



Ekaterinburg | Russia

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President's Message

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

My presidential column this month aims at a simple point: Our part of the world can be a maddening place to study, but it's important, and it's worth it. I hope you'll forgive me for the simplicity of my thoughts here, but I think they deserve to be voiced.

First, the maddening part: along around December of 2014, I realized I was in a really bad mood. It took me a while to figure out exactly why. In my professional and personal life everything was just fine. Then I realized that it was not about me, but about Russia, Eurasia and Eastern Europe. You know what I have in mind here. For me, this meant experiencing first hand during research trips all year how the world could suddenly fracture into completely irreconcilable realities, in which utterly different versions of historical causality and political reality were thought to be unfolding. I spent the summer of 2014 along a stretch of Baltic seashore where it had seemed only recently that everyone was learning to get along, but now suddenly were arguing about whether or not "World War III had already begun" and about who belonged to the

"fifth column." As I realized last fall, my dark mood was driven by alarm over the fate of the people and societies in which I had invested much of my life's energy. I was sad and worried for the many individuals whom I have come to respect and love, who have had more than their share of hardship, and for whom I had harbored genuine hopes that things might finally get better—hopes which now seemed finally to be dashed. I imagine that I am not alone in this among the members of our profession.

Now for the part about importance and worth. Having just returned from another summer on the Baltic seashore, followed by a trip to the Ekaterinburg Biennale and then to a workshop for university administrators from Vladivostok, I am, first of all, coming to believe that there will eventually be an end to the tunnel that our part of the world entered a year and a half ago. My evidence is derived more from mood and chance encounter than anything else—people are talking in a different way than they did last year: more about understanding and less about conflict. The name-calling phase appears to be passing. On this trip, and in light of what is still a crisis in east-west relations, I felt more than ever before the value of the basic work of our profession. In order to engage in a conversation about mutual understanding, rather than descend to name-calling, people need to speak

the same languages and know at least a little about one another. Thanks to my teachers, I can engage in those conversations. Hopefully, the educational and scholarly work we are all doing can help our students and our society to do the same.

I warned you that this would be a bit banal. I still think it deserves saying.



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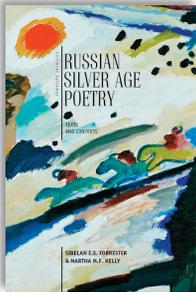
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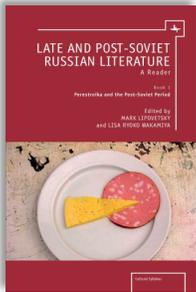


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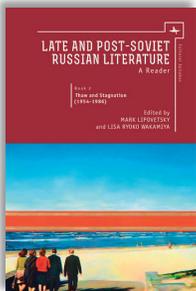
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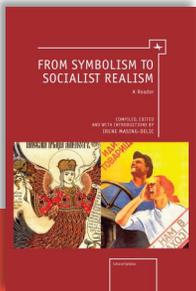
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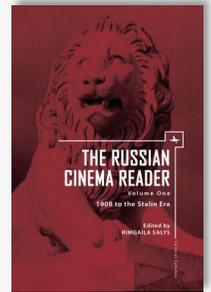
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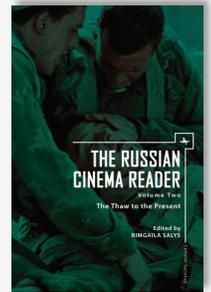
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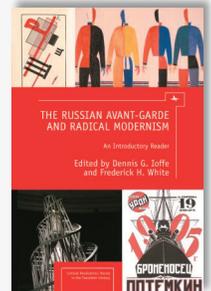


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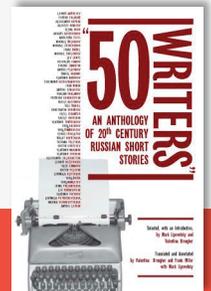


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Letter From The Editor

Dear AATSEEL Members,

This issue features a variety of perspectives on the state of Slavic studies beyond the context of the large research institution. My hope is that this can be part of a larger conversation about how we, as a field and a professional organization, can thoughtfully engage with a more diverse population of scholars and students. I am grateful for the contributions of Rachel Stauffer (Ferrum College), B. Amarilis Lugo De Fabritz (Howard University), Amber Casandra Walden (Howard University Student), and Kristin Torres (University of Missouri M.A. Student). In addition to the articles in this newsletter, I would like to point you towards the fascinating accounts of Dr. Jennifer Wilson, current Postdoctoral Fellow at the University of Pennsylvania, as she taught race at the Russian State University for the Humanities.

[Teaching Race in Russia: Dispatches from “The Harlem Renaissance: From New York to Tashkent”](#)

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Best wishes on the 2015-2016 academic year!

William Gunn

MiraCosta College

AATSEEL Newsletter Editor



Fostering Greater Representation of Institutional and Individual Diversity in the Teaching and Learning of Russian

By Rachel Stauffer

Assistant Professor of Russian and Program Coordinator of Russian
Associate Director of International Programs
Ferrum College

In my third year teaching Russian at a small liberal arts college that is also a Minority-Serving Institution (MSI) in rural Virginia, I can now say that the experience has not only unveiled many things I had never thought about in terms of race, ethnicity, gender, and social class, but it has also revealed that smaller Russian programs like mine are largely unknown beyond the campus grid. Small programs require a great deal of faculty time and effort to succeed, both inside and outside of the classroom. While research is encouraged, teaching is primary (this is almost a direct quote from my faculty handbook). I teach anywhere from a minimum of four to a maximum of six classes per semester. I advise around twenty students and also serve as the Associate Director of International Programs. The college library has (maybe) 50-75 total books on Russian language, literature, and culture. I have been working with our library to increase our online access to more journals in Russian area studies, but I am still in the process of bolstering the collection on our shelves. Most of the time for my own research, I rely on a (truly amazing) librarian who very swiftly and adeptly locates books and journal articles through interlibrary loan. I also occasionally drive to the big university libraries that are anywhere from 50 to 200 miles away. As the rogue Slavist at my institution, conferences are my primary lifeline to the field. Fortunately, the college does a wonderful job of providing faculty with professional development funds, so I attend at least one conference per year, although I am often able to attend two or three conferences when I am awarded additional internal funding for research or teaching-oriented projects. I have a great deal of power over what I teach, when I teach, and how my program is structured and assessed, but I also miss out on having colleagues as part of a larger Russian or Slavic department. These are challenges that I encounter as an instructor at a small, rural, four-year institution, and challenges that have nothing to do with working at a Minority-Serving Institution. As an instructor of Russian at a Minority-Serving Institution, I am convinced that recruiting more students from underrepresented backgrounds as well as reorienting our instructional materials to reflect such populations would be two steps in a new and positive direction for the field. I believe there are quite a few of us out there in similar institutions, so in the interest of collegiality, networking, and fostering a spirit of cooperation among ourselves and with larger programs, it is my hope that this contribution to the AATSEEL *Newsletter* will initiate and sustain a dialogue about how smaller programs and larger programs can work together for educational equity that will benefit the field.

The most reputable Russian and Slavic programs in the US reside in large research universities and elite private post-secondary institutions as evidenced by the recent ASEEES study funded by the Carnegie Corporation¹. The institutions selected for that study were chosen because they have graduate programs in Russian Studies. I am grateful to the primary investigating team for researching and composing this report and for offering answers to some of the most vital questions currently confronting the field. It has provided valuable information that helps me as an instructor at a small college to better design my curriculum, advise my students about graduate programs, and provide evidence of the need for well-trained experts in Russian Studies so that my

program continues to receive internal and external support. According to the report the most reputable graduate programs are, not surprisingly, all research-intensive institutions with large endowments, and several of them are long-standing recipients of Title VI funding. Although I know and understand this fact, which is quantified by the report, I do wonder what kind of access my students and other students from institutions like mine actually have to these institutions' outstanding, incredibly competitive, and elite graduate programs. For students at my college who may be first generation college students or who face significant socioeconomic, familial, and/or personal challenges, attending graduate school, let alone being accepted into an Ivy League or a top public research university to do so, is nothing short of fantasy.

I would like to encourage us to gather additional information and research about Russian programs at Minority-Serving Institutions (MSIs), community colleges (CCs), Historically Black Colleges and Universities (HBCUs), Tribal Colleges, and Hispanic-Serving Institutions (HSIs). While the ASEEES report is correct, that Russian Studies has experienced tremendous cuts in recent years, particularly to the Title VIII and Title VI programs, it is also important to remember that funding for foreign languages and area studies at CCs, MSIs, HBCUs, Tribal Colleges, and HSIs is available through programs such as the Undergraduate International Studies and Foreign Language program (UISFL), which in recent competitions has issued Invitational Priorities to Title III and Title V MSIs, HSIs, and CCs. Similarly, the National Endowment for the Humanities for the last several years has been emphasizing grants specifically for CCs to enhance humanities curricula. Fortunately, several of the institutions in the ASEEES report, particularly those with Title VI funding, which are required to conduct outreach, are already engaged in work with programs at MSIs, CCs, HBCUs, and HSIs. I think that more institutions, with or without Title VI funding, could collaboratively seek funding to broaden and diversify our student base and instructional materials. The field could have the potential for growth by moving in this direction, and even if enrollments remain low, we are working towards greater educational equity, which benefits the common good. What might be even more compelling is if larger Russian and Slavic programs at research-intensive universities were to create articulation agreements with local four-year colleges, MSIs, HBCUs, Tribal Colleges, and HSIs. In this scenario, students who complete a certain course of study with a certain GPA at their home institution in a mutually agreed upon Russian Studies track, would be guaranteed admission to an MA or PhD program at a nearby research-intensive university. Such articulation agreements already exist between larger universities and community colleges, which offer two years of core curriculum for students who wish to transfer to a four-year or research-intensive institution to complete major requirements for completion of an undergraduate degree. I could see significant growth in my program if I were able to recruit students from high school and CC programs to my college with the allure of guaranteed graduate school admission after successful completion of the Russian major. This type of cooperation might help to a) level the playing field for students who otherwise might not consider applying to graduate programs at all, particularly in Russian or Slavic area studies and

b) foster a sense of unity among Russian and Slavic programs at all types of institutions.

As student populations in the US become increasingly diverse at the post-secondary level, we might also consider placing more emphasis on full representation of diversity in instructional materials.

As student populations in the US become increasingly diverse at the post-secondary level, we might also consider placing more emphasis on full representation of diversity in instructional materials. In a 2012 article in the *Modern Language Journal*, Nigora Azimova and Bill Johnston, Comparative Literature professors at Indiana University, evaluated nine Russian language textbooks in terms of their respective representation of several different types of diversity. Although in my view there are some problems with their research methodology, they do identify a fairly gaping absence of diversity, particularly in the representation of Russia and Russians. They claim that Russian language textbooks “confirm a view of the Russian language as being the property of white Orthodox ethnic Russians, and silently endorse the exclusion of all other speakers of the language”². A similar assertion was advanced in 2004 by Aneta Pavlenko and Marya Shardakova in a study of Russian textbooks. They found that requisite normalization to textbook and course content that is representative of a homogeneous socially-dominant culture may contribute directly to identity conflicts, because “second language learners [...] may lack linguistic skills necessary to negotiate difficult encounters involving gender, sexuality, ethnicity, race, or social status”³. In one of only a few recent studies on the motivations for and experiences of African-American students in the study of foreign languages, Uju Anya has concluded that “the standardization of instructional materials and discussions featuring *greater representation of black populations as important social and cultural agents in the language of study could be an important goal in any course that wishes to engage and retain dedicated black students*, who, like any other, are eager to see some aspect of themselves and their interests reflected in their academic pursuits” [emphasis mine] and that “better understanding of successful black student experiences in SLA will hopefully contribute to the creation of more effective pedagogy, thus *boosting efforts to recruit and retain African Americans in foreign language study*” [emphasis mine]. This is important, not only for black students, but also for other underrepresented populations as Anya points out, because of “recently intensified national debates on immigration, demographic evolution, multiculturalism, and bilingual education”⁴.

My students often ask if there are black people in Russia (or they assume that there are no black people in Russia), to which I respond, yes, there are black people in Russia, particularly in large cities. I also take this opportunity to mention that there are Russian speakers of many different races and ethnicities, religious faiths and practices, linguistic backgrounds, and sexualities. Almost every semester I am asked about racism and homophobia in Russia, asking if it is safe for black people and gay people there, particularly with regard to study abroad. My recent answers to these questions have been yes, there is racism and homophobia in Russia, and yes, it is mostly safe for black people and gay people there, because the level of racism and homophobia they are

bound to encounter is probably not all that different from the type of racism and homophobia they have likely encountered in the US. Naturally I encourage students who study abroad in Russia to be careful and not to participate in political demonstrations, not exclusively because of race or sexuality, but because they are young and few of them have ever lived in a city or traveled outside of the US. I wonder if Russia and Russians were presented more diversely in classrooms (and in the mainstream media), and if we attracted more students from underserved populations, if gradually these questions would taper off. I don't know for sure. I do know that issues of representation, both in terms of presenting Russian diversity and in portraying imagined learners more diversely, however, are not limited to race, but touch every aspect of students' lives including gender, family and sexuality (e.g., heteronormativity, binary gender distinctions), ability and disability. There also seems to be a tendency for us to emphasize difference over similarity, which was, perhaps, a concomitant theme in the teaching of Russian during and following the Cold War era, as Leena Tomi has suggested.⁵

I would like to see us all working together more cohesively - big institutions, small institutions, MSIs, CCs, K-12 schools, HBCUs, the Tribal Colleges, HSIs - to be inclusive, resourceful, sensitive, fully representative, and more aware of the privilege and culture of socially-dominant categories. I am eager to work towards greater educational equity for those interested in our field and I look forward to working with others who feel the same way. At the ASEEEES conference in November there will be a roundtable on teaching Russian at Minority-Serving Institutions sponsored by the Association for Diversity in Slavic, East European and Eurasian Studies. All are warmly invited to attend.

1 Gerber, Theodore P. “The State of Russian Studies in the United States”. Pittsburgh, PA: ASEEEES, July 2015. Accessible online: <http://www.aseees.org/news-events/aseees-news-feed/report-state-russian-studies-us>

2 Azimova, Nigora and Bill Johnston. “Invisibility and Ownership of Language: Problems of Representation in Russian Language Textbooks”. *Modern Language Journal*, Vol. 96, No. iii, (2012), p. 347.

3 Shardakova Marya and Aneta Pavlenko. “Identity Options in Russian Textbooks”. *Journal of Language, Identity, and Education*, Vol. 3, No. 1, (2004), p.25.

4 Anya, Uju. “Connecting with communities of Learners and Speakers: Integrative Ideals, Experiences, and Motivations of Successful Black Second Language Learners”. *Foreign Language Annals*, Vol. 44, No. 3 (Fall 2011) pp 442-460.

5 Tomi, Leena M. “critical Analysis of American Representations of Russians” *Pragmatics*, Vol. 11, No. 3 (2001), pp. 263-283).

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Teaching Martian

By B. Amarilis Lugo de Fabritz
Master Instructor, Russian
Howard University

My name is Brunilda Amarilis Lugo de Fabritz. I am the madwoman Puerto Rican Russianist that teaches at Howard University. Howard University is a Historically Black University, part of the cluster known as Historically Black Colleges and Universities. I probably teach Russian to more African American students in one semester than all the Ivy Leagues combined. Forbes “Smarter College Guide” (<http://www.forbes.com/colleges/howard-university/>) breaks down our student demographics the following way: 33% male, 67% female, 1.94% American Indian/Alaskan Native, 1.32% Asian, .39% Native Hawaiian/Pacific Islander, .44% Latino, 1.48% White, 3.47% non-resident alien, and 90.97% Black/African American.

The main reason why I teach Russian is because it was there when I wanted to fill up a class period in high school. My high school was in an upper middle class suburb outside of Boston. I moved there from Puerto Rico as a thirteen year old eighth grader. This experience established the foundations of my core as an instructor. First, it made it painfully, personally clear that language proficiency matters. My father’s move up to a well ranked executive in New England resulted directly from his English major in college. Secondly, it made it equally clear that mentorship is the key for successful navigation for “outsiders” to survive in small elite fields like Slavic studies. I stayed in Russian studies because I kept meeting peers and faculty who kept including me to show me how intellectually demanding and curious and satisfying the study of Slavic languages and cultures could be. Also, it showed me that effective and supportive mentoring does not have to come from someone who looks like you. The faculty that taught me Russian at Brown University always treated me with what I call the “of course you are going to study there” attitude. If I had waited for a Latino, let alone a Puerto Rican, faculty mentor in junior high school, I would not have made it past English composition in eighth grade (Thank you, Mrs. Nizel!)

Fast forward across the country (University of Washington, Seattle, for a Master in International Relations and a doctorate in Slavic languages) and back (Mellon post-doctorate at Emory University in Atlanta) and up (move to D. C. with husband and three week old baby, because I could restart something smacking of Russian related here) to learn the next lesson: connections count. I got my current position because a colleague with whom I had presented at a conference contacted me. The Russian professor at Howard at that time had taken sick leave, and she had seen through the SEELANGS listserv that I was in the DC area. I started as a part time substitute and I am here still.

Another lesson I have learned is that Russian language, by itself, will not pay for my parking pass. My official rank is Master Instructor, the equivalent of Senior Lecturer in most other places. I teach four courses a semester – four different courses – in order to keep the minor alive. I teach two language courses, and two humanities “introduction to Russian

studies” courses. I utilize my background from International Relations every day as I integrate interdisciplinary methodologies to engage my humanities students. I have also had to become familiar with issue surround the African diaspora and Russia to make my courses better harmonize with Howard University’s Afro-centric curriculum. I finally got a permanent position last year, after six previous years of teaching. As far as I know, I am the only Russian instructor at any Historically Black university in the United States. A quick glance at most Historically Black Universities will show that all other Less Commonly Taught Languages are in rather short supply. You will find the occasional offering of Swahili, Chinese, Japanese or Portuguese. Otherwise, HBCU students are offered a fairly standard diet of Spanish and French, and maybe German if they are lucky. I got my first full time paycheck at Howard because I combined Russian with teaching Spanish I and Spanish II for my second year as a “temporary” lecturer. This year I am helping to start a Spanish volunteer project for Howard University students in my child’s Title I, predominantly Latino elementary school. There is always the clear understanding that if I do not figure out a way to grow the Russian, my skills can be well used in our introductory Spanish courses.

Historically Black universities have, generally speaking, low endowments. Howard University tended to offset this difficulty because it had the unusual condition of receiving federal funding since it was literally founded by an act of Congress. However, it means that it does not have a lot of discretionary funds for things schools traditionally offering Russian provide their faculty. I have never gotten any Howard University based research funding since I do not rank as tenure track faculty. All my research is cobbled together from the luck I have living in Washington, D. C. – hello Library of Congress! – and outside research funding. I have received research funding for course redesign from Michigan University and Ohio State University. These, however, are limited amounts, with very limited time at those institutions. Ohio State University has also given me a grant the last two years to travel with students to the Midwest Slavic conference. These brief yearly retreats to visit colleagues in the field, however, provide valuable professional support. I also benefit directly from the fact that I work in Washington, D. C., with Georgetown, American, George Washington, and Maryland nearby. When your local competition features full blown Russian language contingents, it becomes a lot easier to justify your budget line. I have become resourceful at working with a zero line budget, and at taking advantage of the good will of scholars passing through Washington, D. C., who have shared their time and good will to present their research to my students in multiple occasions.

My first year language numbers are finally starting to creep up, however. While ten students in a Russian I section may not seem much, it is a marked improvement over last year, when I could not even think about

starting to recruit students for Russian until a month before classes started because my contract had yet to be renewed. A multi-year contract means I get to implement a multiple year strategy, and that I have time to be patient and let attempts at accessing other institutional sources of funding for special programs like guest speakers work their way through bureaucratic channels. Furthermore, it allows me to be proactive in recruiting in the spring from among my English language content students since I can guarantee that yes, indeed, I will return next fall.

My greatest point of pride is the fact that I have managed to maintain a very small but relatively constant stream of Howard students going to study abroad in Russia. Our university recognizes only one study abroad program, CIEE Saint Petersburg, so that is where I tend to encourage students to go, as well as domestic based intensive summer programs like Middlebury and Indiana's SWSEEL. I have had African-American students study abroad three of the last four years. Usually it is a single student, but my "first time" getting students abroad it turned out that two of my female students went together, and that made me feel so much better. They both attended Middlebury the summer before, which pointed out an interesting and somewhat polemical observation. As students of color, we are highly unlikely to meet other students of color when we study Less Commonly Taught Languages that have no relation to our personal heritage. One of the things I did not quite explicitly recognize when I sent my first group of students to Middlebury is that they met a group of students that would end up being part of their study group in Russia. While my two students definitely derived support from each other while in Russia, they both had very different tastes – one was a culture and museum enthusiast, the other preferred clubs and popular culture. They ended up socializing more with their peers from Middlebury who shared closer cultural tastes. Four year later, I now have a core of students that constitute institutional tradition for study abroad in Russia. Even if it is only one of them going abroad, they know that they are the only one who has been abroad to Russia from Howard University. Current forms of social media have allowed them to develop what constitutes a virtual "tribe" to share advice regarding anything and everything. At the same time, they know their main forms of active support abroad will come from their Caucasian group mates. As an advisor, and now a mother, my main concern is that they have what I call a "text contact" at all times. I want to make sure they have someone from their group they fell comfortable in contacting if they need assistance, because unlike most other American students, they cannot "pass" for Russian if they keep their mouths shut and cover themselves in a scarf.

Convincing students to travel to Russia is definitely a very difficult proposition. Most African-American students I teach have never thought of study abroad as a possible addition to their academic program, let alone study abroad in Russia instead of Costa Rica, Mexico, or Haiti. What I do provide that a more "traditional" professor from Harvard, Yale, or Princeton cannot is the personal insight into what it means at a personal level to commit to the radical personal redefinition that living in a place like Russia entails. The level of personal commitment is higher, the need for personal awareness is even more so. I am honest with them that they will stand out constantly and consistently. I have learned things I never expected to have to know to effectively advise my student population – such as what are the most effective strategies to take care of Black hair over a six month period when the nearest Dominican salon is a continent away. (The answer to that one: short, natural, and olive oil treatments for the least amount of hassle.)

I am hurrying to write this essay, because waiting in my inbox is a small piece I asked one of my students who studied in Saint Petersburg last year to write as a companion piece to go along with this one. I have yet to read her

piece, and I do not want to read it until afterwards to make sure I get my thoughts about my role as an advisor down on paper first. I have spoken with her at length about her experience studying abroad and have continued to advise her since her return. Generally, we both agree that as women of color we see the Less Commonly Taught Language realm, particularly the Russian realm, as a mixed bag. We feel personal pressures more intensely – from explaining to our families why Russia and not some more personally "logical" destination like Barcelona or Panama (in my case) or Jamaica (in hers). The whole sense of being easily recognizable as "exotic women" (to put it politely) also gives us pause. Living in a state of intense semiotic analysis of your environment twenty-four hours a day, seven days a week and never forgetting that your personal safety may rely on your ability to decode every action around you tires you out. Even stranger is our sense that we are alone, I as the only provider of Russian at the University, and only one of two Puerto Ricans I have ever met who have specialized in Slavic studies, and she as the only student in her department to have an interest in integrating Russia into her history studies.

Some days I wish I had won that tenure track Ivy League lottery, with guaranteed travel and research funding, book writing sabbatical, and the included parking pass. I watch my colleagues across town and their observations about how challenging teaching one upper level undergraduate and one graduate course can be, and it seems like compared to them, I am teaching Martian. I keep on teaching Russian, however, because I like teaching Russian. Furthermore, I firmly believe that having more people of color engaged in the area of Less Commonly Taught Languages, particularly Slavic studies, is vital for our growth in the academic area. The insight and critical analysis skills the students develop as they negotiate the difficult cultural issues surrounding race, ethnicity, and politics in Russia, lead to the type of well-informed citizen we strive to educate. Looking at it from the other lens, it also sends a clear message that no field is out of bounds. This may not mean much to the students within the classroom, but when they go back and speak with the younger siblings of their friends in places like my son's Title I school, then possible becomes normal and not one out of a hundred.

I Expected Many Things

By Amber Casandra Walden
Senior at Howard University

I expected many things to happen during my study abroad in Russia. I expected to become more comfortable speaking in Russian, to finally see all of the monuments and palaces that I had learned about, and to find out what really happened to Rasputin. Fortunately, all of these amazing things happened in addition to experiences I had never imagined possible. Unfortunately, most of my negative experiences involved my fellow study abroad students from the United States. I expected to be one of the few minority students in the program but I did not expect to be on the receiving end of off-color jokes and offensive comments. The worse part was being afraid to express any of my true feelings to prevent being labeled the "angry black chick." So although I do think that minority study abroad students should prepare to feel safe from uncomfortable situations they may face away from their program group, they should also be prepared to address discomfort caused by students within their program group. Having an inclusive program group can really help minority students take full advantage of all the wonderful opportunities Russia has to offer.

Making Russian Matter

By Kristin Torres

M.A. Student in in Russian and Slavonic Studies

University of Missouri

When I decided to major in Russian in college, my family perhaps had the same concerns as would a family from any ethnic or socioeconomic background. How would it get me a job? What kind of career would it lead to? What exactly is the study of Russian, and why does it matter? Coming from a working-class, Mexican-American family with no history of college attendance, let alone graduation, these concerns were even more pronounced. For example, my father, a former field laborer like his father and immigrant grandfather before him, had seen friends and fellow laborers make sacrifices so their children could go to college and become business owners or teachers. As much as he wanted to support and encourage me in my education, he didn't quite "get" what I was studying or how it would set me up for the same easily quantifiable career path to the proverbial "better life."

As a teaching assistant at the University of Pittsburgh at Greensburg/STAR-TALK summer Russian language program for high school students earlier this year, I got a strong sense of the same uncertainty from our students. Our program largely served students from minority and/or low-income backgrounds, and many of them will be the first in their families to go to college in a few years. In talking to the students one-on-one, I tried to gauge why they were studying Russian and why they had applied for a spot at our summer program. I learned that their reasons slanted toward the pragmatic. Unlike me, who after a chance encounter with *Crime and Punishment* in high school followed the interest throughout college hoping to read Dostoevsky in the original and eventually become an academic, many students mentioned how participating in a selective, all-expenses-paid, government-sponsored program would probably look good on a college or scholarship application. They thought foreign language training could help them get a good job. The opportunity to "try out" living and studying on a college campus for four weeks, an experience novel to most of them, was another frequently enumerated reason for being there. In the spirit of this pragmatism, I wanted to use my role in the program to help students put the program's opportunities and experiences into the context of their future college and professional careers, a context likely important to all learners, but especially those going to college or embarking on certain career paths without precedent.

A veteran of many Russian language classrooms and intensive programs at home and abroad, I knew already that most traditional programs taught Russian language and culture with an emphasis on figures of Russian literary history. We studied vocabulary lists culled from excerpts from Chekhov's *Cherry Orchard* and memorized Pushkin's "Ya Vas Lyubil." In higher level classes, we discussed the films and philosophies of Tarkovsky. While these experiences added to my overall cultural understanding of Russia, their value on the non-academic job market was not quite self-evident and harder to quantify. I wished these programs would have given me more tools for engaging in Russian language, culture and society in real-time. When I studied abroad for the first time, I had vocabulary and memorized dialogues based on canonical literature, film and intellectual history. Perhaps it amused or impressed my instructors, but it did little in the way of helping me to connect with contemporary Russian youth culture or to engage in discussions with peers about

ideological issues surrounding gay rights or Pussy Riot, things that were on the tip of everyone's tongue during both of my study abroad experiences. I also had been completely unprepared to confront issues of race in Russia. My academic study of Russia had been almost completely monocultural, with little if any mention that Russia and the post-Soviet space is highly multi-ethnic, and that the territory suffers from race relation issues not unlike our own in the United States. It was in Russia, where I was frequently assumed to be Kazakh or Tajik, that I was racially profiled for the first time in my life.

While, on the whole, our curriculum was fairly standard in its use of Russian literature, poetry and biography of Russian authors, there were also some unique elements that struck a chord with this particular student population. One was getting to attend a first-year Russian class with college students on the main campus of the University of Pittsburgh, followed by presentations by two Korean-Russians, who, among other topics, discussed their experiences and approaches to their identity as non-Slavic Russians. This gave students an opportunity to observe that Russia is home to diverse cultures and identities. In addition, along with another teaching assistant, I led a mini-class on Russian TV in which, for example, I used *Davai pozhenimsya!* to segue into discussions of Russian perspectives on feminism and dating norms, and Russian news to discuss issues in contemporary Russian society, such as the national conversations regarding homosexuality and immigration. Other instructors led mini-classes on Russian music, from folk song to Soviet and contemporary rock, rap and pop, acquainting students with the works of Viktor Tsoi (himself an example of diversity in Russia), Natalie (of "O Bozhe, kakoi muzhchina!") and classic favorites from *Cheburashka* and *Ironia sudby*. I also co-led presentations on studying abroad in Russia as an ethnic and/or sexual minority—a primer with information that is often left out of one-size-fits-all pre-departure orientations at colleges and universities. On the last day of extracurricular programming, I led a presentation on prominent sources of funding for study abroad so that students would leave our program feeling like putting their new language and cultural skills to the test in Russia was within their reach financially.

I observed student interest and engagement increase when they felt they were getting contemporary cultural context in addition to an otherwise standard Russian language and culture program.

I observed student interest and engagement increase when they felt they were getting contemporary cultural context in addition to an otherwise standard Russian language and culture program. While our students were studying at only an elementary level and therefore not always able to discuss nuanced

and complex cultural topics in Russian, the addition of material culled from pop culture and current events gave students with non-academic career aspirations points of entry that enhanced and sustained their interest in learning the language that I suspect a purely monocultural, canonical and non-comparative approach would not have. As college classrooms diversify—ethnically and socioeconomically—and as Russian programs continue to see dips in enrollment, instructors of Russian will need to adopt new approaches to appeal to diverse learners, and make a case for why Russian study is “worth it” at a time when college costs more than ever and the government is suspending many prominent sources of funding for Russian language study. Though to many of us, the value and reward of Russian language and cultural study is self-evident, increasingly, students do not have the luxury of picking

a course of study without understanding how to leverage it for their future professional careers, the majority of which will fall outside the academy. By embracing a hybrid approach to pedagogy that uses both classical and contemporary materials and acknowledges the diversity of Russia and the former Soviet Union, instructors of Russian can help form a more well-rounded and up-to-date picture of Russia that will empower students in their respective fields where foreign language ability and a working cultural competency are frequently emphasized.

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

by Alina Israeli (American University)

Q: It seems that every time I use **встретить** it had to be **встретиться**, and vice versa. Could you explain these verbs?

Q: I am wondering about the GF that judges use, such as the following (there can only be one “last meeting”):

- Когда и где вы встречались (в) последний раз с Шиком М. В.?

A: The word ‘to meet’ has a lot of meanings. We should try to identify as many of them as possible. When speaking of one time events, the possibilities include:

a) Meeting accidentally

Но однажды я **встретил** её на Пушкинской в Союзгосцирке и спросил: “Почему же мы не выполняем слово, данное друг другу? [И. Э. Кио. Иллюзии без иллюзий (1995-1999)]

После этого Котя уехал, и я многие годы его больше не видел.

Встретил его на улице году в 1947, уже известным учёным-геологом. [И. М. Дьяконов. Книга воспоминаний (1995)]

Occasionally one can find examples of **встретиться** in an accidental context:

Вечером, возвращаясь пешком из института, Штрум на Калужской **неожиданно встретился** с Марьей Ивановной. Она первой окликнула его. На ней было пальто, которого Виктор Павлович не видел раньше, и он не сразу узнал её. — Удивительно, — сказал он, — каким образом вы оказались на Калужской? [Василий Гроссман. Жизнь и судьба, часть 2 (1960)]

However, the protagonist has a “passive” role here: she saw him first and called his name.

b) Meeting for the first time ever (=познакомиться)

Я вот **встретил** недавно очень милую девушку. [Андрей Волос. Недвижимость (2000) // «Новый Мир», 2001]

c) Greeting at the door

Увидев его в окно, Александр Сергеевич сам выскочил к входным дверям, радостно **встретил** его, провёл в кабинет и заперся с ним там, — вероятно, взял с него слово чести не разглашать дела. [Владислав Отрошенко. Эссе из книги «Тайная история творений» // «Октябрь», 2001]

d) Meeting at a train station or airport (upon arrival)

В прошлый раз он **встречал** меня на вокзале. [Андрей Волос. Недвижимость (2000) // «Новый Мир», 2001]

Приехали. Какой-то чужой, в военном, **встречал** на вокзале, усадил в машину “пикап”. Целовал маме руки, она их отдергивала— худые, в трещинах от грубой работы. [И. Грекова. Перелом (1987)]

e) A planned meeting of two or more people, including official meetings

Но однажды я встретил её на Пушкинской в Союзгосцирке и спросил: “Почему же мы не выполняем слово, данное друг другу? До сих пор не **встретились**?” [И. Э. Кио. Иллюзии без иллюзий (1995-1999)]

Кроме того, президент **встретился** с председателем правительства Виктором Черномырдиным. [Максим Жуков. Newsmaker’s diary (1996) // «Коммерсантъ-Daily», 1996.01.24]

f) Encountering, getting to know

Мне импонирует курс, взятый Анатолием Иксановым и Александром Ведерниковым. Последнего я знаю со студенческих лет и очень обрадовался, когда узнал, что он становится музыкальным директором театра. Я **встретил** в театре и других единомышленников. [Мишень позвала стрелка. Журналист «Известий» возглавит новое управление в Большом театре (2001) // «Известия», 2001.09.05]

g) Initially encountering accidentally (note the government)

Человек, так хорошо знающий своих предков, **встретился мне** впервые. [Даниил Гранин. Зубр (1987)]

h) With inanimate nouns, most typically meaning ‘words’

• ‘coming across’ (while reading, studying or perusing)

Где-то я **встречал это слово!** — В записях Георгия Мартыновича, надо думать? [Еремей Парнов. Александрийская гемма (1990)]

Среди выпускников **встретилось имя** Александра Мелентьевича Волкова, который, оказывается, учился в нём с 1907 по 1910 год — с одними пятёрками поступил, с отличием закончил. [Юлий Буркин. Сибирские корни изумрудного города // «Наука и жизнь», 2009]

But you cannot say *встретил письмо (a letter in an envelope) or *встретилось письмо, only попало письмо.

• ‘greeting’

Одобрительный гул голосов **встречал** каждое его слово, скупороняемое в толпу. [Ирина Полянская. Жизель (1996)]

There may be some additional meanings not listed here.

The example from Kio’s memoir has both *встретить* for an accidental meeting and *встретиться* for a planned meeting. The other main difference between *встретить* and *встретиться* is that in *встретить* usually one person moves to the meeting point while in *встретиться* both people move to the meeting point. So for example, two people traveling separately to the same destination where they eventually will meet would be: и там мы встретились, or и наконец в Москве я встретила с Джесикой. In the case of train station/airport greetings, the one who is greeting arrives at the destination and waits for the other. At the time of their meeting only one, the one coming off the train or the plane, is moving.

As far as the aspect of this verb, the most unusual use is for the (d) meaning, greeting at a train station or airport. The typical use is in imperfective, probably because waiting is involved and one cannot typically view the action as instantaneous.

Возвращаясь, в самолете [Зыкина] сказала: «Вот вы все сейчас летите домой с подарками, вас ждут и **будут встречать**. А я приду домой — одна. Никого нет. И все равно рада, что я — дома». [Василий Катанян. Лоскутное одеяло (1970-1979)]

У Москвы летчики, не спросив меня, приземлились в Быково, почти совсем рядом с нашей дачей. Но здесь нас **никто не встречал**, позвонили во Внуково и узнали, что там ожидают, полетели во Внуково. Там нас **встречали** моя мама и друзья Вертинского. [Лидия Вертинская. Синяя птица любви (2004)]

I reiterate “typically” because one can use perfective in this case if there is an enumeration of actions or some other condition that forces the use of the perfective:

Всё устроилось. Виталик Гольдберг **встретил** их на Курском вокзале. На Немецком кладбище уже была открыта фамильная могила — в двух шагах от доктора Гааза. Там лежали дед и прадед Павла Алексеевича. И теперь, нарушая природную очерёдность, уложена была Таня. [Людмила Улицкая. Казус Кукоцкого 2000]

As for “the last meeting” and “the last time” in general, it is typical to encounter imperfective despite the fact that there was only one meeting or one event. “Last time + impf” means ‘the last in a series of events’; many verbs that are commonly used in this phrase do not even have a perfective: когда я с ней последний раз виделась, разговаривала and so on.

— Мы **в последний раз виделись**, кажется, в августе, меня Мироходов попросил с ним побеседовать. [Дмитрий Быков. Орфография (2002)]

“Last time + pf”, provided there is a pf form, means ‘for the last time ever, the final time’:

Я так и вижу её сидящей у стола красного дерева, раскладывающей свой пасьянс. **В последний раз, когда я позвонила ей**, трубку поднял участковый, охранявший квартиру: — Валентина Михайловна в больнице. Я позвонила в больницу, она говорила очень слабым голосом. [Сати Спивакова. Не всё (2002)]

Данила знал, что **ружьё ему доверили в последний раз**, и хоть убейся, но что-нибудь добывай, отошла лафа, отфартило, самому на ружьё не с чего капиталов накопить, родни всей в городе — Виталия Гордеевна, ей едва хватает на скудное житьё пенсии. [Виктор Астафьев. Пролетный гусь (2000)]

Let us compare two very similar examples, both from the realm of sports and the only ones in the corpus that form minimal pairs:

За последние десять лет мы привыкли к безоговорочному преимуществу двух команд. Уже почти забыты те славные времена, когда чемпионский титул оспаривали гонщики трех, а то и четырех «конюшен». **Последний раз такое случалось** еще в 1986 году, когда за корону сражались четыре гонщика из трех разных команд: ... [Владимир Маккавеев. Гран При Бразилии: эпоха возрождения (2001) // «Формула», 2001.05.15]

Интересно, что четыре раза в аналогичной ситуации проигрывавшие клубы смогли сравнять счёт и довести дело до пятого решающего матча (**в последний раз такое случилось** в четвертьфинале розыгрыша 2000 года между “Ак Барсом” и “Магниткой”, и в роли убегающих также были казанцы), но на большее преследователям сил не хватало. [Алексей Демин. Со среды до субботы — подвиг. Для попадания в финал «Авангарду» и «Металлургу» придется бить «вечный» рекорд (2002) // «Известия», 2002.03.26]

The difference between imperfective and perfective is similar to the difference between прошлый and последний, as in в прошлом номере газеты vs. в последнем номере газеты. In прошлый we count back, that is the current one is the point of reference, while in последний we count from the beginning.

Similarly, the imperfective example emphasizes the distance between the event and the moment of speech, which in this case is large; the author even uses еще meaning 'back, as early as', which additionally set the two moments apart. And in fact there are fifteen years between the two moments, which is a long time in sports. The perfective makes it more of a one-time event.

So in the case of встречаться (Q-2), since it is counting time backwards and it is not the final meeting, imperfective is more appropriate.

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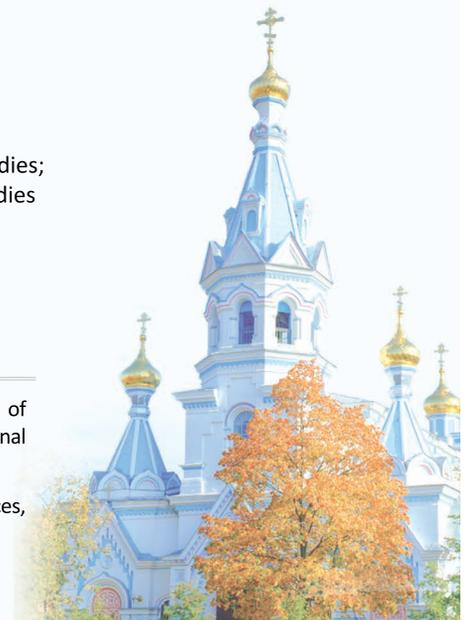
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Cross-Cultural Communication

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

A test for beginners. Find an appropriate picture for the activity.

Imagine you are in Moscow and would like to ...

- buy furniture
- go out to eat
- buy presents
- get medicine
- fly to St. Petersburg
- withdraw money
- use the metro

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



Technology & Language Learning

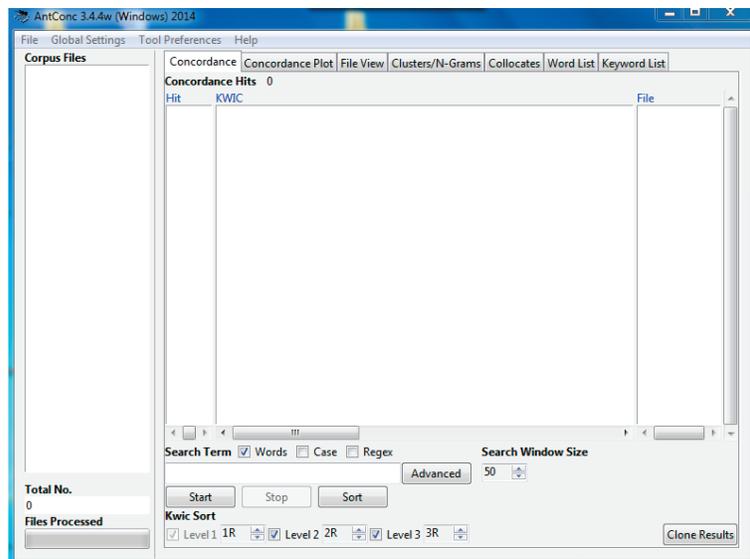
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AntConc: Freeware Corpus Analysis Software for Language Teachers

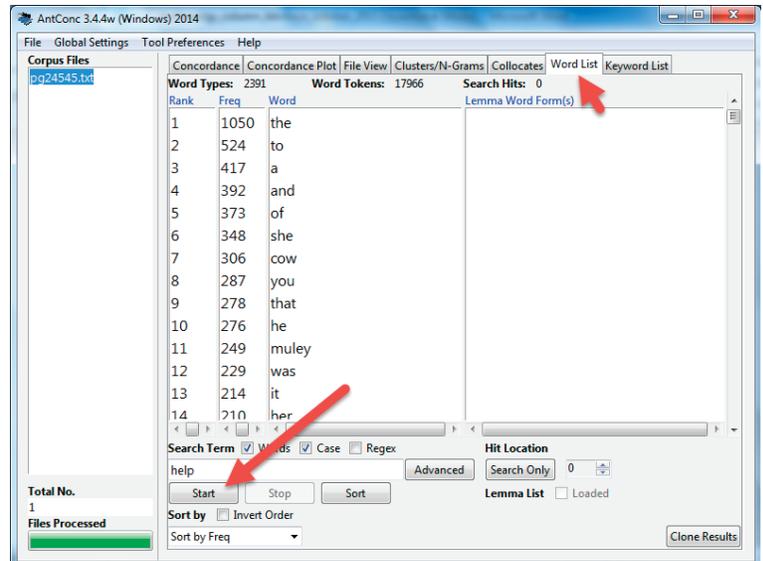
We all know that the Internet provides a variety of resources that can be used for teaching and learning languages. Some of these resources are online; that is, you do not have to install any kind of software to use them, while some need to be installed on our devices. A variety of corpora, large or complete collection of written and/or spoken language texts assembled for a particular purpose systematically, are just one of these resources that are provided online. The most widely-known English corpora include Corpus of Contemporary American English (<http://corpus.byu.edu/coca/>) and British National Corpus (<http://corpus.byu.edu/bnc/>). Please see Nakata (2012) for the discussion of web-based resources. Corpora resources are created using special computer software. Most are commercial; that is, you have to pay for the software; however, there are also free ones that offer almost the same features of the paid software. In the current column, I will introduce the basic features of *AntConc*, a freeware corpus analysis software.

AntConc

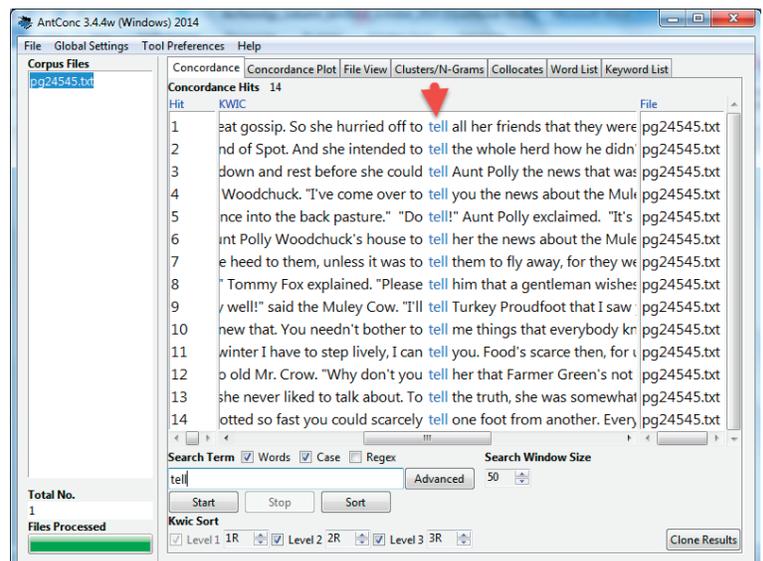
AntConc, available at <http://www.laurenceanthony.net/software/antconc>, is a freeware corpus analysis tool created by Laurence Anthony at Waseda University. This guide is based on the Windows version of the program (3.4.4). Therefore, please see the link above for Macintosh and Linux versions. Please visit the website above and then download the program. When you have downloaded *AntConc*, you do not have to install it since it is a stand-alone program. Just click on the icon of the program, and it will run, leading to the following interface appearing.



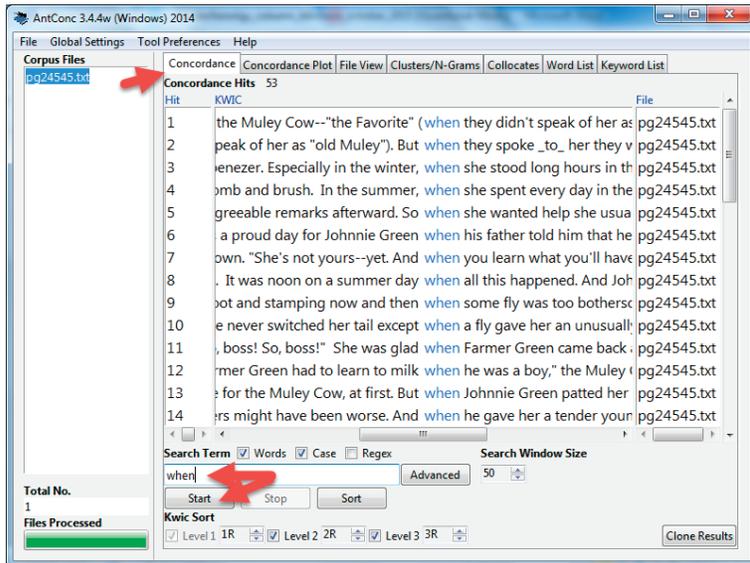
This is the interface of the program where we will analyze any text. *AntConc* opens only *plain-text* or just text files. Therefore, our texts must be in these formats. If not, you can save your documents as “plain text” or “text” using your word processor software. Now, we will load a corpus, which will be a text file. I will use the text version of “The Tale of the Muley Cow” written by Arthur Scott Bailey. You can find many text versions of books, stories, etc. on the website of Project Gutenberg (<http://www.gutenberg.org>). Just make sure that you have downloaded the “Plain Text UTF-8” version on this website. Click on “File” button and then “Open File(s)”. We will open a text file entitled “pg24545”. Selecting multiple text files is also possible. In order to create a word list, click on “Word List” Tab on the top and then click on “Start” at the bottom. You will see a list of words in the main text box together with the rank and the frequency.



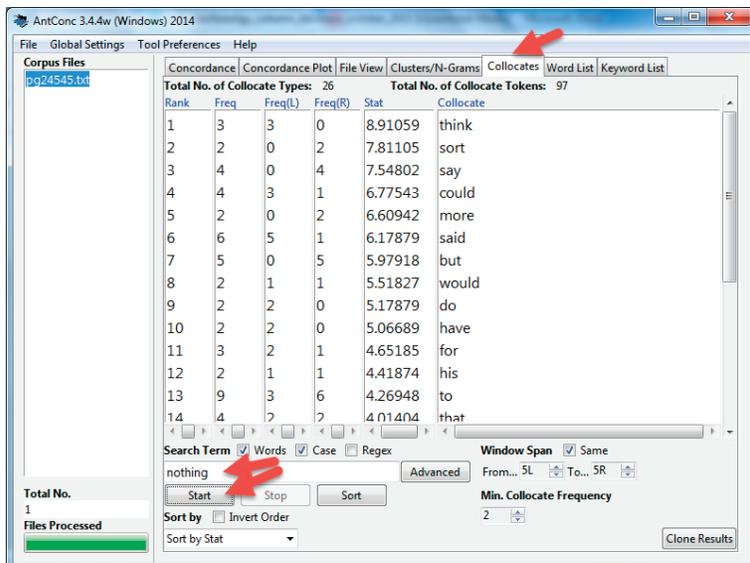
When you click on any word on this list, *AntConc* will lead you to the ‘Concordance Tap’, where you will see how the word is used in the text. I clicked on the word ‘tell’ and *AntConc* jumped to the ‘Concordance Tap’, showing all the sentences containing the word ‘tell’.



Alternatively, on the 'Concordance Tap', you can search for any word in the text to determine how a particular word is used in context. In order to search a specific word, write the word in the text box provided under the title 'Search Term' and then click on 'Start'. I searched for the word 'when', and *AntConc* provided me with the sentences where the word 'when' is used.



AntConc can find collocations in any text. Collocations are words that exist together such as do homework or go crazy. Click on the 'Collocates tab' and then write the word in the search box. I wrote 'nothing' and clicked on 'Start'. The following figure shows the results of my search.



I have tried to show you the basic features of AntConc; however, the program has more features such as Clusters/N-Grams and Keyword List. Please check the resources section below for the links to the training videos as well as guidelines to benefit more from AntConc.

Evaluation

I believe that many teachers, along with students, will benefit from AntConc to analyze texts. It is user-friendly and includes many features offered by commercial software available on the market. Therefore, AntConc proves useful for teachers as well as learners since teachers can show their students how a word is used in different contexts and might create activities based on how this word is used. Moreover, students, after a short training on how to use AntConc as well as other online resources, can easily study grammatical and lexical patterns of a language in context on their own.

Resources

Guides and Video tutorials on AntConc

<http://www.laurenceanthony.net/software/antconc/releases/AntConc344/help.pdf>
http://www.laurenceanthony.net/software/antconc/resources/help_AntConc321_english.pdf
https://www.youtube.com/playlist?list=PLiRIDpYmiC0Ta0-Hdvc1D7hG6d-miS_TZj

Commercial Concordancers

Monoconc: <http://www.monoconc.com/>
 Sketch Engine: <https://www.sketchengine.co.uk/>
 WordSmith Tools: <http://www.lexically.net/wordsmith>

Other Free Concordancers

AdTAT: <http://www.uibk.ac.at/tuxtrans/apps/adat.html>
 Corpus Ege: <http://khc.sourceforge.net/en/>
 KH Coder: <http://khc.sourceforge.net/en/>
 Linguistic Tool Box: <http://autoupdate.lionbridge.com/LTB3/>
 TextSTAT: <http://www.uibk.ac.at/tuxtrans/apps/textstat.html>
 The Web as a Corpus: <http://www.webcorp.org.uk/live/>

Language Corpora Other than English

The PolyU Language Bank: <http://langbank.engl.polyu.edu.hk/index1.html>

References

Nakata, T. (2012). Web-based lexical resources. In C. Chapelle (Ed.), *Encyclopedia of Applied Linguistics* (pp. 6166-6177). Oxford: Wiley-Blackwell.

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

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.

Arizona State University

Institution:	Arizona State University
Language(s):	Albanian, Armenian, BCS, Hebrew, Indonesian, Macedonian, Persian, Polish, Russian, Turkish, Uzbek
Location(s):	Arizona, Albania, Armenia, Bosnia-Herzegovina, Indonesia (Bali), Kyrgyzstan, 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:	Flat fee: \$1000 (3)
Housing:	Available for additional fee
Meals:	Available for additional fee
Prof. Testing:	Included (4)
Avg class size:	12 for Russian; 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:	2016 January 29
Application Site:	http://cli.asu.edu/apply_to_cli
Admission Is:	Competitive until Jan. 29, then first-come first-served
Contact:	cli@asu.edu
Special Features:	<ul style="list-style-type: none">• Flat Fee: \$1,000 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 website for details.• Mentoring program: Career & grant-writing workshops and mentoring programs open to all participants in Arizona.

(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):	Arabic, Chinese, Japanese, Russian, ESL
Location(s):	Beloit, WI
Eligibility:	Undergraduates, graduate students, high-school students, non-students, working professionals
Dates:	June-August
Credits:	6-12 semester hours
Tuition/Fees:	Varies, see website
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:	See website
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

Footnotes:

(1) Participants under 18 require guardian permission to reside in dorms or participate in study abroad programs.

Bryn Mawr

Bryn Mawr College Russian Language Institute

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

CESSI University of Wisconsin-Madison

Institution:	University of Wisconsin-Madison
Language(s):	Intensive elementary and intermediate Kazakh, Tajik, Uyghur, and Uzbek (other levels and 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 13-August 5, 2016
Credits:	8
Tuition/Fees:	TBA
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/
App. Deadline:	April 1, 2016
Application Site:	http://creeca.wisc.edu/cessi/applications.html
Admission Is:	competitive
Application Site:	http://creeca.wisc.edu/cessi/applications.html
Admission Is:	competitive
Contact:	Nancy Heingartner, CESSI program coordinator, cessi@creeca.wisc.edu
Special Features:	<ul style="list-style-type: none">• Weekly lecture series• Weekly film showings

- Weekly group lunches
- Cultural events

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, 2016
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, 2016
Application Site:	http://www.ce.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 (1)
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
Average class size:	6
Size of Program:	16-20
Funding:	see website
Website:	http://www.modlangs.gatech.edu/study-abroad-lbat/lbat-russia
App. Deadline:	Feb. 15, 2016

Application Site: <http://www.oie.gatech.edu/sa/application> (2)
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

Footnotes:

(1) Out-of-state students pay in-state tuition and fees plus \$250.
(2) Non-GT students must fill out an application for admission as transient or special student in addition to the program application. This application is also due on Feb. 15, 2015. See <http://www.oie.gatech.edu/content/application-procedures-non-gt-transient-special-non-degree-students>.

Harvard University

Institution: Harvard Summer School
Language(s): Russian and Ukrainian
Location(s): Cambridge, Massachusetts
Eligibility: High school students (1), undergraduates, graduates, professionals, open- enrollment (2), international students (3), visiting undergraduates, visiting graduate students

Dates: 2016: June 18–August 6

Credits: 4-8 credits

Tuition/Fees: 2015 tuition rates: \$2920-\$5840 (subject to increase for Harvard Summer School 2016)

Housing: Available for additional fee

Meals: Available for additional fee

Prof Testing: Please see website

Ave class size: 30

Size of Program: TBA

Funding: Financial aid available for some programs. Please see website.

Website: summer.harvard.edu

App. Deadline: Please see website

Application Site: n/a

Admission Is: n/a

Contact: summer@dcemail.harvard.edu

Footnotes:

(1) High school students must be admitted to the Secondary School Program and petition to enroll in these courses
(2) Most courses are open-enrollment through Harvard Summer School. Please visit the website for all enrollment requirements.
(3) International students must meet all requirements for a F-1 student visa and need to enroll in two on-campus courses (8 credits)

Indiana University

Institution: Indiana University
Language(s): Arabic, Chinese, Persian, Russian, Swahili, Turkish (1)
Location(s): Indiana University (Bloomington, IN)
Eligibility: Undergraduates, graduate students, non-students,

professionals, high-school students are eligible (2)

Dates: June 6 - July 29, 2016 (3)

Credits: 4-8 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: FLAS, ROTC Project GO Scholarships, Title VIII

Website: <http://indiana.edu/~swseel/>

App. Deadline: May 1, 2016

Application Site: <http://indiana.edu/~swseel>

Admission Is: Competitive

Contact: swseel@indiana.edu

Special Features:

- Cultural Programming: Regularly offered lectures, films, cooking and art demonstrations.
- Career Series: Information sessions with recruiters from major federal agencies.

Footnotes:

(1) Language offerings subject to change. Full list of 2016 language offerings to be released by November 1.
(2) High school students must be at least 17 years of age and of rising or graduating senior status.
(3) Dates subject to change. Some 9-weeks courses begin May 30, 2016.
(4) Numbers of credits depends on language and length of course. See website for details.

Johns Hopkins University

Institution: Johns Hopkins University School of Advanced International Studies (SAIS)

Language(s): Arabic, Chinese, Russian, French, German, Italian, Portuguese, Spanish, Burmese, Urdu, Japanese, Indonesian, Korean, Persian, Thai, Vietnamese, English

Location(s): Washington, D.C.

Eligibility: Graduate students, undergraduate students, professionals

Dates: For summer: early June to late July; for fall/spring: see website

Credits: Language classes are not offered for credit, but possible upon request

Tuition/Fees: Summer 2015 rates: \$2,400 – \$2,700 for language study; \$50 application fee. Fall/Spring 2015-16 rates: \$2,687 for language study; \$50 application fee.

Housing: None Offered

Meals: None Offered

Prof Testing: Included

Average class size: 3-12

Size of Program: Varies

Funding: None

Website: <https://www.sais-jhu.edu/content/summer-programs>;
<https://www.sais-jhu.edu/content/part-time-and-non-degree-programs>

App. Deadline: For summer 2016: TBD (est. late May 2016); for fall 2015: August 25th

Application Site: <https://www.sais-jhu.edu/content/summer-programs#how-apply>

Admission Is: Rolling

Contact: sais.summer@jhu.edu or sais.nondegree@jhu.edu; 202-663-5671

Special Features:

- The Language Institute at SAIS is unique for emphasizing political, economic and international topics. In addition to receiving formal classroom instruction, students have access to SAIS's Multimedia Language Center to explore the languages through interactive technology and software programs.
- SAIS is located in the heart of Washington, D.C. in Dupont Circle and along Embassy Row. SAIS is close to the White House, U.S. Capitol and World Bank, and neighbors include think tanks, embassies, and corporate and federal offices. SAIS's main campus in Washington gives students access to and unparalleled networking opportunities with the world's most influential individuals and institutions.

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. (2)

Dates: May 22, 2016 – July 2, 2016

Credits: 6

Tuition/Fees: \$3,525 (tuition) + \$2,870 (program fee) (1) (3)

Housing: Included in program fee listed above

Meals: \$860 (all others included in program fee listed above) (1)

Prof Testing: Included

Avg class size: 3-5

Size of Program: 10-20 total combined with local program

Funding: Eligible for FLAS fellowships and Study Abroad Scholarships (available to KU students only) <http://ku.studioabroad.com/?go=OSAscholarship> (4)

Website: <http://studyabroad.ku.edu/language-institute-zadar-croatia>

App. Deadline: March 1, 2016

Application Site: <http://ku.studioabroad.com/?go=Croatia>

Admission Is: Open

Contact: smd@ku.edu or osa@ku.edu

Footnotes:

(1) Program fee and meals are estimated based on 2015 rates. Confirmed 2016 program fees available in late Fall.

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

(3) For a complete cost breakdown, visit the program website.

(4) For a FLAS-specific cost breakdown, please contact the KU Office of Study Abroad at osa@ku.edu.

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 - August (8-week undergraduate session)
June - August (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: Unofficial, for placement and assessment

Avg class size: 7

Size of Program: 180

Funding: Need-based financial aid and merit-based scholarships

Website: <http://www.middlebury.edu/lr/russian>

App. Deadline: Rolling admissions

Application Site: <http://www.middlebury.edu/lr/apply/russian>

Admission Is: Competitive for financial aid

Contact: 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

Institution: Monterey Institute of International Studies

Language(s): Russian

Location(s): Monterey, CA

Eligibility: At least 18 years old.

Dates: June – August

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, 2016; 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 – July (Russian, June – Aug)
Credits: 12 Units
Tuition/Fees: See <http://www.summer.ucla.edu/> after January
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.

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, non-US citizen are eligible.

Dates: June - August
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
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.

University of Michigan

Institution: University of Michigan
Language(s): Russian
Location(s): Ann Arbor, MI campus
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 available
Meals: Not available
Pro Testing: Not available
Prof Testing: Not included
Avg class size: 6-10
Size of Program: N/A
Funding: FLAS (3) fellowships are available (3)
Website: www.lsa.umich.edu/sli
App. Deadline: March 31, 2016
Application Site: www.lsa.umich.edu/sli
Admission Is: Rolling, with preference given to applications received by March 31
Contact: Jean McKee, slavic@umich.edu, 734-764-5355

Footnotes:

- (1) Application procedures vary for UM 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 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, 2016.
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, 2016 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:	<ul style="list-style-type: none"> 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 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.
 (3) Plus abroad fees for study abroad programs
 (4) SLI provides in-house proficiency estimates for some programs, and formal Oral Proficiency 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 12-August 5, 2016
Credits:	8-12 credits (1) Non-credit option also available (2)
Tuition/Fees:	Varies by program. See website for details: virginia.edu
Housing:	Not included.
Meals:	Not included
Pro Testing:	Not included
Avg class size:	10-15
Size of Program:	150 students
Funding:	ROTC Project GO, FLAS
Website:	sli.virginia.edu
App. Deadline:	Rolling admissions until the start of the program
Application Site:	sli.virginia.edu/apply
Admission Is:	First-come first-served
Contact:	uvasli@virginia.edu
Special Features:	<ul style="list-style-type: none"> 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 30 - August 5, 2016

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/approval pending)
App. Deadline:	May 29, 2016
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 - July
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
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 if requesting tuition assistance; April all other applicants
Application Site:	http://bard.slideroom.com
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 Colleen Lucey (luceyc@email.arizona.edu).

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

Congratulations to **Vitaly Chernetsky** (University of Kansas) who was awarded the NEH Summer Stipend for 2015 for the project "Ukraine's Ongoing Social Transformation and its Literary Representations."

Professor David J. Birnbaum, Chair of the University of Pittsburgh Department of Slavic Languages and Literatures, received the Marin Drinov Medal from the Bulgarian Academy of Sciences. Further information about this award is available <http://www.news.pitt.edu/news/pitt-s-david-j-birnbaum-awarded-marin-drinov-medal> and <http://www.bas.bg/scientific-news/news-in-science/102-events/9454-bas-awards-prof-david-birnbaum-with-honorary-sign-marin-drinov-with-ribbon>. Professor Birnbaum is a former Chair of the AATSEEL Program Committee. He received the 2012 AATSEEL award for Excellence in Teaching (Post-Secondary) and the 2000 AATSEEL award for Outstanding Contribution to the Profession.

We wish to announce that *The Penguin Book of Russian Poetry*, ed. **Robert Chandler, Boris Dralyuk, & Irina Mashinski**, is now available in the UK and will be published in the USA this December. It includes translations of nearly 60 poets, in versions by many different translators. Furnished with individual critical-biographical notes for each poet — and in conjunction with a website that presents the original Russian texts of the poems included in the volume — it serves as an introduction not only to such figures as Alexander Pushkin, Anna Akhmatova, and Osip Mandelstam, but also to many great poets such as Georgy Ivanov, Anna Prismanova, and Varlam Shalamov whose work has yet to win the recognition it deserves. For the Russian texts of most poems included, see <https://pbrp.wordpress.com>.

Congratulations to **Professor Nancy Condee** (University of Pittsburgh), who has been appointed a 2015 Gaidar Fellow at Moscow's Presidential Academy of the National Economy (School of Public Policy, Center for Russian Studies). The Presidential Academy (or RANEPa) is Russia's largest federal institution for policy education. The Gaidar Fellows Program offers a series of public lectures and seminars by prominent figures, including such international scholars as Timothy Dyson (London School of Economics), Laura Solanko (Institute for Economies in Transition), Loren Graham (MIT), Timothy Colton (Harvard), and Angela Stent (Georgetown). During the Fellowship, Prof. Condee will conduct research and give lectures in the Masters Program in Global Public Policy (MGPP). For more information see RANEPa (Presidential Academy of the National Economy, <http://www.ranepa.ru/eng/academics/research.html>) and Center for Russian Studies (School of Public Policy, within RANEPa, <http://ion.ranepa.ru/en/scientific-centers/713/Center-for-Russian-Studies/>).

Evgeny Dengub (Smith College and University of Massachusetts Amherst), **Colleen Lucey** (University of Arizona), and **Petia Alexieva** (Defense Language Institute) wish to announce that their work, *About That, Which Did Not Happen* (*О том, чего не было*): *An annotated Russian Reader*, was published by iLearn Russian Publishers in May. Intended for intermediate-level students of Russian, the book acquaints readers with the dynamic prose of Victoria Tokareva and engages learners with accompanying exercises and activities.

Congratulations to **Amanda Ewington**, who was promoted to full professor at Davidson College.

Ben Rifkin, formerly Professor of Russian and Dean of the School of Humanities at The College of New Jersey, is now Professor of Russian and Provost and Vice President for Educational Affairs at Ithaca College.

We are happy to announce that **Jenny Kaminer** was promoted to Associate Professor of Russian at UC-Davis in July 2015. Her book, *Women with a Thirst for Destruction: The Bad Mother in Russian Culture* (Northwestern UP, 2014), was awarded the Heldt Prize for Best Book in Slavic/East European/Eurasian Gender Studies by the Association for Women in Slavic Studies (AWSS) in 2014.

The Center for Russian, East European and Eurasian Studies at University of Texas Austin welcomes new faculty members **Dr. Oksana Lutyshyna** and **Dr. Petre Petrov** to the program. Originally from Ukraine, Dr. Lutyshyna previously taught ESL and Russian literature at University of South Florida before joining UT Austin. Dr. Petrov, a native of Sofia, Bulgaria, comes to Austin via Princeton University, where he was an Assistant Professor.

Two books by **Ewa Thompson**, Research Professor of Slavic Studies at Rice University, were published in translation in September 2015. A third edition of *Understanding Russia: The Holy Fool in Russian Culture* was published in Chinese by Yilin Press in Beijing, and *Imperial Knowledge: Russian Literature and Colonialism* was published in Hungarian by Meghivo in Budapest.

Congratulations to **Julia Titus**, whose new book, **Poetry Reader for Russian Learners** was published by Yale University Press earlier this year. The reader is suitable for all levels of students, from the beginners to advanced. Through the poetry of nineteenth- and twentieth-century Russian authors, including Pushkin and Akhmatova, *Poetry Reader for Russian Learners* helps upper-beginner, intermediate, and advanced Russian students refine their language skills. Poems are coded by level of difficulty. The text facilitates students' interaction with authentic texts by means of a complete set of learning tools, including biographical sketches of each poet, stress marks, annotations, exercises, questions for discussion, and a glossary. An ancillary Web site contains audio files for all poems. <http://yalepress.yale.edu/yupbooks/book.asp?isbn=9780300184631>

Carol Ueland (Drew University) and poet **Robert Carnevale** have published their translations, introduction and notes to *Alexander Kushner, Apollo in the Grass* (New York, Farrar, Straus and Giroux), 2015.

Congratulations to **Jennifer Wilson**, who was awarded the 2015-2018 Post-doctoral Fellowship for Academic Diversity at the University of Pennsylvania. Dr. Wilson is an associate scholar in the Penn Humanities Forum on “Sex” (2015-2016).

On June 27, 2015 **Dr. Martin Votruba**, the Director of the Slovak Studies Program at the University of Pittsburgh, received the Milan Hodža Award of Honor, signed by the Prime Minister of Slovakia, “For the advancement of knowledge of Slovak history and culture in the Slavic Department at the University of Pittsburgh in Pittsburgh and for his support to the preservation of Slovak culture in the awareness of Slovak-Americans and public at large.” There are only two Milan Hodža awards each year, and Dr. Votruba’s award

was for his work that links Slovakia and the rest of the world. The University of Pittsburgh is the only university in the United States where students can take Slovak language and culture classes and opt to receive a Minor in Slovak Studies. More information about the Slovak Studies program and about Martin is available at <http://www.pitt.edu/~votruba/>. The Slovak Studies program at University of Pittsburgh is underwritten by an endowment built by the local Slovak community, and that endowment also supports an annual Slovak Heritage Festival (<http://www.slavic.pitt.edu/sites/default/files/festival%20flier%202014.pdf>), the Thomas Kukucka Memorial Lecture, and scholarships for students who study Slovak.

Academic Studies Press is pleased to announce the founding of several new series in the field of Slavic studies:

Film and Media Studies

Series Editors: Alexander Prokhorov and Elena Prokhorova (College of William and Mary)

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Series Editor: David Bethea (University of Wisconsin – Madison)

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Series Editor: Halina Filipowicz (University of Wisconsin – Madison)

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Series Editor: Vitaly Chernetsky (University of Kansas)

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Series Editor: Joe Peschio (University of Wisconsin – Milwaukee)

For more information on the above series and to learn how to submit a book proposal, please visit www.academicstudiespress.com.



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Recent Publications

Carmen Finashina (Northwestern University)

Archaeology

Leach, S. 2015. *Russian Perspective on Theoretical Archaeology: The Life and Work of Leo S. Klejn*. Walnut Creek, CA: Left Coast Press.

Culture

Dadabaev, T. 2015. *Identity and Memory in Post-Soviet Central Asia: Uzbekistan's Soviet Past*. London, UK: Routledge.

Epstein, M. 2015. *Russian Postmodernism: New Perspectives on Late Soviet and Post-soviet Culture*. Oxford, UK: Berghahn Books.

Hemment, J. 2015. *Youth Politics in Putin's Russia: Producing Patriots and Entrepreneurs*. Bloomington, IN: Indiana University Press.

Film

Levitina, M. 2015. *'Russian Americans' in Soviet Film: Cinematic Dialogues between the US and the USSR*. London, UK: I.B. Tauris.

History

Fitzpatrick, S. 2015. *On Stalin's Team: The Years of Living Dangerously in Soviet Politics*. Princeton, NJ: Princeton University Press.

Frear, M. 2015. *Belarus under Lukashenka: Adaptive Authoritarianism*. London, UK: Routledge.

Lovell, S. 2015. *Russia in the Microphone Age: A History of Soviet Radio, 1919-1970*. Oxford, UK: Oxford University Press.

Rabow-Edling, S. 2015. *Married to the Empire: Three Governors' Wives in Russian America 1829-1864*. Fairbanks, AK: University of Alaska Press.

Syutkin, O., & Syutkin, P. 2015. *CCCP COOK BOOK: True Stories of Soviet Cuisine*. London, UK: Fuel Publishing.

Williams, B. 2015. *The Crimean Tatars: From Soviet Genocide to Putin's Conquest*. London, UK: C Hurst & Co Publishers Ltd.

Linguistics

Beytenbrat, A. 2015. *Case in Russian: A Sign-Oriented Approach*. Amsterdam, NL: John Benjamins Publishing Company.

Literature

Berlina, A., & Chandler, R. 2015. *Brodsky Translating Brodsky: Poetry in Self-Translation*. New York, NY: Bloomsbury Academic Press.

Berman, A. 2015. *Siblings in Tolstoy and Dostoevsky: The Path to Universal Brotherhood*. Evanston, IL: Northwestern University Press.

Marullo, T. 2015. *Heroine Abuse: Dostoevsky's "Netochka Nezvanova" and the Poetics of Codependency*. Dekalb, IL: Northern Illinois University Press.

Petrov, P. 2015. *Automatic for the Masses: The Death of the Author and the Birth of Socialist Realism*. Toronto, CAN: University of Toronto Press.

Thompson, E. 2015. *Understanding Russia: The Holy Fool in Russian Culture*. Beijing, China: Yilin Press. (in Chinese)

Thompson, E. 2015. *Imperial Knowledge: Russian Literature and Colonialism*. Budapest, Hungary: Meghivo. (in Hungarian)

Vicks, M. 2015. *Narratives of Nothing in 20th-Century Literature*. New York, NY: Bloomsbury Academic Press.

Music

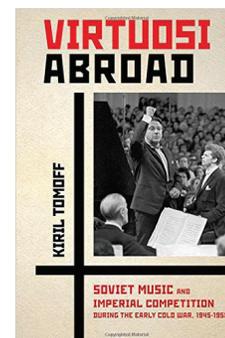
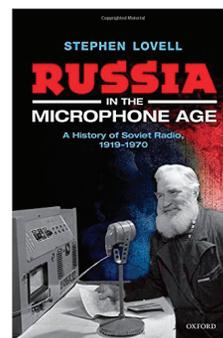
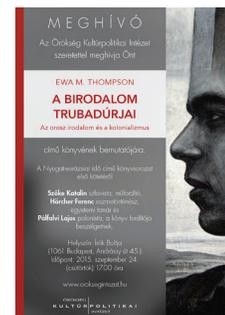
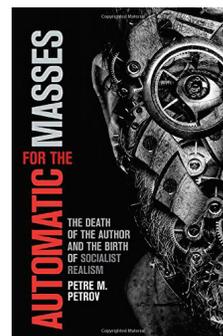
Tomoff, K. 2015. *Virtuosi Abroad: Soviet Music and Imperial Competition during the Early Cold War, 1945-1958*. Cornell, NY: Cornell University Press.

Religion

Luehmann, S. 2015. *Religion in Secular Archives: Soviet Atheism and Historical Knowledge*. Oxford, UK: Oxford University Press.

Murzaku, I. 2015. *Monasticism in Eastern Europe and the Former Soviet Republics*. London, UK: Routledge.

Please forward information regarding recent publications directly to Carmen Finashina: carmenfinashina2016@u.northwestern.edu



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XVI International Congress of Slavists

The International Congress of Slavists is a quinquennial gathering of Slavists in the humanities and social sciences from forty countries worldwide. The XVI International Congress of Slavists will be held in Belgrade in the late summer of 2018. Information about the congress, the basic program, and application forms are available at the website for the American Committee of Slavists.

<http://slavic.fas.harvard.edu/pages/american-committee-slavists>

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