

# NEWSLETTER

American Association of  
Teachers of Slavic and  
East European Languages

# AATSEEL

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## President's Message

Welcome to the new format of the AATSEEL Newsletter, which has been developed by its new editor, William Gunn.

It is our hope that, together with a more appealing layout and a format more fluidly integrated with the web, the renovated publication will also usher in a set of new intentions. It will continue to disseminate important news of the organization (though for that we also have an even more current AATSEEL Facebook page, which we encourage you to join if you haven't already); but we also want it to facilitate exchange of information among us of a sort which perhaps does not rise to the level of institutional news but which is vital nonetheless. Most of us travel in eastern and central Europe and over time develop a store of information about the places we visit—from insider knowledge of how best to access a given library or archive to an awareness of what is most interesting on the cultural front (theater, music, film) and even (and it is not insignificant) a mental list of the best restaurants, hotels, and the like. In our view AATSEEL is

precisely the forum in which those of us who may not yet know how best to navigate the scholarly and cultural worlds of, say, Prague or Budapest or Petersburg, can find out from members who do. To this end the Newsletter intends to start featuring issues devoted to some of the key places where we do our work and to which we sometimes take our students for language study (Moscow, St. Petersburg, Prague, Kraków, Budapest...). We will be planning these issues soon, and will invite contributions from members in the respective know.

This issue also features a "State of the Field" column on Polish studies by Benjamin Paloff of the University of Michigan. This is not the first such column to deal with non-Russian material, but its presence in the redesigned Newsletter prompts me to comment on the status of what are sometimes called "second Slavic languages" (and their associated literatures and cultures) in the profession. Russia will undoubtedly remain *prima inter pares* in the field as well as in AATSEEL for many years to come, but its dominance has always been, if I may dip into its rich store of idioms, a палка о двух концах. On the one hand, Russia continues to play an undeniably important if controversial role world affairs—as its recent involvement in the Syrian civil war, its promulgation of what many in the west regard as repressive laws on sexual be-

havior, and its heavy-handed treatment of feminist punk rockers and Greenpeace activists attest. There is no doubt that over the years the field of Russian studies has benefited from Russia's prominence on the international stage (though I have to admit that I personally always deplored the notion that scholars of Russian language, literature, and culture somehow found the primary justification for their existence in the Cold War). On the other hand, to hitch our wagon solely to Russia's geopolitical behavior is to slight, even to offend, its marvelous accomplishments in literature and the arts, not to mention the sheer beauty of its language. A similar blindness fails to see the linguistic, literary, musical, and artistic wealth of the Polish, Czech, Ukrainian, Hungarian, Croatian, Serbian, Bulgarian—etc. lands (to avoid pinning these cultural domains to any present or past boundaries on a map). I strongly believe that AATSEEL, with its focus on language, literature, and culture, plays a vital role in sustaining interest in the enduring, rather than the transient, importance of Russia. While doing that it will remain committed to the whole of its acronym, and one of the goals future issues of the Newsletter will also pursue is to shed more light on the cultures of eastern and central Europe.

This issue has most likely found its way into your hands (or onto your screen) either at, or during the time of, our annual conference in Chicago. If you are attending, I encourage you to take advantage of the many events AATSEEL sched-

ules in addition to the regular panels: workshops, poetry readings, a panel on interviewing for jobs, and a roundtable with representatives from three presses that continue to publish energetically in the Slavic field. If you have not attended the AATSEEL conference lately, I invite you to start attending once again. The conference is an enjoyable and rewarding event—and anyway we miss you.

Thomas Seifrid  
University of Southern California  
AATSEEL President (2013-14)

## Letter From The Editor

### Re-envisioning the AATSEEL Newsletter

Dear AATSEEL Members,

It is with great pleasure that we present to you the newly designed AATSEEL Newsletter! As you will see, the content of the newsletter has not dramatically changed, and truly there is no plan to abandon the columns that so many of us have come to love and expect. As I have undertaken the responsibility of editing and designing this issue of the Newsletter, I have a newfound appreciation for the outstanding work performed by Betty Lou

Leaver for so many years. She established a devoted network of column editors, and I am grateful for their professionalism in making a seamless transition from one editor to another.

Moving forward, we hope to find ways to provide additional information and resources that will make the AATSEEL Newsletter even more valuable to all of us. One of the larger goals is to create a more robust online presence for the Newsletter through e-reader editions and enhanced content only available online. Over time, this will likely reduce the number of pages in the print version of the Newsletter, but certainly, our aim will be to create a trusted resource for our members with the most-current information available. As Thomas Seifrid mentions in his President's Message, devoting future issues to exploring the ins and outs of specific cities will be one of the many ways we attempt to create useful content. I invite all of you to engage in this process of re-envisioning the *AATSEEL Newsletter*, and I look forward to meeting many of you at the annual conference in Chicago and learning about your ideas for the *Newsletter*!

William Gunn  
University of Southern California  
AATSEEL Newsletter Editor

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## State Of The Field

### Polish Literary Studies: The State Of The Field

When I was introduced to Polish Studies in the mid-1990s, it was unclear what form the field would take in the new millennium, or whether it would continue to exist at all. The choice to study Polish, or any other so-called “minor” (i.e., non-Russian) literature, was often regarded as eccentric—which within the broader field of Slavic languages and literatures is saying something. And if the position of Russian programs seemed precarious in the years following the collapse of the Soviet Union, that of Polish, Czech, Ukrainian, or BCS was more so. The current strength of Polish Studies reflects how, since the end of the Cold War, the field has developed in slightly different, complementary directions within Poland and outside it.

Assessing those directions was a central task at the first iteration, in 2006, of what has become one of the field’s most successful professional gatherings, the biennial International Polish Studies Conference. At the first meeting, which was hosted at the University of Toronto and featured contributions from literary and cultural theorists, language pedagogues, historians, and translators, the discussion focused on how to reimagine Polish Studies to best reflect and grow from new practices in the humanities. By the time of the most recent session, held at the University of Illinois, Chicago, last October, the term “Polish Studies” had itself been largely abandoned as no longer reflecting the interdisciplinary, internationally collaborative, and cross-cultural interests and methodologies of scholars whose work touches on Polish realia. Mind you, these scholars have not abandoned Poland as subject or laboratory. But there does seem to be broad consensus among specialists that the best recent work on Poland crosses geographic and disciplinary boundaries alike, and that its value within the field is often tied directly to how well it communicates itself beyond it.

Along these lines, the continued interest in Poland and Polish culture in the academy, with several research institutions in North America now

offering undergraduate and graduate majors in Polish, is at least in part attributable to an institutional rethinking of what had once been a practical impediment—namely, the fact that few academic departments have more than one or two specialists on Poland. Consequently, what was nominally a Slavic department was often practically a Russian program with a small minority of specialists in the other literatures, and this only in the handful of departments large enough to support their research and with the institutional will to defend their enrollments when time came for cost-cutting.

This landscape has shifted slightly with the endowment of chairs in Polish Studies at a number of universities, including Columbia and the University of Illinois, Chicago, to name just two recent examples, with several more actively pursuing the same goal. These positions and the endowments that support them are of crucial value, certainly, but what has really transformed Polish Studies in the post-Communist era is the broader shift in the humanities toward interdisciplinarity. In an interdisciplinary intellectual environment, the fact that a department might have only one or two specialists working on Poland has been turned to the field’s advantage, since students now routinely engage faculty spread across several units within the university and, in many instances, across the globe. Current undergraduate and Ph.D. students working in Polish Studies, though grounded in the questions and methods of literature, history, cultural anthropology, the visual arts, or other fields, can expect to be at least basically conversant with all of them. Furthermore, the most exciting recent American contributions to Polish scholarship effectively speak across the disciplines.

Strong examples of this versatility include Marci Shore’s *Caviar and Ashes: A Warsaw Generation’s Life and Death in Marxism, 1918-1968* (2006), an intellectual history of writers and artists rich in philosophical nuance and cultural insight. Roman Koropeczyj’s *Adam Mickiewicz: The Life of a Romantic* (2008), a critical biography that assembles a dizzying quantity of historical data into a clear and evocative narrative, should be on the reading list of anyone interested in Romanticism, revolution, and the relationship between the two, regardless of whether they know how to pronounce the names of the book’s subject or author. Similarly, a number of edited volumes suggest ways in which what has emerged from the study of Poland can be useful to those working on other regions. These include *Framing the Polish Home: Postwar Cultural Constructions of Hearth, Nation, and Self* (2002), edited by Bożena Shallcross, and *Germany, Poland and Postmemorial Relations: In Search of a Livable Past* (2012), edited by Kristin Kopp and Joanna Niżyńska.

Yet one of the factors that continues to enrich Polish Studies in North America is, in fact, the interest it holds for people outside of *polonistyka* or, indeed, academe. Clare Cavanagh’s *Lyric Poetry and Modern Politics: Russia, Poland and the West* (2010) was warmly received among her academic colleagues, but it has enjoyed greater reach than most academic titles—it was honored with the 2011 National Book Critics Circle Award in Criticism—because it invites non-specialists into our conversation. The same can be said of Jan Tomasz Gross’s work, which has sparked no end of discussion in both English and Polish.

The vibrancy of this discourse largely echoes the feverish activity of intellectual life in Poland itself. Throughout the country, publishing operations like *Krytyka Polityczna* (Warsaw), *Słowo/obraz terytoria* (Gdańsk), and *Ha!art* (Krakow) promote scholarly work side-by-side with literature, political or cultural criticism, and philosophy, and typically with eye-catching design elements that would put most American publishers to shame. In this way, as well as through aggressive sponsorship of conferences, festivals, and symposia, these organizations have been quite successful at bridging academic disciplines and the divide between scholarship and the public at large. Additionally, institutions funded partially or fully by the Polish government, including the Polish Cultural Institute, the Adam Mickiewicz Cultural Institute (Instytut Kulturalny im. Adama Mickiewicza, Warsaw), and the Book Institute (Instytut Książki, Krakow), play a decisive role in promoting Polish culture abroad, particularly in contexts that foster international collaboration and exchange among scholars and artists and that create opportunities for the public to encounter their work outside of a strictly academic setting.

**THE CURRENT STRENGTH OF POLISH STUDIES REFLECTS HOW, SINCE THE END OF THE COLD WAR, THE FIELD HAS DEVELOPED IN SLIGHTLY DIFFERENT, COMPLEMENTARY DIRECTIONS WITHIN POLAND AND OUTSIDE IT.**

**AT THE END OF THE COLD WAR, STUDENTS YET TO ATTAIN A PROFICIENCY IN POLISH SUFFICIENT FOR READING WORK IN THE ORIGINAL WERE SEVERELY LIMITED. PRIMARY SOURCES IN BOTH LITERATURE AND THE SOCIAL SCIENCES WERE EITHER UNTRANSLATED OR EXISTED IN SPOTTY, ANTIQUATED VERSIONS; SECONDARY SOURCES IN ENGLISH OFTEN PERFORMED THE UNENVIABLE TASK OF SUMMARIZING OR COLLATING TEXTS THAT WERE OTHERWISE UNAVAILABLE.**

It is in the classroom that the organizational activity has had the most visible practical consequence in Polish Studies. At the end of the Cold War, students yet to attain a proficiency in Polish sufficient for reading work in the original were severely limited. Primary sources in both literature and the social sciences were either untranslated or existed in spotty, antiquated versions; secondary sources in English often performed the unenviable task of summarizing or collating texts that were otherwise unavailable. Unless he or she could read Polish, the student would have to take the brilliance of Witold Gombrowicz or the vitality of the Polish Renaissance on faith. A consistent, multi-pronged effort to cultivate translators from Polish and to encourage editors to publish their work now means that there is more than enough material to populate syllabi in multiple genres and across the disciplines. And unlike twenty years ago, when the pedagogical materials for the Polish language were surprisingly weak when compared to those for Russian or Czech—*W Polsce po polsku* (1981) was especially scarring for this author—a sizeable library of tools is in continuous development, predominantly by the Krakow-based academic publisher Universitas.

All of which suggests that the time of defining Polish Studies defensively, over and against scholarship focused on Poland's neighbors to the east and west, is, if not entirely past, then at least passing. There remain, however, two significant areas where this rapid progress poses a serious threat to itself. The first is in the translation and dissemination of scholarly and theoretical contributions that predate this historical moment. While major works in Polish literary studies have sometimes made their way into the American scholarly marketplace—for example, Aleksander Fiut's *The Eternal Moment: The Poetry of Czeslaw Milosz* (1990)—it is clear that our marketplace cannot accommodate

even a fraction of the excellent theoretical and critical work now being produced in Polish, let alone make room for work that has been overlooked for decades. That we have no English editions of Maria Janion, a superb writer, world-class authority on Romantic culture, and a pioneering voice in Gender Studies in Central Europe, seems a genuine loss. To a roster of those who could enrich intellectual life in English across several disciplines we could add Jan Błoński, Michał Głowiński, Jerzy Jarzębski, and many others. The fact that we have not devised an alternative structure for sharing this material within our own Slavic departments, let alone with colleagues across the humanities, bespeaks a gross failure of imagination.

And this brings us to the second challenge, which is organizational, and which may also be symptomatic of failed imagination. Of the two academic bodies in North America charged with supporting Polish Studies, one—the Polish Institute of Arts and Sciences in America (PIASA)—was specifically formulated as a Polish Academy of Sciences in exile and thus seems to have long outlived its mission. The other, the more recent Polish Studies Association (PSA), claims to exist “to promote Polish studies internationally,” though it remains to be seen how. If the future of the field, at least as projected from Poland itself, tends toward situating Polish data in a broader—and broadly interconnected—context, then perhaps it is time for the field of Polish Studies to begin questioning what we gain by the word “Polish” at all.

Benjamin Paloff  
University of Michigan



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

by Alina Israeli

**Q:** Does the expression (моя собака —) всем собакам собака mean ‘an especially good dog’ or ‘an especially typical, especially “doggy” dog’? Is it always a favorable description of the dog, or could it refer to unfavorable characteristics? What other nouns could I use in the frame [всем N-ам N]? Animate ones? Inanimate ones? Abstract ones?

**A:** Thank you for this question. Russian language is very prone to all kinds of repetitions and reduplications. The number of repetition types in Russian is somewhere in the neighborhood of 50, if one counts repetitions and tautologies together.

This particular construction means ‘the best and/or the most N’, a ‘model N’. The closest we come to this in English is in expressions of the type “a potter’s potter”, “a teacher’s teacher”. And since we are speaking of ‘a model for all N to follow’, it is more likely that one would discuss positive entities, although we do find negative entities of unusual proportion:

У нас коли человек мерзавец, то уж он **всем мерзавцам мерзавец**, фантастическая нелюдь, какую не встретишь в чужих краях. [Вячеслав Пьецух. Сравнительные комментарии к пословицам русского народа // «Октябрь», 2002]

Вот ужас-то. **Всем ужасам ужас**. Мало того, что она голая - Варвара прикрыла глаза, - она еще красная и потная. [Татьяна Устинова. Подруга особого назначения (2003)]

But of course we are more likely to find good, positive objects and events with very positive connotations: всем городам город, всем новостям новость and so on.

Посетители, рестораторы, официанты, охранники сообща работают над мистическим арт-объектом: они творят советско-российский Новый год, **всем праздникам праздник**, апофеоз праздника и отдыха от трудов праведных. [Анна Старобинец. Новый год. Клуб «Пурга» и его окрестности // «Русский репортер», № 1-2 (080-081), 22-29 января 2009, 2009]

Abstract nouns, such as ужас, seen earlier, are possible:

Это был, без сомнения, всем доводам довод. [Мария Семенова. Волкодав: Знамение пути (2003)]  
and so are animate nouns:

- О-о, брат, - засмеялся Баландин. - **Это всем якутам якут!** Он мне однажды три машины спас. [Андрей Геласимов. Степные боги (2008)]

The basic construction [всем N-ам N] can have plural of the second element, that is [всем N-ам Nы]:

Да, и чуть не забыл “Невидимые города” Итало Кальвино! — это **всем городам города**. (<http://www.forumklassika.ru/showthread.php?t=21420&page=632>)

В субботу были горы. Да такие, что **всем горам горы**. (<http://rimskaya-m.livejournal.com/44169.html>)

Наши собаки, всем собакам собаки. Десять км (до мостов), тоже идут не по простой трассе. (<http://wap.primoryedogs.borda.ru/?1-3-280-00000459-000-40-0>)

As we can see from these examples, plural is possible where there is a natural grouping of objects.

There is one other morphological possibility: truncation of a compound noun where the synonymy is retained despite the truncation: Этот совет - **всем киносоветам совет**: начиная съемку очередного кадра, припомнить, чем (и смыслово и пластически) завершился предыдущий кадр, и хорошенько запомнить - чем закончился этот ваш только что снятый кадр, чтобы начинать съемку следующего не с смыслового и изобразительного нуля. [Правила монтажа кадров «по Кулешову» // [publicity.ru](http://publicity.ru), 2010]

There are two important issues with this construction, one morphological and one syntactic. Morphologically some irregular nouns create an alternate dative plural form for this construction. We do not find \*всем детям ребенок, only всем ребенкам ребенок:

Когда я ходила беременной, я была полной идиоткой, очень хотелось родить “особенного ребенка”, чтоб всем ребенку ребенок, ну и родила. (<http://forum.littleone.ru/showthread.php?t=6309554>)

The same thing happens with the noun человек and a few others: А гармоничный человек — он **всем человекам человек**. ([die-erde.livejournal.com/83133.html](http://die-erde.livejournal.com/83133.html))

Some nouns offer two possibilities, just as in the case of Acc-2 (в крестьяне and в крестьянины):

У меня брат — **всем братьям брат!** (Ю. Шилова. Разведена и очень опасна)

Есть у меня один брат. **Всем братьям брат!** Говорить о нем можно бесконечно... (<http://efemarythinks.wordpress.com/2011/>)  
Был друг, всем друзьям друг. (<http://detka-w-kletke.livejournal.com/5263.html>)

Был у меня друг, **всем друзьям друг**. (Ф. Кандель. Зона отдыха)

Цветок also has the two possibilities всем цветам цветок or всем цветкам цветок.

But these are not all the anomalies. In two-syllable –á nouns, the stress may not be in the expected place:

Какая это была сестра! **Всем сестра́м сестра!** Бухгалтер, не кто-нибудь. [Дина Рубина. На солнечной стороне улицы (1980-2006)]

We find the same stress in the phrase всем сестра́м по серьгам.

Китай: **Всем стена́м стена** (<http://ihnavy.ntv.ru/sujet/10824/>)

Талая вода — это основа основ, **всем вода́м вода**, образовывается

она в результате таяния льда и сохраняет 0°C, пока не растает весь лед.  
(Шиловский родник. [http://www.artvoda.net/Talaya\\_voda.html](http://www.artvoda.net/Talaya_voda.html))

Я продолжал - срывающимся, хриплым голосом, какой бывает у истеричных, психически неустойчивых, неуверенных в себе людей: - Наши желания и есть наши тюрьмы, понял? Мегаломания - вот тюрьма! **Всем тюрьмам тюрьма!** Хочу денег! Хочу власти! Желаю благополучия! [Андрей Рубанов. Сажайте, и вырастет (2005)]

The best way to see this is in poetry that has meter:

Но никто не плачет,  
Только мальчик скачет  
Хлопает в ладоши,  
Ах какой хороший.  
А далее дыра.  
Чёрная дыра  
Может в памяти дыра  
Иль в сознании дыра,  
Иль в кармане та дыра,  
В общем **всем дырам дыра**  
Это в бытие дыра. (Ал-др Камышников. Сон. <http://www.stihi.ru/2010/12/22/4931>)

Сотня лучших ушла в поход. Годы у них впереди!  
Да Велес всех к себе призовет, вернется только один.  
Вот поле, в нем высокий лен, **всем травám трава.**  
Тот лен луной посеребрен, и воина голова. (Дм. Гаврилов. Дар Седовласа. <http://stihi.ru/2010/04/17/5639>)

Шерон **всем звездАм звезда!** [sic! The capital letter marks the stress.]  
красивая и милая всегда!  
Авто истекает слюною.  
Такая в мире лишь одна! (Юная. <http://izmail.es/forums/printthread.php?t=3558&pp=50&page=54>)

However, we find the “regular” stress as well:

Это Сибирь, это жженный имбирь,  
Это Юрга, это тертый миндаль.  
Это они, мои желтые дни  
А это война – **всем жёнам жена.** (О. Биченкова. Про войну. <http://www.stihi.ru/2011/09/21/2261>) [ë added based on the meter]

Всяким державам хвала, а Отечеству слава!  
Не разбежится Россия – не будет кина.  
Крепостью чая Британия – только держава,  
Крепостью духа – Россия **всем страна́м страна!** (Тимур Раджабов. Чай. <http://www.stihi.ru/2006/06/20-1590>)

Новые дни не дают новостей,  
Новые ночи проходят без сна,  
Пустыня души... Что бывает пустей?  
Стена отчужденья – **всем стéнам стена.** (Тимофей Федоров. Чай. <http://www.stihi.ru/2006/05/24-1259>)

Но солнце – вот это **всем бéдам беда!**  
Свой пробковый шлем не снимай никогда  
Или прямо к чертям загремишь ты, балда,  
Как дурак ты загнешься на службе.

Ты загнешься на службе... (Р. Киплинг. Служба королевы. Перевод И. Грингольца)

И здесь мы подходим к ещё одной звезде фильма – Ширли МакЛейн. Вот звезда, так звезда. **Всем звéздам [sic!] звезда!** Необыкновенная женщина и прекрасная актриса, между прочим. ([http://www.kinokopilka.tv/forum\\_topics/11745](http://www.kinokopilka.tv/forum_topics/11745))

It would be interesting to test this variation on a large number of native speakers of different generations and from different areas.

The syntactic issue is that this construction is always in the position of the predicate. We already have seen examples with Это [N-ам N] and [N1 — (всем) N2-ам N2]. This is even more noticeable in examples with a copula:

— Я говорил вам: женщина чувствует запах судьбы. И безошибочно. Будем здоровы. Эту последнюю — за нее. **Она была всем женщинам женщи́на.** [Леонид Зорин. Юдифь (2008) // «Знамя», 2009]

Одним словом, **это будет всем праздникам праздник**, а зрители как Чувашии, так и других регионов, станут строгим жюри. ([http://gov.cap.ru/Publication.aspx?gov\\_id=691&id=162693&type=publ](http://gov.cap.ru/Publication.aspx?gov_id=691&id=162693&type=publ))

I said earlier that Russian has some 50 types of repetitions and tautologies. Even in these examples we find two more types: основа основ and звезда так звезда.

As a footnote it may be curious to know that out of major poets only young Цветаева used this phrase in her poetry:

Страстный стон, смертный стон,  
А над стонами - сон.  
**Всем престолом - престол,**  
**Всем законам - закон.**

Где пустырь - поле ржи,  
Реки с синей водой...  
Только веки смежи,  
Человек молодой!

В жилах - мед. Кто идет?  
Это - он, это - сон -  
Он уймет, он отрет  
Страстный пот, смертный пот.

24 апреля 1918  
[М. И. Цветаева. «Страстный стон, смертный стон...» (1918.04.24)]

Ты знаешь, всё во мне смеется,  
Когда кому-нибудь опять  
Никак тебя не удастся  
Поцеловать.

Я - змей, похитивший царевну, -  
Дракон! - Всем женихам - жених! -  
О свет очей моих! - О ревность  
Ночей моих!  
6 июня 1914

[М. И. Цветаева. «Да, я тебя уже ревную...» [Але, 2] (1914.06.06)]

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



## Cross-Cultural Communication

### Is It a Bribe, or Not? Challenges in Communicating with Russian Officials

Elena Denisova-Schmidt (University of St. Gallen, Switzerland)  
Ekaterina Kudrjavceva (University of Greifswald, Germany)

*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 welcome; please contact Elena Denisova-Schmidt (elena.denisova-schmidt@unisg.ch).*

On 4 March 2013, the Russian Ministry of Labor and Social Affairs published a set of recommendations for Russian officials. The recommendations are about corruption, or more specifically, what might be interpreted as a bribe, and what one should do to avoid doubtful situations.

#### Definition of bribery:

In addition to money, commercial papers and property, some services might be interpreted as a bribe. These include paid vacations, renovating a home, or building a dacha.

#### Limits of bribery:

If any persons associated with an official (such as family members or friends) accept gifts or receive benefits with the official's knowledge, and the gift-giver receives preferential treatment in a certain manner that might be interpreted as a bribe.

#### Signs of corruption:

Russian officials must learn to behave without any hints of possible bribery, i.e., without acting coercive.

#### Certain phrases:

Russian officials must try to avoid the following phrases:

ПО-РУССКИ	ПО-АНГЛИЙСКИ
Вопрос решить трудно, но можно	The question is difficult, but it is possible to solve
Спасибо на хлеб не намажешь	'Thank you' cannot be spread on bread
Договоримся	We will agree
Нужны более веские аргументы	One needs more compelling arguments
Нужно обсудить параметры	One should discuss all parameters
Ну, что делать будем?	Well, what shall we do?

#### Certain topics of conversation:

- Conversations with a decision maker about a family member's job search.
- The official's desire to obtain certain goods or services.
- The official's dream of spending a holiday at a particular location or to place his or her own children in a particular educational institution.
- Requests to support a particular sport club or a specific charitable organization.

One should not regularly accept any gifts or vouchers with a value of 3000 RUB (~ 90 USD). Gifts over 3000 RUB are considered a bribe in Russia.

<http://www.rosmintrud.ru/docs/mintrud/employment/15>

## AATSEEL is on FACEBOOK!

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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. These listings include only Slavic, East European, and Eurasian offerings. Many of the programs listed offer additional languages. See individual program sites for details. The information below was provided in October 2013 and is subject to change. Please contact programs directly for details and updates. Program directors; send updates for future Newsletters to [cli@asu.edu](mailto:cli@asu.edu).

## INSTITUTIONS OFFERING MULTIPLE EAST-EUROPEAN/EURASIAN LANGUAGES:



### Arizona State University

**Languages:** Albanian, Armenian, BCS, Macedonian, Polish, Russian, Tatar, Turkish, Ukrainian, Uzbek

**Locations:** Tempe AZ, Ankara, Kazan, Kiev, Samarqand, Sarajevo, St. Petersburg, Tirana, Yerevan

**Dates:** Vary by location and level

**Credits:** 8–13 (160–220 hours of instruction)

**Tuition/Fees:** \$960  
Plus study-abroad fees: \$2,000–\$9,400

**Funding:** Melikian Scholars Awards  
International Distinguished Engagement Awards  
ROTC Project GO  
FLAS eligible

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

**Contact:** [cli@asu.edu](mailto:cli@asu.edu); 480-965-4188

The Arizona State University Critical Languages Institute (CLI) has been teaching less-commonly-taught languages in affordable, accelerated programs in the U.S. and abroad since 1991.

CLI students may study on the ASU campus, begin study at ASU then continue overseas, or spend their entire summer overseas. All three options provide an entire year's worth of material, at least 160 academic hours of instruction, and at least 8 academic credits.

The CLI fee of \$960 is a flat fee and is the same regardless of residency, grad/undergraduate status, and the number of credits awarded. Students traveling abroad pay additional, study-abroad fees.

CLI is open to graduates, undergraduates, and non-students.

Student funding is available through the Melikian Scholars program, through Project GO (for ROTC students), and through the International Distinguished Engagement Awards program. See <http://cli.asu.edu/fellowships> for details.

Funding and priority applications accepted at [http://cli.asu.edu/apply\\_to\\_cli](http://cli.asu.edu/apply_to_cli) until January 31, 2014.



### CESSI (University of Wisconsin, Madison)

**Languages:** Kazakh, Tajik, Uyghur, Uzbek (other Central Eurasian languages with sufficient demand)

**Locations:** Madison WI

**Dates:** June 16-August 8, 2014

**Credits:** 8

**Tuition/Fees:** UW tuition (\$3,800 program fee)

**Funding:** Melikian Scholars Awards  
Ugrad funding: FLAS  
Grad funding: FLAS

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

**Contact:** [cessi@creeca.wisc.edu](mailto:cessi@creeca.wisc.edu); 608-262-3379

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

In summer 2014, we will offer instruction in intensive first- and second-year Kazakh, Tajik, Uyghur, and Uzbek. Scheduling of classes is contingent upon sufficient enrollment. Please apply to CESSI as early as possible to help ensure that your class will be offered. With sufficient enrollment, other Central Eurasian languages may be offered. Please contact the CESSI program coordinator if you are interested in a language not listed above. CESSI is a joint initiative of 15 U.S. Department of Education-funded National Resource Centers at 9 U.S. universities.

For additional information about CESSI 2014, please contact Nancy Heingartner, CESSI program coordinator, [cessi@creeca.wisc.edu](mailto:cessi@creeca.wisc.edu), 608-262-3379.



### Indiana University

**Languages:** Arabic, Georgian, Hungarian, Mongolian, Persian,



Polish, Romanian, Russian, Swahili, Tatar, Turkish, Urdu, Uzbek, Yiddish

- Locations:** Bloomington, Indiana
- Dates:** 9 Jun – 1 Aug [All Arabic and Level 1 Russian: 2 Jun – 1 Aug]
- Credits:** 3-10
- Tuition/Fees:** (est) \$ 1,600 - \$4,500
- Funding:** Ugrad funding: FLAS, Project GO for ROTC cadets and midshipmen in good standing  
Grad funding: FLAS
- Website:** <http://www.indiana.edu/~swseel/>
- Contact:** [swseel@indiana.edu](mailto:swseel@indiana.edu); 812-855-2889

In continuous operation since 1950, the Indiana University Summer Language Workshop has developed and maintained an affordable, national intensive language program of the highest caliber. Annually over 200 participants complete a full year of university language instruction in four, five, eight, or nine-week summer sessions. Students and professionals enhance their language skills and cultural knowledge through classroom instruction and a wide range of extra-curricular activities.

Graduate and undergraduate funding is available. Go to [www.indiana.edu/~swseel](http://www.indiana.edu/~swseel) for more details and to apply. The priority deadline is February 1, 2014. Applications will be reviewed on a rolling basis after that date.



## University of Kansas

- Languages:** Ukrainian
- Locations:** Lviv, Ukraine
- Dates:** June 1- July 18, 2014 (tentative)
- Credits:** 6
- Tuition/Fees:** Approximately \$4,900 (including excursion costs)  
Room/Board: Approximately \$1,650
- Funding:** Ugrad funding: FLAS ([www.flas.ku.edu](http://www.flas.ku.edu))  
Grad funding: FLAS ([www.flas.ku.edu](http://www.flas.ku.edu))
- Website:** <http://ku.studioabroad.com/?go=Ukraine>
- Contact:** Justine Hamilton [justine@ku.edu](mailto:justine@ku.edu), 785-864-3742

For the 21st year in a row, the University of Kansas is offering our unique Intensive Summer Language and Culture program in Lviv, Ukraine. This program is open to undergraduate and graduate students who have a stated interest in learning Ukrainian – no previous language study required. This six-week program offers a unique opportunity for students to study intensive Ukrainian language and area studies (political transition, society, economics, culture, etc.) in Lviv. Instruction is provided by regular faculty of Lviv University and the University of Kansas. The program offers 150 class contact hours of language instruction, and students earn six hours of credit upon successful completion of the program. In addition to taking language and area courses, students will work with individual Lviv faculty on a research topic associated with their stateside field of concentration. The program includes a round-

table discussion with representatives of several Ukrainian political parties. An on-site Program Director from the KU faculty accompanies the students. The Program also includes three excursions outside Lviv: a three-day trip to the capital city of Kyiv; a two-day trip to the Carpathian Mountains, with visits to Mukacheve and Uzhorod; and a one-day trip to the medieval castle of Olesko.



## University of Kansas

- Languages:** Croatian
- Locations:** Zadar, Croatia
- Dates:** May 25- July 5, 2014
- Credits:** 6
- Tuition/Fees:** Approximately \$5,400 (including excursion costs)  
Room/Board: Approximately \$2,000
- Funding:** Ugrad funding: FLAS ([www.flas.ku.edu](http://www.flas.ku.edu))  
Grad funding: FLAS ([www.flas.ku.edu](http://www.flas.ku.edu))
- Website:** <http://ku.studioabroad.com/?go=Croatia>
- Contact:** Justine Hamilton [justine@ku.edu](mailto:justine@ku.edu) 785-864-3742

The University of Kansas Department of Slavic Languages and Literatures and Office of Study Abroad offer students the opportunity to spend the summer in Zadar, Croatia, studying Croatian language and culture. The University of Kansas has more than 30 years of involvement in Croatian language programs. This program is open to undergraduate and graduate students. A minimum of one year of Croatian language study is required, and the language of instruction is Croatian.

This six-week program offers 150 contact hours of intermediate and advanced Croatian over a six-week period, and students earn six hours of credit upon successful completion of the program. In addition to in-class language study, the program offers afternoon and evening programs that include lectures (in Croatian), films, and visits to museums. Cultural and sightseeing trips to local places of interest are planned for this year's program. Zadar has many cultural sight-seeing opportunities and events in town. There are three national parks near Zadar as well as natural parks and cultural sights. Students have the option of taking boat trips to islands off the coast. In addition to swimming and visiting the beaches, students can take part in various sports activities such as surfing, water-skiing, sailing, and scuba diving.



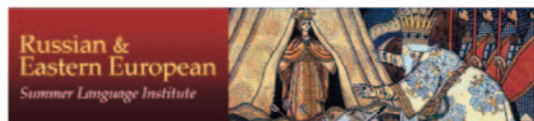
## UCLA

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

<http://www.summer.ucla.edu/fees/fees.htm>

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

**Contact:** [lisalee@humnet.ucla.edu](mailto:lisalee@humnet.ucla.edu) ; 310-825-3856



## University of Pittsburgh

**Program:** Slavic, East European and Near-Eastern Summer Language Institute

**Languages:** Arabic, BCS, Bulgarian, Czech, Hungarian, Persian, Polish, Russian, Slovak, Turkish, Ukrainian

**Locations:** Pittsburg, Moscow, Prague, Montenegro, Krakow, Debrecen, Bratislava

**Dates:** June 9 – July 18, or August 1, or August 15

**Credits:** 6–10

**Tuition/Fees:** \$4,056–\$8,060

**Funding:** Grad funding: Tuition Scholarships, FLAS, Project Go (ROTC, Russian), stipends  
Grad funding: Tuition Scholarships, FLAS, stipends

**Website:** <http://www.slavic.pitt.edu/sli/>

**Contact:** [SLIadmin@pitt.edu](mailto:SLIadmin@pitt.edu); 412-624-5906

University of Pittsburgh offers accredited summer immersion programs in Pittsburgh and/or abroad through the Slavic, East European, and Near Eastern Language Institute.

The Russian Summer Language Program includes an 8-week, 8-credit intensive language option (June 9-August 1, 2014) in beginning, intermediate, advanced, and fourth-year intensive Russian, as well as a 5+5 Pitt-Moscow option with five weeks in Pittsburgh (June 9-July 11) and five weeks in Moscow (July 13-August 15).

The East European Summer Language Program includes six-week intensive programs carrying six credits in Pittsburgh (June 9-July 18) in Beginning Bulgarian, Czech, Turkish, Hungarian and Ukrainian; Beginning and Intermediate Estonian, Latvian, Lithuanian, and Polish; and Beginning through Advanced Bosnian/Croatian/Serbian and Slovak, as well as programs with four-week/four-credit add-on abroad components (July 13-August 15) in Bulgaria, the Czech Republic, Hungary, Poland, Slovakia and Montenegro. In addition, 6-week/6-credit Prague-only Czech immersion courses at the intermediate and advanced levels are offered, as well as a 6-week/6-credit Krakow-only Advanced Polish immersion course (July 7-August 15). All of the summer language programs consist of five hours per day of instruction and are proficiency based. Scholarships are available (scholarship deadline: March 7, 2014). FLAS fellowships, which cover tuition and provide a stipend, are available for undergraduates and graduate students. Funding opportunities for students of the Baltic languages and for ROTC students of Russian language through Project GO are available in 2014.



## BALSSI (University of Pittsburgh)

**Languages:** Estonian, Latvian, Lithuanian

**Locations:** Pittsburg

**Dates:** June 9 – July 18

**Credits:** 6

**Tuition/Fees:** \$4,056

**Funding:** Ugrad funding: REES and SLI Tuition Scholarships, FLAS  
Grad funding: REES and SLI Tuition Scholarships, FLAS

**Website:** <http://www.slavic.pitt.edu/sli/>

**Contact:** [slavic@pitt.edu](mailto:slavic@pitt.edu) 412-624-5906

The University of Pittsburgh will host the Baltic Summer Studies Institute for its third consecutive summer in 2014. The Baltic Studies Summer Institute, sponsored by a consortium of U.S. universities and the Association for the Advancement of Baltic Studies, offers students in the U.S. the only domestic opportunity to study intensive Estonian, Latvian, and Lithuanian during the summer. Due to the intense pace of the courses and the quality of the instructors, students learn almost one year's worth of language in just six weeks. BALSSI 2014 will offer two levels each of Estonian, Latvian, and Lithuanian, a lecture series on Baltic history and culture, and a program of cultural events related to the Baltic countries. Participants and instructors alike in the 2013 program praised the linguistic progress achieved and the atmosphere and facilities at PITT, where BALSSI is offered side-by-side with the popular SLI program. Applicants for 2014 can look forward to good opportunities for tuition scholarships and some stipends for this program.

## INSTITUTIONS OFFERING RUSSIAN:

### SLAVIC LANGUAGES & LITERATURES

#### UNIVERSITY of WASHINGTON

## University of Washington

**Languages:** Russian

**Location:** Seattle, WA

**Dates:** June 23 – Aug 23

**Credits:** 15

**Tuition/Fees:** \$8,264–\$9,187

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

**Contact:** [slavicll@uw.edu](mailto:slavicll@uw.edu); 206-543-6848

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

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

- It provides an opportunity for students from colleges and universities with limited offerings in Russian to complete the four years of language that are required by many graduate programs.
- It allows graduate students in any discipline whose research requires knowledge of Russian to begin study of the language, or to continue it at an appropriate level.

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



## Beloit College

**Languages:** Russian, Arabic, Chinese, Japanese, ESL  
**Location:** Beloit, Wisconsin  
**Dates:** June 14-August 8, 2014  
**Credits:** 12  
**Funding:** Ugrad funding: Director's Scholarship  
 Grad funding: Director's Scholarship  
**Website:** <http://www.beloit.edu/cls/>  
**Contact:** [cls@beloit.edu](mailto:cls@beloit.edu); 608-363-2373

The Center for Language Studies at Beloit College offers summer intensive language courses in Arabic, Chinese, Japanese, and Russian (1st through 4th-year) as well as an English as a Second language (ESL) course. Eight- and four-week sessions are available. The full eight-week program runs from June 14 through August 8; 1st session is from June 14-July 11 and 2nd session is from July 14-August 8. Advantages: Personalized instruction, small classes, superb teachers, twelve semester hours of credit, language tables, extracurricular activities, pleasant summer on a lovely campus in southern Wisconsin with easy access to Madison, Milwaukee, and Chicago. Applications are accepted beginning in October and continuing until classes are filled. CLS Director's Scholarships are available to all qualified applicants through April.



## Bryn Mawr College

**Languages:** Russian  
**Location:** Bryn Mawr, PA  
**Dates:** Jun 4 – July 30, 2014  
**Credits:** 4-8

**Funding:** Ugrad funding: need based  
 Grad funding: need based  
**Website:** <http://www.brynmawr.edu/russian/rli.htm>  
**Contact:** [rli@brynmawr.edu](mailto:rli@brynmawr.edu); 610-526-5187

Founded in 1977, the Russian Language Institute (RLI) at Bryn Mawr seeks to support the study and teaching of Russian in the United States by providing an intensive-immersion setting for both teachers and learners of the language. RLI offers both four- and eight-week programs for male and female high school, undergraduate, and graduate students. All courses focus on language training at the college level.

The eight-week Russian Language Institute offers a highly-focused curriculum and a study environment conducive to the rapid development of the four language skills (oral, aural, writing, reading) as well as cultural awareness. The program draws participants from a broad spectrum of academic fields, occupations, ages, and interests. Course offerings are designed to accommodate a full range of language learners, from the beginner to the advanced learner (three levels total). The highly intensive nature of the course work and the culturally-rich immersion environment have proven very successful in providing the equivalent of an academic year of college Russian to participants who complete the full eight weeks.



## Georgia Institute of Technology

**Languages:** Russian  
**Location:** Moscow  
**Dates:** May 19-July 15, 2014  
**Credits:** 9  
**Tuition/Fees:** In-state tuition, fees, and \$4800 program fee  
 Homestay (accommodation, breakfasts and dinners all included in program fee)  
**Funding:** Ugrad: Scholarships for ROTC cadets through Project GO  
**Website:** <http://www.modlangs.gatech.edu/lbat/russia>  
**Contact:** [sgoldberg@gatech.edu](mailto:sgoldberg@gatech.edu); 404-894-9251

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

# Middlebury Language Schools

## Middlebury College

<b>Languages:</b>	Russian
<b>Location:</b>	Middlebury, VT
<b>Dates:</b>	June 20 – Aug 15 (8-week intensive language program) July 1 – Aug 15 (6-week graduate program)
<b>Credits:</b>	12 semester hours, undergrad level (8-week program) 9 semester hours, grad level (6-week grad program)
<b>Tuition/Fees:</b>	\$10,505 (8-week program; includes housing and meals) \$8,095 (6-week grad program; includes housing and meals)
<b>Funding:</b>	Need-based financial aid; also, merit-based scholarships such as the Kathryn Davis Fellowship for Peace
<b>Website:</b>	<a href="http://www.middlebury.edu/lrussian">http://www.middlebury.edu/lrussian</a>
<b>Contact:</b>	<a href="mailto:schoolofrussian@middlebury.edu">schoolofrussian@middlebury.edu</a> ; (802) 443-2006

The Kathryn Wasserman Davis School of Russian at Middlebury College offers intensive Russian language instruction at 7 levels in its 8-week program and courses in language and linguistics, literature, culture, film, history, and politics in its 6-week graduate program. Graduate courses can lead to MA or DML degrees in Russian. In 2013, the Davis School of Russian hosted a 2-week Startalk program for teachers of Russian; similar programs may be offered in the future. All courses are taught in an intensive, Russian-only environment complemented by rich co-curricular offerings; all students sign a Language Pledge. Dates: 20 June – 15 August 2014 (8-week program), 1 July – 15 August 2014 (6-week graduate program).



## Monterey Institute for International Studies

<b>Languages:</b>	Russian
<b>Location:</b>	Monterey, CA
<b>Dates:</b>	June 16 – August 8, 2014, application deadline: April 28
<b>Credits:</b>	up to 8
<b>Tuition/Fees:</b>	\$3,950, MIIS application fee \$50 Housing & Meals: not included
<b>Funding:</b>	Ugrad funding: financial aid Grad funding: scholarships
<b>Website:</b>	<a href="http://go.miis.edu/silp">go.miis.edu/silp</a>
<b>Contact:</b>	<a href="mailto:languages@miis.edu">languages@miis.edu</a> ; 831-647-4115

Language plays a very important role at the Monterey Institute. Our non-degree language programs offer intensive language instruction for participants with a variety of academic or non-academic goals. Whether you are planning to study or work abroad, wish to strengthen your skills so you can enroll in

higher-level courses at your home institute, or are looking for an edge in this competitive job market, our non-degree language programs might be just what you are looking for.

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



## University of Michigan

<b>Languages:</b>	Russian
<b>Location:</b>	Ann Arbor, MI
<b>Dates:</b>	May 6–June 24, June 26–August 15
<b>Credits:</b>	8 per class
<b>Tuition/Fees:</b>	\$2,800–\$3,200
<b>Website:</b>	<a href="http://lsa.umich.edu/sli">http://lsa.umich.edu/sli</a>
<b>Contact:</b>	<a href="mailto:Slavic@umich.edu">Slavic@umich.edu</a> 734-764-5355

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



## North Carolina State University

<b>Languages:</b>	Elementary Russian 101/102
<b>Location:</b>	Raleigh, NC
<b>Dates:</b>	Elementary: May 14 – June 25
<b>Credits:</b>	8 credits per session, 2 sessions
<b>Tuition/Fees:</b>	resident: \$1,950, non-resident \$6,000. Room/Board: Not included
<b>Funding:</b>	Ugrad funding: Project GO (ROTC only)
<b>Website:</b>	<a href="http://gold.chass.ncsu.edu">http://gold.chass.ncsu.edu</a>
<b>Contact:</b>	Shanna Ratashak, Project GO-NCSU, <a href="mailto:seratash@ncsu.edu">seratash@ncsu.edu</a> , 919-513-0119

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

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## University of Virginia

- Languages:** Russian, Arabic, Chinese
- Location:** Charlottesville, VA
- Dates:** June 15 to August 8
- Credits:** 12 (Russian), 8 (Arabic, Chinese)
- Tuition/Fees:** Ugrad \$4,407 (in state) \$14,570 (out of state)  
Grad: \$4,959 (in state) \$9,698 (out of state)  
Housing: \$25 (single) and \$33 (double)
- Website:** <http://www.virginia.edu/summer/SLI/index.html>
- Contact:** Shanna Ratashak, Project GO-NCSU,  
uvasli@virginia.edu; 434-243-2241

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

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# AATSEEL Newsletter Needs Column Editors & Contributors

The AATSEEL Newsletter currently carries columns about news in the fields of Belarusica, Czech and Russian. We invite readers to send information for sharing to the respective column editors. If you are interested in editing a new column or helping a current editor, come forward. We are willing to cover topics of interest to all. Contact William Gunn at [aatseelnewsletter@usc.edu](mailto:aatseelnewsletter@usc.edu)

# Technology & Language Learning

## MakeBeliefsComix: Creating Comic Strips for EFL Classrooms

Ferit Kılıçkaya  
(Mehmet Akif Ersoy University, Turkey)

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

The Internet provides language teachers with quite a number of resources and materials by which they can create meaningful tasks and which make language learning fun and attractive. With the availability of a variety of multimedia documents, games and ready-made activities, teachers can now integrate Web resources into their daily activities without requiring any technical or programming knowledge (Son, 2007). Moreover, most of these materials on the Internet prove to be authentic, such as comic strips.

In the past, comic strips were mostly ignored, as it was believed that they did not provide any educational value, and in most educational institutions, the use of comic strips were ignored or even banned (Arroyo, n.d.) They were highly considered as another way of wasting time as most probably the teachers had to cover everything and prepare the students for tests quickly at the expense of “learner involvement and enjoyment -to the product, that is, to producing fast and tangible outcomes” (Dörnyei, 2001, p. 72). However, most of the learners enjoyed and still do reading comic books and discussing what they have read. Educators have realized that comic strips are appealing to all age groups, not just a specific one (Davis, n.d.). Recognizing the value of visuals in learning more than a century ago, Dewey (1897) argued

I believe much of the time and attention now given to the preparation and presentation of lessons might be more wisely and profitably expended in training the student's power of imagery and in seeing to it that he is continually forming definite, vivid, and growing images of the various subjects with which he comes in contact in his experience (p. 80).

Considering the visual learners in particular, as Al-Shehri (2009, p. 168) claimed “...visual learners are more capable of perceiving a vivid representation of their ideal selves, which in turn is reflected

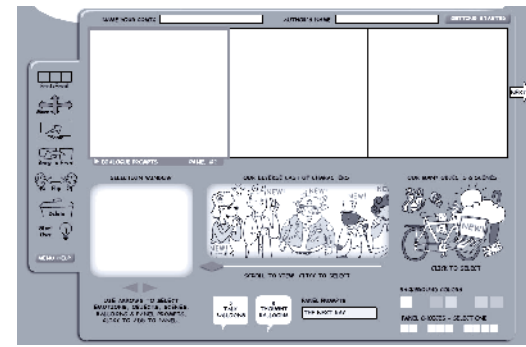
in heightened motivated effort and behavior”, it can be stated that comic strips indeed play an important role in increasing the motivation in language learning. As regards student authoring, data from studies (e.g., Kramsch, A'Ness, & Lam, 2000; Nikolova, 2002) clearly indicate that the process of creating learning materials is beneficial to student motivation and attitudes toward both the learning process and the subject matter. Being involved in the selection of content for the revision activities, for instance, teaches learners important skills of reflecting and prioritizing, thus leading to the improvement of the learning process on the metacognitive level. Nikolova's (2002) study showed that “even though the degree of creative involvement of the students in these projects varied, all of them showed evidence that students worked on their tasks with greater motivation” (p. 101). Moreover, students learn significantly better, when they participate in the creation of the instructional module, if time is not considered. Apart from the important benefits given above, involving students in group projects is an important step towards making them more autonomous learners. Finally, the study conducted by Kılıçkaya and Karajka (2012) on the use of comic strips created on *MakeBeliefsComix* indicated that students' creating their own comic strips while dealing with grammar items produced promising results and increased their motivation.

In the current column, I will try to introduce an online tool that can be used by language teachers as well as students to create educational comic strips.

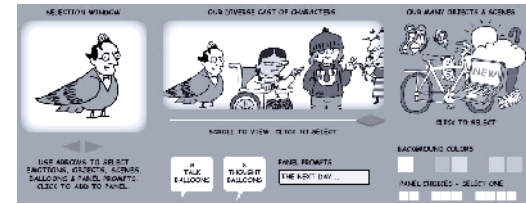
### MakeBeliefsComix

*MakeBeliefsComix* was launched in late 2006, and since then it has been in use to encourage writing, reading and literacy and the learning of English. It is still a free web-based tool aiming to help teachers and parents encourage their students/children to express themselves through writing and creating their own comic strips through dialogues. The site has a flash-based interface, which offers fun animal, human characters, objects, and scenes. Students can choose among different moods, thought, talk balloons, and fill in with words. The site offers support for various languages, also the ones with non-standard characters: English, Spanish, French, German, Italian, Portuguese, and Latin, to name just a few major ones.

When you visit the home page, <http://www.makebeliefscomix.com>, a flash-based interface will welcome you, with the button 'Enter Here' leading to the editing page of the website. On the editing page, there will be pictures, in other words, animals, human characters, objects, and that you can insert into the panels.



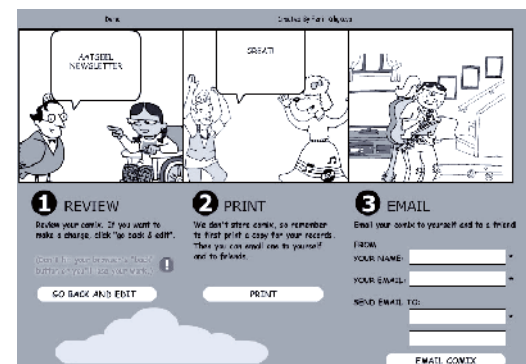
Just click on any picture. The picture that you have selected will appear on 'the selection window'.



Then, click first on the panel where you wish this picture to be moved, and then the picture in the selection window. The picture you have selected will appear in the panel. Follow the same step in order to add more pictures to the same panel or the other panels. You can move your picture in the panel by clicking first on the 'move' icon on the 'MENU' on the left and then the figure itself. You can also add different 'Talk Balloons' or 'Thought Balloons' to make your picture(s) express their feelings or their thoughts. Try the options offered such as scaling and flipping on the MENU, and some other ones such as background colors and panel choices.



After completing your comic strip, click on the button 'next' on the right side of the last panel. On this page, you can review, print, or email your comic strip for later use.



## Evaluation

Taking into consideration its features and the promising activities to teach language, reading and writing skills, as well as to improve computer literacy, Google and UNESCO selected *MakeBeliefsComix* as one of the world's most innovative websites in fostering literacy and reading (<http://www.google.com/literacy/projects.html>), which I think is not surprising. Zimmerman (2007), the creator of the MakeBeliefsComix site, hopes that learners will enhance their creativity and explore other possibilities while using the characters with different moods and writing words during comic strip creation. To facilitate that, educators are provided with ready-made ideas on comic strip creation:

- Travel to a mysterious place
- Making wishes come true
- A day at work
- A day at school
- A love story
- Retelling a familiar story
- Illustrating newly-learned vocabulary words.

These ideas, available at <http://www.makebelief-scomix.com/Story-Ideas>, are in fact ready-made scenarios for role-plays or digital stories, as can be demonstrated in the example below.

## Tell Your Life Story

Select a character to represent you and speak for you as you talk about yourself, your life story and your interests. Introduce yourself, talk about who you are, what you do, what you're interested in, what you like or don't like. If you came from another country, tell us where you're from and what your life was like. Perhaps you'll also want to use other characters in your comic strip to introduce family members or best friends. In your comic strip have the character talk or think about the important parts of your life that you want to share with others.

These scenarios are open to modification by the teacher and/or learners, either to the whole class or in groups, so that the task is tailored to the proficiency level, age and interests of learners. It also needs to be noted that comic strips output, once authored by the teacher or learners, can be retrieved and archived in a number of ways, depending on the technical resources available and teacher preferences, such as printing copies, emailing copies to oneself or to others.

## Resources

While *MakeBeliefsComix* is particularly applicable with young learners, learners of older ages

might benefit from some of the following:

- <http://www.toondoo.com>
- <http://www.wittycomics.com/>
- <http://www.comeeko.com/>
- <http://www.readwritethink.org/materials/comic/>
- <http://www.quicktoons.com/create>

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## Member News

Editor: Molly Thomasy Blasing (Oberlin College)

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

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

**Marina Antić** received her Ph.D. in Comparative Literary and Cultural Studies from University of Wisconsin - Madison in August 2013. Directed by Tomislav Longinovic, Marina's dissertation "(Post) Yugoslav Identities and the East-West Paradigm: Empires and Imperialism on the Margins of Europe" is a historical and theoretical reconsideration of the use of postcolonial theory in Eastern European studies, developed in reference to former Yugoslav cultural production, and executed in a close reading of the narrative aesthetics of Yugoslav modernism in three representative authors: Ivo Andrić, Meša Selimović, and Mak Dizdar.

**Vitaly Chernetsky** is now Associate Professor in the Department of Slavic Languages and Literatures at the University of Kansas.

In April 2013 **Galya Diment**, Professor of Slavic Languages and Literatures at the University of Washington, was appointed Thomas L. and Margo G. Wyckoff Endowed Faculty Fellow.

*A Common Strangeness: Contemporary Poetry, Cross-Cultural Encounter, Comparative Literature* (Fordham UP, 2012) by **Jacob Edmond** of the University of Otago, New Zealand, has received two honors. In April, *A Common Strangeness* received an Honorable Mention for the 2013 Harry Levin Prize, American Comparative Literature Association. The 2013 Levin Prize distinguishes the best first book in comparative literature published between 2010 and 2012. In October, it received an Honorable Mention for the Association for the Study of the Arts of the Present (A.S.A.P.) 2013

Book Prize. This honor recognizes *A Common Strangeness* as "as one of the finest works in every field of contemporary arts criticism" published in 2012. *A Common Strangeness* examines Russian, Chinese, and American poetry in situations of cross-cultural encounter at the end of the Cold War.

**Irina Ivliyeva**, Associate Professor of Russian at Missouri University of Science and Technology, has published *Экспериментальный модификационный словарь русского языка*. Издательство «Азбуковник». Москва, 2013.

**Emily Johnson** of the University of Oklahoma will be stepping into the post of Executive Director of the South Central MLA in January 2014.

### American Councils (ACTR) Grant Recipients 2012-2013

American Councils is pleased to announce the names of individuals who received fellowship funding during the 2012-2013 academic year and summer terms. Fellowship funding is provided by the U.S. Department of State (Title VIII) and American Councils (ACTR).

#### Title VIII Combined Research and Language Training (CRLT) Program

**Elizabeth Bospflug**, Russia  
**Claire Kaiser**, Georgia  
**Isabelle Kaplan**, Russia and Azerbaijan  
**Jessica Mason**, Russia  
**Rebecca Mueller**, Albania

#### Title VIII Research Scholar Program

**Steven Barnes**, Kazakhstan and Russia  
**Daniel Beben**, Tajikistan  
**Victor Friedman**, Macedonia  
**Mehrangiz Najafizadeh**, Azerbaijan  
**Laura Osterman**, Bulgaria  
**Antje Postema**, Sarajevo  
**Maria Rives**, Russia  
**Jessica Werneke**, Russia  
**Christopher Whitsel**, Tajikistan

#### U.S. Department of State Title VIII Fellowship Recipients (for intensive Eurasian or Russian language study)

**David Bishop**, Tajikistan  
**Carsten Brown**, Russia  
**Monica Bykowski**, Russia  
**Matthew Crimi**, Tajikistan  
**Tyler Dupont**, Russia  
**Kaitlin Fertaly**, Armenia  
**Alexandra Fisher**, Russia  
**Jennifer Flaherty**, Russia  
**Ruth Grossman**, Georgia  
**Joely Hildebrand**, Tajikistan  
**Hannah Kay**, Georgia  
**Dennis Keen**, Kazakhstan  
**Seth King**, Russia  
**Matthew Kupfer**, Russia  
**Kara Madison**, Tajikistan  
**Aleksandra Marciniak**, Russia  
**Virginia Patridge**, Russia  
**Derek Peterson**, Tajikistan  
**Brian Richey**, Russia  
**Stephanie Russo**, Moldova  
**Amy Stidger**, Armenia  
**Amanda Wetsel**, Kyrgyzstan



**American Councils Outbound Scholarship Recipients (for intensive Eurasian or Russian language study)**

- Yekaterina Belikov, Russia
- Lucas Fronk, Russia
- Miriam Goldman, Russia
- Daniel Higuchi, Russia
- Catherine Kinlein, Russia
- Yelena Muratova, Russia
- Miles Peterson-DeVinny, Russia
- Hristiana Petkova, Russia
- Nadezhda Riabkova, Russia
- Gladys Rivas, Russia
- Daniel Rosas, Russia
- Kellie Shea, Russia

**American Councils (ACTR) is now accepting applications for the 2014-15 Russian Overseas Flagship Program in St. Petersburg, Russia.**

The Russian Overseas Flagship Program, an essential component of The Language Flagship, prepares U.S. students to be able to communicate in Russian at the highest levels of functional proficiency.

Based at St. Petersburg State University, the academic program is structured around an integrated curriculum featuring classes in contemporary mass media, language and culture, expository writing, and advanced oral communication. The program curriculum includes focused instruction in large and small (4-5 students) groups, guided excursions, and professional internships with local government and private organizations. Participants live with Russian host families and earn academic credit through Bryn Mawr College.

The program is open to advanced-level learners of Russian who are committed to attaining “professional” or “distinguished-level” language proficiency (ILR 3, 3+, 4/ACTFL “Superior” or “Distinguished” levels) through an intensive nine-month language training program tailored to their professional interests and academic specialization.

The program is open to advanced-level learners of Russian who are committed to attaining “professional” or “distinguished-level” language proficiency (ILR 3, 3+, 4/ACTFL “Superior” or “Distinguished” levels) through an intensive nine-month language training program tailored to their professional interests and academic specialization.

Partial financial aid through American Councils may be available to qualified participants. Applicants are also encouraged to apply for Boren Awards, which may be used to support participation by qualified applicants on the overseas Flagship program.

Applications are due in late January 2014.

To read more about the program and application requirements, please go to <http://flagship.americancouncils.org/russian/>

**Please direct questions to:**

American Councils  
 1828 L Street, NW, Suite 1200  
 Washington, D.C. 20036  
 Phone: 202-833-7522  
 Email: [gbabankov@americancouncils.org](mailto:gbabankov@americancouncils.org)

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# Recent Publications

Editor: Carmen Finashina

## Art

Kachurin, P. 2013. *Making Modernism Soviet: The Russian Avant-Garde in the Early Soviet Era, 1918-1928*. Evanston, IL: Northwestern University Press.

Semyonova, N. 2013. *Selling Russia's Treasures: The Soviet Trade in Nationalized Art, 1917-1938*. New York, NY: Abbeville Press.

## Culture

Rowley, A. 2013. *Open Letters: Russian Popular Culture and the Picture Postcard 1880-1922*. Toronto, CA: Toronto University Press.

Slobin, G. Clark, K., Condee, N., Slobin, D., and Slobin, M., eds. 2013. *Russians Abroad: Literary and Cultural Politics of Diaspora (1919-1939)*. Brighton, MA: Academic Studies Press.

Usitalo, S. 2013. *The Invention of Mikhail Lomonosov: A Russian National Myth*. Brighton, MA: Academic Studies Press.

## Economics

Dzarasov, R. 2013. *The Conundrum of Russian Capitalism: The Post-Soviet Economy in the World System*. London, UK: Pluto Press.

## Ethnic & Gender Studies

Horowitz, B. 2013. *Russian Idea, Jewish Presence: Essays on Russian-Jewish Intellectual Life at the Turn of the Twentieth Century*. Brighton, MA: Academic Studies Press.

Korostelina, K. 2013. *Constructing the Narratives of Identity and Power: Self-Imagination in a Young Ukrainian Nation*. Lanham, MD: Lexington Books.

## Film

Abikeyeva, G., Beumers, B., & Rouland, M., eds. 2013. *Cinema in Central Asia: Rewriting Cultural Histories*. London, UK: I.B. Tauris.

## History

Weinberg, R. 2013. *Blood Libel in Late Imperial Russia: The Ritual Murder Trial of Mendel Beilis*. Bloomington, IN: Indiana University Press.

Wortman, R. 2013. *Russian Monarchy: Representation and Rule*. Brighton, MA: Academic Studies Press.

## Literature

Bahun, S. 2013. *Modernism and Melancholia: Writing as Countermourning*. New York: Oxford University Press.

Bethea, D., ed. 2013. *The Pushkin Handbook*. Madison, WA: University of Wisconsin Press.

Carnicke, S.M. 2013. *Checking Out Chekhov: A Companion to Anton Chekhov's Plays*. Brighton, MA: Academic Studies Press.

Erdinast-Vulcan, D. 2013. *Between Philosophy and Literature: Bakhtin and the Question of the Subject*. Stanford, CA: Stanford University Press.

Holland, K. 2013. *The Novel in the Age of Disintegration: Dostoevsky and the Problem of Genre in the 1870s*. Evanston, IL: Northwestern University Press.

Markesinis, E. 2013. *Andrei Siniavskii: A Hero of His Time?* Brighton, MA: Academic Studies Press.

McQuillen, C. 2013. *The Modernist Masquerade: Stylizing Life, Literature, and Costumes in Russia*. Madison, WA: University of Wisconsin Press.

Morson, G.S. 2013. *Prosaics and Other Provocations: Empathy, Open Time, and the Novel*. Brighton, MA: Academic Studies Press.

## Music

Walsh, S. 2013. *Musorgsky and His Circle: A Russian Musical Adventure*. New York: Alfred A. Knopf.



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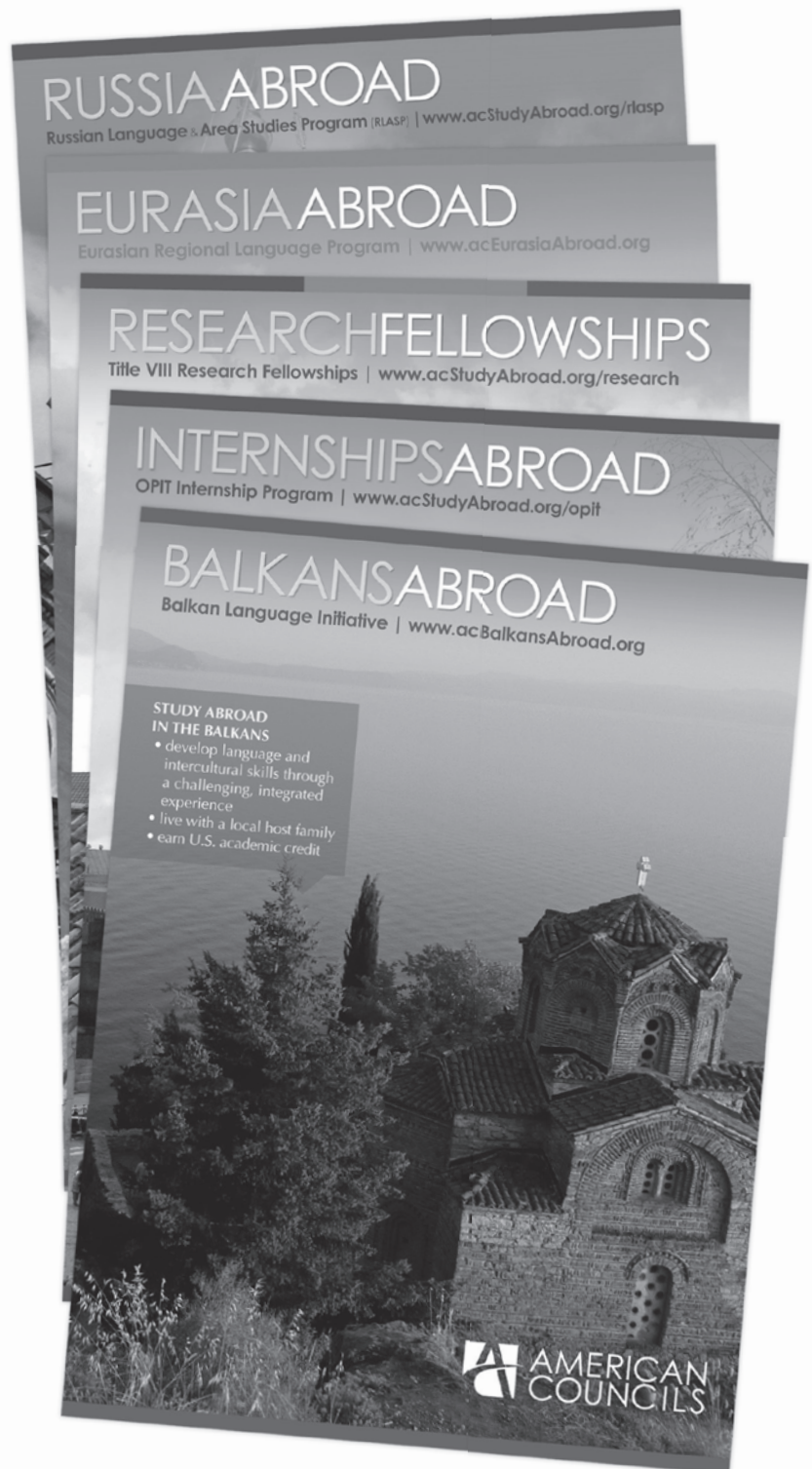
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# Looking forward to seeing you at the 2014 Annual Conference!

January 9-12, 2014 - Chicago, Illinois — The Drake Hotel

## SPECIAL EVENTS

### Keynote Address

This year's keynote will be given by Stephanie Sandler (Harvard University), titled "News that Stays New". Join us 11:00 to 12:00 p.m. following the 10:00 AATSEEL Members' Meeting on Saturday morning, January 11th, 2014.

### Advanced Seminars

AATSEEL announces two innovative advanced seminars and a featured workshop at the 2014 AATSEEL Conference, led by renowned scholars who will provide AATSEEL members with the opportunity to engage in extended discussions with these scholars and gain from their knowledge, expertise and practice:

- Advanced seminar led by Clare Cavanaugh, Northwestern University
- Advanced seminar led by Michael Flier, Harvard University
- Featured workshop led by Benjamin Rifkin, The College of New Jersey, Strategies and Tactics for Facilitating Discussion: Approaches for Language, Literature, and Culture Classes

Pre-registration in the advanced seminars is required. Seminar participants must be members of AATSEEL who are pre-registered for the conference. To take part in an advanced seminar, please email Katya Hokanson at [hokanson@uoregon.edu](mailto:hokanson@uoregon.edu).

### Publishers Roundtable

Friday, January 10th, 10:30-12:15

Representatives from Northwestern University Press, Academic Studies Press, and Northern Illinois University Press will participate in a conversation about scholarship and publishing in Slavic.

### Presidential Panels

- Panel on Isaac Babel and the Self-Invention of Odessan Modernism by Rebecca Stanton, Barnard College. Panelists: Amelia Glaser (University of California, San Diego), Gregory Freidin (Stanford University), Sasha Senderovich (University of Colorado, Boulder)
- Panel on Fast Forward: The Aesthetics and Ideology of Speed in Russian Avant-Garde Culture, 1910-1930, by Tim Harte, Bryn Mawr College. John Bowlt (University of Southern California), Wendy Salmond (Chapman University), Julia Vaingurt (University of Illinois at Chicago).
- Panel on A Herzen Reader, by Kathleen Parthe, University of Rochester. Panelists: Gary Saul Morson (Northwestern University), Ilya Kliger (New York University), Donna Orwin (University of Toronto).

### Receptions and Coffee Breaks

Several Chicago-area Russian and Slavic departments are planning receptions at the 2014 AATSEEL Conference. Join in to network, catch up with old friends, and learn more about their programs!

- Friday, January 10th: 10:00-10:30 a.m. Coffee break sponsored by Bard Abroad
- Friday, January 10th: 3:30-4:00 p.m. Coffee break sponsored by University of Chicago's Department of Slavic Languages and Literatures and Center for East European and Russian/Eurasian Studies
- Friday, January 10th: 6:30-8:00 p.m. Reception hosted by Northwestern University Department of Slavic Languages and Literatures
- Saturday, January 11th: 6:30-8:00 p.m. Reception hosted by University of Illinois at Chicago



# CONFERENCE PROGRAM AT A GLANCE

## Thursday, January 9, 2014

5:00pm-7:00pm	Conference Registration
5:00pm-6:00pm	AATSEEL Program Committee Meeting
7:00pm-9:00pm	Job Interviewing Workshop
7:00pm-9:00pm	AATSEEL Executive Council Meeting
9:00pm-10:00pm	Reception for Graduate Students

## Friday, January 10, 2014

7:30am-6:00pm	Conference Registration
8:00am-10:00am	SLAVA/Olympiada Breakfast
9:00am-4:30pm	Exhibit Hall
8:00am-10:00am	Conference Panels: FRI-A
10:00am-10:30am	Coffee Break in Exhibit Hall (Sponsored by Bard Abroad)
10:00am-12:00pm	SEEJ Editorial Board Meeting
10:30am-12:15pm	Conference Panels: FRI-B
12:15pm-1:45pm	Language Coordinators' Luncheon
12:15pm-1:45pm	RLJ Editorial Board Meeting
12:30pm-1:30pm	Coffee with Leading Scholars (Robert Bird)
1:45pm-3:30pm	Conference Panels: FRI-C
1:45pm-3:30pm	Presidential Panel (Rebecca Stanton)
3:30pm-4:00pm	Coffee Break in the Exhibit Hall (Sponsored by the University of Chicago Department of Slavic Languages and Literatures and Center for East European and Russian/Eurasian Studies)
4:00pm-6:30pm	ACTR Board Meeting
4:30pm-6:30pm	Conference Panels FRI-D
4:30pm-6:30pm	Advanced Seminar (Michael Flier)
4:30pm-6:30pm	Presidential Panel (Tim Harte)
4:30pm-6:30pm	Featured Workshop (Ben Rifkin)
4:30pm-6:30pm	International Association of Teachers of Czech Meeting
4:30pm-6:30pm	Graduate Student Committee Meeting
6:30pm-8:00pm	Reception sponsored by Northwestern University Slavic Department
7:00pm-9:00pm	Poetry Reading
9:00pm-11:00pm	AATSEEL President's Reception and Awards Ceremony

## Saturday, January 11, 2014

7:30am-5:00pm	Conference Registration
8:00am-10:00am	Conference Panels: SAT-A
9:00am-4:30pm	Exhibit Hall

10:00am-10:50am	AATSEEL Members' Meeting
11:00am-12:00pm	Keynote Address (Stephanie Sandler)
12:00pm-1:00pm	Coffee with Leading Scholars (Nina Gourianova)
1:15pm-3:00pm	Conference Panels: SAT-B
3:15pm-3:45pm	Coffee Break in the Exhibit Hall
3:15pm-5:00pm	Conference Panels: SAT-C
5:00pm-7:00pm	Conference Panels: SAT-D
5:00pm-7:00pm	Advanced Seminar (Clare Cavanagh)
5:00pm-7:00pm	Presidential Panel (Kathleen Parthe)
5:00pm-7:00pm	ACTR Members' Meeting
6:30pm-8:00pm	Reception hosted by University of Illinois Chicago
7:00pm-9:00pm	Poetry Reading

## Sunday, January 12, 2014

8:00am-10:00am	AATSEEL Executive Council Meeting
9:00am-11:00am	Conference Panels: SUN-A
11:00am-12:00pm	Coffee with Leading Scholars (Kevin Platt)
11:00am-12:00pm	AATSEEL Program Committee Meeting
12:00pm-2:00pm	Conference Panels: SUN-B

## AATSEEL EXECUTIVE COUNCIL

## 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:

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.

# AATSEEL 2013/2014 MEMBERSHIP FORM

MEMBERSHIP RUNS FROM JULY 1, 2013 THROUGH JUNE 30, 2014.  
THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2013/2014 DUES ON THE WEB AT WWW.AATSEEL.ORG WITH MASTERCARD, VISA, OR BY CHECK.

To join, renew, or change your address by mail, fill in the information requested and return it with your check (payable to AATSEEL in US Dollars) to: AATSEEL, c/o Elizabeth Durst, University of Southern California, 3501 Trousdale Pkwy., THH 255L, Los Angeles, CA 90089-4353 USA. If you wish to receive a receipt in addition to your canceled check, please enclose a self-addressed stamped envelope. AATSEEL also accepts payment by Visa or Mastercard.

(Please PRINT all information)

City/State/Zip \_\_\_\_\_

First name \_\_\_\_\_

Contact info (in case we have questions):

Last name \_\_\_\_\_

Phone: \_\_\_\_\_

Mailing address: \_\_\_\_\_

Fax: \_\_\_\_\_

\_\_\_\_\_

Email: \_\_\_\_\_

\_\_\_\_\_

MEMBERSHIP 2013/2014		
MEMBERSHIP CATEGORIES	2013/2014	Circle applicable rate(s) at left and enter amount(s) below:
Students	\$20	
Independent Scholars	\$50	
Retired & Emeritus	\$50	
Secondary School Teachers	\$50	
Instructors & Lecturers	\$50	
Assistant Professors	\$75	
Associate Professors	\$100	
Full Professors	\$125	
Non-Academic Members	\$75	
Administrators	\$75	
Sustaining Members	\$300	
Supplement for Joint Membership Name of Other Member: _____	<i>Fee for Higher-Ranking Member + \$25</i>	
Supplement for Mail to address outside North America	+ \$25, all categories	
Benefactor/Life Member	\$1000	

**PAYMENT METHOD** (check one box; do not send cash):

**Check** (US funds; payable to "AATSEEL of U.S., Inc") (If check, check # \_\_\_\_\_, date \_\_\_\_\_, amount \$ \_\_\_\_\_)

or

**Credit Card**  Visa  Mastercard

Name on Card: \_\_\_\_\_ Billing Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Account Number: | | | | - | | | - | | | - | | | |

Exp. Date (MM/YY): (\_\_\_\_/\_\_\_\_) Signature: \_\_\_\_\_

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- (2) Please contact editor about any content or formatting concerns.
- (3) The AATSEEL Newsletter is not copyrighted. When necessary, authors should copyright their own contributions.

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