**RUSS 6500 Intercultural Seminar**

**Russia and the West: Cultural Models and Political Fault Lines**

Course Syllabus

This course is structured around the central question of Russian national identity, which has preoccupied Russians over the last three centuries and remains an acute political issue in current political debates: is Russia a European country, and, hence, should it follow the Western model of development, or is it an Asian great power, which has to ignore the constrains and norms of the Western civilization? The goal of this course is to highlight the role of the West-oriented ideology in Russian culture in the 18th – 21st centuries. West-oriented ideology will be considered a product of a cultural dialogue with the West and observed as a dynamic process. Examining the reasons for its rises and falls is an important goal of this course. Learners will read a wide variety of literary sources, from literary works to contemporary journalism, and analyze them in the broader historical context of the development of the West-oriented ideology. Readings will include major works of classical Russian literature, primary historical sources and historiography, cultural artifacts, newspapers, and internet articles. The important objective of this course is to engage students’ own cultural experience of being in Russia and being perceived as “Westerners.” Students will learn to appreciate the cultural realities that may have influenced their perception of Russian culture as well as Russians’ perceptions of them.

Themes explored:

* The concepts of the Other and of Dialogue, their political, cultural and philosophical implications.
* History and national identity: why ancient tales about the origins of the state have political meaning in contemporary culture.
* Russian Orthodox Church and Russian nationalism: Moscow the Third Rome.
* The westernization of Russia under Peter the Great: a violation of Russia’s national identity or the continuation of an older tradition?
* The Decembrist movement as an attempt to westernize Russia: Westernization and the origins of liberal ideas in Russia.
* Images of foreigners as Others in 19th-century Russian culture.
* Russian absolute monarchy as a society of estates and a multinational empire.
* Attitudes to Russians in the West in the late 18th – 19th century.
* Anti-western Communist propaganda and the politics of cultural isolation from the West.
* Marxism and Modernization: did Bolsheviks continue the tradition of westernizing Russia?
* Stalinist propaganda of Soviet Russia in France, England, and the United States; the collaboration of intellectuals with totalitarian regimes.
* The rise of a new West-oriented ideology as a reaction against anti-Western Soviet propaganda.
* The importance of the image of the West for the collapse of the Soviet regime; Glastnost’ and Perestroika as high points of the idealization of the West.
* The reasons for the decline and fall of the idealization of the West in post-Soviet Russia.
* Anti-Western discourse in Putin’s Russia.

**Learning goals for this course:**

1) to develop advanced oral proficiency by participating in class discussions and preparing presentations in Russian (with a special focus on the ability to sustain a discussion of complex cultural issues in Russian);

2) to demonstrate reading and writing proficiency in Russian at the high advanced level, by reading a wide range of Russian texts, including classical Russian prose and authentic texts in various media;

3) to explore, navigate, and evaluate various sources of information in Russian, with a special emphasis on the usage of the Russian Internet resources;

4) to develop in-depth knowledge of the West-oriented ideology as an important focus area of Russian culture;

5) to explain the complexity of the historical and cultural circumstances of the periods of the rises and falls of the West-oriented ideology in Russia;

6) to understand the role and place of the West-oriented ideology in the development of the Russian national identity and to compare the role of the West as Other within the Russian context to the role of the Other in the development of American culture;

7) to reflect on and to relate personal experiences in the Russian context to the question of defining Russian identity.

**Requirements and Grading:**

Active participation in class discussions 15%

Timely and conscientious completion of homework 20%

Weekly essays (one per week; 2 pages handwritten) 15%

Oral presentation (due week 15) 10%

Midterm 20%

Final Essay (10 pages; due by 5pm, Tuesday of finals week) 20%

**Active participation in class discussions (15% of the final grade)**

A; engaged, thoughtful participation demonstrating thorough work with the course materials prior to class

B; some participation, demonstrating acquaintance with course materials prior to class

C; present, but little active participation

D; present but or no active participation

F; unexcused absence

Students will be notified of their cumulative participation grade in the week prior to the drop date and again during the final week of class.

**Homework (20% of the final grade)**

Homework is on the syllabus for each week. Students are required to read assigned texts and thoroughly analyze the selected fragments.

Homework Grading :

A 90-100% - assignment is complete, interpretations and research are excellent, questions are answered

B 80-89% - assignment is incomplete, interpretations are incomplete, not all questions are answered

C 70-79% - inadequate answers to the questions, inadequate research

D 60-69% - inadequate understanding of the texts assigned

F 0-59% - homework not submitted

**Weekly essays (15% of the final grade)**

Each topic includes a choice of prompts for a writing assignment. Graduate students are expected to write 2 handwritten pages addressing one of the prompts.  Prompts should be addressed in a thoughtful, creative ways and soundly argued (if the assignment is analytical) and organized, and well written. (Generally, this means that the essay uses varied syntax, is free of lexical and grammatical errors, and is proofread.)

**Oral presentation (10% of the final grade)**

Students will make a 10-minute presentation to the class on the topic of their final essays. Presentations should be spoken, not read, and will be graded on content (40%); presentation skills (30%), language (20%) and quality of visual aids (10%).

**Midterm (20% of the final grade):** Multiple-choice, short, and long answer questions covering the readings.

**Final essay (20% of the final grade):** The final written assignment is a paper of 10 pages in Russian, which is either a close critical analysis of one of the texts read during the course, or a problem-oriented essay addressing one of the topics discussed in class. The topics of final composition may be chosen individually and must be approved by the instructor. The final composition can be typed, if desired. Students are required to submit a detailed plan of their final essay two weeks prior to final submission.

Final Essays will be graded as follows:

Communicative content 20%

Lexicon and spelling 20%

Grammatical accuracy 20%

Syntax (variety, use of complex sentences) 20%

Originality of ideas 20%

**Reading Assignments**

Upon registration, graduate students are required to read integral texts that will be analyzed during the course:

* Николай Васильевич Гоголь. *Петербургские повести* (1836-1842).
* Иван Сергеевич Тургенев. *Дым* (1867).
* Федор Михайлович Достоевский. «Зимние записки о летних впечатлениях» (1863).
* Михаил Бахтин. *Проблемы поэтики Достоевского* (1929, 1963).
* Edward Said. *Orientalism* (NY: Pantheon Books, 1978).

**Course Schedule:**

**Week 1:** Historical and cultural roots of West-oriented ideology in Russia. The concepts of the Other and of Dialogue. Theory of culture in Mikhail Bakhtin’s works. Eduard Said, the concept of Orientalism, and its applicability to Russian representations of the West.

**Homework.**

*Readings:*

* Михаил Бахтин. *Проблемы поэтики Достоевского* (1929, 1963)

<http://imwerden.de/pdf/bachtin_poetika_dostoevsky.pdf>

* Edward Said, *Orientalism* (NY: Pantheon Books, 1978), Introduction and Chapter I.

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Почему понятие диалога является центральным для теории культуры Бахтина?
* Что такое ориентализм?

**Week 2:** The Norman theory and the formation of the Russian state. Norman debates in Russian, Soviet, and post-Soviet times. Russia’s conversion to Christianity and the Byzantine heritage.

**Homework.**

*Readings:*

* Клейн Л.С. *Спор о варягах.* (СПб.: Евразия, 2009). Глава I, II.

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Кто такие норманы? Рюрик, Синеус и Трувор?
* Что такое Византия?
* В чем значение образа Запада для формирования русского государства?

**Week 3:** The Petrine political, cultural, and institutional reforms and their role in the Westernization of Russia.

*Readings:*

* Василий Осипович Ключевский. Курс русской истории (1904). Лекция LIX.
* Жизнь Петра Великого до начала Северной войны. Младенчество. Придворный учитель. Учение. События 1682 г. Петр в Преображенском. Потешные. Вторичная школа. Нравственный рост Петра. Правление царицы Натальи. Компания Петра. Значение потех. Поездка за границу. Возвращение. <http://az.lib.ru/k/kljuchewskij_w_o/text_0030.shtml>
* С. Ф. Платонов, Учебник русской истории. §108 - Реформы Петра I, их смысл и значение

<http://rushist.com/index.php/tutorials/plat-tutorial/186-plat-tut-108>

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Особенности быта допетровской России
* Поездка Петра Первого в Голландию и Англию.
* Какие реформы Петра Первого Вы считаете самыми важными?

**Week 4:** Catherine the Great and French philosophers. The influence of the French Revolution on Russian culture of the late 18th – early 19th century. Early nationalist circles and debates.

*Readings:*

* Василий Осипович Ключевский. *Курс русской истории* (1904). Лекция LXXXI.Влияние крепостного права на умственную и нравственную жизнь русского общества. Культурные запросы дворянского общества. Программа дворянского образования. Академия наук и университет. Казенные и частные учебные заведения. Домашнее воспитание. Нравы дворянского общества. Влияние французской литературы. Проводники французской литературы. Результаты влияния просветительной литературы. Типические представители образованного дворянского общества. Значение царствования императрицы Екатерины II. Увеличение материальных средств. Усиление социальной розни. Дворянство и общество. <http://az.lib.ru/k/kljuchewskij_w_o/text_0040.shtml>

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* В чем состояли главные идеи Просветителей?
* Кто из философов-просветителей бывал в России и при каких обстоятельствах?

**Week 5:** The impact of the Patriotic War of 1812 on Russian culture. The origins of the Decembrist movement. The Decembrists societies and their political programs. The Decembrists revolt and the political reaction under Nicholas I. The Decembrists’ wives. Representations of the Decembrist movement in Russian literature.

*Readings:*

* Александр Пушкин, “Во глубине сибирских руд,” (выучить наизусть).
* Лев Толстой. *Война и Мир*, том 2.
* Восстание декабристов

<http://www.opeterburge.ru/history_145_203.html>

Additional Readings:

* Воспоминания о восстании декабристов

<http://files.school-collection.edu.ru/dlrstore/7a8783fe-0a01-01b2-0053-f0a8dadeb8f1/%5BIS89IR_2-01%5D_%5BTS_03%5D.html>

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Изменилось ли отношение русского общества к Западу и к Франции после войны 1812 года?
* Краткая история Северного общества
* Краткая история Южного общества
* Биографии жен декабристов

**Week 6:** The question of Russia’s opposition to the West in Petr Chaadaev’s *Philosophical Letters Addressed to a Lady* (1829). Russia and the West in “First Philosophical letter,” and Alexander Pushkin’s’ response to it.

*Readings:*

* Петр Чаадаев. *Первое философическое письмо*.
* Письмо Александра Пушкина к Чаадаеву. 19 октября 1836 г. Из Петербурга в Москву. <https://ru.wikisource.org/wiki/Письмо_П._Я._Чаадаеву_19_октября_1836_г._(Пушкин)>
* Каменский З.А. “Парадоксы Чаадаева” // Чаадаев П.Я. *Полное собрание сочинений и избранные письма*. — Т. 1. — М.: Наука, 1991

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Биография Александра Пушкина
* Образ России в “Первом философском письме” Чаадаева.

**Week 7:** The debates between the Slavophiles and Westernizers in the 19th-century Russian Empire, their origins and their impact on Russian culture and politics.

*Readings:*

* “Западники и славянофилы”

http://istoriarusi.ru/imper/zapadniki-i-slavjanofily.html

* А.С. Хомяков. “ Остаром и новом” ( 1839)

<http://dugward.ru/library/nikolay1/homjakov_star_nov.html>

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Что значило западничество для русских во второй половине 19 века?
* Могло ли возникнуть славянофильство, если бы не было западничества?

**Week 8:** Russian identity through the image of Germans in Nikolay Gogol’s “Nevsky Prospect” (*Petersburg Tales* (1836-1842)).

*Readings:*

* Николай Васильевич Гоголь. «Невский проспект»

<http://www.ilibrary.ru/text/1332/p.1/index.html>

* Владимир Набоков, “Николай Гоголь” (Norfolk, Connecticut: New Directions, 1944.) Перевод Е. Голышевой при участии В. Голышева впервые опубликован в журнале "Новый мир", 1987, № 4. <http://www.vladimirnabokov.ru/gogol.htm>

Additional Readings:

* Ю. В. Манн. *Николай Гоголь. Жизнь и творчество.* Книга для чтения с комментариями на английском языке. - М.: Русский Язык, 1988.

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Биография Николая Васильевича Гоголя.
* Какие положительные качества русских выявляются благодаря описанию немцев в “Невском проспекте”?

**Week 9:** The denunciation of the Western socialist and democratic values in Nikolay Gogol’s *Selected Fragments from Correspondence with Friends* (1847). Vissarion Belinsky’s response in his “Letter to Gogol” (1847).

*Readings:*

* Н.В. Гоголь. Выбранные места из переписки с друзьями. Глава Х1. Споры.

<http://az.lib.ru/g/gogolx_n_w/text_0160.shtml>

* Виссарион Белинский, Письмо к Гоголю (3 июля ст. ст. 1847 г.)

<http://az.lib.ru/b/belinskij_w_g/text_3890.shtml>

* Dina Khapaeva. *Nightmare: From Literary Experiments to Cultural Project,* (Brill, 2013) Chapter “Unfinished Experiments on the Reader: Nikolai Gogol. The Nikolai Gogol. The Petersburg Tales”

Additional Readings:

* Д. Мережковский. Гоголь и Чорт. (М., Изд-Во «Скорпион», 1906).

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Какие отрицательные черты Запада и западничества выделяет Гоголь в своем сочинении?
* Почему Гоголь прожил большую часть жизни в Италии?
* Роль самодержавия и православия в антизападнической идеологии Гоголя.

**Week 10:** The West as Vaal in Feodor Dostoevsky’s "Winter Notes on Summer Impressions" (1862).Dostoevsky and his political views. His letter to K. Pobedonostevy (1879).

*Readings:*

* Федор Михайлович Достоевский. «Зимние записки о летних впечатлениях».

Глава I. “Вместо предисловия” и Глава 5 «Ваал» <http://az.lib.ru/d/dostoewskij_f_m/text_0040.shtml>

* Письмо К.П. Победоносцеву (1879).

<http://rvb.ru/dostoevski/01text/vol15/01text/561.htm>

Additional Readings:

* Леонид Гроссман. *Достоевский* (М., Наука, 1962)

<http://royallib.com/read/grossman_leonid/dostoevskiy.html#20480>

* Joseph Frank. *Dostoevsky. A Writer in his Time*. (Princeton University Press, 2010).

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Федор Михайлович Достоевский и петрашевцы.
* Каким увидел Лондон и Париж Достоевский?
* Образ лирического героя в “Зимних заметках” и его видение России.

**Week 11:** The 19th century idealization of the West in Ivan Turgenev’s *Smoke* (1867).

*Readings:*

* Иван Сергеевич Тургенев. *Дым*. Глава V.

<http://az.lib.ru/t/turgenew_i_s/text_0280.shtml>

* Лотман Ю. М. “Иван Сергеевич Тургенев” (*История русской литературы* в четырех томах*.* Л., АН СССР, т. 3, с. 120-159)

http://feb-web.ru/feb/irl/rl0/rl3/rl3-1202.htm

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Биография Ивана Сергеевича Тургенева.
* Париж в жизни Тургенева.
* Какую роль играет описание Запада в речах Потугина для выражения представлений о русских?

**Week 12:** Bolsheviks and their image of the capitalist West. Vladimir Mayakovski’s vision of America. The “Iron curtain.”

*Readings:*

* Владимир Маяковский, “Блек энд уайт”

<http://www.kostyor.ru/poetry/mayak/?n=5>

* К. И. Чуковский. “Маяковский”, часть третья. *В. Маяковский в воспоминаниях современников* (Под общей редакцией В. В. Григоренко, Н. К. Гудзия, С. А. Макашина, С. И. Машинского, Ю. Г. Оксмана, Б. С. Рюрикова, М., Государственное издательство художественной литературы, 1963)
* Максим Горький. *Город Желтого Дьявола* (1906)

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Почему негативный образ Запада был так важен для советской пропаганды?
* Загадка смерти Маяковского

**Week 13:** Image of Stalinist Russia in the West in the 1930s. The Fellow-travelers’ movement and the image of the Soviet Russia among the Western intellectuals.

*Readings:*

* Лион Фейхтвангер. *Москва 1937.*Предисловие, Глава I. “Будни и праздники”, Глава VII “Ясное и тайное в процессах троцкистов”. <http://www.lib.ru/INPROZ/FEJHTWANGER/moscow1937.txt>
* [Л. Максименков](http://magazines.russ.ru/authors/m/maksimenkov). “Очерки номенклатурной истории советской литературы. Западные пилигримы у сталинского престола (Фейхтвангер и другие)” (*Вопросы литературы*, 2004, 2)

<http://magazines.russ.ru/authors/m/maksimenkov>

Additional Readings:

* А. Солженицын *Архипелаг ГУЛАГ*. Глава “Арест”.

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Большевизм - про-западническая или анти-западническая идеология?
* Шпиономания в Советском Союзе 1930-х гг.

**Week 14:** Origins of the new West-oriented ideology of the Soviet intelligentsia in the 1960s. The dissident movement in Soviet Russia. Ethical discourse about the West in the Russian democratic media during Glastnost’ and Perestroika. The identity crisis of Russian West-oriented journalists and businessmen.

*Readings:*

* Ресурс «Твоя история»

<http://history4you.ru/article_detail/-/content/entry/1552743>

<http://history4you.ru/persons_detail/-/content/entry/1541900?controlPanelCategory=portlet_ContentSearch_WAR_SnCommonPortlets_INSTANCE_main>

http://history4you.ru/lessons/social-economy/show-lesson/-/asset\_publisher/sqcu6oPUQ1B7/content/id/23232

Additional Readings:

* Д. Хапаева. *Время космополитизма*. *Очерки интеллектуальной истории.* СПб, 2002. Глава 1. “ Идентичность российсикх бизнесменов и журналистов”.

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Биографии советских диссидентов: Андрей Сахаров
* Причины возникновения компании гласности в 1985 г.
* События августовского путча 1991 г.
* Егор Гайдар и программа рыночных реформ в России.

**Week 15:** Putin’s nationalism and the denial of the West: from the mythology of the Great Patriotic War to the annexation of Crimea. Students Oral Presentations.

*Readings:*

* Крымская речь Путина (18 марта 2014 года)

<http://kremlin.ru/events/president/news/20603>

* <http://www.segodnya.ua/politics/pnews/putin-obyasnil-zachem-anneksiroval-krym-681915.html>

Additional Materials :

* Dina Khapaeva, “Triumphant Memory of the Perpetrators: Putin’s Politics of Re-Stalinization,” *Communist and Post-Communist Studies,* 2016, n. 49, pp. 61–73

*Prepare answers to following questions (for class discussion and 2-page essay) :*

* Почему в России Вторая мировая война называется Великой Отечественной войной?
* Биографии российских политиков, журналистов и бизнесмеов
* Борис Немцов
* Анна Политковская
* Михаил Ходорковский
* Зачем России понадобился Крым?

**Absences**

Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. <http://catalog.gatech.edu/rules/4/>

**Student Disability Resources**

Reasonable accommodations are provided to self-identified students with disabilities who meet the academic and technical standards requisite to admission or participation in the program of study. Consideration may be given to the substitution or modification of certain course requirements as long as such changes do not detract from the quality of the educational experience and the changes remain within the accreditation criteria for the degree program. Such substitutions or modifications must be approved by the school chair, department head, or college dean, and the Undergraduate Curriculum Committee and/or the Graduate Committee. For further information, please go to <http://disabilityservices.gatech.edu>

**GT Honor Code**

*"Having read the Georgia Institute of Technology Academic Honor Code, I understand and accept my responsibility as a member of the Georgia Tech community to uphold the Honor Code at all times. In addition, I understand my options for reporting honor violations as detailed in the Code."* <http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code>