



Vladimir Putin

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President’s Message

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

Halloween is upon us, and it seems like the cover of every magazine I pick up portrays a familiar ghoul, named Vlad. It’s scary, alright, but not exactly in the way these publications intended. Let me explain.

This morning, the first thing I read was an opinion article from The Boston Globe that my stepfather sent my way. The article was written by H.D.S. Greenway, a former editor of that quite mainstream and respectable newspaper. It appeared under the headlines “Beware of Vladimir Putin, the New Czar” and “Don’t Discount the Russian Threat.” It offers authoritative pronouncements such as: “For most of the life of this republic, Russia has been seen as exemplifying oppression and tyranny in the minds of free men.”

Maybe they should have fact checked that, I thought.

The problems with Greenway’s piece are so glaring as to obviate the need for critique. But I will provide it anyhow. The author conflates all of Russia with a caricatured conception of Vladimir Putin and his policies. The entirety of Russian soci-

ety, we learn, is inimical to the ideals of “free men.” This frightening picture is then projected onto past centuries as the eternal fate of a nation of slaves and tyrants.

It would be one thing if Greenway’s were an isolated voice, but it is in fact part of a more and more overwhelming chorus of American media representations and political rhetoric involving Russia. And it is highly problematic. If Russia “exemplifies oppression and tyranny,” in the past, present, and, one assumes, future then there is precious little room for peaceful coexistence. We are doomed to geopolitical, if not military confrontation.

This is where we, the members of AATSEEL, come in. I suspect that all readers of this column are, like me, not fans of Vladimir Putin. Yet there has to be a bit more nuance and complexity in American assessments of his politics and of Russian society. As scholars, we should be good at nuance and complexity, and we have many opportunities to present it—in in our classrooms, in our writings, and in our public appearances.

Of course, it’s hard to strike a balanced note in an age when people are taking things to extremes. But this has to be the starting point of a reasonable view of Russia. Both Putin and our own politicians are prone to use an external “foe” as a convenient tool to support a semblance of unity in their do-

mestic politics. However, Putin is far more dependent on this tool than we are. Every time a western newspaper publishes a saber-rattling screed like Greenway's (which is quickly translated and disseminated in front-page overviews of foreign press coverage in the Russian media), this feeds and reinforces the mirror-image Russian myth of hostile encirclement. In short, every sloppy piece like this plays into Putin's hands, while tying our own.

As a profession, we have to help our society, our media and our politicians to be wiser. This means reasoned critique in order to point out that Russia,

like America, is a complex society with many layers of dissent and difference. The United States has no choice but to work with Russia's leadership and many avenues for engagement with other institutions in Russian society as well. In order to do so, we need to know about Russia, its past and present, not simply to vilify it.

This, then, is my ray of sunlight in the season of Halloween gloom: we, as experts on this region, are needed now more than ever.

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Letter From The Editor

Dear AATSEEL Members,

The *AATSEEL Newsletter* staff would like to highlight a couple new additions that will continue to be regular features of the *Newsletter* going forward. First, the newsletter will now be available in two formats—the pdf/e-reader version that is downloadable, as well as a new web version that will exist as an extension of the AATSEEL website. This will increase readership by allowing easy linking to individual articles and provide additional value to advertisers who will receive advertising space in both formats. Second, we have created “Member Spotlight” column with the goal of highlighting AATSEEL members in various phases of their academic careers. This issue spotlights Diana Dukhanova, Graduate Student Representative on the AATSEEL Executive Council. If you are interested in being highlighted or want to suggest another member, please contact me directly via email (aatseelnewsletter@usc.edu). I would also like to extend a warm thank you to Carmen Finashina, longtime editor of the “Recent Publications” column, who has passed her responsibility along to Chas Cassidy.

William Gunn
MiraCosta College
AATSEEL Newsletter Editor





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

by Alina Israeli (American University)

Q. Russian is not a *pro-drop* language, but pronouns are routinely dropped in some contexts (in fact, not dropping them is a violation: Хочешь чаю? (vs. *Ты хочешь чаю? ИЛИ Ты не можешь дать мне свой учебник? Могу! VS *Я могу!) Can we provide at least some guidance as to when a pronoun must be dropped?

A. First, for non-linguists I would like to explain that the term “*pro-drop*” is short for “dropping the personal pronoun”. It refers to languages like Spanish or Italian, where all verbal forms of all tenses designate a person, and the use of the personal pronoun is not necessary in a neutral context.

We should distinguish instances in Russian where the pronoun is never used from the instances where the pronoun is typically not used.

The pronoun is never used in official (bureaucratic) letters, pronouncements, applications, orders, petitions, protests etc.:

Прошу дать смету сегодня же. Райхман. [Сергей Косиченко. Лживые зоны НКВД // «Криминальный отдел», 2012]

«...от своего имени и от имени моего покойного мужа **заявляю** о своем выходе из партии...» [Светлана Алексиевич. Время second-hand // «Дружба народов», 2013]

«Категорически **протестую** против террористического незаконного приговора и **требую** немедленного освобождения». [А. И. Солженицын. Архипелаг ГУЛаг (1958-1973)]

Приношу извинения за задержку с отправкой — возникли некоторые проблемы во взаимоотношениях с почтовым отделением. [коллективный. Форум: Книга жалоб и предложений (2004-2006)]

Требуем вернуть Новосибирск в часовой пояс UTC+7 (МСК+4)/ 6-ю часовую зону! (an on-line petition)

“**Требуем** назвать заказчиков убийства Немцова” (<http://www.svoboda.org/a/27879618.html>)

“Справедливая Россия”: **Заявляем** решительный протест по факту вмешательства в деятельность “Урал-Информ” (<http://uitv.ru/news/6318>)

Имею аттестат о полном среднем образовании и серебряную медаль. [Автобиография (2006)]

В настоящее время **являюсь** студентом I курса Института страхования. [Автобиография (2006)]

The first seven examples are so-called “performative”, that is the speaker is performing the action by saying that he or she apologizes, requests, or demands. We can find examples where there is a personal pronoun, but the tone would become more personal and not official, and the speaker would be more involved:

Я **приношу извинения** за то, что моя короткая история не содержит ни драматического поворота, ни интриги, ни сюрприза. [Игорь Ефимов. Суд да дело // «Звезда», 2001] Similarly, дело could mean ‘one’s job’ as in *знать своё дело*:

The same can be said about the genre of autobiography; adding the personal pronoun turns it into a genre of memoir, which tends to establish a rapport with the reader:

И очень тронуло меня выражение признательности осташей и властей их чудесного города, когда после концерта, которым я открывала фестиваль 1996 года, мне вручили грамоту о том, что теперь **я являюсь** почётным гражданином города Осташкова... [И. К. Архипова. Музыка жизни (1996)]

The second instance of *pro-drop* is positive echo answers, mentioned in the question:

—Ты слышишь меня? — **Слышу**, — ответила я. [Ольга Зуева. Скажи, что я тебе нужна... // «Даша», 2004]

— Помнишь, когда он улыбался... — **Помню!** [Екатерина Орлова. Такой же хороший, как ты // «Даша», 2004]

The presence of the pronoun would make it stressed and create an opposition between “I” and someone else.

The third case of *pro-drop* appears in the example above: Помнишь... It is typical although not obligatory for the perception verbs as well as memory verbs (видишь, слышишь, знаешь, понимаешь, помнишь). The personal pronoun ты is absent in about 75% of examples. There are, however, some

discourse nuances; the first *знаешь* is really about knowing, while the second one is a way to start a new topic:

— **Знаешь**, что мне в тебе нравится? [Ольга Зуева. Скажи, что я тебе нужна... // «Даша», 2004]

— **Ты знаешь**, мне Павлик показал такую интересную программу — там можно вставить свою фотографию и примерять к ней разные причёски, одежду, макияж... [Елена Павлова. Вместе мы эту пропасть одолеем! // «Даша», 2004]

The fourth typical case of pro-drop is not obligatory, but preferable and more common. This occurs in complex sentences where the same pronoun is the subject of both clauses, which are connected by a conjunction, particularly if the verb in the first clause is a psych verb:

Я просто **боюсь**, что \emptyset не **смогу** поладить с самим мальчиком. [Евгений Водолазкин. Лавр (2012)]

Когда я перевожу на подошвах пыль земель, **я ощущаю**, что \emptyset **передаю** уважительный привет от одного мифологического первородца другому, а потом возвращаю его обратно. [Петр Пospelов. Перевозчик // «Русская жизнь», 2012]

— И **ты** вдруг **замечаешь**, что \emptyset **лежишь** среди мертвецов и сам мертвец. [Виктор Пелевин. Синий фонарь (1991)]

The repetition of the second pronoun in such sentences is about 15%, judging by the Russian National Corpus, and most commonly there is some implied stress:

Ты забываешь, что это **ты слышишь** людей на Земле, а люди **тебя не слышат**. [Фазиль Искандер. Сон о Боге и дьяволе // «Знамя», 2002]

The presence of the repeated pronoun may mean disagreement or disapproval:

Да ты **соображаешь**, что **ты делаешь**-то, нет?! [Павел Мейлахс. Отступник // «Звезда», 2002]

Как только ты **знаешь**— немедленно бросай, делай что-то другое! Потому что если **ты знаешь**, то у тебя большое сомнение. Значит, **ты думаешь**, что ты умеешь! **Ты думаешь**, что ты постиг... [Александр Клейн. Алхимическая формула Творца // «Пятое измерение», 2003]

As for Ты хочешь чаю? I would not consider it incorrect. Russian National Corpus has 9 such examples:

— Ты хочешь чаю? — как ни в чем не бывало спросил Иван у Варвары. [Татьяна Устинова. Подруга особого назначения (2003)]

Considering the following statistics of examples in RNC, we may speak of preferences:

Ты хочешь чаю? — 9 Вы хотите чаю? — 6

Ты чаю хочешь? — 3 Вы чаю хотите? — 2

Хочешь чаю? — 54 Хотите чаю? — 72

Чаю хочешь? — 35 Чаю хотите? — 38

However, there may be pragmatic reasons for the use of the personal pronoun, such as a greater distance between the speakers or how unmotivated the question is (that is, it is not being asked during a meal), as in the following example:

— Можно даже сказать, что пригласил сам Анатолий Анатольевич, потому что без того, что произошло, я бы не заявился к вам, это уж точно.

Нонна встала и тихо спросила: — **Вы чаю хотите?**

— Куда ж деваться, — ответил Стас. — Я вижу, вы поняли, что я долго не собираюсь уходить.

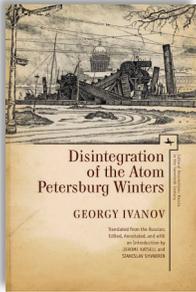
— Не поняла, но заподозрила, — ответила Нонна. [Н. Леонов, А. Макеев. Эхо дефолта (2000-2004)]

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I am running out of questions! Please send more to:
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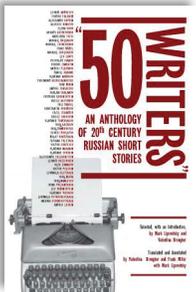


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GEORGY IVANOV

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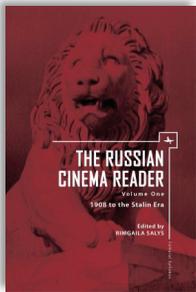
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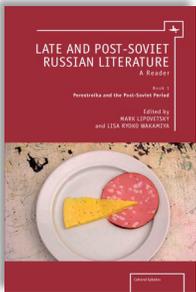


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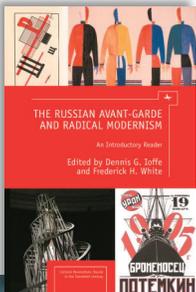


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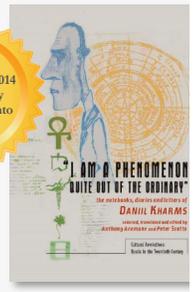
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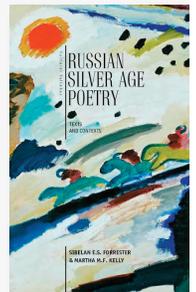
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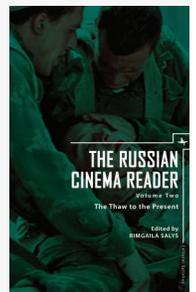


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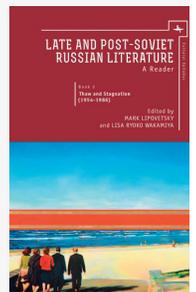


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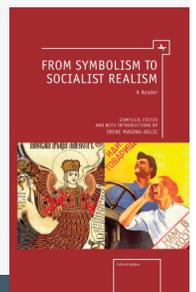


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Technology & Language Learning

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

Phraseum: An Online Tool to Learn Formulaic Expressions

Formulaic expressions and collocations are ubiquitous in languages and play an important role in mastering and using L2 vocabulary as they are considered building blocks for language use, not only for child learners but also adult speakers (Arnon & Christiansen, 2014). In the Lexical Approach, multi-word items received much attention and were used as suitable input to raise learners' awareness; however, little attention, if not at all, was paid to learner production. Research shows that most language learners fall behind regarding learning and using these expressions as they are not effectively addressed in teaching and learning contexts where learners' exposure to this kind of input is very limited (Moon, 1997; Schmitt & Carter, 2004), though there are publications aimed at analyzing, teaching and learning formulaic expressions, and how this practice might affect learners' development of L2 vocabulary (Schmitt, 2010; Martinez, 2013; Wood, 2015; Demir & Yildiz, 2016).

Readers of previous issues of the AATSEEL Newsletter will remember that I introduced two flashcard makers to learn lexical items in a foreign language: *Cram* and *Anki* (Kılıçkaya, 2015; Kılıçkaya, 2014). After receiving several emails asking whether there are any other online tools that can be used to teach and learn vocabulary, I have decided in the current column to introduce another simple yet powerful tool: *Phraseum*.

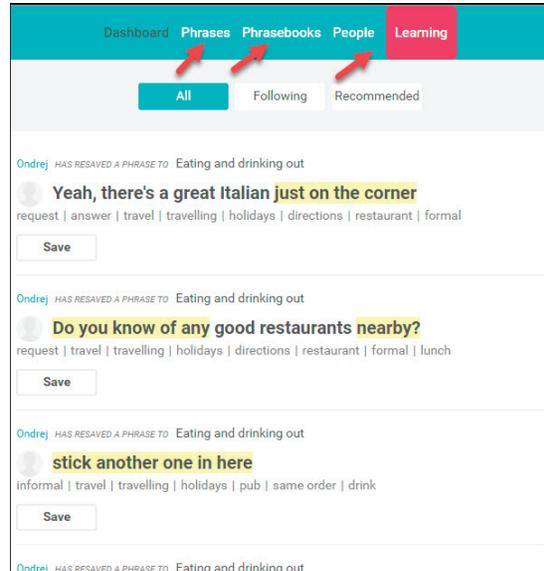
Phraseum

Phraseum, available at <https://www.phraseum.com>, allows collecting and memorizing language phrases and collocations and storing them as theme-based phrasebooks for later use. The main advantage of using this website is that phrases, words, and sentences can be collected from any text available on the web.

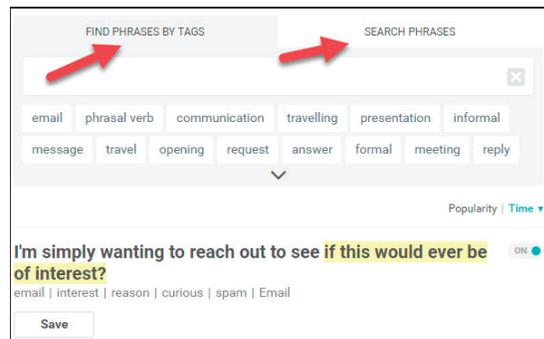


In order to use the website, a username and a password must be created, which can be done easily using the main links on the main page – with the options of signing in with *Twitter*, *Facebook*, or signing up with an email account. Once you have signed in, a dashboard screen will welcome you, with two basic ways of benefiting from *Phraseum*: memorizing published phrases within phrasebooks and collecting and adding phrases.

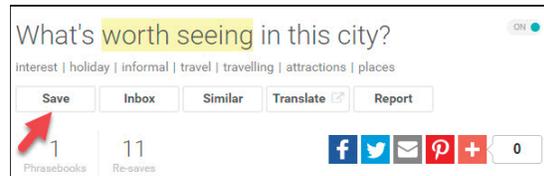
You can find the main menu on the top of the page, with links to 'Phrases', 'Phrasebooks', 'People' and 'Learning'.



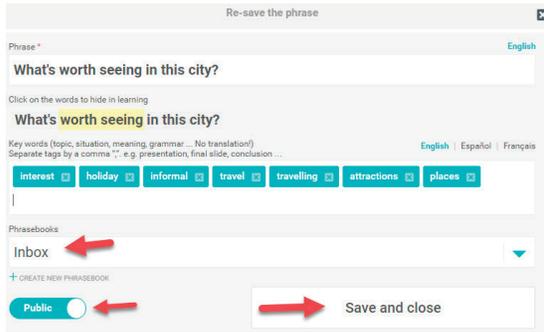
The link *Phrases* leads to phrases in English which you can search by tags (a label attached to phrases for the purpose of identification such as travelling and directions) and the phrase itself.



I have searched phrases using the tag 'travelling' and found a variety of phrases and sentences. Of these, I have selected the sentence 'What's worth seeing in this city?'.



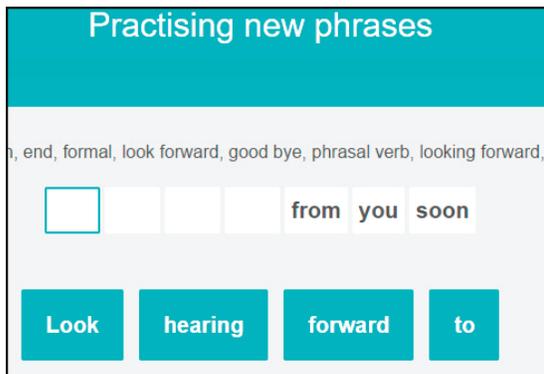
If you like the phrase/sentence or wish to learn it, you can 'Save' it or send it directly to your 'Inbox', where all the phrases saved are kept. If you click on 'Similar', the website will show you similar phrases and sentences, while 'Translate' will redirect you to *Google Translate* to provide the translation in any language you like.



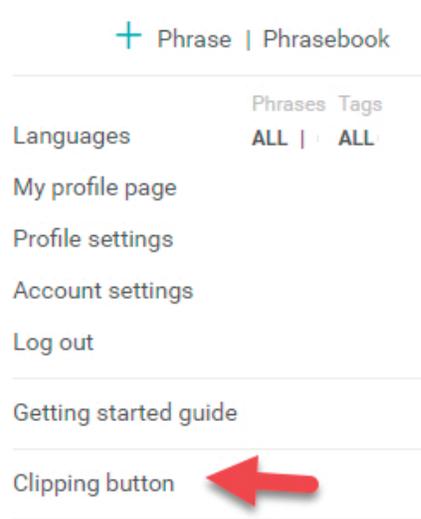
Adding your own phrases/sentences is also easy. You will see the links under your username on the top right side of the page: '+Phrase | Phrasebook'. Just click on 'Phrase' and write your phrase and the key words (tags). Another feature of *Phraseum* is creating and sharing 'Phrasebooks', which are collections of phrases and sentences in a theme-based book such as travelling, holidays, ordering, and requests. The phrasebooks created by other users can be accessed using link at the top of the page or it is possible to create your own phrasebooks by using the link 'My Phrasebooks' on the left side of the page. While creating a phrasebook, you must give a title and describe it briefly. You can add your own phrases or the phrases created by other into your phrasebook(s) to learn these phrases.

In order to learn the phrases in your phrasebooks or in other users' phrasebooks, you need to click on 'Learning' link at the top of the page. This link will lead you to the phrases in your Inbox, which keeps your phrases until they are added to a phrasebook, and the phrasebooks created.

You can start learning the phrases by clicking on 'Start lesson'. In the learning page, phrases will be shown in the correct order and you will be asked to 'try to memorise the highlighted part of sentence. In the next step, you will put the words into the suitable places.



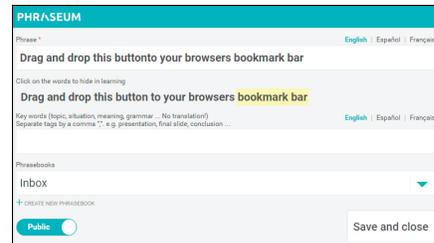
The last feature that I will introduce is another great feature of *Phraseum*, which I believe will greatly benefit language teachers and learners while reading online texts: *Clipping button*, which enables collecting expressions on any text available on the web. This button is available in the menu under your username on the top right side of the page.



Alternatively, you can access it at <https://www.phraseum.com/page/clipping-button>. In order to use the button, just drag and drop this button to the bookmark bar of your browser.



While reading an online text, you can highlight some text and then click on the *Clipping button* on your browser, which will open a window to save the text into your phrasebook and add tags to learn and/or use later. Please note that it is not possible to clip text from documents such as PDFs.



Evaluation

Taking a lexical approach to learning formulaic expressions and collocations, *Phraseum* has promising results in improving language learners' knowledge and use of lexical items. Sharing phrasebooks and clipping expressions on online texts is also one of the greatest features of this website, which I think many language teachers and learners will find useful. Using *Phraseum*, language teachers can do several activities with their students, some of which are listed below:

- Teachers can find online texts with similar topics to the ones used in the coursebooks and collect important phrases from these texts. These phrases then can be shared through phrasebooks with the students so that they can study the phrases through the 'Learn' feature of the website.
- Learners can be asked to find phrases in lyrics, and through collaborative work, they can create a phrasebook on interesting phrases.

- As learners get experience using the website, they can also be asked to create their own phrasebooks on topics they are interested in or the classroom readings and encouraged to share these phrasebooks with their classmates to get feedback and any revisions required.

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Contributions, questions, and suggestions regarding this column should electronically be sent 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 September 2016 and is subject to change. Please contact programs directly for details and updates. Program directors; send updates for future Newsletters to cli@asu.edu.



Arizona State University

Institution:	Arizona State University
Language(s):	Albanian, Armenian, BCS, Hebrew, Indonesian, Persian, Polish, Russian, Turkish, Uzbek
Location(s):	Arizona, Albania, Armenia, Bosnia, Indonesia, Kyrgyzstan, Russia, Uzbekistan
Eligibility:	Undergraduates, graduate students, non-students, working professionals, high-school students are eligible. (1) Non-ASU students are eligible. Non-US citizens are eligible.
Dates:	Vary (See website)
Credits:	8 -- 13 (2)
Tuition/Fees:	Flat fee: \$900 (3)
Housing:	Available for additional fee
Meals:	Available for additional fee
Prof. Testing:	Included (4)
Avg class size:	12 for Russian in Arizona; 2-5 for all other languages
Size of Program:	200 students
Funding:	Title VIII Graduate Fellowships, Melikian Undergraduate Scholarships, ROTC Project GO Scholarships, other awards for individual languages.
Website:	http://cli.asu.edu
App. Deadline:	2017 January 27
Application Site:	http://cli.asu.edu/
Admission Is:	Competitive until Jan. 27, then first-come first-served
Contact:	cli@asu.edu
Special Features:	<ul style="list-style-type: none">• Flat Fee: \$900 flat fee for 8 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 website for details.

- Mentoring program: Career & grant-writing workshops and mentoring programs open to all participants in Arizona.

Footnotes:

- (1) Participants under 18 require guardian permission to reside in dorms or participate in study abroad programs.
- (2) Number of credits depends on the number of courses and study-abroad programs a student attends. See website for details.
- (3) Flat fee covers academic fees and co-curricular activities only. Room, board, study-abroad fees are not included.
- (4) CLI provides each student an in-house proficiency estimate. Formal, externally administered assessments are available for an additional fee.



Beloit

Institution:	Beloit College Center for Language Studies
Language(s):	Chinese, English as a Second Language, Japanese, Russian
Location(s):	Beloit, WI
Eligibility:	Undergraduates, graduate students, non-students, working professionals, high-school students are eligible. (1) Non-Beloit students are eligible. Non-US citizens are eligible.
Dates:	June 19 - August 4
Credits:	8 semester hours
Tuition/Fees:	See website
Housing:	Available for an additional fee
Meals:	Available for an additional fee
Prof. Testing:	Included (2)
Avg class size:	6 students
Size of Program:	60 students
Funding:	Scholarships available
Website:	www.beloit.edu/cls

App. Deadline: Rolling
Application Site: <https://summer.beloit.edu/>
Admission Is: Rolling
Contact: cls@beloit.edu or 608-363-2373

Footnotes:

(1) Participants should be age 16 or older. Students who are 15 are considered on a case by case basis. Participants under 18 may require guardian permission to live on-campus.



Bryn Mawr

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



Columbia University Russian Practicum

Institution: Columbia University
Language(s): Russian
Location(s): New York, NY
Eligibility: undergraduates, graduate students, non-students, professionals, and high-school students; Columbia and non-Columbia students
Dates: see website
Credits: 4-8
Tuition/Fees: Flat tuition, \$4,400 per course
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://sps.columbia.edu/summer/courses/russian-practicum>
App. Deadline: Late May, 2016
Application Site: <http://sps.columbia.edu/summer>
Admission Is: First come, first served
Contact: Dr. Alla Smyslova, as2157@columbia.edu



Georgia Institute of Technology

Institution: Georgia Institute of Technology (Georgia Tech)
Language(s): Russian
Location(s): Riga, Latvia and Moscow, Russia
Eligibility: Undergraduates, graduate students, non-students, professionals, Non-Georgia Tech students are eligible, non-US citizens are eligible
Dates: 9 weeks, exact dates T.B.A., see website
Credits: 9 credits
Tuition/Fees: T.B.A., see website
Housing: Homestays with Russian families
Meals: Breakfast and dinner in homestay
Prof Testing: unofficial ACTFL testing, official arranged for those who require it for a scholarship
Avg class size: 6
Size of Program: 16-20
Funding: see website
Website: <http://www.modlangs.gatech.edu/lbat/russia>
App. Deadline: See website
Application Site: <http://www.oie.gatech.edu/sa/application>
Admission Is: competitive
Contact: Stuart Goldberg, sgoldberg@gatech.edu
Special Features:

- Homestays with Russian families
- Partial language pledge (only Russian with families, instructors, director, students and staff of host university)
- Site visits to businesses



Harvard University

Institution:	Harvard Summer School
Language(s):	Russian and Ukrainian
Location(s):	Cambridge, Massachusetts
Eligibility:	Please see website
Dates:	Please see website
Credits:	Please see website
Tuition/Fees:	Please see website
Housing:	Please see website
Meals:	Please see website
Prof Testing:	Please see website
Avg class size:	30
Size of Program:	TBA
Funding:	Financial aid available for some programs. Please see website.
Website:	http://slavic.fas.harvard.edu/summerslavic
App. Deadline:	Please see website
Application Site:	n/a
Admission Is:	n/a
Contact:	summer@dcemail.harvard.edu



Indiana University

Institution:	Indiana University
Language(s):	Arabic, Azerbaijani, Bosnian/Croatian/Serbian, Chinese, Estonian, Haitian Creole, Kurdish, Latvian, Lithuanian, Mongolian, Persian, Russian, Turkish, Ukrainian (1)
Location(s):	Indiana University (Bloomington, IN)
Eligibility:	Undergraduates, graduate students, non-students, professionals, high-school students are eligible (2)
Dates:	June 5 - July 28, 2017 (3)
Credits:	4-10 credits (4)
Tuition/Fees:	Vary (see website)
Housing:	Available for additional fee
Meals:	Available for additional fee
Prof Testing:	Included for most funding recipients
Avg class size:	8-10 students
Size of Program:	200 students
Funding:	Title VIII, ROTC Project GO Scholarships, FLAS

Website:	http://indiana.edu/~swseel/
App. Deadline:	May 1, 2017
Application Site:	http://indiana.edu/~swseel/
Admission Is:	Competitive
Contact:	swseel@indiana.edu
Special Features:	1. Cultural Programming: Regularly offered lectures, films, cooking and art demonstrations. 2. Career Series: Information sessions with recruiters from major federal agencies.

Footnotes:

- (1) Language offerings subject to change. Full list of 2017 language offerings to be released by November 1.
- (2) High school students must be at least 17 years of age and of rising or graduating senior status.
- (3) Dates subject to change. Some 9-weeks courses begin May 30, 2017.
- (4) Numbers of credits depends on language and length of course. See website for details.



Johns Hopkins University

Institution:	Johns Hopkins University School of Advanced International Studies (SAIS)
Language(s):	Arabic, Chinese, Russian
Location(s):	Washington, D.C.
Eligibility:	Graduate students, undergraduate students, professionals
Dates:	Early June to late July
Credits:	See website
Tuition/Fees:	See website
Housing:	See website
Meals:	See website
Prof Testing:	See website
Avg class size:	3-12
Size of Program:	Varies
Funding:	None
Website:	https://www.sais-jhu.edu/content/summer-programs#overview ; https://www.sais-jhu.edu/content/part-time-and-non-degree-programs#overview
App. Deadline:	For summer 2016: TBD (est. late May 2016); f or fall 2015: August 25th
Application Site:	https://www.sais-jhu.edu/content/summer-programs-how-apply
Admission Is:	Rolling
Contact:	sais.summer@jhu.edu or sais.nondegree@jhu.edu ; 202-663-5671
Special Features:	• The Language Institute at SAIS is unique for emphasizing political, economic and international topics. In addition to receiving formal classroom instruction, students have access to SAIS's Multimedia Language Center to explore the languages through

- interactive technology and software programs.
- SAIS is located in the heart of Washington, D.C. in Dupont Circle and along Embassy Row. SAIS is close to the White House, U.S. Capitol and World Bank, and neighbors include think tanks, embassies, and corporate and federal offices. SAIS's main campus in Washington gives students access to and unparalleled networking opportunities with the world's most influential individuals and institutions.

Middlebury

Middlebury College

Institution:	The Middlebury Institute of International Studies' Summer Intensive Language Program
Language(s):	Arabic, Chinese, French, Russian, Spanish
Location(s):	Monterey, CA
Eligibility:	All undergraduates, graduate students, non-students, working professionals, and (1) high-school students over 18 years of age are eligible. Non-Middlebury Institute students are eligible. (2) Non-US citizens are eligible.
Dates:	June 15 – August 9, 2017
Credits:	8 undergraduate credits; 4 graduate.
Tuition/Fees:	\$4,175, plus \$50 application fee.
Housing:	Independent. Resources provided.
Meals:	Not provided
Prof Testing:	Included, pre-admission and during orientation
Avge class size:	10-12 students
Size of Program:	120 students
Funding:	Outside scholarships welcome: FLAS, AmeriCorp Segal, Lynn Sandstedt Scholarship, Title VIII Combined Research and Language Training Program. Some internal scholarships may also be available.
Website:	http://go.miis.edu/silp
App. Deadline:	April 15, 2017
Application Site:	http://go.miis.edu/silpapply
Admission Is:	Open on December 1, 2016 until April 15, 2017. Looking for qualified and motivated applicants.
Contact:	Rachel Murad languages@miis.edu
Special Features:	<ul style="list-style-type: none"> • Intensive: Four and half hours of instruction, plus 3-5 hours of homework each night • Emphasis on real-world language learning and usage. Themes included the Russian athlete doping scandal, Latin American health care systems, and cyber security in China • Free daily tutoring and language career advising

Footnotes:
 (1) Must be over 18 years of age or between 16-17 with a local parental guardian
 (2) F-1 and J-1 visa support is provided

Middlebury

Middlebury College

Institution:	Kathryn Wasserman Davis School of Russian at Middlebury College
Language(s):	Russian
Location(s):	Middlebury, VT
Eligibility:	All levels; open to undergraduates, graduate students, recent graduates, professionals, etc.
Dates:	8-week Session, 6-week Graduate Session, 1-week Refresher Course
Credits:	Up to 12 semester hours (8-week Session)
Tuition/Fees:	Varies by program (see website)
Housing:	Included
Meals:	Included
Prof Testing:	Unofficial, for placement and assessment of progress
Avge class size:	7
Size of Program:	185
Funding:	Need-based financial aid and merit-based scholarships
Website:	http://www.middlebury.edu/ls/russian
App. Deadline:	Priority deadline Nov. 15, merit scholarship deadline Dec. 15
Application Site:	http://www.middlebury.edu/ls/apply
Admission Is:	Competitive for financial aid (apply as early as possible)
Contact:	schoolofrussian@middlebury.edu
Special Features:	<ul style="list-style-type: none"> • 24/7 immersion featuring the Language Pledge® • 8 levels of study, introductory through graduate • Cocurricular activities: coursework is complemented by rich and diverse cultural program • Graduate courses can lead to MA or DML degree in Russian • 1-week Refresher Course to reactivate language skills • STARTALK Institute for Teachers of Russian in 2013, 2014, and 2016



Monterey Institute of International Studies

Institution:	Monterey Institute of International Studies
Language(s):	Arabic, Chinese, French, Russian, and Spanish.
Location(s):	Monterey, CA
Eligibility:	At least 18 years old
Dates:	June 15 – August 9
Credits:	8

Tuition/Fees: \$4,225

Housing: See website

Meals: See website

Prof Testing: Placement testing

Avge class size: 8–10

Size of Program: 130

Funding: See website

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

App. Deadline: Mid-April 2017

Application Site: <http://www.miis.edu/academics/language/programs/summer/apply>

Admission Is: first-come, first-served

Contact: Alisyn Gruener, Enrollment Marketing Manager /
460 Pierce Street, Monterey, CA 93940 /
Telephone: 831.647.4115 / Fax: 831.647.3534 /
Email: languages@miis.edu



Nazarbayev University

Institution: Nazarbayev University (Astana, Kazakhstan)

Language(s): Russian (Elementary, Intermediate, Advanced/Superior), Kazakh (Elementary)

Location(s): Astana, Kazakhstan

Eligibility: Undergraduates, graduate students, non-students, working professionals

Dates: May 26 – July 23, 2017 (1)

Credits: Intensive Russian: 16 ECTS (8 Carnegie Credits), Elementary Kazakh: optional, not credit-bearing, an elective course in Eurasian Studies (taught in English): 6 ECTS (3 Carnegie Credits) (2)

Tuition/Fees: \$6500 (Intensive Russian only) or \$7500 (Intensive Russian plus an elective in Eurasian Studies)

Housing: Included in the program cost, shared student dorm rooms (individual rooms are available for an additional fee)

Meals: Two meals per day are included in the program cost

Prof Testing: Entrance and Exit Proficiency testing is included

Avge class size: 15

Size of Program: 50 students

Funding: External sources of funding and scholarships are accepted

Website: <http://shss.nu.edu.kz/shss/academics/ssres>

App. Deadline: March 1, 2017

Application Site: <http://shss.nu.edu.kz/shss/academics/ssres/>
ApplyingtoSSRES

Admission Is: Apply directly through the program website, first-come first-served. American students may choose to apply through University of Arizona. For more information, contact Ludmila Klimanova, klimanova@email.arizona.edu

Contact: Victoria Thorstensson, Program Director,
victoria.thorstensson@nu.edu.kz

Special Features:

- Extracurricular components include a “Eurasian Studies Lecture Series,” a film series, meetings with individual tutors, and daily cultural activities.
- The program fee includes: an optional not credit-bearing course in Elementary Kazakh language and culture, a tutoring program, housing (shared rooms in student rooms; individual rooms are available for an extra fee), airport pick up / drop off, weekly excursions and cultural program, textbooks (to be returned to the library after the program), a gym pass, a meal plan (two meals per day in student cafeteria), visa support (invitation letter issued by the Ministry of Foreign Affairs to apply for L1 student visa).
- Health insurance is available if students apply through Arizona University or can be purchased separately. Estimated additional expenses: \$1600 airfare, \$200 student visa, health insurance (costs vary).

Footnotes:

(1) Program dates include orientation, proficiency entrance and exit testing. The academic program length is 8 weeks. Intensive Russian classes will provide 120 hours of classroom instruction (3 hours a day, 5 days a week).

(2) For the list of available electives, check the program website.



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: See website

Credits: 12 Units

Tuition/Fees: See website

Housing: Not included (1)

Meals: Not included

Prof Testing: Not included

Avge 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: slavic@humnet.ucla.edu

Footnotes:

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



University of Chicago

Institution: University of Chicago

Language(s): see website

Location(s): Chicago

Eligibility: see website

Dates: see website

Credits: see website

Tuition/Fees: see website

Housing: see website

Meals: see website

Prof Testing: see website

Avrge class size: see website

Size of Program: see website

Funding: TBD

Website: <http://summerlanguages.uchicago.edu>

App. Deadline: see website

Application Site: <http://summerlanguages.uchicago.edu>

Admission Is: see website

Contact: summerlanguages@uchicago.edu



University of Michigan

Institution: University of Michigan

Language(s): Russian

Location(s): Ann Arbor, MI campus

Eligibility: Undergraduates, graduate students, non-students, working professionals, high-school students are eligible. Non-U-M students are eligible (1)

Dates: Vary (see website)

Credits: 8 credits per course

Tuition/Fees: Vary (2)

Housing: Not available

Meals: Not available

Prof Testing: Not included

Avrge class size: 6-10

Size of Program: N/A

Funding: FLAS fellowships are available (3)

Website: www.lsa.umich.edu/sli

App. Deadline: Rolling until first day of class

Application Site: www.lsa.umich.edu/sli

Admission Is: Rolling (preference given to applications received by March 31)

Contact: Annie Varner, varnera@umich.edu, 734-763-4496

Footnotes:

(1) Application procedures vary for U-M students and external participants; see website for details.

(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 in late January (<http://ii.umich.edu/ii/flas>).



University of Pittsburgh

Institution: University of Pittsburgh Summer Language Institute

Language(s): Arabic, Bosnian /Croatian/ Serbian, Bulgarian, Czech, Hungarian, Persian (Farsi), Polish, Russian, Slovak, Turkish, and Ukrainian

Location(s): See website

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)

Credits: 6-10 (2)

Tuition/Fees: See website

Housing: See website

Meals: See website

Prof Testing: See website

Avrge class size: 12 (Russian); 7 (all other languages)

Size of Program: 130

Funding: See website

Website: www.sli.pitt.edu

App. Deadline: See website

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

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.



University of Virginia

Institution:	University of Virginia Summer Language Institute
Language(s):	Arabic, Chinese, French, German, Latin, Russian, Spanish, and Tibetan
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:	See website
Credits:	See website
Tuition/Fees:	See website
Housing:	See website
Meals:	See website
Prof Testing:	See website
Avrge class size:	10-15
Size of Program:	150 students
Funding:	See website
Website:	sli.virginia.edu
App. Deadline:	See website
Application Site:	sli.virginia.edu/apply
Admission Is:	First-come first-served
Contact:	uvasli@virginia.edu



University of Wisconsin – Madison

Institution:	University of Wisconsin-Madison
Language(s):	Russian (first and second year, third year pending funding)
Location(s):	Madison, WI
Eligibility:	Undergraduate, Graduate, Working Professionals
Dates:	Mid-June to Mid-August, 2017
Credits:	8
Tuition/Fees:	UW tuition/fees, \$2,604 (in-state) to \$7,416 (out-of-state)
Housing:	Not included
Meals:	Not included

Prof Testing:	Not included
Avrge class size:	8
Size of Program:	30
Funding:	Project GO (ROTC only)
Website:	www.gns.wisc.edu
App. Deadline:	Mid-May
Application Site:	For those who are not current UW-Madison students, apply as a University Special Student at least one month before classes begin: www.continuingstudies.wisc.edu/advising/apply.htm
Admission Is:	First-come, first-served
Contact:	Dr. Anna Tumarkin, Department of German, Nordic, and Slavic, atumarki@wisc.edu (608) 262-3498



Yale University

Institution:	Yale at the Hermitage
Language(s):	Russian Language (Second Year, Third Year, or Advanced) and Culture
Location(s):	Yale University in New Haven (2 weeks and 4 days) and the Hermitage in St. Petersburg, Russia (5 weeks and 1 day)
Eligibility:	Prerequisites: two semesters of Russian or higher –
Dates:	May 29 – June 24, 2017
Credits:	Second Year and Culture (4 Yale course credits); Third Year and Culture (4 Yale course credits); Advanced Language and Culture (2 Yale course credits)
Tuition/Fees:	\$7,800 (in 2016)
Housing:	Selected host families in the center of the city
Meals:	Breakfast and dinner with the host family
Profic Testing:	N/A
Avrge class size:	6-12
Size of Program:	Up to 22 total
Funding:	
Website:	
App. Deadline:	February 15, 2017
Application Site:	http://studyabroad.yale.edu/programs
Admission Is:	Competitive until February 15, 2017
Contact:	Carney, Megan megan.carney@yale.edu
Special Features:	<ul style="list-style-type: none">• All classes are held in the Hermitage Museum.• All students have special passes to any part of the Hermitage at any time via “staff only” entrance.• Trips to all major museums and exhibitions,

historical monuments, Imperial palaces and parks, two extensive bus tours of the city, several banquets at Russian and Georgian restaurants, a trip to the famous Mariinsky Theater for an opera or a ballet, a boat trip on the rivers and canals of the city, a hydrofoil trip to the Grand Peterhof, as well as a three-day trip to Moscow on a luxury night train with sleeping accommodations, and a two-day bus trip to Novgorod.



YIVO Institute for Jewish Research/ Bard College

Institution:	YIVO Institute For Jewish Research/ Bard College
Language(s):	Yiddish
Location(s):	New York, NY
Eligibility:	Undergraduates, graduate students, non-students, professionals, post-professionals, high school students are eligible
Dates:	Late June through early August – see website for exact dates.
Credits:	See website
Tuition/Fees:	See website
Housing:	Not included
Meals:	Not included
Prof Testing:	See website
Avrge class size:	8-10
Size of Program:	40
Funding:	See website
Website:	https://summerprogram.yivo.org/
App. Deadline:	See website
Application Site:	https://summerprogram.yivo.org/Apply
Admission Is:	Competitive
Contact:	Leah Falk, Programs Coordinator lfalk@yivo.cjh.org 212-294-8301

Member News

Editor: Colleen Lucey (University of Arizona)

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:

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

Katherine Bowers (British Columbia) and **Kate Holland** (Toronto) have been awarded a Social Sciences and Humanities Research Council (SSHRC) of Canada Connection Grant for the international conference and outreach program "Crime and Punishment at 150." The conference will take place at UBC October 20-22, 2016. More information can be found here: <http://blogs.ubc.ca/cp150>.

Congratulations to **Karen Chilstrom** who successfully defended her dissertation, "A Nation in Transition: Language Policy and Its Impact on Russian-Language Education in Ukraine," at the University of Texas at Austin.

Nancy Condee (Slavic and Film Studies) has completed her stint as director of the Global Studies Center (Title VI) at the University of Pittsburgh. As of January 1st, 2017, she will be director of the Center for Russian and East European Studies (Title VI) at Pitt. Dawn Seckler (Slavic, Film Studies) has been appointed Associate Director of REES, also beginning January 1st, 2017.

Patrick Goodridge has been busy working on the promotion of Russian language materials for students both in America and abroad. In addition to serving as president of University of Pennsylvania's chapter of Phi Sigma Iota, the International Foreign Language Honor Society, Mr. Goodridge also works for 3ears, a new Russian language-learning site that uses video and interactive transcripts. AATSEEL members also acknowledge Mr. Goodridge for his collaboration with Rich Robin on the Russian Slow News Project. Many thanks for your hard work, Patrick!

Congratulations to **Mark von Hagen** who was recently appointed as interim Director of the Arizona State University (ASU) Melikian Center for Russian, Eurasian & East European Studies. The ASU Melikian Center is a comprehensive research and training center with both instructional and

research missions, including the Critical Languages Institute (CLI). Since arriving at ASU in 2007, von Hagen has been teaching the history of Eastern Europe and Russia, with a focus on Ukrainian-Russian relations, and he has also served as the chair of the History Department, then as founding chair of the School of Historical, Philosophical, and Religious Studies. Before coming to ASU, von Hagen taught for 24 years at Columbia University, where he also chaired the history department and directed the Harriman Institute.

We are happy to announce that **Emily Schuckman Matthews** received tenure and was promoted to Associate Professor of European Studies at San Diego State University.

Recent Publications

Chas Cassidy, Editor (Northwestern University)

Architecture

Meuser, P. *Seismic Modernism: Architecture and Housing in Soviet Tashkent*. Berlin, DE: DOM Publishers, 2016.

Art

Abykayeva-Tiesenhausen, Aliya. *Central Asia in Art: From Soviet Orientalism to the New Republics*. London, UK: I.B.Tauris, 2016.

Terranova, Charissa N. *Art as Organism. Biology and the Evolution of the Digital Image*. London, UK: I.B. Tauris, 2016

Culture

Hashamova, Y., & Holmgren, B. *Transgressive Women in Modern Russian and East European Cultures: From the Bad to the Blasphemous*. New York: Routledge, 2016.

Lehtisaari, K., & Mustajoki, A. *Philosophical and Cultural Interpretations of Russian Modernisation*. New York: Routledge, 2016.

Film

Medvedkin, A. *The Alexander Medvedkin Reader*. Chicago: University of Chicago Press, 2016.

History

Buttar, Prit. *Russia's Last Gasp: The Eastern Front 1916-17*. Oxford, UK: Osprey, 2016.

Dabrowski, Patrice M. *Poland: The First Thousand Years*. DeKalb: Northern Illinois UP, 2016.

Evans, Christine Elaine. *Between Truth and Time: A History of Soviet Central Television*. New Haven: Yale UP, 2016

Gessen, Masha. *Where the Jews Aren't: The Sad and Absurd Story of Birobidzhan, Russia's Jewish Autonomous Region*. New York: Nextbook/Schocken, 2016.

Goscilo, H., & Strukov, V., eds. *Russian Aviation, Space Flight and Visual Culture*. New York: Routledge, 2016.

Montefiore, Simon Sebag. *The Romanovs 1613-1918*. New York: Random House, 2016.

Linguistics

Eddy, A., & Proshina, Z., eds. *Russian English: History, Functions, and Features*. Cambridge, UK: Cambridge UP, 2016.

Literature

Ibler, R. *The Holocaust in Central European Literatures and Cultures: Problems of Poetization and Aestheticization*. Hannover, DE: Ibiderm, 2016.

Tabachnikova, O. *Russian Irrationalism from Pushkin to Brodsky: Seven Essays in Literature and Thought*. New York: Bloomsbury Academic Press, 2016.

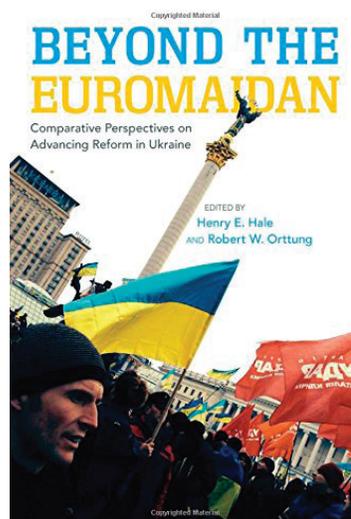
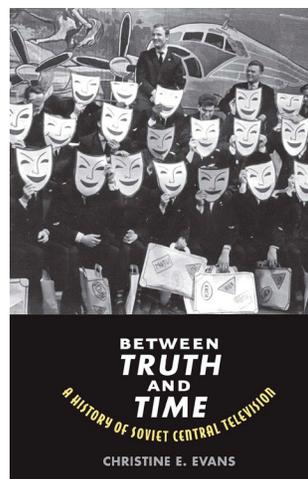
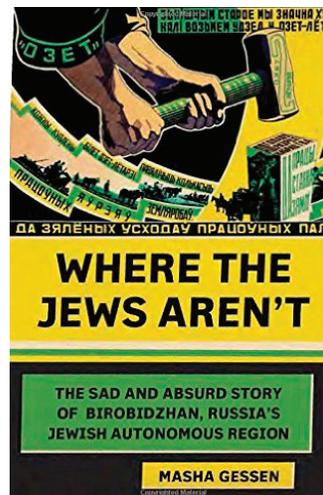
Music

Griffiths, G. *Stravinsky's Piano: Genesis of a Musical Language*. Cambridge, UK: Cambridge UP, 2016.

Political Science

Hale, Henry E., & Robert W. Orttung, eds. *Beyond the Euromaidan: Comparative Perspectives on Advancing Reform in Ukraine*. Stanford: Stanford UP, 2016.

Please forward information regarding recent publications directly to Chas Cassidy: chascassidy2023@u.northwestern.edu



Graduate Student Spotlight



Diana Dukhanova

Diana Dukhanova is the 2016-2017 chair of the AATSEEL Graduate Student Council and Graduate representative to the Executive Committee. Diana was born in St. Petersburg, Russia and immigrated to the United States just weeks before

the fall of the USSR. She is a doctoral candidate in the Department of Slavic Studies at Brown University, where she is completing a dissertation on the discourse of matrimonial sexuality in Russian Orthodoxy. She also holds an MA in Religious Studies from Brown via the Mellon Foundation-funded Open Graduate Education Program, as well as an MA in Comparative Literature from Dartmouth College and a BA in Liberal Arts from Hampshire College. She is the 2016-2017 Graduate Fellow at the Brown University Career Lab and a Visiting Instructor in Russian at the College of the Holy Cross. She was the recipient of a 2014 Title VIII Research Scholar grant to conduct archival research at the National Library of Russia, where she studied 19th century Russian Orthodox journals. Diana is also an alumna of the Medieval Slavic Summer Institute at the Hilandar Library at Ohio State University - an invaluable experience and a highlight of her graduate education. Diana's work has appeared in Brown Slavic Contributions,

The Journal of Icon Studies, Religion Dispatches, and the NYU "All the Russias" blog. She has presented at many national and international conferences in Slavic, Religious and Medieval Studies as well as Russian language pedagogy. Diana has a passion for making the findings of academic research accessible to a popular audience, and blogs about the contemporary Russian Orthodox Church at russiareligionwatch.squarespace.com (@russiareligionwatch on Twitter). She also currently administers the official AATSEEL Twitter account. After the completion of her Ph.D., Diana hopes to continue teaching Russian language, literature and culture and to contribute to the academic and popular understanding of Russian religious history and thought.

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Daugavpils is the perfect location for study abroad programs in the Russian language and East European studies:

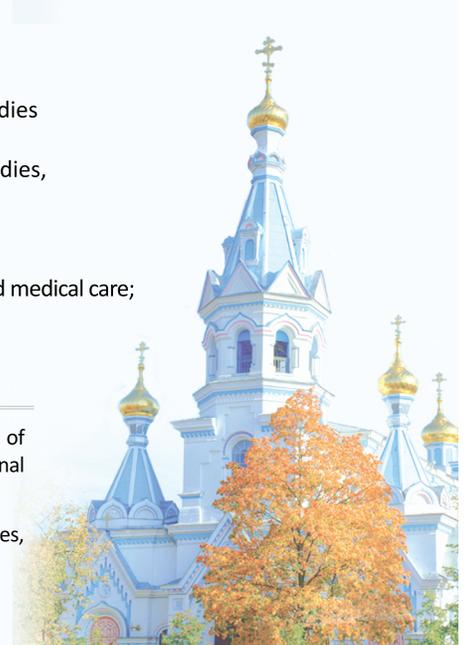
- semester-abroad academic programs in Russian language, literature, and East European studies with credit transfer from Daugavpils University;
- optional courses in literature, culture, history, military history, Baltic, Jewish, post-Soviet studies, and many other subjects;
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- convenient for study trips to Russia, Belarus, Poland, and all Baltic States;
- internships in academia, research, municipal government, sports, law enforcement;
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The Department of Russian and Slavic Linguistics has a long tradition of research and instruction in Russian language and literature to international students, teachers, philologists and linguists. Find more at www.du.lv/en

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

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- Blake A (Georgetown University)

"You get to experience [Russia] with [Russians] your age and their friends."

- Dana H (Sewanee University of the South)



Applications for summer 2017 are open
5% off early-bird discount (apply by end-Nov)

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AATSEEL Newsletter Information

The AATSEEL Newsletter is published in October, December, February, and April. Advertising and copy are due four weeks prior to issue date. Advertisements must be submitted through our online ordering system on the AATSEEL website: <https://www.aatseel.org/ad-upload>

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AATSEEL NEWSLETTER EDITORIAL STAFF

EDITOR

William Gunn
aatseelnewsletter@usc.edu

CONTRIBUTING EDITORS

Colleen Lucey
Kathleen Evans-Romaine
Alina Israeli
Ferit Kiliçkaya
Elena Denisova-Schmidt
Chas Cassidy

AATSEEL OFFICE

Elizabeth Durst
Executive Director, AATSEEL
University of Southern California
3501 Trousdale Parkway, THH 255L
Los Angeles, CA 90089-4353
(213) 740-2734
aatseel@usc.edu

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langent@missouri.edu

Sarah Clovis Bishop, Willamette University
sbishop@willamette.edu

Thomas Garza, University of Texas at Austin
tjgarza@austin

EDITOR, SLAVIC & EAST EUROPEAN JOURNAL

Irene Masing-Delic, University of North Carolina at Chapel Hill
SEEJ@unc.edu

EDITOR, AATSEEL NEWSLETTER

William Gunn, MiraCosta College
aatseelnewsletter@usc.edu

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aatseel@usc.edu

AATSEEL CONFERENCE MANAGER

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aatseelconference@usc.edu

WEBMASTER

Yuliya Volkhonovych
volkhonov@hotmail.com