RUSS 3601
RUSSIA’S PAST AND PRESENT
(CU-Study Abroad Summer 2014 Program in St. Petersburg)

Artemi Romanov

Phone: Office (303) 492-8827, McKenna 231
Home (720) 565-9035
E-mail: artemi.romanov@colorado.edu

Phones in St. Petersburg:

Artemi Romanov
Home: (812) 430-8826, If you are calling from the US: 011 7 812 430-8826

Cell Phone:
If you are calling from the US:

COURSE DESCRIPTION

This course provides exposure to Russian culture from medieval times to the 21st century, as reflected in the architecture, fine arts, folklore, literature, opera and ballet. RUSS 3601 is offered through CU-Study Abroad program in St. Petersburg, Russia, and is designed for both Russian majors and students with no prior knowledge of Russia. Major emphasis will be given to geographic, social, artistic and political forces in the development of Russian culture. You will be introduced to major Russian contributions in architecture, painting, music, religion, the folk tradition, and socio-political movements in their cultural setting. The course provides many valuable insights in the life and attitudes of Russian citizens in the past and today. Stress will be placed on defining elements that have distinguished Russian culture from American culture and from other European cultures. The course satisfies A&S Historical Context requirement.

We will have mandatory local excursions and visits to various places of interest in St. Petersburg: museums, tsars’ palaces, theaters, ballets, films, folk performances, musical presentations. Our weekend field trips will bring us to Pavlovsk, Petrodvorets, Tsarskoe Selo, Novgorod, Valaam island and Moscow.

Topical outline of the course

1. Introduction to the course. Orientation
2. History of Ancient Russia (9th - 17th c.)
a) Kiev - the mother of Russian cities, b) Novgorod republic, c) Trade & democracy at the edge of Europe, d) Tatar Yoke, e) The rise of Moscow, f) Moscow tsars
3. Architecture of Ancient Russia (11th - 17th c.)
a) Wooden architecture, b) Architecture of Novgorod, Suzdal and Vladimir, c) The Kremlin and its treasures

4. Russian Icons
a) Icons & iconostasis, b) Technique of icon-painting, c) Moscow and Novgorod schools of icon-painting, d) Andrei Rublev

5. Russian culture in the 18th century
a) Peter the Great & his reform, b) Petrine baroque, c) Elizabethan baroque, d) Pleasure and arts, e) Catherine the woman, Catherine the monarch, f) Russian enlightenment

6. St. Petersburg in Russian and World Culture
a) Foundation of St. Petersburg and its development during Peter the Great's reign, b) Establishing of two major trends in Russian culture - westernization and slavophilism, c) Role of St. Petersburg in Russian literature and arts, d) Pushkin's "Bronze Horseman"

7. Architecture in the 18th century. Petrine Baroque
a) construction and development of St. Petersburg after Peter the Great, b) Western influence in Russian architecture, c) Smolnyi cathedral, "Twelve Colleges" and other masterpieces of the 18th century

8. Hermitage, its role in Russian & world culture. History of Its Collection
a) Winter Palace and its history, b) Royal passion for arts (Catherine the Great, Alexander and Nicholas and the Hermitage collection), c) The architecture of the Hermitage buildings

9. Russian Orthodox Church and its role in Russian culture
a) Pre-Christian paganism, b) Russian Orthodox faith & worship, c) Russian monasteries, d) Cracks in Christendom & Old Believers

10. Russian Folklore
a) Russian peasants and serfdom, b) Russian cookery & celebrating, c) Russian traditional costume, d) Fairy tales, animal tales and tales of everyday life, e) Russian folk art: wooden toys, Matryoshka, clay toys, samovars, f) Fedoskino, Palekh & Gzel - centers of folk art

11. Romanov Dynasty
a) Construction of Peter & Paul's fortress, b) Political prison and enemies of Russian tsars, c) Decembrists' uprising and Nicholas I, d) "Peoples Will" and Alexander II, e) Peter & Paul's Cathedral - the burial place of the Romanov dynasty, f) Nicholas II, his family and his fate

12. 19th century Russian culture and history
a) Reign of Alexander I - images of power and progress, b) Patriotic war with Napoleon, c) Autocracy on the defensive, d) Serfdom and abolition of serfdom by Alexander II, e) Alexander III and Russian nationalism

13. Russian painting of the 18-19th centuries
a) Russian portraiture in the 18th century, b) Dmitrii Levitski and Vladimir Borovikovski, c) classicism and sentimentalism, d) Academy of Fine Arts and Wanderers

14. Russian Academy of Fine Arts
a) Establishment of the Academy, b) Romanticism in art: Karl Brullov, Ornest Kiprenski, c) Fine arts education in Russia, d) restoration of the works of art

15. Russian Musical Culture. Folk Music
a) Sources of Russian music, b) Russian folk instruments, c) Russian folk songs and dances

16. Musical Culture in the 19th century
a) Michail Glinka, b) "Mighty Handful" and nationalism in music, c) Tchaikovsky
17. Palaces of Russian Tsars
   a) Palaces and their owners, b) Garden and park architecture, c) Ensembles of Petrodvorets, Pavlovsk and Pushkin

18. Pushkin and Gogol in St. Petersburg
   a) Pushkin in Tsarskoe Selo, b) Pushkin and his heroes in St. Petersburg, c) "Eugine Onegin", d) Gogol and Nevski Prospect, e) "Overcoat"

19. Dostoevski and his role in Russian culture
   a) Dostoevski and petrashevtsy, b) The scenes from "Crime and Punishment", c) Dostoevski and St.Petersburg, d) His role in Russian culture

20. Russian Culture on the border of 19th and 20th c.
   a) The cosmopolitization of culture, b) enlightened industrialists, c) Art Deco style in St. Petersburg architecture

21. Comparative study of Russian mentality
   a) the Mystery of the Russian soul, b) Sources of Russian mentality, c) Oriental influence on Russian mentality, d) Specific features of Russian character and their reflection in literature, e) Russian philosophy in the XIX century

22. Russian Revolution
   a) Lenin and the October revolution, b) Intervention and Civil war, c) peasant commune and kholhozy, d) cultural revolution

23. Soviet period in Russian Culture
   a) Stalin and totalitarian regime in Soviet culture, b) Russians in World War II, c) 900-days blockade of Leningrad, d) Ideals of socialism and socialist realism in Russian culture

24. Modern Russian Society
   a) Russians at home: housing, food, medicine, work and money, b) Russians in the community: shopping, communications, transportation, education

**EVALUATION**

- Student Diary: 30%
- Attendance and Participation: 30%
- Term Paper: 40%

**Student diary**

Students are required to keep their diaries making entries on the daily basis. Diary entries will consist of brief summaries (approximately one page a day) of student daily experiences and impressions related to Russian culture. You will be asked to respond in writing to questions that are posed during class; you may be asked to write from a pro or con position; you may be asked to write about real situations that will happen during our program.

The term diary refers to two different and easily distinguishable types of written material:

On the one hand the personal and reflective notes on events in the recent past, written with the purpose of aiding reflection, expression (possibly of feelings which are private and not vented in a different way) and memory through later consultation of notes. According to the Shorter Oxford English Dictionary (1983) a diary is a “daily record of events or transactions, a journal; specifically, a daily record of matters affecting the writer personally.”
On the other hand, a calendar used to note down happenings of the day and future plans or appointments. Its purpose here is mainly as a memory aid, for organising and time-tabling. (Or in the words of the Shorter Oxford English Dictionary: “A book prepared for keeping a daily record; also, applied to calendars containing daily memoranda.”)

Your diaries should fall under the first definition.

There are many valid purposes for the use of diaries:
• To record experience;
• To facilitate learning from experience;
• To support understanding and the representation of the understanding;
• To develop critical thinking or the development of a questioning attitude;
• To encourage metacognition;
• To increase ability in reflection and thinking;
• To enhance problem solving skills;
• For reasons of personal development and self empowerment;
• For therapeutic purposes or as means of supporting behaviour change;
• To enhance creativity;
• To improve writing;
• To improve or give ‘voice’; as a means of self expression;
• To foster communication, reflective and creative interaction in a group;

**Term paper**

Due September 1, the 3,000 words research paper (word-processes, double-spaced, exclusive of endnotes and bibliography) should focus on one of the topics of this course in its critical, historical or sociopolitical context. Keep in mind that:
*Papers should demonstrate considerable use of the Norlin library resources and critically informed reasoning.*
*Papers should be well-written and well-organized.*
*You have to demonstrate that you understand the content and complexity of the issues under consideration.*
*You have to support your claims and positions with evidence (e.g., citations, references, and examples) and convincing arguments.*
*You have to appropriately introduce the problems or issues you are about to discuss. You have to make a summary and conclusion.*
*You have to proof-read your paper before handing it in.*

In order to conduct a meaningful **historical analysis and interpretation** please use the following principles while working on your papers:

*Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.*
*Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.*
*Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.*
*Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.*
Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

Compare competing historical narratives.

Challenge arguments of historical inevitability by formulating examples of historical contingency, of how different choices could have led to different consequences.

Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.

Evaluate major debates among historians concerning alternative interpretations of the past.

Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions.

Grading guidelines for term paper

The "A" grade reflects maturity and depth of thought, analysis, and expression. The paper has a clear, significant thesis, accompanied by logical and coherent organization of support (which on papers includes specific evidence and detail from the relevant primary texts) and some original insights. The essay has well-chosen diction and no grammatical problems. Typical of the care which the writer has put into his essay, the work contains no misspelling or punctuation errors.

An essay earning an "A" and one earning a "B" differ in degree. In the "B" essay or paper, the thesis may be very sound and clear but perhaps not as original, as deep, or as well-supported; although the essay is generally well-organized, there may be some very minor lapses in organization and logic. In a "B" essay, there should be no major grammatical errors (such as sentence fragments), but there might be minor instances of inappropriate diction. There are very few (and preferably no) misspelled words, and no serious errors with punctuation, but there may be minor (but not consistent) problems with apostrophes, semi-colons, or commas.

An essay earns a "C" when it has a reasonable thesis supported by general organization of evidence. The "C" essay does not exploit the primary sources as well as an A or B essay: it is often is skimpy in depth and detail of support. Such essays tend to be heavy on generalizations and light on details and examples or may have factual errors. They are often not fluent and may have problems in logic, analysis, organization, diction, sentence structure, grammar, punctuation, and/or spelling; some "miss the forest through the trees" by focusing on minor details and missing the essence of a work. Many "C" essays parrot (or rely too heavily) on class notes, textbooks, and secondary sources rather than on original analysis of the ideas, literature, art, or music with which the paper deals.

"D" essays often suffer from major problems of disorganization, unclear writing, weak logic, or sloppy research. "D" essays often have little support for statements and may have major factual errors that could have been avoided with more care. There are often major problems with diction, grammar, sentence structure and/or spelling.

Because of extreme grammatical, organizational, or logical problems, it is often difficult or impossible to follow the discussion or perceive a central thesis in an "F" essay.

FORMAT

No knowledge of the Russian language is expected, as all lectures and discussion will be in English. If you would prefer to do some of the readings in Russian, you should feel free to do so. If you wish to do your diary writing in Russian, you may do so. Most class periods will be a mix of on-site lecture and discussion; only occasionally will I spend the entire class giving a lecture. On-site lectures will take place in the Hermitage, the Russian Museum and its branches, the Museum of Ethnography and other museums and places of interest in St. Petersburg and during field trips outside the city. You will have short reading assignments every week. It is
essential that you keep up with the reading assignments and come to class prepared either to make observations or ask questions. Everyone is encouraged to participate in discussion.

CIEE and St. Petersburg State University, which administers Russian language and culture programs for foreign students, will assist in conducting the program and providing student support services.

**TEXTS**

We use the following texts:

**OR**  

Massie, Suzanne. *Land of the Firebird. The Beauty of Old Russia*. Blue Hill, Maine: HeartTree Press. 1995. (required; it can be shared with other students in the group)


You will have access to Massie and Thompson texts on D2L.