

SAMPLE SYLLABUS

NYU Prague

RUSSN-UA9261P01

Russia and East-Central Europe

Spring 22

Course Format: BLENDED

Time Zone: CET

Spring 22

You may be taking courses at multiple locations this semester. If you are enrolled in this course 100% **remotely** please make sure that you have completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. **Please contact the site Academic Director (vanda.thorne@nyu.edu) if you need more assistance.**

If you are attending **in person**, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change at any point during the semester if local COVID-19 regulations require additional physical distancing.

Instructor Information

- TBA

Course Information

- **Course Number:** RUSSN-UA9261P01
- **Course Name:** Russia and East-Central Europe
- **Meeting times:** (CET) Monday, 15.00-17.50
- [NYU Prague Academic Calendar](#)

Course Overview and Goals

The increasingly anti-Western turn taken by Russia since President Putin came to power in 2000 provides a good starting point for an interdisciplinary exploration of the complex relationship between Russia and Europe. Far from being a short-term strategic foreign policy orientation, the current ambiguous position of Russia *vis-à-vis* the integrating European Union

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appears to stem from the centuries old tension between Russia's cultural self-identification as 'the better Europe' and 'the savior of Europe' on one hand, and as a separate civilization – *Russkiy mir* or 'the Russian world' – grounded in the Byzantine heritage on the other. This course aims at helping students to understand the distinctiveness and uniqueness of Russia's cultural and political traditions and to appreciate the significance of the differences between the historical experiences, identity narratives, and value systems of various peoples, who tend to retain their particular cultural patterns of thought and social behavior despite geographical proximity and growing interconnectedness brought about by globalization. The course is suitable not only for the students of Russian and Slavic Studies, European studies, history or politics, but also for students of other academic disciplines which acknowledge the explanatory power of cultural outlooks and political traditions which provide the context for individual and group decision-making. Without adequate understanding and appreciation of both commonality and diversity of human experience we risk misreading of the intentions and expectations of the others, which in turn is likely to lead to mismanagement of intercultural and international affairs despite our best intentions to make our globalizing world livable and hospitable to all.

Upon Completion of this Course, students will be able to:

- Demonstrate understanding of the key issues in the Russian political, social, cultural and intellectual history and to relate them to the current developments in the social and political life of Russia.
- Compare and contrast the key ideas, beliefs, and values that have shaped the cultural identities of the Russians and their European neighbors and demonstrate their impact on politics and economics of Russia and countries of East Central Europe respectively.
- Appreciate the richness and diversity of the literary, musical and intellectual achievement of the „Golden Age“ of the Russian culture (from Pushkin, Dostoyevsky, Tolstoy to Chekhov to Stravinsky, Prokofiev, Shostakovich, , Akhmatova, Bulgakov and Solzhenitsyn).

Course Requirements

Class Participation: Quality participation in the class discussions based on the homework assigned for a given class is expected and will account for 10% of the final grade

Assignment 1: Class presentation (ca. 20 minutes) on a topic concerning contemporary Russia approved by the lecturer. (The assignment will be discussed in detail in class in the 3rd week of the semester.)

Assignment 2: Written mid-term test

The test will consist of numerous brief questions (answerable in a paragraph) covering the key issues and ideas explored during the first half of the semester.

Assignment 3: Written end-term test

The test will consist of numerous brief questions (answerable in a paragraph) covering the key issues and ideas explored during the second half of the semester.

Assignment 4: Final Essay

Final Essay (due on Monday, May 16th) will be devoted to a topic selected by each student

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from a list of topics provided by the instructor and related to the main issues explored in class. The list of the Required and Supplementary Texts for this course will provide the point of departure for the research on the paper, but each student will be expected to read at least 100 pages of additional readings relevant to the particular topic (evidenced in the footnotes and Bibliography). The use of scholarly Internet sources is allowed, but it has to be appropriately acknowledged.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Quality participation	10%
Class presentation	10%
Mid-term test	20%
End-term test	25%
Final Essay	35%

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent
A	92.5% and higher
A-	90.0 – 92.49%
B+	87.5% - 89.99%
B	82.5% - 87.49%
B-	80% - 82.49%
C+	77.5% - 79.99%
C	72.5% - 77.49%
C-	70% - 72.49%
D+	67.5% - 69.99%
D	62.5% - 67.49%
D-	60% - 62.49%
F	59.99% and lower

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Assessment Expectations

Grade A: The student's work demonstrates an understanding of the subject that goes beyond assigned course readings. The student writes essays/exam questions that are an original synthesis of source materials, demonstrating the ability to evaluate source material critically. Written arguments are clear, well-organized and well-presented; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student has distinguished himself/herself throughout the course of the semester for his/her contributions to class discussion.

Grade B: The student's work shows a clear understanding of assigned readings and materials covered in class. The student writes clear, well-organized and well-presented essays/exam questions; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student is prepared in class and asks relevant questions.

Grade C: The student's work shows a basic understanding of the subject treated in assigned readings and covered in class. However, written and/or oral work is deficient in one or more of the following areas: clarity, organization or content. The student's work is generally in need of improvement.

Grade D: The student's work shows occasional understanding of the subject treated in assigned readings and covered in class. Written and/or oral work is deficient in one or more of the following areas: clarity, organization or content.

Grade F: The student's work does not demonstrate understanding of the subject treated in assigned readings and covered in class. Written and/or oral work are either insufficient or are not submitted. The student appears unprepared in class and has not frequented the instructor's office hours.

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1 Monday, January 31	Putin as the Mirror of Post-Soviet Russia	Watching BBC and PBS documentaries on Russia's decline in 1990s and Russia's comeback under Putin	
Session 2 MAKE UP DAY Friday, February 4 MONDAY SCHEDULE	Between East and East: The Byzantine and Oriental Sources of the Russian Cultural and Political Traditions	Watching documentaries about the origins of the Russian Empire	Before class

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Session 3 Monday, February 7	How Geography Influenced the Course of Russia's History	R. Pipes, <i>Russia Under the Old Regime</i> , pp. 1-24 (= Chapter 1 in Pipes) – (Total: 24 pages)	Before class
Session 4 Monday, February 14	The Tenor of the Russian Orthodoxy	R. Pipes, <i>Russia Under the Old Regime</i> , pp. 221-245 (= Chapter 9 in Pipes) – (Total: 24 pages)	Before class
Session 5 Monday, February 21	How the Renaissance and the Protestant Reformation put Russia and Europe on Divergent Trajectories	(1) 'God and Caesar' and 'Royal Republic' from A. Zamoyski, <i>The Polish Way</i> , pp. 76-104 - (Total: 28 pages) & documentary about the Renaissance	Before class
Session 6 Monday, February 28	Russia's Crash Course in Westernisation under Peter and Catherine and the Conservative Backlash after 1825	'Trends in the Enlightenment Thought in Russia under Catherine the Great' from: Andrzej Walicki, <i>A History of Russian Thought from the Enlightenment to Marxism</i> , pp. 9-17 – (Total: 8 pages) + (2) Watching documentaries about Peter I and Catherine II	Before class
Session 7 Monday, March 7	Russia in the Mirror of Its Music <u>Written mid-term test</u>	Watching the documentary about the Russian musical tradition ("All the Russias")	
Monday, March 14	SPRING BREAK - NO CLASSES		
Session 8, Monday, March 21	The Russian Giants: Dostoyevsky on Russia and the West	(1) Watching BBC ecranisation of "Crime and Punishment" + (2) 'Two Prophetic Writers: Dostoyevsky and Tolstoy' from A. Walicki, <i>A History of Russian Thought</i> , pp. 309-328 – (total: 19 pages) [first half: on Dostoyevsky]	Before class
Session 9 Monday, March 28	The Russian Giants: Tolstoy on Russia and the West	(1) 'Two Prophetic Writers: Dostoyevsky and Tolstoy' from A. Walicki, <i>A History of Russian Thought</i> , pp. 329-348 – (total: 19 pages) [second half: on Tolstoy] + (2) Watching ecranisation of "Anna Karenina"	Before class
Session 10 Monday, April 4	'Chekhovian Tragedy': Anton Chekhov on the Life in Russia ca. 1900	(1) Watching the ecranisation of "The Cherry Orchard" and "Kashtanka"; (2) Chekhov's short story "The Peasants"	Before class

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Session 11 Monday, April 11	The Bolshevik Revolution and the Rise of a Totalitarian State	(1) Watching documentaries about the Revolution, the Civil War and Stalin; (2) reading Holquist on the logic of state terror	Before class
Monday, April 18	EASTER HOLIDAY - NO CLASSES		
Session 12 Monday, April 25	Russia Through One Woman's Eyes	(1) Selection of poems by A. Akhmatova; (2) reading "On Akhmatova" from Figes <i>Natasha's Dance</i> , pp. 434-458; (3) watching short documentaries on Akhmatova	Before class
Session 13 Monday, May 2	Russia's re-styling as a Global Champion of Conservatism	E. Chebankova, <i>Contemporary Russian Conservatism</i> , pp. 1-22 (in <i>Soviet Affairs</i> , 2015) + P. Robinson, <i>Russian Conservatism</i> , pp. 6-37 – [total: 53 pages]	Before class
Session 14 Monday, May 9	Quo vadis Russia: Russia's Possible Futures	Selection of the latest publications of the current developments in Russia – [total: ca. 50 pages]	Before class
Reading Day Tuesday, May 10	NO CLASSES		
Session 15 Monday, May 16	FINAL EXAMS	<u>Written end-term test</u>	<u>Final Essay due</u>

Course Materials

Required Textbooks & Materials (not required to purchase, copies available in NYU P Library)

Readings in Russian Civilization, edited by T. Riha, University of Chicago Press, 1969. [ISBN 0226718573]

Reinterpreting Russian History: Readings 860-1860s, Primary sources compiled and edited by D. H. Kaiser and G. Marker, Oxford University Press, 1994. [ISBN 0195078578]

Russian Intellectual History: An Anthology, edited by M. Raeff, New York: Harcourt, 1966. [ISBN 0155779702]

A. Brown (ed.), *Contemporary Russian Politics: A Reader*, Oxford Univ Press, 2001 [ISBN 0-19-829999-0]

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- I. Berlin, *Russian Thinkers*, Penguin, 1979. [ISBN 0 14 02.2260 X]
- R. Bideleux and I. Jeffries, *A History of Eastern Europe: Crisis and Change*, 2nd Edition, Routledge, 2007. [ISBN 13: 978-0-415-36627-4]
- A. Gleason (ed.), *The Blackwell Companion to Russian History*, Wiley-Blackwell, 2009. [ISBN 978-1-405-13560-3]
- O. Halecki, *Borderlands of Western Civilization: A History of East Central Europe*, Simon Publications, 1980. [ISBN: 0-9665734-8-X]
- D.L. Hoffmann (ed.), *Stalinism: The Essential Readings*, Routledge, 2003. [ISBN 0-631-22891-8]
- R. Okey, *Eastern Europe 1740–1985: Feudalism to Communism*, 2nd Edition, Routledge, 1986. [ISBN 0-415-08489-X]
- R. Pipes, *Russia Under the Old Regime*, Second Edition, Penguin Books, 1995 . [ISBN 0140247688.]
- N. Riasanovsky, *A History of Russia*, Oxford University Press, 1999. [ISBN 0-19-215899-6]
- A. Walicki, *A History of Russian Thought from the Enlightenment to Marxism*, Stanford University Press, 1979. [ISBN 0804710260]
- P.S. Wandycz, *The Price of Freedom: A History of East Central Europe from the Middle Ages to the Present*, 2nd Edition, Routledge, 2001 [ISBN 0-415-25491-4]

Supplemental Text (not required to purchase, copies available in NYU P Library)

- A. Applebaum, *The Gulag: A History*, Anchor Books, 2003. [ISBN-13: 978-1400034093]
- A. Applebaum, *The Iron Curtain: The Crushing of Eastern Europe 1944-1956*, Anchor Books, 2013. [ISBN-13: 978-1400095933]
- I.T. Berend, *History Derailed: Central and Eastern Europe in the Long Nineteenth Century*, University of California Press, 2005. [ISBN 0-520-23299-2]
- A. Janos, *East-Central Europe in the Modern World*, Stanford University Press, 2000. [ISBN 0-8047-3743-6]
- L.R. Johnson, *Central Europe: Enemies, Neighbors, Friends*, Oxford University Press, 1996. [ISBN 0-19-510071-9]
- R. Medvedev, *Post-Communist Russia: A Journey through the Yeltsin Era*, Columbia University Press, 2000. [ISBN 0-231-10606-8]
- D.L. Ransel and B. Shallcross (eds), *Polish Encounters, Russian Identity*, Indiana University Press, 2005. [ISBN 0-253-21771-7]

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T. Snyder, *The Reconstruction of Nations: Poland, Ukraine, Lithuania, Belarus 1569–1999*, Yale University Press, 2003. [ISBN 0-300-09569-4]

A. Webb, *The Routledge Companion to Central and Eastern Europe since 1919*, Routledge, 2008. [ISBN 10: 0-415-44562-0]

Resources:

- **Access your course materials:** [Brightspace](#)
- **Databases, journal articles, and more:** [Bobst Library](#) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](#) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](#) (nyu.edu/it/servicedesk)
- **NYU Prague library:** [Tritius Catalog](#) (https://nyu.tritius.cz/?lang=EN)

Course Policies

Attendance and Tardiness

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to Academic Director Vanda Thorne (vt21@nyu.edu) to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academic Director Vanda Thorne (vt21@nyu.edu) by email immediately (i.e. before the start of your class). **Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies.** Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academic Director, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

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Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Late Submission of Work

1. Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
2. Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
3. Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.
4. Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
5. Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the site Academic Director as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Academic Honesty/Plagiarism

According to the Liberal Studies Program Student Handbook, plagiarism is defined as follows:

Plagiarism is presenting someone else's work as though it were one's own. More specifically plagiarism is to present as one's own a sequence of words quoted without quotation marks from another writer, a paraphrased passage from another writer's work; facts or ideas gathered, organized and reported by someone else, orally and/or in writing. Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

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The College of Arts and Science's Academic Handbook defines plagiarism similarly and also specifies the following:

“presenting an oral report drawn without attribution from other sources (oral or written), writing a paragraph which, despite being in different words, expresses someone else's idea without a reference to the source of the idea, or submitting essentially the same paper in two different courses (unless both teachers have given their permission in advance).

Receiving help on a take-home examination or quiz is also cheating – and so is giving that help – unless expressly permitted by the teacher (as in collaborative projects). While all this looks like a lot to remember, all you need to do is give credit where it is due, take credit only for original ideas, and ask your teacher or advisor when in doubt.”

“Penalties for plagiarism range from failure for a paper, failure for the course or dismissal from the university.” (Liberal Studies Program Student Handbook)

Classroom Etiquette

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary)
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. In online classes, consider using the chat function or “raise hand” function in order to add your voice to class discussions.

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only

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excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Prague.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277