

RUSSIAN STUDIES AT BUCKNELL

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FROM THE DESK OF THE EDITOR-IN-CHIEF

Добро пожаловать! Welcome to the inaugural issue of the Russian Program newsletter, a publication from the Russian Studies students at Bucknell University. We would like to extend a warm welcome to our new Russian language Teaching Assistant, Alina Shabaeva! You can read our interview with Alina in the following pages. Our newsletter also includes interviews with students and professors, news on current events in Russia today, a letter from the current Russian Club President, Indigo Clingerman, about Russian Club activities. As a student adopted from Russia, I share my own incredible story of finding my birth family in Russia - with the help of our previous Russian TA, Maria Sarlayan. You'll find Maria's reflections on her time at Bucknell here as well. We hope you enjoy reading our newsletter as much as our team of writers and editors enjoyed putting it together! Last but not least, a special thanks to Professor "Luda" Lavine for her involvement in the beginning stages of planning for this newsletter. We hope you enjoy the finished product and we dedicate this inaugural edition to you.



"Listen,
if stars are lit,
it means - there is someone who needs it."
-- *from "Listen!" by Vladimir Vladimirovich Mayakovsky*

With Warm Regards,

A handwritten signature in cursive script that reads "Sasha".

Sasha Carpenter

WELCOME, ALINA:

AN INTERVIEW WITH BUCKNELL'S NEW RUSSIAN TA



“When I see my students learning in my classes and participating in a kind and comfortable atmosphere - this is the great part about teaching.”

Fun Facts with Alina Shabaeva

Hobbies and Interests: When I am not teaching, I like to play tennis and ski. When I am at home, I go to the theater maybe once a month. Russian ballet and opera are, of course, also very famous. I don't like opera very much, but the ballet is wonderful. Everyone involved in such productions works so hard, the costumes are gorgeous, and the dancers' movements flow so beautifully. Like actors, the dancers tell a story.

Favorite Literature: I love 20th Century literature, especially V. Nabokov, L. Andreev, and S. Dovlatov.

Favorite Films: I really like Tarkovsky's films, so I was excited when the Russian Program co-sponsored his classic film, *Andrei Rublev*, in the Campus Theatre.

Pets: I have a cat back at home who I miss!

“I found out about the opportunity to be a Teaching Assistant at Bucknell in a sudden and unexpected way. My university in Russia, MGU, has an online group for graduate students. A friend of a friend posted about the position online and this is how I was able to contact and meet Luda and Jim Lavine. I had an interview and very soon after, as they say - the rest is history!

In Russia, I had prior teaching experience. While I was attending MGU, I would teach several times a week in another university. The classes, for international students

studying engineering in the Russian university, were taught at all levels, including beginning, intermediate, and advanced. I had students from many different places including various African countries, Vietnam, China, some Arab countries, and students from the former Soviet Union. One summer, I also taught students from South Africa in an intensive Russian-language preparation class, before the university classes began. I have very good memories of my time teaching.

As a teacher, I love it most when I see my students' progress. In the beginning of the year, they might not be able to speak very much, just a few words, and they are shy. It's always a bit difficult to get started, since the teacher and students are getting to know one another. However, by the end, they are comfortable expressing themselves and have fun speaking the language. This is what I enjoy most!

When I applied to come assistant-teach at Bucknell, I believed my background prepared me well, and I was also excited for the new opportunities and experiences that I would have. This is my first time traveling to the US and I was excited to come and learn about a different culture. The first big difference I noticed when I arrived at Bucknell from Russia? So many squirrels! [*Alina laughs*]. But in seriousness, I am excited to meet new friends, try new things, and also for the opportunity to improve my English while I am here. I arrived this summer, so I've not been here long, but I look forward to getting to know my students and new friends at Bucknell."

We in the Russian Program are so glad to welcome Alina to the Bucknell Community!
Добро пожаловать!

Interview Compiled and Written by: Sasha Carpenter ('19)

INDIANA UNIVERSITY SUMMER LANGUAGE WORKSHOP: A STUDENT EXPERIENCE

Indigo Clingerman, Class of 2020, talks about studying in an Intensive Russian-Language Workshop during the summer of 2018

Q: Describe the program at Indiana University. Do you have a favorite experience?

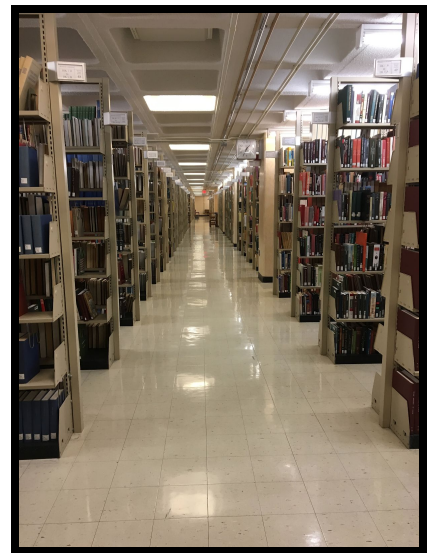
A: Over the summer, I studied Russian at Indiana University's Summer Language Workshop. We had several hours of instruction Monday through Friday. In addition, there were several cultural activities every week. As a history major, one of my favorite cultural activities was when we went to the Lilly Library at IU and looked at their collection of Russian documents. It was interesting to see some of the land charters from Tsarist Russia, early publications of Russian classics, and Soviet political documents.

Q: Would you recommend the program?

A: Yes, I would recommend the program. It was an intense, but rewarding experience. I feel like I learned a lot of vocabulary and how to better express complex ideas in Russian. It was also an opportunity to meet other Russian language learners from across the U.S.

Q: Do you have any advice for someone doing an intensive summer program?

A: I think the biggest thing is to find an effective way to learn vocabulary. We usually were responsible for learning 80 - 100 words a week. In a normal classroom setting, you can occasionally survive just passively learning the words. (Not that I am advocating this method). However, in an intensive environment, it becomes necessary to dedicate time every day to memorizing the vocabulary. Otherwise, it becomes painfully obvious you have no clue what is going on in class.



Pictured: Collection of Eastern European and Russian history books in the Herman B. Wells Library at Indiana University.

MUSINGS ON TARKOVSKY'S *ANDREI RUBLEV*

“Tarkovsky consciously fought against making a costume drama, a museum relic, locked away in the past. He wanted the film time to extend into the present, to comment on his contemporary reality.”

This October, Professor Ludmila Shleyfer Lavine delivered remarks preceding a showing of the iconic Soviet film Andrei Rublev at Bucknell's campus theatre. The event was sponsored by the Russian Program and Film/Media Studies at Bucknell and an edited version of her remarks follows below:

Andrei Rublev in the Soviet Union

“Despite Soviet attempts to limit its screenings in the USSR and abroad, Andrei Tarkovsky's film *Andrei Rublev* is constantly included on lists of the greatest films of all time.



On the one hand, Andrei Rublev, the titular character, is a celebrated icon painter who belongs to the 15th-century Russia. On the other hand, Tarkovsky presents perennial Russian problems: the artist versus the state and the making of art under a repressive regime, be it official atheism or official religion. In a sense, Tarkovsky flips the actors here: as secular art is persecuted in the medieval Russia he presents, his film was heavily censored for presenting a religious artist.

When watching this film, one should keep in mind that what is conformity in one context is revolt in another. In the Soviet period, practicing religion was a form of protest. Making a film about a religious figure in USSR was subversive.

The Structure of History in Tarkovsky's Film

The film is divided into seven self-contained chapters. The self-contained film chapters are connected by Andrei Rublev, who travels from chapter to chapter, truly a spiritual being, observing (and barely ever participating in) the harsh reality of 15th-century Russia.

In 15th-century Russia, all forms of artistic creation were circumscribed by the official church. Secular art was deemed unacceptable. In the chapter “Jester” we see a popular form of medieval East Slavic secular art: traveling street performers (*skomorokhi*) who

danced and sang, often providing social commentary on their contemporary reality. *Skomorokhi* were persecuted both by the Orthodox Church and by the State. In another scene, a pagan woman is pursued by the police, after a celebration of a pagan fertility holiday.

Another piece of historical context to keep in mind: at this time the power in Russia was just moving in the direction of centralization. It was still dispersed. Different members of the royal clan ruled over different principalities (princedom), often battling each other for power, competing with each other in terms of who had the most beautiful squares, churches, etc. In one scene we see a troupe of artisans blinded so that they cannot replicate their work in another princedom.

Often brother went against brother, attacking the other's kingdom. In Russian official historical accounts, this was the time when Russians lived under the oppressive invading forces of the Tatars / Mongols. In reality, Russian princes often hired their Mongol "invaders" to help them conquer their brothers' princedom.

A Contemporary Approach to a Historical Period

Finally, a notable feature of *Andrei Rublyev* is Tarkovsky's method of dealing with the historical period of the 15th century. That is, Tarkovsky consciously fought against making a costume drama, a museum relic, locked away in the past. He wanted the film time to extend into the present, to comment on his contemporary reality. Tarkovsky chooses to film in black and white for this exact reason. According to director, in everyday life we do not consciously notice color. We notice color more often in works of art. Color is used sparingly and judiciously in this film, only at the very end, as a montage of Rublev's icons appears on the screening. We see the film's earlier representations of human violence transformed into the painter's transcendent peaceful images."

Edited by: Sasha Carpenter

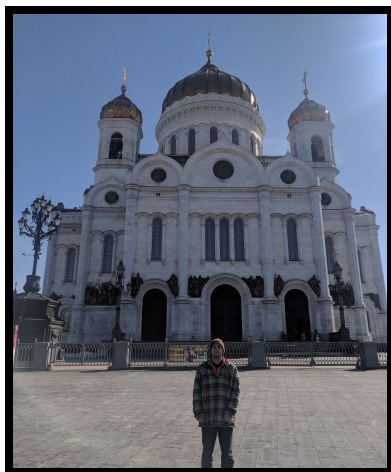
Photo Credit: Bucknell University Website

MY SEMESTER IN RUSSIA: AN INTERVIEW WITH RYAN PASCULANO

Ryan “Pasha” Pasculano, ‘19, is a Computer Science and Engineering major. He is also pursuing a double-minor in Russian Studies and Mathematics.

“I spent the spring semester in St. Petersburg with the CIEE study abroad program. As I’d travelled to St. Petersburg previously during high school, my favorite part of my study abroad trip last semester was being able to explore new places both in the St. Petersburg area, as well as in the rest of Russia. I traveled to Moscow, Sochi, Irkutsk, and Lake Baikal. They were all amazing but my favorite trip was to Lake Baikal. I liked Lake Baikal because it was such a unique place. When we visited, we got to see surrounding areas that tourists don’t usually visit. While our group was there, we went hiking, which I enjoyed.

I would highly recommend studying abroad, especially in Russia. The winter is not as bad as everyone makes it out to be, and St. Petersburg is a beautiful city year-round. Though I currently do not see Russian Studies fitting into my plans after graduation, I would love to be able to go back to Russia again. If I have the chance to use the language skills I have learned at Bucknell and in Russia, I will definitely take the opportunity.”



Pictured: *Top Right:* Ryan in front of the Kremlin; *Bottom Left:* Ryan in front of the Cathedral of Christ the Savior in Moscow; *Bottom Right:* The interior of the Mikhailovsky Theatre (Михайловский Театр) before a performance of Swan Lake

Interview Compiled by: Sasha Carpenter

STUDENT RESEARCH:

PRIMITIVE CAPITALISM IN 20TH CENTURY RUSSIA

Indigo Clingerman is a History and Russian Studies double-major.

Last April, I presented research at the University of Pittsburgh's European and Eurasian Undergraduate Research Symposium on capitalist markets in 20th-century Russia. Generally, my research interests revolve around the establishment of Bolshevik power. I analyzed moments of capitalistic change in the 20th century in the Soviet Union and Russia. I started with an analysis of the short-term success of the New Economic Policy. As my research progressed, I looked at the economic policy of Shock Therapy in conjunction with the New Economic Policy, as another instance of capitalism. At first glance, these two economic policies seem fairly unrelated as they were implemented 70 years apart by two different governments. However, the underlying economic conditions that led to both policies are similar. Both came about as a quick fix to long-standing economic decline. A majority of my research accounted for how these two policies, with similar initial conditions and end goals (improving the economy) could have such drastically different results.

I argued the role of the government played a critical role in determining success or failure. Under the New Economic Policy, the Bolsheviks maintained control of heavy industry and replaced the grain requisition of War Communism with a tax in kind, thus encouraging the peasants to be more productive as the government now took a percentage of the agricultural yields. The peasants were able to keep and sell their excess products. As the Bolsheviks maintained control of the heavy industry, they prevented the peasants from needing to understand large-scale supply and demand relationship which allowed the economy to rapidly improve.

On the other hand, Shock Therapy did not share the same active government involvement. Under Shock Therapy, all industry was abruptly made private. As a result of more than 70 years of communism, the people lacked an understanding of supply and demand relationships. In the Soviet Union, there was a quota system. Basically, the government set a quota and the factory produced it and got paid. With the fall of the Soviet Union and the implementation of Shock Therapy, this relationship was gone and the people were left to fend for themselves. Rather unsurprisingly, this led to economic problems as the factories just produced with no regard to the fact that nobody was buying their products. The contrast between the two policies alludes to the idea that early Bolshevik policy mirrored tsarist policies. Both tsarist economic policy and the New Economic Policy made the state the central actor in economics. I plan to further investigate this irony in my future research.

**ONLY IN RUSSIAN:
AN INTERVIEW WITH DR. KSENIA ZANON**

Indigo Clingerman, Co-editor, talks with Dr. Ksenia Zanon, professor of Russian Studies and Linguistics, about her research.



IC: Besides English and Russian, what other languages do you know? What were the motivating factors for learning other languages?

KZ: I speak all Slavic languages with varying degrees of fluency, South Slavic (BCS [Bosnian-Croatian-Serbian], in particular) being my strongest, West Slavic (especially Czech) my weakest. I can also survive in French and Turkish, though the latter is quickly disappearing, since I don't have any opportunity to use it. I am in Spanish 101 now with aspirations to continue. I learn languages for the following reasons: (1) to delay the onset of detrimental effects of old age (research shows that multilingual individuals tend to retain certain cognitive functions better as they descend into senescence than monolingual people); (2) to be able to travel and interact with the locals without interpretive dance; (3) because it is fun.

IC: As a linguist, what are your primary research interests?

KZ: I am a theoretical linguist working on syntax of natural language. My research languages come mostly from the Slavic family.

IC: What research are you working on currently? Where do you see your research going in the future?

KZ: I am looking into focus association in various languages. In English, the sentence *Bill only introduced Sue to John* is ambiguous, depending on whether you emphasize Sue or John (i.e. associate *only* with the object or the indirect object). In Russian (and to some extent other Slavic languages), the adverb *only* must be adjacent to this emphasized constituent, so you can say *Bill introduced ONLY SUE to John* or *Bill introduced Sue ONLY to JOHN*, but not *Bill only introduced Sue to John*. I propose a mechanism that accounts for this property in Russian-type languages. Most recently I discovered that the *only* other language that behaves this way is Mandarin Chinese. In

co-authorship with a colleague from Hong Kong, I presented this at the North East Linguistic Society conference at Cornell University in October.

IC: Has your research as a linguist had an influence on the manner in which you teach Russian?

KZ: My background in linguistics certainly has. I believe that the grammar of a highly inflectional language like Russian must be taught explicitly. I also think that learners benefit from getting a system of rules rather than discrete bits and pieces. That said (and somewhat independently of my immediate specialty), I do my best to make language classes fun and exciting. I only hope that my students share my appreciation for the activities I find hilarious and the nerdy mnemonics I devise for them.

Photo Credit: Bucknell University Website

CURRENT EVENTS IN RUSSIA TODAY: ON SANCTIONS

Back in 2016 and in the subsequent years, Russia has seen seemingly countless rounds of sanctions. Yet, while the Russian economy has been squeezed, and the middle class placed under great strain, the bottom has not fallen out of the Russian economy. *Why is this?* From 2016 to the present, the Russian government with Putin's blessing has taken many of the necessary steps to reduce the effect of sanctions, rendering what could have been an economic disaster down to the level of a severe (but for the moment manageable) chronic condition.

When the crisis in Ukraine reached the point where the Russian state was placed under economic sanctions, international investors ran for the hills, and the Russian economy saw massive amounts of money trying to leave the country. Investors who correctly predicted that there would be no quick solution to the international crisis dumped the Russian rouble for safer currencies such as the dollar, euro and Swiss franc. Unlike the United States dollar, the rouble at this point was a "pegged currency," meaning its exchange value was fixed within a set range by the government around the range of 33 to 37 roubles to the dollar. When the mass selling of the rouble began, the Russian Government rightly decided to scrap their currency peg, allowing the rouble to devalue to almost 80 roubles to the dollar. By allowing the currency to devalue, The Central Bank of the Russian Federation (CBR) saved their gold and foreign exchange funds from being depleted trying to maintain an untenable currency level.

This step, however, had consequences. For example, many Russians had mortgages which had to be paid in currencies that were not the rouble. As a result, those mortgages became much more expensive to service, and the banks that lent large amounts of money that had to be repaid in foreign currency soon found large parts of their loan books not performing. In addition, the massive devaluation in the currency caused inflation to soar to the 15-to-17 levels. This was in part due to the price of foreign imports which had to be bought with the weak rouble. Also, sanctions forced Russians to stop buying some foreign goods, which then caused the price of there domestically produced counterparts to inflate due to increased demand. In response to the inflation, the CBR aggressively hiked their key rate (the equivalent of the federal funds rate). While this move hurt the middle class and poor by making their debt harder to service, it stopped inflation from spiraling out of control (like in the 1990s).

Finally, because the Russian economy is largely dependent on oil they were also hit with the massive decline in oil prices brought about by the American Fracking boom. Yet the fact that the oil market is largely dominated in dollars helped the Russian State. Since they allowed the rouble to devalue when the oil was sold, the dollars earned could be

converted into more roubles than before. Meanwhile, inflation reduced the value of these roubles, which meant the oil companies could pay their workers the same salary while effectively giving them a pay cut at the same time! Thus, the cost of labor went down, the oil companies margins were improved, and they were better able to withstand the fall in the price of oil. Politically, this meant that people saw their real income go down, but without mass layoffs. However, while all of these factors and decisions helped the Russian Economy avoid the economic malaise of the 1990s, that does not mean that people have not been deeply hurt.

Written By: Matthew Waldschmidt

FROM RUSSIA TO BUCKNELL: AN INTERVIEW WITH MARIA SARLAYAN



Maria (center) with her students at the end of the year Russian Club dinner.

Sasha Carpenter, Editor-in-Chief-talks with Maria Sarlayan, former Teaching Assistant for Bucknell's Russian Studies department from 2016-2018.

SC: How did you find out about the opportunity to be a TA and what prompted you to apply and come to teach Russian at Bucknell?

MS: I found out about this opportunity during my study at my Russian university. The English department there was looking for a person who would like to live and teach in an American college and who would be a true representative of culture and country in general. I have always wanted to visit USA and teaching seemed like a good fit for my personality. However, I could never have imagined it would turn out to be the best opportunity of my life!

SC: Based on your experiences, do you have any advice for future TAs?

MS: My main advice I would give to other TAs - always be prepared and have extra activities for "just in case." Sometimes it seems that a certain activity will take the whole class or be very interesting for students but in reality, they might not get involved as

easily. In this case, it is always great to pull out a bunch of cards with old vocabulary or dices to make a game with a little competition.

SC: Can you share one or two of your favorite memories from your time with the Russian Program students at Bucknell?

MS: The best thing about working at Bucknell is that a lot of my students have played a bigger role in my life than I expected - they have become my true friends. All the best moments are related to us going on different trips together and sharing cultures with each other. I will never forget our trip to Brighton Beach when we tried to find a place to have dinner. In the end, we had to stop in a very authentic (not in the best sense of the word) Russian place, where other groups of people had birthday celebrations with disco lights, lots of vodka, and Russian party music. But it was a perfect place to dive into the real cultural atmosphere for my students!

SC: What have you been up to since you left Bucknell in May 2018?

MS: After Bucknell, I have gone through two pretty big changes in my life. I got married and moved to New York City! At the moment, I am just enjoying the city, trying to make new friends here and thinking of the next steps I want to take. My experiences at Bucknell opened new sides of my personality which I had no idea existed. Once I stopped teaching I realized how much I miss it and now, I have to get back into it. Wish me luck in this long but exciting journey!



Pictured: *Left:* Maria with Russian-language students on Russian Club's trip to Kavkaz, an authentic Georgian restaurant; *Right:* Maria with students at Brighton Beach in April 2018, after Russian Club attended a matinee performance of Anastasia on Broadway.

FINDING MY RUSSIAN BIRTH FAMILY: A STORY OF LOVE AND REDEMPTION

Sasha Carpenter shares the story of finding her Russian birth mom, family, and relatives, with the help of Maria Sarlayan in April 2018.

“I was adopted from Russia when I was seventeen months old and in the spring of 2018, I was blessed to find my biological family in Russia. Growing up, my adoptive parents have always been very open about my adoption. While many adopted kids struggle with questions relating to their birth families, my parents raised me in a spirit of understanding, not anger, towards the unknown circumstances that led to me being placed in a Russian orphanage in 1997.

In April 2018, Maria, Bucknell’s TA at the time, asked me to do an interview with her for her Russian-speaking YouTube audience. During the interview, I talked about my adoption and how one day, I’d like to meet my birth parents, just to tell them I have a good life. In the past, I’d looked for my birth mom to no avail, but I knew that if I should find her one day, it would be to tell her I loved her, I was not angry, and had no questions for her. I simply wanted to thank her and tell her that I have a wonderful family and life. As an adult-adoptee with Cerebral Palsy (a physical disability that affects my walking), the opportunities I have in the US are much better than the life which awaited me in Russia.

After the interview on Saturday afternoon, I showed Maria some of my adoption documents and she told me she look around on social media - maybe we find someone who knew someone. On Sunday, Maria told me she had some “updates” and wanted to share them with me. I was shocked when she told me it had taken her *less than an hour* to find my biological mom on a Russian social media site! My adoptive parents and I were all so happy to hear this amazing news! That Monday, I video-called her and my step-dad for the first time. No words can describe how beautiful it was, to offer her the forgiveness, love, and redemption I had been waiting to show her for twenty years. But the story is not over!



My mother was able to fill in the details my adoption documents did not tell us. We knew that she was very young when she gave birth to me and thought my mild form of Cerebral Palsy was due to a premature birth. However, it was my mom who told me: when her dad (my biological grandfather, after whom I am named) found out she was

been writing and is continuing to write, for everyone involved. Not every adoption story ends so happily and I am overwhelmed with gratefulness, that the Lord has written my story this way.

In sharing this news, I know so many friends and families will be excited. It is my earnest hope that my story may speak into the lives of other adopted students and their families, to look at the questions of trauma and birth family in a new way, leaving an open door for new possibilities, and for overcoming hurt and anger. I am also so glad that Maria could play such an integral part in this story. Who knew that two people from Russia would one day meet at Bucknell to share a life-changing moment.”

Pictured: *Page 16:* My birth mom and my step-dad, on their wedding day - three days after we found each other!; *Page 17:* My teenage sister, Lera

STUDYING AT THE UNIVERSITY OF PITTSBURGH'S SUMMER LANGUAGE INSTITUTE

Reed "Grisha" Widdoes, Class of 2019, majors in Italian & Linguistics with a minor in Russian. He speaks with Indigo Clingerman about his experience studying Russian over the summer.

IC: Can you tell us about your experience at the University of Pittsburgh?

RW: So, this summer I did the SLI (Summer Language Institute) at the University of Pittsburgh. They offer many language programs, but the Russian program is by far and away the largest of the ones. There are 4 levels corresponding with years completed in the program. I did the 2nd year program which was equivalent to 103 and 104 at Bucknell. It was a 10-week program with class from 9am-3pm 5 days a week.



The most memorable experience I have, is certainly the time we all went as a class to the Mattress Factory (a contemporary art museum in Pittsburgh) for the morning. We had been studying museums in class and then we got to go to one of my favorites in the city and practice our active vocab, while also seeing brilliant works of art.

IC: Do you have any advice for someone studying in an intensive program?

RW: For those who wish to study in an intensive program, I would recommend that you commit all your time to the class while you're in it. The whole purpose of doing a program such as SLI Pitt is committing yourself to getting real language exposure, and the best way to do that, is to focus as strongly as possible on learning.

IC: Would you recommend the University of Pittsburgh's program?

RW: I would 100% recommend the Pitt program. It was an absolutely fantastic experience, and I learned an extremely large amount given the time frame. The program

is serious and committed to its students, but also allows for free time, in which you can relax in an otherwise stressful 10 weeks.

IC: Do you see Russian figuring into your plans after graduation?

RW: After graduation this year, I am actually searching for a way to continue studying Russian for at least a year, in Russia. I plan on returning to the States for law school, but would like to spend some time developing my Russian before returning to school, so as to be able to use it in a professional capacity one day.

Pictured: *Page 18:* Reed (far left) with a group of students from the Summer Language Institute

FROM THE OFFICE OF THE PRESIDENT OF THE RUSSIAN CLUB:

Друзья и товарищи!

Friends and comrades, it is my pleasure to serve as the president of the Russian Club. I am pleased to report that the Russian Club's campus involvement has grown over the last few years. This year, we have a full lineup of events that promote and celebrate Russian culture. (See calendar on the next page for details.)

Through funding from Bucknell Student Government, we went to Washington D.C. and New York City last year in order to experience Russian culture. In Washington D.C. we saw the Mariinsky Ballet perform *La Bayadère*. In New York City we saw the American classic, *Anastasia* on Broadway. In addition, we spent the evening in Brighton Beach, complete with a dinner at a Russian restaurant.

Back on campus, we celebrated the new year with a party and a screening of the traditional Russian new years film, *Ирония судьбы, или С лёгким паром!*. It was an opportunity to gather with friends and celebrate the year. We are looking to add this event to our annual traditions. In the spring, we celebrated Maslenitsa with our annual *blini*-making party. This fall, we saw the National Symphony Orchestra's performance of Russian Masterpieces.

I also want to acknowledge our treasurers (Calvin Chang, 2017-18 and Reed Widdoes, 2018-19) and advisors (Ksenia Zanon and Ludmila Lavine) that I have had the pleasure of working with during my tenure as president. I am forever indebted to them for their help in planning and putting on club events.

Cheers,



Indigo “Инга Импы-Швимпы” Clingerman

RUSSIAN CLUB 2018-19 EVENTS CALENDAR

Fall 2018	
Russian Table	Mondays @ 6 pm
Welcome Back Meeting	September
Film Night	October
Washington D.C. Trip National Symphony Orchestra: Gaffigan conducts Russian Masterpieces	November
New Year's Celebration	December
End of the Semester Study Break	December
Spring 2019 (tentative)	
Russian Table	TBA
Film Night	February
Maslenitsa	March
Membership Dinner	May



Former students of Russian, William Persing ('15) and Kadri Lutter ('15), run into each other this November at the NATO Parliamentary Assembly in Halifax, Canada.