



Moscow | Russia

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President’s Message

Kevin M. F. Platt
University of Pennsylvania
AATSEEL President 2015-16

This morning I asked myself the question “how should I begin my first column as president of AATSEEL, following two years of Tom Seifrid’s wise leadership?” I briefly considered: “I assume this power,/ This great power, with fear and humility/ How heavy is my remit!” But that would be too grandiose. It does, however, capture something of my feelings at the moment.

In the statement I presented when I ran for this post two years ago, I expressed my sense of urgency concerning the future of our organization—a sense that I think is broadly shared among members. I proposed that if we wanted to preserve our organization and to reverse twenty years of downward trends in conference attendance and membership, we needed “to be fearless” about making fundamental changes in the way we do business. My predecessors as president have already taken important steps in this regard by adding a variety of exciting features to the annual convention, such as the advanced seminars, coffees with leading scholars, and events for graduate students and job seekers. Yet in the coming two years

we will take even more significant measures.

Last year the Executive Council asked the membership whether we should continue the practice of holding our annual convention in parallel with the MLA, or shift it to a separate time and place. The results of our poll were resoundingly in favor of striking out on our own. As a result, following our upcoming convention in Austin, Texas in January, 2016, we will break with tradition and shift the convention to a new date and location.

The questions that naturally arise are: when and where? Conference scheduling demands that we find answers to these questions before the end of this semester. A conversation on these matters was begun at the just completed AATSEEL convention in Vancouver—at both the meetings of the Executive Committee and the Member Meeting. In order to continue this conversation and achieve a maximal consensus concerning these major changes to our modus vivendi, I will be writing to the members in the coming weeks to solicit opinions concerning the best times and places for the convention. I encourage readers of this column to write to me as well with ideas. In late March, the Executive Committee and I will collate all responses and poll the members regarding the most likely options that have emerged. Based on the results of that poll, we will make our decision.



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As we embark on this process, we should keep some important considerations in mind. In choosing a time for the convention, we must be careful not to conflict with other commitments shared by many members—in particular, the meetings of the American Comparative Literature Association in May, and of the Association for Slavic, East European, & Eurasian Studies and the American Council on the Teaching of Foreign Languages in November. With regard to location, we may be advised to choose sites that are easy to get to and located close to large concentrations of our members—especially in the first few years of the new model. Yet even with these constraints, there are many possible outcomes to our discussions.

No matter what time and place we choose, the nature of the conference will change. It will inevitably cease serving as a venue for job interviews. It should be said, however, that the conference has been steadily losing this function anyway, as a result of the rising trend of Skype interviews in place of conference interviews. I welcome your reflections on other consequences of this initiative, as well as on modifications of the format that might build further on the innovations of the past few years.

The end of my term as president will coincide with the first conference in our new time and location. I dedicate myself to making this as smooth a transition as is humanly possible, and I am counting on your advice and support in achieving that end. With your help, my term as AATSEEL president will wind up more successfully than Boris' reign.

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Letter From The Editor

Dear AATSEEL Members,

It was great seeing many of you at the AATSEEL Conference in Vancouver! I appreciate your feedback and wonderful ideas concerning future editions of the *Newsletter*. I have one significant news item to announce: the *AATSEEL Newsletter* will now be entirely digital! The Executive Council overwhelmingly supported a proposal to discontinue printing a paper version of the *Newsletter*. Ultimately, it was determined that the small demand and limited benefits were not worth the prohibitive cost of printing and mailing. It is worth mentioning here that our web publishing service, Issuu, now has apps for both Apple and Android devices. You can easily find the iOS app in the App Store and the Android app on Google Play. I am confident that this change will allow us to focus on content as we find creative ways to deliver relevant information to our membership, as well as provide a valuable platform for our advertisers.

William Gunn
MiraCosta College
AATSEEL Newsletter Editor





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

by Alina Israeli

Q: In statements such as the following, it's common for English speakers to use the verb 'to do' (either in their question, or in their response) for clarity, brevity, or laziness. Is it acceptable in CSR to use *делать*? Would this require a different syntax, an altogether different verb, or reiteration?

He's going to run away from home. Is that what you would do? She spoke out against the administration. If I were you, though, I wouldn't do that.

A: Russian definitely does not have a verb that can substitute for practically any other verb. The closest the Russian language comes is the verb *поступать*-*поступить*. It is both wider and narrower than the English *do*, that is they overlap in some uses but also have some meanings that are not translatable into one another (a Venn diagram would be a good representation of the overlap). (C)*делать* may also occasionally work as well. The government of the verbs partially explains the difference: *поступать как?* vs. *делать что?* Consequently, *поступить* would always have a modifier:

Я посмотрела на неё и говорю: "Валерка с тобой никогда бы **так** не **поступил**." [Андрей Геласимов. Чужая бабушка (2001)]

"Детеринг, как сова, раздумывает, **правильно** ли он **поступил** и не может ли он сделать что-нибудь лучше", - живописует "гамлетовские" страдания дельца-нефтепромышленника автор бестселлера "Добыча". [Владимир Попов. Страсти по «черному золоту». России прочат лидерство в мировой нефтяном экспорте. Но ценой утраты перспектив развития отечественной экономики (2003) // «Завтра», 2003.08.13]

Я **поступил** **проще**. [Советы бывалых (2003) // «За рулем», 2003.05.15]

Очень **благородно поступил**. [Ольга Кабанова. Легко и быстро, но на века. Юбилей театрального дома (2002) // «Известия», 2002.11.17]

The difference between *поступить* and *сделать* is that *поступить* impacts other people or things, while *сделать* usually does not. The impact could be a negative or a positive one; the negative seems to be more common, although a statistical analysis would be required to confirm this. Out of 16 examples in RNC of *мог так поступить*, only one is positive.

Considering that the first English example in the question implies impacting others by running away, *поступить* is possible: *А ты бы так поступил(а)?* Or simply: *А ты бы убежал(а)?* The former focuses on the impact, the latter on the action itself.

(In the second example in the question, speaking against the administration is more likely to impact the one who speaks than the administration. So *поступать* could not be used, but *делать* could: *А бы на твоём месте этого не делал(а).*)

Q: I am looking for an explanation of the construction: *She was watching children play—>Она смотрела как дети играли.*

A: This is an example of verbs of *witnessing*, which call for the conjunction *как*: *смотреть*, *видеть*, *слушать*, *слышать*, and also *наблюдать за тем, как* or *наблюдать как* and a few others:

Не поднимая глаз, почти украдкой, я **слушала, как** отец, склоняясь над книгой, хвалит сына за усердие. [Елена Чижова. Лавра // «Звезда», 2002]

Зыбин **заметил, как** Лину вдруг передёрнуло, у неё сейчас было осунувшееся и сразу как-то похуевшее лицо. [Ю. О. Домбровский. Факультет ненужных вещей, часть 2 (1978)]

Я обратил внимание, что перед покер-автоматами сидят люди; они не играли, они **наблюдали, как** играют другие. [Д. А. Гранин. Месяц вверх ногами (1966)]

Сперва мы только **присматривались, как** другие ловят, штурмана поглядывали в бинокли, потом и сами начали поиск. [Георгий Владимов. Три минуты молчания (1969)]

Я **вглядывался, как** выходил из тела мутный ужас и очищал душу. [В. В. Вересаев. К жизни (1908)]

Easy blunder corner

I would like to start an occasional series called “Easy blunder corner.” During the last twenty to thirty years there have been various articles and books written about the worldview of Russians as compared to other cultures. For example, there are studies examining the English words *freedom, liberty* and the Russian words *свобода, воля* and how these concepts differ between cultures. My task is more limited: I would like to take words or phrases that by all rights should be translated into one another, yet whose usage and even semantic content is different. For example:

- Черный кофе vs. Black coffee
- How do you take your coffee?
 - Black.

This means that the person drinks coffee without milk or sugar, just plain coffee.

In Russian, on the other hand, *черный кофе* means *без молока и без сливок, но с сахаром*. Not adding sugar has to be explicitly specified: *кофе без сахара* (<http://www.calorizator.ru/product/drink/coffee-1>)

One could say that Russians view *black coffee* through the prism of color while Americans see it as a prime substance. And indeed, Russian language has a color *цвет кофе с молоком*, to which we do not find an exact counterpart in English.

If anyone is interested in sharing their observations, I would be happy to pass them along to the Newsletter readers.

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

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2015 AATSEEL Conference Photo Contest Winners

Here are this year's winning photos. The theme was "Time". We were interested in photos that capture the coexistence of old and new in Russia and Eastern Europe.

Photo by
Irina Pidberegna,
University of Central Florida

Moscow, Russia, June 2013. The St. Basil Cathedral is an iconic image of Russia. However this image shows it in a grey tone, wrought with construction, concert set-up and change all around it as it maintains its presence in the new era.

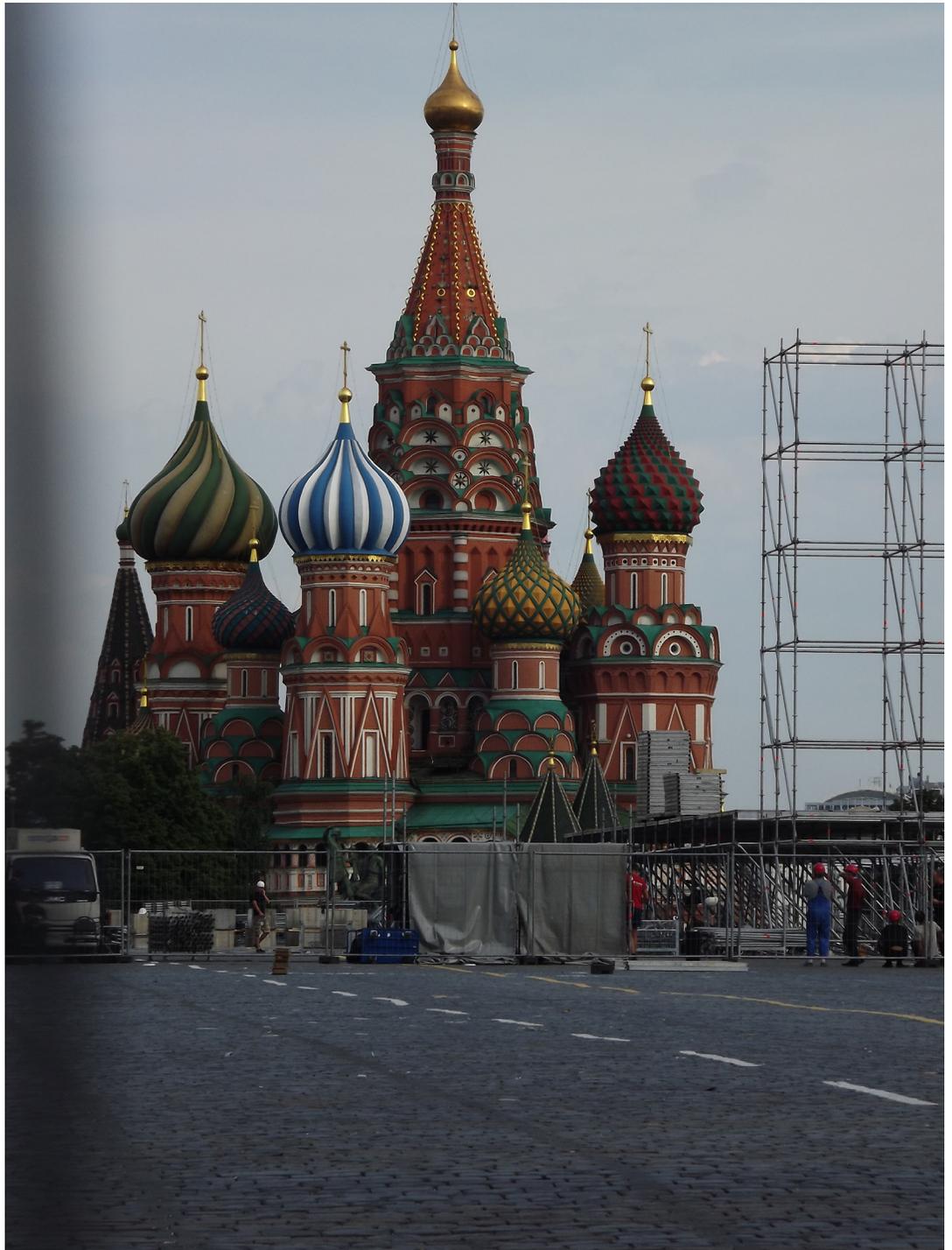




Photo by
Jack Pitt,
University of East Anglia

The photo was taken in Ljubljana, Slovenia in Spring 2014. This area of the city is home to Metelkova, the autonomous social centre based on former army barracks, which provides a cultural outlet for a lot of young people from the city. However, the area around Metelkova also contains a home for elderly people amongst other things, it noticeable how the two purposes of this area crossover as you walk between them.

Photo by
Inna Tigountsova,
University of Nottingham

August 2014. An old Soviet children's toy automobile left to rust in the backyard where my Grandmother lived. Former German seaside town Kranz, now Zelenogradsk, Kaliningradskaia Oblast', Russia. About 50 meters to the Baltic Sea. The old red-brick wall in the background is a part of the surviving German structure, made into a Soviet post office, where my Grandmother worked as a telephone operator in the 1950s onwards.



Cross-Cultural Communication

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

Русский стандарт

«Русский стандарт» – это большой холдинг: «Банк Русский Стандарт» и, конечно, «Русский Стандарт Водка». Директора этого холдинга зовут Рустам Васильевич Тарико. Он организовал компанию «Русский стандарт» в 1998 году. До 1998 года Рустам Васильевич занимался дистрибуцией напитков Мартини и Смирнофф. Рустам Васильевич учился в Москве, а потом в Фонтенбло, в знаменитой бизнес-школе INSEAD. В 2006 году Рустам Васильевич купил интернет-домены vodka.com и vodka.ru. для рекламы продуктов компании. Сейчас водка «Русский стандарт» – это бренд №1 в России в сегменте «премиум». Эту водку можно купить и в США. У компании есть инновационная идея – это вечеринка «Давай!». Бармены делают новые коктейли, гости дегустируют их и говорят тосты: «За друзей!», «За нас!», «За этот вечер!». Анонсы этих вечеринок есть на странице в Фейсбуке.

ДА ИЛИ НЕТ?

	ДА	НЕТ
«Русский стандарт» – это русская компания.		
У холдинга «Русский стандарт» есть банк.		
Директора холдинга зовут Рустам Тарико.		
Рустам Турико – экс-студент Гарварда.		
Холдинг «Русский стандарт» – дистрибьютор Мартини.		
В Фейсбуке есть информация о вечеринке «Конечно!»		

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



AATSEEL Newsletter Information

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

PUBLICITY AND ADVERTISING POLICY

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

ADVERTISING RATES: Commercial ads of interest to the profession are accepted at the following rates and sizes:

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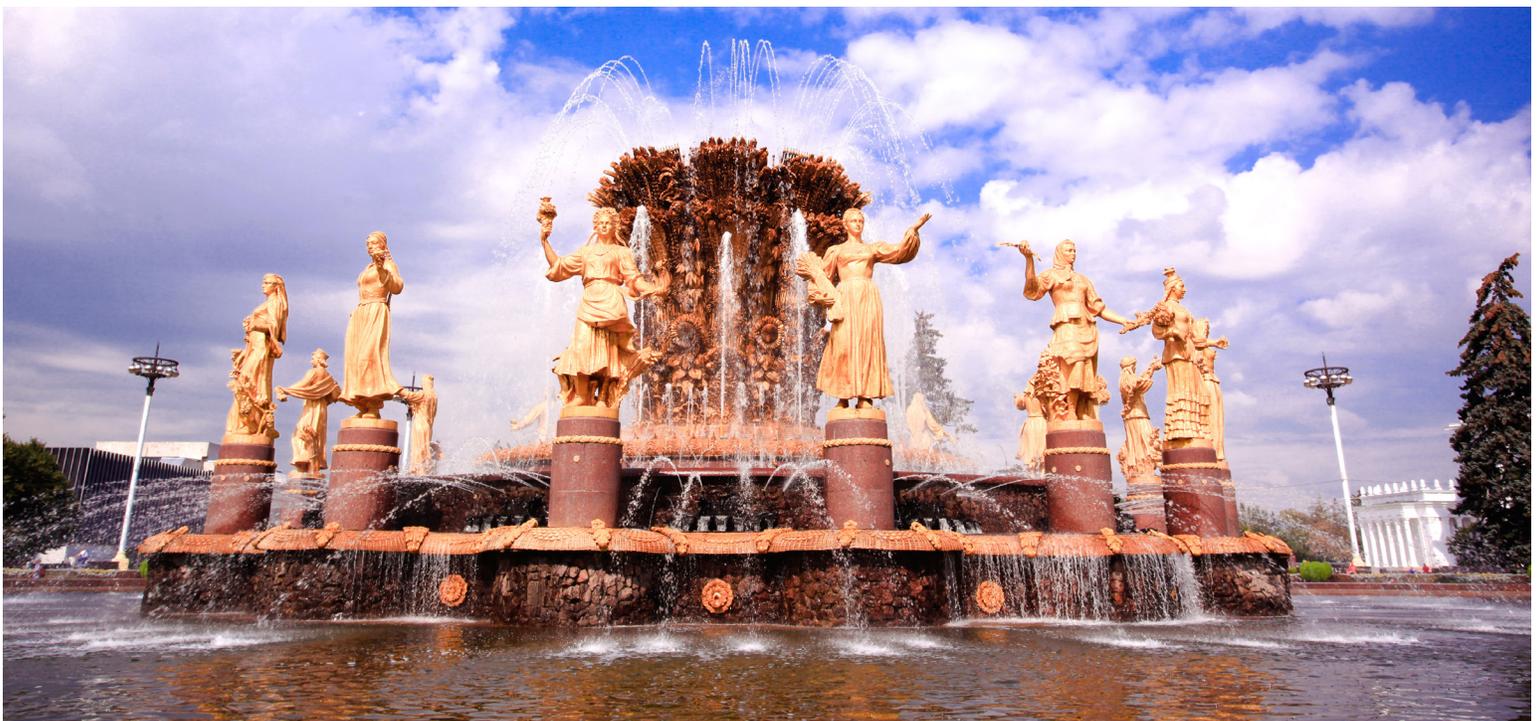
Column inch \$30 Approximately 6 lines

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



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Technology & Language Learning

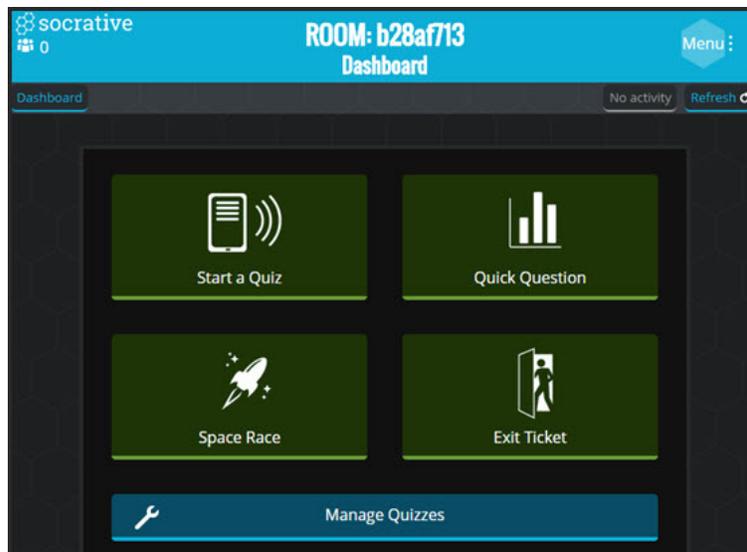
Ferit Kılıçkaya, Editor
(Mehmet Akif Ersoy University, Turkey)

Socrative: Student Response System for Language Teachers

“But it’s hard to stay mad, when there’s so much beauty in the world. Sometimes I feel like I’m seeing it all at once, and it’s too much, my heart fills up like a balloon that’s about to burst.” This famous quote from the movie, *American Beauty*, reminds me of the fact that there are too many tools on the Internet, and we do not know how to keep up with them. It is no doubt that technology changes and evolves to introduce new tools. Readers of the *AATSEEL Newsletter* will remember that in previous technology columns, I introduced *QuizStar* (Kılıçkaya, 2010) and *ESLvideo* (Kılıçkaya, 2012), the two websites that empower teachers by enabling them to create online quizzes and to test their students’ knowledge. In addition to these online quiz creation tools, in the current column, I will briefly introduce *Socrative*, a website that allows teachers to create online exercises and games for students to interact in real time.

Socrative

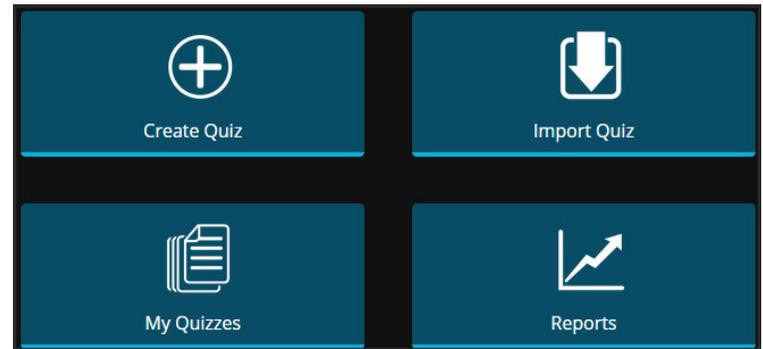
Socrative (<http://www.socrative.com>) is aimed at allowing teachers to create educational quizzes and games and get immediate results as students interact in real time with content such as multiple-choice, short-answer, or true/false questions. *Socrative* can be considered a student response system, but it is actually more than that.



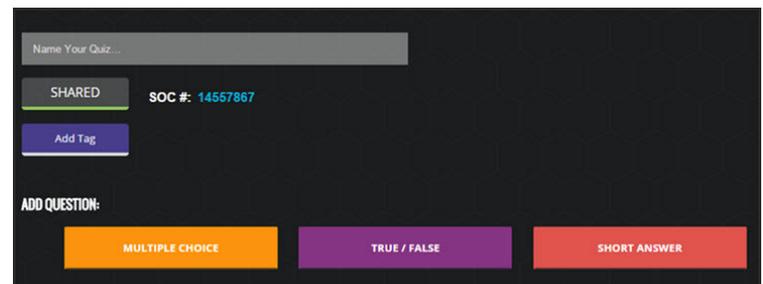
This page will be the dashboard. In other words, this is the page on which we will manage all the quizzes. On the top of the page, you will see a Room number, which our students, when they login, will need to join our activities. We can change this number as well as our profile using ‘Menu’ on the top right side of the page.

There are several buttons that we will use to create and start quizzes. The first button is ‘Start a quiz’, which we will use when we start quizzes that we have prepared. The second is ‘Quick Question’, which can be used to create quick questions so that students answer and get immediate results. The third one is ‘Space Race’, a rocket race game in which teams of students are required to answer questions and move their rocket further by giving correct answers. The last one is ‘Exit Ticket’, which we might use to learn what our students think about the activities/quizzes before they leave the classroom.

Now, we will create a quiz for our students. To do this, please click on ‘Manage Quizzes’. We can use the link ‘Create Quiz’ or alternatively use the link ‘Import Quiz’.



When we click on ‘Create Quiz’, a new page will appear.



On this page, we can give a title to our quiz and share it with other teachers, which is optional. We can also add tags to our quiz so that other teachers can search and find it. We can create multiple-choice, true-false, and short-answer questions by clicking on the corresponding links. We can also add images to our questions. Do not forget to click on ‘SAVE & EXIT’ on the top of the page when you are finished creating the quiz. You can duplicate, delete, download, or edit your quizzes through ‘Manage Quizzes’ and then ‘My Quizzes’.

There is another way of creating quizzes easily and offline. Click on ‘Manage Quizzes’ and then ‘Import Quiz’. On this page, you can download an Excel template to create quizzes offline. However, please note that true/false questions are not supported by this template. When you have created your quiz using this template, you can upload it to your account. The file you have uploaded will be converted into a quiz. On this page, you can also import a shared quiz from another teacher by entering the SOC number (http://garden.socrative.com/?page_id=979).

Import a Socrative quiz from another teacher

Enter the "SOC" number of another shared quiz to import it into your account.

(Example: SOC-XXXXXX)

Import Quiz

Import a Socrative quiz from an Excel file

Download the Excel Template [here](#).

Now, it is time we started our quiz. Please note that students cannot see the quiz and answer the questions until we start the quiz. When they log in using the room number (they do not need to register), they will only see the message, 'Waiting for your teacher to start an activity.' There are some options regarding the type of quiz.

What type of quiz are you starting?

Student Paced - Immediate Feedback

Student Paced - Student Navigation

Teacher Paced

Teachers control the flow of questions. You send one question at a time, and visualize the responses as they happen. You can skip and revisit questions.

Additional Settings

Disable Student Names

OFF

Randomize Answer Order

OFF

Disable Student Feedback

ON

Start

You can choose the one that fits your needs; however, of these options, 'Teacher Paced' (teachers control the flow of questions) seems to be the best option for me since it allows discussions in the classroom. When we start the activity, students will give their responses and we, as the teacher, will see their responses to our questions in real time. We can finish the quiz when all students are done and get the reports in various formats such as whole class EXCEL files and individual student(s) PDF files.

Evaluation

Socrative is a free and powerful website for teachers to create quizzes that allow students to interact real time with the content. The great advantage of using this website lies in creating quizzes and giving responses to the questions on all web-enabled devices such as computers, tablets, and smartphones. The detailed reports on each student's performance as well as the alternative ways of creating quizzes contribute greatly to the success of this website.

Resources

Detailed User guide

<http://www.socrative.com/materials/SocrativeUserGuide.pdf>

Applications

<http://www.socrative.com/apps.php>

Video Tutorials

<https://www.youtube.com/channel/UCZKuswVcSqjjo0YbZTmFnxQ>

Excel Template to Create Quizzes

<https://socrative-production-static-web.s3.amazonaws.com/data/socrativeQuizTemplate.xlsx>

Quiz Sharing

http://garden.socrative.com/?page_id=979

Training Pack

<http://www.socrative.com/resources.php>

References

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

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Domestic Summer Language Programs

Editor: Kathleen Evans-Romaine (Arizona State University)

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



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Arizona State University

Institution:	Arizona State University
Language(s):	Albanian, Armenian, BCS, Hebrew, Persian, Polish, Russian, Tatar, Turkish, Uzbek
Location(s):	Arizona, Albania, Armenia, Bosnia, Russia, Turkey, Uzbekistan
Eligibility:	Undergraduates, graduate students, non-students, working professionals, high-school students. (1) Non-ASU students & Non-US citizens are eligible.
Dates:	Vary (See http://cli.asu.edu)
Credits:	4-13 (2)
Tuition/Fees:	\$960 (plus study abroad fees if applicable) (3)
Housing:	Available for additional fee
Meals:	Available for additional fee
Prof. Testing:	Included (4)
Avg class size:	12 for Russian; 5 for all other languages
Size of Program:	150
Funding:	Melikian Scholars Awards, ROTC Project GO Scholarships, International Distinguished Engagement Awards
Website:	http://cli.asu.edu
App. Deadline:	January 30, 2015
Application Site:	http://cli.asu.edu/apply_to_cli
Admission Is:	Competitive until Jan. 30, then first-come first-served
Contact:	cli@asu.edu
Flat Fee:	\$960 flat fee for 4 to 13 credits (housing, food, study-abroad fees not included)
Study Abroad:	Elementary courses include optional study-abroad components. Higher levels are conducted overseas. See http://cli.asu.edu for details.

Footnotes:

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

Beloit

Institution:	Beloit College Center for Language Studies
Language(s):	Arabic, Chinese, Japanese, Russian, ESL
Location(s):	Beloit, WI
Eligibility:	Undergraduates, graduate students, high-school students, non-students, working professionals
Dates:	June 13-August 7, 2015
Credits:	6-12 semester hours
Tuition/Fees:	Varies, see website
Housing:	Included
Meals:	Included
Prof. Testing:	In-house estimates available at no cost
Avg class size:	7
Size of Program:	80
Funding:	Scholarships available
Website:	www.beloit.edu/cls
App. Deadline:	May 22, 2015
Application Site:	https://summer.beloit.edu/
Admission Is:	Until classes are filled, scholarships competitive (4)
Contact:	Dan Perusich, Director of Summer Programs - cls@beloit.edu or 608-363-2373



РУССКОГО ЯЗЫКА

Bryn Mawr

Bryn Mawr College Russian Language Institute

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

CESSI University of Wisconsin-Madison

Institution:	University of Wisconsin-Madison
Language(s):	Kazakh, Tajik, Uyghur, Uzbek (other Central Eurasian Turkic languages with sufficient student demand)
Location(s):	Madison, WI
Eligibility:	undergraduates, graduate students, non-students, professionals, and high-school students
Dates:	June 15-August 7, 2015
Credits:	8
Tuition/Fees:	\$4,000
Housing:	Not included
Meals:	Not included
Prof. Testing:	Not included
Avg. class size:	4
Size of Program:	10-20
Funding:	FLAS, tuition remission
Website:	http://creeca.wisc.edu/cessi/index.html
App. Deadline:	April 24, 2015
Application Site:	http://creeca.wisc.edu/cessi/applications.html
Admission Is:	competitive

Contact: Nancy Heingartner, CESSI program coordinator, cessi@creeca.wisc.edu

Special Features: Weekly lecture series.

Columbia University Russian Practicum

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

Indiana University

Institution:	Indiana University
Language(s):	Arabic, Mongolian, Persian, Russian, Swahili, Turkish, and more (see website)
Location(s):	Bloomington, Indiana
Eligibility:	Undergraduate and graduate students, non-students, professionals, military/government. Non-IU students, non-US citizens, incoming freshmen, and high school seniors eligible.
Dates:	June 8–July 31, 2015 (All levels of Arabic and first-year Russian begin June 1). (1)
Credits:	6 - 10
Tuition/Fees:	See http://www.indiana.edu/~swseel/
Housing:	Special rates for on-campus housing (optional) (2)
Meals:	Meal plans available through Residential Programs and Services (http://rps.indiana.edu)
Prof Testing:	Pre- and post-testing; placement testing for languages with more than one level
Avg class size:	10
Size of Program:	250
Website:	http://www.indiana.edu/~swseel

App. Deadline: Priority deadline: February 1, 2015. Other applications reviewed on a rolling basis.
Application Site: <http://indiana.edu/~swseel>
Admission Is: Competitive
Contact: swseel@indiana.edu
Special Features: Career and scholarship advising; job recruiting.

Footnotes:

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

Middlebury College

Institution: Kathryn Wasserman Davis School of Russian at Middlebury College
Language(s): Russian
Location(s): Middlebury, VT
Eligibility: Undergraduates, graduate students, recent graduates, professionals, Non-US citizens are eligible
Dates: June 19 - August 14 (8-week undergraduate session)
June 30 - August 14 (6-week graduate session)
Credits: 12 semester hours (8-week undergraduate session)
9 semester hours (6-week graduate session)
Tuition/Fees: \$10,920 (8-week session)
\$8,410 (6-week grad session)
Housing: Included
Meals: Included
Prof Testing Unofficial, for placement and assessment
Avg class size: 7
Size of Program: 180
Funding: Need-based financial aid and merit-based scholarships
Website: <http://www.middlebury.edu/lr/russian>
App. Deadline: Rolling admissions
Application Site: <http://www.middlebury.edu/lr/apply/russian>
Admission Is: Competitive for financial aid
Contact: schoolofrussian@middlebury.edu
Special Features:

- 24/7 Immersion – Language Pledge©
- Degree Programs – Graduate courses can lead to MA or DML degree in Russian.
- Rich and diverse cultural program
- Russian for Teachers – Hosted 2-week Startalk Institute for Teachers of Russian
- Alumni Program – Piloting 1-week program for graduate alumni in 2015

Middlebury Institute of International Studies at Monterey

Institution: Middlebury Institute of International Studies at Monterey (formerly Monterey Institute of International Studies)
Language(s): Russian
Location(s): Monterey, CA
Eligibility: At least 18 years old.
Dates: June 11, 2015 – August 5, 2015
Credits: 8
Tuition/Fees: \$3,950
Housing: Not included
Meals: Not included
Pro Testing: Placement testing
Avg class size: 8 - 10
Size of Program: 130
Funding: Scholarships
Website: go.miiis.edu/silp, <http://go.miiis.edu/silp>
App. Deadline: April 15, 2015; early bird discounted deadline: March 1
Application Site: go.miiis.edu/applysilp, <http://go.miiis.edu/applysilp>
Admission Is: first-come, first-served
Contact: Alisyn Gruener, Enrollment Marketing Manager / 460 Pierce Street, Monterey, CA 93940 / Telephone: 831.647.4115 / Fax: 831.647.3534 / Email: languages@miiis.edu

University of California at Los Angeles

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

Contact: Asiroh Cham at asiroh@humnet.ucla.edu or 310-825-3856 or <http://www.summer.ucla.edu/contactus.htm>

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



University of Chicago

Institution: University of Chicago
Language(s): Russian, Georgian, Bosnian-Serbian-Croatian
Location(s): Chicago
Eligibility: Undergraduates, graduate students, non-students, professionals, high-school students are eligible, non-U Chicago students are eligible, non-US citizen are eligible.
Dates: June 22-August 29, 2015
Credits: varies (1)
Tuition/Fees: \$3225 (2)
Housing: not included
Meals: not included
Pro Testing: In-house testing available
Avg class size: 8 (Russian), 5-6 (Georgian and BCS)
Size of Program: 200
Funding: TBD
Website: <http://summerlanguages.uchicago.edu>
App. Deadline: rolling admission, final deadline in May 2015
Application Site: <http://summerlanguages.uchicago.edu>
Admission Is: first-come, high school applications are evaluated for preparedness for college-level coursework
Contact: summerlanguages@uchicago.edu

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



Institution: University of Michigan
Language(s): Russian
Location(s): Ann Arbor
Eligibility: Undergraduates, graduate students, non-students, professionals, high-school students are eligible // Non-UM students are eligible (1)
Dates: Vary (see website)
Credits: 8 credits per course/for-credit option

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

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

University of Pittsburgh

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

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

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

Footnotes:

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



University of Virginia

Institution: University of Virginia Summer Language Institute

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

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

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

Dates: June 15–August 7, 2015

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

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

Housing: Not included.

Meals: Not included

Pro Testing: Not included

Avg class size: 10-15

Size of Program: 150 students

Funding: ROTC Project GO, FLAS

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

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

Application Site: <http://www.virginia.edu/summer/SLI/apply/>

Admission Is: First-come first-served

Contact: uvasli@virginia.edu

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

Footnotes:

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



University of Wisconsin – Madison

Institution: University of Wisconsin – Madison

Language(s): Russian

Location(s): Madison, WI

Eligibility: Undergraduate, Graduate, Working Professionals

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

Credits: 8

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

Housing: Not included

Meals: Not included

Prof Testing: Not included

Avg class size: 10

Size of Program: 30

Funding: Project GO (ROTC only)

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

App. Deadline: May 29, 2015

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

Admissions: first-come/first-served

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

Yale University

Institution: Yale University

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

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

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

Dates: June 1 - July 27, 2015

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

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

Housing: Not included at Yale; homestays in Petersburg

Meals: Not included at Yale; homestays in Petersburg

Prof Testing: Included

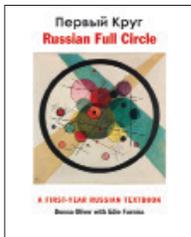
Avg class size: 6 - 10
Size of Program: Up to 20
Funding: FLAS, Critical Language Award, other fellowships and scholarships
Website: <http://summer.yale.edu/studyabroad/facultyled>
App. Deadline: February 15, 2015
Application Site: https://cie.yale.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=2648
Admission Is: rolling admission, qualified non-Yale students are eligible and encouraged to apply
Contact: constantine.muravnik@yale.edu, megan.carney@yale.edu
Special Features: Course on Russian Culture; excursions and tours, three-day trip to Moscow, day trip to Novgorod.

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

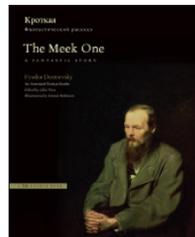
YIVO Institute for Jewish Research/ Bard College

Institution: YIVO Institute For Jewish Research/ Bard College
Language(s): Yiddish
Location(s): New York, NY

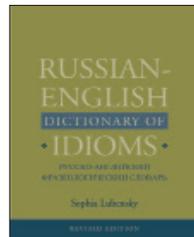
yalebooks



Russian Full Circle
A First-Year Russian Textbook
 Donna Oliver with Edie Furniss
Yalebooks.com/RussianFullCircle
 Cloth

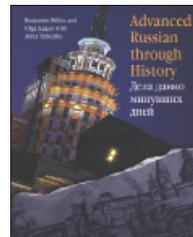


The Meek One: A Fantastic Story
An Annotated Russian Reader
 Fyodor Dostoevsky
 Edited by Julia Titus
 Illustrations by Kristen Robinson
Yalebooks.com/Meek
 Paper



Russian-English Dictionary of Idioms, Revised Edition
 Sophia Lubensky
 Cloth and eBook

Russian Poetry for Beginners
An Annotated Reader
 Edited by Julia Titus
 Illustrations by Mario Moore and Wayde McIntosh
 Coming in January
 Paper and eBook



Advanced Russian Through History
 Benjamin Rifkin and Olga Kagan with Anna Yatsenko
Yalebooks.com/AdvancedRussian
 Paper



Russian in Use
An Interactive Approach to Advanced Communicative Competence
 Sandra Freels Rosengrant
 Paper with CD



Yale UNIVERSITY PRESS www.YaleBooks.com/languages

Recent Publications

Carmen Finashina (Northwestern University)

Art

Buinska, I., & Howard, J. 2015. *Vladimir Markov and Russian Primitivism: A Charter for the Avant-garde*. Farnham, UK: Ashgate Publishing Company.

Culture

Filipowicz, H. 2014. *Taking Liberties: Gender, Transgressive Patriotism, and Polish Drama, 1786-1989*. Athens, OH: Ohio University Press.

Maclean, C. 2015. *The Vogue for Russia: Modernism and the Unseen in Britain 1900-1930*. Edinburgh, UK: Edinburgh University Press.

Film

Denner, M., & Fitzsimmons, L., eds. 2014. *Tolstoy on Screen*. Evanston, IL: Northwestern University Press.

Levitina, M. 2015. *Russian American Heroes in Soviet Film: Cinema's Role in Shaping the Early Culture of the USSR*. London, UK: I.B. Tauris.

History

Campbell, E. 2015. *The Muslim Question and Russian Imperial Governance*. Bloomington, IN: Indiana University Press.

Kalinovsky, A., & Kemper, M., eds. 2015. *Reassessing Orientalism: Interlocking Orientologies during the Cold War*. London, UK: Routledge.

Lotman, Y., & Pogosjan, J. 2015. *High Society Dinners*. London, UK: Prospect Books.
Serge, V., & Sedgewick, P., trans. 2015. *Year One of the Russian Revolution*. Chicago, IL: Haymarket Books.

Literature

Rahmani, A. 2014. *Kafka's Architectures: Doors, Rooms, Stairs and Windows of an Intricate Literary Edifice*. Jefferson, NC: Mcfarland.

Sornoff, V. 2015. *The Imperative of Reliability: Russian Prose on the Eve of the Novel, 1820s-1850s*. Evanston, IL: Northwestern University Press.

Tabachnikova, O. 2015. *Russian Irrationalism from Pushkin to Brodsky: Seven Essays in Literature and Thought*. New York, NY: Bloomsbury Academic.

Torlone, Z. 2014. *Vergil in Russia: National Identity and Classical Reception*. Oxford, UK: Oxford University Press.

Linguistics

Gasser, E. 2015. *Structural Aspects of Bilingual Speech: A Case Study of Language Use in the Russian Immigrant Community in Israel*. Frankfurt, DE: Peter Lang GmbH, Internationaler Verlag der Wissenschaften.

Walsh, Y. 2014. *Forms of Address in Contemporary Ukrainian Newspapers: Morphology, Gender and Pragmatics*. Saarbrücken, DE: LAP LAMBERT Academic Publishing

Pedagogy

Denisova-Schmidt, E., & Walach, E. 2014. *Erfolgreich unterrichten in heterogenen Lerngruppen: Methoden für den Einsatz im Russischunterricht*. Eisenstadt, AT: E. Weber.

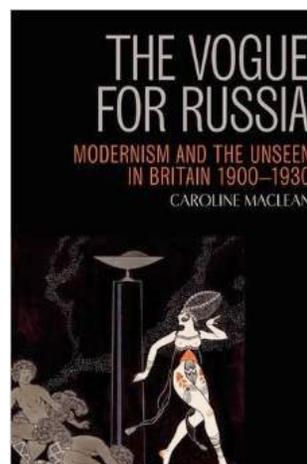
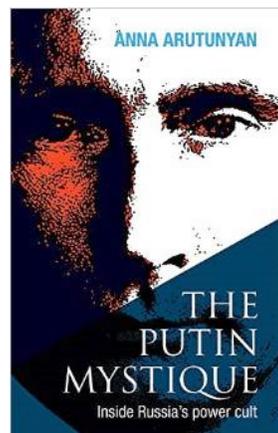
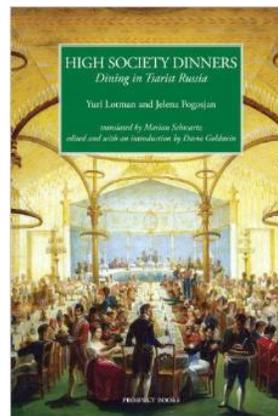
Philosophy

Nemeth, T. 2015. *Vladimir Solov'ev's Justification of the Moral Good: Moral Philosophy*. New York, NY: Springer.

Politics

Arutunyan, A. 2015. *The Putin Mystique*. Ithaca, NY: Olive Branch Press.

Shkandrij, M. 2015. *Ukrainian Nationalism: Politics, Ideology, and Literature, 1929-1956*. New Haven, CT: Yale University Press.



Member News

Editor: Colleen Lucey (University of Wisconsin, Madison)

AATSEEL enjoys keeping its members informed about important events and professional milestones. If you or an AATSEEL member you know has recently defended a dissertation, been hired, received a promotion or retired, please send the member's name, accomplishment and affiliation to Colleen Lucey (cluacey@wisc.edu).

2014 AATSEEL Awards for Teaching, Service and Scholarship

Excellence in Teaching (Secondary)

Julie Draskoczy-Zigoris (Jewish Community High School of the Bay, San Francisco)

Julie Draskoczy-Zigoris has taught Soviet culture and history in the Humanities Department of the Jewish Community High School of the Bay in San Francisco since 2012. She arrived at her present position by way of Stanford University, where she worked for two years as a postdoctoral fellow after completing her Ph.D. in Russian literature with honors from the University of Pittsburgh in 2010. In her three years on the faculty at the Jewish Community High School, Julie has already earned a reputation among her colleagues and students for her intellect and commitment to professional development, and especially for the creative spirit and exceptional sense of humor that she brings to each lesson plan. She designs innovative assignments that engage and challenge her students, and has taken them on service learning trips to New Orleans and Israel. Her range is truly remarkable: over the last decade she has become one of the country's leading voices in GULAG studies, yet she has no trouble making the depth of her scholarship accessible and relatable to her teenage students. Her students are acutely aware of how lucky they are. They call her "Dr. D" not only because her last name may be difficult to pronounce, but also out of respect for the rigor she brings to her classroom.

Especially remarkable about Julie's career is the way that her personal convictions and commitments are inextricably tied to her teaching philosophy. Julie is a role model for service learning and for extending the educational privilege beyond the walls of the traditional classroom, far beyond the definition of the traditional student. Julie has taught Soviet history, memoir writing, and even yoga at San Quentin Prison. Imagine for a moment the following scenario: you are standing at the front of a dimly lit room, the only female behind a barred gate. Thirty mats are spread out on the floor in front of you, on each mat stands a man serving a lifetime sentence. Earlier that day, you had led some of these same men in a lesson on Lenin's electrification of the countryside; now you are leading them in a sun salutation. This snapshot from Julie's portfolio speaks volumes about her commitment, her patience, her scholarly range, her grace, and her sense of humor. There are few educators as qualified for such an award as Julie. She is innovative in her instruction, a leader in her field of scholarship, and firm in her commitments to the democratization of education.

Excellence in Teaching (Post-Secondary)

Bojan Belić (University of Washington)

In Bojan Belić, AATSEEL honors an extraordinary language teacher whose pedagogical range and breadth of expertise are almost as dazzling as the life-changing results he achieves in the classroom. A Senior Lecturer in Bosnian/Croatian/Serbian and Russian and Slavic Linguistics at the University of Washington, Dr. Belić also serves as the Language Coordinator for the Slavic Department and teaches a general education course on Slavic cultures. No matter which of these many hats he is wearing, Dr. Belić receives rave reviews: those fortunate enough to find themselves in his classes describe him as "the best professor here"; "the best and most extraordinary language teacher I have ever encountered"; "by far the best professor I have ever had, in any subject." He has been nominated for the University's Distinguished Teaching Award no fewer than six times.

Slavic languages have the reputation of being difficult to learn, but Dr Belić's students report feeling just the opposite: as one of his B/C/S students testifies, "The very first day of class is one I still recall vividly. From the moment I entered the classroom, I was struck by Bojan's energy, enthusiasm and control over the class, which he conducted almost solely in BCS. All of us were flabbergasted by how much we were able to understand and say after just one day of class." A colleague concurs: "I came out of the class . . . inspired to learn a beautiful and difficult language and . . . energized by a lively, challenging and thoroughly enjoyable classroom atmosphere." As the latter comment suggests, truly inspired language teachers transform their students' lives in ways that go far beyond mundane questions of grammar and vocabulary, and Dr Belić is no exception: "With wit, generosity of spirit, and ceaseless encouragement, Bojan gives his best to his students and they in turn do their best for him. Mutual respect and a shared sense of discovery are everywhere apparent in Bojan's classroom, which truly opens new worlds and new possibilities to his students." A student in Dr. Belić's Russian class agrees: "He is excited about our learning and makes sure we are excited too. Each day he would stretch our thinking and inspire us to continue learning more. He didn't explicitly tell us to go home and watch Russian movies or listen to Russian music, but I did those things anyway, because when I left a class feeling so happy and fulfilled, I wanted more and more. No other teacher has ever done that for me."

A "consummate and charismatic pedagogue," Bojan Belić exemplifies how inspiring teaching can truly bring Slavic and East European languages to life for our students. AATSEEL is proud to recognize him with this Award for Excellence in Post-Secondary Teaching.

Excellence in Teaching (Post-Secondary)

Priscilla Meyer (Wesleyan University)

Priscilla Meyer has been teaching at Wesleyan University since 1968. Through all the many changes the institution has experienced, she has devoted her energies to teaching undergraduates Russian language at all levels, but particularly at the advanced level, as well as Russian literature both in Russian and in translation. She was instrumental in founding the interdisciplinary Russian and Soviet Studies Program, which now (as the Russian, East European, and Eurasian Studies Program) is the entity through which students at Wesleyan can major in Russian.

Professor Meyer has splendidly embodied the ideal teacher-scholar model that is a pride of Wesleyan. Her teaching and her publication record are closely intertwined. She is a dedicated, innovative, and inspiring teacher who is always open to newness and change. She is the perfect mentor: fiercely intelligent, extremely attentive, consistently challenging the limits of students' thought.

Professor Meyer lives by literature: there's always a line to quote, or a book to recommend, and adapted screenplay to discuss. Apart from her innumerable contributions to Nabokov and Aksyonov, she has always been a guiding light for her students at Wesleyan, an invaluable thesis advisor. Her unmeasured support for her students, and constant, exciting questioning, makes her a teacher beyond compare. By holding students to high standards, she fosters their learning. Her characteristic receptiveness and enthusiasm, the dialogic model of her teaching truly allows her students to flourish. She has also made herself available in the years following her students' graduation, and she has helped develop them from a student to a scholar.

One of her students wrote, "despite Professor Meyer's petite build, I find that the phrase 'standing on the shoulders of giants' effectively captures the way in which I have used her teaching and scholarship as a foundation for my own approaches to these endeavors. I will always be thankful to Professor Meyer for showing me the thrill of intellectual discovery and dialogue, and for nurturing in me the confidence to carve out my own unique path in academia. I endorse her wholeheartedly for Excellence in Post-Secondary Teaching."

Distinguished Service to AATSEEL

Patricia Zody

Dr. Patricia Zody has a long history of commitment to AATSEEL and to the profession more broadly. In addition to Executive Director for AATSEEL (2006-2011), her service includes experience as the Program Manager of the Overseas Language Flagship and African Languages Initiative (2010-2014) for the American Councils for International Education (Washington, DC) and Director for the Center for Language Studies at Beloit College, where she had been closely involved "on the ground" with language learning and all the associated cultural values of language study. Pat's tireless work as Chair of the Annual National Post-Secondary Russian Essay Contest (2001-2011) with the American Councils of Teachers of Russian is another example of Pat's dedication to organizations that not only facilitate learning, but also protect the interests of the profession. Among her many successes are her contributions to the winning Language Flagship Grants (2011-2014) and the African Languages Initiative Grants (2012-2014) at ACIE.

We at AATSEEL have long treasured Pat's focus, energy, and commitment to getting important things done right. We are proud to have the opportunity to confer on her the 2015 Award for Distinguished Service to AATSEEL.

Outstanding Service to the Profession

William Mills Todd III (Harvard University)

William Mills Todd's contributions to the profession span so many domains of activity that he could be fairly described as a household name in Slavic Studies. His dedication to students, colleagues, and institutions is as well-known as his ground-breaking and influential scholarship, which has inspired more than one generation of Slavists and was recognized by AATSEEL's award for Outstanding Contribution to Scholarship in 2005. Above all, however, Bill Todd is known for being personally present in the professional lives of his colleagues and students, offering support, guidance, and friendship, always generous with his time and wisdom.

To many of us, Bill is best known through his two justly celebrated monographs, *Fiction and Society in the Age of Pushkin: Ideology, Institutions, and Narrative* and *The Familiar Letter as a Literary Genre in the Age of Pushkin*, both of which have been translated into Russian. His scholarly contributions span almost every conceivable genre: from journal and encyclopedia articles, to introductions to literary works, to the edited collection *Literature and Society in Imperial Russia, 1800-1914*. But his influence doesn't end there; Bill has also directed over three dozen dissertations, read innumerable drafts of articles and monographs, and mentored younger scholars in every aspect of their careers. Over the course of his exemplary career, he has also assumed leadership roles both within and beyond the walls of the university: chairing Slavic and Comparative Literature departments at Stanford and Harvard; serving on selection committees for IREX, NEH, SSRC, and the Guggenheim Foundation, among many others; and participating actively in Slavic forums, where he shares his expertise and insights equally generously with established and beginning scholars. But Bill is perhaps most admired and beloved as a dedicated teacher and mentor to undergraduate and graduate students alike. It is no accident that he was invited to teach one of AATSEEL's first Advanced Seminars, at the 2009 conference—and no coincidence that he said yes! While his lectures and seminars are justly admired, Bill's role as a teacher has long extended beyond the classroom, and even into his own home, where for years he has hosted Harvard's graduate student Literary Colloquium, opening his doors to the rising generation of Slavists.

A brilliant scholar, an inspiring teacher, and a generous mentor, Bill Todd is one of those rare people who makes a difference—in the lives of students, colleagues, advisees, readers, and scholars. No one could be more richly deserving of this award for Outstanding Service to the Profession.

Outstanding Contribution to Scholarship

Mark Leiderman Lipovetsky (University of Colorado)

The name Mark Leiderman Lipovetsky needs no introduction to either American or Russian Slavists. Mark is our leading theoretician of Russian postmodernism, a scholar who has both defined and shaped our understanding of the field during the past fifteen years. His contributions to the study of contemporary Russian literature and culture generally, including his work on modern drama, cultural tropes, children's literature, wondertales, and film, have influenced all scholars working in these areas. Mark is the author of eight books, over one hundred articles, and has edited numerous literary anthologies that have benefitted the teaching of Slavic Studies. Among his most influential monographs are *Russian Postmodernist Fiction: Dialogue with Chaos* (1999), *Paralogies: Transformation of (Post)modernist Discourse in Russian Culture of the 1920s-2000s* (2008), *Performing Violence: Literary and Theatrical Experiments of New Russian Drama* (with Birgit Beumers, 2009), and *Charms*

of the *Cynical Reason: The Transformations of the Trickster Trope in Soviet and Post-Soviet Culture* (2011). Most significantly, Mark has achieved what is most challenging, yet most valuable to our field – he has identified new directions and topics in contemporary Russian culture, whether the historical continuity between Russian modernism and postmodernism or the conceptualization of violence in contemporary drama and the current literary discourse, and has highlighted seminal figures in the cultural landscape.

A case in point is his present curatorship of the new five-volume collected works of Dmitrii Prigov, the founder of literary conceptualism, and his editing of *Monads* (2013), the first volume in the NLO series. In his critical writing, publishing initiatives, and participation in literary award juries both in Russia and the US, Mark has served as an intellectual bridge between the two scholarly communities. His warm-hearted generosity toward Slavic colleagues, his energy and sense of humor coexist with a ferociously serious advocacy for the importance of culture in our lives. Mark Leiderman Lipovetsky's dedication to and engagement with Russian culture and Slavic Studies is an inspiration to all of us and we honor his achievements with the AATSEEL Award for Outstanding Contributions to Scholarship.

AATSEEL 2014 Book Prizes

Best Book in Literary and Cultural Studies

Katia Dianina

When Art Makes News: Writing Culture and Identity in Imperial Russia. Dekalb, IL: Northern Illinois University Press, 2013.

When Art Makes News: Writing Culture and Identity in Imperial Russia by Katia Dianina presents an untold story of the development of art as institutions and as a medium for imagining Russian national identity in the second half of the nineteenth century. Thoroughly researched and persuasively argued, this study makes a crucial contribution to the burgeoning field of Russian nationalism studies as well as to cultural studies of late imperial Russia in general. It traces the roots of Russia's fascination with the notion of "culture," the origins of the concept of "Russian style" and its mutations, the institutionalization of such cultural forms as public exhibition and museum, and the development of discourse on art in the popular press. Dianina's dual focus on "visual display and popular journalism" as partaking in the creation of a new "shared discourse on cultural self-representation" allows her to argue about a fundamentally discursive nature of the fascination with the national in arts. "Written commentary," she concludes, "fully shares in the responsibility of creating a national idiom in the arts in all its multiple manifestations." *When Art Makes News* presents "Russia's decades-long quest for viable expression of national distinction" as a manifestation of increased cultural self-awareness and as a source of perpetual doubt about the "authenticity" of created cultural products.

Best Contribution to Language Pedagogy

Sophia Lubensky

Russian-English Dictionary of Idioms. Revised Edition. New Haven: Yale University Press, 2013.

While the *Russian-English Dictionary of Idioms* is (obviously) not a textbook, since its original publication by Random House in 1995, it has become an indispensable handbook for "students" of Russian understood in the broadest sense – from instructors and students in the classroom to readers and translators in the field. Reviewers of the first edition marveled at the volume's

transparent organization; the clarity and thoroughness of the linguistic information accompanying each entry; the inclusion of modern literary texts in its examples of usage (i.e. not only Pushkin!); the richness of the translations of Russian idioms into English; its excellent index; and finally, the sheer scope of the work, covering 13,000 idioms.

Eighteen years later, Lubensky has accomplished a feat all too rare: she has improved upon her own classic. Published by Yale University Press, the second edition expands coverage to nearly 14,000 idioms. (The number of new entries, however, is actually greater; the introduction notes that some entries from the original edition were removed to make room for the new.) In addition to the features recognized by reviewers of the original edition, prize committee members were also impressed with the range of experts Lubensky consulted for her revised edition, as well as with the rich bibliography, itself an introduction to and a model for those interested in lexicography and the production of such reference works.

As we award the 2014 AATSEEL Pedagogy Prize to Professor Lubensky, the committee would also like to acknowledge her more formal contributions to pedagogy over her productive scholarly career, highlights of which include the textbooks *Nachalo* (with Gerard Ervin et al.; McGraw Hill, 1995, 2002), and more recently, *Ot teksta k rechi. Advanced Russian: From Reading to Speaking* (with Irina Odintsova; Slavica, 2011).

Best Literary Translation into English

Anthony Anemone and Peter Scotto

Daniil Kharms, "*I am a Phenomenon Quite Out of the Ordinary*": *The Notebooks, Diaries, and Letters of Daniil Kharms*. Boston: Academic Studies Press, 2013. Selected, Translated and Edited by Anthony Anemone and Peter Scotto.

The playfulness and wiles of Daniil Kharms meet the adventuresome spirit of Anthony Anemone and Peter Scotto, who have selected, translated and edited Kharms's notebooks, diaries and letters to create a most unusual volume—part historical document and part story from the inside of a life—that breathes Kharms on every page. The translators frame their project by arguing that Kharms is one of those "writers whose 'inner' life and 'outer' work are so intimately connected that without knowing their lives, it is not possible to comprehend their work in full." Working with thirty-eight surviving notebooks and a diary, Anemone and Scotto see his notebooks as a mapping of the topography of Kharms' mind; their selection gives us the man. They have included notes Kharms jotted while on trams, during concerts, and with friends. We are treated to what Kharms read, his chess problems, shopping lists, magical spells, sexual musings, quirky ditties, and rough drafts of his poems. Scotto and Anemone also provide the reader with an introductory essay, a chronology of Kharms' life, a commentary of theirs that runs along in parallel to his writings, and a glossary of names, places, institutions and concepts. Through these pages we see his relationships unfold with the women in his life and with his friends and colleagues, major figures of the era: Zabolotsky, Vvedensky, Druskin, Mayakovsky, Malevich, Vaginov, and many, many more. Of particular value is the epilogue the translators provide which traces his arrest by the NKVD and last months before his untimely death in a Leningrad asylum in 1942 when he was barely 36 years old. In *I Am a Phenomenon Quite Out of the Ordinary: The Notebooks, Diaries, and Letters of Daniil Kharms*, Anthony Anemone and Peter Scotto bring us a glimpse into Kharms' creative laboratory, follow his development as a writer, and watch his tragic trajectory, an invaluable contribution to the study of twentieth century Russian literature.

Best Scholarly Translation into English

Sibelan Forrester

Vladimir Yakovlevich Propp, *The Russian Folktale*. Detroit, MI: Wayne State University Press, 2012. Edited and translated from the Russian by Sibelan Forrester.

Vladimir Propp is best known as the author of *The Morphology of the Folktale*, and to Slavists he may also be familiar for his *Historical Roots of the Wonder Tale*. This new volume, deriving from Propp's late lectures, substantially enriches our understanding of the folktale itself, the development and potentials of structuralist method, the variety of humanistic approaches during the Soviet years, and the contours of Propp's own thought. In Sibelan Forrester's judicious and elegant translation, Propp appears with both his strengths and his limitations, not as the paradigm case of proto-structuralism or of Soviet cultural scholarship, but as a fertile mind meticulously engaging with the

sources and the theoretical paradigms available to him. Forrester's accessible and insightful foreword and introduction furnish an intellectual background that enhances the experience of reading Propp. Readers interested in the intellectual life of the Soviet Union and the trajectories of formalist, structuralist, humanist, and Marxist thought will find Forrester's edition exceptionally valuable.

AATSEEL Financial Summary FY 2013-14

Revenue

Dues and Donations	\$46,800.00
SEEJ Inst. Subscriptions, Ads, Exhibits, Royalties	\$71,470.00
Conference Registration	\$31,279.00
Total Revenue	\$149,549.00

Expenses

SEEJ

Printing, Shipping, Storage	\$41,385.00
Ed. Assistant	\$11,000.00
Honoraria (Editor, Book Review Editor, Fulfillment)	\$3,500.00

Newsletter

Printing and Shipping	\$4,373.00
Format and Graphic Design	\$10,000.00

Conference expenses	\$48,598.00
Honorarium Conf. Manager	\$9,750.00
Honorarium Program Chair	\$1,000.00

Office expenses	\$620.00
Accounting, Insurance, and other fees	\$3,070.00
Website costs & cc processing fees	\$7,188.00
Honorarium Exec. Director	\$12,000.00
Total Expenses	\$152,484.00

Accounts	
Vanguard	\$33,366.00
Morgan Stanley	\$58,606.00
Bank Account as of 6/30/13	\$55,502.00
Total in Accounts	\$147,474.00

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THIS FORM MAY BE PHOTOCOPIED.

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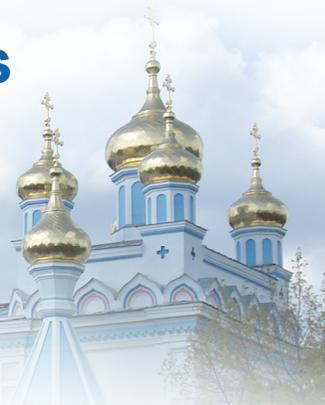
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