

DEPARTMENT OF MODERN LANGUAGES  
AND CULTURAL STUDIES  
www.mlcs.ca

*SLAV 626 (Winter Term, 2011)*  
**“Language, Culture and Nation”**

**Instructor:** Oleh S. Ilnytskyj

**Time:** T R 3:30pm - 4:50pm

**Office:** Arts 316-C

**Place:** HC 2 29

**Telephone:** None due to budget cuts fax: 492-9106

**Office Hours:** T R 11:00am - 12:00pm,

**E-mail:** [oleh.ilnytskyj@ualberta.ca](mailto:oleh.ilnytskyj@ualberta.ca)

or by appointment

**Personal Website:** <http://www.humanities.ualberta.ca/MLCS/staff-ilnytskyj.htm>

**Course Website:** <http://www.ualberta.ca/~oilnytzk/>

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**Course Prerequisite:** Consent of department

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?: **√No, not needed, no such projects involved**

**Community Service Learning** component: **√None**

**Past or Representative Evaluative Course Material Available:** **√NA**

**Course Description and Objectives:**

This course explores the competing discourses (understood in the Foucauldian sense) that Russian and Ukrainian elites employed to construct their respective modern “national cultures” under imperial conditions (i.e., the Russian Empire and the Soviet Union). The focus is on the 19<sup>th</sup> and 20<sup>th</sup> centuries and, specifically, on discourses that touched on “cultural capital” (language, literature, history) and were implicated in Russian-Ukrainian power relations, and questions of nationalist and imperial ideology. Literary criticism, historiographic and linguistic essays, poetry and polemics are among the readings. Works by Pushkin, Gogol', Belinsky, Shevchenko, Kulish, Drahomanov, Struve, Trubetzkoj, Khvyly'ovyi, and Solzhenitsyn (among others) are analyzed to see how these representatives of their nations thought about ethnicity, nation culture and nationalism. Current scholarship on these issues is also reviewed. Among the themes and issues to be discussed:

- The Impact of the Past: Kyivan/Kievan Rus' and Modern National Cultures
- Early Intellectual Skirmishes: Romantic Constructions of National Cultures (1790s-1847)
- The Empire Strikes Back: State Intervention, Official Nationality and ‘Ukrainian Separatism’
- Before the Deluge: Late 19<sup>th</sup>-Century Competing Concepts of National Culture in the Empire
- The Early Soviet Period (1917-1933): Cultural and National Culture Debates
- The Debate Continues: Ukrainian and Russian National Culture after the Collapse of the Soviet Union

***Texts (selected chapters and/or sections will be read from the following):***

- (1) Franklin, Simon and Emma Widdis, eds. *National Identity in Russian Culture: An Introduction*. Cambridge, UK: Cambridge University Press, 2004.
- (2) Hosking, Geoffrey A. *Russia: People and Empire, 1552-1917*. London: Fontana Press, 1998
- (3) Kappeler, Andreas, et al. (eds.). *Culture, Nation and Identity. The Ukrainian-Russian Encounter, 1600-1945*. Edmonton: CIUS, 2010.
- (4) Lindheim, Ralph and George Luckyj (eds.), *Towards an Intellectual History of Ukraine. An Anthology of Ukrainian Thought from 1710 to 1995*. Toronto: U of Toronto Press, 1996.
- (5) Riasanovsky, Nicholas V. *Russian Identities: A Historical Survey*. Oxford: Oxford University Press, 2005. [Google books](#)

For additional texts, see the provisional list of readings at the end of this syllabus. **required reading list and schedule of weekly readings will be distributed on the first day of class.**

***Grade Distribution (see “Explanatory Notes”):***

E-mail Reading Summaries	25% (due every Monday & Wednesday evening)
One Class Presentation	25% (TBA)
Discussion Leader	10% (TBA)
Attendance and participation	10%
Final paper (20 pages)	30% <b>Monday, April 25, 2011 (Noon)</b>

***Explanatory Notes on Assignments:***

**E-mail Reading Summaries:** This is ‘homework.’ No later than 6:00 PM the evening BEFORE class, every student must submit an E-mail to the instructor and the entire class in which he/she:

a) Identifies key ideas, concepts, and/or problems from the assigned readings (500 words). *Note that this ‘homework’ will receive a weekly grade and will count as 25% of your final grade.*

b) At the end of your E-mail, proposes ONE discussion question or raise ONE problem that the entire class might find useful to address.

[IMPORTANT: Mark your Email "Subject" line: "Slav 626 (DATE)." The instructor's E-mail program sorts responses automatically. If you fail to provide the correct "subject" line, your message may go unnoticed].

**One Class Presentation:** A 20-25 minute presentation on a topic selected by the student in consultation with the instructor.

**Discussion Leader:** Once a week, a student will be asked to initiate discussion in class on assigned topics by summarizing an issue or problem and volunteering his/her opinion and/or answer.

**Attendance & Participation:** Each absence will result in a 2% deduction from the 10% total; students should be prepared to participate actively and respond to questions.

**Final paper:** On a topic of the student’s choosing and in consultation with the instructor.

***Required Notes:***

“Policy about course outlines can be found in Section 23.4(2) of the University calendar.” (GFC 29 SEP 2003). “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

***Plagiarism and Cheating:***

**All students** should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected.

While seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. An instructor who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with your instructor.

***Attendance, Absences, and Missed Grade Components:***

Regular daily attendance is essential. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail prior to the absence. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.4.2 and 23.4.3 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

***Policy for Late Assignments:***

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. Otherwise, assignments may be handed in one class-day after the stated deadline without penalty, with a 5%-per-class-day penalty assessed for each subsequent class-day of lateness.

**Recording:**

Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

**Grading:**

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (“**MLCS Graduate Grading Scale**”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

**MLCS Graduate Grading Scale**

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D	50-53	Failure
F	00-49	Failure

***Selected and Background Readings (a provisional list):***

[NOTE: A *required* reading list and a weekly reading schedule will be provided during the first class]

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, rev. ed. (London: Verso, 1983).

Bassin, Mark. “Russia Between Europe and Asia: The Ideological Construction of Geographical Space,” *Slavic Review* 59 (1991): 1–17

Franklin, Simon and Emma Widdis, eds. *National Identity in Russian Culture: An Introduction*. Cambridge, UK: Cambridge University Press, 2004.

Franklin, Simon and Jonathan Shepard, *The Emergence of Rus, 750-1200* (London and New York: Longman, 1996).

Gellner, Ernest. *Nations and Nationalism* (Ithaca: Cornell University Press, 1983).

Gogol, Nikolai, “A Glance at the Composition of Little Russia,” in *Arabesques*. Translated by Alexander Tulloch (Ann Arbor, Mich.: Ardis, c1981). (Russian text: < <http://feb-web.ru/feb/gogol/texts/ps0/ps8/ps8-040-.htm>>

Hobsbawm, Eric and Terence Ranger, eds. *The Invention of Tradition* (New York: Cambridge University Press, 1983).

Kappeler, Andreas, et al. (eds.). *Culture, Nation and Identity. The Ukrainian-Russian Encounter, 1600-1945*. Edmonton: CIUS, 2010. <<http://www.ciuspress.com/catalogue/history/4/culture%2C-nation-and-identity>>

Kohut, Zenon E. “Origins Of The Unity Paradigm: Ukraine And The Construction Of Russian National History (1620-1860),” *Eighteenth-Century Studies* 35.1 (2001) 70-76.

- Lindheim, Ralph and George Luckyj (eds.), *Towards an Intellectual History of Ukraine. An Anthology of Ukrainian Thought from 1710 to 1995*. U of Toronto Press, 1996.
- Lunt, Horace G. "Notes on Nationalist Attitudes in Slavic Studies" *Canadian Slavonic Papers/Revue canadienne des slavistes* 34.4 (1992) 459-470.
- Ploky, Serhii. "Ukraine or Little Russia? Revisiting an Early Nineteenth-Century Debate," *Canadian Slavonic Papers/Revue canadienne des slavistes* 48.3-4 (September-December) 2006. 335-354.
- Riasanovsky, Nicholas V. *Russian Identities: A Historical Survey*. (Oxford: Oxford University Press, 2005). [Google books](#)
- Saunders, David. *The Ukrainian Impact on Russian Culture, 1750-1850*. Edmonton: CIUS, 1985.
- Shkandrij, Myroslav. *Modernists, Marxists and the Nation. The Ukrainian Literary Discussion of the 1920s*. Edmonton: CIUS, 1992.
- Shkandrij, Myroslav. *Russia and Ukraine. Literature and the Discourse of Empire from Napoleonic to Postcolonial Times*. Montreal: McGill-Queen's University Press, 2001.
- Smith, Anthony D. *The Ethnic Origins of Nationalism* (New York: Blackwell, 1987).
- Subtelny, Orest. *Ukraine: A History*. U of Toronto Press, 1987; or later editions.
- Trubetzkoj, Nikolai Sergeevich. "The Ukrainian Problem," in *The Legacy of Genghis Khan and Other Essays on Russia's Identity*. Michigan Slavic Publications: Ann Arbor, 1991.