See http://www.brynmawr.edu/russian/rli.htm
Housing:	See http://www.brynmawr.edu/russian/rli.htm
Meals:	See http://www.brynmawr.edu/russian/rli.htm
Prof Testing:	Pre- and Post-Program testing for intermediate and advanced students; Post-Program testing for beginning students
Ave class size:	5 to 10 students
Size of program:	Varies
Funding:	RLI scholarship awards
Web site:	http://www.brynmawr.edu/russian/rli.htm
App. Deadline:	See http://www.brynmawr.edu/russian/rli.htm
Contact:	Billie Jo Ember, Assistant Director, rli@brynmawr.edu Grad funding: FLAS
Website:	http://www.indiana.edu/~swseel/
Contact:	swseel@indiana.edu ; 812-855-2889

CESSI University of Wisconsin-Madison

Institution:	University of Wisconsin-Madison
Language(s):	Kazakh, Tajik, Uyghur, 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:	8
Tuition/Fees:	\$4,000
Housing:	Not included
Meals:	Not included
Prof. Testing:	Not included
Avg. class size:	4
Size of Program:	10-20
Funding:	FLAS, tuition remission
Website:	http://creeca.wisc.edu/cessi/index.html
App. Deadline:	April 24, 2015
Application Site:	http://creeca.wisc.edu/cessi/applications.html
Admission Is:	competitive

Contact:	Nancy Heingartner, CESSI program coordinator, cessi@creeca.wisc.edu
Special Features:	Weekly lecture series.

Georgia Tech

Institution:	Georgia Institute of Technology (Georgia Tech)
Language(s):	Russian
Location(s):	Moscow, Russia
Eligibility:	Undergraduates, graduate students, non-students, professionals Non-Georgia Tech students are eligible Non-US citizens are eligible
Dates:	T.B.A., see website
Credits:	9 credits
Tuition/Fees:	See http://www.modlangs.gatech.edu/study-abroad-lbat/lbat-russia (1)
Housing:	Homestays with Russian families
Meals:	Breakfast and dinner in homestay
Prof Testing:	Unofficial ACTFL testing, official arranged for those who require it for a scholarship
Avg class size:	6
Size of Program:	16-20
Funding:	See http://www.modlangs.gatech.edu/study-abroad-lbat/lbat-russia
Website:	http://www.modlangs.gatech.edu/study-abroad-lbat/lbat-russia
App. Deadline:	Feb. 15, 2015
Application Site:	http://www.oie.gatech.edu/sa/application (2)
Admission Is:	competitive
Contact:	Stuart Goldberg, sgoldberg@gatech.edu
Special Features:	<ul style="list-style-type: none">• Homestays with Russian families.• Partial language pledge (only Russian with families, instructors, director, students and staff of host university).• Site visits to businesses.

Footnotes:

(1) Out-of-state students pay in-state tuition and fees plus \$250.

(2) Non-GT students must fill out an application for admission as transient or special student in addition to the program application. This application is also due on Feb. 15, 2015. See <http://www.oie.gatech.edu/content/application-procedures-non-gt-transient-special-non-degree-students>.

Indiana University

Institution:	Indiana University
Language(s):	Arabic, Mongolian, Persian, Russian, Swahili, and Turkish: More to be announced in fall 2014
Location(s):	Bloomington, Indiana
Eligibility:	Undergraduate and graduate students, non-students, professionals, military/government Non-IU students are eligible Non-US citizens are eligible Incoming freshmen eligible

High school students in their senior year eligible.
See website for more information.

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/
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
Size of Program:	250
Website:	http://www.indiana.edu/~swseel
App. Deadline:	Expected priority deadline: February 1, 2015. Other applications reviewed on a rolling basis.
Application Site:	http://indiana.edu/~swseel
Admission Is:	Competitive
Contact:	swseel@indiana.edu
Special Features:	Career and scholarship advising; job recruiting.

Footnotes:

- (1) Summer session dates subject to change by University Registrar.
(2) On-campus housing organized by language.

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 30 - August 14 (6-week graduate session)
Credits:	12 semester hours (8-week 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:	8
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 edu<mailto:schoolofrussian@middlebury.edu>

Special Features:

- 24/7 Immersion – Language Pledge®.
- Degree Programs – Graduate courses can lead to MA or DML degree in Russian.

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 28, 2015; early bird discounted deadline: March 1
Application Site:	go.miis.edu/applysilp
Admission Is:	first-come, first-served
Contact:	Alisyn Henneck, 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>
App. Deadline: N/A
Application Site: <https://www.summer.ucla.edu/register/register.cfm>
Admission Is: Open
Contact: Lisa Lee at lisalee@humnet.ucla.edu 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: rolling admission, final deadline in May 2015
Application Site: <http://summerlanguages.uchicago.edu>
Admission Is: first-come, high school applications are evaluated for preparedness for college-level coursework
Contact: summerlanguages@uchicago.edu

Footnotes:
(1) Credits vary by number of courses taken and are calculated on the quarter system. See website or write with questions.
(2) Per course. Tuition levels for \$2015 will not be set until January 2015. Price shown is for 2014.

University of Michigan

Institution: University of Michigan
Language(s): Russian
Location(s): Ann Arbor
Eligibility: Undergraduates, graduate students, non-students,

professionals, high-school students are eligible // Non-UM students are eligible (1)

Dates: Vary (see website)
Credits: 8 credits per course/for-credit option
Tuition/Fees: Vary (2)
Housing: Not included
Meals: Not included
Pro Testing: Not included
Avg class size: 6-10
Size of Program: N/A
Funding: FLAS (3)
Website: www.lsa.umich.edu/sli
App. Deadline: March 31, 2015
Application Site: www.lsa.umich.edu/sli
Admission Is: n/a
Contact: Jean McKee, slavic@umich.edu, 734-764-5355

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; Yakutsk; Krakow; Moscow, Prague, 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 20, 2015 for Project GO; March 6, 2015 for abroad programs and all other scholarships; rolling

applications after March 6.

Application Site: www.sli.pitt.edu

Admission Is: First come-first served; rolling after March 7

Contact: Dawn Seckler; sliadmin@pitt.edu; Das200@pitt.edu; 412-648-9881

Special Features:

- Tuition Remission: All scholarship recipients receive partial or full tuition scholarships (competitive).
- Study Abroad: SLI offers combined Pittsburgh/Abroad courses such as 5+5 Pittsburgh/Moscow, 6+4 or 4 weeks only (Polish, Slovak, Hungarian, Bulgarian and Bosnian/Croatian/Serbian), 6 weeks abroad only in Poland and Prague, and a special 8-week Intermediate and Advanced Russian classes in Yakutsk, Russia for ROTC Project GO scholarship recipients.

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 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

Pro Testing: Not included

Avg class size: 10-15

Size of Program: 170 students

Funding: ROTC Project GO, FLAS

Website: <http://www.virginia.edu/summer/SLI/>

App. Deadline: rolling admissions until the start of the program

Application Site: https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=uva-sli

Admission Is: first-come first-served

Contact: uvasli@virginia.edu

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.
- Arabic level 2 offers instruction in both classical and colloquial.

Footnotes:

- (1) Number of credits depends which program a student attends. All programs carry 12 credits except for Arabic and Chinese which carry 8 credits.
- (2) Non-credit option allows participants to enroll at a lower rate.

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, \$2,600 (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)

App. Deadline: May 29, 2015

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

Yale University

Institution: Yale University

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

Location(s): 3 week 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

Prof Testing: included

Avg class size: 6 - 10

Size of Program: up to 20

Funding: FLAS, Critical Language Award, other fellowships and scholarships

Website: <http://summer.yale.edu/studyabroad/facultyled>

App. Deadline: February 15, 2015

Application Site: https://cie.yale.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=2648

Admission Is: rolling admission, qualified non-Yale students are eligible and encouraged to apply

Contact: constantine.muravnik@yale.edu, megan.carney@yale.edu

Special Features: • Course on Russian Culture; excursions and tours, three-day trip to Moscow, day trip to Novgorod.

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

YIVO Institute for Jewish Research/ Bard College

Institution: YIVO Institute For Jewish Research/ Bard College

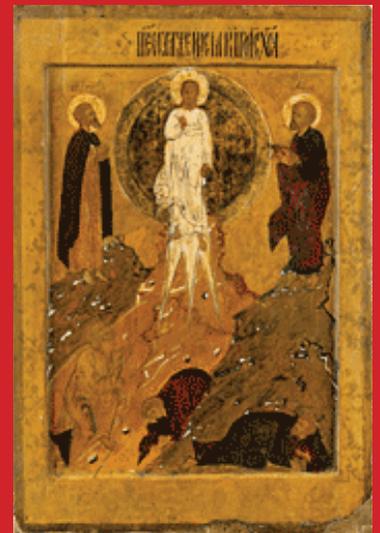
Language(s): Yiddish

The Museum of Russian Icons

The Museum of Russian Icons (<http://www.museumofrussianicons.org>) in Clinton, MA has the largest collection of Russian Icons in the US. Among this year's activities the Museum published *Twenty Treasures*, a monograph describing the history of the Museum and descriptions and photographs of twenty of its most significant holdings.

One of the Museum's missions is to inspire the study of Russian culture and so has exhibits dealing with cultural objects other than icons. Our current special exhibition is called "Darker Shades of Red" which displays posters from the Soviet Union from WWII to the late 1980s. The next special exhibit, beginning September 13, will be that of photographs from Siberia.

The Museum, which has hosted major exhibits of icons from the Andrey Rublev and Tretyakov Galleries in Moscow, will be hosting an exhibit of the Russian Icons in the British Museum, most of which have never been publicly exhibited. This exhibit will run from early May to August 22, 2015.



AATSEEL 2015 Annual Conference

Vancouver, BC, Canada / January 8-11, 2015

Special Events

- Keynote address by Mikhail Lampolski (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

Hotel and Accommodations

All conference events will take place at:

Renaissance Harbourside

1133 West Hastings Street

Vancouver, British Columbia, Canada

http://www1.hilton.com/en_US/hi/hotel/PASPHHF-Hilton-Pasadena-California/index.do

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.

Conference Registration

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

Pre-registration rates (by November 1)

- 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.

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>

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Recent Publications

Carmen Finashina (Northwestern University)

Culture

Borcila, A. 2014. *American Representations of Post-Communism: Television, Travel Sites, and Post-Cold War Narratives*. London, UK: Routledge.

White, A. 2014. *Small-Town Russia: Postcommunist Livelihoods and Identities: A Portrait of the Intelligentsia in Achiit, Bednodemyanovsk and Zubtsov, 1999-2000*. London, UK: Routledge.

Film

Bahun, S., & Haynes, J., eds. 2014. *Cinema, State Socialism and Society in the Soviet Union and Eastern Europe, 1917-1989: Re-Visions*. London, UK: Routledge.

First, J. 2014. *Ukrainian Cinema: Belonging and Identity during the Soviet Thaw*. New York, NY: I.B. Tauris.

History

Couvee, P., & Finn, P. 2014. *The Zhivago Affair: The Kremlin, the CIA, and the Battle Over a Forbidden Book*. New York, NY: Pantheon.

Evtushenko, M. 2014. *Pravoslavnoe vospitanie nemetskikh printsess: Ocherki pridvornoy zhizni Rossiyskogo Imperatorskogo Doma*. Saarbrücken, DE: LAP LAMBERT Academic Publishing.

Frary, L., & Kozelsky, M., eds. 2014. *Russian-Ottoman Borderlands: The Eastern Question Reconsidered*. Madison, WI: University of Wisconsin Press.

Friedgut, T. 2014. *Stepmother Russia, Foster Mother America: Identity Transitions in the New Odessa Jewish Commune, 1881-1891*. Brighton, MA: Academic Studies Press.

Peacock, M. 2014. *Innocent Weapons: The Soviet and American Politics of Childhood in the Cold War*. Chapel Hill, NC: University of North Carolina Press.

Yekelchyk, S. 2014. *Stalin's Empire of Memory: Russian-Ukrainian Relations in the Soviet Historical Imagination*. Toronto, CAN: University of Toronto Press.

Literature

Balina, M., & Rudova, L., eds. 2014. *Russian Children's Literature and Culture*. London, UK: Routledge.

Brintlinger, A. 2014. *Chapaev and his Comrades: War and the Russian Literary Hero Across the Twentieth Century*. Brighton, MA: Academic Studies Press.

Farquhar, M. 2014. *Secret Lives of the Tsars: Three Centuries of Autocracy, Debauchery, Betrayal, Murder, and Madness from Romanov Russia*. New York, NY: Random House.

Golburt, L. 2014. *The First Epoch: The Eighteenth Century and the Russian Cultural Imagination*. Madison, WI: University of Wisconsin Press.

Hudspith, S. 2014. *Dostoevsky and The Idea of Russianness: A New Perspective on Unity and Brotherhood*. London, UK: Routledge.

Janecek, G. 2014. *Andrei Bely: A Critical Review*. Lexington, KY: University Press of Kentucky.

Katz, M., ed., trans. 2014. *The Kreutzer Sonata Variations: Lev Tolstoy's Novella and Counterstories* by Sofiya Tolstaya and Lev Lvovich Tolstoy. New Haven, CT: Yale University Press.

Rewakowicz, M. 2014. *Literature, Exile, Alterity: The New York Group of Ukrainian Poets*. Brighton, MA: Academic Studies Press.

Music

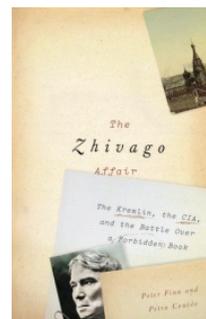
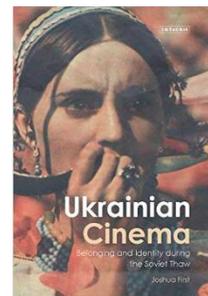
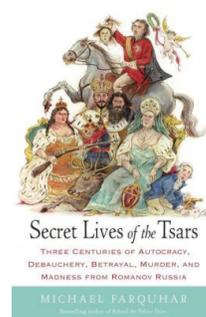
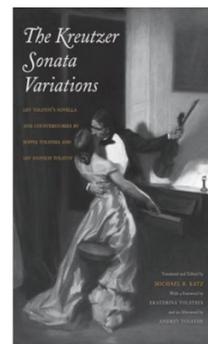
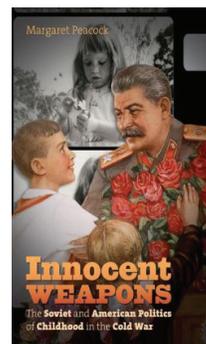
Swartz, A. 2014. *Piano Makers in Russia in the Nineteenth Century*. Bethlehem, PA: Lehigh University Press.

Politics

Gorham, M. 2014. *After Newspeak: Language Culture and Politics in Russia from Gorbachev to Putin*. Ithaca, NY: Cornell University Press.

Harper, A. 2014. *Russia's North Caucasus Region: Unstable Past, Unpredictable Future*. Hauppauge, NY: Nova Science Publishers.

Leichtova, M. 2014. *Misunderstanding Russia: Russian Foreign Policy and the West*. Farnham, UK: Ashgate Publishing.



Member News

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 (clukey@wisc.edu).

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

William J. Comer has moved from the University of Kansas to Portland State University where he has assumed the position of Director of the Russian Flagship Program (<http://www.pdx.edu/russian-flagship/>), one of four domestic Flagship programs for Russian. The Language Flagship Programs are an initiative of the Defense Language and National Security Education Office. Flagship Programs prepare a cadre of global professionals by encouraging undergraduate students to develop Superior level skills in a critical language while pursuing a major of their choice.

Professional highlights from **Robert and Elizabeth Chandler** include two translations: Alexander Pushkin's *The Captain's Daughter* by New York Review Books Classics (September, 2014) and Nadezhda Teffi's *Subtly Worded*, co-translated with Anne Marie Jackson and published by Pushkin Press (December, 2014).

Halina Filipowicz (University of Wisconsin-Madison) guest-edited a gender-themed issue of *The Polish Review* (vol. 59, no. 1) that came out in May 2014. Focused on new approaches to Polish literature, culture, and history through the methodologies of gender and women's studies, this special issue showcases latest research by scholars from Britain, Canada, Sweden, and the United States. Their articles respond to the challenge of incorporating Polish gender and women's studies into an enlarged global framework, and they chart new directions in feminist scholarship on Polish literary and cultural history.

Anna Frajlich-Zajac (Columbia University) writes with news of several professional accomplishments. Her poems appeared in the French magazine "Recours au Poeme" (Issue 101, English translation by Alice-Catherine Carls) as well as in the *International Poetry Review* (2014), in the original Polish (English translation by Ross Ufberg). In addition to these milestones, Wisława Szymborska's letters and collages to Anna Frajlich were published in *Kwartalnik Artystyczny* (2014).

Susanne Fusso (Wesleyan University) announces that her translation of Sergey Gandlevsky, *Trepanation of the Skull*, is being published by Northern Illinois University Press this coming fall. Gandlevsky's autobiographical novella sheds light on one of the leading Russian poets and prose writers of the twentieth century. This translation, which is the first volume in English of Gandlevsky's prose, provides a portrait of the artist as a young man during the late-Soviet era.

Jane Hacking (University of Utah) announces that the Second Language Teaching and Research Center (L2TReC) at the University of Utah has been awarded a Flagship Proficiency Assessment Grant. The grant project, which partners L2ReC with Salt Lake Community College, will strengthen and broaden current language assessment practices at both the University of Utah and at Salt Lake Community College. The project will focus on Arabic, Mandarin Chinese, Korean (self-funded), Portuguese and Russian at all levels of instruction.

Congratulations to **Adrienne Harris**, who was granted tenure and promoted to associate professor in the Department of Modern Languages and Cultures at Baylor University.

Congratulations to **Kate Holland** (University of Toronto), who has been promoted to Associate Professor with tenure in the Department of Slavic Languages and Literatures. Her book, *The Novel in the Age of Disintegration: Dostoevsky and Genre in the 1870s*, was published by Northwestern University Press in October 2013.

C.V. Starr Professor Emeritus at Middlebury College, **Michael R. Katz**, recently published *The Kreutzer Sonata Variations: Lev Tolstoy's Novella and Counterstories by Sofiya Tolstaya and Lev Lvovich Tolstoy* (Yale, 2014). The book has a Foreword by Ekaterina Tolstaya and an Afterword by Andrey Tolstoy. The book was reviewed in the *New York Times* on August 20, 2014.

Ewa Thompson, Research Professor of Slavic Studies at Rice University, received the Polish medal "Courage and Integrity" for her work on colonialism in Central Europe. The ceremony took

place during the Congress "Poland: A Great Project" held annually in Warsaw in June. The medal was handed in to Thompson by former Polish Prime Minister Jaroslaw Kaczynski. The laudation and acceptance speech can be viewed here:

<http://www.youtube.com/watch?v=Oh4N5-EZ-W6w>,

<http://www.youtube.com/watch?v=BxkbiV2QtNE>

Elizabeth Skomp (Sewanee: The University of the South) and Benjamin Sutcliffe (Miami University) will publish their monograph *Ludmila Ulitskaya and the Art of Tolerance* with University of Wisconsin Press in Spring 2015.

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Series Editor: Halina Filipowicz (University of Wisconsin - Madison)

Please send all inquiries and proposals to Professor Filipowicz at: hfilipow@wisc.edu.

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