

ROMANTICS, REALISTS AND REVOLUTIONARIES IN NINETEENTH-CENTURY RUSSIA

RUSS 4820
Tulane University, Fall 2016
T/TH: 2:00-3:15
Classroom: Navy ROTC 205

Prof. Ruth Lorenz
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Office Hours: M 12-1; TH 3:30-5:00 and by appt.
Office: Newcomb 305C

The nineteenth century is when Russian literature fully came into fruition. Writers of the period produced works of fiction that compelled admiration across Europe and the world. This course will survey the development of Russian literary culture with particular attention to the way that three broad trends—Romanticism, Realism and social radicalism—shaped nineteenth-century cultural life. In the first part of the course, we will encounter themes of the exotic, supernatural and melodramatic as we study the Romantic literature of the 1830s; we will then trace the mid-century pivot toward Realist prose, marked by rousing calls for sociopolitical engagement and determined attempts to unite the sober portrayal of the present with hints of a utopian future. Finally, our unit on Chekhov will give you a taste of late-stage Realism as well as the movement to new post-Realist forms. Throughout the course, we will tie literature to its historical context, including topics such as serfdom, the tsarist bureaucracy, empire and nationality, the growing influence of non-noble classes, and rising political radicalism. Since Tolstoy and Dostoevsky are covered in a separate course, we will have a chance to dive into a broad array of the other excellent major writers, of both fiction and criticism, who together constitute the cultural fabric of the Russian nineteenth century.

COURSE OBJECTIVES

By the end of this course, you will be able to:

- Name several of the main motifs associated with Romanticism, providing examples from course texts.
- Offer a working definition of nineteenth-century literary Realism and the concept of the type as exhibited in the course texts.
- Discuss how the social concerns of the Reform and post-Reform periods entered into Russian literature.
- Describe the literary programs as well as the social and class allegiances of at least two major mid-nineteenth-century Russian critics.
- Describe how key aspects of biography shaped the texts and the Russian cultural image of Pushkin, Gogol, Tolstoy and Chekhov.
- You will hone your ability to recognize significant detail and analyze complex cultural objects.
- You will develop your ability to articulate an argument, support it with evidence and communicate it with an effective essay structure and prose style.

REQUIRED TEXTS:

Nikolai Gogol, *The Collected Tales*, Trans. Pevear/Volokhonsky, ISBN 978-0375706158
Mikhail Lermontov, *A Hero of Our Time*. Trans. Nicolas Pasternak Slater. ISBN 978-0199652686
Ivan Turgenev, *Fathers and Sons*. Trans. Peter Carson. ISBN 978-0141441337
Anton Chekhov. *Plays*. Trans. Peter Carson. ISBN 978-0140447330
Optional: Anton Chekhov, *Selected Stories*. Multiple Translators; Edited by Cathy Popkin. Norton Critical Edition, 2014. ISBN 978-0-393-92530-2

Optional: Alexander Pushkin, *The Collected Stories*. Translated by Paul Debreczeny. Everyman's Library edition, 1999. ISBN 978-0375405495 Mikhail Lermontov, *A Hero of Our Time*. Translated by Nicolas Pasternak Slater. 2013. ISBN 978-0199652686.

- Additional short readings will be made available in PDF through Canvas

GRADING: Participation 11%	Discussion Prep Assignments (3): 12%
Attendance 11%	Test 1: 12%
Paper 1: 10%	Test 2: 12%
Paper 2: 16%	Final: 16%

ASSIGNMENTS, PAPERS, TESTS

- You will write two papers. The papers you will write will consist of literary interpretation. You will present a cohesive argument about some debatable aspect of the text, whether thematic or stylistic, and back up your thesis with evidence. I will offer suggested topics and questions, or you may choose your own.
- I am happy to discuss your papers with you in office hours at all stages of the writing process. Aim to come to me with at least the beginning of an idea.
- Pages are counted according to the following format: Times New Roman, 12 point, double spaced, one-inch margins on all sides, no extra spaces between paragraphs.
- Papers must be submitted electronically by the deadline via email to me. Unexcused late papers will be accepted at the instructor's discretion, no more than one week late, with points deducted for each day late. I will consider granting deadline extensions in special circumstances.
- We will have two in-class tests. While the papers require you to formulate your own interpretation of a text, the tests will assess the attentiveness of your reading and your acquisition of the cultural information conveyed during class lectures and discussions. Tests will use the short-answer format.
- You will write three one-page informal discussion prep assignments during the semester. You will reflect on an assigned interpretive question with reference to passages in the text. The interpretive content of these assignments is important, but they need not be as polished, cohesive and developed as a formal paper.
- The final exam will not be comprehensive; it will cover solely the unit on Chekhov.

ATTENDANCE AND PARTICIPATION

- Since discussion is a major part of our course, attendance is important. Your attendance grade will be calculated as a simple percentage of the days you attended class and arrived on time. Multiple late arrivals will also count as an absence. In special circumstances, some absences can be excused. Aim to notify me in advance (via email before class starts) about any necessary absences.
- Aim to contribute something to discussion at least once per class meeting. Also be ready to listen respectfully to what your classmates are saying. If one person has already offered several comments, I may wait to see if someone else has something to say before calling on the same person again. Our class will benefit if many different voices are regularly included and if all participants are working together to explore a given interpretive problem. References to specific textual passages are strongly encouraged. Class comments, of course, do not have to be polished and fully thought through. You might offer a possible answer to a question raised in class, point out a passage that might be relevant to our current discussion, raise a question of your own, or reply (supporting or disagreeing) to something a classmate has said.

UNIVERSITY SUPPORT:

- Please let me know if you have a disability and require an accommodation as established by the Goldman Center for Student Accessibility. Contact them at <http://tulane.edu/studentaffairs/support/accessibility/> if you think you may require an accommodation that has not yet been established.
- If you are facing some challenges and are not sure how to handle them, contact Student Resources and Support Services at (504) 314-2160 or <http://tulane.edu/studentaffairs/support/>.

ACADEMIC INTEGRITY

You are responsible for knowing and following the Tulane Code of Academic Conduct, found online at <http://tulane.edu/college/code.cfm>. I will report Honor Code violations for review.

The Code includes the following provisions: "In all work submitted for academic credit, students are expected to represent themselves honestly. The presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else's words). This principle applies to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other assignments."

On Electronic Devices: "Unless explicitly allowed by the instructor, electronic devices (such as cell phones, notebooks, calculators, etc.) are not allowed to be out of backpacks or purses during quizzes and exams. These electronic devices must be packed away and turned off. Any student who is caught with one of these devices out will have his/her test taken and will be charged with the Honor Code violation of cheating."

Plagiarism: "Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work, in rough or working drafts as well as final drafts. Such an act often gives the reader the impression that the student has written or thought something that he or she has in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." Students often have questions about what is or isn't plagiarism. Feel free to consult me.

ONE WAVE

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As ‘One Wave,’ Tulane is committed to providing an environment free of all forms of discrimination outlined in our University Equal Opportunity/Anti-Discrimination Policies, which includes all forms of sexual and gender-based discrimination and harassment, including sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. Learn more at titleix.tulane.edu and onewave.tulane.edu. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below.

Campus Resources:

Confidential	Private
<i>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Counseling & Psychological Services (CAPS) (504) 314-2277 or The Line (24/7) (504) 264-6074	Case Management & Victim Support Services (504) 314-2160 or srss@tulane.edu
Student Health Center (504) 865-5255	Tulane University Police (TUPD) Uptown - (504) 865-5911. Downtown – (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Title IX Coordinator (504) 865-5615 or titleix@tulane.edu

Readings are to be completed before class on the day listed.

8/30 Introduction. Romanticism. Pushkin's poetry.	9/1 Pushkin, The Tales of Belkin: "From the Publisher," "The Shot" and "The Blizzard"
9/6 Pushkin, <i>The Queen of Spades</i> Bethea and Davydov, "Pushkin's Saturnine Cupid"	9/8 Excerpts from Protazanov's film <i>The Queen of Spades</i> (1916) Lermontov, <i>A Hero of Our Time</i> 5-39
9/13 Lermontov, <i>A Hero of Our Time</i> , 63-97 Abrams, "Neoclassic and Romantic"	9/15 Lermontov, <i>A Hero of Our Time</i> , 97-131
9/20 Lermontov, <i>A Hero of Our Time</i> , 132-end; Lermontov, poetry Susan Layton, "Ironies of Ethnic Identity" Wachtel, "Mikhail Iurevich Lermontov"	9/22 Odoevsky, "The Sylph" Discussion Prep #1
9/27 Gogol, "Viy" Wachtel, "The Russian Idea"	9/29 Gogol, "Old World Landowners" Quiz 1
10/4 Gogol, "The Story of How Ivan..." Wachtel, "Nikolai Vasilievich Gogol"	10/6 Gogol, "The Nose" Paper 1 (4-5 pages, due Friday at 8 p.m.)
10/11 Gogol, "The Overcoat" Eikhenbaum, "How Gogol's 'Overcoat' Is Made" Excerpts from Kozintsev and Trauberg's film <i>The Overcoat</i>	FALL BREAK
10/18 Grigorovich, "The Petersburg Organ-Grinders" Lukacs, "Narrate or Describe?"	10/20 Belinsky, selections from "A Glance at Russian Literature in 1847" and "A Hero of Our Time"; "Letter to Gogol"
10/25 Turgenev, "Khor and Kalinych," "District Doctor," "Bezhin Lea" Wachtel, "Ivan Turgenev, <i>Notes of a Hunter</i> " Hugh McLean, "Realism"	10/27 Goncharov, from <i>Oblomov</i> Dobroliubov, "What Is Oblomovitis?"
11/1 Turgenev, <i>Fathers and Sons</i> , 5-74	11/3 Turgenev, <i>Fathers and Sons</i> , 75-135 Discussion Prep #2
11/8 Turgenev, <i>Fathers and Sons</i> , 135-200 Holquist, "Bazarov and Sechenov"	11/10 Turgenev, <i>Fathers and Sons</i> review Start reading Tolstoy, <i>Childhood</i> Quiz 2
11/15 Tolstoy, <i>Childhood</i> Wachtel, <i>Childhood</i> by Lev Tolstoy	NO CLASS Paper 2 (4-5 pages, due Friday at 8 p.m.)

11/22 Chekhov, "The Death of a Government Clerk," "Aniuta," "Enemies" Wachtel, "Russian Psychology"	THANKSGIVING
11/29 Chekhov, <i>The Seagull</i> , 83-111	12/1 Chekhov, <i>The Seagull</i> , 112-141 Discussion Prep #3
12/6 Chekhov, <i>The Cherry Orchard</i> , 281-317	12/8 Chekhov, <i>The Cherry Orchard</i> , 318-346
Final Exam: Saturday, Dec. 17, 1:00-5:00 p.m. (meet on 3 rd floor, Newcomb Hall)	