



MAJOR-SPECIFIC STUDY & INTERN ABROAD PROGRAMS

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COURSE SYLLABI

Host Country: Russia
Host Institutions: Moscow State University

This document contains course syllabi for the most commonly offered courses (taught in English). KEI can provide syllabi for other courses up on request. Note: most professors in Russia do not use course syllabi since there is little need for them in the Russian educational system. It may take several months for the professor to prepare a syllabus for a course.

The Knowledge Exchange Institute and Moscow State University reserve the right to cancel or modify courses content. Contact a KEI Program Manager for more information about courses.

BUSINESS, LAW & DIPLOMACY

BUS/ECO/POL 342 Political Economy of Russia

This course introduces students to the political economy of Russia, and to a lesser extent, of the other states of the ex-Soviet Union. "Political economy" refers to a strongly interactive process of economic factors driving political decision-making, and political decision-making determining the development of national economic factors. The course begins with an examination of the Command-Administrative Economy of the USSR and an analysis of its structure. Building on this, it proceeds to an examination of *perestroika*. The major portion of the course is an examination of the policies of the post-Soviet government with a focus on current policies.

Text:

Paul R. Gregory and Robert C. Stuart, *Post-Soviet Economic Structure and Performance* (New York: Harper and Row, 1993).

Philip Hanson, *From Stagnation to Catastroika: Commentaries on the Soviet Economy, 1983-1991* (Washington, D.C.: Center for Strategic and International Studies, 1992). ISBN 0-275-94254-6

Shafiqul Islam and Michael Mandelbaum (eds.), *Making Markets: Economic Transformation in Eastern Europe and the Post-Soviet States* (New York: Council on Foreign Relations Press, 1993), ISBN 0-87609-129-X

Credits: 3

Prerequisite: N/A

Topics Covered

Command Economy

- Background to the Russian Economy
- Establishment of Central Planning
- Command-Administrative Economy
- Soviet International Commerce
- Reform and Perestroika
- Transition to a Market Economy

Building a Market

- Eastern European Example
- Aid and the International Economic Institutions
- Crime and Corruption
- Privatization
- Labor and Management
- Agriculture

Russia and the World Market

- Monetary and Fiscal Policy
- Convertibility and Currency
- High Technology and Western Export Controls
- Defense Spending, Conversion, and Arms Trade
- Energy and the Environment
- The Economy and the Last Election

BUS/ECO 534 Russian Business Practice

This course examines economic, political, cultural and demographic conditions and trends that influence business practices and investments in Russia. The course will identify issues managers face in developing countries in key business areas, including finance, marketing, personnel management and organization, production and governmental relations.

Text: Selected current readings assigned by professor

Credits: 3

Prerequisite: N/A

Topics Covered

- Overview of the Business Environment in the Russian Federation:
 - Economic and political factors
 - Cultural and demographic factors
 - National policies
 - Competitive dynamics
- Corporate Planning
 - Environmental analysis
 - Strategic planning
- Role of Government in the Business Enterprise
 - Understanding government needs
 - Managing government relations

- Issues of Ownership and Management
 - Branch vs. subsidiary
 - Local vs. foreign management
- Issues of Finance
 - Finding capital
 - Currency controls and exchange
 - Inflation and instability
 - Government controls
- Technology
 - Information Systems
 - The problem of bootlegging
 - Protection of intellectual property
- Survival and Success
 - Strategies that work and don't work
 - Case studies

POL 335 Russian Political System

This course covers the structure of Russia's post-soviet government. Students will explore issues related to political and economic alternatives to state socialism, privatization, constitutional developments, party formation, and domestic and international policy.

Textbook: Russia: Inventing the Nation
By Vera Tolz

Credits: 3

Prerequisite: N/A

Topics Covered

STRUCTURE OF GOVERNANCE

- Russian constitution
- Presidency and Prime Minister
- Duma
- Regional authorities
- Military
- Constitutional court
- Political parties vs. the one-part state

POLICIES

- Economic reforms and market economy
- Foreign investment and privatization
- The fate of agriculture
- Domestic nuclear policy and disarmament
- Crime and terrorism
- Relations with the USA and the European Community
- Foreign policy: from super-power to regional actor.

POL 435 Legal Structure in Russia

The goal of this course is to provide an understanding of Russia's current legal and political system. Topics include the influence of poverty and wealth on the legal and political system, rise of capitalism and its effect on politics, legal and political reforms under the Gorbachev, Yeltsin and Putin administrations, and

intellectual property rights.

Text: Selected current readings assigned by professor

Credits: 3

Prerequisite: N/A

Topics Covered

PART 1: OVERVIEW

- Soviet legal and economic tradition
- Russian legal & economic reform
- Problems of law reform
- Role of Law in Emerging Market Economies

PART 2: RUSSIAN LEGAL SYSTEM

- Overview of the Russian legal system
- Sources and Hierarchy of Law
- Court Systems
- Judges and attorneys
- Russian Constitution
- Civil and Commercial Law

LAW, POLITICS & BUSINESS

- Business, property and privatization
- Contracts and intellectual property
- Regulation of foreign investment
- Anti-monopoly regulation
- Securities and financial regulation
- Taxation

RUSSIAN LANGUAGE & CULTURE

ART/LIT/SOC/HIS/POL/ECO 381: Russian Studies Seminar

A survey course of Russian society and culture. The course objective is to understand the development of the Russian culture over the 18th, 19th and 20th centuries.

Textbook: Hand-outs provided by instructor

Credits: 3

Evaluation Methods: 25% each

- Class Discussion
- Homework Assignments
- Museum Assignments
- Final Term Paper

Topics Covered

WEEK 1

Classroom Instruction

- Discuss Syllabus
- *Introduction to Russian Culture*
 - 18th Century
 - 19th Century
 - 20th century, pre-soviet and soviet epoch
 - New Russia
 - Influences of each period

Cultural Visits & Discussion

- Visit to the Museum of the History of Moscow
- Discussion of the visit to the Museum of the History of Moscow

WEEK 2

Cultural Visits & Discussion

- Trip to Vladimir & Suzdal
- Discussion: comparative culture

WEEK 3

Classroom Instruction

- *Architecture:*
 - woodcraft buildings of ancient Slavs;
 - influence by the Byzantine architecture;
 - orthodox churches;
 - Renaissance trends in Russian architecture;
 - development of unique tent-like churches (Saint Basil's Cathedral);
 - 17th century: Naryshkin baroque;
 - Peter the Great reforms: influence of the architectural styles of the Western Europe;
 - 18th century: rococo, Neoclassical architecture;
 - 19th century: Byzantine and Russian Revival style;
 - 20th century: Art Nouveau, Constructivism, the Stalin Empire style, functionalism;
 - present times: international style

Cultural Visits & Discussion

- Visit to the museum of architecture.
- Discussion of the museum of architecture

WEEK 4

Classroom Instruction

- *Russian Culture through its Art:*
 - Icon painting;
 - 18th century: portrait painting (Ivan Argunov, Fyodor Rokotov, Dmitry Levitzky, and Vladimir Borovikovsky);
 - 19th century: neoclassicism, romanticism (Karl Briullov, Alexander Ivanov), realism, Peredvizhniki (Ivan Shishkin, Arkhip Kuindzhi, Ivan Kramskoi, Vasily Polenov, Isaac Levitan, Vasily Surikov, Viktor Vasnetsov and Ilya Repin);
 - Turn of the 20th century: Boris Kustodiev, Kuzma Petrov-Vodkin, Mikhail Vrubel and Nicholas Roerich);

- 20th century: Russian avant -garde, modernism, neo-primitivism, suprematism, constructivism, rayonism, and futurism (El Lissitzky, Kazimir Malevich, Wassily Kandinsky, Vladimir Tatlin, Alexander Rodchenko, and Marc Chagall);
- Socialist realism: primitivism, hyperrealism, grotesque, and abstraction (Ernst Neizvestny, Ilya Kabakov, Mikhail Shemyakin, Erik Bulatov, and Vera Mukhina);
- Modern Russian Art

Reading Assignment

- The Station Master- Pushkin
- The Bronze Horsemen- Pushkin
- A Hero of our time: Bela – Lermontov (Handout)
- Mtsyri (poem) – Lermontov (Handout)
- The Dream of a Ridiculous Man- Dostoevsky

Cultural Visits & Discussion

- Visit to the Tretyakov gallery
- Discussion of the visit to the Tretyakov gallery

WEEK 5

Classroom Instruction

- *Russian Literature:*
 - Introduction to Russian Literature
 - 18th Century
 - 19th Century (Sentimentalism, Preromanticism, romanticism and realism)
 - 20th century, first half (pre-soviet and soviet epoch)
 - Influences of each period
 - Pushkin;
 - Lermontov;
 - Gogol;
 - Turgenev;
 - Dostoevsky
 - Discussion of the reading assignment

Reading Assignment

- The Death of Ivan Ilych- Tolstoy
- Anna on the neck – Chekhov
- Master and Margarita, Chapter I, II, III – Bulgakov (Handout)

Cultural Visits & Discussion

- Visit to the Pushkin Museum
- Discussion of the visit to the Pushkin museum

WEEK 6

Classroom Instruction

- *Russian Literature (continuation):*
 - Tolstoy;
 - Chekhov;
 - Gorky;
 - Kuprin;
 - Bunin;
 - Bulgakov;

- Modern Russian literature
- Discussion of the reading assignment

Cultural Visits & Discussion

- Visit to the Bulgakov museum.
- Discussion of the visit to the Bulgakov museum

WEEK 7

Cultural Visits & Discussion

- Overnight excursion to St.-Petersburg
- Discussion about St. Petersburg's role in Russian culture and society;
- Rivalry between Moscow and St. Petersburg

WEEK 8

Classroom Instruction

- *Russian music and dance:*
 - Folk music;
 - 19th century music: classical music, Romantic traditions in the Russian Classical music: Mikhail Glinka, Anton and Nikolay Rubinstein, Petr Chaikovsky;
 - 20th century music: socialist realism (Scriabin, Stravinsky, Rachmaninoff, Prokofiev, Shostakovich and Sviridov);
 - Russian world-renowned soloists: violinists David Oistrakh and Gidon Kremer; cellist Mstislav Rostropovich; pianists Vladimir Horowitz, Sviatoslav Richter, and Emil Gilels; vocalists Fyodor Shalyapin, Galina Vishnevskaya, Anna Netrebko and Dmitry Hvorostovsky;
 - Russian opera;
 - Russian modern music (Soviet music, Russian rock music, rock and roll, heavy metal, bard music, pop music);
 - Russian folk dance;
 - Russian ballet (Sergey Diaghilev, famous dancers: Anna Pavlova, Vaslav Nijinsky, Maya Plisetskaya, Rudolf Nureyev, Mikhail Baryshnikov).

Cultural Visits & Discussion

- Visit to the Glinka music museum.
- Discussion of the visit to the Glinka music museum

WEEK 9

Classroom Instruction

- *Russian cinema, animation and life style:*
 - history of the Russian cinema;
 - Soviet cinema: socialist realism, famous directors (Eisenstein, Tarkovsky), comedies (Ryazanov, Gaidai), dramas, film adaptations (Bondarchuk, Menshov), osterms (Motyl);
 - documentary films;
 - modern Russian cinema;
 - Russian animation: history and traditions;
 - national costume;
 - cuisine;
 - traditions;
 - holidays;
 - sports;
 - national symbols

Cultural Visits & Discussion

- Visit to the Historical Museum
- Discussion of the visit to the Historical Museum

WEEK 10

Classroom Instruction

- *Political Economy*
 - Nature of Communist Rule
 - Post-Soviet Government
 - Military in Russian Politics
 - Russian Economy & Society
 - Russian Economic Reform
 - Equalities and Inequalities in Russian Society
 - Role of government in the economy

Cultural Visits & Discussion

- Visit to the Russian Duma (if access is allowed)
- Discussion of Russian parliament and executive

WEEK 11

- Final term paper due
- Paper presentations

HIS 381 Russian History

Russian history is a long story about the struggles of the Russian people to create a state that clearly represents the objectives of all the people not simply a small group that is privileged. From tsarist times through the Soviet period and to the present day Russian history is complicated. Historians for two generations asked “Why Revolution?”, “Why Lenin?”, “Why Stalin?” and wrote volumes on those subjects. Russian history is much more than leaders and their personalities. The Russian people have been resilient through centuries of chaos, wars, famines and revolution. It is a history rich in culture and texture far different from America’s. Russian history is a complex story that has been greatly debated and contested in the west for the past fifty years. We will sample the different interpretations, primary documents and some literature to discuss the evolution of Russia in the twentieth century. Come with enthusiasm and all will be well.

Textbooks:

- *Russian Short Stories from Pushkin to Buida*, Penguin Classic
- David Marples, *Motherland: Russia in the Twentieth Century*
- Martin McCauley, *Stalin and Stalinism*

Credits: 3

Objectives	Measures
Students will demonstrate knowledge of a basic narrative of Russian history: political, economic, social and cultural taking into account the issues that are prevalent in Russian political history.	Essay examinations or writing assignments to ascertain the student’s ability to put the subject under examination into a framework.
Students will demonstrate knowledge of common institutions in Russian political history and how they have affected different groups and the collective. (the common institutions of Russian history)	Essay examinations and/or writing assignments will examine the student’s ability to understand the common institutions of Russian political history.
Students will demonstrate knowledge of Russia’s	Essay examinations or writing assignments

evolving relationships with the rest of the world.	where the student will be expected to analyze the complexities of Russia's relationships with the rest of the world.
Students will demonstrate skills required to succeed in a political history course: the ability to write a formal essay, marshal and evaluate evidence and to think in a critical manner.	Essay examinations or writing assignments where the student demonstrates the skills that are necessary for success in a history course.

Structure of the Course

Readings will be assigned for completion before each meeting. We meet each week for three hours. The course will consist of lectures and discussions, not necessarily strictly segregated. I will build into each lecture discussion time and this does not need to be neatly packaged at the end. Indeed, I am very happy to have a free flow exchange of ideas. Questions and comments will be welcome during the lectures. Do not worry about interrupting a pre-prepared flow (as long as you at least wait for the end of the sentence!). It is far better in my view to address directly your conceptions, thoughts, and worries than to have a rigid agenda. I will provide you with possible discussion questions that will help in your preparation. These are not intended to be the only "approved" items for discussion. It would be strange indeed if your perspectives and mine were identical. Please bring your ideas and insights to bear in these discussions. I will be grateful to listen and to share thoughts with you.

Assessment and Deadlines

Assessment will consist of four elements.

- o Two - Five Page Papers (20% + 20%)
The guidelines for writing a history paper follow the plagiarism section of the syllabus. The topics will be discussed in class, so that you may choose. One will be due the last class of October and the other the last class of November.
- o A Final Exam (30%)
I will present you with the questions well in advance so we can discuss different aspects of the questions.
- o Class Participation (30%)
Please do the reading before the class so we can discuss the various aspects and interpretations that the author expresses. We have been invited to participate in walking tours of parts of Moscow. These tours are on Sat. mornings. Since the tours last three to four hours that will be your class for the week. We will discuss the tour in a follow up class.

Grading

Grades on each element of the assessment will be based on the thoroughness of your completion of the task (the ability to make specific references to the material studied and to make informed and thoughtful comments on it). You should note that in written and oral assignments presentation does matter. Inarticulate expression and poor presentation of written assignments tend to create a negative atmosphere for the reception of your work and get in the way of points you try to make. That said, I try to give encouragement and some leeway in grading for people who show significant improvement over the semester. Grading criteria for each assignment are given above under Assessments & Deadlines.

Writing an Essay for a History Class

The rules for writing a History essay are similar but not the same as for other subjects. Remember, what makes History different from other subjects is that it is all about time and the effects of the passage of time. You can only do well on History essays if you make sure you show the effects of the passage of time.

The main difference between writing for history at college and writing in high school is that in college you will be asked to answer a specific question. For example, you may have written an essay in high school on the New Deal. In that essay, no doubt well written and full of facts, you will have told a story, much like you might find in a newspaper telling what happened. In college we want you to question WHY things happened the way that they did, what were the CONSEQUENCES, and to try to determine what factors were more important and what were less important in your INTERPRETATION of what happened. Such an approach can be seen in the wording of the questions we ask you to write on. Using the New Deal example again, in college you will be asked to answer a question like “Did the New Deal have great impact on American History in the twentieth century?”

All essays, no matter what the subject, have the same basic structure:

1. Introduction- A good introduction should not only grab the reader’s attention but should give an idea of the scope and limits of the essay. Here you need to reference the question directly, if nothing else it shows you have understood and its dimensions.
2. Middle- The middle carries the main burden of the essay. In history this is where you supply the argument and evidence to back up the argument. This is where you do not simply list what the components of the New Deal were but instead assess what programs really did help Americans get out of the Great Depression and if there were other factors (like President Franklin Roosevelt’s personality and political skill) that also had an impact and what that impact was. This is where you need to make decisions about how you will answer the question and try to make an argument that continues throughout the essay. So, if you have decided that the New Deal accomplished very little, this is where you cite and analyze the evidence that led you to that conclusion. A good essay does not, of course, list all the things that support your argument and ignore all those inconvenient things that might suggest the answer is not so straightforward. You need to demonstrate you know about the awkward factors and have some sort of answer. (Hint: Hardly anything is cut and dried. All judgments are made by weighing the evidence. Some of it does not easily fit. Most judgments are made on the balance of evidence, not because absolutely everything points to an inescapable conclusion. Historians do not all agree or make the same argument about any given question.)
3. Conclusion- It is of necessity the shortest part of the essay, a paragraph or two. This is not the place to introduce new facts or arguments. All of that should be done in the middle section of the paper. The conclusion states your overall judgment of the paper based on the information that you have presented. For example: “The New Deal was a noble experiment. Americans felt that the government was working hard in their interests to get them out of the Great Depression and back to work but in the end it solved very little. It took the natural recovery of the markets and the outbreak of World War II to solve the problems that the country had faced since 1929 with the stock market crash.”

Topics Covered

Readings must be completed before the sessions for which they are required.

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| Week 1: | Introduction.
Overview of the course, its structure, its requirements |
| Week 2: | Nicholas II: Crisis of the Old Order
Reading: Marples, Chapter 1 |
| Week 3: | Revolution and Civil War
Reading: Marples-Chapter 2 |

Week 4:	NEP and Collectivization Reading: Marples-Chapter 3
Week 5:	How Stalin Rose to Power Reading: McCauley-Chapter 2
Week 6:	Economic Woes and Purges Reading: McCauley-Chapter 3
Week 7:	The Great Patriotic War Reading: McCauley-Chapter 4
Week 8:	Literature and Culture 1900-1940 Reading : Chandler Short Stories pages 148-265
Week 9:	The Last Red Tsar Reading : McCauley-Chapter 5, Stories, 266-317
Week 10:	Hot War to Cold War Reading : Marples-Chapter 6
Week 11:	Krushchev: Secrets and Change Reading: Marples-Chapter 7, Stories, 318-338
Week 12:	The Brezhnev Years Reading: Marples-Chapter 9, Stories, 339-373
Week 13:	Gorbachev Reading: Marples- Chapter 10
Week 14:	The Roaring Nineties Reading : Marples, Chapter 11
Week 15:	New Man of Steel? Reading: None

LAN 101-303 Russian Language

Students will be tested to determine the level of Russian Language. The language program has been designed at different levels to accommodate students possessing zero level of Russian to advanced students. During the semester, each Russian language course is 180 to 240 contact hours. During the summer, each Russian language course is 50 to 60 contact hours.

Credits: 9-12 (semester); 3-4 (summer)

Text: depends on level

LAN 101 Russian Language (Beginner I)

This course aims to help the student to acquire some knowledge of basic Russian, so that s/he can communicate with Russians, using basic vocabulary and grammar to express him/herself.

Prerequisites: none

LAN 102 Russian Language (Beginner II)

This course includes more advanced grammatical structures. Elementary vocabulary is expanded to further develop communicative skills.

Prerequisites: LAN 101 or equivalent

LAN 201 Russian Language (Intermediate I)

This course aims to help the students enhance their knowledge of Russian language and expand their vocabulary.

Prerequisites: LAN 102 or equivalent

LAN 202 Russian Language (Intermediate II)

Students taking this course will be able to improve their knowledge of Russian grammar, expand their

vocabulary and learn different styles of expression. They will become acquainted with the highlights of classical and modern Russian literature.

Prerequisites: LAN 201 or equivalent

LAN 301 Russian Language (Advanced)

This course suits the needs of students who would like to achieve proficiency in communicative skills, to master grammar and to enrich their vocabulary. It is also for teachers of Russian as a foreign language who want to improve their professional competence.

Prerequisites: LAN 202 or equivalent

LIT 223 Russian Literature

A survey of 19th through contemporary Russian literature, including works by Pushkin, Dostoevsky, Tolstoy, Chekhov and Gogol. Along with issues of narrative technique and style, the course also deals with some of the central questions of the Russian literary tradition: Russia's relation to the East and West, the problem of the "superfluous man," the generation gap between "fathers and sons," the nature of the "moral life," the feasibility of radical social change, issues of the "new man" and "new woman," the role of the intellectual in the "new world."

Readings:

- Queen of Spades - Pushkin
- The Diary of a Superfluous Man - Turgenev
- Poor Liza - Karamzin
- The Overcoat - Gogol
- The Bronze Horsemen - Pushkin
- The Dream of a Ridiculous Man - Dostoevsky
- The Death of Ivan Ilych - Tolstoy
- Heartache - Chekhov
- Gooseberries - Chekhov

Evaluation:

- Class Discussion: 25%
- Assignments/Short Papers: 25%
- Final Exam: 25%
- Term Paper: 25%

COM 340 Mass Media in Russia

Introduces the student to the history and development of the various mass media in Russia, including newspapers, magazines, radio, and television, with emphasis on news media. Students also discuss current issues and trends within the context of the new communications environment created by digital information technologies. Attention is given to the role of advertising, public relations, media ownership, and the public in shaping the content of mass communication.

Text:

Resources: Web, Handouts

Credits: 3