I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>IX American and European Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>MCLG/RUSS</td>
</tr>
<tr>
<td>Course #</td>
<td>MCLG/RUSS/LS</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Russian Culture</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Ona Renner-Fahey</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-4602 <a href="mailto:Ona.Renner@mso.umt.edu">Ona.Renner@mso.umt.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Robert Acker</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
<td></td>
</tr>
</tbody>
</table>

III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

In this course students will be introduced through a variety of contexts to both the “big-C culture” and “little-c culture” of the Russian people and will trace its cause and development to the contemporary period. We will cover Russian culture chronologically, dividing the course into four periods, spending approximately three weeks on each historical period. We will consider major historical and political events from each period to establish a context through which we will study the developments of such cultural aspects as the literature, art, and music from each period. Particular emphasis will be placed upon the ways in which one cultural movement affects/inspires/creates subsequent movements. The course structure will include both lectures and class discussion. The students will have homework assignments for every class period and will work on writing and analytical skills by completing two response papers. They will also have to engage in critical thought through their essay-based midterm and final exams. Through attentive reading, analytical writing, and active participation, the students will finish the semester with a foundational knowledge of Russian culture from its birth in the medieval period to the present day.

IV. Criteria:

Briefly explain how this course meets the criteria for the group. See:

http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm
This is a foundational course, assuming no prior knowledge of Russian culture whatsoever. It is also wide-ranging in all three areas targeted in the Group IX perspective—chronologically (over a 1,000 year-period), geographically (Russia is an enormous country who has had close connections with Byzantium, the Tatars, and numerous Central Asian and Eastern European countries), and topical focus (we will study history, politics, the arts, etc.). The class is structured so that we begin each period by creating historical and political contexts for the arts and culture we will be studying. Particular emphasis will be placed on tracing the developments and changes over such a long period of time.

### V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

The students in this course will trace the development of a long and rich cultural history. Thus, they will study both historical and contemporary behavior, ideas, institutions, and culture. They will analyze and evaluate aspects of Russian culture through response papers, a group project, essay exams and class discussion. Russia is said to be located in Eurasia; the poet Joseph Brodsky has suggested that it’s more Asiopa, giving its Asian side predominance. Discussion of its being geographically situated at these crossroads will be a significant part of the course. Yet the “high culture” of Russia has always attempted to mimic Western Europe and the cultural centers, Moscow and St. Petersburg, are primarily European cities. Moreover, students will need to analyze Russia’s continual struggles with West (e.g., the break between Western and Eastern Christianity, the Soviet Union’s relationship with the West, etc.)

### VII. Syllabus:

Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)
MCLG/ RUSS/ LS 105 VI, IX

INTRODUCTION TO RUSSIAN CULTURE

Autumn 200_

Time:
Location:
Credits: 3

Professor: Ona Renner-Fahey
Office Hours:
Office: 316 Liberal Arts
Office phone: 243-4602
E-mail: Ona.Renner@mso.umt.edu

Course description:
A survey of Russian culture and civilization from its beginnings to the contemporary period. No language or literature prerequisites. Course may be taken for a traditional letter grade only. Cross-listed with MCLG and LS 105 VI & IX. Required for Russian majors.

Goals and outcomes:
In this course students will be introduced through a variety of contexts to both the “big-C culture” and “little-c culture” of the Russian people and will trace its cause and development to the contemporary period. We will cover Russian culture chronologically, dividing the course into four periods, spending approximately three weeks on each historical period. We will consider major historical and political events from each period to establish a context in which we will study the developments of such cultural aspects as the literature, art, and music from each period. Particular emphasis will be placed upon the ways in which one cultural movement affects/inspires/creates subsequent movements. The course structure will include both lectures and class discussion. The students will have homework assignments for every class period and will work on writing and analytical skills by completing two response papers. They will also have to engage in critical thought through their essay-based midterm and final exams. Through attentive reading, analytical writing, and active participation, the students will finish the semester with a foundational knowledge of Russian culture from its birth in the medieval period to the present day.

Assessment:
Attendance, preparation, and participation are required. The students will receive participation grades of 0-3: 0 for being absent, 1 for present without contributing to the discussion (letter grade of C), 2 for adequate participation (letter grade of B), 3 for high quality (not just quantity) of participation (letter grade of A). Others factors figured into the daily participation grade are: 1.) arriving to class late and 2.) being unprepared or unwilling to contribute when called upon and 3.) and periodic “pop” quizzes. Each student may be absent one time without his/her grade being affected. No make-ups are allowed for absences or missed tests. Students will be asked to complete two response papers and work on a group project to be presented to the class (specific requirements for these assignments will be provided separately). The midterm and final exam may not be taken early or made-up after their scheduled times.

Disability accommodations: If you are a student with a disability who will require reasonable
accommodation in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program accommodations. If you are already working with Disability Services, then you should arrange to meet with your instructor during her office hours to discuss accommodations that may be necessary.

**Percentage distribution of final course grade:**

- Participation: 25%
- Response papers (2 @ 5% each): 10%
- Group project/Presentation: 10%
- Midterm exam: 25%
- Cumulative final exam: 30%

**Grading scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>65-67</td>
<td>D</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-77</td>
<td>C</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>77-79</td>
<td>C</td>
</tr>
<tr>
<td>68-69</td>
<td>D+</td>
</tr>
</tbody>
</table>

**Required reading:**

I. **Required books:** (Available at the University Bookstore)

*The Cambridge Introduction to Russian Literature (Cambridge Introductions to Literature)* (Caryl Emerson)

*An Anthology of Russian Literature from Earliest Writings to Modern Fiction: Introduction to a Culture* (Nicholas Rzhevsky)

*The Cambridge Companion to Modern Russian Culture (Cambridge Companions to Culture)* (Nicholas Rzhevsky)

II. **Texts on reserve:**
Texts on reserve may be accessed through electronic reserve (http://eres.lib.umt.edu) or found on traditional reserve at the Mansfield Library. The password for electronic reserve is: ______________

**Suggestions for further reading:**

*The Icon and the Axe* (Billington, James)

*Russia in Search of Itself* (Billington, James)

*The Making of Modern Russia* (Kochan and Abraham)

*The Land of the Firebird* (Massie, Suzanne)

*Russian Popular Culture: Entertainment and Society Since 1900* (Stites, Richard)

*A Concise History of Russian Art* (Talbot Rice, Tamara)

**COURSE SCHEDULE:**

*This schedule is subject to change. The five readings preceded by an asterisk designate topics for possible response papers. Each student must write on four of the five options.*

M 8/29 Introduction
**MEDIVAL RUSSIA (10th-16th c.)**

**W 8/31** Introduction to the Geography and Language of Russia  
*Reading: in Rzhevsky book: “Language” (Dean Worth)*

**F 9/2** Christianization and Eastern Orthodoxy  
(Hagiography and ideological literature)  
*Reading: in Rzhevsky book: “Religion: Russian Orthodoxy” (Dmitry Likhachev)  
on e-reserve: “Vladimir Christianizes Russia”  
in Emerson book: “Righteous Persons”*

**M 9/5** No classes

**W 9/7** Dvoeverie (Coexistence of Christianization and Pagan belief)  
*Reading: on e-reserve: “Igor’s Death and Olga’s Revenge”*

**F 9/9** Folktales and Byliny  
*Reading: in Emerson book: “Folktales (Baba Yaga, Koschey the Deathless)”*

**M 9/12** The “Tatar Yoke”  
*Reading: in the Rzhevsky book: “Asia”  
In the anthology: “The Lay of Igor’s Campaign”*

**W 9/14** Medieval Art and Architecture (Icon painting and Andrei Rublev)  
*Reading: TBA*

**F 9/16** Review of the medieval period  
*Due: Assigned response papers*

---

**Secularization (17th & 18th c.)**

**M 9/19** Historical and political contexts:  
The Time of Troubles  
*Reading: Excerpts from Pushkin’s play Boris Godunov*

**W 9/21** Historical and political contexts:  
Peter the Great’s Westernization  
*Reading: Pushkin’s “The Bronze Horseman”*

**F 9/23** Historical and political contexts:  
Catherine the Great and the Enlightenment  
*Reading: in the anthology: Derzhavin’s ode “Felitsa”  
on e-reserve: excerpts from Catherine’s memoirs*

**M 9/26** The secularization of literature (satire and the picaresque)  
*Reading: on e-reserve: “Shemiaka’s Judgment” and “Frol Skobeev”*

**W 9/28** The secularization of literature (classical literature)  
*Read: on e-reserve: the play The Brigadier  
in the Emerson book: “Neoclassical Comedy and Gallomania”*
F 9/30  Music
   Homework: Be sure to have listened to the assigned tracks and be prepared to identify and discuss

M 10/3  Art and Architecture
   Reading: on e-reserve: “The Prophetic Role of Art in the Century of Aristocratic Culture” (James Billington)

W 10/5  Review of the period of secularization
   Due: Assigned response papers

F 10/7  MIDTERM

The 19th century

M 10/10 Historical and Political Contexts:
   Napoleon’s Invasion and The Decembrists
   Readings all on e-reserve: Excerpts from Tolstoy’s War and Peace
   Pushkin’s “Message to Siberia”
   Ryleev’s “Civic Courage”

W 10/12 Historical and Political Contexts:
   “The Nicholas System,” the Crimean War, and Emancipation
   Reading: on e-reserve: Excerpts from “Sebastopol Sketches” (Tolstoy)

F 10/14 Literature: Sentimentalism, Romanticism and “The Golden Age”:
   Reading: in the anthology: Karamzin’s “Poor Liza”
   and Pushkin’s “The Queen of Spades”
   In the Emerson Book: “The Astonishing 19th Century: Romanticisms”

M 10/17 Literature: The Realists:
   in the anthology: “The Meek Woman: A Fantastic Story” (Dostoevsky)

W 10/19 Literature: The Realists, con’t.:
   Reading: in the anthology: “Kholstomer” (Tolstoy)
   in the anthology: “The Lady with the Lap Dog” (Chekhov)

F 10/21 Music: The Mighty Five
   Reading: on e-reserve: “The Agony of Populist Art”(James Billington)
   Homework: Be sure to have listened to the assigned tracks and be prepared to identify and discuss

M 10/24 Art and Architecture:
   Reading: TBA

W 10/26 Art and Architecture: The Admiralty Building, The Kazan Cathedral
   Reading: TBA

F 10/28 Review of the 19th century
   Due: Assigned response papers
Post-19th Century

M 10/31 Historical and Political Contexts:
The End of Tsarist Russia and the Bolshevik Revolution

W 11/2 Historical and Political Contexts:
The Soviet Period and its Demise
(The GULAG, Glasnost’, Perestroika)
Reading: in the anthology: “Crime and Punishment: A Comedy in One Act” (Zoshchenko)
in the Emerson book: “The Intelligentsia and the Camps”

F 11/4 Literature: “The Silver Age” of Literature
Reading: in the anthology: “The Puppet Show” (Blok)
in the anthology: “The Grey-Eyed King” (Akhmatova)

M 11/7 Literature: Socialist Realism, Dissident and Émigré Literature
Reading: in the Rzhovsky book: “Literature” (David Bethea)

W 11/9 No classes

F 11/11 Music: Stravinsky, Prokofiev, Shostakovich
Reading: in the Rzhovsky book: “Music” [part II] (Harlow Robinson)

M 11/14 Ballet: The Ballets Russe; Pavlova, Nijinsky, Nureev
Homework: Be sure to have watched assigned film clips and be prepared to discuss

W 11/16 Art and Architecture:
Reading: in the Rzhovsky book: “Art” (John Bowlt)

F 11/18 Film: Eisenstein, Tarkovsky, Ryazanov
Reading: in the Rzhovsky book: “Film” (Nikita Lary)

M 11/21 Pop Culture
Reading: in the Rzhovsky book: “Popular Culture” (Catriona Kelley)

Thanksgiving Break

M 11/28 Review Review of the post-19th-century period
Due: Assigned response papers

W 11/30 Group Presentations

F 12/2 Group Presentations

M 12/5 Group Presentations

W 12/7 Review Day

F 12/9 Review Day
*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*