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American Association of Teachers of Slavic and East European Languages

AATSEEL

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President's Message

Thomas Seifrid
University of Southern California
AATSEEL President 2013-14

For the first time in many lean years, it may be safe to say that there are signs of returning health in our profession. Despite continued tensions in Russia and Ukraine, and notwithstanding regrettable developments such as the closure by the Russian government of ACTR's FLEX program (on which see http://www.americancouncils.org/tags/flex), informal reports from programs around the country suggest that there has been a noticeable increase in Russian-language enrollments. I do not know whether enrollments in other Slavic and eastern European languages have also gone up, but one hopes they have at least in Ukrainian, in the handful of institutions where Ukrainian is offered. To those who have followed the job market this year a dramatic increase in openings is also apparent—almost to the point where it looks more like a seller's than a buyer's market (modest good news, at last, for recent PhDs in the field). In my own state of California, for example, four of the leading programs (USC, UCLA, Stanford, and UC Berkeley) have tenure-track openings, an event which possibly has never occurred before and for all we know never will again. And, as I noted in the previous issue of this *Newsletter*, Congress seems poised to commit to a modest increase in funding for Title VI programs.

Is there any way to sustain this, or is it the brief and temporary effect of troubling events in eastern Europe over the past year? Undergraduate and graduate programs in Slavic have the responsibility of preparing knowledgeable experts on these countries, and meet that responsibility admirably with often limited support. AATSEEL will undoubtedly continue to serve the interests of the profession at these advanced levels. But I have come to believe that in the longer term the most effective way for AATSEEL to ensure continued interest in what we teach is to redouble its outreach to pre-college programs. The most reliable recent data on the K-12 situation (numbers of schools and students, by state, at least for instruction in Russian) can be found in a survey conducted by Dan Davidson and Nadra Garas in 2009 for the American Councils for International Education (available in the *Russian Language Journal*, vol.59, 2009, 3-20): in aggregate, somewhat over 500 schools in the United States offer Russian. This is a small number, and its increase is hampered by the usual (mis)perceptions—that Russian is not "useful," that students themselves are not interested

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in it (a problem at the college level as well: in our consumerist culture, higher education is too often driven by the perceptions of 18-year olds)—and brute realities (limited funding for instruction in such an "inessential" topic). For other Slavic and east European languages the situation is even more dire. The more recent example of the state of Utah, which offers a truly impressive range of languages in its schools, however, holds out some hope—at least if that state's missionary zeal can be translated to other regions of the country (see for example: http://www.nytimes.com/2013/04/20/us/language-programs-flower-in-utahs-schools.html?_r=0).

What can AATSEEL do? To begin with, together with Dan Davidson and ACTR we will be organizing outreach events to Russian and Slavic K-12 teachers at our 2016 conference in Austin, Texas (which state, by happy coincidence, leads the table with 41 in the 2009 survey for number of schools offering Russian). Such events should become a regular of regional and national AATSEEL conferences. In the time-honored tradition of creating a task only in order to hand it off to my successors, I would also like to encourage future AATSEEL executive councils to consider creating materials that could be disseminated to K-12 schools around the country (to lobby not only narrowly for more instruction in Russian and Slavic, but also for "LCTLs"—Less Commonly Taught Languages, also known as anything other than Spanish or, occasionally, French). Using its position as a national organization, AATSEEL could become an articulate and vocal advocate for wider language teaching at the pre-college level. Even if this only means lending our voice to other organizations such as the American Councils for International Education and the Joint National Committee for Languages – National Council for Language and International Studies (JNCL-NCLIS) it may yet accomplish something.

With this I end my contributions here as President and hand things over to my very able successor, Kevin M.F. Platt of the University of Pennsylvania. I have been enornmously impressed over the past few years by the number of people who selflessly contribute time and effort to this organization without any material or, as far as I can tell, real-world compensation whatsoever. It is their presence in AATSEEL which gives me hope for the future of this profession.

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Letter From The Editor

Dear AATSEEL Members,

I am happy to present to you the December 2014 issue of the *AATSEEL Newsletter*. I would like to thank our outgoing president, Thomas Seifrid, who has been instrumental in re-envisioning the purpose and design of the *Newsletter*. It has been a pleasure working with him in bringing pertinent information to our members. Please join me in welcoming Kevin M. F. Platt who begins his two-year term in January. I look forward to seeing many of you at our annual conference in Vancouver.

William Gunn
MiraCosta College
AATSEEL Newsletter Editor

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

by Alina Israeli

Q: Could you talk about phrases like И не то чтобы это было совсем уж глупо/наивно/безосновательно. Но всё же...

A: If I understand the question correctly, it is the use of чтобы that is puzzling here. This relates to a much larger issue in Russian grammar, which is often omitted by standard grammars: the subjunctive (конъюнктив in Russian). Offord in *Modern Russian* devotes a small chapter to it (Lesson 56) that discusses mostly НИ clauses (as in кто бы ни) and that has some good semantic subdivisions, but his classification of examples does not always follow them, and he introduces a number of mistakes in his examples. Besides, he does not deal with the type of sentence in the question. Wade in *A Comprehensive Russian Grammar* also discusses the subjunctive and even has sentences similar to the one in the question. He calls this type hypothesis, which does not seem to be an appropriate label.

The subjunctive is much more common in Russian than in English, which has a few relics of it (*God bless*, for example, or *he demanded that it be opened*). But unlike in the Romance languages, in Russian it is not morphological but syntactic. It is rendered by the conjunctions чтобы and бы after question words, which in turn trigger a past tense form (not past tense) in the subordinate clause. The problem is to identify those cases where the subjunctive is appropriate in Russian.

The most common and well-known context of the subjunctive is after verbs of imposition or volition

> Ты останешься в Москве, я **хочу, чтобы** у нас была нормальная семья, — сказал Спиваков по телефону. [Сати Спивакова. Не всё (2002)]

There are other verbs that behave in the same way: приказать, требовать, велеть, настаивать, сказать, передать and some others. This is the сказать which means 'order, tell (to do something)':

> Но Борис Семёнович **сказал, чтобы** я не торопилась. [Екатерина Костикова. Наша бронелодка стоит на запасном пути (1997) // «Столица», 1997.05.27]

Сказать, что and передать, что relate to facts and events that have already taken place, while сказать, чтобы and передать, чтобы trigger future events relative to the moment of speech:

> Через соседку—медсестру он **передал, чтобы** принесли шампанское. [Александр Чудаков. Ложится мгла на старые ступени (1987-2000) // «Знамя», 2000]

Передать, чтобы can also be used in combinations:

> Димка **просил передать, чтобы** вы не беспокоились, он будет писать мне. [Василий Аксенов. Звездный билет // «Юность», 1961]

In the case of настаивать, there are two ways of attaching a clause:

Мама упорно **настаивала, чтобы** мы её "правильно поняли". [Анатолий Алексин. Раздел имущества (1979)]
Мать **настаивала на том, чтобы** мы его бросили. [Александр Иличевский. Перс (2009)]

We also find subjunctive after adverbs and impersonal verbs meaning importance and obligation

Вдобавок от меня **требуется, чтобы** я не только припомнил и рассказал все как было, но и вернулся, так сказать, в себя самого. [Борис Хазанов. Праматерь (2002)]

Должно быть смешно, драматично и немного фантастично. И **обязательно, чтобы** было интересно смотреть. [Анатолий Эфрос. Профессия: режиссер (1975-1987)]

Очень **важно, чтобы** апельсин мужчине давала женщина. [Андрей Геласимов. Фокс Малдер похож на свинью (2001)]

Other adverbs include надо, нужно, необходимо; other impersonal verbs include следует and хочется in any tense, mood or aspectual variation wherever such variation exists:

А **хотелось бы, чтобы** всё сразу и одновременно. [Евгений Гришковец. ОдноврЕмЕнно (2004)]

Negative verbs in the main clause expressing lack of knowledge, memory or belief

The lack expressed by these mental verbs refers not to specific events (Я не помню, что он вчера сказал.) but rather creates an expression of absolute zero.

Я **не помню, чтобы** мой отец всерьёз интересовался жизнью. [Сергей Довлатов. Наши (1983)]

This could be paraphrased as Мой отец никогда всерьёз не интересовался жизнью.

Тем более **не** было случаев, **чтобы** солдат поднял руку на офицера. [Н. Н. Никулин. Воспоминания о войне (1975)]

This means that Солдат никогда не поднимал руку на офицера.

Modal with negative verbs in the main clause semantically expressing negation in the subordinate clause

Нельзя сказать, чтобы я очень спешил со встречей. [Фазиль Искандер. Письмо (1969)] (= Я совсем не спешил со встречей.)

Не могу сказать, чтобы я сразу обратил на него внимание. [Михаил Шишкин. Всех ожидает одна ночь (1993-2003)] (= Я не сразу обратил на него внимание.)

Constructions expressing absolute negation in the main clause

The goal of this construction is twofold: either to express an absolute zero, or to express an absolute totality. Depending on the meaning of the verb in the second clause, it may or may not be negated.

RNC has thirteen examples of дня не проходило, чтобы, and all of them have a negated verb in the subordinate clause.

И **дня не проходило**, чтобы к ним кто-нибудь не наведывался. [Артем Тарасов. Миллионер (2004)] (= Каждый день к ним кто-нибудь наведывался.)

Он спрашивает, что такое дело Бейлиса. В моё время не **было ребёнка, который** бы этого не знал. (И. Грекова. Свежо предание) (= каждый ребенок это знал)

И другие раненые, поднимаясь на койках, смотрели мне вслед — **не было ни одного**, который **не** проводил **бы** меня укоризненным взглядом. [В. А. Каверин. Открытая книга (1949-1956)] (= все провожали меня укоризненным взглядом)

In the next examples, there is only one negative. In this case I suppose one can talk about *hypotheticals*, particularly from the point of view of English translation:

Когда пришли за мной, **не осталось никого, кто бы** выступил против. [Освобождение от условностей (блог) (2008)] (= никто не выступил против, потому что никого уже не осталось)— When they came to arrest me, there was no one left who would/could speak up against it.

И **не было никого, кто бы** сказал ей необходимые, хоть и бесполезные слова, которые говорятся в таких случаях:… [Ирина Безладнова. Такая женщина // «Звезда», 2001] (= никто ей не сказал необходимых слов) — There was no one who would say to her the necessary but useless words that are said in those cases…

In the next example, the author himself gives the interpretation:
Было их не так много и, к сожалению, **не было никого, кто бы** мог сесть с Машей за ее столик, то есть не было сверстников. [А. И. Пантелеев. Наша Маша (1966)]

Constructions expressing limited negation in the subordinate clause

This is where the example from the question belongs: 'Not that it was totally stupid, but…', in other words 'it was sort of stupid', 'very close to being stupid' or even 'stupid, but I won't call it that'. Or it could mean 'not stupid, but the outcome was the same, as if he were stupid.' We find similar examples:

Призывы симпатичного жирафа с рекламных щитов: "Сходи в зоопарк" я **не то чтобы** игнорировал. Просто как-то всё времени не хватало. [О. Г. Баринов. Зоологический сад // «Первое сентября», 2003] (= хоть я и не игнорировал, но не было времени, а потому не сходил в зоопарк)

Even though he did not ignore the sign, the result was the same, as if he did ignore it.

A similar adverbial expression is не так, чтобы (очень):

> Любит тут меня один, **не так, чтобы очень** красивый, но самостоятельный. [И. Грекова. На испытаниях (1967)] (= он не красивый, но самостоятельный.)

This allows the creation of understatements:

> Еды вроде бы было достаточно, **но не так чтобы очень.** [Фазиль Искандер. Чик чтит обычаи (1967)] (= предполагалось, что еды достаточно, но на самом деле это не так)

Often some feature or capacity would be denied; in the following examples, wealth, intelligence or being a husband are denied with appropriate consequences:

> Англичане говорят: я **не так богат, чтобы** покупать дешевые вещи… [А. И. Солженицын. Архипелаг ГУЛаг (1958-1973)] (= я не богат и потому не могу покупать дешевые вещи, [иными словами, покупаю дорогие и прочные вещи])

> Он **не так умен, чтобы** играть серьезно. [Юлиан Семенов. Семнадцать мгновений весны (1968)] (= он не умен, и поэтому играет несерьезно)

> — Ты мне **не муж, чтобы** с такими вопросами приставать! [Эльдар Рязанов, Эмиль Брагинский. Вокзал для двоих (1983)] (=Ты мне не муж и не можешь задавать такие вопросы.)

Constructions expressing doubt or fear

Most typically these construtions are introduced by the conjunction как бы followed by a verb expressing an action that the subject doubts will occur or fears might occur, usually with the emphatic particle не. For example:

> **Как бы** нам **не** оскандалиться при публике. [Василий Аксенов. Негатив положительного героя (1996)] (= мы можем оскандалиться при публике, но я этого не хочу)

We often hear как бы не опоздать, как бы не простудиться, in other words, actions that we would rather not take place.

> **Как бы не подумали,** что он одобряет дерзкую выходку своего коллеги против Найденова. [К. М. Станюкович. Жрецы (1897)] (= Он боялся, что могут подумать, что он одобряет дерзкую выходку своего коллеги против Найденова.)

> И смотрю — **как бы** Серёжка с Толиком **не перевернули** его сумку. [Андрей Геласимов. Жанна (2001)] (= боюсь, что Серёжка с Толиком могут перевернуть его сумку, но не хочу, чтобы это произошло)

This does not cover absolutely all cases of the subjunctive in Russian, but gives a fair idea of what it is about.

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

Cross Cultural Communication

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

хрущёвка

коммуналка

многоэтажный дом

дача

избушка на курьих ножках

дом на Рублёвке

Вопросы:

Как Вы думаете, кто живёт в этих домах?
В каком доме хотели бы жить Вы? Почему?

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

AATSEEL Newsletter Information

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

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Technology & Language Learning

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

EduCanon: A Tool for Flipped Language Classrooms

You might have recently heard the term *flipped* or *inverted* classroom, which refers to classrooms where students are provided with pre-recorded sessions on the specific topics and classroom time is allocated more to the discussions on these topics covered in the recorded sessions (Berrett, 2012). The very basic idea behind flipped or inverted classrooms is that students need to interact more with the lecturer and their peers to discuss course content, rather than spending classroom time listening to lectures, as Mok (2014) indicates:

> In a flipped, or inverted, classroom, things are done the other way round: the teacher "delivers" lectures before class in the form of pre-recorded videos, and spends class time engaging students in learning activities that involve collaboration and interaction. Passive learning activities such as unidirectional lectures are pushed to outside class hours, to be replaced with active learning activities in class (p. 7).

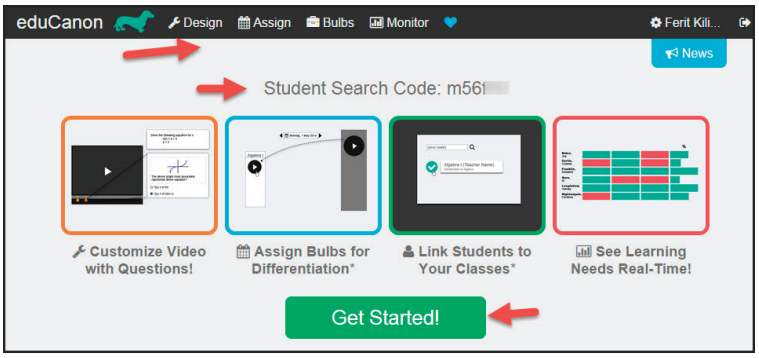
The literature on the benefits of flipped classrooms yields different views and findings. For example, the findings of the study conducted by Findlay-Thompson and Mombourquette (2014) indicate that although students think they have done better in the flipped classroom, quantitative analysis cannot prove it. Another study conducted by Butt (2014) indicates that students have positive responses to the flipped classroom, enabling students to interact more with their lecturers and peers. We can, then, at least say that students have positive attitudes towards the flipped classroom, and they are provided with the opportunity to discuss the topics in class in more detail and to collaborate more with their peers. However, the technical discussion on creating a flipped classroom is of utmost importance. Teachers, willing to create a flipped classroom, should have some basic technical skills and the knowledge of several tools to create videos, edit, upload, and finally making them available to their students, in addition to the basic principles and guidelines of preparation for the flipped classroom (see Hawks, 2014, for the guidelines and see Raths, 2014 to create videos for the flipped classroom).

In the current column, I will briefly introduce *EduCanon*, an online tool to create and share interactive versions of previously recorded videos for flipped language classrooms, for those concerned about the technical issues of creating videos.

EduCanon

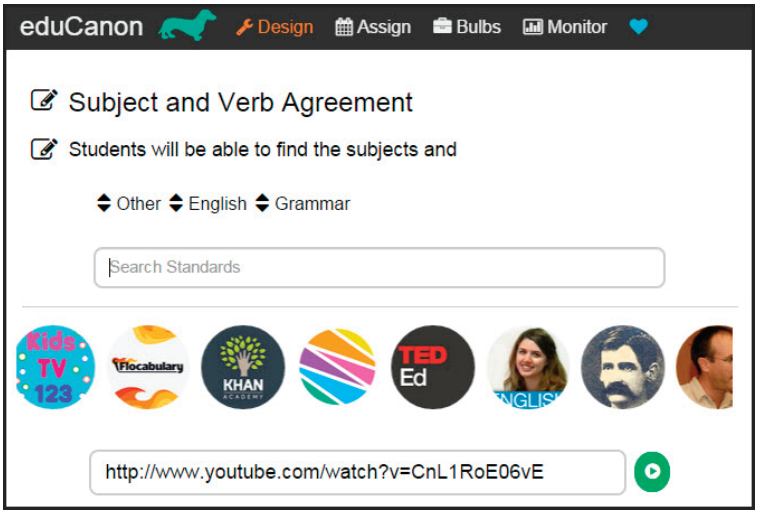
EduCanon is an online tool that can be used to create interactive videos that than be used in your flipped classroom. *EduCanon* enables teachers to use any videos on *YouTube*, *Vimeo*, and *TeacherTube* and to transform these videos to interactive video lessons.

When you visit https://www.educanon.com/, the homepage will appear, introducing the main features. Click on any image on the homepage or the button on the top of the page, *Signup* and then select *I am an instructor!*. Complete the form, or alternatively, login using your *Gmail* or *Edmodo* account (Please see Kılıçkaya, 2012 for the column on Edmodo).

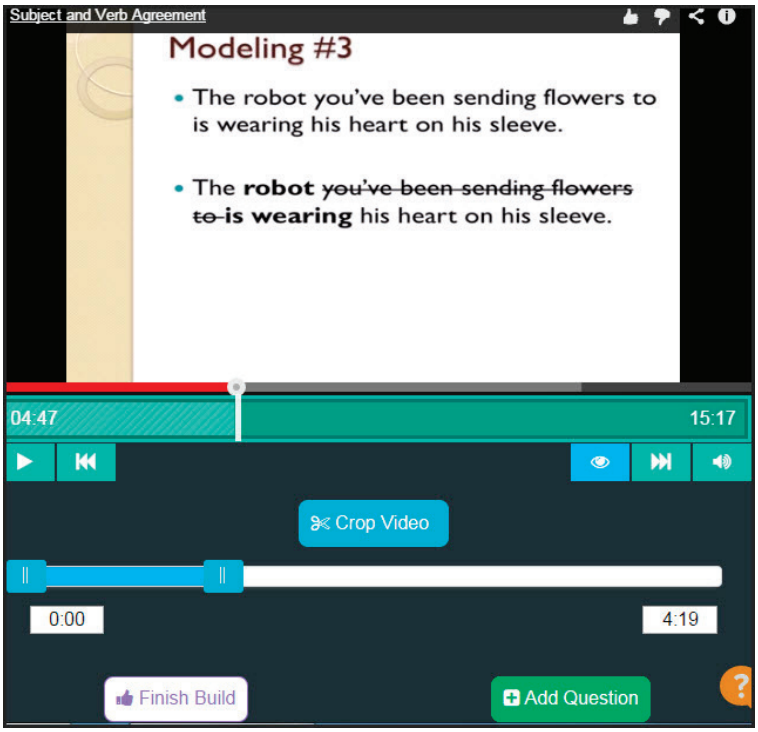


On this window, you will see a toolbar at the top, including "Design," "Assign," "Bulbs," and "Monitor." "Design" enables you to create interactive videos, and "Assign" helps you to assign this video to your students. "Bulbs" enables embedding questions and media to your video, and "Monitor" is for checking students' progress. "Student Search Code" is the code that we will share with our students so that they can find our page on *EduCanon*. Now, we will create our first interactive lesson video. We can do it by clicking on "Get Started" or "Design".

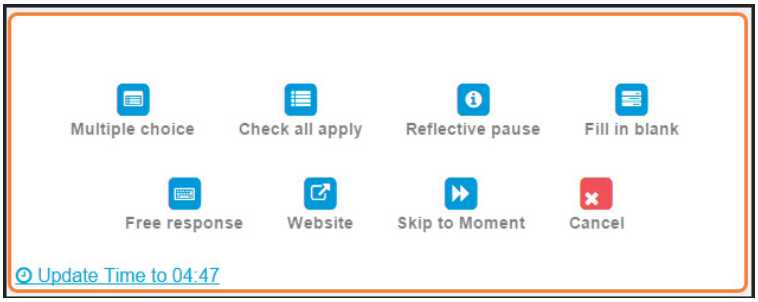
Before entering the necessary information, we need to find the video that we are going to transform into an interactive video. We may search *YouTube*, *Vimeo*, or *TeacherTube*. For this tutorial, I have selected "Subject-Verb Agreement" as the topic, which is a sore thumb of English grammar, and I have found a video on YouTube: (http://www.youtube.com/watch?v=CnL1RoE06vE). Now that we have selected our video, we can enter the details (Title, Learning Objective, Grade, Topic, and Subtopic, and the video link).



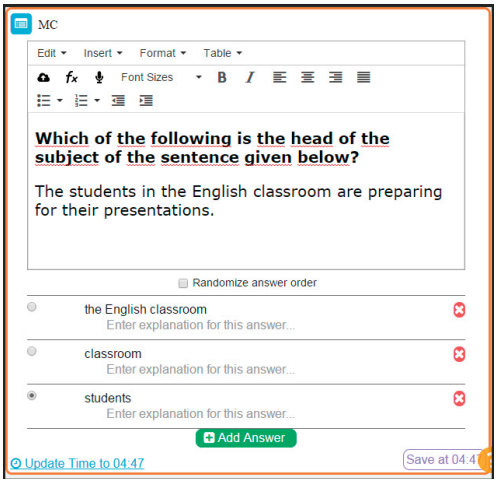
When we copy and paste the URL for the video and press the "Play" button, our video will appear on the second part of our screen.



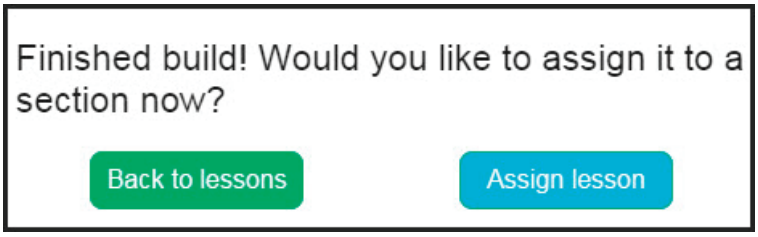
The whole video appears in this window; however, if we would like our students to see only a part of it, we can crop the video, using the "Crop Video" button at the bottom of the page. In this case, we will use the whole video. The main benefit of *EduCanon* is that we can add questions to our video in various formats.



Of these question types, I have selected "Multiple Choice" and added a multiple choice question at 04:47, which is the time within the video that this question will appear.



When our students come to this point, the video will stop, and the question will appear, which is a good way of checking whether our students have captured the main point discussed in the video. When we are finished with the video, we can click on the "Finish Build" Button, leading to two options: "Back to lessons" and "Assign lesson."



We may choose "Back to lessons" in order to create more lessons or opt for "Assign lesson" to assign this video to our students. We can create 8 classes and assign different lessons to different classes.

Evaluation

I believe that language teachers and students will find this online website useful, especially for listening classes. *EduCanon* proves to be a great Web 2.0 tool for language learners interested in using videos that provide authentic language use for their language classrooms without worrying about the storage and the technical issues.

Resources

Similar Software and Website(s)
http://ed.ted.com/

Tools for Creating Videos
Teachers willing to create their own videos can check the following online websites and software. Please note that some are not free.

Camtasia Studio	http://www.techsmith.com/camtasia.html
Educreations	https://www.educreations.com/
Jing	http://www.techsmith.com/jing.html
PresentationTube	http://presentationtube.com/
Screencast-0-Matic	http://www.screencast-o-matic.com/
Snagit	http://www.techsmith.com/snagit.html

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

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Follow us at **www.learnrussianineu.com** and **facebook.com/LearnRussianInEU**

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Domestic Summer Language Programs

Editor: Kathleen Evans-Romaine (Arizona State University)

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

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

Arizona State University

Institution: Arizona State University

Language(s): Albanian, Armenian, BCS, Hebrew, Persian, Polish, Russian, Tatar, Turkish, Uzbek

Location(s): Arizona, Albania, Armenia, Bosnia, Russia, Turkey, Uzbekistan

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

Dates: Vary (See http://cli.asu.edu)

Credits: 4 -13 (2)

Tuition/Fees: $960 (plus study abroad fees if applicable) (3)

Housing: Available for additional fee

Meals: Available for additional fee

Prof. Testing: Included (4)

Avge class size: 12 for Russian; 5 for all other languages

Size of Program: 150

Funding: Melikian Scholars Awards, ROTC Project GO Scholarships, International Distinguished Engagement Awards

Website: http://cli.asu.edu

App. Deadline: January 30, 2015

Application Site: http://cli.asu.edu/apply_to_cli

Admission Is: Competitive until Jan. 30, then first-come first-served

Contact: cli@asu.edu

Flat Fee: $960 flat fee for 4 to 13 credits (housing, food, study-abroad fees not included)

Study Abroad: Elementary courses include optional study-abroad components. Higher levels are conducted overseas. See http://cli.asu.edu for details.

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

Beloit

Institution: Beloit College Center for Language Studies

Language(s): Arabic, Chinese, Japanese, Russian, ESL

Location(s): Beloit, WI

Eligibility: Undergraduates, graduate students, high-school students (1), non-students, working professionals

Dates: June 13-August 7, 2015

Credits: 6-12 semester hours (2)

Tuition/Fees: Varies (3)

Housing: Included

Meals: Included

Prof. Testing: In-house estimates available at no cost

Avg class size: 7

Size of Program: 80

Funding: Scholarships available

Website: www.beloit.edu/cls

App. Deadline: May 22, 2015

Application Site: https://summer.beloit.edu/

Admission Is: Until classes are filled, scholarships competitive (4)

Contact: Dan Perusich, Director of Summer Programs - cls@beloit.edu or 608-363-2373

Bryn Mawr

Institution: Bryn Mawr College Russian Language Institute
Language: Russian
Location: Bryn Mawr, PA
Credits: 1 unit for 4 week program; 2 units for 8 week program
Dates: See website
Tuition/Fees: See website
Housing: See website
Meals: See website
Prof Testing: Available
Ave class size: 5 to 10 students
Size of program: Varies
Funding: RLI scholarship awards
Web site: http://www.brynmawr.edu/russian/rli.htm
App. Deadline: See website
Contact: Billie Jo Ember, Assistant Director, rli@brynmawr.edu
Grad funding: FLAS
Website: http://www.indiana.edu/~swseel/
Contact: swseel@indiana.edu; 812-855-2889

CESSI University of Wisconsin-Madison

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

Columbia University Russian Practicum

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

Indiana University

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

Size of Program: 250
Website: http://www.indiana.edu/~swseel
App. Deadline: Priority deadline: February 1, 2015. Other applications reviewed on a rolling basis.
Application Site: http://indiana.edu/~swseel
Admission Is: Competitive
Contact: swseel@indiana.edu
Special Features: Career and scholarship advising; job recruiting.

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

Middlebury College

Institution: Kathryn Wasserman Davis School of Russian at Middlebury College
Language(s): Russian
Location(s): Middlebury, VT
Eligibility: Undergraduates, graduate students, recent graduates, professionals
Non-US citizens are eligible
Dates: June 19 - August 14 (8-week undergraduate session)
June 30 - August 14 (6-week graduate session)
Credits: 12 semester hours (8-week undergraduate session)
9 semester hours (6-week graduate session)
Tuition/Fees: $10,920 (8-week session)
$8,410 (6-week grad session)
Housing: Included
Meals: Included
Prof Testing Included
Avg class size: 7
Size of Program: 170
Funding: Need-based financial aid and merit-based scholarships
Website: http://www.middlebury.edu/ls/russian
App. Deadline: Rolling admissions
Application Site: http://www.middlebury.edu/ls/apply/russian
Admission Is: Competitive for financial aid
Contact: schoolofrussian@middlebury.edu<mailto:schoolofrussian@middlebury.edu>
Special Features:
- 24/7 Immersion – Language Pledge©
- Degree Programs – Graduate courses can lead to MA or DML degree in Russian.
- Rich and diverse cultural program
- Russian for Teachers – Hosted 2-week Startalk Institute for Teachers of Russian
- Alumni Program – Piloting 1-week program for graduate alumni in 2015

Monterey Institute of International Studies
A Graduate School of Middlebury College

Monterey Institute of International Studies

Institution: Monterey Institute of International Studies
Language(s): Russian
Location(s): Monterey, CA
Eligibility: At least 18 years old.
Dates: (tentative) June 15, 2015 – August 7, 2015
Credits: 8
Tuition/Fees: $3,950
Housing: Not included
Meals: Not included
Pro Testing: Placement testing
Avg class size: 8 - 10
Size of Program: 130
Funding: Scholarships
Website: go.miis.edu/silp
App. Deadline: April 15, 2015; early bird discounted deadline: March 1
Application Site: go.miis.edu/applysilp
Admission Is: first-come, first-served
Contact: Alisyn Gruener, Enrollment Marketing Manager /
460 Pierce Street, Monterey, CA 93940 /
Telephone: 831.647.4115 / Fax: 831.647.3534 /
Email: languages@miis.edu

University of California at Los Angeles

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

App. Deadline: N/A

Application Site: https://www.summer.ucla.edu/register/register.cfm

Admission Is: Open

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

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

THE UNIVERSITY OF CHICAGO | Summer Language Institute

University of Chicago

Institution: University of Chicago

Language(s): Russian, Georgian, Bosnian-Serbian-Croatian

Location(s): Chicago

Eligibility: Undergraduates, graduate students, non-students, professionals, high-school students are eligible, non-U Chicago students are eligible, non-US citizen are eligible.

Dates: June 22-August 29, 2015

Credits: varies (1)

Tuition/Fees: $3225 (2)

Housing: not included

Meals: not included

Pro Testing: In-house testing available

Avg class size: 8 (Russian), 5-6 (Georgian and BCS)

Size of Program: 200

Funding: TBD

Website: http://summerlanguages.uchicago.edu

App. Deadline: rolling admission, final deadline in May 2015

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

Admission Is: first-come, high school applications are evaluated for preparedness for college-level coursework

Contact: summerlanguages@uchicago.edu

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

LSA SLAVIC LANGUAGES AND LITERATURES UNIVERSITY OF MICHIGAN

University of Michigan

Institution: University of Michigan

Language(s): Russian

Location(s): Ann Arbor

Eligibility: Undergraduates, graduate students, non-students, professionals, high-school students are eligible // Non-UM students are eligible (1)

Dates: Vary (see website)

Credits: 8 credits per course/for-credit option

Tuition/Fees: Vary (2)

Housing: Not included

Meals: Not included

Pro Testing: Not included

Avg class size: 6-10

Size of Program: N/A

Funding: FLAS (3)

Website: www.lsa.umich.edu/sli

App. Deadline: March 31, 2015

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

Admission Is: n/a

Contact: Jean McKee, slavic@umich.edu, 734-764-5355

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

University of Pittsburgh

Institution: University of Pittsburgh Summer Language Institute

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

Location(s): Pittsburgh; Bratislava; Debrecen; Narva; Krakow; Moscow, Prague, Podgorica, Sofia

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

Dates: Vary (See website). Most programs begin June 8, 2015.

Credits: 6-10 (2)

Tuition/Fees: From $4,218 to $8,330. See www.sli.pitt.edu for details

Housing: Not included for Pittsburgh programs; included for abroad programs

Meals: Not included

Pro Testing: Included

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

Size of Program: 130

Funding: FLAS Fellowships (NDEA); European Union Center Scholarships; Croatian Endowment Scholarships; Project GO Scholarships, SLI Scholarships; CREES Scholarships; Lithuanian Scholarships, BALSSI Scholarships.

Website: www.sli.pitt.edu

App. Deadline: February 1, 2015 for Project GO; March 6, 2015 for abroad programs and all other scholarships; rolling applications after March 6.

Application Site: www.sli.pitt.edu

Admission Is: First come-first served; rolling after March 7

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

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

Footnotes:
(1) High school students with parent/guardian permission. Students must be18 or older to participate in abroad programs.
(2) Number of credits varies by program, both in Pittsburgh and abroad. See website for details.
(3) Plus abroad fees for study abroad programs
(4) SLI provides in-house proficiency estimates for some programs, and formal Oral Profiency Interviews for Russian, Bosnian/Croatian/Serbian and Arabic.

University of Virginia

Institution: University of Virginia Summer Language Institute

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

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

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

Dates: June 15-August 8, 2014

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

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

Housing: Not included. Housing for high school students is available on a limited basis.

Meals: Not included

Pro Testing: Not included

Avg class size: 10-15

Size of Program: 170 students

Funding: ROTC Project GO, FLAS

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

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

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

Admission Is: First-come first-served

Contact: uvasli@virginia.edu

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

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

University of Wisconsin – Madison

Institution: University of Wisconsin – Madison

Language(s): Russian

Location(s): Madison, WI

Eligibility: Undergraduate, Graduate, Working Professionals

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

Credits: 8

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

Housing: Not included

Meals: Not included

Prof Testing: Not included

Avg class size: 10

Size of Program: 30

Funding: Project GO (ROTC only)

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

App. Deadline: May 29, 2015

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

Admissions: first-come/first-served

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

Yale University

Institution: Yale University

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

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

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

Dates: June 1 - July 27, 2015

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

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

Housing: Not included at Yale; homestays in Petersburg

Meals: Not included at Yale; homestays in Petersburg

Prof Testing: Included

Avg class size: 6 - 10

Size of Program: Up to 20

Funding: FLAS, Critical Language Award, other fellowships and scholarships

Website: http://summer.yale.edu/studyabroad/facultyled

App. Deadline: February 15, 2015

Application Site: https://cie.yale.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=2648

Admission Is: rolling admission, qualified non-Yale students are eligible and encouraged to apply

Contact: constantine.muravnik@yale.edu, megan.carney@yale.edu

Special Features:
- Course on Russian Culture; excursions and tours, three-day trip to Moscow, day trip to Novgorod.

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: 5 (through Bard College)

Tuition/Fees: $6,000

Housing: Not included

Meals: Not included

Prof Testing: Included

Avg class size: 8-10

Size of Program: 40

Funding: Tuition waivers, scholarships for East European students.

Website: http://yivo.bard.edu/summer/

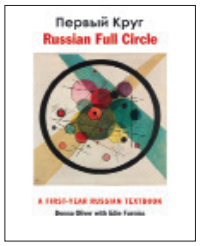
App. Deadline: March 6, 2015 if requesting tuition assistance; April 1 all other applicants

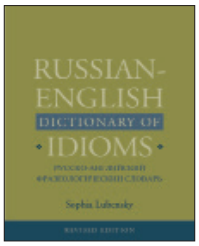
Application Site: http://bard.slideroom.com

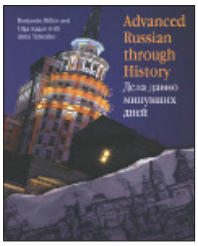
Admission Is: Competitive

Contact: Leah Falk, Programs Coordinator lfalk@yivo.cjh.org 212-294-8301

yalebooks







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

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

The Meek One: A Fantastic Story
An Annotated Russian Reader
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Recent Publications

Carmen Finashina (Northwestern University)

Art

Khidekel, R., ed. 2014. *Lazar Khidekel and Suprematism.* New York, NY: Prestel.

Cinema

Carrere, Emmanuel. Trans. Lambert, J. 2014. *Limonov: The Outrageous Adventures of the Radical Soviet Poet Who Became a Bum in New York, a Sensation in France, and a Political Antihero in Russia.* New York, NY: Farrar, Straus and Giroux.

Lovejoy, A. 2014. *Army Film and the Avant Garde: Cinema and Experiment in the Czechoslovak Military.* Bloomington, IN: Indiana University Press.

Youngblood, D. 2014. *Bondarchuk's War and Peace: Literary Classic to Soviet Cinematic Epic.* Lawrence, KS: University Press of Kansas.

Culture

Chadaga, J. 2014. *Optical Play: Glass, Vision, and Spectacle in Russian Culture.* Evanston, IL: Northwestern University Press.

Dawson, J. 2014. *Cultures of Democracy in Serbia and Bulgaria.* Farnham, UK: Ashgate Publishing.

Ethnic Studies

Lehrer, E. 2014. *Jewish Space in Contemporary Poland.* Bloomington, IN: Indiana University Press.

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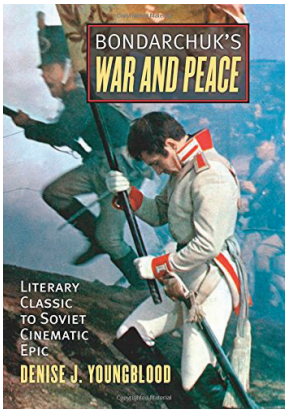

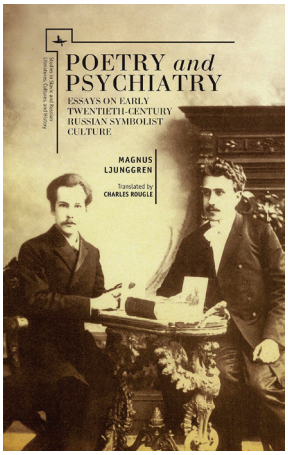

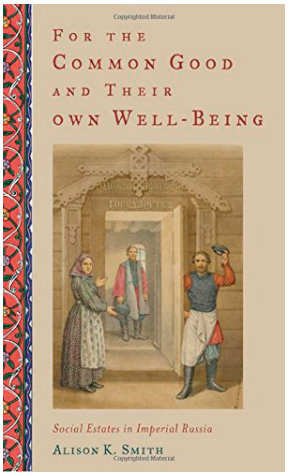

Member News

Editor: Colleen Lucey (University of Wisconsin, Madison)

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

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

Leonard Babby, Emeritus Professor at Princeton University, announces that his 2009 Cambridge University Press book *The Syntax of Argument Structure*, which is a new theory of the relation between argument structure and syntax and based almost exclusively on Russian data, has been translated into Russian and recently published by the Sankt-Peterburg University Press in 2014. The Russian title is *Sintaksis Argumentnoj Struktury*.

Congratulations to **Nancy Condee** (Slavic and Film Studies, University of Pittsburgh), inaugural director of Pitt's Global Studies Center (GSC), who received notice that the Center has been successful in the most recent National Resource Center (Title VI) competition for the next four-year cycle (AY2015-2018). Pitt GSC was also successful in the four-year competition for Foreign Language and Area Studies (FLAS) Fellowships; the number of allotted fellowships was raised 75 percent.

We are happy to announce that **Ellen Elias-Bursac's** (Independent Scholar and Translator) new book, *Translating Evidence and Interpreting Testimony at a War Crimes Tribunal: Working in a Tug-of-War* will be out with Palgrave Macmillan in February 2015.

Congratulations to **Robert A. Rothstein**, Amesbury Professor of Polish Language, Literature and Culture at the University of Massachusetts Amherst, who has been awarded the Officer's Cross of the Order of Merit of the Polish Republic.

Congratulations to **Adrian Wanner** (Penn State) who has recently been named Liberal Arts Research Professor of Slavic and Comparative Literature.

AATSEEL 2015 Annual Conference

Vancouver, BC, Canada / January 8-11, 2015

Special Events

- Keynote address by Mikhail Iampolski (New York University): "Movement and Generation. Towards Nominalism in Art and Literature";
- Advanced seminars led by Marcus Levitt, (University of Southern California) and Mark Lipovetsky (University of Colorado-Boulder);
- Russian poetry readings;
- Presidential Panels on Sigizmund Krzhizhanovsky's The Letter Killers Club and John Burt Foster's Transitional Tolstoy;
- Informal coffee conversations with leading scholars: Eric Naiman (Berkeley), Donna Orwin (U of Toronto), and Ilya Vinitsky (U of Pennsylvania).
- AATSEEL President's Reception and Awards Ceremony

Conference Registration

Pre-register for the 2015 AATSEEL Conference at www.aatseel.org

Pre-registration rates (by December 15)

- Nonstudent, AATSEEL member $130
- Nonstudent, nonmember $155
- Student, AATSEEL member $55
- Student, nonmember $70

On-site registration rates

- **Nonstudent, AATSEEL member $180**
- **Nonstudent, nonmember $205**
- **Student, AATSEEL member $80**
- **Student, nonmember $95**

The deadline for conference presenters is September 30. All conference presenters must be current AATSEEL members. Pre-registration for others closes on November 1. Registration for the conference after that date is on-site at higher rates.

Hotel and Accommodations

All conference events will take place at:
Renaissance Harbourside
1133 West Hastings Street
Vancouver, British Columbia, Canada
http://www1.hilton.com/en_US/hi/hotel/PASPHHF-Hilton-Pasadena-California/index.do

The conference rate of C$189/night is available at the Renaissance and also at the Marriott Pinnacle, 1128 West Hastings St. The conference room rate of C$175 is available at Coast Coal Harbour: 1180 West Hastings St. Deadline for making reservations at the conference rate: December 8, 2014. Reserve your room online at www.aatseel.org.

Interviews

Gratis interviewing facilities (in a shared room) are available to institutions holding interviews at the AATSEEL Conference. Contact Rachel Stauffer, mail to: diannamurphy@wisc.edu by December 30, 2014 to reserve a space.

Exhibitors and Program Advertisers

Reserve a table in the Exhibit Hall or place an advertisement in the AATSEEL Conference Program by November 30, 2014 at www.aatseel.org

Conference Contacts

Conference Program
Jonathan Stone
AATSEEL Program Committee Chair
jon.stone@fandm.edu

All Other Conference Questions

Rachel Stauffer
AATSEEL Conference Manager
aatseelconference@usc.edu mailto:diannamurphy@wisc.edu

AATSEEL 2014/2015 MEMBERSHIP FORM

MEMBERSHIP RUNS FROM JULY 1, 2014 THROUGH JUNE 30, 2015.
THIS FORM MAY BE PHOTOCOPIED.

WE ENCOURAGE ALL NEW AND RENEWING MEMBERS TO PAY 2014/2015 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.

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