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President's Message

Mark Lipovetsky
University of Colorado-Boulder
AATSEEL President

Three years ago, in 2014, after Russia's invasion and annexation of Crimea, many speculated about a new Cold War. Subsequently (or rather immediately), there emerged the expectation of a resurgence of interest in Slavic Studies. However, the statistics on our enrollments for the following three years did not confirm these prognoses. Overall, there is no significant growth in Slavic Studies enrollments in the U.S. The violent escalation in Russia did not have the effect of creating a noticeable number of new professional opportunities for graduates with expertise in Russian and Slavic studies, despite constant complaints in the media about the need for such expertise and such experts. Now the situation is even more complex, and raises many questions, some of which I'll try to touch upon in this column.

The growing scandal around the attacks of Russian hackers interfering with the 2016 presidential elections, supposedly heightens public interest in Russian affairs in general. The coverage of this scandal in the news, however, demonstrates the inefficiency of Cold War stereotypes in describ-

ing the situation. This fact is obvious to those of us studying Russia professionally, but not to the majority of journalists, let alone the public. Nevertheless, the need for a new paradigm and new conceptual approaches to Russia's politics and culture is an acute problem for the American political present. Naturally, the question arises: how can we contribute our knowledge to resolving this problem, and how can our expertise in Russian culture be translated into new and elucidating political and cultural strategies?

In a significant difference from the Cold War era, it is very unlikely that Russian Studies will now be supported by government institutions. Even setting aside allegations of collusion, the current administration will not be supporting Russian studies, simply because it will not be supporting scholarship of any sort, let alone scholarship in the humanities. However, today's Russian Studies cannot afford to be apolitical.

We have no choice but to cultivate links between Russian studies and the opposition to the current U.S. administration and to Putin's regime. Many of us have been asked by activists to give formal and informal presentations about the state of affairs in today's Russia. This testifies to the potential of developing our programs in this direction. I believe that we might use this momentum even

more proactively. Through lectures and seminars about contemporary Russian politics and culture, as well as contemporary processes in Ukraine, Belorussia, the Baltic countries, and Eastern Europe more broadly, we can forge a unified resistance within our respective communities, cultivating a new generation students critically-engaged in Slavic studies.

Furthermore, since our current students are frequently on the frontline of the activists of the opposition, we may also need to start thinking about ways to engage Slavic programs with students who are not just in love with Dostoevsky or dream of

a diplomatic career. Considering the nature of the information war launched by Russia against the West, we need interdisciplinary collaborations between Slavic departments and programs focused on political science, journalism and communications, computer science and law. For these students, courses on contemporary Russia, its culture, politics and society, on the Russian internet and on contemporary media, would be more attractive than our traditional favorites. At the same time, these courses can bring new interest to our traditional classes. A trajectory of student interest developing from Putin to Dostoevsky seems to be

more organic today than the reverse.

Certainly, these are just preliminary notes, and the questions of the impact of the new political situation on Slavic and Russian studies, and of our response to it, deserve a special session (maybe, more than one) at our annual conference. One thing is clear though: we are entering a completely new political era, and need to start redefining our field and our curricula in order to stay abreast with these fundamental shifts.



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Letter From The Editor

Dear AATSEEL Members,

I am pleased to present the May 2017 issue of the *AATSEEL Newsletter*. As we come to the close of another academic year, I am grateful to all of our members for their willingness to contribute their time and energy in support of the *AATSEEL Newsletter*. Special thanks to the *Newsletter* staff, particularly Alina Israeli, Ferit Kılıçkaya, Collen Lucey, and Chas Cassidy. On to 2017-2018!

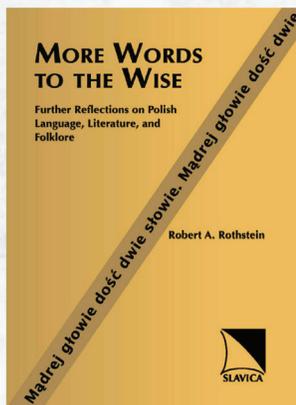
William Gunn
MiraCosta College
AATSEEL Newsletter Editor

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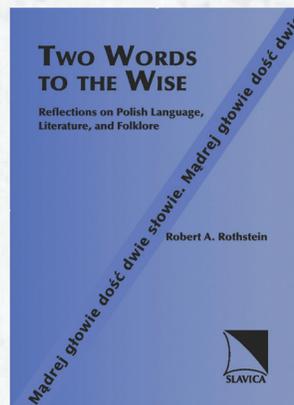
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“This book is not about ‘things you always wanted to know about Polish but were afraid to ask,’ but rather about ‘things about Polish you never imagined could be so interesting until Professor Rothstein began to talk about them.’”

—OSCAR E. SWAN



More Words to the Wise. 262 pp., 2016
(978-089-357-456-7), \$27.95.



Two Words To The Wise. 252 pp., 2008
(978-089-357-361-4), \$27.95.

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

by Alina Israeli (American University)

Q. What are other synonyms for любить in contexts where нравиться does not fit and where they meant to convey the meaning of ‘enjoy’? Here’s an example from a student’s essay: Каждую субботу до исхода субботы он ходит по магазинам. Вместе со своим другом он готовит субботний ужин. Каждую неделю они любят свой субботний ужин.

A. This very interesting example raises at least two issues: 1) how to translate English *enjoy* into Russian? and 2) what would a native Russian speaker say in such a situation? These two issues possibly intertwine in the case of a good translator. What I have in mind here is that English is much more experienter-oriented, while in Russian the agent is much more of a recipient or observer, grammatically speaking. In Russian, the counterpart of *I am expecting a call* is not only Я жду звонка, but also Мне должны позвонить. The counterpart of *I am expecting a visitor/guests* is not only Я жду гостей, but also Ко мне должны прийти.

Enjoy is a particularly difficult verb to translate; наслаждаться and получать удовольствие only work sometimes. In English, it is common to express thanks after a party/stay for the invitation, or even, when relating an experience in retrospect, to say *I enjoyed the party/stay* etc. In Russian, one can only describe how it was: Всё было замечательно. Similarly, *We enjoyed the view*. — Вид был прекрасный, замечательный. Logically speaking, if an item is very good, one is expected to enjoy it. If one says that a view is wonderful, one implies that he/she enjoyed it:

Приятно было подниматься через лес, любуясь стройными соснами, **замечательный вид открылся**, когда мы поднялись над их вершинами — до самого Симеиза. [Ольга Ляпунова. Отчет-лоция о путешествии в Крым (2002)]

Наслаждаться is closer to *relish, revel in*:

И, бывая в Нице в двадцатые и тридцатые годы, он **наслаждался** солнцем, морем, красками южного пейзажа. [Вадим Крейд. Георгий Иванов в Йере // «Звезда», 2003]

Он **наслаждался** своей утренней прогулкой, самим процессом неспешного передвижения по городу, сидения на садовой скамейке,

слушания разных звуков. [И. Грекова. Фазан (1984)]

A bad translator does not know what to do with the enjoy-clause and simply drops it (granted, it is not easy):

I had **enjoyed my weekend** so much — had actually managed to relax enough — that I had forgotten to check. [Lauren Weisberger. The Devil Wears Prada (2003)]

Я так была рада освободиться, что даже забыла это проверить. [Лорен Вайсбергер. Дьявол носит Прада (М. Маяков, Т. Шабаева, 2006)]

A dinner is similar to a view. If a dinner is good, the diners are expected to enjoy it:

На готовку ушло много времени и нервов Медведя, но **обед получился вкусный**, все остались довольны. (Приятного аппетита — Маша и Медведь. <http://imashaimedved.ru/24-priyatnogo-appetita/>)

Вот и на этот раз **обед удался** из обычных макарон «Макфа» и тушёной свинины. (<http://www.goethe.de/ins/ru/lp/prj/kov/the/ess/ru16248942.htm>)

Обед удался на славу. И невозможно было сказать по-другому. (О. Фомина. Не ждите нас на Рождество) (На славу has nothing to do with ‘glory’, just another way to say ‘great’.)

Now the next problem for the example in the question is to make it repetitive, i.e. imperfective, since the dinner was good every time. One could say: И каждую неделю ужин удавался (на славу). Or: и каждую неделю ужин получался очень вкусным.

And here’s what one good translator has done in a slightly different grammatical context:

“Well, you could have had a **dinner that you enjoyed**,” Klaus said. [Lemony Snicket. The Ersatz Elevator (2001)]

— Да, но вы могли бы съесть **обед, который вам по вкусу**, — сказала Вайолет. [Лемони Сникет. Липовый лифт (А. Ставиская, 2005)]

Q. Is there a difference between уставший and усталый? Can you say я сегодня ужасно уставший? Я была такая уставшая, что даже умываться не стала, легла спать? Can you say он сегодня весь день усталый?

A. I would say that the second example is correct, but the first is slightly questionable. The difference is purely grammatical, but it has its implications.

First let us take a look at устал(а). It means 'tired', but the form is resultative, that is some fatiguing event had to happen in order to be able to say 'я устал', unlike in English when one can describe an early morning state of fatigue by saying 'I am tired'. In Russian, in the morning one can say я устал от жизни, я устал от всего, but this would be more of a mental than physical state. Morning fatigue can also be rendered by Я чувствую себя усталым/усталой:

Я чувствую себя усталым... и не могу тебе высказать всего, что на душе. [Анатолий Кирилин. Нулевой километр // «Сибирские огни», 2013]

And here lies the difference between усталый and уставший: the former is an adjective, and the latter is a participle. The participle is closer to the verb, that is there must have been some activity that brought about the state of fatigue. And here is also where the problems begin. By my logic, one should not be able to say уставшее лицо, because the face did not do any work, and while we have 97 examples of усталое лицо vs. 7 examples of уставшее лицо, the mere presence of those seven examples (all since 1979) points to the fact that there is a confusion of the two now. The following example is a description of a photo, so the adjective should have been used in this static situation:

Но его жена, **уставшее лицо** которой часто смотрело на меня с маленькой фотографии, постоянно присутствовала в мыслях. [Андрей Курков. Милый друг, товарищ покойника (2001)]

Fortunately, the majority of writers, including the good stylists, use усталое in this context:

Следит — нехорошее слово: смотрит, внимательно и задумчиво, и лицо у нее совсем не такое, как на карточке, невеселое, **усталое лицо**. [Юрий Нагибин. Война с черного хода (1990-1995)]

Going back to your students' examples, we can find examples of the second type from a good source:

Светлана была уставшая и раздраженная. Домой она тоже возвращалась через силу. [Маша Трауб. Замочная скважина (2012)]

The main point is that уставший, being a participle, needs to convey cumulative fatigue resulting from some actions or activity, which is not the case in (?) я сегодня ужасно уставший. Here is a good example from a memoir of a figure skater, where she is describing that she has other numbers before her number with Andrey, and hence when she starts her number with him she is уставшая:

Слишком много всего я перед нашим номером делаю и добираюсь до него [Андрея] **ужасно уставшая**. [Наталья Бестемьянова и др. Пара, в которой трое (2000-2001)]

Here are two very similar examples from the same work, and the person described as 'tired' is the same:

Это был вторник. Анна запомнила, потому что вторник— операционный день. Анна вернулась уставшая. Аля сидела перед телевизором и смотрела мультки. Анна поужинала и поднялась в

спальню. Хотелось пораньше лечь, побыть одной, почитать. [Токарева Виктория. Своя правда // «Новый Мир», 2002]

Ирина собиралась переговорить на эту тему с Анной, ждала удобной минуты. Но найти такую минуту оказалось непросто. По будням Анна рано уезжала на работу и возвращалась усталая, отрешённая. Сидела как ватная кукла с глазами в никуда. Не до разговоров. Ирина чувствовала Анну и с беседами не лезла. [Токарева Виктория. Своя правда // «Новый Мир», 2002]

The difference here is that the first example, with уставшая, is told from Anna's point of view, and describes her feelings and memories. She remembers that she had to operate and therefore was tired. The second example, with усталая, is told from Irina's point of view. Irina observes Anna and to her Anna looks tired, hence the use of the adjective rather than the participle.

As for the very last example, *он весь день усталый, I could not find a single similar example anywhere. What I did find are variations of the type весь день чувствую/чувствуешь/чувствуете усталость. In other words, it is not a description of the quality of being tired but rather of a feeling of fatigue that one has.

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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

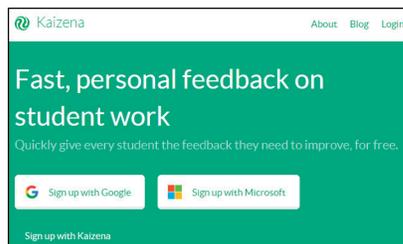
Technology & Language Learning

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

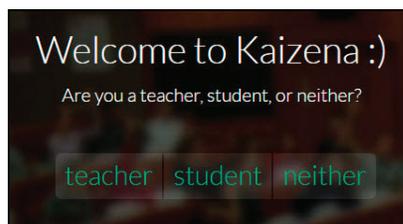
Kaizena: Providing Voice Feedback to Language Learners

It is commonly acknowledged that one of the characteristics of good classroom instruction is that language teaching should include systematic and explicit instruction and that student learning should be supported by feedback (Unruh & McKellar, 2017). Feedback can be provided in various forms such as written and oral and in different ways such as direct or indirect, and positive or negative. However, as underscored by Cheng and Fox (2017), how learners use the feedback provided by their teachers is what really counts. Teachers need to ensure that the feedback provided contributes to student learning and that learners know what they are going to do with the feedback given. As Sadler (1998) has argued, “It cannot simply be assumed that when students are ‘given feedback’ they will know what to do with it” (p. 78).

Readers of the previous issues of the *AATSEEL Newsletter* will remember that I introduced Jing, a screencasting software that enables teachers to record their voice and the screen to provide feedback on student work (Kılıçkaya, 2012). In the current column, I have decided to introduce a web-based voice feedback program that will help teachers have conversations with their students about their work. *Kaizena* is the Japanese word for “continuous improvement.”



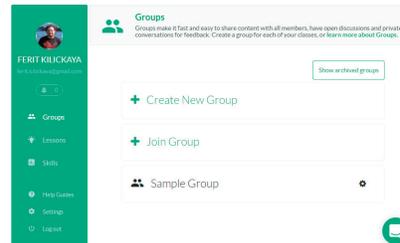
A free account can be easily created to use the website, choosing one of the three options: Sign up with Google, Sign up with Microsoft, and Sign up with *Kaizena*. Once the account is created/linked to your Google/Microsoft account, you can select your role as “Teacher.”



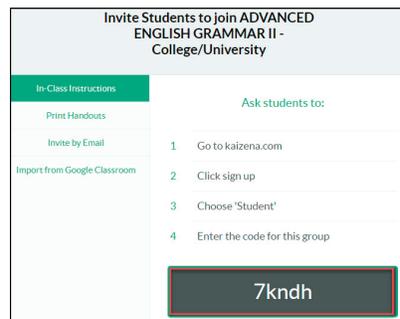
Then, you can set up your profile, providing information such as your name and institutional affiliation.



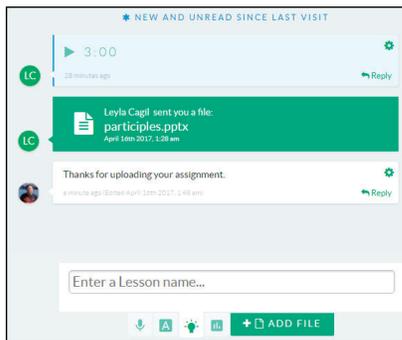
After your profile is set up, a dashboard screen will appear where you can “create new group,” “join group,” and join “sample group”. Starting with “sample group” is a good option since you can see example feedback and student work and learn the features of the website through trial and error before you use the website with your students.



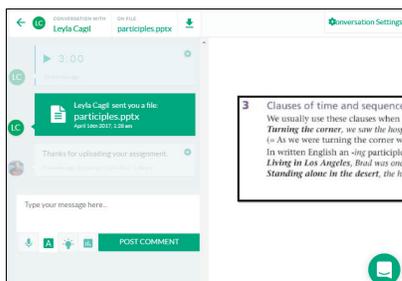
When you click on “create new group,” you can select predetermined categories or provide a new group (or a class, if you like) by clicking on “Something Else.” After providing the group (class) name and the level, you can ask your students to join the group by sharing the group’s designated code. Students can be invited through emails or you can share the instructions with handouts automatically created by *Kaizena*.



After students login in to *Kaizena*, they can upload their work/assignments. Student work and teacher feedback will appear in a conversation-style format, which helps both parties keep a record of responses and feedback.



When you click on student work, *Kaizen* will open a new page where you can provide your comment in the left column and you can see the student work in the right column.



There are four types of feedback you can leave for your students: Voice comments, Text comments, Lessons, and Skills. You can leave voice comments through clicking on the “microphone” icon; recordings can be up to three minutes long. Adding textual comments can be done by either typing in the comment box or clicking on the “A” icon. If you give your students the same feedback, you can create “Lessons” that will reuse feedback supported by links, texts, or voice comments. You can click on the “lightbulb” icon and create/add your own lessons. If you use specific rubrics, standards, or objectives and would like to let your students know how they are rated, you can click on the “graph” icon and create skills. Any comments left can be edited or deleted using the ‘Gear’ icon next to it.



You can also highlight the specific parts of student work in different colors. In order to do that, you can select and highlight any text in the student work and provide your feedback.



It is also possible to add a file such as *Google Documents* and PDFs to any conversation to enhance the feedback given. You can do this by clicking on “Add File” button.



A final note: These conversations are private; that is, only the selected student and you can see the comments provided. However, if you would like everyone to see an announcement and/or a general comment, you can use “Broadcast” or “Everyone in *Title of Your Group*” to send a message to each conversation between you and the members of your group (class).

Evaluation

Kaizen is a cost-effective website for teachers willing to go beyond the usual textual comments while providing constructive feedback for their students’ work. Comments enable both teachers and students to see the comments and attached files in a linear, conversational order, which makes it easy to follow the suggested changes. This format also keeps a record of the discussions between the student and the teacher. Compared to textual comments, audio feedback can also encourage students to practice speaking and listening skills, which makes *Kaizen* a great tool for both partners. Therefore, *Kaizen* proves to be a handy tool for teachers to provide their students with voice feedback, which I believe might increase student achievement and interest. Moreover, *Kaizen* can be integrated with Google Documents, and it is possible to use *Kaizen* on iOS devices. I hope that *Kaizen* will also be compatible with Android devices in the future.

References

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- Sadler, D. R. (1998). Formative assessment: Revisiting the territory. *Assessment in Education: Principles, Policy & Practice*, 5(1), 77-84. doi: 10.1080/0969595980050104
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- Contributions, questions, and suggestions regarding this column should electronically be sent to Ferit Kılıçkaya (ferit.kilickaya@gmail.com)*

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:

Congratulations to **Molly T. Blasing**, who has been awarded a 2017 NEH Summer Stipend to complete research on her book, *Snapshots of the Soul: Photo-Poetic Encounters in Modern Russian Culture*. Blasing is Assistant Professor of Russian Studies at the University of Kentucky.

Dr. Svitlana (Lana) Kryz, Kule Chair in Ukrainian Studies/Assistant Professor at MacEwan University (Edmonton, Canada) and *Editor-in-Chief of East/West: Journal of Ukrainian Studies* (<http://www.ewjus.com/>), reports the publication of EWJUS's vol. 4, no. 1 (2017). This issue features a special thematic section on "Less Commonly Taught Slavic Languages: The Learner, the Instructor, and the Learning Experience in the Second Language Classroom (A North American Context)," guest edited by Alla Nedashkivska (University of Alberta), and contains two regular articles and a review article, as well as our usual array of book reviews. AATSEEL members are invited to review the Table of Contents for this issue here: <https://www.ewjus.com/index.php/ewjus/issue/view/10/showToc>.

Benjamin Rifkin is beginning a new job at Hofstra University effective June 15, 2017, where he will be professor of Russian and dean of the Hofstra College of Liberal Arts and Sciences, leader of the academic home of the fine and performing arts, humanities, international studies, mathematics and natural sciences, public policy, social sciences, as well as the School of Education.

Emerging Scholar Spotlight: Request for Nominations

The editors of the AATSEEL Newsletter are soliciting nominations for junior scholars in the field of Slavic and East European Languages and Literatures. If you or someone you know is a recently published author and would like to be featured in the AATSEEL Newsletter, please send a brief description (250-400 words) of the individual's contribution to the field and potential to impact the profession. Nominations can be sent to Colleen Lucey: luceyc@email.arizona.edu

Recent Publications

Chas Cassidy, Editor (Northwestern University)

New Translations

Kharms, D. *Russian Absurd: Selected Writings*. Trans. A. Cigale. Evanston, IL: Northwestern University Press., 2017

Art History

Barnett, V. *Alexei Jawlensky*. München, DE: Prestel, 2017.

Marlow, T., Milner, J., Murray, N., Dumas, A., Bray, R., Gullström, B., Hissey, A., et al., *Revolution: Russian Art, 1917-1932*. London, UK: Royal Academy of Arts, 2017.

Milde, B. & Mossinger, I. *Revolutionary!: Russian Avant-Garde Art from the Vladimir Tsarenkov Collection*. Dresden, DE: Sandstein Verlag, 2017.

Nakov, A. *The Advent of Abstraction: Russia, 1914-1923: Art of the Russian Avant-Garde*. Milan, IT: 5 Continents, 2017.

Ovsyannikova, E., Vassiliev, N. *Boris Velikovsky, 1878-1937: Architects of the Russian Avant-Garde*. Stuttgart, DE: Arnoldsche, 2017.

Sirotkina, I., & Smith, R. *The Sixth Sense of the Avant-Garde: Dance, Kinaesthesia and the Arts in Revolutionary Russia*. London, UK: Bloomsbury Methuen Drama, 2017.

Central Asian Studies

Dubuisson, E. *Living Language in Kazakhstan: The Dialogic Emergence of an Ancestral Worldview*. Pittsburgh, PA: University of Pittsburgh Press, 2017.

Mostowlansky, T. *Azan on the Moon: Entangling Modernity along Tajikistan's Pamir Highway*. Pittsburgh, PA: University of Pittsburgh Press, 2017.

Literary Studies

Cameron, S. *The Bond of the Furthest Apart: Essays on Tolstoy, Dostoevsky, Bresson, and Kafka*. Chicago, IL: University of Chicago Press, 2017.

Finkin, J. *Exile As Home The Cosmopolitan Poetics of Leyb Naydus*. Pittsburgh, PA: Hebrew Union College Press (University of Pittsburgh), 2017.

Patyk, L. *Written in Blood: Revolutionary Terrorism and Russian Literary Culture, 1861-1881*. Madison, WI: University of Wisconsin Press, 2017.

Shankman, S. *Turned inside out: reading the Russian novel in prison*. Evanston, IL: Northwestern University Press, 2017.

Essay Collections

Frary, Lucien J., ed. *Thresholds into the Orthodox Commonwealth: Essays in Honor of Theophanis G. Stavrou*. Bloomington, IN: Slavica (Indiana University Press), 2017.

History

Jones, R. *Bread Upon the Waters: the St. Petersburg Grain Trade and the Russian Economy, 1703-1811*. Pittsburgh, PA: University of Pittsburgh Press, 2017.

New Translations

Mullek, M., & Sherwood, J., eds. *Into the Spotlight: New Writing from Slovakia*. Bloomington, IN: Slavica Publishers (Indiana University Press), 2017.

Political Science

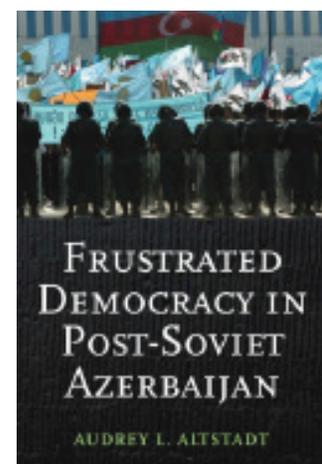
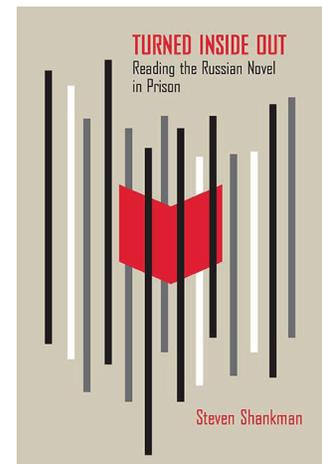
Ali, T. *The Dilemmas of Lenin: Terrorism, War, Empire, Love, Revolution*. London, UK: Verso, 2017.

Altstadt, A. *Frustrated Democracy in Post-Soviet Azerbaijan*. New York, NY: Columbia University Press, 2017.

Heathershaw, J. & Schatz, E. *Paradox of Power: The Logics of State Weakness in Eurasia*. Pittsburgh, PA: University of Pittsburgh Press, 2017.

Megoran, N. *Nationalism in Central Asia: A Biography of the Uzbekistan-Kyrgyzstan Boundary*. Pittsburgh, PA: University of Pittsburgh Press, 2017.

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



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>

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:

Full-page \$200 7 5/8" x 9 3/8"

Half-page \$150 7 5/8" x 4 5/8"

Quarter-Page \$90 3 5/8" x 4 5/8"

Column inch \$30 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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