

Course|Gen_Ed|New-Close-Modify for request 10506

Info

Request: RUT3101 Russian Masterpieces

Submitter: Rylkova,Galina S grylkova@ufl.edu

Created: 10/24/2015 9:47:57 PM

Form version: 1

Responses

Course Prefix and Number : RUT 3101

Course Title: Russian Masterpieces

Request Type: Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term: Earliest Available

Effective Year: Earliest Available

Credit Hours : 3

Prerequisites: ?Prereq: sophomore standing.

Current GE Classification(s): None

Current Writing Requirement Classification : None

One-semester Approval?: No

Requested GE Classification: H

Requested Writing Requirement Classification: None

RUT 3101 Russian Masterpieces, mid-term take-home exam (20% of your final grade). 100%

Due Sunday, November 1, midnight or earlier. Please, submit it electronically to:
grylkova@ufl.edu

Name: _____

I expect you to use all available primary texts and your own notes. This means that I will grade your answers accordingly, i.e. with the expectation that you have done a certain amount of preparation/reading/checking the sources and chosen those questions/topics that you are familiar with and can write about.

Save your results, spell-check, and e-mail your copy to me.

Part I: Write a short essay (350 words) in response to any ONE of the following questions (30%):

- 1) Hostility to oversimplifying theories characterizes the realist novel in general. Whereas utopian fiction tells the story of a hero who discovers that the world is much simpler than he supposed, realist novel of ideas tells the opposite story. The key plot of the realist novel of ideas is the gradual discovery and appreciation of complexity. Please, give examples (and brief explanations) from the works we have read so far.
- 2) Describe similarities and differences in Pushkin's and Tolstoy's attitudes toward family life and toward men and women and their respective roles in love/marriage. Please, give concrete examples.
- 3) Tolstoy seems to imply: We live in the world of uncertainty. Assured prediction is impossible. History and individual lives contain contingent events that might just as well not happened. No account that tries to think contingency away can be adequate. Provide illustrations. Do you agree or disagree?
- 4) The novelist and critic Dmitrii Merezhkovsky regarded Anna as the incarnation of love: "From the first appearance of Vronsky, almost from the first silent glance at him, and to her last breath, Anna loves and only loves. We scarcely know what she felt and thought, how she lived – it seems that she did not exist before her love; one cannot imagine an Anna who does not love." How does this statement agree or disagree with the actual text of *Anna Karenina*?

Part II: A scavenger-hunt exercise (60%)

Choose any **THREE** items from the list of themes that recur in *Anna Karenina*. Please, illustrate each item with **multiple** examples (2 or 3) of its occurrence in the novel. Give a quotation and page reference and explain briefly what this situation is about. Please, provide a brief conclusion as to how your chosen themes have been developing within Tolstoy's novel. I suggest you draw conclusions as a brief summary after each group is completed.

A. Animals

- B. Dreams
- C. Food
- D. Body language
- E. Teeth
- F. Books and reading
- G. Any work of art
- H. An incident where a peasant (or servant) judges, teaches, criticizes, or advises a member of the gentry
- I. A seemingly random event, object, or circumstance that takes on symbolic significance and is regarded as an omen
- J. Lies and falsehoods
- K. Mistakes (such as Kitty's initial infatuation with Vronsky)
- L. Crises
- M. Truth(s)
- N. Births, rebirths
- O. Deaths, suicides/mock suicides
- P. Proposals
- Q. Love
- R. Jealousy
- S. Children
- T. Pregnancy
- U. Women's clothing
- V. Direct or indirect references to the woman question

Part III: What can reading *Anna Karenina* “teach” us today? Here are a few possible answers for you to consider (please, continue the list) (10%).

- A. Goodness and evil pertain above all to ordinary moments. We usually do not notice what makes life better or worse.
- B. The more a belief justifies our way of life, the more we should suspect our reasons for believing it.
- C. The myth of love as passion – as something that happens entirely apart from our will – disables us from choosing. We often describe actions as passions so as to avoid responsibility for them. We sometimes create situation in which something we wish for but know is wrong can happen “against our will.”
- D. Marriage is not an idyll in which one simply “enjoys love.” It demands the constant work of knowing oneself and another as changing people in changing circumstances.
- E. Imagining oneself as a tragic, romantic, or novelistic hero or heroine may deprive one of freedom, but it confers a spurious sense of importance. It feeds narcissism.
- F. No other art form or discipline describes moral situations, as well as individual people, with the richness and complexity of the great realist novels.
- G. Realist novels make clear that simple solutions to complex problems are absurd.

Please, MARK (type agree next to it) the answers you agree with and write down YOUR OWN THOUGHTS

FALL 2015

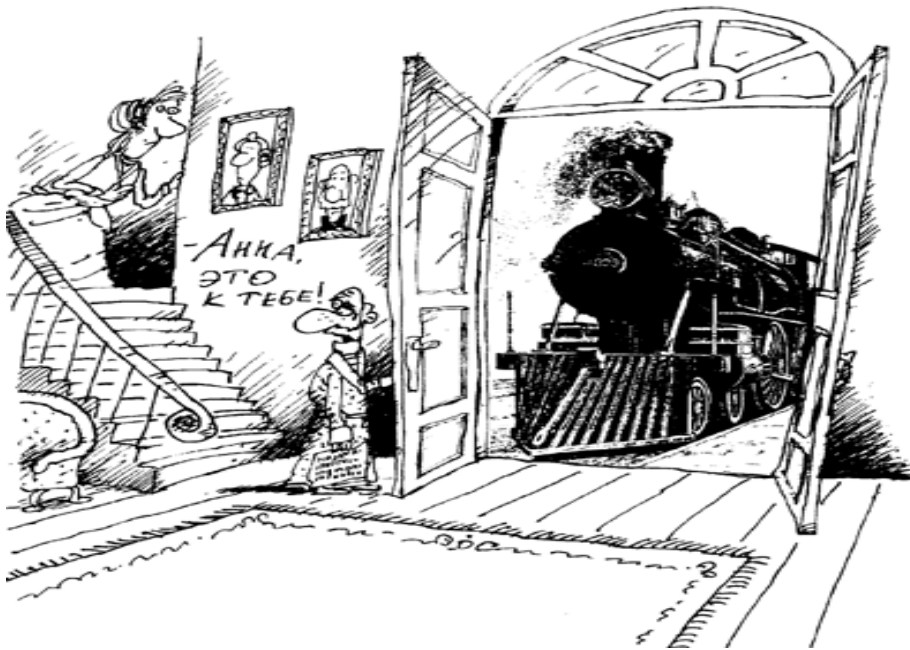
RUT 3101 (14F3): Russian Masterpieces

Cross-listed with Honors (09BA)

M, W, F 9th period, TUR 2346

Instructor: Professor Galina Rylkova (grylkova@ufl.edu)

Office hours: Tuesday, Thursday: 3.00-3.50 p.m., room 256 Dauer Hall



“Anna, it’s for you” – in reference to the final scenes in Leo Tolstoy’s *Anna Karenina*

Texts to be discussed:

- Pushkin, *Eugene Onegin*
- Gogol, *The Overcoat*
- Dostoevsky, *Crime and Punishment*
- Tolstoy, *Anna Karenina*
- Chekhov, *The Seagull*
- Nabokov, *Lolita*

Course description: When Virginia Woolf read Dostoevsky, she compared the experience to crawling out from under a train wreck. Down through the years millions of readers have had powerful – if far more pleasant – experiences reading Pushkin, Gogol, Tolstoy, Chekhov, and Nabokov. Join us for a course that's not too difficult but that is very memorable.

Format: Lectures and discussion. The main emphasis will be on what is called “close reading” of the assigned texts. No knowledge of Russian required. Factual quizzes, and take-home mid-term and final.

Learning Outcomes: Students will get acquainted with selected Russian masterpieces, well known to the majority of Russians. Russian culture has been traditionally logocentric, with writers playing an unusually important role in defining Russia’s social, political and cultural development. As one expert put it, “Russian literature is compact, intensely self-reflexive, and always about to forget that it is merely made up out of words. Imagined characters walk out of fiction into real life, while real-life writers are raised to the status of myth.” Reading Russian literature is a rewarding aesthetic experience, in the course of which students will also learn some basic literary and cultural concepts which they will be able to apply to the analysis of any literary or cultural text/situation in the future.

In addition to gaining a deeper appreciation of Russian culture and literature, students will develop a broader cultural literacy and an understanding of the changing definition and role of literature in society.

Therefore, by the conclusion of the course it is expected that students will be able to:

- Demonstrate knowledge of the content of specific literary works and the structures and conventions of different literary genres.
- Produce original, critical readings of literary texts, using different methods of interpretation and analysis, while identifying and interpreting formal and genre-related elements in the texts.
- Critically assess the variety of roles that literature has played historically and continues to play in the human experience.
- Draw connections between literary texts and their biographical, historical, and cultural contexts of authorship and reading.

GENERAL EDUCATION INFORMATION:

RUT 3101 counts for three (3) hours of the University of Florida's General Education Requirement in the **Humanities (H)** area by providing instruction in the key themes, principles and terminology of a humanities discipline. **Course with the Humanities (H) designation** reflect the following objectives: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

RUT 3101 also counts for three (3) hours of the University of Florida's General Education Requirement in the **International (N)** area by addressing values, attitudes and norms of a non-US culture. **Course with the International (N) designation reflect the following objectives:** International courses provide instruction in the values, attitudes and norms that constitute the contemporary cultures of countries outside the United States. These courses lead students to understand how geographic location and socioeconomic factors affect these cultures and the lives of citizens in other countries. Through analysis and evaluation of the students' own cultural norms and values in relation to those held by the citizens of other countries, they will develop a cross-cultural understanding of the rest of the contemporary world.

See: <http://gened.aa.ufl.edu/subject-area-objectives.aspx>

A minimum grade of C is required for general education credit.

STUDENT LEARNING OUTCOMES (Humanities and International): Students will acquire a basic understanding of literary analysis and learn to apply this knowledge and develop their own reading skills. Students will pursue these goals across the following three categories:

- **CONTENT:** Students will demonstrate competence in the history, terminology, concepts, methodologies and theories used in the literary humanities. They will identify, describe, and explain the values, attitudes, and norms that shape the cultural differences of the Russian people.
Assessment by exams, written assignments and in discussion.
- **COMMUNICATION:** Students will communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the literary

humanities. They will also clearly communicate knowledge, ideas, and reasoning stemming from their analysis of Russian cultural traditions.

Assessment by written assignments and in discussion.

- **CRITICAL THINKING:** Students will analyze information carefully and logically from multiple perspectives, using methods specific to the literary humanities and developing reasoned solutions to interpretive problems. They will analyze and evaluate their own cultural norms and values by placing them in dialogue with those of the Russian people.

Assessment by written assignments and in discussion.

Required texts:

- Alexander Pushkin, *Eugene Onegin* in Vladimir Nabokov's translation (bookstore or amazon.com)
- Leo Tolstoy, *Anna Karenina* (bookstore or amazon.com)
- Vladimir Nabokov, *Lolita* (bookstore or amazon.com)
- All other texts will be available online or provided by the instructor.

Secondary Sources (for you to consult if necessary, not required):

- Caryl Emerson, *The Cambridge Introduction to Russian Literature* (2008).
- Andrew Wachtel, and Ilya Vinitsky, *Russian Literature* (2009).

GRADE DISTRIBUTION:

- **Attendance and participation in discussions: 30%**
- **Quizzes: 30%**
- **Take-home mid-term exam: 20%**
- **Take-home final exam: 20%**

COURSE ASSIGNMENTS

1. Attendance & Participation, 30%

Attendance: Attendance is mandatory and will be assessed by class roll or sign-up sheet. Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class. Students are permitted **two** unexcused absences (2 x 50 minutes), beyond which **each additional** unexcused absence will result in a lowering of the final grade by one full letter. In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Please, see UF Attendance Policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Participation: Students are expected to do all the readings carefully so that they will form the basis of their contributions to class discussion. Discussion questions will be distributed in advance via e-mail several days prior to each meeting. Each class will include a series of questions on the contents of the assigned readings. If students are unable to answer these questions, it will be assumed that they have not prepared the homework and will lose .5% from their participation on each occasion that this occurs.

Consistent participation in class discussions will also contribute to this portion of the final grade. Attention will be paid not only to the quantity of your contributions to in-class discussion but also to the quality.

Participation Rubric:

Outstanding	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> Consistently thorough preparation of readings as evidenced by ability to answer introductory questions Discussion contributions manifesting mastery of concepts, terminology, methodologies, and intellectual nuances of material 	<ul style="list-style-type: none"> Predominantly thorough preparation of readings as evidenced by ability to answer introductory questions Discussion contributions manifesting basic though not necessarily sophisticated understanding of concepts, terminology, methodologies, and intellectual nuances of material 	<ul style="list-style-type: none"> Generally incomplete preparation of readings as evidenced by ability to answer introductory questions Discussion contributions manifesting inaccuracy or confusion in understanding of concepts, terminology, methodologies, and intellectual nuances of material

TIPS: *Interpretive* (or *Critical*) questions are open-ended and are concerned with textual meaning. They ask for opinions on themes, figurative language and symbolism within the narrative. They also ask for judgments regarding the period, history, politics and ethical questions that are relevant to the text. The open-endedness of Interpretive and Critical questions—which often use phrases such as "do you think" or "why do you suppose"—indicates that there may well be neither simply "right" nor simply "wrong" answers; the success of a response is based on the evidence and reasoning students employ to support their analysis and judgment.

2. Quizzes: 5 (30%), please, see course calendar for approximate dates.

These will be written in class (15-20 minutes) to check your factual knowledge and understanding of the assigned texts. These will include some of the discussion questions as well.

3. Take-home mid-term exam: 20%

4. Take-home final exam: 20%

Method of assessment will be 2 exams (each exam is worth 20%, or together, 40% of the total grade). The exams will be comprised of *short essay* questions based on readings, lectures and discussion sections. They will also include a research portion and a creative assignment. **Exams are scheduled for week 9/10 and “the reading week” of the semester. I am attaching a copy of my mid-term exam for fall 2015.**

Make-up Policy:

There are NO MAKE-UPS for un-excused absences for quizzes or exams. No late assignments will be accepted without legitimate reason (documented illness, excused

absence). If you have to miss class or an assignment, please contact me ahead of time to discuss arrangements.

Grades Disputes:

Should a student wish to dispute any grade received in this class (other than simple addition errors), the dispute must be in writing and be submitted to the instructor within a week of receiving the grade. The dispute should set out very clearly, the grade that the student believes the assignment should have received as well as why he or she believes that he or she should have received such a grade.

The following scale will be used in grading your assignments and in calculating the overall grade for the course:

A = 95 – 100% (4 points)	B - = 75-79% (2.67 points)	D + = 55-59% (1.33 points)
A - = 90 – 94% (3.67 points)	C+ = 70 – 74% (2.33 points)	D = 50 – 54% (1.0 point)
B+ = 85 – 89% (3.33 points)	C = 65 – 69% (2.0 points)	D - = 45 – 49% (0.67 points)
B = 80 – 84% (3.0 points)	C - = 60-64% (1.67 points)	E = 40 – 44% (0 – Failure)

If you have questions, please, consult:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Course Policies

Please, come to class on time.

Cell phones and gadgets: Please turn your cell phone off during class as a courtesy to us all. If your cell phone does happen to disturb the class, you are required to treat the class to cookies as reparation for the interruption. Please keep all other gadgets out of sight and sound as well: they are a distraction!

Please do not hesitate to contact me during the semester if you have any individual concerns or issues that need to be discussed. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Be certain to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else's work. Failure to give credit by quoting and/or footnoting is PLAGIARISM and is unacceptable. Please review the University's honesty policy at www.dso.ufl.edu/judicial/.

Counseling and Mental Health Resources:

Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

Students with disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

COURSE CALENDARPlease note:

- This schedule of readings is preliminary and may undergo modifications as the semester progresses.
- All reading and writing assignments must be completed by the beginning of the class period under which they are listed. Please, bring the assigned books/readings to class.

Week 1:

August 24, 26, 28: Introduction: Alexander Pushkin, his life and works, *Eugene Onegin*, Chapter 1

Week 2:

August 31, September 2, 4: Alexander Pushkin
Texts: Pushkin, *Eugene Onegin*, Chapters 1,2
Fiennes, "Onegin," film, clips
Tchaikovsky, "Eugene Onegin," opera, clips

Monday September 7: NO CLASS, Labor DayWeek 3:

September 9, 11: Alexander Pushkin
Texts: Pushkin, *Eugene Onegin*, Chapters 3, 4
Fiennes, "Onegin," film, clips
Tchaikovsky, "Eugene Onegin," opera, clips

Week 4 :

September 14, 16, 18: Pushkin
Texts: Pushkin, *Eugene Onegin*, Chapter 5,6,7
Fiennes, "Onegin," film, clips
Tchaikovsky, "Eugene Onegin," opera, clips

Week 5:

September 21, 23, 25: Pushkin, Gogol
Texts: Pushkin, *Eugene Onegin*, Chapter 8
Tchaikovsky, "Eugene Onegin," opera, clips

Quiz 1: Friday, September 25

Texts: Gogol, "The Overcoat" (handout)

Week 6:

September 28, 30, October 2: Gogol, Fedor Dostoevsky

Texts: Gogol, "The Overcoat" (handout)

Simon Karlinsky, "Alienation and Love: "The Overcoat"" (handout)

"The Overcoat," film (clips)

Texts: Dostoevsky, *Crime and Punishment* (Part 1, online)

Irvin Weil on Dostoevsky: <http://www.youtube.com/watch?v=ayh-ehvFVfU>

Week 7:

October 5, 7, 9: Dostoevsky, Leo Tolstoy

October 5: Texts: Dostoevsky, *Crime and Punishment* (Part 1, online)

Quiz 2 (Wednesday, October 7)

October 7-9

Texts: Leo Tolstoy, *Anna Karenina*, Part 1

Week 8:

October 12, 14, 16: Leo Tolstoy

Texts: Leo Tolstoy, *Anna Karenina*, Parts 2, 3

Quiz 3: Friday, October 16

Week 9:

October 19, 21, 23: Leo Tolstoy

Texts: Leo Tolstoy, *Anna Karenina*, Parts 4,5,6

Week 10:

October 26, 28, 30: Leo Tolstoy

Texts: Leo Tolstoy, *Anna Karenina*, Parts 7, 8

Film screening (a 35-minute clip): Woody Allen, "Love and Death," discussion

Midterm take-home exam (due Sunday, November 1, midnight or earlier)

Week 11:

November 2,4 Anton Chekhov

Texts: Anton Chekhov, *The Seagull* (Act I)

November 6: NO CLASS, Homecoming

Week 12 :

November 9,13: Chekhov,

Texts: *The Seagull* (acts 2,3)

November 11: NO CLASS, Veterans' Day

Week 13-14:

November 16: Chekhov,

Texts: *The Seagull* (act 4)

Quiz 4 (Wednesday, November 18)

November 18, 20, 23: Vladimir Nabokov, *Lolita* Part I, sections 1-22

BBC documentary, Nabokov and Lolita:

<http://www.youtube.com/watch?v=TnvvBL6set4>

Clips from Stanley Kubrick's "Lolita"

Film screening and discussion of Igor Stravinsky's opera, "Oedipus Rex"

November 25, 27, NO CLASS, Thanksgiving

Week 15:

November 30, December 2, 4: Vladimir Nabokov

Texts: Vladimir Nabokov, *Lolita*, Part I, sections 23-33; Part II, sections 1-24;

Clips from Stanley Kubrick's "Lolita"

Quiz 5 (Friday, December 4)

Week 16:

December 7, 9: Vladimir Nabokov

Texts: Vladimir Nabokov, *Lolita*, Part II, sections 25-36.

Clips from Stanley Kubrick's "Lolita"

Concluding remarks and discussion

Final Take-Home Exam (due Tuesday, December 15, midnight or earlier)