

NEWSLETTER

American Association of
Teachers of Slavic and
East European Languages

AATSEEL

VOLUME 60 ISSUE 1

FEBRUARY 2017



View from Vyborg Castle, Vyborg, Russia

TABLE OF CONTENTS

President's Message.....	1
Letter From the Editor.....	4
Everything You Always Wanted to Know ...	6
Technology & Language Learning	8
Domestic Summer Language Programs ...	11
Member News	19
Recent Publications.....	22
Executive Council	23

President's Message

Mark Lipovetsky
University of Colorado-Boulder
AATSEEL President



Dear colleagues,

I am writing this column in the wake of the AATSEEL conference in San Francisco and at the beginning of preparations for next year's conference in 2018. Thanks to the efforts of Kevin Platt, Elisabeth Durst, Rachel Stauffer, Jon Stone and other members of the Executive Council, interesting changes have begun to happen in our organization. As the incoming new president I hope to continue and possibly expand this process.

Certainly, if you were in the San Francisco Parc 55 hotel in the first week of February 2017, you know this news already. But if you weren't there, this column is for you.

As you probably know, for the first time we had our conference separately from MLA. This was a big step, but it was necessary — as it secured our freedom to choose the places and, most importantly, the timing for conferences that is more convenient than the first week of the new year. Our choice of February was determined by a poll among the members of AATSEEL, and so was the choice of top cities for our meetings. We all were somewhat nervous anticipating how this change might affect conference attendance. Yet despite our fears, the conference of 2017 was one of the best attended among recent gatherings. The overall total of submissions (including preformed panels and roundtables) increased from 148 last year to 205 this year. And the number at the end of the conference for total registrants was more than 425.

We hope that this tendency will continue in 2018, especially thanks to great hotel rates that our conference manager, Rachel Stauffer, secured for us in Washington, DC. Also in 2017, in terms of members, we have exceeded 700 for the first time in several years. An auto-renew function on the website radically simplifies the process of registra-

tion (150 members have already used it).

Another innovation introduced in 2017 is the system of streams — i.e., clusters of panels united by the same topic. The streams were conceived by Kevin and associates as mini-conferences within the large conference. Their purpose is to increase cohesion between panels and to connect scholars of different generations. At the 2017 conference, streams were dedicated to such diverse topics as political forms in contemporary Russian culture, OBERIU and its aftermath, eco-criticism in Russian literary studies, translations in Slavic culture, Dostoevsky, elementary-level language instruction, women's experience of war as reflected by Soviet and post-Soviet cinema, as well as mimesis in Russian art and aesthetic theory. Perhaps some of these topics will be inherited by our coming conferences, which would create even greater continuity and allow important conversations to continue. The organization of streams certainly requires more effort — both from “stream-leaders” and from Jon Stone, the head of the Program Committee — much more effort than regular conference panels. But the result was rewarding. As far as I can judge, this experiment was very successful, and all streams attracted audiences and generated exciting discussions. It is a testimony to the success of this form that for the conference of 2018 Jon has already received applications for 12 streams (as opposed to 8 in 2017). He is thinking about a different schedule of streams — in two groups as opposed to one, which will allow participants in

one stream to attend others.

The conference of 2017 also continued great things that were introduced earlier. This year we had such relatively new but already traditional events as the advance seminars — this year, with Beth Holmgren on performance studies in Russia and Eastern Europe and with Harsha Ram on the physiological sketch in France, Russia and Georgia, a film screening of the documentary *Finding Babel* with Grisha Freidin's dazzling introduction and participation of the director David Novack and the screenwriter Andrei Malaev-Babel, coffee with leading scholars in the field, workshops such as one on new course proposals by Benjamin Rifkin, teaching workshops for graduate students, and of course, a keynote address by the winner of the previous year's prize for outstanding contributions to scholarship — in 2017, this was Michael Katz who spoke about his experience as a translator of Russian classical literature. These events constitute, so to speak, one more stream, or rather mega-stream — featuring prominent representatives of our profession and opening new lines of communication between them and scholars of younger generations. We hope to grow in this direction as well and we will be looking for new forms and initiatives to attract our great colleagues to presentations in these “genres.”

I have one more important piece of news that was announced at the 2017 conference: Irene Masing-Delic and Helen Halva, after years of editing of *Slavic and East European Journal* are passing the journal to a new team of editors. We all are

incredibly grateful to Irene and Helen for all great things they've done for *SEEJ* — beginning with cutting-edge publications in diverse subfields of our discipline and ending with a new cover. Yana Hashamova, Professor and Chair of the Department of Slavic and East European Languages and Cultures at Ohio State University, will be serving as the editor-in-chief of *SEEJ*; her colleague, Alexander Burry will be the associate editor. Thank you, dear friends, for taking this responsibility upon yourselves! I am confident that this new team of editors will continue running *SEEJ* as a highly rigorous and intellectually daring journal, one of the leading venues in our field. Regular publications on topics not limited to the history of literature and linguistic problems, such as film, visual arts, political culture etc., will expand its content and attract new readers. Certainly, this can happen only with the support of potential authors — who are also members of AATSEEL.

In short, AATSEEL is entering a new period — we hope that it will lead us to the revival of our organization and to the reshaping of its identity in dialogue with such larger associations as ASEEEES, MLA, or ACTFL. However, the success of this process depends entirely on your creative ideas, critical suggestions, and, most of all, kind support.

With gratitude,
Mark Lipovetsky
University of Colorado-Boulder



Historical center of Moscow - Nikolskaya street decorated with arches of flowers.



Spend your summer with American Councils!

Applications are due **February 15th** for summer programs;
 applications are due **March 15th** for fall & academic year programs.

*TITLE VIII FELLOWSHIPS FOR TEACHERS, GRADUATE STUDENTS, AND SCHOLARS:

- **TITLE VIII FELLOWSHIPS FOR ADVANCED, OVERSEAS LANGUAGE STUDY:** Partial funding to U.S. teachers, graduate students, and scholars who are participating in American Councils summer, semester, and academic year language immersion programs in Russia, Eurasia, and the Balkans.
- **TITLE VIII RESEARCH SCHOLAR PROGRAM:** Full support for research in policy-relevant fields in Russia, Eurasia, and Southeast Europe. Fellowships include roundtrip international travel; housing and living stipends; visa support; health, accident, and evacuation insurance; archive access; and logistical support. Open to U.S. graduate students, post-doctoral scholars, and faculty.
- **TITLE VIII COMBINED RESEARCH & LANGUAGE TRAINING PROGRAM:** Full support for research and individualized, advanced language instruction in Russia, Eurasia, and Southeast Europe. Includes equivalent support to the Title VIII Research Scholar Program with the addition of language training.

INTENSIVE LANGUAGE & CULTURAL IMMERSION PROGRAMS:

- ***ADVANCED RUSSIAN LANGUAGE & AREA STUDIES PROGRAM (RLASP):** Improve your Russian language proficiency through a comprehensive immersion program in Moscow, Vladimir, St. Petersburg, Russia; or in Almaty, Kazakhstan.
- **BALKAN LANGUAGE INITIATIVE:** Immerse yourself in the language and culture of Albania, Bosnia & Herzegovina, Bulgaria, Macedonia, Montenegro, or Serbia.

- ***EURASIAN REGIONAL LANGUAGE PROGRAM:** Study less commonly taught languages and cultures in one of 9 Eurasian countries. Languages include: Armenian, Azeri, Chechen, Georgian, Kazakh, Kyrgyz, Pashto, Persian (Dari, Farsi, Tajiki), Romanian, Tatar, Ukrainian, and Uzbek.
- **POLITICS & PUBLIC DIPLOMACY IN CONTEMPORARY RUSSIA:** Explore regional developments and conflict, economic and political reforms under Vladimir Putin, the role of mass media in society, and new cultural phenomena shaping today's Russia. Russian language instruction is offered at any level.
- **PEACE & SECURITY IN THE SOUTH CAUCASUS:** Discover the diverse cultures and complex politics that shape the region, while spending five weeks in Tbilisi, Georgia. Russian, Georgian, Chechen, and Azeri language instruction are offered at all levels.
- **OVERSEAS PROFESSIONAL & INTERCULTURAL TRAINING PROGRAM:** Spend 6 weeks this summer interning in such fields as democracy-building and human rights, business and law, economics, public health, or ecology, in one of 15 countries across Eastern Europe and Eurasia.

researchfellowships.americancouncils.org
www.acStudyAbroad.org

*Funding for select American Councils Study Abroad Programs is provided by the U.S. Department of Education, Fulbright-Hays Group Projects Abroad, and the U.S. Department of State's Title VIII Program. For more information on financial aid visit:

www.acStudyAbroad.org/financialaid

Letter From The Editor

Dear AATSEEL Members,

I am pleased to present to you the February/March 2017 issue of the *AATSEEL Newsletter*. It was great to see many of you last month at the annual conference in San Francisco. The *AATSEEL Newsletter* is always looking for new authors and contributors. Please contact me directly if you have any suggestions for future topics or have an article you would like to submit. We are in the process of expanding our online presence to include a version of the *Newsletter* that can be updated more frequently than our current quarterly format. This is a unique opportunity for your work to reach a broad readership, and we look forward to the new possibilities this option will provide.

William Gunn
MiraCosta College
AATSEEL Newsletter Editor

AATSEEL is on FACEBOOK!

Become a fan of the AATSEEL Facebook page. Keep updated on news of the organization and profession, and find other AATSEEL fans.

2017 ARIZONA STATE UNIVERSITY

CLI
CRITICAL LANGUAGES INSTITUTE

CRITICAL LANGUAGES INSTITUTE

THIS SUMMER GO GLOBAL

Learn a Language
Summer Intensive Courses

Albanian Armenian Bosnian/Croatian/Serbian Hebrew Indonesian
Persian/Farsi Polish Russian Turkish Uzbek

Live the Language
Summer Study Abroad

Tirana Yerevan Sarajevo Bali Bishkek
St. Petersburg Tashkent

ASU THE MELIKIAN CENTER:
Russian, Eurasian & East European Studies
ARIZONA STATE UNIVERSITY

Begin Your Journey at
<http://cli.asu.edu>
Scholarships and fellowships available

Critical Languages Institute
Arizona State University, Box 874202
Tempe, AZ 85287-4202
480-965-4188
cli@asu.edu

ALL PROGRAMS CONTINGENT UPON FUNDING AND ENROLLMENT



New Fellowships for Overseas Study of Advanced Russian and Persian

Funded by the U.S. Department of Education, Fulbright-Hays Group Projects Abroad Fellowships support U.S. undergraduates, graduate students, and in-service teachers studying advanced Russian or Persian on American Councils semester programs in Moscow and Dushanbe.

Learn More:

www.acStudyAbroad.org/fulbright-hays/

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

by Alina Israeli (American University)

Q1. мой vs. у меня. We do not say я делаю мою домашнюю работу (clearly not yours or his). Also we do not say моя голова болит, only у меня голова болит. How do we explain this? And also is there a difference between мой брат учится в Гарварде and у меня брат учится в Гарварде?

Q2. Could you discuss the benefactives of the kind “Он у меня еще маленький”?

A. There are several issues involved here. First of all, in many instances of personal pronouns in English function as articles. Case in point: body parts. One cannot say *I am brushing the teeth or *He is washing the hands if one brushes one's own teeth or washes one's own hands. In this case no pronoun is necessary or possible: Я чищу зубы, он моет руки, и т.п.

In the next “circle”, there are items that are part of one's routine or “close” possessions: drinking one's coffee (as opposed to drinking coffee in general), doing one's bed, doing one's homework, taking one's money or taking one's car in and so on. Strictly speaking one does not need a pronoun when the item is one's own, but for emphasis of possession one may add the pronoun свой:

В одной такой безумной квартире я однажды пытался перезимовать. Въехал с вещами, сделал уборку, **заправил кровать**... [Василий Голованов. Эти квартиры (2001) // «Новый Мир», 2004]

Торопился я и плохо **заправил свою кровать**. [И. Ф. Стаднюк. Максим Перепелица (1956)]

Я допил кофе и вышел из кафе. [Андрей Курков. Милый друг, товарищ покойника (2001)]

Я тоже допил свой кофе и докурил вторую сигарету. [Мариам Петросян. Дом, в котором... (2009)]

In the last example, свой is motivated by тоже and the presence of another person at the scene who finished his coffee before the narrator. The flip side of this is those sentences when one has to say *He took my temperature, she fixed my dress*. The issue here is that whatever the person was doing, he/she was doing to ME, not to the temperature or a dress. This includes bodily harm, even

if we are talking only about one body part. In Russian in such cases we use not modifiers but a personal pronoun (or a name). The saleswoman's touching the suspenders (подтяжки) in the second sentence has no bearing on the protagonist (я, the customer), the saleswoman does it out of her own curiosity, the suspenders simply belong to the protagonist, hence the use of the personal possessive pronoun мои.

Я переменила **Жене** компресс, **измерила ему температуру**. [Л. К. Чуковская. Предсмертие. О Марине Цветаевой (1981)]

Продавщица **поправила на мне рубашку**, потрогала мои подтяжки и сказала, что они ей нравятся, хотя они и старые. [Анатолий Эфрос. Профессия: режиссер (1975-1987)]

Таня **пришила ему** рукавицы к рукавам, чтобы они не потерялись. [А. Д. Сахаров. Воспоминания (1983-1989)]

На стене дома соседка Танька раздавила паука-косиножку, ...; она даже надругалась над косиножкой, **оторвала ему ножки**, и Павлуша смотрел, ревя, как эти ножки-волосинки дергаются сами по себе; ... [Павел Мейлахс. Избранник (1996) // «Звезда», 2001]

А я разозлился и **прострелил ему колено**. [Геннадий Алексеев. Зеленые берега (1983-1984)]

If the inflicted harm to oneself is deliberate or inadvertent (but not accidental), one has to use the pronoun:

Не желая сдаться настигавшим его казакам, он **прострелил себе голову** из тяжелого нагана. [Лев Гумилевский. Судьба и жизнь (1969) // «Волга», 1988]

Доставая ружьё дулом вперёд, он случайно **прострелил себе руку** и раздробил кость. [Александр Алексеев. Караваны дикого Запада // «Наука и жизнь», 2009]

Typically, we do not use себе when the action is accidental. All the examples with повредил себе ногу in the Russian National Corpus (RNC) are from before 1934 (except one), while all the examples of повредил ногу are as recent as 2015:

Житель Ярославской области, находясь в состоянии алкогольного опьянения, занимался бегом, **повредил ногу** и вызвал врачей. [Казусы // «Русский репортер», 2015]

The statistics in RNC for ‘breaking legs and arms’ is as follows:

сломал себе руку	18	сломал себе ногу	51
сломал руку	32	сломал ногу	132

The same is true for *палец, ребро, зуб, ноготь*. *Шея* seems to be an exception:

слома́л шею	11
слома́л себе шею	21

We do find the use of *себе* when the object is *the back, the spine*:

Черный стоит, согнувшись, как будто повредил себе позвоночник.
[Мариам Петросян. Дом, в котором... (2009)]

Now let us turn to people. What is the difference between *мой сын/отец* and *сын/отец у меня* or *у меня сын/отец* etc. If we use the personal possessive, the spotlight is on the person with that pronoun:

Тогда **мой сын** учился в университете, я кому-то из его друзей, студентов и студенток, читал этот текст, но увидел, что до молодежи трагическая сторона моих прогнозов не очень доходит. [Вяч. Вс. Иванов. Задачи и перспективы наук о человеке (2007)]

If we use the *у меня* construction, the spotlight is on “me”:

Вдобавок мне одной надо было как-то обеспечивать детей — **сын у меня** тогда учился на третьем курсе института, дочка — на первом. [Эльвира Савкина. Если впрягаюсь, то основательно (2002) // «Дело» (Самара), 2002.05.03]

We can observe this from the context of these very similar clauses; in the first case there was a son and his friend (to whom the author read his text), while in the second one, the protagonist is the speaker *me* who had to provide for the family since her son was a student and so was her daughter. The next example shows that the choice of a wife is impacted because her father is a magnate.

- А чего это папа так взъелся?
- Хочет, чтобы я женился на одной итальянке.
- Богатая?
- **У нее отец** телевизионный магнат... [Андрей Геласимов. Год обмана (2003)]

The magnate father casts a lesser shadow in the following example:

Сейчас девушка [Алекса] взяла тайм-аут и живет в Украине, в Донецке, **ее отец** — крупный магнат. Девушка продолжает шокировать поклонников. (http://zvezdanutye.com/32918_chto-proizoshlo-s-pevicej-aleksoj)

In general, we find phrases with personal pronouns in biographies, as in the following example. In contrast, in cases where the impact or effect on the relative is stressed, we find the *у + Genitive* constructions.

Хотя она прожила в России не одно десятилетие, Юлия Михайловна оставалась в чём-то шершавой, негибкой немкой и по-русски говорила с заметным акцентом. **Её отец погиб** во время Гамбургского восстания. У Юлии Михайловны сохранились связи с некоторыми уцелевшими от невзгод стариками антифашистами, немцами, австрийцами,... [Юрий Трифонов. Дом на набережной (1976)]

«К чему это я ей сказала про соду? — расстроилась Татьяна. — Зачем я войну вспоминаю? **У нее отец погиб**... Я ведь к ней пришла рассказать про себя... Про то, что у нас с Николаем». — Я сегодня... — сказала она. И вдруг увидела, что Наталья плачет. Беззвучно, сдержанно, прикрыв лицо ладонью. [Галина Щербакова. Реалисты и жлобы (1997)]

The example in Q2 deserves a footnote: unlike regular nouns, pronouns cannot have possessives next to them, consequently the counterpart to *он у меня маленький* is *он маленький*, while before we saw *ее отец* vs. *у нее отец*.

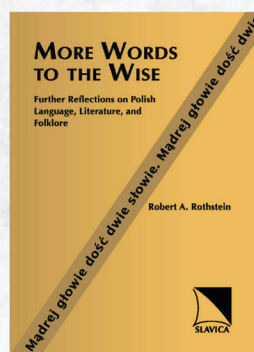
And here is a teaser for a later date: there is a construction that uses *у меня* that means a threat *Троих жильцов засудила, а за твои дерзкие слова ты у меня в ногах наваяешься!* [А. П. Чехов. Беззащитное существо (1887)]

© 2017 by Alina Israeli

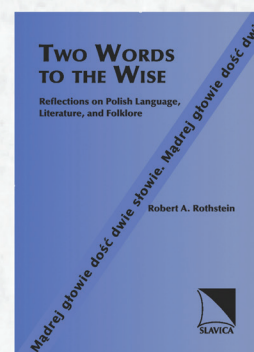
Please send questions to: Prof. Alina Israeli, WLC, American University, 4400 Massachusetts Ave. NW., Washington DC 20016-8045; or via e-mail to: aisrael@american.edu

“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.

For a limited time, purchase as a set for a 30% discount

SLAVICA PUBLISHERS
Ψ www.slavica.indiana.edu



Technology & Language Learning

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

Creating Online Quizzes with Google Forms

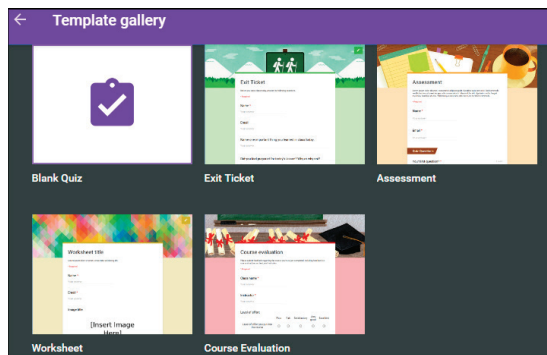
Recent research has indicated that weekly online quizzes result in high student engagement and positive views regarding the use of online quizzes as well as the student's preparation for upcoming readings that promotes discussion in the classroom (e.g. Cook & Babon, 2017). Moreover, it has also been determined that when students are engaged with creating and designing tests through which they become familiar with different formats and when these student-created tests are used in the classroom as classroom quizzes, the anxiety students suffer from might reduce as students attain more confidence (Kafarani & Afshari, 2017). Thus, teachers might use students' questions, as well as their own, for weekly quizzes to promote learning and to encourage student participation.

In previous issues of the *AATSEEL Newsletter* (Kılıçkaya, 2010; Kılıçkaya, 2015), I tried to introduce several websites that can be used to create online quizzes such as *QuizStar*. In the current column, I have decided to show how to create an online quiz, a much-awaited feature that has been included in *Google Forms*.

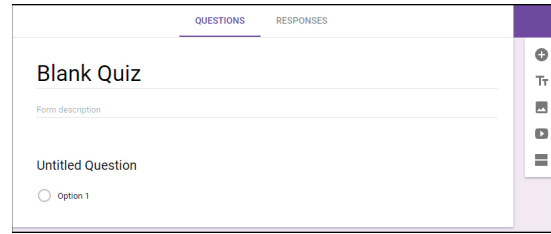
Google Forms

Google Forms, available at <https://forms.google.com>, can create various online forms, from personal contact forms to collect responses and suggestions to education forms such as course evaluations and quizzes. The main advantage of using *Google Forms* is that it provides a variety of tools to create online forms, as well as the materials needed to create them, without the need to deal with programming codes or paying for hosting.

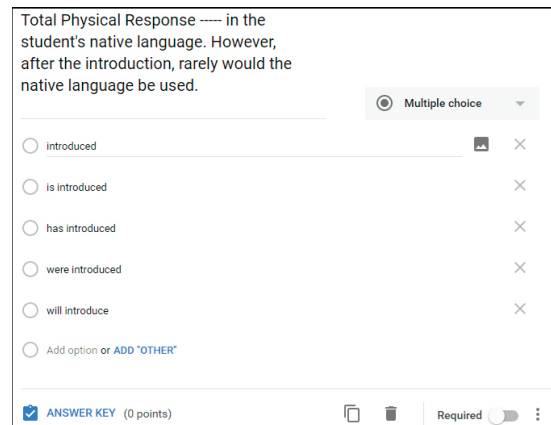
An account is needed to use *Google Forms*, which I believe many readers already have, since Google has been popular with many teachers and users. After the login, find the Education category in the Template gallery.



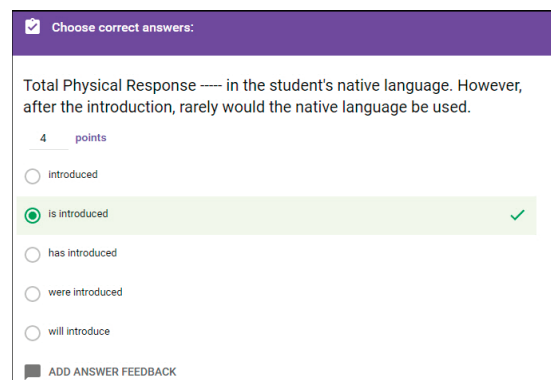
Click on the 'Blank Quiz' template, and *Google Forms* will open a new page where you will create your online quiz, including your questions.



Before writing the questions and the options, we will need to provide a title and a description for our quiz. As an example, I have written 'Advanced English Grammar I' and a brief description of the quiz. Then, I have provided five options for my first question. On this template, *Google Forms* automatically selects Multiple Choice as the default type of question. However, there are some other options such as Checkboxes and Short answer. You can select appropriate question types based on your needs; however, it is important to keep in mind that some question types do not allow for automatic grading.



When we are finished with writing the question and setting the options, we will determine the correct answer and provide appropriate feedback to our students based on the answers. Click on the link 'ANSWER KEY' and select the correct answer.



After selecting the correct answer, we will click on 'ADD ANSWER FEEDBACK' based on the correct and incorrect answers, which is a very nice feature since it allows entering different feedback for each correct and incorrect answer provided to each question.

In order to add new questions, just click on the 'PLUS' icon on the right side of the questions and follow the procedure above.

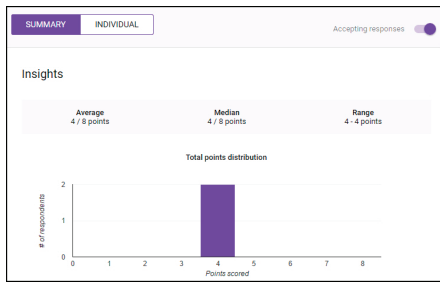
If needed, we can also add our own images (or Google images) using the 'IMAGE' icon and/or videos from YouTube using the 'PLAY' icon, which can be used to test listening comprehension.

When we are finished writing all the questions, we can preview it to check how our quiz will look like using the 'EYE' icon on the right top side of the page.

If the quiz looks fine, we can then change the settings using the 'GEAR' icon. In the General Tab, we can adjust several settings: 'Collecting email addresses of the quiz takers', 'Sending Response receipts', and 'Requiring sign in', 'See summary charts and text responses'. By selecting the options based on our needs, we can get students' email addresses, in order to monitor each student's progress and encourage them to check their performance. Moreover, we can also select useful options using the Quizzes Tab.

The last step will be to share our online quiz with our students. This can be done through the link 'SEND' on the top of the page. Sharing the quiz can be done in three different ways: sending e-mails to our students, sharing the link with them through emails and/or some social networking sites such as Facebook, and embed the code provided into our personal or school webpage. Of these options, I suggest sharing the link, which is automatically created by Google. On this page, we can also 'collect user names'.

When our students respond to the questions, we can check their performances on the quiz by clicking on 'RESPONSES' on the page of the



Evaluation

Although I introduced several tools that can be used to create online quizzes, the use of *Google Forms* in creating online quizzes will make many teachers happy since Google provides a variety of services including *Gmail* and *Forms* and much more in one place. The main advantage of using *Google Forms* lies in its easy menu style and editing options. Moreover, as it is widely known that websites frequently come and go and some websites offering free services can make them paid in the future, *Google Forms* appears to be a reliable tool that teachers can rely on in their efforts to make language learning efficient and fun.

References

Cook, B. R., & Babon, A. (2017). Active learning through online quizzes: Better learning and less (busy) work. *Journal of Geography in Higher Education*, 41(1), 24–38. Doi: 0.1080/03098265.2016.1185772

Kafrani, J. D., & Afshari, M. R. (2017). Alternative assessment: Student designed test evidence in an Iranian EFL context. In R. Al-Mahrooqi, C. Coombe, F. Al-Maamari, & V. Thakur (Eds.), *Revisiting EFL assessment: Critical perspectives* (209–219). Cham, Switzerland: Springer.

Kılıçkaya, F. (2015, February). Socrative: Student response system for language teachers. *The AATSEEL Newsletter*, 58(1), 11–12.

Retrieved from http://www.aatseel.org/100111/pdf/aatseel_newsletter_february_2015.pdf

Kılıçkaya, F. (2010, December). *Creating language quizzes: QuizStar*. *The AATSEEL Newsletter*, 53(4), 5–6.


Retrieved from http://www.aatseel.org/publications/newsletter/2010-aatseel-newslet/nl_december_2010

Contributions, questions, and suggestions regarding this column should electronically be sent to Ferit Kılıçkaya (ferit.kilickaya@gmail.com)

Study Abroad

Russian language, literature, culture
East European and Baltic area studies

Daugavpils, the European Union's most Russian city
No visa is required to study



Even better than in Russia:

- Semester-abroad programs with ECTS credit transfer.
- Friendly Russian-speaking host families.
- Fully customized individual and group Russian-language immersion.
- Nearly everyone in Daugavpils speaks Russian as their native or primary language.
- Convenient for study trips to Russia, Belarus, Poland, and Baltic States.
- Safety, services, and comfort of a European town.



www.LearnRussianInEU.com

facebook.com/LearnRussianInEU

Domestic Summer Language Programs

Editor: Kathleen Evans-Romaine (Arizona State University)

AATSEEL compiles information on U.S.-based summer programs in Slavic, East European, and Eurasian languages and cultures. The information below was provided in September 2016 and is subject to change. Please contact programs directly for details and updates. Program directors; send updates for future Newsletters to cli@asu.edu.



Arizona State University

Institution:	Arizona State University
Language(s):	Albanian, Armenian, BCS, Hebrew, Indonesian, Persian, Polish, Russian, Turkish, Uzbek
Location(s):	Arizona, Albania, Armenia, Bosnia, Indonesia, Kyrgyzstan, Russia, Uzbekistan
Eligibility:	Undergraduates, graduate students, non-students, working professionals, high-school students are eligible. (1) Non-ASU students are eligible. Non-US citizens are eligible.
Dates:	Vary (See website)
Credits:	8 -- 13 (2)
Tuition/Fees:	Flat fee: \$900 (3)
Housing:	Available for additional fee
Meals:	Available for additional fee
Prof. Testing:	Included (4)
Avg class size:	12 for Russian in Arizona; 2-5 for all other languages
Size of Program:	200 students
Funding:	Title VIII Graduate Fellowships, Melikian Undergraduate Scholarships, ROTC Project GO Scholarships, other awards for individual languages.
Website:	http://cli.asu.edu
App. Deadline:	2017 January 27
Application Site:	http://cli.asu.edu/
Admission Is:	Competitive until Jan. 27, then first-come first-served
Contact:	cli@asu.edu
Special Features:	<ul style="list-style-type: none"> • Flat Fee: \$900 flat fee for 8 to 13 credits (housing, food, study-abroad fees not included) • Study Abroad: Elementary courses include optional study-abroad components. Higher levels are conducted overseas. See website for details.

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

Footnotes:

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



Beloit

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

App. Deadline: Rolling
Application Site: <https://summer.beloit.edu/>
Admission Is: Rolling
Special Features: Dawn til dusk language policy
Contact: cls@beloit.edu or 608-363-2373

Footnotes:

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



Bryn Mawr

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



Columbia University Russian Practicum

Institution: Columbia University
Language(s): Russian
Location(s): New York, NY
Eligibility: undergraduates, graduate students, non-students, professionals, and high-school students; Columbia and non-Columbia students
Dates: see website
Credits: 4-8
Tuition/Fees: Flat tuition, \$4,400 per course
Housing: Not included in fee; on-campus housing available
Meals: Not included

Prof Testing: Provided
Avg class size: 7
Size of Program: 30
Funding: None
Website: <http://sps.columbia.edu/summer/courses/russian-practicum>
App. Deadline: Late May, 2016
Application Site: <http://sps.columbia.edu/summer>
Admission Is: First come, first served
Contact: Dr. Alla Smyslova, as2157@columbia.edu



Georgia Institute of Technology

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

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



Harvard University

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



Indiana University

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

Funding:	Title VIII Fellowships, ROTC Project GO Scholarships, FLAS Fellowships
Website:	http://indiana.edu/~swseel/
App. Deadline:	May 1, 2017
Application Site:	http://indiana.edu/~swseel/
Admission Is:	Competitive
Contact:	swseel@indiana.edu
Special Features:	<ul style="list-style-type: none"> • Cultural Programming: Regularly offered lectures, films, cooking and art demonstrations. • Career Series: Information sessions with recruiters from major federal agencies.

Footnotes:

- (1) High school students must be at least 17 years of age and of rising or graduating senior status.
- (2) Numbers of credits depends on language and length of course. See website for details.



Johns Hopkins University

Institution:	Johns Hopkins University School of Advanced International Studies (SAIS)
Language(s):	Arabic, Chinese, Russian
Location(s):	Washington, D.C.
Eligibility:	Graduate students, undergraduate students, professionals
Dates:	Early June to late July
Credits:	See website
Tuition/Fees:	See website
Housing:	See website
Meals:	See website
Prof Testing:	See website
Avg class size:	3-12
Size of Program:	Varies
Funding:	None
Website:	https://www.sais-jhu.edu/content/summer-programs#overview ; https://www.sais-jhu.edu/content/part-time-and-non-degree-programs#overview
App. Deadline:	For summer 2017: May 31
Application Site:	https://www.sais-jhu.edu/content/summer-programs-how-apply
Admission Is:	Rolling
Contact:	sais.summer@jhu.edu or sais.nondegree@jhu.edu; 202-663-5671
Special Features:	<ul style="list-style-type: none"> • The Language Institute at SAIS is unique for emphasizing political, economic and international topics. In addition to receiving formal classroom instruction, students have access to SAIS's Multimedia Language Center to explore the languages through interactive technology and software programs. • SAIS is located in the heart of Washington, D.C. in Dupont Circle and along Embassy Row. SAIS is close to

the White House, U.S. Capitol and World Bank, and neighbors include think tanks, embassies, and corporate and federal offices. SAIS's main campus in Washington gives students access to and unparalleled networking opportunities with the world's most influential individuals and institutions.

Middlebury

Middlebury College

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

Footnotes:

(1) Must be over 18 years of age or between 16-17 with a local parental guardian

(2) F-1 and J-1 visa support is provided

Middlebury

Middlebury College

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



Monterey Institute of International Studies

Institution:	Monterey Institute of International Studies
Language(s):	Arabic, Chinese, French, Russian, and Spanish.
Location(s):	Monterey, CA
Eligibility:	At least 18 years old
Dates:	June 15 – August 9
Credits:	8
Tuition/Fees:	\$4,225
Housing:	See website
Meals:	See website

Prof Testing: Placement testing

Avge class size: 8–10

Size of Program: 130

Funding: See website

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

App. Deadline: Mid-April 2017

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

Admission Is: first-come, first-served

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



Nazarbayev University

Institution: Nazarbayev University (Astana, Kazakhstan)/ University of Arizona

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

Location(s): Astana, Kazakhstan

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

Dates: May 26 – July 23, 2017 (1)

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

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

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

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

Prof Testing: Entrance and Exit Proficiency testing is included

Avge class size: 15

Size of Program: 50 students

Funding: External sources of funding and scholarships are accepted

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

App. Deadline: March 1, 2017

Application Site: <http://shss.nu.edu.kz/shss/academics/ssres/>
Applying to SSRES

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

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

Special Features:

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

Footnotes:

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

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



University of California at Los Angeles

Institution: University of California, Los Angeles

Language(s): Russian (8-weeks), Romanian (6-weeks), Bosnian/Croatian/Serbian (6-weeks)

Location(s): Los Angeles

Eligibility: Undergraduates, graduate students, non-students, working professionals, high-school students are eligible. (1) Non-UCLA students are eligible. Non-US citizens are eligible.

Dates: June 26 – August 18 (8-week session), June 26 – August 4 (6-week session)

Credits: 12 quarter units

Tuition/Fees: \$2585 (UC student); \$4479 (Non UC student) – prices subject to change

Prof Testing: see website

Avge class size: 10–20

Size of Program: 80-100

Website: <http://summer.ucla.edu/>; www.slavic.ucla.edu

App. Deadline: N/A

Application Site: <http://summer.ucla.edu/>

Admission Is: First-come, first-served

Contact: slavic@humnet.ucla.edu

Footnotes:

(1) Please direct questions regarding the application process, fees, and dates to the UCLA Summer Sessions Office. Questions about the curriculum can be directed to the UCLA Department of Slavic, East European and Eurasian Languages and Cultures



University of Chicago

Institution:	University of Chicago
Language(s):	see website
Location(s):	Chicago
Eligibility:	see website
Dates:	see website
Credits:	see website
Tuition/Fees:	see website
Housing:	see website
Meals:	see website
Prof Testing:	see website
Avrge class size:	see website
Size of Program:	see website
Funding:	TBD
Website:	http://summerlanguages.uchicago.edu
App. Deadline:	see website
Application Site:	http://summerlanguages.uchicago.edu
Admission Is:	see website
Contact:	summerlanguages@uchicago.edu



University of Michigan

Institution:	University of Michigan
Language(s):	Russian
Location(s):	Ann Arbor, MI campus
Eligibility:	Undergraduates, graduate students, non-students, working professionals, high-school students are eligible. Non-U-M students are eligible (1)
Dates:	Vary (see website)
Credits:	8 credits per course
Tuition/Fees:	Vary (2)
Housing:	Not available
Meals:	Not available
Prof Testing:	Not included
Avrge class size:	6-10

Size of Program:	N/A
Funding:	FLAS fellowships are available (3)
Website:	www.lsa.umich.edu/sli
App. Deadline:	Rolling until first day of class
Application Site:	www.lsa.umich.edu/sli
Admission Is:	Rolling (preference given to applications received by March 31)
Contact:	Annie Varner, varnera@umich.edu , 734-763-4496

Footnotes:

- (1) Application procedures vary for U-M students and external participants; see website for details.
- (2) Two options are available: for-credit and not-for-credit; tuition and/or fees vary based on option chosen.
- (3) FLAS Fellowship applications due in late January (<http://ii.umich.edu/ii/flas>).



University of Kansas

Institution:	University of Kansas
Language(s):	Croatian
Location(s):	Zadar, Croatia
Eligibility:	Undergraduate and graduate students from US institutions. Non-KU students are eligible, non-US citizens are eligible IF admitted to a US institution. (1)
Dates:	See website
Credits:	See website
Tuition/Fees:	See website
Housing:	See website
Meals:	See website
Prof Testing:	See website
Avrge class size:	See website
Size of Program:	See website
Funding:	See website
Website:	http://studyabroad.ku.edu/language-institute-zadar-croatia
App. Deadline:	See website
Application Site:	http://ku.studioabroad.com/?go=Croatia
Admission Is:	Open
Contact:	smd@ku.edu or osa@ku.edu

Footnotes:

- (1) Students must have a 2.5 GPA and one year of college-level language instruction to be eligible for the program.



University of Pittsburgh

Institution:	University of Pittsburgh Summer Language Institute
Language(s):	Arabic, Bosnian /Croatian/ Serbian, Bulgarian, Czech, Hungarian, Persian (Farsi), Polish, Russian, Slovak, Turkish, and Ukrainian
Location(s):	See website
Eligibility:	Undergraduates, graduate students, non-students, professionals, high school students are eligible (1). Non-Pitt students are eligible. Non-US citizens are eligible
Dates:	Vary (See website)
Credits:	6-10 (2)
Tuition/Fees:	See website
Housing:	See website
Meals:	See website
Prof Testing:	See website
Avrge class size:	12 (Russian); 7 (all other languages)
Size of Program:	130
Funding:	See website
Website:	www.sli.pitt.edu
App. Deadline:	See website
Application Site:	www.sli.pitt.edu
Admission Is:	First come-first served; rolling after March 7
Contact:	Dawn Seckler; sliadmin@pitt.edu; Das200@pitt.edu; 412-648-9881

Footnotes:
 (1) High school students with parent/guardian permission. Students must be 18 or older to participate in abroad programs.
 (2) Number of credits varies by program, both in Pittsburgh and abroad. See website for details.



University of Virginia

Institution:	University of Virginia Summer Language Institute
Language(s):	Arabic, Chinese, French, German, Latin, Russian, Spanish, and Tibetan
Location(s):	University of Virginia, Charlottesville, VA
Eligibility:	Undergraduates, graduate students, non-students, professionals, rising juniors and seniors in high-school. Non-UVA students are eligible. Non-US citizens are eligible.
Dates:	See website
Credits:	See website

Tuition/Fees:	See website
Housing:	See website
Meals:	See website
Prof Testing:	See website
Avrge class size:	10-15
Size of Program:	150 students
Funding:	See website
Website:	sli.virginia.edu
App. Deadline:	See website
Application Site:	sli.virginia.edu/apply
Admission Is:	First-come first-served
Contact:	uvasli@virginia.edu



University of Wisconsin – Madison

Institution:	University of Wisconsin-Madison
Language(s):	Russian (first and second year, third year pending funding)
Location(s):	Madison, WI
Eligibility:	Undergraduate, Graduate, Working Professionals
Dates:	Mid-June to Mid-August, 2017
Credits:	8
Tuition/Fees:	UW tuition/fees, \$2,604 (in-state) to \$7,416 (out-of-state)
Housing:	Not included
Meals:	Not included
Prof Testing:	Not included
Avrge class size:	8
Size of Program:	30
Funding:	Project GO (ROTC only)
Website:	www.gns.wisc.edu
App. Deadline:	Mid-May
Application Site:	For those who are not current UW-Madison students, apply as a University Special Student at least one month before classes begin: www.continuingstudies.wisc.edu/advising/apply.htm
Admission Is:	First-come, first-served
Contact:	Dr. Anna Tumarkin, Department of German, Nordic, and Slavic, atumarki@wisc.edu (608) 262-3498



Yale University

Institution:	Yale at the Hermitage
Language(s):	Russian Language (Second Year, Third Year, or Advanced) and Culture
Location(s):	Yale University in New Haven (2 weeks and 4 days) and the Hermitage in St. Petersburg, Russia (5 weeks and 1 day)
Eligibility:	Prerequisites: two semesters of Russian or higher –
Dates:	May 29 – June 24, 2017
Credits:	Second Year and Culture (4 Yale course credits); Third Year and Culture (4 Yale course credits); Advanced Language and Culture (2 Yale course credits)
Tuition/Fees:	\$7,800 (in 2016)
Housing:	Selected host families in the center of the city
Meals:	Breakfast and dinner with the host family
Profic Testing:	N/A
Avrge class size:	6-12
Size of Program:	Up to 22 total
Funding:	
Website:	
App. Deadline:	February 15, 2017
Application Site:	http://studyabroad.yale.edu/programs
Admission Is:	Competitive until February 15, 2017
Contact:	Carney, Megan megan.carney@yale.edu
Special Features:	<ul style="list-style-type: none"> • All classes are held in the Hermitage Museum. • All students have special passes to any part of the Hermitage at any time via “staff only” entrance. • Trips to all major museums and exhibitions, historical monuments, Imperial palaces and parks, two extensive bus tours of the city, several banquets at Russian and Georgian restaurants, a trip to the famous Mariinsky Theater for an opera or a ballet, a boat trip on the rivers and canals of the city, a hydrofoil trip to the Grand Peterhof, as well as a three-day trip to Moscow on a luxury night train with sleeping accommodations, and a two-day bus trip to Novgorod.



YIVO Institute for Jewish Research/ Bard College

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

Member News

Editor: Colleen Lucey (University of Arizona)

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

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

Congratulations to **Ellen Elias-Bursac** who was elected Vice President of the American Literary Translators Association.

We send our heartfelt congratulations to **Halina Filipowicz** (University of Wisconsin-Madison) who has been appointed Book Review Editor for the Arts and Humanities at the interdisciplinary journal *Polish Review*.

Zakhar Ishov (Tuebingen University) is a recipient of a one-year post-doctoral research fellowship within the Excellence Initiative Program at the University of Tübingen University. As a part of Teach@Tuebingen post-doctoral program Zakhar is going to teach a class titled "Writing Berlin: foreign writers in German capital between the two wars" from April to July 2017.

Colleen Lucey (University of Arizona) has been awarded an Advanced Research Fellowship from the U.S. Department of State Title VIII Program for Research and Training on Eastern Europe and the Independent States of the Former Soviet Union. The award will fund three months of research in Russia and support the completion of her book project tentatively titled *Figures of Desire and Disgrace: Prostitution in Russian Literature and Art*.

AATSEEL is delighted to report that **Russell Valentino** (Indiana University) is recipient of two grants. The first grant is a PEN/Heim Translation Fund to support translation of Miljenko Jergovic's 1000-page novel *Kin* from BCS into English. Dr. Valentino also received a National Endowment for the Arts literature fellowship totaling \$25,000 to support his translation of Jergovic's *Kin*. In addition to these awards, Dr. Valentino was commissioned by *The New York Times* to translate Miljenko Jergovic's essay "The Siege of Starts Without Warning," which compares the sieges of Sarajevo and Aleppo. The article appeared in the NYT opinion section on Oct. 21, 2016: http://www.nytimes.com/2016/10/23/opinion/the-siege-starts-without-warning.html?_r=0.

The Center for Russia, East Europe, and Central Asia (CREECA) and the Department of German, Nordic, and Slavic at **University of Wisconsin-Madison** received a 2017 STARTALK award to support the Pushkin Summer Institute (PSI) at UW-Madison. The PSI (<http://pushkin.wisc.edu/>) is an intensive, six-week residential pre-college program that seeks to build and improve students' Russian language abilities, stimulate their interest in Russian studies, and prepare students for the demands of college life. Designed to serve students from under-represented, low-income, and minority communities, the program began in 2012 and is now entering its sixth year.

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

AATSEEL Book Award Winners for 2016

Best Book In Literary/Cultural Studies

Ann Komaromi

Uncensored: Samizdat Novels and the Quest for Autonomy in Soviet Dis-sidence

This book brings the study of Slavic languages and literatures into a new era. Komaromi's analyses of uncensored prose by major dissidents (Sinyavsky, Aksyonov, Erofeev, and Bitov) take into account the circumstances and materials of these texts' construction and powerfully figure them both as specific material objects and as unstable items that changed from one instantiation to another. Komaromi uses Bourdieu judiciously to examine the writers' often canny negotiation of the rules of the various cultural games they played, whether Soviet or foreign, underground or official. She succeeds simultaneously in making her characters come alive on the page and in constructing a conceptually elegant account of their experimentation with an autonomous writerly subjectivity. Komaromi provides a model for scholarship both on the recent past and on the materiality of the text in an era of new media that open up new artistic and social possibilities.

Best Literary Translation Into English

Angela Rodel

The Physics of Sorrow

This year's AATSEEL Award for Best Translation into English goes to Angela Rodel for *The Physics of Sorrow*, her translation from the Bulgarian of Georgi Gospodinov's novel, *Физика на тъгата* (*Fizika na tagata*). Both experimental and engrossing, *The Physics of Sorrow* is a memoiristic novel with a labyrinthine structure. The title alludes to an article in *The Economist* ranking Bulgaria the "saddest place in the world." A central conceit of the novel is that its protagonist is afflicted by "obsessive empathetic-somatic syndrome" whereby he inhabits the experiences of those around him, reliving their memories. When in middle age this capacity leaves him, he becomes an obsessive collector—and curator—of other people's stories. In fits and starts, moving backward and forward in time, Gospodinov takes the reader on a tour of a labyrinth of Bulgarian memories—replete with its own Minotaur, a mute child locked up in a basement. Sympathetic reflection on the plight of the Minotaur is one of the novel's leitmotifs. Angela Rodel's translation reads fluidly and naturally—in many places one forgets one is reading a translation. Yet where the

translation truly shines are in those moments where one senses the translator's inventiveness at work. In one memorable passage, a teacher asks young Georgi for a word that comes to mind when he hears the letter "G." When Georgi answers "God," the teacher responds that "government" would be better, and there is "no place for God in our government." It is clear that Gospodinov's acrobatic and alphabetic humor required sensitivity and ingenuity to translate. In certain passages the novel spills over into other genres, including popular science and classical verse, which Rodel deftly handles, such as a paean to the Minotaur rendered in her "heroic hexameter."

In bringing Gospodinov's *Physics of Sorrow* to the English-speaking world with great literary sensitivity, Angela Rodel has enriched world literature.

Best Scholarly Translation Into English Rawley Grau

A Science Not for the Earth.

This year's AATSEEL Award for Best Scholarly Translation into English goes to Rawley Grau for *A Science Not for the Earth*, his translation from the Russian of a selection of poems and letters of Yevgeny Baratynsky. In *A Science Not for the Earth*, Rawley Grau has done the great service of resurrecting for English-language readers a prominent yet often overlooked Russian poet and philosopher of the first half of the 19th century, Yevgeny Baratynsky. This hefty tome, published by Ugly Duckling Press, is an impressive feat, and includes translations of over 90 poems, 166 letters, and a hundred pages of annotations. In his introduction Grau makes the case for reading Baratynsky's opus as that of a poet engaged with thought and knowledge, someone who cannot be readily categorized in any one school of poetry. Described by Pushkin as "original in our country because he thinks," Baratynsky understands poetry to be an "intellectual medium that is obliged to investigate all facets of experience, from the sublime to the abject", who says that if "poetry cannot provide an escape from consciousness or access to transcendent truth, then it can at least be an instrument to uncover the truth of this present life."

Through Grau's well-wrought translations, each of which is given alongside the original Russian poem, along with the extensive collection of letters, we are offered rare and precious glimpses into nineteenth-century Russian thought and society. The notes, rigorously documented and engaging, offer biographical detail, invaluable historical context, and insight into the poetic and linguistic debates of the period. Of his approach to translating Baratynsky's verse, Grau says: "I had no desire to turn Baratynsky into a modern American poet, but neither did I wish to embalm him in a pseudo-nineteenth-century style. I sought to produce something that offers present-day readers unhindered access to the poet's thought without disguising his roots in early-nineteenth-century poetry... If I have succeeded, they are living poems that, to some degree at least, can convey the poet's lived existence and find him readers not only in posterity but in a new language." Rawley Grau has indeed succeeded. The lucid, engaging translations in this masterly edition give readers much to mull over and explore.

2016 AATSEEL Awards for Teaching, Service and Scholarship

Excellence In Teaching (Secondary)

Shannon Johnson, Friends School of Baltimore

Shannon Johnson is a dedicated teacher who has made exceptional contributions to the Russian program at her school. Initially working in outbound programs at American Councils, for the past twenty years she has taught at

the Friends School Baltimore Middle School. She has participated on the American Councils Teachers Summer Program in Moscow, and served on the admissions/scholarship committee in subsequent years to select finalists for that program. In addition to teaching Russian at the FSB Middle School, she currently co-leads an Upper School Friends School study/homestay trip to St. Petersburg every other year. With her colleague Lee Roby, she has also developed a truly innovative Upper School memoir research and translation course since 2015. Students in the project translate the memoirs of a Russian journalist, conduct research on the cultural products and practices in the memoirs, and study the art of literary translation. She has contributed a new learning scenario for the upcoming revised Standards for Learning Russian, based on her work with middle school learners. In addition to her work at Friends School, Shannon is currently involved in the running of the ACTR Olympiada of Spoken Russian in Maryland. She also serves as a judge each year for the Maryland Elementary School Olympiada. As of January, 2016, she serves as the Secretary/Treasurer of SLAVA, the national honor society for outstanding pre-college learners of Russian. For these truly outstanding contributions to her profession, AATSEEL is delighted to present her with this year's award for Excellence in Teaching (Secondary).

Excellence In Teaching (Post-Secondary)

Ona Renner Fahey, University of Montana

Ona Renner-Fahey teaches at all levels and across the curriculum, bringing the same unrelenting passion, energy, and professionalism to first-year Russian language classes that she does to her advanced courses in Russian poetry. Her contributions to the Russian program at Montana, however, extend well beyond the classroom. She leads a group of UM students on a three-week study abroad trip to Moscow and St. Petersburg every two or three years during either the summer or winter session. She also worked hard while on sabbatical to establish a partnership between UM and SRAS that has allowed more advanced students to study abroad for a semester or an entire year without encountering problems back in the US with transfer credits. The success of UM Russian students over the past 5-7 years speaks volumes, particularly given that the Russian section consists of only two tenure-track professors and an adjunct instructor. Over this period the UM Russian program has produced five Fulbright recipients, a Boren scholarship winner, a healthy number of CLS recipients, and a good number of awardees each year in the Post-Secondary Russian Essay Contest. It has also seen its graduates accepted to top-tier graduate programs in Slavic, history, international relations, international law, literature, and political science. The success of these students can to a large degree be attributed to Ona's tremendous impact as a mentor and the work she devotes to them on a daily basis. For her dedication and for the exceptional impact her work has had on the Russian program at the University of Montana, AATSEEL is proud to confer on her this year's award for Excellence in Teaching (Post-Secondary).

Distinguished Service To AATSEEL

Dianna Murphy, University of Wisconsin-Madison

For seven years, from 2006-2013, Dianna Murphy served as conference manager for AATSEEL, a job whose travails and accomplishments are mostly hidden from the membership at large. Her elegance and savvy in successfully organizing the event annually, negotiating tirelessly with hotels, accommodating the desires and needs of the organization, above all getting everything done flawlessly and on time, became a source of admiration for the AATSEEL officers who did see her work. Nothing appeared to faze her. She was unfail-

ingly polite, welcoming, and empathetic, even when dealing with difficult situations and colleagues. As if managing the conference were not enough, over the years she also served as AATSEEL's representative to the American Council on the Teaching of Foreign Languages, the National Federation of Modern Language Teaching Associations, and the National Council of Less Commonly Taught Languages. For her unfailing poise and good judgment, and for her exceptional dedication to the organization, AATSEEL is delighted to present her with this year's award for Distinguished Service to AATSEEL.

Outstanding Contribution To The Profession

Nyusya Milman-Miller, Virginia Polytechnic Institute and State University

An associate Professor of Russian and Director of the Russian Program at the Virginia Polytechnic Institute and State University, Nyusya Milman-Miller has been teaching Russian and directing Russian Programs in Slavic field for over 40 years. An exceptional teacher, she is also among the most respected Russian language specialists and authors of Russian textbooks. At Virginia Tech, she has developed one of the strongest Russian programs in the country, first raising the number of minors from 7 to 70, then instituting a Russian major which rapidly grew to over 30. She has also obtained funds for the growth of the Russian program which go beyond the VT campus. In 2013 and 2016 she received two government grants totaling over a two million dollars for the study of critical languages, thanks to which 93 undergraduate Russian students received full scholarships to study abroad and two full time positions were added to the department. She has also developed Winter and Summer Study Abroad programs at the Russian State University for the Humanities and, more recently, at Daugavpils University in Latvia. For her exemplary work in building a Russian program at all levels and in all its facets, AATSEEL is honored to present her with this year's award for Outstanding Contribution to the Profession.

Outstanding Contribution To Scholarship 2016

Michał Paweł Markowski, University of Illinois at Chicago

A prolific scholar of Polish and European Modernity and Modernism, Michał Paweł Markowski is also the Hejna Chair in Polish Language and Literature and Head of the Department of Slavic and Baltic Languages and Literatures at UIC. His long list of publications includes *Universal Dissolution: Schulz, Existence, Literature* (in Polish, 2012), *Polish Modern Literature: Lesmian, Schulz, Witkacy* (2007, in Polish), and *Black Waters: Gombrowicz, World, Literature* (2004, in Polish, shortlisted for the "Nike" Literary Prize in Poland and for the Best Book in the Humanities Award). He is also one of the leading exponents of western literary theory in Poland (as witness his 2006 *Theories of Literature in Polish*, two volumes). But Michał is also a public intellectual who engages critically with contemporary literature and social issues. A bold and fearless thinker, he regularly appears in Polish-language broadcast media (public television and radio) and frequently writes essays for newspapers and cultural magazines in both the U.S and in Poland. His philosophical approach to questions relevant to laypeople and academics alike yields insights that extend the reach of scholarship beyond the Ivory Tower. Founder and Artistic Director of one of the biggest and most important literary festivals in Europe since 2008, The International Joseph Conrad Literary Festival (Kraków, Poland; www.conradfestival.pl), Michał is personally in contact with contemporary writers, including Nobel-prize winner Svetlana Alexievich and popular Russian detective fiction writer Boris Akunin. This important work shows that he relates to literature and philosophy as living enterprises. His intellectual activity transcends the confines of academia, making scholarship his mode of being rather than a professional practice. For his truly exceptional contributions, not only to scholarship but also to the life of the mind, AATSEEL is delighted to present him with this year's award for Outstanding Contribution to Scholarship.



INDIANA UNIVERSITY SUMMER LANGUAGE WORKSHOP

Offering intensive language training at Indiana University since 1950.

June 5 – July 28, 2017

Title VIII Fellowships

- Competitive funding for US graduate students, scholars, and professionals for summer intensive language training (US citizenship required).
- Fellowship covers tuition, fees, and provides a generous stipend.
- Funding available for study at the Summer Language Workshop and programs abroad (complete list of languages funded for study abroad available online).
- Fellows attending the Workshop complete one year of language study and receive transferable Indiana University credit.



Accepting Rolling Applications

Funding for all Title VIII fellowships is provided through the Department of State, Bureau of Intelligence and Research, Office of Outreach Title VIII Program for Research and Training on Eastern Europe and Eurasia (Independent States of the Former Soviet Union). All terms and conditions related to the scholarship will be outlined in a formal scholarship offer letter upon acceptance.

For more information and to apply, visit
Indiana.edu/~swseel



LANGUAGES

- Azerbaijani (2)
- Bosnian/Croatian/Serbian
- Estonian
- Hungarian
- Latvian
- Lithuanian
- Mongolian
- Russian (3-6)
- Ukrainian

Recent Publications

Chas Cassidy, Editor (Northwestern University)

New Translations

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

History

Webb, C. *The Sobibor Death Camp: History, Biographies, and Remembrance*. New York: ibidem Press (Columbia University Press), 2017.

Literary Criticism

Blank, K. *Spaces of Creativity: Essays on Russian Literature and the Arts*. Brighton, MA: Academic Studies Press, 2016.

Boyd, B. & Bozovic, M., eds. *Nabokov Upside Down*. Evanston, IL: Northwestern University Press, 2016.

Lipovetsky, M. *Postmodern Crises: From Lolita to Pussy Riot*. Brighton, MA: Academic Studies Press, 2017.

Museum Studies

Zubkovich, A. *Dealing with the Yugoslav Past: Exhibition Reflections in the Successor States*. New York: ibidem Press (Columbia University Press), 2017.

Political Science

Bertelsen, O., ed. *Revolution and War in Contemporary Ukraine: the Challenge of Change*. New York: ibidem Press (Columbia University Press), 2017.

Jones, P. *Islam, Society, and Politics in Central Asia*. Pittsburgh, PA: University of Pittsburgh Press, 2017.

Kim, O. *The Effects and Implications of Kazakhstan's Adoption of International Financial Reporting Standards: a Resource Dependence Perspective*. New York: ibidem Press (Columbia University Press), 2017.

Ryabinska, N. *Ukraine's Post-Communist Mass Media*. New York: ibidem Press (Columbia University Press), 2017.

Polish Studies

Brodsky, G. W. S. *Joseph Conrad's Polish Soul: Realms of Memory and Self*. New York: Maria Curie-Sklodowska University Press (Columbia University Press), 2017.

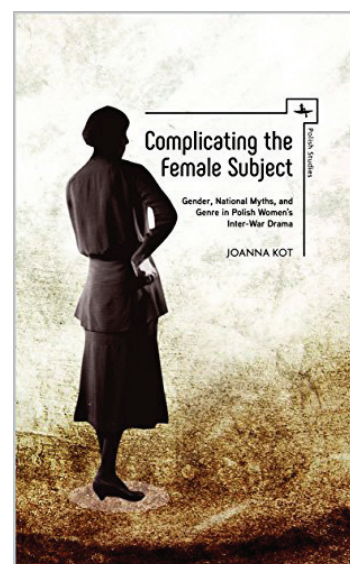
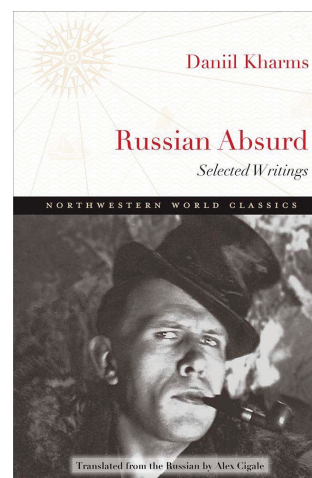
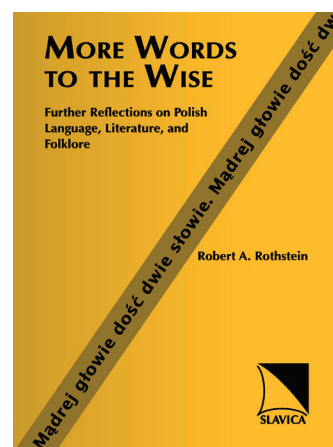
Kot, J. *Complicating the Female Subject: Gender, National Myths, and Genre in Polish Women's Inter-War Drama*. Brighton, MA: Academic Studies Press, 2016.

Rothstein, R. A. *More Words to the Wise: Further Reflections on Polish Language, Literature, and Folklore*. Bloomington, IN: Slavica Publishers (Indiana University Press), 2016.

More Words to the Wise (xii + 261 pp.) is a continuation of Rothstein's earlier project, *Two Words to the Wise*. This collection of seventy-five columns is designed to be accessible to anyone interested in Polish culture and covers topics as diverse as foodways, folk tales, and the Polish poetic tradition.

Szczygien, J. "Sailing towards Poland" with Joseph Conrad. New York: Peter Lang Publishing, Inc, 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.

AATSEEL NEWSLETTER EDITORIAL STAFF

EDITOR

William Gunn
aatseelnewsletter@usc.edu

CONTRIBUTING EDITORS

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

AATSEEL OFFICE

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

SUBMITTING COPY

- (1) Text should be submitted with basic formatting only to William Gunn at aatseelnewsletter@usc.edu.
- (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.

AATSEEL EXECUTIVE COUNCIL

PRESIDENT

Mark Lipovetsky (2017-2018), University of Colorado-Boulder
leiderma@colorado.edu

PRESIDENT ELECT

Michael Wachtel (2019-2020), Princeton University
wachtel@princeton.edu

PAST PRESIDENT

Kevin M. F. Platt (2015-2016), University of Pennsylvania
kmfplatt@upenn.edu

VICE-PRESIDENTS

Angela Brintlinger, Ohio State University
brintlinger.3@osu.edu

Anna Berman, McGill University
anna.berman@mcgill.ca

Susan Kresin, University of California-Los Angeles
kresin@humnet.ucla.edu

Anthony Anemone, The New School
anemonea@newschool.edu

Julie Draskoczy, Jewish Community High School of the Bay
jdraskoczy@jchsofthebay.org

Thomas Garza, University of Texas at Austin
tjgarza@austin.utexas.edu

EDITOR, SLAVIC & EAST EUROPEAN JOURNAL

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

EDITOR, AATSEEL NEWSLETTER

Billy Gunn, MiraCosta College
aatseelnewsletter@usc.edu

CONFERENCE PROGRAM COMMITTEE CHAIR

Jonathan Stone, Franklin & Marshall College
jon.stone@fandm.edu

PUBLICATIONS COMMITTEE CHAIR

Ilya Vinitzky, Princeton University
vinitzky@princeton.edu

GRADUATE STUDENT REPRESENTATIVE

Victoria Juharyan, Princeton University
juharyan@princeton.edu

EXECUTIVE DIRECTOR

Elizabeth Durst, University of Southern California
3501 Trousdale Parkway aatseel@usc.edu

AATSEEL CONFERENCE MANAGER

Rachel Stauffer
aatseelconference@usc.edu

WEBMASTER

Yuliya Volkhonovych
volkhonov@hotmail.com