

The AATSEEL NEWSLETTER



American Association of Teachers of Slavic & East European Languages

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Message from the AATSEEL President Out of Print?

The displacement of print by electronic media is already so hoary a topic that it risks sounding like yet another rehearsal of the death of the novel—or God—while the supposedly defunct party continues robustly to exist. Or if, for some of our members, there is no God, then all is permitted, including Facebook, Twitter, university administrations, and tedious, vacuous blogs. Nonetheless, I'd like to use the occasion of this *Newsletter*, published only online, to offer some thoughts on the phenomenon (and apologies for my new-presidential confusion in the preceding issue when, in what must have appeared a dull practical joke if you were holding the paper copy while reading it, I declared *that* issue to be available only online).

I could go on at length, as old folk do, about how the world has changed since I was younger. I won't, but I do think the changes we have seen are more than trivial. My students still surprise me by laughing when I ask if they know what a typewriter is (I still wonder, though, how do they know? do they see them in films?); but the time will come when words like “phonograph” and “record” will need to be footnoted (thank God the “Tower Records” chain folded before parents had every time to explain to their children what that meant). And I note with a pang of nostalgia the passage at the opening of Nabokov's *Приглашение на казнь* which points to “правая, еще непочатая часть романа, которую мы, среди лакомого чтения, легонько ошупывали, машинально проверяя, много ли еще.” I suppose one could update this by referring to the amount of space remaining on the scrollbar to the right of the screen, but it wouldn't be the same—and for this reader, at least, the чтение would be nowhere near as лакомо.

Yet clearly there are enormous benefits to be had from the shift into electronic media. The ability to check

the grammaticality of an expression in one's acquired language simply by googling it to see if it exists out there, somewhere, is a huge convenience (though the medium can't help us if we are at that Chomskian edge where competence produces unprecedented but grammatically sound performance). The days of my own undergraduate education, when about the only sample of current Russian one could find was the months-old copy of *Pravda* in the university library are, fortunately, long gone. Now radio, film, television, and press reports only seconds old are available in the language one is learning (a Slavic one, of course) on the internet. And it is actually a relief that we skipped over the phase a colleague once excitedly described to me as the coming future of academic publishing: books printed physically, on demand, by a machine resembling a photo copier. What a bore. If we are moving out of books (which I desperately hope we are not) let's at least make it a clean break.

And so on to the question of the AATSEEL *Newsletter*. It has served the organization loyally in its present format for many years, but its format is stuck more or less at the stage of 8-track tape (children, I will explain that one later). We have decided to publish this issue online only (really, this time). That in itself does not accomplish much, but we wanted to get your attention. As we rethink the ways in which the *Newsletter* could better serve the membership we welcome your suggestions for changes—in content but especially in format. The general sense among members polled so far is that many of us remain fond of the paper edition, which for the foreseeable future we therefore intend to keep producing. But we would also like to think about developing a somewhat different, online version, something more interesting, useful, and sophisticated than the current (rather clumsy) pdf file. For both editions, up-to-date insider information about cultural events, lodging, restaurants, etc. in the Slavic and eastern European places that we visit (Moscow, St. Petersburg, Prague, Kraków, Kyiv, Ljubljana, etc.) suggests itself as one possibility.

In the online version, more colorful imagery as well as sound and video files could be possible. We welcome your thoughts, which you can send to me electronically at seifrid@usc.edu or to the organization itself (in reality, our executive director Elizabeth Durst) at aatseel@usc.edu. Above all, we look forward to a rejuvenated *Newsletter* as yet another benefit of membership in this organization.

Thomas Seifrid
(University of Southern California)

Letter from the Editor

Greetings to one and all!

This will be the last issue before the summer break -- yes, I realize that summer break is not quite here yet, but hopefully some folks are benefitting from a spring break -- so, I will start (and end) by wishing all a happy summer, at least for those who actually do get a break for the summer months. Those of us in administration can only envy that!

Along the lines of designing an online version of the newsletter (which we tried several years ago but reverted when advertisers and subscribers indicated a preference for paper), we can also look into ways of updating the format of the paper version. The current format is one that I introduced at the turn of the century (2000 – I just had to use the phrase, “turn of the century;” it sounds so long ago). Other ideas are always welcome. We have had some suggestions in the past but consistent follow-through has been difficult to achieve when dependant upon volunteer contributions. (At this juncture, though, I do want to thank the volunteer column editors for their ongoing support, without which I would not be able to put out this newsletter at all.) That said, let the ideas flow and see where the stream takes us.

And, once again, good wishes for a great summer!

Betty L. Leaver, Editor



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STATE OF THE FIELD

Readers: We would like to reinstate the *State of the Field* series. If you have written a seminal work in your field or sub-field, please consider sharing a summary of that for this newsletter. You may send the contribution to the editor, Leaver@aol.com. Many thanks for considering this possibility!

Silver Age Studies: The State of the Field

Alexandra Smith
University of Edinburgh

The revisionist impulse associated with the post-Soviet reinvention of the past has sparked many debates about Russian modernism which have become closely associated with the Silver Age period. It is not unusual to come across in Russia various restaurants, museums, hotels and shops that bear the name “The Silver Age.” The Tsvetaeva museum in Elabuga, for example, has a neighbouring wooden house which hosts the Library of the Silver Age, and one of Akhmatova’s museums in St Petersburg is titled “Anna Akhmatova. The Silver Age.” Despite the interchangeable use of the definitions “modernism” and “the Silver Age” in post-Soviet popular culture, some scholars are strongly opposed to this trend. The trend became visible in Russian non-conformist artist and writer circles in the 1950s and 1960s whose members used the term to designate a body of literary and artistic works associated with Russian modernism. Boris Ivanov wrote that Russian non-conformist poets of the 1970s, including Petersburg poet Viktor Krivulin, embraced the legacy of the Silver Age in the same way as European medieval artists and writers had created their own image of antiquity. Elena Ignatova’s article “Who are we?,” published in the literary thick journal *Neva*’s 8th issue of 1992, also stipulates the prevalence of nostalgic longing for the Silver Age among the dissidents of the 1960s-80s. The latest books dealing with the legacy of this period have come to address the issue of the reception of the Silver Age

in late Soviet and post-Soviet times with something of a sense of urgency.

The late American scholar Omri Ronen produced his book *The Fallacy of the Silver Age in Twentieth-Century Russian Literature* in 1997: it explains the whole history of the misnomer “The Silver Age.” According to Ronen, the term had lost its authorship and original meaning, and therefore its applicability to Russian modernist poetry should be reassessed. Indeed, some scholars saw Russian poetry of the 1880s-1920s either as an embodiment of the Platinum Age (Roman Jakobson and Oleg Maslennikov, for example), or as an artistic manifestation of the second golden age of Russian poetry (notably Prince Dmitry Sviatopolk-Mirsky and Gleb Struve). In contrast, Ronen’s book focuses mostly on Russian modernist poetry and its scholars. Maria Carlson saw it as a broader term: she described the Silver Age as a period associated with *fin-de-siècle* Russian cultural development over the years 1880-1914. The popularity of this particular definition was reinforced by its inclusion in the title of several anthologies and studies, including Sergei Makovsky’s 1962 book of memoirs *On the Parnassus of the Silver Age* (*Na Parnase Serebriano veka*); Carl Proffer’s 1975 anthology *The Silver Age of Russian Culture*; John Bowlt’s 1979 book *The Silver Age: Russian Art of the Early 20th Century and the “World of Art” Group* and his 2008 study *Moscow & St. Petersburg 1900-1920: Art, Life, & Culture of the Russian Silver Age*; Boris Gasparov’s and Irina Paperno’s 1992 collection of articles *Cultural Mythologies of Russian Modernism: From the Golden Age to the Silver Age*; and Galina Rylkova’s 2007 book *The Archaeology of Anxiety: The Russian Silver Age and Its Legacy*. Ac-

Editors: Nancy Condee,
University of Pittsburgh &
Thomas Seifrid, Univ. of
Southern California

ording to Rylkova “[t]he term is often employed to denote loosely a period in Russian cultural evolution that ended with the advent of the Bolsheviks in 1917.”

Rylkova’s study identifies several writers and poets (including Akhmatova, Mikhail Kuzmin, Vladimir Nabokov, Boris Pasternak and Viktor Erofeev) with the process of the mythologizing of the historical and cultural developments associated with the Silver Age, and argues that, despite its occupation of a unique place in Russian collective memory for several decades, “its distinct position as a pariah and an enigmatic ‘other’ prevented it from turning into a realm of memory par excellence.” In Rylkova’s view, the Silver Age’s role in Russian collective memory has been downplayed by the erasure of the Bolshevik revolution from the political and cultural landscape of today’s Russia: the celebration of the anniversary of the 1917 Bolshevik revolution on 7 November was replaced by the Day of Popular Unity (*Den’ narodnogo edinstva*), celebrated for the first time on 4 November 2005. Rylkova thinks that the Silver Age, which was seen as the main enemy of the 1917 revolution, subsequently might “sink into oblivion not because of the revolution but together with the revolution.”

To Rylkova’s insightful comments it can be added that the romanticized image of the Silver Age created in the memoirs and critical writings of Russian émigrés of the 1920s-1940s has been further destabilized in the last two decades by attempts of some scholars and critics to demythologize the highly crafted images of martyrs and romantic heroes found in the works of Russian modernist poets. The successful strategies of self-representation and

self-canonization undertaken by many leading twentieth-century poets, including Akhmatova, Vladimir Mayakovsky and Marina Tsvetaeva, have become questioned by many contemporary readers aware of the fact that even ostracized poets cherish a hope of having an appreciative audience. In his 1996 article published in the ninth issue of the literary journal *Zvezda*, Aleksandr Zholkovsky exposed Akhmatova as a shrewd myth-maker who wanted to be remembered as the mouthpiece of her generation and as a persecuted martyr well aware of the laws of charismatic mythmaking: "The indisputable force of her poetry and persona," Zholkovsky contends, "lays a strong claim on a lasting place in the Russian literary canon." Tamara Kataeva's books *Anti-Akhmatova* (2007) and *The Abolishing of Slavery* (*Otmena rabstva*, 2011) present Akhmatova as a skillful celebrity knowing how to protect her image, and suggests that Akhmatova's position in the twentieth-century poetic canon should be contested due to the significant deficiencies of her poetry. Kataeva sees Akhmatova as a terrible mother, drunkard, and selfish poet whom the regime did not victimize, and who most of the time was a healthy survivor of many hardships due to her friends' support: she was not sent to the Gulag and did not fight in the World War 2.

The above outlined tendency to demote Akhmatova appears representative of a broader trend that has become visible in Russia, notably the demise of the Romantic myth of the poet-prophet and martyr. The Romantic model was popular in Russia for the last two centuries and it was brilliantly described in Clare Cavanagh's 2009 book *Lyrical Poetry and Modern Politics: Russia, Poland, and the West* in which the relationship between the oppressive state and the persecuted poet is presented as a complicated bond. As Cavanagh points out, even Joseph Brodsky's life "seemed in many ways tailor-made for the prophetic model, as Akhmatova had foreseen." Yet Cavanagh's analysis of Brodsky's interpretation of Milosz's life and poetry reveals a different dimension of Brodsky's creative self.

Cavanagh outlines the importance of biblical tradition for the formation of the modern self, and argues that in his 1978 Neustadt prize presentation Brodsky describes Milosz's "severe and relentless mind" with admiration and makes his Polish friend comparable to the biblical characters, especially Job.

The theatrical forms of behavior for which Russian modernist poets were famous also stems from a broader fascination with the cult of celebrity that was largely shaped by sweeping changes in Russian and European theater and performance in the 1880s-1910s. This trend has been highlighted in Olga Sobolev's 2008 study *The Silver Mask: Harlequinade in the Symbolist Poetry of Blok and Bely*. The theatricality of everyday life that had been linked by Nikolai Evreinov to theatrical instinct of human behavior had an impact on the emergence of a notion of personal style that became problematic in the age of technical reproduction of artifacts. In turn this was closely linked with the age of modernity that was characterized by art's elevation to status of secular religion and emphasis on individual creativity. Yet the death of Vera Komisarzhenskaya in 1910, preceded by her arguments with Vsevolod Meyerhold over his notion of the new drama subordinated to the tyranny of director, raised an important question for the role of female actresses in the liberalization of Russian society. In her fascinating 1996 study of Russian female actresses and their audiences *Women in Russian Theatre: The Actress in the Silver Age*, Catherine Schuler observes that after 1910 "the cult of the starring actress was displaced by the cult of the starring director." This was due to the generation of "powerful, independent actresses and actress-entrepreneurs" of the previous decades being replaced by a new generation of actresses who accepted their subordinate status "in a hierarchy headed by the director." Sadly, similar trends were visible in Russian literary circles: they include the desire of established Symbolist and Futurist poets to publish poetry under female pseudonyms, or in the style of women-poets; or to lead various associations, salons and perfor-

mances that relied on women's input. Albeit these developments were well documented in Marina Tsvetaeva's memoirs relating to Valerii Briusov, Yevgenii Vakhtangov and Maksimilian Voloshin, Barbara Walker's recent publications on Voloshin highlight the role of such artistic circles in the formation of important cultural networks and patronage in Russia in the 1910s-1920s. This was the groundwork for Stalin's self-promotion as an important patron of the arts in Soviet Russia. In her 2005 book on Voloshin and Russian literary circles, Walker presents Voloshin as an important figure, who made an immense contribution to the organization, values and the self-conception of the Russian intelligentsia during the important period of transition from an Imperial to a Soviet polity.

Two important contributions to the Silver Age studies – Olga Matich's book *Erotic Utopia: The Decadent Imagination in Russia's Fin de Siècle* (2005) and Judith Kornblatt's and Richard Gustafson's edited volume *Russian Religious Thought* (1996) – bring to the fore the utopian aspects of the Silver Age's philosophical concerns and aspirations reflected in the writings of its thinkers, practitioners and critics, including Vladimir Solov'ev, Dmitry Merezhkovsky, Zinaida Gippius, Pavel Florensky and Sergei Bulgakov. Matich develops Evgenii Trubetskoi's notion of erotic utopia into a broader vision of the transfiguration of life that developed in Russia during the Silver Age. Matich argues compellingly that the key difference between the Russian erotic utopia and Freud's theory lies "in its grounding in a profoundly religious as well as utopian vision of life instead of individual psychology." It is not surprising therefore that the elevation of eros to the metaphysical sphere, advocated by Russian decadents as a means of subverting the nineteenth-century tradition of naturalism and positivism, became downplayed by the emergence of the State Institute of Psychoanalysis in Moscow in 1921 (it was closed in 1925). The institute was headed by Ivan Ermakov, an editor of the nine-volume series of Freud's works in Rus-

sian translation, and a great admirer of Dmitrii Pisarev. Sadly, a similar revival of the Russian utilitarian tradition was also happening in emigration. Several leading émigré journals, notably the Parisian *Contemporary Annals* (Sovremennye zapiski) and *The Latest News* (Poslednie novosti), relied on the expertise and aesthetic sensibilities of many prominent editors and representatives of pre-revolutionary radicalized intelligentsia, including Vadim Rudnev, who were determined to make idiosyncratic modernist writing fit to their notions of realistic and accessible literature. Being unaffected by the broadening of cultural horizons promoted by Sergei Diaghilev and the Symbolist movement at the turn of the century, they were eager to see severely censored the works of prominent émigré writers and critics such as Tsvetaeva, Vladimir Nabokov and Dmitrii Chizhevskii.

Perhaps future studies on the Silver Age and its legacy might give us a clear and coherent picture of the survival of its utopian impulse beyond geographical and temporal boundaries, as a specific manifestation of transnational identity.

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New Journal Published

The first issue of "AvtobiografiЯ" has been published. The online version of the journal is freely available at the website <http://www.padovauniversity-press.it/riviste/avtobiografija/>

"AvtobiografiЯ" is an international peer-reviewed online journal on life writing and the representation of the self in Russian Culture. Its advisory board is formed by Marina Balina (Illinois Wesleyan University), Rodolphe Baudin (Université de Strasbourg), Evgeny Dobrenko (University of Sheffield), Stefano Garzonio (Università di Pisa), Oleg Kling (Moskovsky Gosudarstvenny Universitet), Daniela Rizzi (Università Ca' Foscari di Venezia), Stephanie Sandler (Harvard University), and Jury Zarecky (Vysshiaia Shkola Ekonomiki, Moskva).

The journal, published by Padova University Press, analyzes the Russian theoretical and artistic autobiographical production following Western research and approaches. «AvtobiografiЯ» is an annual publication. Each number will include original articles on autobiographical and memoirs genres on Russian art and literature in Italian, Russian, English and French.

All the staff of "AvtobiografiЯ" would like to encourage other scholars to contribute to our exploration of autobiography and the representation of the self in Russian contexts. Requests of information, book reviews and proposals for the second issue can be sent to the email address

red.avtobiografija@gmail.com

Cross-Cultural Communication

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

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

CROSS-CULTURAL COMMUNICATION

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

This column deals with cross-cultural issues. Topics covered include teaching culture through language, cross-cultural communication in both business and academic settings as well as current trends in research. Any suggestions are welcomed; please contact Elena Denisova-Schmidt (elena.denisova-schmidt@unisg.ch).

Pictures illustrating daily life in Russia – including for example the university life of students – might be used in lessons for beginners. Picture 1 shows the way to the main university building in one big Russian city. Picture 2 shows an announcement painted on the road; this announcement gives two local telephone numbers and offers written term papers and dissertations for purchase: «Курсовые, рефераты, дипломные и контрольные работы. 20-78-55. 20-78-44»



Picture 1: The way to the main university building



Picture 2: Announcement on the road

Indeed some diplomas might be also ‘obtained’ in a similar way: The pictures below – picture 3 and picture 4 – show advertisements near the same university. Both ads offer ready-made diploma certificates: «Дипломы! Документы об образовании. 67-19-57»



Picture 3: Announcement on the litter bin 1



Picture 4: Announcement on the litter bin 2

Advanced students can talk about whether they have seen such advertisements on their campuses. Additional topics might include the possible consequences of such an ‘education’ and corruption in Russia.

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AATSEEL Awards for Teaching, Service and Scholarship

EXCELLENCE IN TEACHING AT THE PRE-COLLEGE LEVEL 2012

Elena Lokounia and Elaine Kukin,
Baltimore International Academy

The Baltimore International Academy [BIA] is a total immersion charter public elementary school where students may enroll in a Chinese, French, Russian, or Spanish classroom. Most of their class day is conducted in the target language. Five years ago, in 2007, Elena Lokounia, was appointed Principal. Born and educated in Russia, Elena lived and worked in France for two years before emigrating to the USA in 2000. She taught in the Robert Goddard French Immersion School in Lantham, Maryland, before coming to BIA, where she is now Head of School. Elena was the first to involve BIA students in the Mid-Atlantic Russian Olympiads, where she continues to serve as a judge and a recruiter of judges.

Elena, together with the lead Russian teacher at the BIA, Elaine Kukin, worked with MD Olympiada Co-Chairs Jim Sweigert and Lee Roby to create a set of appropriate materials and procedures. The ACTR Board accredited these materials so that the school could receive official recognition for their participation. Such accreditation is important for public school accountability. Without Elena's advocacy, perseverance, and great gifts for working collaboratively, this initiative would have moved much more slowly.

The primary author of these teaching materials was Elaine Kukin. Students rave about her classes, which include a total immersion 6-week summer camp at the BIA that invites students from other Russian programs in the area to volunteer as interns. Together, Elena Lokounia and Elaine Kukin created the only Russian total-

immersion program in Maryland, with no model to draw on beyond the Goddard French School. Creative patterns of interaction are now emerging between "traditional" and immersion programs at all levels, from Elementary to High School. Collaboration is vital, because in Baltimore as elsewhere, the Russian classroom has become at times hard to fill. Mandarin and Spanish are proving to be the more "popular" (that is, the more "practical") choices for families. Elena and Elaine work tirelessly to publicize the importance of studying Russian, even as Mandarin bursts at the seams. At times like this, dedication is heroic. We are honored to present these two pioneering educators with this joint AATSEEL award.

EXCELLENCE IN TEACHING AT THE POSTSECONDARY LEVEL 2012

David Birnbaum, University of
Pittsburgh

David Birnbaum does two things extraordinarily well that relate directly to success in the classroom — his own, and that of his colleagues. Both are the result of the recent globalization of Slavic Studies in the academy, and both have been under-recognized in the awards process. Each is crucial to our survival as a small but discrete and professionally viable field.

First, he runs a highly complex department that interacts with other units at the university: The Center for Russian and East European Studies, Global Studies, Film Studies, Cultural Studies, Woman Studies. All these units offer a vast array of courses each semester, taught or taken by our colleagues; David navigates this impossible four-dimensional teaching puzzle with grace, elegance, his characteristic wryness, and extraordinary good will. He allows his

colleagues to explore other opportunities (for buy-outs, for cross-listing, for the odd pedagogical experiment), so that Slavic in the long term can become an indispensable part of other programs at the university and an innovator in its own right. He always sees a departmental solution that all positions can live with.

The second success is his inventiveness and generosity in his own professional area. The growth zone of Slavic Studies world-wide is the 20th century. Look at David's academic specialties on his website: the computer processing of medieval Slavic manuscripts, Slavic linguistics, diachronic and synchronic phonology and morphology. This is not Dostoevsky, Tolstoy, Bulgakov or Tarkovsky. The material does not teach itself, and it will never be taught easily to the multitudes. But David makes his skills matter to the multitudes by his contributions to Humanities computing more generally, and to better communicate his Slavic courses, he prepares staggering and memorable classroom experiences with handouts, power-point slides, conceptual examples. He maintains what seems like impossibly high standard for students, but they rise to it — at first unevenly, and then consistently over the semester. Walk by his office: rare is the time that there isn't a student in it. PhD students turn to him, and he mentors them all on publications, fellowships, job prospects, exams. This mentoring is an important aspect to a broadly defined notion of teaching, and often goes uncounted and unsung. For these and other reasons, we are most gratified to decorate David with an AATSEEL award.

DISTINGUISHED SERVICE TO AATSEEL 2012

Sibelan Forrester, Swarthmore College

One lovely detail catches your eye in the Question-and-Answer segment of Sibelan's profile page on the Swarthmore departmental website. When asked what other areas or disciplines she had studied in addition to Russian, she mentions South Slavic and folklore — both of which, she says, “helped me to see how all aspects of culture are in a matrix of discourses and traditions. The way fabric is used in a quilt is not the worst metaphor.” There are several things right about this answer, coming from a senior professor in a small elite college where she is the only tenured person in Russian. Without a quilt of different fabrics, you don't have a field. So while answering for Imperial and Soviet literary culture, Sibelan made time to stitch in several other Slavic communities, languages, and worldviews. An accomplished scholar in Russian poetry — especially Marina Tsvetaeva — she soon became known as the center of a great deal more.

She helped to elevate the status of translation to a scholarly art. She organized and monitored panels on Croatian and Serbian topics — reminding us that long before there was an East-West divide in Russian Studies there was a North-South axis. Her roster of courses taught includes a seminar on The Muslim in Russia. She raised gender consciousness in a field that has been traditionally hesitant to embrace new ideologies, serving as president of the Association of Women in Slavic Studies at the end of the 1990s. Sibelan later played the same galvanizing role for the academic field of folklife, serving as President of the Slavic and East European Folklore Association in 2006-2007. This public-spiritedness and leadership has been reflected in all her AATSEEL activities over two decades, which culminated in a six-year tour of duty starting as President-Elect in 2005 and serving through to Past President in 2010.

“Service” to an institution or field is often an unsung thing, and always a time-intensive one. Most of what matters is turning up, following through, answering back, keeping accounts straight without losing a smile. Slavic is a small field in a troubled world. It won't go under, but it needs people like Sibelan serving it constantly on many fronts. A fitting portrait for Sibelan's service comes from her own essay “Baba Yaga: The Wild Witch of the East,” just republished as an Appendix to a 2012 Penguin Classics paperback titled *Russian Magic Tales from Pushkin to Platonov*, edited by Robert Chandler: “Modern encounters with Baba Yaga and what she represents still reaffirm our strength, cleverness and worthiness, teaching us how to win treasure or understanding out of loss, fear and pain” (p. 430). We are delighted to honor Sibelan for her distinguished service to so many fields, and to AATSEEL.

OUTSTANDING SERVICE TO THE PROFESSION 2012

Wayles Browne, Cornell University

It is difficult to imagine a single Slavic linguist who has not benefited from Wayles's astounding knowledge and his readiness to share it. There is a general feeling in the field, particularly on empirical matters, that if Wayles doesn't know the answer, or where to go to get an answer, then nobody does. Given the breadth of his expertise and his good-natured curiosity about almost every facet of language study, Wayles has been the perfect candidate to approach as an outside reviewer in tenure and promotion cases, the ideal book review editor for *SEEJ (Linguistics)* and, later, for the *Journal of Slavic Linguistics*. For virtually every conference imaginable within Slavic linguistics, Wayles is the reviewer of choice for abstracts. At AATSEEL, Wayles is known for attending every linguistics panel and contributing to the discussion after each paper — or leading that discussion. Indeed, he has attended AATSEEL on a regular basis over a period of 30 years, with or without a paper of his own to deliver. This concept of “service to the

profession,” which is focused as much on listening as on talking, as much on feedback as on monographs, is being honored today.

Wayles' primary area of research is in the Serbo-Croatian speech area (Bosnian, Croatian, and Serbian, known today as BCS), though his language expertise extends to Bulgarian, Macedonian, Polish, Belarusian, Rusyn, and Russian. He is equally broad in his facility with the wide range of theoretical models in circulation. He has mentored, either in an official capacity at Cornell or via the unofficial “Ask Wayles” channel within Slavic linguistics, several generations of aspiring colleagues, including many who now hold prominent positions within Slavic linguistics. He wrote the “Serbo-Croat” chapter for the 1993 volume *The Slavonic Languages* (Routledge), which was known at the time as the best single sketch of BCS. This work was later superseded only by Wayles' own 2009 piece, “Serbo-Croat: Bosnian, Croatian, Montenegrin, Serbian” (co-authored with Greville Corbett, one of the world's leading typologists). Wayles' work extends to less well-known Slavic languages, such as Belarusian, to which he adapted Jakobson's famous one-stem verb system, and Rusyn, in which Wayles analyzed the clitic system. It appears that the recently published *Festschrift* honoring Wayles and devoted to work in South Slavic will now have to add a second volume to include his Polonist and Russianist colleagues.

For one can serve languages as well as fields, and formal parts of speech as well as speakers. Wayles serves them all. An impeccable scholar and dedicated teacher, he has done heroic labor in bringing visibility to the linguistic complexities of the Slavic languages, helping to ensure the (very strong) position of Slavic within the broader linguistics community.

OUTSTANDING CONTRIBUTION TO SCHOLARSHIP 2012

Stephanie Sandler, Harvard University

It is hard to know where to start with Stephanie Sandler, who for decades has pulled together so many different and distant edges of the profession. Stephanie began at Yale University with a dissertation under Victor Erlich on Pushkin's Boris Godunov — which became the best book on that masterpiece in English, *Distant Pleasures: Alexander Pushkin and the Writing of Exile* (1989). At Amherst College for many years, she never ceased being a Pushkinist, but branched out to other fields: contemporary Russian poetry (especially Olga Sedakova, Elena Shvarts, and Elena Fanailova), generating essays, anthologies, and translations that allowed these poets to live miraculously beyond Russian. She does poems better than anyone (and poems are the hardest things to do); but she also talks about film (supposedly an easy and acces-

sible thing to do), devoting a large and illuminating section of her 2004 book *Commemorating Pushkin to wonderfully inventive movies*.

Her 21st century at Harvard has seen workshop after workshop, forum after roundtable, where Stephanie is the guiding light. Her editions and translations are beginning to win prizes. At AATSEEL conferences she has sponsored poetry readings that are a major draw of our gatherings. And the work in progress is tantalizing: "Dreaming the Real," "Music for a Deaf Time," "The Creative Work of Translating," and a book on "Contemporary Poetry in Russian: Breaking down the Walls." Everything Stephanie touches come to life, and generates a group of enthusiasts around it. We are honored to recognize her scholarship.

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

Etkind, A. 2013. *Warped Mourning: Stories of the Undead in the Land of the Unburied*. Stanford, CA: Stanford University Press.

Reszke, K. 2013. *Return of the Jew: Identity Narratives of the Third Post-Holocaust Generation of Jews in Poland*. Brighton, MA: Academic Studies Press

Continued on page 22

UCLA

The Department of Slavic Languages & Literatures

SUMMER 2013 SCHEDULE:

BOSNIAN/SERBIAN/CROATIAN

Bosnian/Serbian/Croatian 103 (333317110): Intensive Elementary Bosnian/Serbian/Croatian (12 units)
6 weeks: 6/24 - 8/2 MTWRF 9:00 a.m. - 2:10 p.m.

ROMANIAN

Romanian 103 (340318130): Intensive Elementary Romanian/Moldovan (12 units)
6 weeks: 6/24 - 8/2 MTWRF 9:00 a.m. - 2:10 p.m.

RUSSIAN

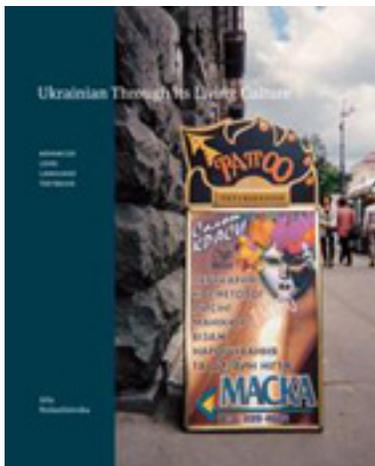
Russian 10 (341065110): Intensive Elementary Russian (12 units)
8 weeks: 6/24 - 8/16 MTWRF 10:00 a.m. - 1:50 p.m.

Russian 20 (341114110): Intensive Intermediate Russian (12 units)
8 weeks: 6/24 - 8/16 MTWRF 10:00 a.m. - 1:50 p.m.

For more information, visit www.slavic.ucla.edu

Book Prize Winners for 2012

BEST CONTRIBUTION TO LANGUAGE PEDAGOGY



Nedashkivska, Alla. *Ukrainian Through Its Living Culture*.

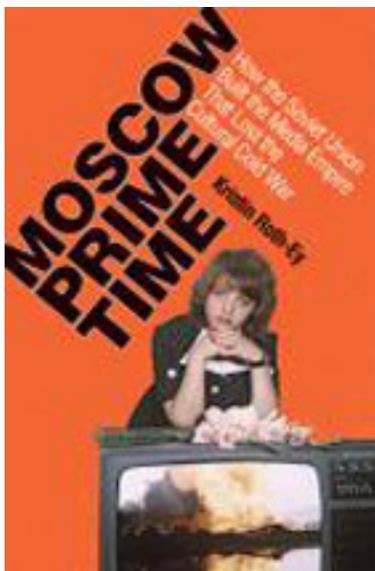
Edmonton [Alberta], Canada: The University of Alberta Press, 2010.

Out of a strong field of submissions the committee is pleased to recognize *Ukrainian Through Its Living Culture* by Alla Nedashkivska as the winner of 2012 AATSEEL Book Prize for Best Contribution to Language Pedagogy.

As a textbook for upper-level students of Ukrainian, Alla Nedashkivka's *Ukrainian Through Its Living Culture* is an ambitious project for a rather select market. At the same time, it may provide a solution to the vexed problem of upper-level textbooks for the less commonly taught languages. Each of the nine theme-based chapters has been divided into two sections, with "part I" designed to accommodate the intermediate-level language learner and "part II" the advanced-level one, thus allowing for two "tours" of the same textbook over the course of multiple semesters, with additional suggestions for use in study abroad programs. The textbook also includes a set of five, well-organized appendices (those on classroom vocabulary, grammar and orthographic conventions are particularly excellent), and there is an attractive website with additional materials, including workbook and listen-

ing exercises. Offering a range of materials and language inputs, Nedashkivka's textbook promises to be an important new resource for intermediate and advanced students of Ukrainian.

BEST BOOK IN LITERARY/CULTURAL STUDIES

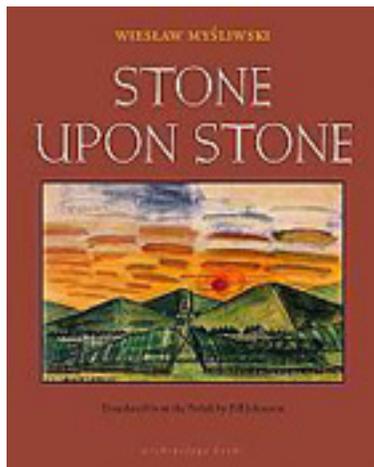


Roth-Ey, Kristin. *Moscow Prime Time: How the Soviet Union Built the Media Empire That Lost the Cultural Cold War*.

Ithaca, NY: Cornell University Press, 2011.

With *Moscow Prime Time: How the Soviet Union Built the Media Empire that Lost the Cultural Cold War*, Kristin Roth-Ey has written an ambitious, original, and fascinating account of Soviet film, television, and radio in the 1950s, 60s, and 70s, when the Soviet Union cultivated a mass culture intended to rival western dominance internationally. To her considerable credit, Roth-Ey's does not tell the typical story of a Soviet Cold War failure, however. Indeed, the very success of the Soviet mass culture enterprise upended cultural politics, individual freedoms, and public tastes in unexpected ways. Adducing evidence from archives, interviews, and printed sources, Roth-Ey convincingly argues that during those three transformative decades, as sundry forms of public experience became private, Soviet culture gradually came to mirror those of its western counterpart. Meticulously researched, well-written, and extremely engaging, *Moscow Prime Time* is an extraordinary "must read" for students and scholars of 20th-century history and culture.

BEST LITERARY TRANSLATION INTO ENGLISH



Myśliwski, Wiesław. *Stone Upon Stone*.

Brooklyn: Archipelago Books, 2010. Translated from the Polish by Bill Johnston.

Bill Johnston's *Stone upon Stone* is a monumental achievement in the art of translation—and not only because the novel is huge and begins and ends with a tomb. Wiesław Myśliwski's *Kamień na kamieniu*, widely considered one of the best works of postwar Polish literature, conveys a rich array of history, human experience, and literary delight through the narrative voice of Szymek Pietruszka, a garrulous peasant, steady but nimble, simple but shrewd, sensitive but unsentimental. Johnston's translation renders this compelling voice with no lapse in tone, no excessive sophistication or stylized coarseness, but rather an unobtrusive balance that perfectly fits the narrator's outlook. The English reader has been in Bill Johnston's debt before, and is now once again.



BEST SCHOLARLY TRANSLATION INTO ENGLISH

Różewicz, Tadeusz. *Sobbing Superpower: Selected Poems of Tadeusz Różewicz*.

New York, NY: W. W. Norton & Company, 2011. Translated from the Polish by Joanna Trzeciak.

Sobbing Superpower: The Selected Poems of Tadeusz Różewicz is the first collection in English to encompass the poet's full career, from his first collection *Anxiety* (*Nepokój*, 1947) to the tender poem addressed to his son, "Mystery that Grows," dated 2008. As the reader learns in *Anxiety*, Różewicz is a "survivor": "I'm twenty-four / Led to slaughter / I survived." Różewicz's stark, minimalist anti-poetry, with its abrupt shifts and pregnant silences, "justifies nothing / explains nothing / renounces nothing / encompasses no whole / fulfills no hope" ("My Poetry," 1965). Part of the remarkable generation of poets that includes Szymborska and Herbert (and Miłosz, an older contemporary), Różewicz redefined the essence and form of poetry after the Holocaust. In addition to her hauntingly spare translations of this major poet, Joanna Trzeciak provides extensive notes that shed light on subjects ranging from Ezra Pound to Polish history and literature, as well as a biographical note and foreword by Edward Hirsch. With *Sobbing Superpower*, Trzeciak joins the remarkable cohort of translators who have made it possible for the English reader to enjoy the riches of contemporary Polish poetry.

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)

Cultural Competence in Heritage Students

Valery Belyanin, PhD
Kaluga State University
<russianforyou@gmail.com>

Cultural competence refers to the ability of people to interact effectively with people of different cultures and socio-economic backgrounds. Knowledge of different cultural practices and world views helps to comprehend, connect, and relate with people of other cultures.

It is a long process to become familiar with people from other cultures. How can we help our students develop cultural competence? There are many ways to do this. When I was the director of Summer Language Program of the University of Pittsburgh, we had a group of heritage (students who grew up in a Russian family) who were supposed to be knowledgeable about Russia more than those who just started learning the Russian language. They had the privilege of learning Russian as their mother tongue. I called them “split personalities”, because they were partially Russians and partially Americans. When asked about their ethnicity (cultural self-identity) a third of them wrote “American”, third – “Russians”, and the rest “American/Russian” or “Russian/American”. They were talking in Russian, but behaving (and most likely thinking) like Americans, manifesting at times what could be called “bilingual schizophrenia”.

Having received a Fulbright-Hays grant for the Heritage Program, the instructors of the Summer Language Institute had developed a cultural test with the aim of finding out how much the students knew about their native coun-

try. It was a multiple-choice written test with 100 questions, and it helped to reveal the gaps the students had in their knowledge about the following domains of life: geography, history and holidays, literature, music, science, education, politics, mass media, sports, technology, economics, ethnography, phraseology, and everyday life.

It turned out that the students (25 overall) in general knew much more about certain aspects of the culture and much less about other characteristics of the culture. The basic knowledge test included questions about the population in the country and weather in the capital; the names of Lenin, Stalin, Putin, the names of famous writers, as well as abbreviations like KGB and MGU. Students knew about the Revolution of 1917, and that the main religion in Russia is Orthodox Christianity. They were also aware about the system of grades in school, and had knowledge about food, due to their growing up in a Russian household.

They were also conscious of painters, national heroes and names of so called celebrities (like Tsereteli). Some oral folk traditions were also unfamiliar to the students (like what “should be done” when you sit between two people who have the same names). One of the aims of the creators of the test was to show the students how much they had to learn about Russian culture.

The test was administered twice: before going to Russia and at the end of their five-week stay there. The students knew that they would be asked the same questions after visiting Russia, so they spent their time in Russia attempting to acquire the cultural knowledge.

You could say that that knowing about cultural phenomena does not

*Editor: Valery Belyanin
(Kaluga State University)*

determine that the communication within another culture will be successful. Noam Chomsky distinguished between language competence and language performance. This was the same here. Still communication based on shared knowledge is apt to be more congruent, and most of the heritage students were able to fit in with the Russians they encountered. I would also add that in so called traditional societies “shared knowledge” is very important. Russians are known for using a lot of quotations from movies and different sayings that show that the speakers are “of the same blood”.

As for the “genuine” knowledge of a different culture – I do not think it is really possible to acquire (not saying that culture embraces huge amount of information). No one knows all facts, even about their own culture. There is no need for this type of familiarity. We are “partial personalities” (Karl Marx), we do not need to know everything about everything. But the nucleus of the cultural competency may be constructed and periphery could be outlined. This will help instructors to provide students with the knowledge of what is really essential for understanding another culture and will help them to function in that nation more effectively.

References:

- Belyanin V. Children of Russian Americans: who are they, what do they know about Russia, how do they speak Russian. // *Diasporas*. 2007. N 1/2.– pp. 110-125.
- Test on Russian and Soviet culture. Belyanin V (2005, 2006, 2007), Makoveeva I. (2005, 2006), Vasyanina E. (2006, 2007) / Ed. Prof Oscar Swan.– University of Pittsburgh, 2005-2007. (preprint).

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)

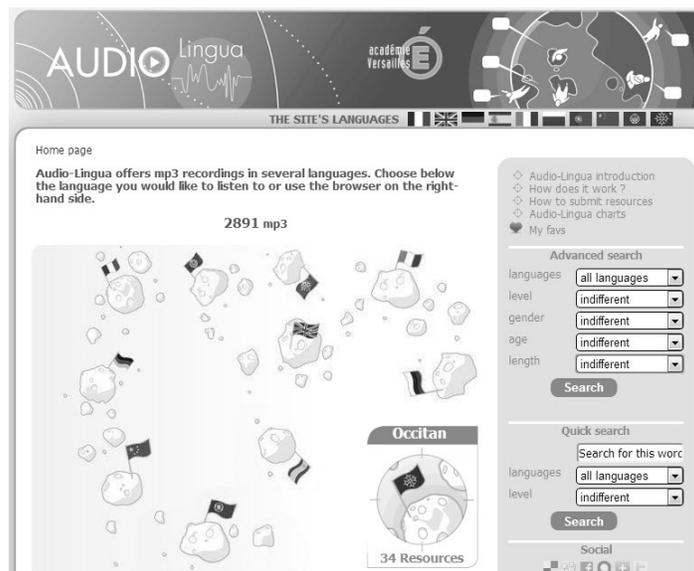
Audio Resources for Language Teaching and Learning: Audio-Lingua & The Speech Accent Archive

Authentic materials, especially, audio-visual materials on the target language such as audio and video files, prove to be very useful for language learners as these materials enable them to experience how the target language is put into real life use. Listening is of utmost importance considering the access to information, carrying out work or academic duties (Wilson, 2008). As clearly indicated by Vardergrift and Goh (2012), providing information not only in aural but also in visual channels will result in more opportunities for language learners to improve their listening skill, thus leading to better comprehension. As most know, there are several websites that provide ample resources of listening materials such as *ello.org*, *esl-lab.com*, *esl-bits.net*, and *real-english.com*. Most of the websites focusing on practicing listening do not provide the three stages of listening, namely, pre-listening, listening, and post listening as suggested by Field (2008), and the listening activities are based on one-way communication or information transfer (Nation & Newton, 2009). In addition to these invaluable listening resources, there are other websites that aim to provide authentic listening materials recorded by native speakers (*audio-lingua.eu*) and accents of a variety of English speakers around the world (*accent.gmu.edu*). In the current column, I will briefly introduce these websites, focusing the basic functions.

Audio-lingua.eu

Audio-lingua (*accent.gmu.edu*) can be considered as a bank of audio resources recorded collaboratively by native speakers of French, English, German, Spanish, Italian, Russian, Portuguese, Occitan, and Arabic. These materials, classified based on the reference levels of the Common European Framework of Reference for Languages, can be listened online or downloaded.

When you visit 'www.audio-lingua.eu', the following page will appear, with the search menus on the right of the page.



The language of the site interface can be changed to your mother tongue through the links at the top of the page. In order to find the audio files, the search link can be used on the right side of the page. Based on your needs, advanced search or quick search can be preferred. Through the advanced search function, audio files can be searched considering such characteristics as languages, level, gender, age, and length.

Advanced search

languages

level

gender

age

length

Search

Based on the limitations that you have set, the results will be provided on the left side of the page. A sample result is provided in the following figure.

Valérie : l'hiver au Canada
 C1 female adult 90-120 seconds
 French, 17 March 2009, by Valérie, une Québécoise 60 Rates

Il fait très froid, parfois jusqu'à moins 40°C. L'hiver commence dès le mois de novembre et dure pratiquement jusqu'en mars. (accent québécois)

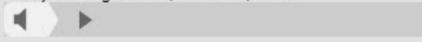
climate 

URL of this resource : <http://www.audio-lingua.eu/spip.php?article590>

Embed in website or blog 

Elise : l'écriture et moi (2)
 C1 female teenager 90-120 seconds
 French, 15 May 2008, by Elise (Montigny le Bretonneux) 31 Rates

Quand elle écrit, pourquoi... comment elle se confronte à une autre réalité, à ses personnages, avec qui, le regard des autres...

a day among others; hobbies; book 

URL of this resource : <http://www.audio-lingua.eu/spip.php?article220>

Embed in website or blog 

Depending on your needs, the audio files can be either listened online or downloaded for further use.

The speech accent archive

The speech accent archive (audio-lingua.eu) provides audio files that reflect different accents of native and non-native speakers of English coming from different backgrounds. Native and non-native speakers provide the recordings of the same paragraph along with their linguistic and demographic backgrounds such as birth of place, age, sex, and English learning method.



the speech *accent* archive

- how to
- browse**
- search
- resources**
- about



The speech accent archive uniformly presents a large set of speech samples from a variety of language backgrounds. Native and non-native speakers of English read the same paragraph and are carefully transcribed. The archive is used by people who wish to compare and analyze the accents of different English speakers.

last updated: 15 february 2013 1723 samples




The audio files can be searched through the ‘search’ and ‘browse’ links on the left of the main page. Through the ‘search’ link, the audio files can be searched for based on a variety of factors such as biographical data, speaking data, and generalization data. Or alternatively, the archive can be browsed by speaking, atlas, or inventory. The following is the result of a search conducted.

search again

There are 8 result(s) for your search. Displaying results 1 to 8.

- turkish1, female, bingol, turkey
- turkish5, female, istanbul, turkey
- turkish11, female, kocaeli, turkey
- turkish13, female, istanbul, turkey
- turkish14, female, istanbul, turkey
- turkish20, female, kocaeli, turkey
- turkish21, female, istanbul, turkey
- turkish23, female, adana, turkey

On the result page, through the QuickTime plugin, the audio file can be listened online. On the left side of the page, biographical data of the current speaker are provided, which I think is invaluable for anyone interested in language teaching and learning, not to mention linguists considering the opportunity to listen and compare different English speakers with different backgrounds. This website does really lend itself to be used both as a teaching material and as a research tool as stated on the website.

age, sex: 37, female
 age of english onset: 11
 english learning method:
 academic
 english residence:
 length of english
 residence: 0 years

plastic snake and a big toy frog for
 the kids. She can scoop these
 things into three red bags, and we
 will go meet her Wednesday at the
 train station.

Key:
 blue = potential areas for this generalization
 red = actual areas for this generalization

nɪd e smɔl p^hlæstɪk sneɪk ænd e
 bɪg t^hɔɪ frɔg fɔr ðə kɪdʒs ʃɪ kæn
 skuːp dɪz θɪŋz ɪntu θri: rɛd bægz
 ən vi wɪl go mi:t hɜː wɛdnəzdeɪ æt
 ðə treɪn steɪʃən]

Generalizations

Consonant:

Vowel:

Syllable Structure:

These websites or better to say collaborative projects, *audio-lingua* and *the speech accent archive*, seem to have filled the gap in the language teaching and learning world where learners and teachers as well as researchers are in need of audio materials. The materials provided by these two projects can be used both as teaching materials and as research resources. However, as some may have noticed, as to the number of the audio files, these two projects still need to be improved. So, please consider contributing through the following links (<http://www.audio-lingua.eu/spip.php?article94>) and (<http://accent.gmu.edu/howto.php>). I believe that readers of AATSEEL newsletter and members and many others can make a significant contribution to these projects.

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Field, J. (2008). *Listening in the language classroom*. Cambridge: Cambridge University Press.

Wilson, J. J. (2008). *How to teach listening*. Harlow: Pearson Education Ltd.

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York, NY: Routledge.

Vardergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. New York, NY: Routledge.

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

<http://www.aatseel.org>

Czech Corner

*Editor: Mila Saskova-Pierce
(University of Nebraska)*

Editor's Note: This corner is for teachers of the Czech language, and I would like to invite them to share their news, views, and experience related to the teaching of various kinds of courses dealing with Czech culture, language, and literature. Contributions do not have to be limited to the United States; they can and should include issues of Czech language and culture instruction throughout the whole world. Contributions to the Czech Corner may be sent to the column editor at msaskova-piercel@unl.edu.

Czech Literature in English Lost Two Great Translators Last Year: Michael Heim and Peter Kussi

Michael Henry Heim, professor of Slavic Language and Literatures at the University of California, Los Angeles, was a prolific translator from the Slavic Languages as well as Hungarian, Romanian, and German. Among others he translated Kundera's *The Unbearable Lightness of Being* into English. He died on September 29, 2012.

Peter Kussi, translator of Czech literature (1925-8. 10. 2012)

It is sad to note that in addition to professor Michael Heim, another rare American Czech - professor Peter Kussi - died after a long illness on October 8, 2012. Professor Kussi worked many years at the University of Columbia in New York, where he taught Czech language and literature among other subjects.

He was born in 1925 in Prague, Czechoslovakia. His father was American born, and so the family was able to leave Czechoslovakia shortly after the Nazi occupation in 1938. Professor Kussi had a distinguished career in the

field of Czech literature as a scholar, editor and translator. He translated many Czech authors into excellent English, and thus introduced them to the world. Prominent works by Czech dissident and exile authors forbidden to publish in the Communist Czechoslovakia, were published in his English translations. He started with the writings of Jaroslav Hašek, Tomáš Masaryk, and Karel Poláček. He then translated works by Czech dissidents, such as Antonín Liehm, Milan Kundera, Josef Škvorecký, Ivan Klíma, and Jiří Gruša. He collaborated with many authors and had therefore a close relationship with the cream of the Czech literary world. He introduced their philosophy to the American and English language readers in a series of scholarly articles, and in his classrooms. He was also a mentor to countless students, and literature theoreticians, and translators. He will be missed.

Memorial for Peter Kussi at Columbia

From Chris Harwood, Senior Lecturer in Czech at Columbia U.

An informal memorial event to celebrate Peter's life and work will be held on the seventh floor of Hamilton Hall (1130 Amsterdam Ave, on the main campus of Columbia University) on Saturday, April 27, at 6:00 PM. The structured part of the program (approximately one hour) will consist of a screening of excerpts from a documentary about Peter made for Czech Television in 2000 and a series of reminiscences about Peter presented by some of his friends, colleagues and former students. This will be followed by a reception with light refreshments, at which we can all share our memories of Peter.

If you do plan to attend the memorial, please RSVP Chris Harwood by April 17, so we can make appropriate arrangements for space and provisions. If you would like to submit a short text with a reminiscence of Peter to be included in a printed program presented at the memorial, please send that to Chris Harwood with your RSVP.

Peter will also be remembered in a special section of the spring 2013 issue of the Czech Language News, the newsletter of the International Association of Teachers of Czech. If you are a colleague or former student of Peter's and would like to have a short text of reminiscence included in that publication, please try to get it to me by the end of March.

Chris Harwood(cwh4@columbia.edu)

New publications

Jan Čulík. *A Society in Distress. The Image of the Czech Republic in Contemporary Czech Feature Film.* Sussex Academic Press. 2012 Hardback ISBN: 978-1-84519-551-9

Jan Čulík's book analyses the value system constructed by Czech feature films produced since the fall of communism in 1989. It provides an overview of some three hundred Czech feature films made during this period. Over fourteen chapters, the book shows how Czech film makers have dealt with the legacy of communism and other traumatic past experiences, and how they have borne witness to recent political and social developments in the Czech Republic.

Eva Strížovská *The Great Plains and Other Great Experiences / Velké pláně a další velké zážitky* ISBN 978-80-904269-7-9 9 788090 \$15.00

Eva Strížovská has published many articles about her trips in the USA. And now, she published her third book *The Great Plains and Other Great Experiences*. The book is bilingual English-Czech. The book includes articles about Cedar Rapids, Spillville Iowa, about people in West Temple, Sokol Slet in Fort Worth, Sokol Dallas, Corpus Christi, East Bernard, Festivals, Czech Music, Patriots in Kansas, Nebraska, and about others mid-west places. For order: strizovska@seznam.cz

University of Toronto News

Eva Slaisova defended her dissertation entitled *The Semiotic Games*

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of Voskovec and Werich's *Liberated Theatre: A Contribution to European Experimental Theatre*. The commission recommended a publication, since it offers a new study of the European experimental theater, in an innovating semiotic approach.

Adam Grunzke defended his dissertation *Czech Model Theater in the 60's*. Mirna Solic is publishing in the Toronto University Presses her dissertation dealing with Capek's travelogues.

V. Ambros, Associate Professor, PhD.

Czechoslovak Society of Arts and Sciences 2013 Regional Conference in Seattle, Aug 29-31, 2013

"Czechs, Slovaks, and North America: Destination, Example, Opportunity"

The Czechoslovak Society of Arts and Sciences (SVU) is pleased to announce its 2013 regional conference, to be held in the Pacific Northwest on the campus of the University of Washington in Seattle from August 29 to August 31, 2013 (with optional sightseeing extensions through September 2). The general theme of the conference will be "Czechs, Slovaks and North America: Destination, Example, Opportunity."

Papers and panel proposals are solicited on a wide range of subjects in the arts, humanities, and sciences. Proposals for complete panels are preferred, but individual papers will be reviewed and grouped into panels according to the decision of the conference organizers. General subject groupings may include: Politics, Economics, Business; Religion and Philosophy; Performing Arts; Plastic Arts; Technology and Industry; Medicine and Laboratory Science; Libraries and Librarians; Heritage Organizations; Immigration and Emigration; History; Czech/Slovak and Slavic Studies; Czech/Slovak and Slavic Linguistics; Language Teaching; Literature and Cinema; Sport. With a view to the region where the conference will be held, we encourage any work concerning Czechs and Slovaks in the Pacific Northwest.

Questions about planned submissions or the submissions process should be directed to Hugh Agnew (agnew@gwu.edu) or Lida Cope (copel@ecu.edu). Email your completed submission (title and 300-word abstract) to SVUConference2013@gmail.com by May 31, 2013.

Full conference details and application forms will be published in the next issues of *Zprávy*, posted on the SVU website, and distributed electronically. Panel and paper proposals may be submitted by anyone, but a lower registration fee will apply to SVU members in good standing. Information on the activities of SVU, as well as membership information and forms, can be found at <http://www.svu2000.org/>.

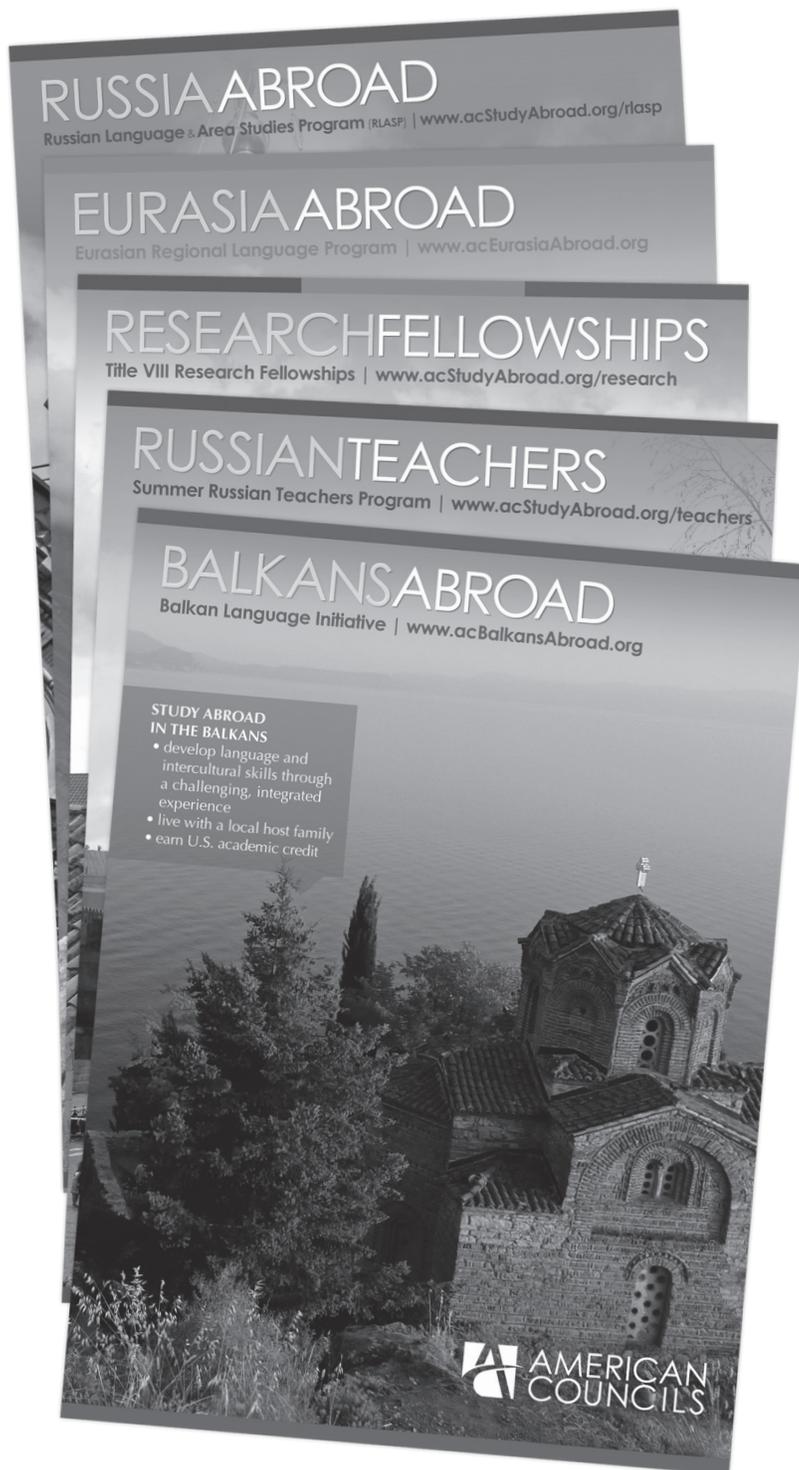
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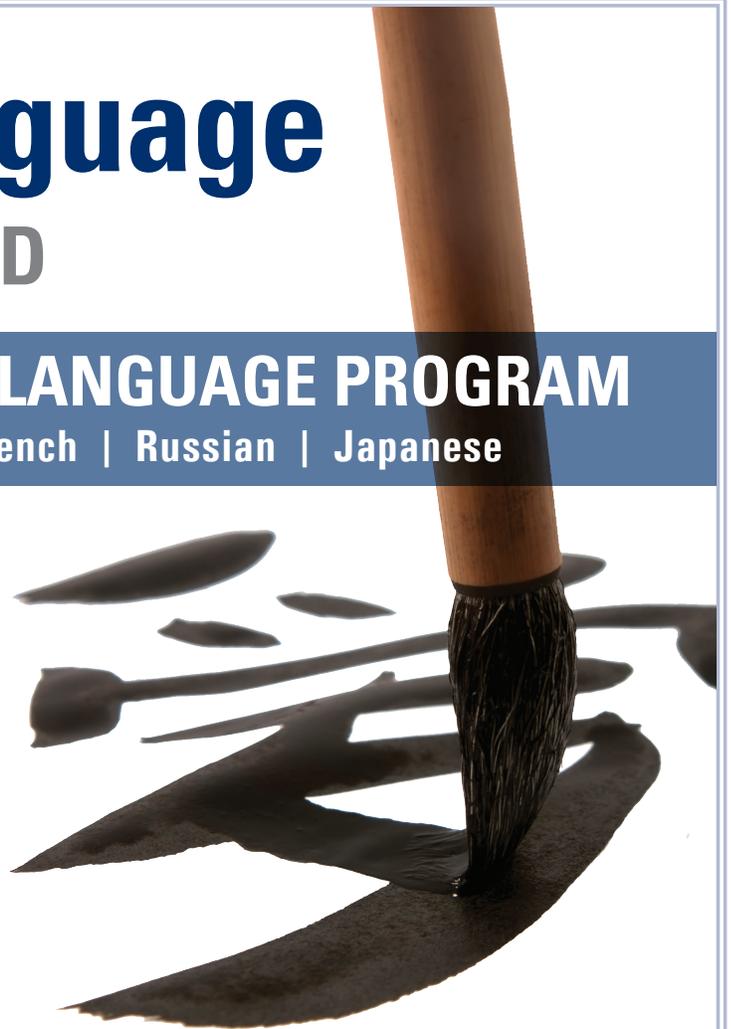
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Member News

*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

AATSEEL wishes to recognize the following members for their recent professional milestones:

Anindita Banerjee (Cornell University) writes that her book, *We Modern People: Science Fiction and the Making of Russian Modernity* is out from Wesleyan University Press (2012).

Robert Chandler (Queen Mary, University of London) shares news of the publication of his most recent translations:

Andrey Platonov, *Happy Moscow* (NYRB Classics). As well as the novel itself, this includes two short stories, one essay and one film script, all closely related to *Happy Moscow*.

Russian Magic Tales from Pushkin to Platonov (Penguin Classics), translated in collaboration with **Sibelan Forrester** and Anna Gunin. Along with true oral folk tales, this contains versions of folk tales, and stories inspired by folklore, by Pushkin, Teffi, Bazhov and Platonov.

Vasily Grossman, *An Armenian Sketchbook* (NYRB Classics), one of Grossman's few autobiographical works.

Two books by **Galya Diment** (University of Washington) are coming out as paperbacks in Winter and Spring 2013: *Pniniad* (University of

Washington Press) in February and *A Russian Jew of Bloomsbury* (McGill-Queens University Press) in April. In other news, she has been appointed as the Thomas L. & Margo G. Wyckoff Endowed Faculty Fellow for a three-year term effective April 1, 2013.

Sibelan Forrester (Swarthmore College) announces that her translation of Vladimir Propp's *The Russian Folktale* has come out from Wayne State University Press.

Professional highlights from **Anna Frajlich-Zajac** (Columbia University) include a Harriman Institute travel grant to deliver an invited lecture titled "Must poetry be absolutely modern?" at the Biennale Internationale De Poesie in Liege, Belgium; a poetry reading alongside a number of contemporary poets during the annual Literary Bazaar held at the The Shevchenko Scientific Society in December 2012; and the release of a CD "Niezapominajki" (Forget me nots) produced in Szczecin, Poland, which features 18 poems by Anna Frajlich, read by Anna Gielarowska with music by Waldemar Sutryk.

Congratulations to **Alyssa Gillespie** (University of Notre Dame), grand prize winner of the Compass Translation Award for her translation of Marina Tsvetaeva's *Poem of the End*. In other translation prize news, **Irina Mashinski** (Cardinal Points) and **Boris Dralyuk** (UCLA) were awarded first place in the Joseph Brodsky/Stephen Spender Prize for their translation of Arseny Tarkovsky's "Field Hospital."

The ever-prolific **Helena Goscilo** announces the following publications:

Putin as Celebrity and Cultural Icon, ed. Helena Goscilo, London: Routledge, 2012

Embracing Arms: Cultural Representation of Slavic and Balkan Women in War, eds. Helena Goscilo and **Yana Hashamova**, Budapest: Central European UP 2012

Lives in Transit: Contemporary Russian Women's Writing. Ed. Helena Goscilo, New York: Overlook Press 2013 (reissue in paperback of the 1995 Ardis edition)

Laura Janda and **Tore Nettet** (University of Tromsø, Norway), along with their colleagues, have published a new book on Russian verbal aspect entitled *Why Russian Aspectual Prefixes Aren't Empty: Prefixes as Verb Classifiers*. Laura A. Janda, Anna Endresen, Julia Kuznetsova, Olga Lyashevskaya, Anastasia Makarova, Tore Nettet, Svetlana Sokolova. Bloomington, IN: Slavica, 2013.

Elizabeth Kendall (Literary Studies, The New School) writes to share news that her book, *Balanchine and the Lost Muse*, will be out from Oxford University Press in early June. According to the press website, the book offers "the first dual biography of the early lives of two key figures in Russian ballet: famed choreographer George Balanchine and his close childhood friend and extraordinary ballerina Liidia (Lidochka) Ivanova."

Michael M. Naydan (Pennsylvania State University) has published two books with Glagoslav Publishers of London and Amsterdam: A translation of Iren Rozdobudko's novel *The Lost Button* (co-translated with Olha Tytarenko) and a translation of Larysa Denysenko's novel *The Sarabande of Sara's Band* (co-translated with Svitlana Bednazh). An anthology compiled, edited and partly translated by him will be appearing shortly with Glagoslav under the title *Herstories: An Anthology of New Ukrainian Women Prose Writers*.

Magda Romanska (Theatre Studies and Dramaturgy, Emerson College) announces that her book *The Post-traumatic Theatre of Grotowski and Kantor* was recently released by Anthem Press.

Lee Scheingold (Independent Scholar affiliated with University of Washington) writes to share news of her forthcoming book on poetry and

personal loss, *One Silken Thread: Poetry's Presence in Grief* (Quid Pro Press, February 2013).

Larisa Shuvalova (Bellingham School District, Bellingham, WA) started a Russian Language Club for elementary, middle, and high school students in her area to promote creativity in teaching and learning at all levels, from beginners to advanced and heritage learners. Recent highlights include musical performances by students of the children's tales *Repka* and *Kolobok*, written and directed by Shuvalova.

Mark Stringham (Theatre Arts, University of the Incarnate Word) announces his forthcoming publication "Searching for the 'Living' Amongst Albanians: The Absence of Alternative Theatre in Albania and Kosovo" in *Performing Freedom: Alternative Theatre in Eastern Europe after the Fall of Communism*, a volume that will include articles from twenty countries from the former Eastern European bloc.

Ewa Thompson (Rice University) has published English and Polish versions of her article "Stefan Zeromski's *Ashes* as a Postcolonial Novel" in the December 2012 issue of *Historyka*, a yearly publication of the Polish Academy of Science. Thompson argues in this piece that Zeromski's Napoleonic-era novel is one of the first examples of postcolonial consciousness in Polish literature.

Congratulations to **Victoria Thorstensson**, received a PhD in Slavic from the University of Wisconsin-Madison in January, 2013.

Justin Wilmes (Ph.D. candidate, Ohio State University), is publishing an article titled "In Between and Beyond: Hybrid Genre and Multicultural Perspective in Sergei Dvortsevoi's *Tiul'pan*" in the forthcoming issue of the *Australian Slavonic and East European Studies*.

Recent Publications

Continued

Continued from page 9

Dance

Hamilton, C., & Pritchard, J. 2013. *Anna Pavlova: Twentieth Century Ballerina*. London, UK: Booth-Clibborn Editions.

Ethnic and Gender Studies

Yeomans, R. 2013. *Visions of Annihilation: the Ustasha Regime and the Cultural Politics of Fascism, 1941-1945*. Pittsburgh, PA: University of Pittsburgh Press.

Lim, S. 2013. *China and Japan in the Russian Imagination, 1685-1922: To the Ends of the Orient*. London, UK: Routledge.

Continued on page 24

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

Q. Is there any difference between *надо* and *нужно*?

A. There must be. So my goal is to find an author who does not confuse *надо* and *нужно* and show that there are clearly non-overlapping conditions, because there are plenty of contexts where both could be used.

I suggest that *нужно* means inner necessity, inner obligation, inner need, while *надо* means external necessity, external obligation, external need. The reason they overlap is because the division between inner necessity and outer necessity is not as clear-cut as subject and object, or abstract vs. concrete; there is some fluidity between external obligation and inner necessity: we may internalize external obligations. And of course there are speakers who do not distinguish the two, and use *надо* and *нужно* interchangeably.

The first four examples come from the works of Константин Симонов. There are several reasons why Simonov's works are good material: first, he uses modern standard language; second, his subject matter is love and war, a cross-section of external obligations and inner necessities; and third, he has plenty of examples with both *надо* and *нужно*.

In the first example, Safonov explains to Valya what she has to do, because the Motherland demands this. In the second example, soldiers explicitly had hoped for a break, and now they have to capture the bridge at their own peril, about which they don't know yet, and the speaker Safonov and his interlocutor Panin have to explain it to them:

Сафонов. Придется тебе (*оглянувшись на дверь*) идти к Василию и сказать, что мост рвать будем, и все подробности, чего и как. Но только это запиской уже не годится. Это наизусть будешь зубрить, слово в слово.

Валя. Хорошо.

Сафонов. Да уж хорошо или нехорошо, а надо будет. Два раза ходила и в третий пойдешь, потому что родина этого требует. Видишь, какие я тебе слова говорю. (Русские люди)

Сафонов. Придется нам с тобой, Панин, с людьми говорить. Потому что взорвать мост — это пустяки рядом с тем, чтобы взять мост. Потому что люди устали. Они уже надеялись, что им переждать теперь два дня, пока наши придут, и все. А им еще надо теперь мост брать, жизнь свою класть за этот мост. Это объяснить надо людям. Понимаешь, Панин? (Русские люди)

Two more examples from the same play: in the first the speaker needs to undo the seam, to get out the document sewn in, and in the second, the girl makes fun of Globa, that based on his nature he needs to carry around the whole album of his pictures, not just one picture:

Козловский. Девушки, у вас ножниц нет?

Шура. Зачем?

Козловский. Подпороть нужно. *Валя подходит к нему, помогает распороть рукав.* (Русские люди)

Сафонов. Глоба, а твоя где фотография? Не вижу.

Шура. А ему, по его характеру, целый альбом нужно возить. (Русские люди)

An interesting example from Dostoevsky is “надо было жениться”, where only the larger context explains why he used *надо*; it is the social necessity for a man who has achieved some social standing, and it is specifically stated that the woman he loved married someone else:

Он в то время вздыхал по пятой дочке генерала, и ему, кажется, отвечали взаимностью. Но Амалию все-таки выдали, когда пришло

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

время, за одного старого заводчика немца, старого товарища старому генералу. Андрей Антонович не очень плакал, а склеил из бумаги театр. ... Прошли годы, и карьера его устроилась. ... Но все-таки надо было жениться. Круг знакомств его был довольно обширен, все больше в немецком мире; но он вращался и в русских сферах, разумеется, по начальству. (Достоевский. Бесы)

It is interesting to compare *мне ничего не нужно* and *мне ничего не надо*. Often one has to look deeper for the motivation of the non-necessity, and in those cases where it is possible to identify the type of the necessity, the *не надо* phrase usually relates to an external thing, while the *не нужно* phrase relates to an internal need. In the next example, general Gindin offers his female visitor a better room, a room with a view, which she turns down.

Гиндин любезно, наклонив голову, глядел на свою посетительницу.

— Вы не поверите, как я счастлив, что вы зашли ко мне.

— Я зашла... из-за собаки.

— Тогда я счастлив, что умерла эта собака. Иначе я не имел бы удовольствия видеть вас у себя... Но раз уж вы пришли, давайте побеседуем. Может быть, вы в чем-нибудь испытываете нужду? Питание? Помещение? Говорите, я к вашим услугам.

— Нет, спасибо, мне ничего не надо.

— Может быть, хотите переехать в “люкс”? Отдельный номер с видом на пойму. А?

— Нет, спасибо. (И. Грекова. На испытаниях)

Or in another example, the actor-director Puryev enumerates his regalia while saying that he does not need anything, because he already has them:

И как-то в тоске сказал: «Меня, Владлен, уже ничем не удивишь. Мне ничего не надо, у меня все есть: я — народный СССР, у меня два ордена Ленина, пять Сталинских премий, я депутат Верховного Совета... Что мне еще надо? » [Владлен Давыдов. Театр моей мечты (2004)]

It is logical to expect that не нужно would be used in the case of intangibles or abstract concepts.

— Да я только увидела тебя в самолете, сразу поняла, что тебе что-то от меня нужно!

— Мне ничего не нужно, — сказал он упрямо. [Татьяна Устинова. Подруга особого назначения (2003)]

So it is interesting to see what happens with material things. In the next example, the words of Isabella Rossellini are rendered in Russian. She does not need anything new, only the restoration of the old, and the lack of the need is explained by her intrinsic nature: she is European, not an American.

«Надо быть европейцем, чтобы ощущать, что вещи не становятся хуже с возрастом. У американцев просто бзик: они хотят, чтобы все выглядело новым. Как мне было сложно убедить строителей, что мне ничего не нужно — только восстановить то, что уже есть, и все. Они хотели все покрасить, перестроить, даже предлагали электронные двери вставить! Никогда не думала, что не сделать ремонт может оказаться сложнее, чем его сделать! » Изабелла Росселлини сидит за столом у себя во дворе. [Юлия Пешкова. Одиночество Изабеллы (2002) // «Домовой», 2002.03.04]

In the next example, a man who opened a private Stalin museum is described as a self-sufficient collector. So the museum is an extension of his collecting and he does not need a license or revenue or advertising:

Страсть Кузнецова никогда не была широко известна даже его землякам. Он относится к той породе коллекционеров, для которых собирательство — процесс самодостаточный. — Мне ничего

не нужно — ни лицензии, ни доходов, ни рекламы, — признается Александр Кузнецов. — Кому интересно знать, те найдут сюда дорогу. А открыть музей именно сейчас меня подвигла инициатива волгоградцев о переименовании города в Сталинград и то, что в 2003 году исполнится 50 лет со дня смерти Сталина. Хотелось открыть ко дню рождения, но не успел оформитель. [Геннадий Рявкин. Частный музей Сталина создавался 40 лет (2002) // «Известия», 2002.12.27]

As a consequence, не надо is used to mean 'don't do it', particularly when a person of a lower social standing cannot make imperative statements:

— Эдисон Ксенофонович! — закричал я. — Ради Гены, не надо этого делать! Не надо! [Владимир Войнович. Москва 2042 (1986)]

— Мария Александровна! — Наташа вскочила следом и уцепилась за рукав мамино платье. — Не надо открывать... Мария Александровна! [Сергей Бабаян. Господа офицеры (1994)]

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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

Recent Publications

Continued

Continued from page 22

History

Dmitrievna, O., & Murdoch, T. 2013. *Treasures of the Royal Courts: Tudors, Stuarts, and Russian Tsars*. London, UK: V&A Publishing.

Lyandres, S. 2013. *The Fall of Tsarism: Untold Stories of the February 1917 Revolution*. Oxford, UK: Oxford University Press.

Miller, B. 2013. *Rural Unrest During the First Russian Revolution: Kursk Province, 1905-1906*. Budapest, HU: Central European University Press.

Literature

Diment, G. 2013. *Pniniad: Vladimir Nabokov and Marc Szeftel*. Seattle, WA: University of Washington Press.

Fedorova, M. 2013. *Yankees in Petrograd, Bolsheviks in New York: America and Americans in Russian Literary Perception*. Dekalb, IL: Northern Illinois University Press.

Gasyina, G. 2013. *Polish, Hybrid, and Otherwise: Exilic Discourse in Joseph Conrad and Witold Gombrowicz*. New York, NY: Bloomsbury Academic Press.

Glazov-Corrigan, E. 2013. *Art After Philosophy: Boris Pasternak's Early Prose*. Columbus, OH: Ohio State University Press.

Jackson, R.L. 2013. *Close Encounters: Essays on Russian Literature*. Brighton, MA: Academic Studies Press.

Laursen, E. 2013. *Toxic Voices: The Villain from Early Soviet Literature to Socialist Realism*. Evanston, IL: Northwestern University Press.

Peschio, J. 2013. *The Poetics of Impudence and Intimacy in the Age of Pushkin*. Madison, WI: University of Wisconsin Press.

Schwerter, S. 2013. *Northern Irish Poetry and the Russian Turn: Intertextuality in the work of Seamus Heaney, Tom Paulin and Medbh McGuckian*. Basingstoke, UK: Palgrave Macmillan.

Stanton, R. 2013. *Isaac Babel and the Self-Invention of Odessan Modernism*. Evanston, IL: Northwestern University Press.

Stepanova, A. 2013. *Esteticheskoe soznanie i problemy urbanizma v literature epokhi moderna: Paralleli, vzaimodeystvie, tselostnost'*. Saarbrücken, DE: LAP LAMBERT Academic Publishing.

Continued on page 34

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 Critical Languages Institute

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

Levels: Varies: 1st through 6th year

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

Dates: June 3 – July 19 in Arizona + July 23 – August 16 Abroad

June 24 – August 16 in Kiev or Yerevan

Credits: 8 for courses in Arizona

8+3 for Hybrid courses

8 for 2-month courses in Kiev or Yerevan

Tuition/Fees: Courses in Arizona: \$850

Study-abroad fees vary. See website.

Funding: International Distinguished Engagement Awards

Deadline: Rolling admissions

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), Persian, 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: Kiev, Ukraine: **Intermediate Russian** (3rd and 4th year)

Kiev, Ukraine: **Advanced Russian** (5th and 6th year)

Kiev, Ukraine: **Ukrainian** (1st through 4th year)

Yerevan, Armenia: **Advanced Armenian**

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

Institution: Central European Studies Summer Institute

Languages: Kazakh, Tajik, Uyghur, Uzbek

Levels: 1st & 2nd Year

Location: Madison WI, University of Wisconsin

Dates: June 17 - Aug 9

Credits: 8

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

Funding: FLAS

Deadline: April 16, 2013

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 coordi-

nator, cessi@creeca.wisc.edu, 1-608-262-3379.

Institution:	Indiana University Summer Language Workshop
Languages:	Arabic, BCS, Dari, Georgian, Hungarian, Kazakh, Mongolian, Pashto, Persian, Polish, Romanian, Russian, Tatar, Turkish, Uyghur, Uzbek, Yiddish
Levels:	Varies: 1 st through 6 th year
Location:	Bloomington, Indiana
Dates:	3 Jun - 26 July
Credits:	6-10
Tuition/Fees:	\$1,603 - \$3,671
Ugrad funding:	FLAS, Project GO for ROTC cadets and midshipmen
Grad funding:	FLAS, Title VIII; tuition is waivers for selected languages
Deadline:	March 1, then rolling admissions
Website:	http://www.indiana.edu/~swseel/
Contact:	swseel@indiana.edu; 812-855-2889

Offering intensive summer language training at the Bloomington campus of Indiana University since

1950, SWSEEL provides over 200 participants in Slavic, East European, Middle Eastern and Central Asian languages the opportunity to complete a full year of college language instruction in eight and nine-week summer sessions. Graduate students, undergraduates, professionals, exceptional high school students, and others enroll in our courses. Participants come from all over the United States, as well as from other countries.

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 maintains 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.

Project GO funding is available for undergraduate ROTC students to study Arabic, Russian, Dari, Turkish, Persian, Kazakh, Uyghur and Uzbek. FLAS funding is available for all languages. Graduate students and professionals are eligible for Title VIII funding to study BCS, Dari, Georgian, Hungarian, Kazakh, Mongolian, Polish, Romanian, 3rd year Russian and higher, Tatar, Uyghur, and Uzbek. Language Training Center stipends are available to Foreign Area Officers and other military linguists for advanced Arabic and Russian study.

Institution:	University of Pittsburgh Summer Language Institute
Languages:	BCS, Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Polish, Russian, Slovak, Turkish, Ukrainian
Levels:	1 st through 4 th year
Locations:	Pittsburgh, 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
Deadline:	March 15, then rolling admissions
Website:	http://www.slavic.pitt.edu/sli/
Contact:	SLIadmin@pitt.edu ; 412-624-5906

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

The Russian Summer Language Program includes an 8-week, 8-credit intensive language option (June 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:	Polish, Russian, Ukrainian
Levels:	Polish & Ukrainian 1 st year Russian: 1 st , 2 nd , and 4 th year
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: slavicll@uw.edu; 206-543-6848

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

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

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

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

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

Institutions Offering Russian

Institution: **Beloit College Summer Language Program**
 Languages: Russian
 Levels: 1st year through 4th year
 Location: Beloit, Wisconsin

Dates: June 15 – August 9
 Tuition/Fees: \$7,594 (includes room & board)
 Credits: 12
 Ugrad funding: Director’s Scholarship
 Grad funding: Director’s Scholarship
 Deadline: Rolling admissions
 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: June 5 – July 31
 Credits: 4-8
 Tuition/Fees: \$3,345–\$6,690 (includes housing)
 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: **Middlebury College**
 Levels: 1st year through grad.
 Location: Middlebury, VT
 Dates: June 21 – Aug 16
 Credits: 12 semester hours
 Tuition/Fees: \$10,150 (includes room & board)
 Funding: Financial aid available
 Deadline: Rolling admissions
 Website: <http://www.middlebury.edu/lrussian>
 Contact: schoolofrussian@middlebury.edu; 802-443-2006

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**

Location: Monterey, CA

Dates: June 17 – August 9, 2013

Credit: 4–8

Tuition/Fees: \$4,000

Housing & Meals: not included

Funding: FLAS eligible, external financial aid accepted

Deadline: Rolling admissions; payment due by April 29, 2013

Website: <http://www.miis.edu/academics/language/summer>

Contact: languages@miis.edu; 831-647-4115

Language plays a very important role at the Monterey Institute. Our Language and Professional Programs offer intensive language instruction for participants with a variety of academic of 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 in this competitive job market, our Language and Professional 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 Virginia**

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)

Deadline: April 15, 2013; then rolling admissions

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**

Levels: 1st year through 3rd year

Dates: June 17 - Aug 9

Credits: 8

Tuition/Fees: UW tuition (WI resident: \$2,690 | MN resident: \$3,455 | other: \$6,630)

Room/Board: Not included

Funding: FLAS

Deadline: Rolling admission (until May 15 for non-UW students)

Website: http://slavic.lss.wisc.edu/new_web/?q=node/278

Contact: Anna Tumarkin, atumarki@wisc.edu, (608) 262-3498

The UW-Madison Department of Slavic Languages & Literature is pleased to offer intensive first, second and third-year Russian in summer 2013. These intensive courses will cover the entire curriculum of first, second and third year Russian in one eight-week session and will consist of two two-hour blocks of classes each day (Monday-Friday, 8:50-10:45 and 12:05-2:10). The University of Wisconsin-Madison is an international leader in foreign language instruction.

AATSEEL Newsletter Needs Column Editors & Contributors

The AATSEEL Newsletter currently carries columns about news in the fields of Belarusica, Czech and Russian. We invite readers to send information for sharing to the respective column editors.

We are currently looking for editors for the Ukrainian studies.

If you are interested in editing a new column or helping a current editor, come forward. We are willing to add columns for other Slavic languages and covering topics of interest to all. Please contact Betty Lou Leaver at Leaver@aol.com.

INTERNATIONAL SUMMER LANGUAGE PROGRAMS

3rd International Summer School of Belarusian Studies, Hajnówka, Poland

July 7-August 4, 2013

Dr. Maria Paula Survilla, Executive Director of the Center for Belarusian Studies at Southwestern College (Winfield, KS) invites undergraduate and graduate students to participate in the Center's 3rd International Summer

School of Belarusian Studies from July 7 to August 4, 2013. The program, co-sponsored by the Belarusian Historical Society (Białystok, Poland), will be held at the Belarusian Cultural Center and Belarusian Lyceum in the

town of Hajnówka, located in the Podlasie region of northeastern Poland, an area of great natural beauty and home to Poland's sizable ethnic Belarusian population—an ideal setting for the study of Belarusian language, history, society, and culture, as well as for the study of a broad range of issues relating to cultural diversity and minorities policies in the EU. Ambassador (retired) David H. Swartz will serve as the Summer School's Program Director. Amb. Swartz was the first U.S. ambassador to Belarus. His career also included service as Dean of the School of Language Studies at the U. S. Department of State.

Program

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

Faculty

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

Accommodations

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

Cultural Program

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

the town of Gródek (Haradok) east of Białystok.

Optional Tour of Belarus and Lithuania

At the end of the program, from August 5-19, students will have the option of traveling to Belarus on a guided tour including Hrodna, Słonim, Navahrudak, Mir, Niašviž, Minsk, Połack, Viciebsk, Mahiloŭ, Pinsk and Brest. The trip will end with a visit to the Lithuanian capital Vilnius, including important sites related to the history of the Grand Duchy of Lithuania and the modern Belarusian national movement.

Program Fees

The program cost is \$4200. This covers:

4 hours of graduate credit in Belarusian language/area studies;

Room and board at Hajnówka site;

On-site expenses for program-related excursions.

Travel expenses from/to the U.S. to Hajnówka are additional. The cost of the optional tour of Belarus and eastern Lithuania at the end of the program will be announced as details become available. Limited financial assistance may be available based on demonstrated need.

Contacts

For further information and application materials, please visit the CBS website (<http://belarusiancenter.org/>) or contact the Program Director, Amb. David Swartz (david.swartz@sckans.edu) and/or Associate Program Director, Dr. Curt Woolhiser (Brandeis University): cwoolhis@brandeis.edu. Please note that the deadline for all applications is May 1, 2013.

American Councils 2013 Summer Russian Language Teachers Program

Fully-Funded* Overseas Professional Development for Russian Language Teachers

American Councils for International Education: ACTR/ACCELS is now accepting applications for the 2013 Summer Russian Language Teachers Program at Moscow State University. Twelve finalists will be selected to receive program funding from the U.S. Department of Education (Fulbright-Hays Group Projects Abroad). All program expenses will be paid for these participants (*less an initial program administration fee and domestic travel to and from Washington, D.C.).

Applications for the Summer 2013 program are due by March 1st. Interested applicants can access the online application at: www.acStudyAbroad.org/sumteach

The Summer Russian Language Teachers Program is a six-week program in Russian language, culture, and linguistics for pre- and in-service teachers of Russian language. Applicants must be either graduate students preparing for a career in Russian-language education or current teachers of Russian at the university, secondary school, or elementary school level. Applications from K-12 teachers of Russian are especially encouraged.

Applicants must be U.S. citizens or permanent residents.

The fellowship provides:

Full tuition for six weeks of study at Moscow State University;

Housing in the Moscow State dormitory;

Roundtrip, international airfare from Washington, D.C. to Moscow;

Pre-departure orientation in Washington, D.C.;

Pre- and post-program testing
Russian visa;

A weekly stipend of \$180;

Weekly cultural excursions

Weekend trip to the Golden Ring

Medical insurance; and

Ten graduate hours of credit from Bryn Mawr College.

For more information...

Visit: www.acStudyAbroad.org/sumteach

Or write to:

Russian and Eurasian Outbound Programs

American Councils for International Education: ACTR/ACCELS

1828 L St, NW Suite 1200

Washington, DC 20036

outbound@americancouncils.org

American Councils for International Education: ACTR/ ACCELS is now accepting applications for its Fall 2013 and Academic-Year 2013-14 study abroad programs in Russia, Eurasia, and the Balkans:

Advanced Russian Language and Area Studies Program (RLASP)

Business Russian Language and Internship Program

Russian Heritage Speakers Program

Eurasian Regional Language Program

Balkan Language Initiative

Additional information and program applications can be accessed through <http://acStudyAbroad.org> or by emailing outbound@americancouncils.org.

Cosmopolitan Educational Center, Novosibirsk, Russia

The major benefits to join our program are as follows:

We organize 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 pick-up, 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, sup-

portive and friendly atmosphere along with professional service. Our goal is that a student has the most enjoyable and worthwhile experience possible during the stay with us. We are determined to ensure that everyone benefits fully from the interaction with other students and the staff. The Head of Studies, Psychologist, the Social Program Coordinator and the Program Director are constantly monitoring the program to assure that everyone is enjoying the stay and taking advantage of the many activities offered by the school. Parents are allowed to the program.

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

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

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

Dubravushka School

Getting potential Russian language students to Russia helps get students to begin the Russian language and/or to continue with it. A prestigious 19 year old college preparatory boarding school located outside Moscow has a summer camp program where English is taught to high school aged Russians. Because the school is eager to expose these students to native English speakers, it offers a program which includes beginning and intermediate Russian lessons at what is in effect a subsidized rate to native English speaking high school aged students. (185 Euros/wk in 2008) This may be the only program where the American students are socializing and living mainly with Russian children. The fee includes room and board, Russian lessons, inclusion in all the camp activities and airport pick up and drop off. Watervaliet, NY Russian language HS teacher Steve Leggiro had 5 of his students in the program in 2008. Thru

local fund raising including obtaining funds from service clubs, Steve was able to reduce costs for his students. For additional information, see www.dubravushka.ru or contact Bill Grant, volunteer US Agent, at 941-351-1596 or grantwb@tampabay.rr.com

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 sightseeing. 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/

PROFESSIONAL OPPORTUNITIES

Grants & Fellowships

American Councils Fellowships

American Councils for International Education proudly offers Title VIII Grants for Research and Advanced Language Training programs in Central Asia, the South Caucasus, Southeast Europe, Moldova, Russia, and Ukraine.

Fellowships are offered in two categories:

Title VIII Research Scholar Program

Provides full support for three- to nine-month research trips to Russia, Central Asia, the South Caucasus, Southeast Europe, Ukraine, and Moldova. Fellowships include roundtrip international travel, housing and living stipend, visa support, medical insurance, archive access, and logistical support in the field. Open to U.S. graduate students, post-doctoral scholars, and faculty.

Title VIII Combined Research and Language Training (CRLT) Program

Provides full support for research and up to ten academic hours per week of advanced language instruction for three-to-nine months in Russia, Central Asia, the South Caucasus, Southeast Europe, Ukraine, and Moldova. Fellowships include roundtrip international travel, housing and living stipend, tuition, visa support, medical insurance, archive access, and logistical support in the field.

For a full list of countries eligible for each fellowship, please see our website: <http://researchfellowships.americancouncils.org/>

APPLYING

American Councils Title VIII Research Fellowships are open to U.S. graduate students, post-doctoral schol-

ars, and faculty. The annual application deadline for all Title VIII fellowships is October 1. Beginning in mid-June, applications for the 2014-15 awards can be downloaded at:

<http://researchfellowships.americancouncils.org/>

All competitions for funding are open and merit based. All applications will receive consideration without regard to race, color, religion, sex, sexual orientation, national origin, marital status, political affiliation, or disability. Only U.S. citizens are eligible for these awards.

FELLOWSHIP FUNDING

Funding for these programs is available through American Councils from the U.S. Department of State's Program for Research and Training on Eastern Europe and the Independent States of the Former Soviet Union (Title VIII).

ADDITIONAL INFORMATION

For more information, please contact:

Russian and Eurasian Outbound Programs

American Councils for International Education: ACTR/ACCELS

1828 L St. NW, Suite 1200

Washington, DC 20036

Telephone: (202) 833-7522

Email: outbound@americancouncils.org

Website: <http://researchfellowships.americancouncils.org/> [July 15 Annually](http://www.loc.gov/)

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

May 31-June 2, 2013

5Th Annual Yuri Lotman Days At Tallinn University

(Tallinn, 31 May – 2 June 2013)

The Texts and Its Audience

Call for papers

Dear colleagues,

The Estonian Semiotics Repository Foundation at Tallinn University is announcing a call for papers for the annual conference, the 5th Yuri Lotman Days to be held at Tallinn University, 31 May – 2 June 2013.

The topics of our conferences are as always linked to the rich scholarly legacy of Yuri Lotman. This year's conference is inspired by Lotman's seminal paper, "The Text and the Structure of Its Audience". We intend to revive Lotman's ideas about text as a generator of meanings, to discuss the communicative and pragmatic aspects of text, and new methods of text analysis. The agenda includes the following issues:

— **pragmatic and socio-cultural criteria of differentiation between text of "non-text";**

— **text as a fundamentally heterogeneous, multilingual and polysemantic object;**

— **text and its readers; the reader's active role in the disclosure of the text's semantic potential; text in the communication process, problems of interpretation;**

— **text as a dynamic object (a "self-augmenting Logos"); a triad "text – culture – semiosphere".**

June 10-15, 2013

Workshop in Scholarly and Literary Translation from Slavic Languages

The Russian, East European, and Eurasian Center at the University of Illinois in Urbana-Champaign is pleased to announce a Workshop in Scholarly

and Literary Translation from Slavic Languages to take place during the annual Summer Research Laboratory at the University of Illinois. The workshop will run from June 10 to June 15, 2013.

This workshop offers advanced graduate students and recent post-doctoral scholars an opportunity to build skills through an intensive experience of translation with guidance from experienced translators, as they will be paired with mentors who work in the same language(s). The program will also include presentations by specialists in translation.

Prospective participants must submit an application for the Summer Research Laboratory to be considered for admission to the Workshop. For more information and to apply please see the REEEC SRL page:

http://www.reeec.illinois.edu/srl/?utm_source=transwksp&utm_medium=listserv&utm_campaign=SRL2013

For consideration for the Translation Workshop, include the language you would like to work with, information about the text you want to work with (author, title, publication date, etc.), and a draft translation of one page from that text. The draft doesn't have to be perfect; it is meant to show the selection committee the point where you are starting.

Mentors and Languages:

Brian Baer (Russian), Professor and Graduate Coordinator, Modern and Classical Language Studies, Kent State University. Translation series editor at Kent State University Press, editor of the journal *Translation and Interpreting Studies*, ed. of *Contexts, Subtexts and Pretexts: Literary Translation in Eastern Europe and Russia* (Johns Benjamins, 2011); co-editor, *Russian Writers on Translation* (forthcoming, St. Jerome Press)

David Cooper (Czech, Russian, and Slovak), Associate Professor and Director of Russian, East European and Eurasian Center, UIUC. *Creating the Nation: Identity and Aesthetics in Early Nineteenth-Century Russia*

and *Bohemia* (Northern Illinois UP, 2010); editor and translator, *Traditional Slovak Folktales* (collected by Pavol Dobšinský, 2001)

Sibelan Forrester (Bosnian/Croatian/Serbian and Russian), Professor of Russian, Swarthmore College. Co-editor of *Engendering Slavic Literatures* (Indiana UP, 1996) and *Over the Wall/After the Fall: Post-Communist Cultures through an East/West Gaze* (Indiana UP, 2004); translator of Irena Vrkljan, *The Silk, The Shears* (Northwestern UP, 1999), Elena Ignatova, *The Diving Bell* (Zephyr Press, 2006), and Vladimir Propp, *The Russian Folktale* (Wayne State UP, 2012)

Amelia Glaser (Russian, Ukrainian and Yiddish), Associate Professor and Director of Russian and Soviet Studies Program, University of California- San Diego. *Jews and Ukrainians in Russia's Literary Borderlands: From the Shtetl Fair to the Petersburg Bookshop* (Northwestern UP, 2012); translator and co-ed. of *Proletpen: America's Rebel Yiddish Poets* (U of Wisconsin Press, 2005)

Joanna Trzeciak (Polish and Russian), Associate Professor of Russian and Polish Translation, Kent State University. Translator of *Miracle Fair: Selected poems of Wislawa Szymborska* (W. W. Norton, 2002) and *Sobbing Superpower: Selected Poems of Tadeusz Różewicz* (W. W. Norton, 2011)

Russell Valentino (Bosnian/Croatian/Serbian, Italian, Russian), Professor and Chair, Department of Slavic Languages and Literatures, Indiana University. Editor-in-chief, *The Iowa Review*, translator of Fulvio Tomizza, *Materada* (Northwestern UP, 2000), Carlo Michelstaedter, *Persuasion and Rhetoric* (Yale UP, 2005), Sabit Madaliev, *The Silence of the Sufi: And I Do Call to Witness the Self-Reproaching Spirit* (Autumn Hill Books, 2006), and Predrag Matvejević, *The Other Venice: Secrets of the City* (Reaktion Books, 2007)

Other workshop components include: daily meetings between participants and mentors; dedicated time for work on individual translation projects; access to the exceptional library resources of the University of Illinois; and

bibliographic support from the Slavic Reference Service.

Those selected will receive funding support as well as access to the University of Illinois Library and Slavic Reference Service.

Participants should bring one text in the language they specialize in to work on independently and in the workshop setting during the course of the workshop. (This text can be, but does not have to be, connected to the sample submitted with the application.)

Translations in Russian, Czech, Polish, Slovak, Bosnian, Croatian or Serbian, Ukrainian, or Yiddish are preferred, but anyone with translation projects in a regional language is encouraged to apply. For more information contact the workshop organizer, Dr. Sibelan Forrester of Swarthmore College, at <sforges1@swarthmore.edu>.

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.

Call for Papers

May 15, 2013

Call for Papers: Formal Description of Slavic Languages

The Slavic Department of the University of Leipzig is pleased to announce the 10th European Conference on Formal Description of Slavic Languages (FDSL-10). The conference will take place from 5 December to 7 December 2013.

In celebration of the fact that this will be the tenth FDSL, there will also be two special workshops. The first workshop chaired by Maria Polinsky will be focusing on aspects of Heritage Language. The second workshop *Formal Perspectives and Diachronic Change in Slavic Languages* will be organised by Roland Meyer. Further information about the workshops will

soon be published on: <http://conference.uni-leipzig.de/fdsl10/>

Abstracts are invited for 30-minute talks (20-minute presentation plus 10 minutes for discussion) on Slavic syntax, morphology, phonology, semantics, psycholinguistics and computational linguistics. Presentations will be in any Slavic language, English or German.

Deadline for receipt of abstracts is 15 May 2013.

HOW TO SUBMIT ABSTRACTS

Abstracts must be anonymous and no longer than one page (margins: 2.5 cm or 1 inch, size of characters: 12 points, spacing: single). An additional page for references, figures and data can be also included.

The abstract must be submitted as a PDF attachment. Please make sure that all fonts are embedded. Please specify if your abstract refers to the main conference or one of the workshops.

Abstracts must be submitted to fdsl10@uni-leipzig.de by 15 May 2013.

Include the following information in the body of the e-mail message:

- (1) title of paper;
- (2) your name;
- (3) email address;
- (4) affiliation.

An individual may submit at most one single and one co-authored paper.

REVIEWING PROCEDURE

The abstracts will be anonymously reviewed by external referees. Preference will be given to presentations not duplicated at other major conferences.

Authors will be notified by 30 June 2013 whether their abstract was accepted.

PUBLICATION OF CONFERENCE PAPERS

As usual papers will be published.

Publication Guidelines with detailed information will be made available on the Conference Homepage in due time.

Papers submitted for publication will be reviewed. Only those submissions that are recommended by the reviewers will be included in the volume.

Recent Publications

Continued

Continued from page 24

Military

Yenne, B. 2013. *The White Rose of Stalingrad: The Real-Life Adventure of Lidiya Vladimirovna Litvyak, the Highest Scoring Female Air Ace of All Time*. Oxford, UK: Osprey Publishing.

Music

Griffiths, G. 2013. *Stravinsky's Piano: Genesis of a Musical Language*. Cambridge, UK: Cambridge University Press.

Politics

Blokov, I., & Feldman, D. 2013. *The Politics of Environmental Policy in Russia*. Northampton, MA: Edward Elgar Publishing.

Religion

De Wolf, Koenraad. 2013. *Dissident for Life: Alexander Ogorodnikov and the Struggle for Religious Freedom in Russia*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company.

Translation

Anemone, A. & Scotto, P. 2013. transl. *I am a Phenomenon Quite Out of the Ordinary: The Notebooks, Diaries, and Letters of Daniil Kharmis*. Brighton, MA: Academic Studies Press.

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We are currently looking for editors for:

- Ukranian studies

If you are interested in editing a new column or helping a current editor come forward. We are willing to add columns for other Slavic languages and covering topics of interest to all.

Please contact Betty Lou Leaver at Leaver@aol.com.

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THIS FORM MAY BE PHOTOCOPIED.

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

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

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Quarter page	\$90	3 5/8" x 4 5/8"
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Questions on advertising fees and determination of whether an announcement is an advertisement should be addressed to the Executive Director.

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

Visit the AATSEEL Web site

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The **AATSEEL NEWSLETTER**

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