

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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AATSEEL NEWSLETTER EDITORIAL STAFF**Editor:** BETTY LOU LEAVER**Assistant Editor:** CARMEN FINASHINA

Contributing Editors: VALERY BELYANIN
 MOLLY THOMASY BLASING
 ELENA DENISOVA-SCHMIDT
 KATHLEEN EVANS-ROMAINE
 SIBELAN FORRESTER
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 KATYA JORDAN
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 ANI KOKOBOBO
 NATAŠA MILAS
 MILA SASKOVA-PIERCE
 CURT WOOLHISER
 KAMILA ZAPLETÁLKOVÁ

NL Coordinates:

Editor: Leaver@aol.com

Assistant Editor: carmenfinashina2016@u.northwestern.edu

Layout/Advertising: CDLSrvcs@aol.com

AATSEEL Office:

Elizabeth Durst

Executive Director, AATSEEL

3501 Trousdale PKY., THH 255L

Los Angeles, CA 90089-4353 USA

E-mail: aatseel@usc.edu

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AATSEEL POINTS OF CONTACT**President:**

NANCY CONDEE
 University of Pittsburgh
 condee@pitt.edu

President-Elect:

THOMAS SEIFRID
 University of Southern California
 seifrid@usc.edu

Past President:

CARYL EMERSON
 Princeton University
 cemerson@princeton.edu

Vice-Presidents:

KATYA HOKANSON
 University of Oregon
 hokanson@uoregon.edu
 ELENA KOSTENKO-FARKAS
 Anchorage School District
 Farkas_ elena@asdk12.org

JAMES LAVINE

Bucknell University
 jlavine@bucknell.edu

JULIA MIKHAILOVA

University of Toronto
 julia.mikhailova@utoronto.ca

VALERIA SOBOL

University of Illinois, Urbana-Champaign
 vsobol@illinois.edu

REBECCA STANTON

Barnard College, Columbia University
 rstanton@barnard.edu

Editor, *SLAVIC & EAST EUROPEAN JOURNAL*:

GERALD JANECEK
 University of Kentucky
 SEEJ@uky.edu

Editor, *AATSEEL NEWSLETTER*:

BETTY LOU LEAVER
 Leaver@aol.com

Conference Program Committee Chair:

ALEXANDER BURRY
 Ohio State University
 burry.7@osu.edu

Executive Director:

ELIZABETH DURST
 AATSEEL of U.S., Inc.
 University of Southern California
 aatseel@usc.edu

Conference Manager:

DIANNA MURPHY
 AATSEEL Conference Manager
 aatseelconference@mac.com

AATSEEL Web Master:

DAVID GALLOWAY
 Hobart and William Smith Colleges
 galloway@hws.edu

AATSEEL Web site

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

<http://www.aatseel.org>

Message from the AATSEEL President

As most of you know, in the early fall our field lost a major figure, **Michael Henry Heim** (21 January 1943 – 29 September 2012). He did not belong to us alone, of course; we tended to consider him ours because of his foundational work in Russian, Croatian, Serbian, Czech, Slovak, Romanian, and Hungarian, beyond his “foreign” work in German, French, Spanish, Dutch, Danish, Norwegian, Swedish, Italian, Latin, and Chinese. Through him, the English speaker had access to major works of Central and Eastern Europe, including those by Milan Kundera, Danilo Kiš, Karel Čapek, Péter Esterházy, George Konrad, Jan Neruda, Sasha Sokolov, and Bohumil Hrabal, as well as invaluable new translations of Anton Chekhov.

Shortly after Michael’s death, he was identified as the anonymous donor to the Pen Translation Fund. Established in 2003, the Pen Translation Fund was established with money that was the result of a benefit that Michael Heim’s family had received upon the death of his father. The original \$734,000 led to the support of over 100 book translation projects in thirty languages (otherwise at risk for being insufficiently profitable to contract), ranging from Russian, Lithuanian, Armenian, and Estonian to Basque, Farsi, and Mongolian. Michael himself was awarded the 2010 PEN Translation Prize for his translation of Hugo Claus’s *Wonder* (Archipelago, 2009), as well as the 2009 PEN Ralph Manheim Medal for a Lifetime in

Translation. To these awards must be added a mention of his induction into the American Academy of Arts and Sciences (2002) and a Guggenheim Fellowship (2006).

December is often a time when we consider donating to our chosen causes. A fitting tribute to Michael’s work would be a donation to the very Pen Fund he had founded. Information on that fund can be found at Pen American Website under Donations at the link “Support Specific Programs,” where Translation Fund is listed as the last of fifteen programs at <https://www.pen.org/donateDetail.php>.

We are very grateful to a former student of Michael Heim’s, Russell Scott Valentino (Indiana University Bloomington), who has graciously agreed to give the AATSEEL 2013 Keynote address in honor of Michael’s work. That keynote, entitled “New Frontiers for Translation in the 21st Century (The Globe, The Market, The Field)” is scheduled for Saturday, 5 January at 11.00 and will include selections from Michael’s writing, read by his fellow translators, former students, and admirers. Michael himself—a gifted translator who could mediate among sixteen languages, substituting the figures of one language system for the figures of another with a clarity and precision unmatched in English—is irreplaceable among our colleagues, but I hope nevertheless that you will join us in Boston, where his students, colleagues, and admirers will remember his work.

Nancy Condee (University of Pittsburgh), AATSEEL President (2011-2012)

Letter from the Editor

Dear AATSEEL Members:

It hardly seems possible that we are approaching the end of another calendar year and looking forward to another annual meeting. Yet, that is indeed the case.

Time seems to move faster and faster. Keeping up seems to have been a difficulty not only for me but also for some of our column editors for this issue. Therefore, you will notice a few columns missing. We have included all that were sent to us, including those sent very late. I hope we will be able to celebrate a return to full columnry in the next issue. I also hope that you will not find your favorite column, whatever it might be, missing from this issue.

I would like to point out, as I do occasionally, that we would very much like to hear about your publications so that we may include them in the Recent Publications column. That column is maintained by Associate Newsletter Editor, Carmen Finashina of Northwestern University. You may send information about your publications to her at carmenfinashina2016@u.northwestern.edu.

Finally, your fellow members would like to know what you are doing! Please keep us all informed by dropping a note about each of your great accomplishments, as they occur, to the Membership News column editor, Molly Thomasy Blasing (thomasy@wisc.edu). She will be happy to report on your great and wonderful feats.

And now really finally, it is time to start planning for the Annual Meeting. This year, it will be in Boston (my home area, yay!). Information can be found throughout the newsletter. I hope to see you all there!

In the interim, I wish all of you a very happy holiday season!

Betty L. Leaver, Editor

Want a Past Issue of the AATSEEL Newsletter?

Past issues of the AATSEEL Newsletter dating back to 2002 are available in PDF format on the AATSEEL website:

<http://www.aatseel.org>



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14th Annual National Post-Secondary Russian Essay Contest

Students taking Russian in accredited colleges and universities are invited to participate in the fourteenth annual National Post-Secondary Russian Essay Contest sponsored by the American Council of Teachers of Russian.

All students must pay a registration fee of \$5.00. Students can only be registered by a teacher. Please note that one teacher at each participating institution must be a current member of ACTR. Be sure to indicate this person on your registration form. To register your students, please send a registration form (below) and one check made out to "ACTR" to Tony Brown, Department of Germanic and Slavic Languages, Brigham Young University, 3093 JFSB, Provo, Utah 84602. All registrations must be received by January 31, 2013. Registrations received after the deadline will not be accepted. (Payment can be received later since we understand that approval for final payment may take several weeks at your institution.)

When registering your students, please consult the criteria below to select the appropriate level.

Teachers whose students are participating in the contest will receive directions and the essay topic in late January 2013. Students will write their essays between Feb. 1 and Feb. 15, 2013 at a time selected by the instructor at each institution. Students should not receive the essay topic until the time scheduled to write the essay. Judges will review the essays in March 2013 and winners will be announced by April 15, 2013.

Please note that students cannot use any books or notes and may not work together. Essays must be written legibly in blue or black ink (pencil is not acceptable as it will not photocopy) and on lined paper provided by instructors. The time limit for writing the essays will be one hour. After students complete the essay, teachers will make four photocopies of each essay as per the directions and then send the originals and three photocopies to Tony Brown within 48 hours of the test date. All essays will be evaluated anonymously: no essay will be identifiable by the name or institution of the student who wrote it. Gold,

silver, bronze and honorable mention ribbon awards (certificates) will be presented for the best essays at each level.

Teachers may not substitute students for those registered by the deadline. No refunds are available for students who don't show up for the essay contest.

Essays will be ranked according to levels as follows:

Category 1:

NON-HERITAGE LEARNERS

(those learners who do not and did not ever speak Russian in the home. Please take the time to calculate the number of hours that your students have studied Russian to place them in the proper category.)

Level One: students who at the time of the essay contest will have had fewer than 100 contact hours of instruction in Russian (whether in college alone or in college and high school). (Please note that heritage learners of any Slavic language, including Russian, are not allowed to participate in this level and category of the contest.)

Level Two: students who at the time of the essay contest will have had more than 100 contact hours, but fewer than 250 contact hours of instruction. (This is mostly students in second-year Russian.)

Level Three: students who will have had more than 250 contact hours, but fewer than 400 contact hours of instruction. (This is mostly students in third- or fourth-year Russian.)

Level Four: students who will have had more than 400 contact hours of instruction. (This is mostly students in fourth- or fifth-year Russian.)

Category 2:

HERITAGE LEARNERS

Level One: students who speak Russian with their families and who have NOT attended school in Russia or the former Soviet Union and have to learn reading and writing skills after emigration.

Level Two: students who speak Russian with their families and who

have attended school for fewer than 5 years in Russia or the former Soviet Union and may have had to relearn reading and writing skills after emigration.

Level Three: students who speak Russian with their families and who have attended school for 5 or more years in Russia or the former Soviet Union and have not had to relearn reading and writing skills after emigration.

Judges will evaluate essays according to content (the ability to express ideas in Russian and communicate information about the topic) and length, lexicon, syntax, structure (grammatical and orthographic accuracy), and originality or creativity.

Awards will be announced in the ACTR Letter and Web site, and the AATSEEL Web site. The best gold ribbon essays will be published in the ACTR Letter.

Teachers with questions about the essay contest should contact:

Tony Brown
Department of Germanic and
Slavic Languages
Brigham Young University
3093 JFSB
Provo, Utah 84602
801-422-7012
tony_brown@byu.edu

NPSREC
ACTR National Post-
Secondary Russian Essay
Contest

AATSEEL Website

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

<http://www.aatseel.org>

Balkan Café

Editor: Nataša Milas,
Yale University

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

In Contrast: Croatian Film Today

Edited by Aida Vidan
and Gordana P. Crnković

Published by the Croatian Film Association in association with Berghahn Books, September 2012.

In Contrast: Croatian Film Today is the first full-length volume dedicated to Croatian cinema. Edited by Aida Vidan (Harvard University) and Gordana P. Crnković (University of Washington), this book features articles by some of the most prominent scholars of Croatian film. While Ivo Škrabalo discusses Croatian film in the context of Yugoslavia in the second half of the twentieth century, Jurica Pavičić focuses on new Croatian film and its movement from “cinema of hatred” to “cinema of consciousness.” The rest of the articles from this volume offer insight into the Croatian film industry, Croatian documentaries and animated films, as well as gender issues in contemporary Croatian cinema. An impressive number of reviews, which account for almost the entire Croatian tradition, further investigate the works of some of the most prominent Croatian directors, including Matanić, Brešan, Nuić, Sviličić, Nola and others. One of the highlights of *In Contrast: Croatian Film Today* is a section that offers in depth interviews with Croatian directors. While the editors of this volume share their insightful conversation with Vinko Brešan, and Rajko Grlić, also presented here is an interview with an acclaimed animated-filmmaker Joško Marušić, conducted by Sanja Bahun,

and Diana Nenadić’s talk with the documentary filmmaker Nenad Puhovski. As Birgit Beumers of Kino Kultura notes, “The editors have energetically and bravely mastered a tall order and compiled an excellent collection that could become a textbook for teaching Croatian cinema.”

Best European Fiction 2013

Edited by Aleksandar Hemon.
With an Introduction by
John Banville.

Dalkey Archive Press, November 2012.

In November 2012 Dalkey Archive Press published its fourth issue of the *Best European Fiction* series, edited by Bosnian-American writer, Aleksandar Hemon. *Best European Fiction* features writers from across the European continent, making it a great platform for literature in translation. As always, this collection of short stories offers an array of writers from the Balkan Peninsula. *Best European Fiction* in the past has brought us stories from Igor Štiks, Muharem Bazdulj (Bosnia), Georgi Gospodinov (Bulgaria), Maja Hrgović (Croatia), Blaže Minevski (Macedonia), Anderj Nikolaidis (Montenegro), David Albahari, Vladimir Arsenijević, Marija Knežević (Serbia), and many others great writers. This year the readers will have the pleasure to encounter a number of new works from the Balkan region. Representing Bosnia in the 2013 issue of *Best European Fiction*, and one of

the issue’s highlights, is a short story by Semezdin Mehmedinović entitled *Me’med*. Other works in this issue from the region of the Former Yugoslavia include, Borivoje Adašević’s “For a Foreign Master,” (Serbia) Mirana Likar Bajzelj’s “Nada’s Tablecloth” (Slovenia), Dragan Radulović’s “The Face” (Montenegro), and Žarko Kujundžijski’s “When Glasses are Lost” (Macedonia). While Rumen Balabanov from Bulgaria is making an appearance in *Best European Fiction* with his story “The Ragiad,” representing Romania is Dan Lungu’s “7 p.m wife.” Dalkey Archive Press finds that 2013 “may be the best year yet for *Best European Fiction*” as “the inimitable John Banville joins the list of distinguished preface writers for Aleksandar Hemon’s series.”

RECENT PUBLICATIONS

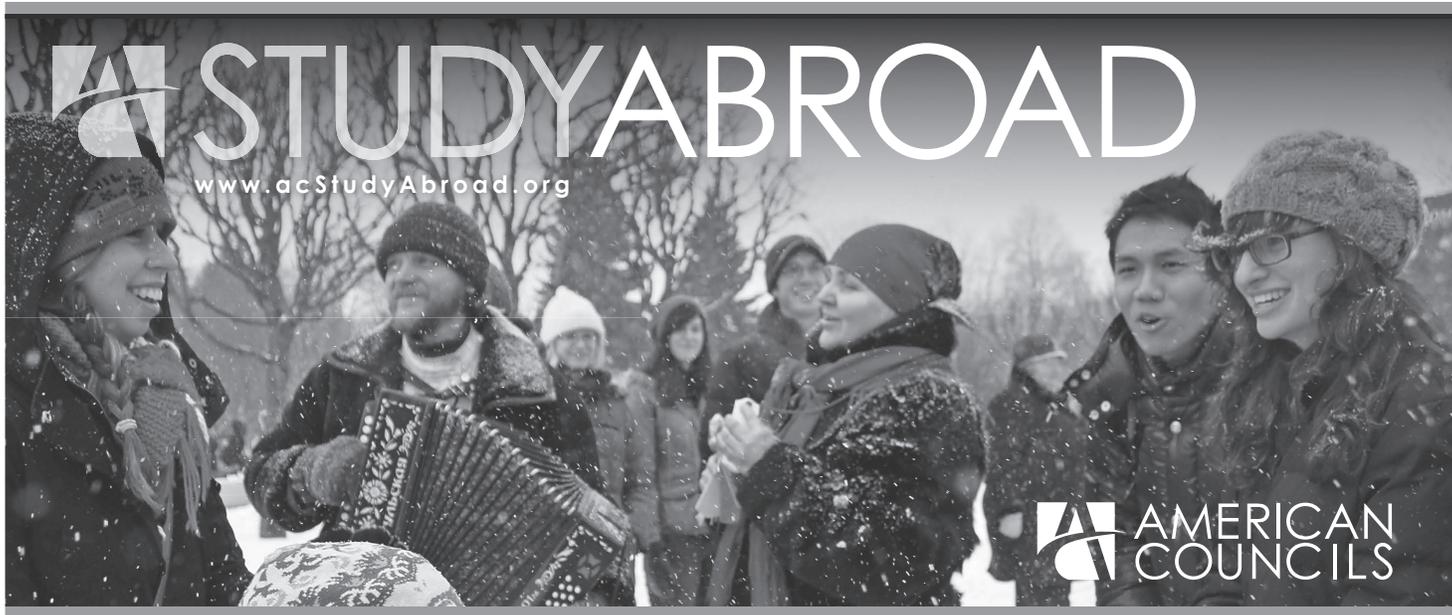
The Recent Publications column includes books published in 2011-2012. Authors and publishers are invited to submit information about their new publications.

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

Culture

Chatterjee, C., & Holmgren, B., eds.
2012. *Americans Experience Russia: Encountering the Enigma, 1917 to the Present*. London, UK: Routledge.

Continued on page 9



FUNDED PROGRAMS FOR FACULTY, TEACHERS, AND GRADUATE STUDENTS:

- **TITLE VIII RESEARCH SCHOLAR PROGRAM*** Fellowships for research trips to Central Asia, Moldova, Russia, the South Caucasus, Southeast Europe, and Ukraine.
APPLICATION DEADLINE: OCTOBER 1ST
- **TITLE VIII COMBINED RESEARCH & LANGUAGE TRAINING PROGRAM*** Fellowships for research trips combined with language study in Central Asia, Moldova, Russia, the South Caucasus, Southeast Europe, and Ukraine.
APPLICATION DEADLINE: OCTOBER 1ST
- **SUMMER RUSSIAN LANGUAGE TEACHERS PROGRAM*** Generous Fulbright-Hays fellowships for university and secondary school teachers of Russian to study abroad in Moscow for six weeks. Graduate students are encouraged to apply.
APPLICATION DEADLINE: MARCH 1ST

IMMERSION PROGRAMS FOR GRADUATE AND UNDERGRADUATE STUDENTS:

- **ADVANCED RUSSIAN LANGUAGE & AREA STUDIES PROGRAM (RLASP)** Live and study in Moscow, St. Petersburg, or Vladimir for a comprehensive immersion experience in Russian language and culture.
- **EURASIAN REGIONAL LANGUAGE PROGRAM (ERLP)** Explore Eurasian culture and language with immersion programs in Armenian, Azeri, Chechen, Georgian, Kazakh, Kyrgyz, Persian (Dari, Farsi, Tajiki), Romanian, Turkmen, Ukrainian, and Uzbek.
- **BALKAN LANGUAGE INITIATIVE** Experience the culture and languages of the Balkans with immersion instruction in Albanian, Bosnian, Macedonian, and Serbian.

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* FELLOWSHIP FUNDING FOR AMERICAN COUNCILS PROGRAMS IS PROVIDED BY THE U.S. DEPARTMENT OF EDUCATION (FULBRIGHT-HAYS) AND THE U.S. DEPARTMENT OF STATE (TITLE VIII).

Technology & Language Learning

Editor: Ferit Kılıçkaya,
Kocaeli University
<http://kilickaya.scienceontheweb.net/>

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

Creating Online ESL Video Quizzes: Eslvideo.com

Do you remember the very old days when you, as a teacher or most probably as a student of any foreign language, strived to find affordable authentic and/or adapted materials in the target language you are teaching or studying? Well, “Those were the days, my friend”. I count the new generation of teachers and students alike lucky that there is a wide variety of tools available on the Internet (Duffy, 2008; Manning, & Johnson, 2011). *YouTube* undoubtedly leads the world in the authentic/adapted materials provided through videos, an invaluable resource of educational benefits, particularly in listening, as well as other purposes. Readers are strongly advised to refer to the article (Duffy, *ibid.*, pp. 125-126) for a comprehensive list of how to use *YouTube* in educational contexts.

Readers of the AATSEEL Newsletters will remember that in the technology column of the volume 53 (Kılıçkaya, 2010), I provided an overview of *QuizStar*, which provides teachers with the opportunity to create online quizzes. However, as for adding or attaching media to the quizzes, I stated that there was a limitation of 1 MB for each file. In the current column, I hope to present a solution to this drawback through using a different website: *ESLvideo.com*.

ESLvideo.com

ESLvideo.com (<http://www.eslvideo.com>) aims to provide the opportunity for language teachers to create educational quizzes that are based on videos available at *YouTube* and many other websites that offer a wide variety of videos.

The first step, as always, will be to create a user name and password to create video-based quizzes on *ESLvideo.com*. On the main page, find the ‘Register’ link, and click on it, alternatively, you may click on ‘Create a quiz’ link, which will refer to the registration process. When you are finished with registration, log in to *ESLvideo*.

Logging in, you will see the link to create your first quiz, ‘Click here to Create a Quiz’. Clicking on that, the following page will appear.

In the next step you'll be able to add questions/answers, a transcript, and notes. You can view, edit, or delete your quiz at any time from your account.

Quiz by:

Title:

Description:

Tags:

For example: Past Tense, WH questions, Directions, etc.

Question for Comments (Optional) Does this video prompt a question students can reply to in the comments box?

Thumbnail Image: 50K max file size. Displays at 100px max width and/or 100px max height.
Note: If you're creating a quiz with a YouTube video, copy the title of the video, then paste it into the "SEARCH" field on YouTube. The search results will contain a thumbnail image to save to your desktop and upload here.

Video Embed Code:

Level: Beginning
 Low Intermediate
 Intermediate
 High Intermediate

Language: English
 Français (go here www.ESLvideo.com)
 Other

Quiz Type: Listening Comprehension
 Grammar (verb tenses, adjective/adverb usage, preposition usage, etc.)
 Vocabulary (Quizzes with answers that rhyme or are otherwise focused on correct definition / spelling.)

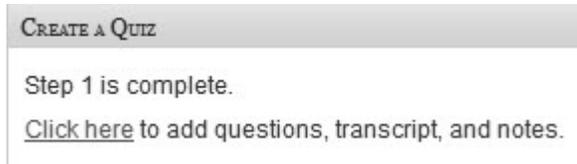
new quiz

No notes yet

No transcript yet

On this page, you will provide some info about your quiz as well as the link for the video that you may find on video-sharing websites. In this case, as an example, I will be using the song called ‘Ka-Ching’ by Shania Twain.

When you click on ‘next’, you will be finished with the first step. In the next step, you will add questions, transcript, and notes.



In this step, the following page will appear, providing options to change the properties of the quiz such as title, descriptions, and video. You can change these at any time you like using the link ‘My Account’. Now, we will add our questions using the link ‘Add a question’.



For this song, I will create questions that have students focus on the first and last rhymes. There are some websites that offer free rhyming dictionaries such as <http://www.rhymer.com> and <http://www.rhymezone.com>. When you want to add more than one question, click on ‘Questions’ link under the thumbnail of your video.

Question:

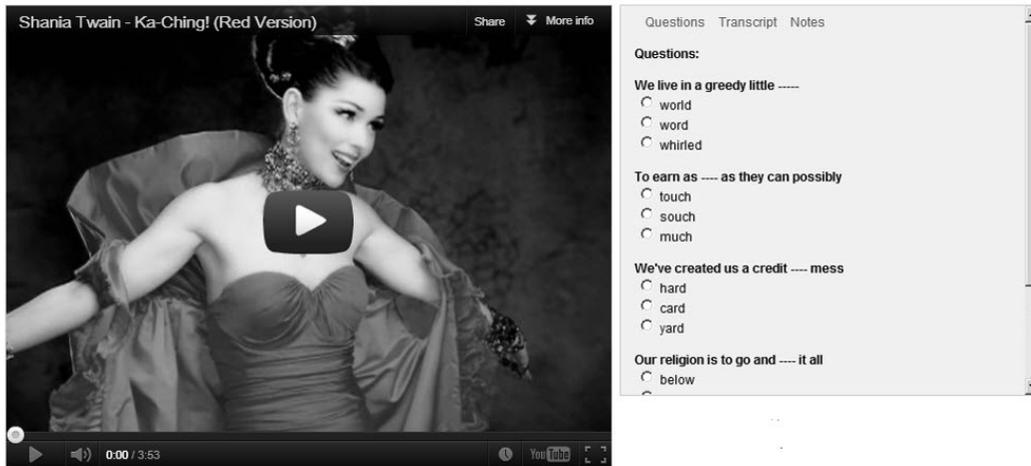
Option 1:

Option 2:

Option 3:

Answer (must be identical to correct option):

When you are done with writing your questions, you can view your quiz using the link in ‘When finished, click here to view your quiz.’ The preview will be like the following.



Using the link ‘Quizzes’ under ‘My Account’ tab, you can see your quizzes and edit them.

Click to view your:

[Quizzes](#) [Student Scores](#) [Teacher Code](#) [Favorite Quizzes](#) [Account Details](#)

My Quizzes:



[Shania Twain - Ka-Ching \(words that rhyme\)](#) [view] [edit] [[delete]

Moreover, it is also possible to add a ‘Teacher Code’ that allows your students to send the results to you after they answer the questions, which I think is a nice option.

Create/Edit your teacher code using the form below.

Your students can send you their quiz score by entering your TEACHER CODE in the quiz-results web form.

In order to receive their quiz results, your students must enter exactly the code you create below. So make it easy to spell and easy to remember.

Send these results to my teacher.

My Name:

Teacher Code:

Assignment: syoneda: Stevie Wonder: You are the Sunshine of my Life

My Score: 100% :: 15 out of 15

Try it out -- Create a teacher code, then take a quiz and send yourself the results.

Teacher Code:

When your students answer the questions and click on ‘See how you did’, they will be provided with the results, together with an option to send them to you.

Send these results to my teacher.

My Name:	<input type="text" value="Ferit Kilickaya"/>
Teacher Code:	<input type="text" value="vocabunit5"/>
Assignment:	Shania Twain - Ka-Ching (words that rhyme)
My Score:	75% :: 3 out of 4

Evaluation

Considering the technical work required to create quizzes using software available on the market and to upload these quizzes, ESLvideo provides a free yet powerful website that allows language teachers to motivate and engage their students. I hope that the future updates will provide more options such as synchronizing the transcript with the video and various types of questions.

ESL video has considerable potential for listening activities in a language classroom. Moreover, I could not agree more with Yoneda (n.d., para. 5), who puts forward that “Carefully selected videos can be a wealth of visual information for pre-reading and post-reading setup and discussion as well as generation of ideas for writing and oral presentations”.

Resources

Video portals

ClipFish, <http://clipfish.de>

College Humor, <http://collegehumor.com>

Google Video, <http://video.google.com>

TeacherTube, <http://teachertube.com/>

VeryFunnyAds, <http://veryfunnyads.com>

Yahoo Video, <http://video.yahoo.com>

YouTube, <http://youtube.com>

References

Duffy, P. (2008). Engaging the YouTube Google-eyed generation: Strategies for using Web 2.0 in teaching and learning. *Electronic Journal of eLearning*, 6(2), 119–131. Retrieved from <http://www.ejel.org/issue/download.html?idArticle=64>

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Member News

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

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

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

Radha Balasubramanian (University of Nebraska Lincoln) received a 2012 STARTALK grant as Program Director of the Critical Language Summer Camp in Chinese and Russian.

David Borgmeyer is now Director of the Center for International Studies at Saint Louis University in St. Louis, Missouri.

Edith Clowes, formerly at the University of Kansas, has joined the University of Virginia Slavic Department, where she now holds the Brown-Foreman Endowed Chair.

Katarzyna Dziwirek recently became the Chair of the Department of Slavic Languages and Literatures at the University of Washington.

Ellen Elias-Bursac taught Intermediate Bosnian, Croatian, Serbian at the Critical Languages Institute at Arizona State University this summer.

Independent scholar **Anne O. Fisher's** translation of Ilya Ilf and Evgeny Petrov's *The Twelve Chairs* (2011, Northwestern University Press) was awarded the 2012 Northern California Book Award for Fiction in Translation.

Helena Goscilo (Ohio State University) announces the following publications:

Celebrity and Glamour in Contemporary Russia: Shocking Chic, co-ed. Helena Goscilo and Vlad Strukov (Routledge 2011; paperback 2012)

Putin as Celebrity and Cultural Icon, ed. Helena Goscilo (Routledge 2012)

Embracing Arms: Cultural Representations of Slavic and Balkan Women in War, co-ed. Helena Goscilo and Yana Hashamova (Central European University Press, 2012)

Jane Hacking (University of Utah) has been appointed co-director of the newly established Second Language Teaching and Research Center at the University of Utah. L2TRC will profile the university's unique strengths in foreign language education, coordinate with Utah State Office of Education's foreign language initiatives, and provide a focal point for research in Second Language Acquisition (SLA).

The "Books Behind Bars" course taught by **Andrew Kaufman**, currently a lecturer in the University of Virginia Slavic Department, was recently featured in the Chronicle of Higher Education.

Beginning this fall, **Anne Lounsbury** is serving as Chair of New York University's Department of Russian and Slavic Studies.

Karen Ryan has left the University of Virginia for Stetson University, where she will serve as the Dean of Arts and Sciences and Professor of Russian.

Mila Shevchenko has accepted the position of Assistant Professor of Russian at Ohio University.

Melissa T. Smith has retired from the Department of Foreign Languages at Youngstown State University, effective July 1, 2012.

Val Vinokur has been promoted to Associate Professor with tenure in Lit-

erary Studies at Eugene Lang College / The New School.

Justin Wilmes (Ph.D. candidate, Ohio State University) is publishing an article titled "Anticipating Chekhov: Tragicomic Elements in Griboedov's *Woe from Wit*" in a forthcoming Griboedov edition of the *Pushkin Review*.

From our institutional members:

The School of Russian and Asian Studies (SRAS) is pleased to welcome **Kim Frankwick**, the new Student Services Coordinator. Based in Moscow, Kim will be working with students in all SRAS locations as they settle into their host cities and study programs, helping them to navigate culture shock, explore and engage in new opportunities, and overall maximize their experience abroad. She will also assist in reviewing and advising students' written work for some locations. Kim earned a B.A. in Russian Language and Literature from Beloit College, studied at the Russian State University for the Humanities, and earned a M.Ed. in Student Development Administration from Seattle University.

Recent Publications Continued

Continued from page 3

Dance

Ezrahi, C. 2012. *Swans of the Kremlin: Ballet and Power in Soviet Russia*. Pittsburgh, PA: University of Pittsburgh Press.

Education

Maximova-Mentzova, T. 2012. *The Changing Russian University: From State to Market*. London, UK: Routledge.

Ethnic & Gender Studies

Akturk, S. 2012. *Regimes of Ethnicity and Nationhood in Germany, Russia, and Turkey*. Cambridge, UK: Cambridge University Press.

Continued on page 20

PSYCHOLOGY OF LANGUAGE LEARNING

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

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

What can L2 writing tell us about L2 teaching?

Eugenia Kelbert, Yale University <eugenia.kelbert@yale.edu>

It comes hard to most people to learn a second language, and Russian is a notoriously hard goal for most English-speakers. The case system, the aspectual verb system, and the necessity to learn numerous exceptions – all this constitutes either an insurmountable problem or a challenge to most beginners. In either case, the ultimate goal of even the most ambitious learner usually sounds more like “I will read Dostoyevsky in the original” than “I will one day write a novel in Russian” – or, to be a bit more realistic, perhaps a journal or a blog. Indeed, any kind of artistic expression is often considered to be all but irrelevant to an L2 speaker. Second language acquisition is inherently imitation of a standard (in a different and more self-conscious way, it seems, than that of a native tongue). This fundamental principle is taken so far in our language instruction that hardly anybody in an average Russian class aspires to find their own style in that language.

Learners, it seems, never attain native-like mastery of a second language. Lenneberg’s Critical Period Hypothesis confirms as much – only a small, and still contested, minority of learners may ever become indistinguishable from native speakers. The CPH itself has been questioned by many scientists, but even if our neurological apparatus really is indeed not equipped to attain ‘native’ proficiency post-puberty, is that only possible goal? Must all language learn-

ing be geared towards communication and passive comprehension?

One powerful example to the contrary is that of novelists and poets who have, through the ages, achieved well-deserved acclaim as writers in their second language (a term suggested by Steven Kellman is “translingual writers”). Names such as Joseph Conrad, Joseph Brodsky or Vladimir Nabokov come to mind. A Polish-born writer who provided a paragon as an English stylist to generations of novelists, despite having acquired this language as a young sailor on English ships, Conrad spoke with an accent that appalled his interlocutors to the end of his life. Brodsky, who emigrated at thirty-two with hardly any English, won the 1987 Nobel Prize for “all-embracing authorship”, which clearly included poetry he wrote directly in English and his brilliant English essays that had already won him the *National Book Critics Award for Criticism the year before*. Nabokov, despite having an English-speaking governess as a small child, compared writing his novels in English to using one’s limbs after losing “seven or eight fingers in an explosion” – which did not impede his becoming one of the most recognized American writers of the 20th century. The work of such authors (and many others) calls for our re-evaluation of certain premises on which language is taught. And while we tend to be more aware of L2 authors of Slavic origin than the other way round, examples of writers with non-Russian background abound in the Soviet sphere (like Chingiz Aytmatov), and the tradition can be traced back to the German-Russian poet Eduard Guber, acclaimed by Vissarion Belinsky in his time.

The obvious conclusion, then, suggests itself – there are ways around

*Editor: Valery Belyanin
(Kaluga State University)*

the impossible. But these examples may amount to more than a motivational paragon to aspiring learners. A highly talented individual able to overcome the disadvantages of a non-native speaker in terms of vocabulary, grammar or expression is, indeed, a paragon of linguistic achievement – but is our vision of this achievement itself not counterproductive in our appreciation of translingual writing? We praise near-native fluency as we praise the feat of nearly overcoming a handicap. In popular imagination, a perfectly healthy linguistic persona becomes disabled the moment he or she enters the classroom – learning is ultimately rehabilitation.

Yet, the paradigm in second language acquisition (SLA) has shifted dramatically over the past twenty years. Regarded once upon a time with suspicion¹, bilingualism (defined as the regular use of more than one language) is coming to be seen as a possible advantage and, in any case, as a different kind of functioning. Work by *Anatoliy Kharkhurin*² links bilingualism to certain kinds of creativity, and recent studies by Ellen *Bialystok* link it to greater resistance to Alzheimer’s³. Research on interference shows a strong connection between the two languages

1 Romaine, S., *Bilingualism*, 1995 (1st ed. 1989). According to her analysis, there existed no study of the positive effects of bilingualism until first signs of change came about in the 1960s, e.g. Peal and Lambert who showed that balanced bilinguals were better than monolinguals at both verbal and non-verbal IQ tests.

2 Kharkhurin A.V., *Multilingualism and Creativity, Multilingual Matters*, 2012

3 For an interview with Ellen Bialystok, see www.nytimes.com/2011/05/31/science/31conversation.html

in a bilingual person’s brain⁴, and neuroscientific studies such as Kim et al. (1997)⁵ launched a still ongoing debate on whether language processing may not happen in different parts of the brain for highly proficient late bilinguals compared to childhood bilinguals or, indeed, monolinguals. This relatively recent trend is probably best summed up in Vivian Cook’s notion of multi-competence, which sums up the general change in the paradigm: a bilingual person is not a sum total of two monolinguals sharing the same mind, and should be studied accordingly. Returning to second language writers, what ought to interest the researcher is, then,

not merely their achievement but the ways in which their multi-competence has influenced and often enriched their style, allowing them, in turn, to enrich their chosen literary idiom.

Needless to say, the example of a Conrad or a Nabokov may seem very far from the concerns of an average beginner in a Russian class. Yet, the questions it raises are of direct relevance to the very endeavor of language learning. First, it naturally invites us to rethink the process of learning a new language for already bilingual students. But this is not all, because many of the issues raised by research on multi-competence, such as linguistic interference, become relevant to any student of a second language. It seems that students ought to be made aware in a new way of factors that may affect the learning process and how to turn them to their advantage. And perhaps most important of all, the example of translanguing literature offers, as well as a revealing subject of class discussion, a new perspective on the

purpose and the end result of successful language learning.

This does not mean, of course, that we should train students to become great writers, or any kind of writers – no more than in any class of English composition. Nor should we forget the dangers of confusing ‘creativity’ with unidiomatic and ungrammatical use of a language, and of one’s intermediate interlanguage with fluency. Yet, it seems that more research is necessary on how an L2 speaker’s lexical, syntactical and grammatical choices within the accepted norm may lead to a personal style in that language, and perhaps to a smoother learning process. Such research could prove helpful for teachers; and more talented advanced students may benefit greatly from a model of grammatical yet original use of language informed, rather than inhibited, by their bilingual background.

4 Wartenburger, I., Heekeren, H. R., Abutalebi, J., Cappa, S. F., Villringer, A., & Perani, D. (2003). Early setting of grammatical processing in the bilingual brain. *Neuron*, 37(1), 159-170.

5 Kim et al., Distinct cortical areas associated with native and second languages, *Nature*, Vol 388, 10 July 1997

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EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT RUSSIAN GRAMMAR BUT WERE AFRAID TO ASK

Alina Israeli
(American University)

Please send questions to: Prof. Alina Israeli, LFS, American University, 4400 Massachusetts Ave. NW., Washington DC 20016-8045; or via e-mail to: aisrael@american.edu

Q. I am interested in the synonymic group of verbs родить – рождать – рожать, which are considered synonymic by various dictionaries, for example the four-volume dictionary of Russian (MAS) and Ushakov.

A. I wonder if some form of pudency is at play here. Even the more recent БТС defines рождать (разг. рожать) as: Произвести — производить на свет подобных себе путём родов, and for both рожать and рождать it sends the reader to родить. I find this highly inadequate.

Рождать и рожать have clearly separated semantically in contemporary Russian: рождать has the meaning given in БТС, i.e. physically give birth to a child, while рождать is relegated strictly to abstract language, and birth is not physical but metaphorical. It most commonly refers to the birth of thoughts, feelings and ideas:

Мне импонировала эта тональность, она рождала надежды, а самое главное — доверие к человеку. [Александр Яковлев. Омут памяти. Т.2 (2001)]

Всё, что возникало между ними, было правдой, естественной, не зависящей от них, как не зависит от человека дневной свет, и в то же время эта правда рождала неизбежную ложь, фальшь, жестокость по отношению к самым близким людям. [Василий Гроссман. Жизнь и судьба, часть 3 (1960)]

Оглушительная лестница в голове юноши рождала образ огромного расстроенного инструмента. [Евгений Водолазкин. Соловьев и Ларионов (2009)]

It can mean ‘generate, produce’, as in the following examples:

Такая техника имела название «шитье по карте» и рождала игру светотени. [Н. Артемова. Егорьевский

историко-художественный музей // «Наука и жизнь», 2007]

То ли сама власть рождала исключительно для себя пролетарских неучей, то ли сами неучи сварили механизм, называемый обществом, только для собственного пользования — сейчас уже не разберёшь, запутаешься в клубке причин и следствий. [Анатолий Азольский. Облдрамтеатр // «Новый Мир», 1997]

The closest we can come to ‘giving birth’ is in the context of earth or land:

Сама уральская земля рождала легенды и сказки. П.П.Бажов учился видеть и понимать богатство и красоту горного Урала. (<http://www.hobbitaniya.ru/bajov/bajov.php?id=2>)

Since рожать means ‘give birth to a baby’, one would not expect any masculine examples, but Russian grammar demands masculine form in some cases:

Девочки, прошу тех, кто рожал дома написать какие документы нужны для регистрации ребенка в загсе. [Наши дети: Малыши до года (форум) (2004)]

And of course there are some strange instances, where a presumed male gives birth:

Он мне сказал, что с кошками — беда. Но это — кот, дарю тебе как другу. «Бери кота, — сказал он, — береги». Принес в четверг, а кот рожал во вторник. [Александр Городницкий. «И жить еще надежде» (2001)]

Родить has its own complications. There is a perfective verb, which is a counterpart to рожать and рождать, if we are speaking of earth:

Родила царица в ночь, не то сына, не то дочь. (Пушкин. Сказка о царе Салтане)

Что ковыряться зря в рваных корнях глаголом?

Вас родила земля, грунт, чернозём с подзолом. (И. Бродский. На независимость Украины)

In addition, there is an imperfective verb родить, which is typically used to describe the bounty of the earth which has a different stress:

Все равно без хлеба теперь не сидят, все равно эта земля родит в последний раз, а могло случиться так, что и нынче б уже не родила — все равно... [Валентин Распутин. Поэмы с Матёрой (1976)]

Poems show the stress:

Чтоб от зависти загнулся бы враг, чтоб от радости родила земля! (Столяр. Воробьев. Крапива-лебедя)

So while Brodsky personifies the earth, which gives birth to people, Kolkakova and Loginov2 (sic!) in the next examples treat people as a crop:

Соберу свою белую силу
И размою из грязи плотину!
Чтоб родила земля весносоких,
Солнцерылых и солнечнооких! (Г. Колпакова. Убежать из жизни убогих)

Других поэтов родила Земля,
Других героев незабвенных.
Тебя забыли и меня,
И кровь застила в венах! (Дм. Логинов2 (sic!))

This, however, does not exhaust the problem. While in the Bible we read Авраам родил Исаака; Исаак *родил* Иакова and so on, more recently, in Gogol’s “Тарас Бульба” we find “Я тебя породил, я тебя и убью.”

The same породить is the perfective of рождать in abstract contexts we saw earlier.

Но сумма этих коротких событий породила ощущение большого времени, вместившего всю радость человеческой жизни. [Василий Гроссман. Жизнь и судьба, ч. 1 (1960)]

Первая мировая породила желание спрятаться в безумие от кошмара, который сотворен человеком разумным. [Александр

Архангельский. 1962. Послание к Тимофею (2006)]

Очень скоро стало ещё хуже: места тех, кто с коррупцией должен был бороться, заняли те, кого коррупция породила и вскормила. [Борис Руденко. Убить дракона. Возможно ли победить коррупцию в России // «Наука и жизнь», 2009]

And then there is another imperfective: породять, for which dictionaries typically do not have a separate entry and refer to породить. Examples of породять can be found in the same Grossman novel:

Но, конечно, полная и ясная безнадежность порождала не одни восстания и сопротивление, она порождала и неведомое нормальному человеку стремление быть подвергнутым казни. [Василий Гроссман. Жизнь и судьба, ч. 1 (1960)]

So the obvious question is: How is рождать different from породять? Clearly there is some overlap, but to

find the core meaning we need to look at parallel examples that are close to minimal pairs:

Нагретый сорокоградусной жарой пыльный воздух порождал темное марево скрывавшее город. (www.newsland.ru/news/detail/id/838146/)

Воздух порождал ураганный ветер и бесчисленные торнадо, ... (А. Стерхов. Миниатюры. <http://www.proza.ru/2012/09/12/1280>)

Та музыка, что показалась ему знакомой, доносилась из павильона с обширной террасой, на которой покачивались в медленном танце пары, но ее источника он не обнаружил — казалось, сам воздух рождал мелодию: гитарные переливы, источающие аккордами испанскую грусть. Впрочем, в равной степени грусть могла быть и таларской, и неизвестномирской. (А. Бушков. Печать скорби)

Речной ветерок разносил синеватый дым ресторанной плиты,

белые крахмальные скатерти блестели под лучами солнца, а свежий воздух рождал аппетит, который, кажется, не утолить. (Ф. Икшин. Лиля Брик)

In these examples, породять means ‘trigger’ and is used literally, while рождать is used metaphorically, as if the air gave birth, created a melody or an appetite.

The following is a good example of the distinction; love gave birth to beautiful creations but triggered awful events:

Любовь рождала самые прекрасные творения, в то же время любовь порождала самые ужасные события. (vk.com/note6641784_11046901)

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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

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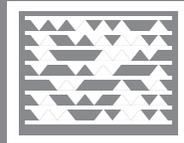


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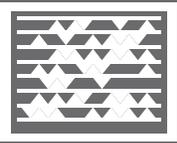
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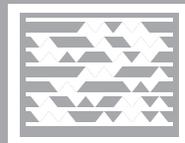
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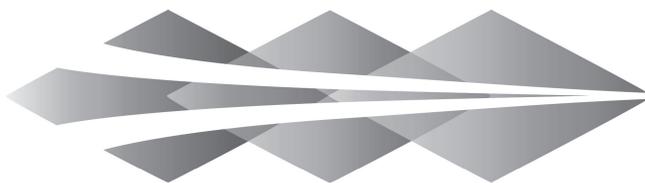
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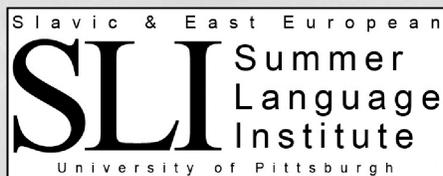
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Russian at Work: Interviews with Professionals Who Use Russian on the Job

*Editor: Katya Jordan,
University of Virginia*

This is Part Two of my interview with Dr. Laura Wilhelm. Since the time of publication of Part One, Dr. Wilhelm won the Robert Novak Journalism award and assisted with press for the Global Independence Day that took place on September 8th and 9th, 2012 in Beverly Hills, CA. The event was attended by dozens of global dignitaries, as well as Antonio Villaraigosa, Mayor of Los Angeles, with Bill Clinton as the keynote speaker.

Part 2

Did you think that your interest in Russian would continue?

I wasn't sure since my father hoped I would follow his path into science. I did win some science fairs and took a lot of math enrichment classes amidst many trips to youth science centers in the Bay Area and Southern California. However, language and literature were always my first love and I was also doing a great deal with world art, dance, and music.

Ultimately my passion for international relations won out. I really wanted to make a difference so maybe the Great Powers would not annihilate the world in nuclear warfare. It sounds impossibly naive, I know. In college I took intensive third-year Russian at Norwich University in Vermont, which is a military academy, and attended some conferences at other military schools. My scientific bent re-emerged in graduate school through study of linguistics and literary theory. I also became a proponent of existentialist philosophy and logotherapy. My graduate work with semiotics has greatly influenced my analyses of the arts and politics.

On July 4th in the year 2000 I made my first big bid for world peace speaking at the annual American Biographical Institute/International Biographical

Centre congress in Washington, DC. There I was able to translate publicly for a museum curator from Moscow who was describing one of her cultural exhibits. Later delegates from many different nations watched fireworks and disco danced together on the same boat used by the mayor, which was definitely a peak experience.

What is your experience in visiting Slavic countries?

In graduate school I went to Zagreb, Yugoslavia during the summers of 1989 and 1990 on a work/study arrangement between the University of Kansas and *Matica iseljenika hrvatske*. My knowledge of Russian made it quite easy to master Croatian, and many of the people I met in Yugoslavia also spoke Russian.

Yugoslavia was in a state of war at the time, and this condition spurred my interest in doing translation work for the non-profit relief organization Women for Women International. At the time WWI was active only in the former Yugoslavia, but has since expanded to other areas in need such as Africa.

During the summers of 1993 and 1994 I finally visited Russia during the first two years that the Academy of Sciences in St. Petersburg offered study abroad courses at Pushkin House. Based upon my performance during the 1993 session I was invited to help administer the program from the USA the following year. This was possible primarily because of the launch of the World Wide Web.

My American compatriots agreed that our summers in Russia were the best of times and the worst of times. The inflation rates in Russia were insane right after the fall of Communism and I wish I had had more money to spend, but don't we all. My many years of language study prepared me well for encounters with the natives and no doubt improved the overall experience

enormously. Naturally some of my fondest memories are of major landmarks such as the Hermitage Museum, which surprised me with its amazing Picasso collection.

Some of the best times I had in St. Petersburg were spent simply riding the metro and exploring sites like the Summer Garden and the canals on foot. I grew up in California port cities and always love being near the water. I saw the spectacular Church on the Blood at the end of my dormitory's canal street every day during my first visit and witnessed the site of Rasputin's murder at the splendid Yusupov Palace during the second. Bus tours of the Pushkin Hills and Novgorod gave me a little taste of Russian provincial life.

As a scholar, there is no substitute for visiting archives in your target country even during the Information Age. Pushkin House treasures a guest book signed by all the shining lights of the Silver Age that I was privileged to see. I wrote my doctoral dissertation on the Russian literary fable (*basnya*) and was able to work with hand-colored illustrated texts as well as key primary and secondary sources in the Pushkin House library. Both the PH professors and librarians were an absolute joy to work with--unfailingly courteous and incredibly erudite.

My first Russian instructor in St. Petersburg was not much older than I was, and we became quite friendly during the course of the summer. We corresponded throughout the following year and got together many times in Russia during my second summer there although she was no longer teaching in my program. We went to the Russian Museum and she took me to meet her parents. They all invited me to visit their dacha, which didn't happen to my everlasting sorrow. I had a similar experience with a male tour guide I met in Zagreb. A Russian-

speaking Czech friend from Harvard I met my second time in Yugoslavia reconnected with me my second time in Russia. Friendships formed abroad can be unusually intense and fulfilling. Command of the local language was key in all cases.

To this day I still remember having to scramble around to several farewell events at the end of my first summer in Russia and say tearful goodbyes to all my new friends, some of whom greeted me ecstatically at the beginning of the next summer. So much for the Evil Empire. Without a doubt this was one of the happiest times of my entire life.

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

Learn the language as well as you can, expect the unexpected, and be ready to benefit from experience. I was in Russia both times during the White Nights, which are as deliriously disorienting yet exhilarating as Dostoevsky had led me to expect. I first glimpsed the Bronze Horseman of Pushkinian myth in a surrealistic haze produced by jet lag and slight culture shock. In that state I really did expect him to run after me.

I found Petersburg's climate to be very changeable and wish I had brought more sweaters and maybe a terrycloth bathrobe. I was glad to have hoods and scarves to protect against the rain since umbrellas just blow away in the strong winds that come off of the Venice of the North's fabled canals.

Other urban warrior wardrobe items I would recommend are sturdy shoes, shawls, and sunglasses. I tended to dress in layers of generic knit clothing I cared nothing about and left the expensive one of a kind pieces at home. Dark colors are best because of the soot and need to hand wash most items. I bought the most wonderful all-purpose Italian trench coat during my first visit to Russia that I own to this day. It helped me blend in and remain inconspicuous on the street where us foreigners were sometimes harassed.

I am very attached to lip gloss and liquid eye shadow in bottles, both of

which can be applied quickly and easily with a brush after long rides to nowhere on public transportation. Talcum powder was cool and refreshing in a humid city with hot and crowded trains and buses.

Handi Wipes are great for all sorts of travel situations and can also be used to clean tables and sinks if necessary. Ziploc bags allow you to pilfer yummy Russian leftovers and are otherwise useful in many different ways. I have even done laundry in them.

My own Westernizing tendencies emerged in a strong preference for cash and carry kiosk purchases versus the far less efficient socialist method of standing in several lines to buy something. I sneaked my way into several luxury hotels to use the rest rooms.

Genevra Gerhart's classic *The Russian's World: Life and Language* is a superb resource for day to day needs. Be sure to bring a journal or sketchbook to record your impressions. I went way over budget on essentials such as books, ice cream, and jewelry. **Живы будем -- не помрём.**

I would check out both dormitory and homestay accommodations rather carefully. Hosts often just want the money and don't honor agreements made with guests. They may also expect additional funds and favors above and beyond the formal contract and make other unreasonable demands.

The best advice I can offer overseas travelers generally is to enjoy the target culture on its own terms. Consider the following quotation from the Best Exotic Marigold Hotel: "Resist and you'll be knocked over, but dive into it and you'll swim out to the other side."

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

If you are naturally the sort of person who needs a lot of approval and/or discourages easily, you will probably be less successful. Russians can be very suspicious and mistrustful in their dealings with others, and you cannot take this personally. This is not always an easy language and culture for Westerners to penetrate. It might be just right for you if you have the curiosity and

self-confidence to master challenges and be a pioneer.

Try your best to find ways to finance your studies without bankrupting yourself for life. While law, medical, and science programs are soon over, graduate degree work in Slavic can stretch on for well over a decade. I was able to graduate debt free from KU in six years' time by living within my means on a four-year Graduate School Honors Fellowship and stipends from many other funding sources. I also worked in KU's Watson Library during the six months prior to graduation with honors.

Be sure you can dedicate your best efforts to your degree program without undue interference from the outside world. I was married to another graduate student and we had no children, which was probably the best possible family situation short of independent wealth. During my time at KU I was inducted into Dobro Slovo and received departmental awards for Outstanding Student of Croatian and Outstanding MA Candidate. Amusingly, I received my Outstanding PhD Candidate award shortly before my dissertation defense. I also got very active with AATSEEL and AAASS from the outset and started publishing in both American and Russian literary journals.

As I have seen, a track record like this can really take you places later on and is worth every sacrifice. Mine is opening doors for me in Hollywood, Washington, DC, and all over the world. People genuinely appreciate my education and expertise and the depth I am able to bring to subject areas of many different kinds. A new journalist friend who knows me as a fashion and lifestyle reporter said there was more to me than met the eye, which was a total riot given what a grind I was in college and grad school.

If you work outside of academia, be sure your employer is receptive to the development of your interests and talents. In 2003 I taught a well-received course on Russian life and language at the Beverly Hills Adult School. Based upon this I applied for and received a six-week American Councils teacher training fellowship at MGU that I sadly

had to decline because it didn't dovetail with my government work situation.

As with any career, it helps to take the long view and be open to different kinds of opportunities. Those of us with PhDs understand that learning is a lifelong process. I have had to master multiple social media programs and get up to speed in unfamiliar fields such as fashion and entertainment very quickly. The job I am doing now is not so different from an academic position in that I spend a great deal of time on research, writing, and youth development.

I wish I had understood from the beginning how vital networking was to success in any sort of career. As we get older, who we know is at least as important as what we know. I am very active with many Russian groups such as the American-Russian Business Council and the Los Angeles-St. Petersburg Sister City Committee. Fellow Reed alumna Janet Fitch, author of popular novels *White Oleander* and *Paint it Black* who teaches fiction at USC, is a close associate. I also write regular updates for both my college and graduate alumni bulletins. It always pays to advertise. Lastly, I have made some donations to the fund established in memory of my former KU dissertation adviser, Dr. Joseph Conrad.

What advice would you give to those with Russian interests who wish to work in either the private or the public sector?

Obviously the Internet and social media are here to stay. These resources have nearly infinite potential to make the world your oyster and effect meaningful social change. One of my best-loved company projects to date is a multi-lingual PSA for Finding Freedom International, a non-profit organization that seeks to address the worldwide problem of human trafficking.

My Runglish associate spoke her FFI piece in Russian and invited friends from China and Kenya to participate along with others fluent in English, French, German, and Spanish. The final piece was shot on Hollywood Boulevard and Hope Street. It packs quite an emotional wallop and reminds us that the eyes of the world are now

monitoring all sorts of atrocities thanks to the miracles of technology. We can all do so much if we are willing to make our voices heard.

I would recommend that those with Russian interests keep on top of world economic trends and position themselves accordingly. The energy sector with emphasis upon green technology is definitely emerging at present. Of course the language and culture will always keep changing and us Slavists will never come to the end of it.

Readers are invited to consult further with me at any time about international career tracks. My Washington, DC media company wants to make a series of videos that will help orient military families and others to overseas postings. We also plan to create youth oriented world culture summer camps. We would LOVE to promote any books on cross-cultural topics, too.

How has your understanding of Russian culture changed over the years?

Everything I do with Russian seems to enter my professional sphere eventually. Not long ago two of my American-Russian Business Council friends who produce a Hollywood talk show on a Russian channel comped me tickets to the Addams Family Musical that I ended up reviewing for Cold Heat News. This year I helped set up an ARBC Russian Old New Year mixer at a Mexican cantina on the Sunset Strip where an Orthodox priest gave a great talk on Russian holiday customs over festive vodka cocktails surrounded by sombreros. I was very proud of that little low budget cross-cultural coup. Even wild and sexy fashion shows can sometimes seem like work, but I try to shoulder my burden gracefully.

The many changes brought about by the fall of Communism and rapid introduction of Western free market practices in Russia are reflected in the work of my two media companies. Human trafficking and high fashion occur at the poles of this pivotal socioeconomic transition. This polarity is also being seen in the US with the virtual disappearance of the middle class. I strongly believe that those of us who are still somewhere in

the center have a duty to restore balance to a world spinning wildly out of control.

During these difficult times in America we all need to remember that our voice counts no matter what language we speak. Citizen diplomacy puts a human face on broader political concerns. The average ESL teacher or student could probably straighten out the U.N. in a matter of moments. Founding Father Thomas Jefferson knew that the price of eternal freedom was eternal vigilance. Justice should be blind to everything but beautiful truth.

Human beings must always adapt to survive. Globalization has made language study more critical to career success than ever before. My abilities in Russian, Croatian, French, Greek, and Italian have won me clients and commendations from all over the world. Last year my LA company was nominated for a West Hollywood Chamber of Commerce Creative City Award (Category: Creative Communications).

In graduate school it was my private hope to one day be worthy of a Nobel Prize in Literature or Peace. With maturity, such accolades cease to matter much and one's life becomes all about the work. My developing capabilities have allowed me to take part in activities of serious global significance that have enriched my life beyond belief.

I am totally obsessed with *The Hunger Games* trilogy, finding it to be full of allegories about world hunger and the Cold War. The young talents I mentor appear to have inherited my generation's idealistic concern for the planet and its people. Several young adults have requested to intern with my LA company, and I have appointed some of them to the Youth Advisory Council for my company in Washington, DC. With their honest responses to guide me, I feel certain of ultimate success.

My youth mentoring efforts can be considered repayment of the debt I owe to the many fine colleagues who have helped to shape and mold me. I am particularly grateful to Dr. Judson Rosengrant for taking such an interest in my work and life as a visiting professor at Reed College right after my parents

had gotten divorced and I needed a new direction. Dr. Marc Greenberg and the other members of the KU Slavic Department faculty have likewise continued to support me from a distance and nurture my many intellectual interests.

The real reward of continuous renewal is continuous rediscovery. Mighty talents like Michelangelo and Pushkin never stay in one place for long. I am so glad to have been rediscovered by AATSEEL and the profession I have endeavored to serve in one way or another since the 1970s. This is a long interview based upon the experiences and insights of over 30 years. Many thanks for your kind attention.

Dr. Laura Wilhelm

1236 North Sweetzer Avenue
Suite 19
West Hollywood, CA 90069
[323.654.3589](tel:323.654.3589)

LauraWil Intercultural is also on Facebook

Recent Publications Continued

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Pallot, J., & Piacentini, L. 2012. *Gender, Geography, and Punishment: The Experience of Women in Carceral Russia*. New York City, NY: Oxford University Press.

Film

Hicks, J. 2012. *First Films of the Holocaust: Soviet Cinema and the Genocide of the Jews, 1938-1946*. Pittsburgh, PA: University of Pittsburgh Press.

Moore, T. 2012. *Kozintsev's Shakespeare Films: Russian Political Protest in Hamlet and King Lear*. Jefferson, NC: McFarland.

History

Neuburger, M. 2012. *Balkan Smoke: Tobacco and the Making of Modern Bulgaria*. Cornell, NY: Cornell University Press.

Richard, C. 2012. *When the United States Invaded Russia: Woodrow Wilson's Siberian Disaster*. Lanham, MD: Rowman & Littlefield, Inc.

Shmelev, A. 2012. *Tracking a Diaspora: Émigrés from Russia and Eastern Europe in the Repositories*. London, UK: Routledge.

Usitalo, S. 2012. *The Invention of Mikhail Lomonosov: A Russian National Myth*. Brighton, MA: Academic Studies Press.

Language and Linguistics

Waldenfels, R. 2012. *The Grammaticalization of Give + Infinitive A Comparative Study of Russian, Polish, and Czech*. Berlin, DE: Walter de Gruyter.

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Come to Boston for the Annual AATSEEL Conference January 3-6, 2013

Annual AATSEEL Conferences are energetic gatherings that focus on the aesthetic, creative, and communicative aspects of Slavic cultures —long considered to be among the world's richest and most provocative.

The 2013 AATSEEL Conference will feature scores of scholarly panels, supplemented by less formal roundtables, master classes, workshops, informal coffee conversations with leading scholars, and other special events: receptions, poetry readings and a film screening.

In 2013, the AATSEEL Conference will be held on January 3-6 in Boston, Massachusetts at the Hyatt Regency Boston in downtown Boston.

The Annual Conference of AATSEEL, the American Association of Teachers of Slavic and East European Languages is held on the first Thursday-Sunday following January 2 of each year.

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

For more information go to <http://www.aatseel.org>

DOMESTIC SUMMER LANGUAGE PROGRAMS

AATSEEL compiles information on U.S.-based summer programs in Slavic, East European, and Eurasian languages and cultures. The information below was provided in late 2012 and is subject to change. Please contact programs directly for details and updates.

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

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

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

– Kathleen Evans-Romaine, Arizona State University

Institutions Offering Multiple East-European/ Eurasian Languages:

Institution: Arizona State University

Languages: Albanian, Armenian, BCS, Polish, Russian, Tatar, Ukrainian, Uzbek

Locations: Tempe AZ, Tirana, Yerevan, Sarajevo, Kazan, Kiev, Samarqand

Dates: June 3 – July 19 in Arizona + July 23 – August 16 Abroad
June 24 – August 16 in Kazan, Kiev, or Yerevan

Credits: 8 for courses in Arizona
8+3 for Hybrid courses
8 for 2-month courses in Kazan, Kiev, Yerevan

Tuition/Fees: Courses in Arizona: \$850
Study-abroad fees vary. See website for details.

Ugrad funding: Melikian Scholars Program,

International Distinguished Engagement Awards, Project GO (ROTC students only)

Grad funding: Title VIII Fellowships, International Distinguished Engagement Awards

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

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

The Arizona State University Critical Languages Institute (CLI) offers intensive summer language programs in Arizona and abroad.

1st- and 2nd-year courses in Albanian, Armenian, Bosnian/Croatian/Serbian (BCS), Polish, Russian, and Uzbek are offered in “**hybrid**,” programs, combining 7 weeks on the ASU campus and 4 (optional) weeks abroad.

For more advanced students, CLI offers the following 8-week programs abroad:

- Kazan, Russia: **Intermediate Russian** (3rd and 4th year): 8-credit faculty-led program with homestays, individual excursions, peer guides, extensive cultural program, language pledge, and out-of-town trips.
- Kiev, Ukraine: **Advanced Russian** (5th year and up): 8-credit program with homestays, individual excursions, peer guides, out-

of-town trips, language pledge, and internships.

- Yerevan, Armenia: **Advanced Armenian**
- Kazan, Russia: **Elementary or Intermediate Tatar**
- Kiev, Ukraine: **Ukrainian, all levels**

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

Funding is available for graduate students through the Department of State’s Title VIII program, for undergraduates through the Melikian Scholars program, for ROTC students through the Project GO effort, and for all CLI students through the International Distinguished Engagement Awards program.

See <http://cli.asu.edu/fellowships> for details.

Institution: CESSI (University of Wisconsin, Madison)

Languages: Kazakh, Tajik, Uyghur, Uzbek

Location: Madison WI

Dates: June 17 - Aug 9

Credits: 8

Tuition/Fees: UW tuition (\$3,500 resident, \$8,800 non-resident)

Ugrad funding: FLAS

Grad funding: FLAS

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

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

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

In summer 2013, we will offer instruction in first- and second-year Kazakh, Uyghur, Uzbek, and Tajik. Scheduling of classes is contingent on sufficient enrollment. Please apply to CESSI as early as possible to help ensure that your class will be offered. With sufficient enrollment, other Central Eurasian languages may be offered on demand. Please contact the CESSI program coordinator if you are interested in a language not listed above.

CESSI is a joint initiative of 17 U.S. Department of Education-funded National Resource Centers at 11 U.S. universities and is supported by U.S. Department of State Title VIII resources through the Social Science Research Council.

For further information about CESSI 2012, please contact Nancy Heingartner, CESSI program coordinator, cessi@creeca.wisc.edu, 1-608-262-3379.

Institution: **Indiana University**
 Languages: Arabic, Azerbaijani, BCS, Czech, Georgian, Hungarian, Kazakh, Mongolian, Persian, Polish, Romanian, Russian, Tatar, Turkish, Uyghur, Uzbek, Yiddish
 Dates: 3 Jun - 26 July;
 May 28 - 26 June for Arabic and first-year Russian
 Credits: 6-10
 Tuition/Fees: \$2,434 - \$3,425
 Housing: \$28/day

Ugrad funding: FLAS, Project GO for ROTC cadets and midshipmen; Pilot LTC for military language and culture specialists.

Grad funding: FLAS, Title VIII; Pilot LTC for military language and culture specialists.

Website: <http://www.indiana.edu/~swseel/>

Contact: swseel@indiana.edu; 812-855-2889

Intensive language training has been offered at the Bloomington campus of Indiana University since 1950. The Summer Workshop provides up over 200 participants in Slavic, East European, Central Asian and Middle Eastern languages the opportunity to complete a full year of college language instruction during an eight or nine-week summer session.

Utilizing the resources of Indiana University's own specialists as well as native speakers from other universities and abroad, the Summer Workshop has developed and maintained a national program of the highest quality. Allowing all participants to pay in-state tuition fees, the program has as its goal the enhancement of speaking, reading, listening and writing skills through classroom instruction and a full range of extra-curricular activities. The priority application deadline is March 1, 2013. Go to www.indiana.edu/~swseel for more details and to apply.

Fellowships and funding are available.

Institution: **UCLA**
 Languages: Russian, Romanian, Serbian-Croatian
 Location: Los Angeles
 Dates: June 24 - August 2/
 August 16
 Credits: 12
 Tuition/Fees: \$271/unit for UC undergrad. students and \$339/unit for

UC grad and visiting students <http://www.summer.ucla.edu/fees/fees.htm>

Website: <http://www.slavic.ucla.edu/summer-programs.html>

Contact: lisalee@humnet.ucla.edu; 310-825-3856

Institution: **University of Pittsburgh**
 Program: Russian and East European Summer Language Institute
 Languages: BCS, Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Polish, Russian, Slovak, Turkish, Ukrainian
 Locations: Pittsburg, Moscow, Prague, Montenegro, Krakow, Debrecen, Bratislava
 Dates: June 3 – July 12, or July 27, or August 9
 Credits: 6–10
 Tuition/Fees: \$3930–\$7900
 Ugrad funding: Tuition Scholarships, FLAS, Project Go (ROTC, Russian), stipends
 Grad funding: Tuition Scholarships, FLAS, stipends
 Website: <http://www.slavic.pitt.edu/sli/>
 Contact: SLAdmin@pitt.edu; 412-624-5906

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

The Russian Summer Language Program includes an 8-week, 8-credit intensive language option (June 3-July 26, 2013) in beginning, intermediate, advanced, and fourth-year intensive Russian, as well as a 5+5 Pitt-Moscow option with five weeks in Pittsburgh (June 3-July 5) and five weeks in Moscow (July 8-August 9).

The East European Summer Language Program includes six-week intensive programs carrying six credits in Pittsburgh (June 3-July 12) in Beginning Bulgarian, Czech, Turkish, Hungarian and Ukrainian; Beginning and Intermediate Estonian, Latvian, Lithuanian, and Polish; and Beginning through Advanced Bosnian/Croatian/Serbian and Slovak, as well as programs with four-week/four-credit add-on abroad components (July 14-August 9) in Bulgaria, the Czech Republic, Hungary, Poland, Slovakia and Montenegro. In addition, 6-week/6-credit Prague-only Czech immersion courses at the intermediate and advanced levels are offered, as well as a 6-week/6-credit Krakow-only Advanced Polish immersion course (July 1-August 9). All of the summer language programs consist of five hours per day of instruction and are proficiency based. Scholarships are available (scholarship deadline: March 15, 2013). FLAS fellowships, which cover tuition and provide a stipend, are available for undergraduates and graduate students. New funding opportunities for students of the Baltic languages and for ROTC students of Russian language (both for Pittsburgh-only and the Pitt-Moscow program) through Project GO are available in 2013.

Institution: **University of Washington**

Languages: Russian, Ukrainian (TBD)

Location: Seattle, WA

Dates: June 24 – Aug 23

Credits: 15

Tuition/Fees: \$8,264–\$9,187

Website: <http://depts.washington.edu/slavweb/academics/summer-language-intensives/>

Contact: slaviell@uw.edu; 206-543-6848

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

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

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

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

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

Institutions Offering Russian:

Institution: **Beloit College**

Languages: Russian

Location: Beloit, Wisconsin

Dates: TBA

Credits: 12

Ugrad funding: Director's Scholarship

Grad funding: Director's Scholarship

Website: <http://www.beloit.edu/cls/>

Contact: cls@beloit.edu; 608-363-2277

The **Center for Language Studies** at Beloit College offers summer

intensive language courses in Arabic, Chinese, Japanese, and **Russian** (1st through 4th-year). Eight- and four-week sessions are available. The full eight-week program runs from early June through early August; the four-week program runs from Mid June to early July. Advantages: Personalized instruction, small classes, superb teachers, twelve semester hours of credit, language tables, extracurricular activities, pleasant summer on a lovely campus in southern Wisconsin with easy access to Madison, Milwaukee, and Chicago. Applications are accepted beginning in October and continuing until classes are filled. CLS Director's scholarships are available to all qualified applicants through April.

Institution: **Bryn Mawr College**

Languages: Russian

Location: Bryn Mawr, PA

Dates: Mid-Jun – Mid-Aug

Credits: 4-8

Ugrad funding: need based

Grad funding: need based

Website: <http://www.brynmawr.edu/russian/rli.htm>

Contact: rli@brynmawr.edu; 610-526-5187

Founded in 1977, the **Russian Language Institute** (RLI) at Bryn Mawr seeks to support the study and teaching of Russian in the United States by providing an intensive-immersion setting for both teachers and learners of the language. RLI offers both four- and eight-week programs for male and female high school, undergraduate, and graduate students, concentrating on language training. Specialized seminars are also periodically offered for high school and college Russian teachers of Russian under the auspices of RLI.

The eight-week Russian Language Institute offers a highly-focused curriculum and a study environment conducive to the rapid development of the four language skills (oral, aural, writing, reading) as well as cultural awareness.

The program draws participants from a broad spectrum of academic fields, occupations, ages, and interests. Course offerings are designed to accommodate a full range of language learners, from the beginner to the advanced learner (three levels total). The highly intensive nature of the coursework and the culturally-rich immersion environment have proven very successful in providing the equivalent of a full academic year of college Russian to participants who complete the program.

Institution: Georgia Institute of Technology
Languages: Russian
Location: Moscow
Dates: May 26-July 21, 2013
Credit: 9 credits
Tuition/Fees: In-state tuition, fees, and \$4500 program fee
Room/Board: Homestay (accommodation, breakfasts and dinners included in program fee)
Ugrad funding: Scholarships for ROTC cadets through Project GO
Website: <http://www.modlangs.gatech.edu/lbat/russia>
Contact: sgoldberg@gatech.edu; 404-894-9251

The Georgia Tech Russian **Languages for Business and Technology** (LBAT) program is an 8-week faculty-led intensive Russian program taught in Moscow at the 3rd and 4th year levels. Students live in homestays with Russian families and take a pledge to speak only Russian with families, teachers, staff and student helpers (except in case of emergency). Coursework includes 6 credits (128 contact hours) of advanced Russian and a 3-credit course on contemporary Russian politics and economics with lectures by top Moscow specialists in English and a course paper

in Russian based on research in Russian newspapers and on the Russian web. The cultural program includes weekly excursions and an overnight trip to Vladimir and Suzdal.

Institution: Middlebury College
Languages: Russian
Location: Middlebury, VT
Dates: June 21 – Aug 16 (8-week undergrad program)
 July 2 – Aug 16 (6-week grad program)
Credits: 12 semester hours (8-week undergrad program)
Tuition/Fees: \$6,885 (8-week undergrad program)
 \$5,169 (6-week grad program)
Housing: \$3,265 (mandatory; includes meals for 8-weeks)
 \$2,652 (mandatory; includes meals for 6-weeks)
Ugrad funding: Merit-based fellowships, Davis Fellowship
Grad funding: Merit-based fellowships, Davis Fellowship
Website: <http://www.middlebury.edu/ls/russian>
Contact: jstokes@middlebury.edu; 802-443-5230

The **Kathryn Wasserman Davis School of Russian** at Middlebury College offers intensive Russian language instruction at seven levels in its eight-week program and courses in language and linguistics, literature, culture, film, history, and pedagogy in its six-week graduate program. Graduate courses can lead to MA or DML degrees in Russian. All courses are taught in an intensive

Russian-only environment complemented by rich co-curricular offerings. Dates: 21 June – 16 August 2013 (8-week program), 2 July – 16 August 2013 (6-week graduate program)

Institution: Monterey Institute for International Studies
Languages: Russian
Location: Monterey, CA
Dates: June 17 – August 9, 2013
Credit: 4-12
Tuition/Fees: tuition: \$3,950, MIIS application fee \$50,
Housing & Meals: not included
Ugrad funding: financial aid
Grad funding: scholarships
Website: <http://www.miis.edu/academics/language/summer>
Contact: silp@miis.edu; 831-647-4115

Language plays a very important role at the Monterey Institute. Our non-degree language programs offer intensive language instruction for participants with a variety of academic or non-academic goals. Whether you are planning to study or work abroad, wish to strengthen your skills so you can enroll in higher-level courses at your home institute, or are looking for an edge in this competitive job market, our non-degree language programs might be just what you are looking for.

We offer a **Summer Intensive Language Program** (<http://www.miis.edu/academics/language/summer>), as well as customized one-on-one and small group language training programs in a variety of common and less-commonly taught languages (<http://www.miis.edu/academics/language/custom>). These programs are open to anyone interested in language study and development of cross-cultural understanding.

Institution: **University of Michigan**
 Languages: Russian
 Location: Ann Arbor, MI
 Dates: May 3–June 20, June 29–Aug 16, May 7–June 25, June 27–Aug 16
 Credits: 8 per class
 Tuition/Fees: \$2,800–\$3,200
 Website: <http://lsa.umich.edu/sli>
 Contact: Slavic@umich.edu
 734-764-5355

Summer Term intensive language courses provide students the opportunity to rapidly increase their level of fluency. Intensive courses condense one or two terms of language study into an eight- or ten-week format; they provide an excellent means for students to prepare for a study, internship, or work abroad experience, graduate school, or for expanded career opportunities. Language teaching at the UM is proficiency-oriented and aims to develop four basic skills: speaking, reading, writing, and aural comprehension. Courses are designed to teach language within a cultural and social context, so that students deepen their knowledge of the relevant country as they develop language skills

Institution: **North Carolina State University**
 Languages: Russian
 Location: Raleigh, NC
 Dates: Elementary: May 15 – June 22, Intermediate June 25 - July 31
 Credit: 8 credits per session, 2 sessions
 Tuition/Fees: resident: \$1,850, non-resident \$5,900.
 Room/Board: Not included
 Ugrad funding: Project GO (ROTC only)
 Website: <http://gold.chass.ncsu.edu>

Contact: Shanna Ratashak,
 Project GO-NCSU,
seratash@ncsu.edu,
 919-513-0119

The intensive language and culture course covers two semesters and offers eight academic credits in sessions of six weeks each. It is open to all students nationally. It includes morning classroom sessions (three hours) and afternoon cultural engagements (two and a half hours) animated by native-speaking cultural specialists and consisting of films, authentic situational scenarios, interactive skits, individual tutoring, lab work, and guest speakers on contemporary topics including daily life overseas, political issues, stereotypes of Americans, music and sports, religious practices, women and women's rights, dating and marriage, minority communities, perceptions of government, etc.

Institution: **University of Virginia**
 Languages: Russian
 Location: Charlottesville, VA
 Dates: June 9 – Aug 2, 2013
 Credits: 12
 Tuition/Fees: \$4,235–\$13,870 (depending on residency and grad/undergrad status)
 Housing: \$22 per night (optional)
 Website: <http://www.virginia.edu/summer/SLI/index.html>
 Contact: uvasli@virginia.edu;
 434-243-2241

The Summer Language Institute offers eight-week courses in Russian. Students attend classes five days a week, seven and a half hours a day. Listening, speaking, reading, and writing skills are developed in a student-centered environment. Students are expected to attend all classes and evening cultural activities. Individuals who successfully complete the Institute earn 12 credits, which satisfies the foreign language requirement at the University of Virginia.

Institution: **University of Wisconsin, Madison**
 Languages: Russian
 Dates: June 17 - Aug 9
 Credits: 8
 Tuition/Fees: UW tuition (\$3,500 resident, \$8,800 non-resident)
 Room/Board: Not included
 Ugrad funding: FLAS (intermediate level and up)
 Project GO (ROTC only) <http://rotcprojectgo.wisc.edu/>
 Grad funding: FLAS
 Website: http://languageinstitute.wisc.edu/content/languages_programs/2013_summer.html#offerings
 Contact: Anna Tumarkin,
atumarki@wisc.edu,
 (608) 262-3498

The University of Wisconsin-Madison is an international leader in foreign language instruction. For information on other summer language offerings and institutes on our campus, please visit the UW-Madison Language Institute's site.

Recent Publications Continued

Continued from page 20

Literature

- Ayers, D. 2012. *Modernism, Internationalism and the Russian Revolution*. Edinburgh, UK: Edinburgh University Press.
- Costlow, J. 2012. *Heart-Pine Russia: Walking and Writing the Nineteenth-Century Forest*. Cornell, NY: Cornell University Press.

Continued on page 27

INTERNATIONAL SUMMER LANGUAGE PROGRAMS

Cosmopolitan Educational Center, Novosibirsk, Russia

The major benefits to join our program are as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Dubravushka School

Getting potential Russian language students to Russia helps get students to begin the Russian language and/or to continue with it. A prestigious 19 year old college preparatory boarding school located outside Moscow has a summer camp program where English is taught to high school aged Russians. Because the school is eager to expose these students to native English speakers, it offers a program which includes beginning and intermediate Russian lessons at what is in effect a subsidized rate to native English speaking high school aged students. (185 Euros/wk in 2008) This may be the only program where the American students are socializing and living mainly with Russian children. The fee includes room and board, Russian lessons, inclusion in all the camp activities and airport pick up and drop off. Watervliet, NY Russian language HS teacher Steve Leggiro had 5 of his students in the program in 2008. Thru local fund raising including obtaining funds from service clubs, Steve was able to reduce costs for his students. For additional information, see www.dubravushka.ru or contact Bill Grant, volunteer US Agent, at 941-351-1596 or grantwb@tampabay.rr.com

IQ Consultancy Summer School of the Russian Language

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

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

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

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

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

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

UWM Announces Summer Study in Poland

The University of Wisconsin-Milwaukee announces its 2013 annual Summer Study program in Poland at the John Paul II Catholic University of Lublin.

The five-week Polish language course (July 6-August 12) includes 100 hours of instruction at beginning, intermediate or advanced levels, plus lectures of Polish culture and sightsee-

ing. Cost estimate: \$2,771, including tuition, room, and board, and 5 UWM credits, plus round air trip transportation Chicago-Warsaw-Chicago. The program is open to students and the general public.

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

For information and application materials contact

Professor Michael J. Mikoś
Department of Foreign
Languages and Literature
University of Wisconsin-
Milwaukee
Milwaukee, WI 53201

(414) 229-4151 or 4948,
fax (414) 229-2741

e-mail: mikos@uwm.edu

www.lrc.uwm.edu/tour/

Recent Publications Continued

Continued from page 25

Herzen, A., & Parthe, K. 2012. *A Herzen Reader*. Evanston, IL: Northwestern University Press.

Kleespies, I. 2012. *A Nation Astray: Nomadism and National Identity in Russian Literature*. Chicago, IL: University of Chicago Press.

Peschio, J. 2012. *The Poetics of Impudence and Intimacy in the Age of Pushkin*. Madison, WI: University of Wisconsin Press.

Segel, H. 2012. *The Walls Behind the Curtain: East European Prison Literature, 1945-1990*. Pittsburgh, PA: University of Pittsburgh Press.

Shepherd, D. 2012. *The Contexts of Bakhtin: Philosophy, Authorship, Aesthetics*. London, UK: Routledge.

Weisskopf, M. 2012. *The Veil of Moses: Jewish Themes in Russian Literature of the Romantic Era*. Leiden, NL: Brill Academic Publishers.

PROFESSIONAL OPPORTUNITIES

Grants & Fellowships

July 15 Annually

Kluge Center Fellowships for Library of Congress

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

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

Conferences & Workshops

October 23-26, 2013

14th CGSI Genealogical and Cultural Conference in Illinois

The Czechoslovak Genealogical Society International (CGSI) will hold its 14th Genealogical and Cultural Conference at the Westin Lombard Hotel in Lombard, Illinois on Wednesday October 23 through Saturday October 26, 2013.

Politics

Gustafson, T. 2012. *Wheel of Fortune: The Battle for Oil and Power in Russia*. Cambridge, MA: Belknap Press of Harvard University Press.

Krózser, A. 2012. *The Role of Energy Transit in Turkish Foreign Policy: The Case of Turkish-Russian Rapprochement*. Saarbrücken, DE: LAP LAMBERT Academic Publishing.

AATSEEL 2012/2013 MEMBERSHIP FORM

MEMBERSHIP RUNS FROM JULY 1, 2012 THROUGH JUNE 30, 2013.

THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2012/2013 DUES THROUGH THE WEB (www.aatseel.org) WITH MASTERCARD OR 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, 3501 Trousdale Pkwy., THH 255L, Los Angeles, CA 90089-4353 USA. If you wish a receipt in addition to your canceled check, please enclose a self-addressed stamped envelope. AATSEEL also accepts payment by Visa or Mastercard.

(Please PRINT all information.)

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_____ Phone: _____

_____ Fax: _____

City/State/Zip _____ Email: _____

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AATSEEL Newsletter Information

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

PUBLICITY AND ADVERTISING POLICY

Free of Charge: Full scholarship study tours and stateside study programs, meetings, job information, new classroom materials, and similar announcements are published free of charge.

Advertising Rates: Commercial ads of interest to the profession are accepted at the following rates and sizes: (Other sizes, such as vertical half-pages and quarter pages, can sometimes be accepted; please query first.)

Full page	\$200	7 5/8" x 9 3/8"
Half page	\$150	7 5/8" x 4 5/8"
Quarter page	\$90	3 5/8" x 4 5/8"
Column inch	\$30	Approx. 6 lines

Advertisement Composition Fee: The *AATSEEL Newsletter* staff will compose your advertisement for you based on your text, specifications (if any), and graphics (provided by you or suggested by the staff). There is a \$75 fee for this service.

Error Correction Fee: If advertisers wish to have the *AATSEEL Newsletter* staff correct errors in text, graphics, or composition that were created by the advertiser, there will be a \$50 correction fee. Similarly, if an advertiser wishes to use an advertisement from a previous year and change dates and other information within the ad, there will be a \$50 correction fee.

Questions on advertising fees and determination of whether an announcement is an advertisement should be addressed to the Executive Director.

Format: Preferred format for advertisements is PDF or eps with embedded fonts. Either Macintosh or PC format is acceptable. Advertisements without graphics may be sent as word files; rtf is preferable if using programs other than Word or WordPerfect. Files may be e-mailed to the editor (Leaver@aol.com). Detailed instructions for advertisers on how to prepare advertisements for the *AATSEEL Newsletter* can be found on the AATSEEL website: <http://www.aatseel.org>. Questions not answered there and requests for exceptions should be addressed to the Editor.

Visit the AATSEEL Web site

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

<http://www.aatseel.org>

The **AATSEEL NEWSLETTER**

Volume 55 Issue 4

December 2012

**Come to Boston for the
Annual AATSEEL Conference
January 3-6, 2013**

For more information go to <http://www.aatseel.org>