HUR 141 The Age of Empire. T. TH. 2:30-3:50, Melville 4315
INSTRUCTOR: Nicholas Rzhevsky
E-mail: Nicholas.rzhevsky@stonybrook.edu.

DATE                      ASSIGNMENT

August 29                  Introduction
August 31                  Religion and the Personal Voice: 
                            ARL pp.3-10; Boris & Gleb, 21-32
Sept 7                     Alexis, ARL, 33-39
September 12-14            All Those Invasions--political and 
                            musical. ARL 11-20. Prince Igor
Sept. 19-26                Moral Codes and Politics: ARL 41-45
                            Andrei Rublev
Sept. 28-Oct.3             Avvakum ARL 47-77
October 5-12               The Western Turn: Peter, Catherine and 
                            Napoleon (ARL Felicity, 79-98; Poor 
                            Liza,104-117, Bronze Horseman, 118-135)
October 17                 Borodino, Taman, ARL, 132-146
October 19                 MID-TERM EXAMINATION
October 24-26              Subversions of Secularization 
                            ARL; 147-60, Queen of Spades 236-258
October 31-Nov.2           Poor and Hungry in Russia. 
                            The Overcoat ARL 259-284
November 7-9               Meek Woman ARL.303-337
November 14-16             Holstomer, ARL, 368-409
November 21-28             The Lady with the Lapdog; Cherry 
                            Orchard ARL 401-421, 422-437
November 30                Poetry on the Brink ARL 438-454
December 5                 Socialist Realism and Beyond, ARL 455- 
                            465; 473; 485-489, 505-510, 527
December 7                 Review
December 18                FINAL EXAMINATION (11:15-1:45).

PRIMARY TEXT: An Anthology of Russian Literature: 
Introduction to a Culture. Ed. Nicholas Rzhevsky, Routledge, 
London, NY, 2015). Readings in ARL are to be completed by 
assigned dates.

COURSE DESCRIPTION: HUR 141

An introduction to literary and other media texts central 
to Russian cultural traditions. 3 credits
Grades: 5% quiz; 10% classroom participation; 35% mid-term; 50% final examination.

COURSE LEARNING OUTCOMES

1. Linguistic Proficiency
   • Develop and use an appropriate vocabulary commensurate with literary texts.
   • Develop academic language for critical analysis of literary texts/film and apply appropriate terminology and means of criticism in oral discussions and in writing.
   • Identify and distinguish the content and the aesthetic elements of given literary texts/films.

2. Research Skills
   • Apply appropriate different reading strategies such as skimming and scanning, making inferences, recognizing organizational structures.
   • Recognize connections between literary texts and real-life social, historical, and political situations.
   • Acquire and demonstrate knowledge of different literary and film genres within the socio-historical and political background of the target national culture(s).

3. Critical Thinking Abilities
   • Express and evaluate the fundamental ideas and values expressed in selected literary texts/film.
   • Develop and apply critical skills to analyze and evaluate literary texts.
   • Formulate own opinions about given texts and express them clearly and creatively.

4. Transferable Skills
   • Apply knowledge of literary texts / film to compare and examine own culture.
   • Use analytical and critical skills in speaking and writing for graduate work and for employment in a variety of fields.

DISABILITY SUPPORT SERVICES (DSS) STATEMENT

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services (631) 632-6748 or http://studentaffairs.stonybrook.edu/dss/. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: http://www.stonybrook.edu/ehs/fire/disabilities/asp.

ACADEMIC INTEGRITY STATEMENT
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at: http://www.stonybrook.edu/uaa/academicjudiciary/. To prevent misunderstandings about plagiarism it is a good idea to remember the quotes key on the keyboard.

BAD BEHAVIOR STATEMENT
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

OTHER BAD BEHAVIOR INVOLVING CLASSROOM PROTOCOL
Cell phone and electronic devices should be turned off during class hours. Excessive use during lectures not only negatively impacts eyesight and hearing, but helps produce ill-tempered faculty. Students are not required to ask permission to leave the classroom (except during examinations), but they are encouraged to make minimum noise upon departing and not to step on people’s feet as they leave. In part, if there are pleas for grade consideration they will be considered in the light of the number of times a student has departed from the classroom, and, of course, the number of times she or he has arrived in it. There will be no formal attendance taken, but discussions and examinations will provide an indicator of who is there and who is not.

CLASS RESOURCES
Students are strongly encouraged to use the open stacks of the Library. They provide great opportunities for browsing and quiet reading. Browsing on the internet is also encouraged and appropriate web sites are suggested in the syllabus. In the case of the internet, care should be taken: the expert on Dickens you might think has said it all, might very well be a fourth grader from Iowa (although Iowa as other places does have excellent English literature scholars who usually print their works in hard copy).

Various notices will be posted on Blackboard during the semester. Please do not contact the instructor by Blackboard e-mail but rather directly though his address as noted at the top of this syllabus. Those who are bored with electronic forms of communication are encouraged to visit the instructor during office hours, as noted above.

The Writing Center is a resource Stony Brook provides for everyone. For purposes of surviving the course in good fashion, however, students should remember that good writing is a function of good reading. Examinations will largely test how much and how well the texts have been read. Lectures will help by providing interpretations and biographical material, but they will take for granted that the faculty member is talking about something the student has already encountered directly in his or her own reading. It is a premise of the class, that reading the work oneself is the equivalent of thinking on one’s own and the best resource available to the student.