

**Carleton University  
Winter 2018  
Department of English**

**ENGL 4600A/EURR 4103A:  
The Great Russian Novel (in English translation):  
Tolstoy's *Anna Karenina* and  
Dostoevsky's *The Brothers Karamazov***

**Prerequisite:  
fourth-year standing or permission from the department**

**Time of Class: Wednesdays, 2:35 pm-5:25 pm  
Location: 409 SA  
*Please confirm location on Carleton Central***

**Instructor: Professor D. Dragunoiu  
Email: [dana.dragunoiu@carleton.ca](mailto:dana.dragunoiu@carleton.ca)  
Office: 1925 Dunton Tower  
Phone: 613-520-2600, ext. 1556**

**Office Hours (Winter Semester only)  
Mondays 11:35-12:45 and Wednesdays 13:45-14:15, or by appointment**

*Comme l'on serait savant, si l'on connaissait bien seulement cinq à six livres!*  
Flaubert to Louise Colet, February 17, 1853

In a letter to his mistress, Flaubert remarked wistfully: "How knowledgeable one might be if one knew well only some half a dozen books!" Taking Flaubert's remark seriously, this course examines in close detail two crowning achievements of nineteenth-century Russian literature through the double lens of the nineteenth-century Russian history and culture that produced them and the lens of the twentieth-century world literature, theory, and philosophy that they inspired.

Following the Golden Age of poetry associated most intimately with the verse of Pushkin, Russian literature produced a second Golden Age, this time associated with prose. The novels of Tolstoy and Dostoevsky, in particular, were greeted by writers all over the world as the finest in their genre. As late as 1925, Virginia Woolf still referred to Tolstoy as "the greatest of all novelists" for having written *War and Peace*. For Vladimir Nabokov, it was Tolstoy's *Anna Karenina* that was "the supreme masterpiece of nineteenth-century literature." Other twentieth-century figures bestowed even higher praise on Dostoevsky's final novel, *The Brothers Karamazov*: Freud referred to it as "the most magnificent novel ever written" and Einstein confessed that it was "the most wonderful book I have ever laid my hands on."

Kafka acknowledged having been influenced by it (he referred to himself and Dostoevsky as “blood relatives”) and Wittgenstein is said to have read it so many times as to have learned entire passages by heart. Nabokov coined the term “Tolstoevsky” to refer to Tolstoy’s and Dostoevsky’s outsized influence on world literature and culture, and Heidegger, generally considered the twentieth century’s most influential philosopher, acknowledged having been influenced by both of them.

We will read Tolstoy’s *Anna Karenina* and Dostoevsky’s *The Brothers Karamazov* by focusing on the “big questions” (Dostoevsky called them “accursed”) that obsessed nineteenth-century Russian writers: What is the meaning of life? Does God exist? What is the essence of humanity? Is it right to own property and how much property does a man need? Why do people reproduce? What is evil? What happens after death? At the same time, we will range deep into the twentieth century in order to examine the reasons behind Tolstoy’s and Dostoevsky’s influence on Freud, Bakhtin, Kafka, Heidegger, Camus, Sartre, and others.

Though both novels will be taught and read in English translation, Russian readers have the option of reading them in Russian and quoting the original Russian texts in their written work. The course is designed to appeal to students in English, EURUS, and—most important of all—to all voracious readers. The course complements **ENGL 3003, Literatures in Translation: The Golden Age of Russian Literature** offered in the 2017 Fall Semester. Students may take this course *without* having taken the earlier course, but students interested in Russian literature may wish to take both. Given that the class meets only once a week for a three-hour session, there will be a 25-minute break between lectures.

Students are encouraged to read as much in advance as they can. In an ideal world, students will arrive to class having read both novels before the beginning of the course, and re-read them during the course according to the reading schedule. Such an ideal scenario would maximize retention, comprehension, and pleasure.

Lectures and citations will follow the editions below. Though students may use any editions they already have, I encourage students to purchase these particular editions (see images and descriptions below) because they are finely translated, closely annotated, and accompanied by useful secondary materials such as scholarly essays and extracts from the authors’ diaries and private correspondence. Students are responsible for purchasing these course texts online or at bookstores that carry them (they will not be ordered by the instructor for the course). Inexpensive used copies may be purchased at [abebooks.com](http://abebooks.com).

ANNA  
KARENINA  
LEO TOLSTOY

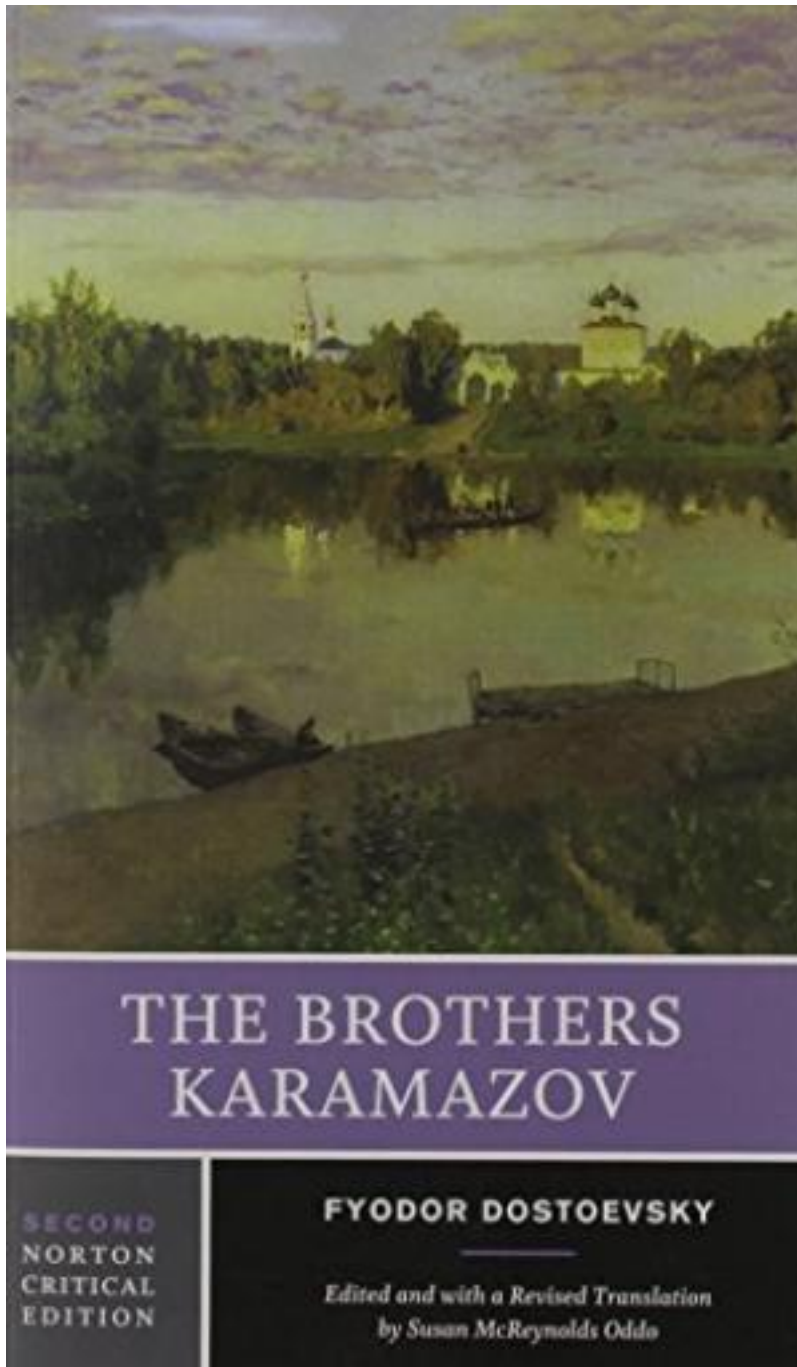


EDITED AND WITH A REVISED TRANSLATION BY  
GEORGE GIBIAN

A NORTON CRITICAL EDITION

SECOND EDITION

Leo Tolstoy, *Anna Karenina*. The Maude translation revised by George Gibian.  
Edited by George Gibian. Second edition. New York: Norton, 1995.



**Fyodor Dostoevsky, *The Brothers Karamazov*. The Garnett translation revised by Ralph E. Matlaw and Susan McReynolds Oddo. Edited by Susan McReynolds Oddo. Second edition. New York: Norton, 2011.**

## **READING SCHEDULE**

January 10	<b>Introduction</b>
January 17	<i>The Brothers Karamazov</i> : From the Author, Books 1-3
January 24	Books 4-6
January 31	Book 7; <b>First essay due</b>
February 7	Books 8-9
February 14	Book 10
<b>February 19-23</b>	<b>READING WEEK—UNIVERSITY CLOSED</b>
February 28	Books 11-12 and Epilogue
March 7	<i>Anna Karenina</i> : Parts 1-2
March 9	<b>Last day to request final-exam accommodations from the Paul Menton Centre</b>
March 14	Part 3
March 21	Parts 4-5
March 28	Parts 6-7
April 4	Part 8; <b>Second essays due</b>
April 11	<b>No classes; last day to submit winter-term work.</b>

## **TERMS OF EVALUATION**

**Grade Distribution:** 10% first essay (3-4 pages); 30% second essay (9-10 pages); 15% beginning-of-class unannounced quizzes; 15% end-of-class unannounced quizzes; 30% final exam.

**NB: Students who miss three or more classes will not be eligible to submit work or write exams.** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## **ESSAYS:**

A choice of essay topics will be distributed in advance of the due dates, and students are encouraged to consult with the instructor regarding all aspects of the research, organization, argument, and writing style of the essays. Each essay will be graded on form—organization, writing style, grammar,—(50%), and content—knowledge of texts, quality of argument, analysis, and scholarly research—(50%). *NB: The essay grades are contingent upon an informal oral examination by the instructor.*

a) The first essay should be 3-4 pages long (12-point font; double-spaced). A penalty of 2%/per day (including Saturdays, Sundays, and holidays) will be applied to late essays. The penalty does not apply in case of illness upon the presentation of a doctor's note. Hard copies of essays are encouraged. The essay deadline is listed on the reading schedule; the essays are due at the **BEGINNING OF CLASS** on the specified date. **First essays will not be accepted after February 14; first essays received after this date will not be graded and will receive a grade of "0."**

b) The second-term essay should be 9-10 pages long (12-point font; double-spaced). A penalty of 2%/per day (including Saturdays, Sundays, and holidays) will be applied to late essays. The penalty does not apply in case of illness upon the presentation of a doctor's note. Hard copies of essays are encouraged. The essay deadline is listed on the reading schedule; the essays are due at the **BEGINNING OF CLASS** on the specified date. **Second essays will not be accepted after April 11; second essays received after this date will not be graded and will receive a grade of "0."**

### **BEGINNING-OF-CLASS QUIZZES:**

In order to ensure that students come prepared for lectures and class discussions, they will write **five** unannounced multiple-choice quizzes designed to test their detailed knowledge of the works scheduled for analysis during that particular class. Of these five quizzes, only the **three** highest-earning quizzes will count towards the final grade. Each of these three highest-earning quizzes will be worth 5% of the final grade (for a total of 15%). These quizzes will be written at the beginning of class; those arriving late will not be able to write them and will therefore forfeit the quiz grade.

### **END-OF-CLASS QUIZZES:**

Students will write **five** unannounced quizzes at the end of class of which the **three** highest-earning quizzes will count towards the final grade. These quizzes are designed to determine how well students have processed the ideas presented during the class lectures and examined during class discussions, and how far they can advance these ideas into new interpretive and analytical directions. Thus, these quizzes are meant to serve as a training ground for writing high-quality essays. Students are encouraged to be not only bold in presenting original responses to texts and issues, but also convincing in their careful parsing of evidence and ability to distinguish between strong and weak arguments. Each of these three highest-earning quizzes will be worth 5% of the final grade (for a total of 15%). These quizzes will be written during the last thirty minutes of class; those leaving class early will not be able to write them and will therefore forfeit the quiz grade.

### **FINAL EXAM:**

The final exam will take place during the formal examination period at the end of the winter semester. It is designed to evaluate students' close reading and retention of the course material as well as their understanding of class lectures and discussions. Consequently, the exam will contain three sections: a. a number of multiple choice questions designed to test students' close reading of the studied texts (20%); b. a choice of short questions designed to test students' comprehensive knowledge of the studied texts (50%); a choice of essay questions designed to showcase students' understanding of the mechanics of argument and analysis as applied to works studied in class (30%).

### **GRADING SYSTEM**

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69
A = 85-89	B = 73-76	C = 63-66
A - = 80-84	B - = 70-72	C - = 60-62
D+ = 57-59	D = 53-56	D - = 50-52
F	Failure. No academic credit.	

### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **March 9, 2018**.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

### **Religious and Pregnancy Accommodations**

Students requesting academic accommodation on the basis of religious obligations should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor. The instructor will make accommodations in a way that avoids academic disadvantage to the student. Students who want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services' website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity-Services Advisor for assistance (613-520-2600, ext. 5622, [www.carleton.ca/equity](http://www.carleton.ca/equity)).

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *Letter of Accommodation* (613-520-2600, ext.

5622, [www.carleton.ca/equity](http://www.carleton.ca/equity)). Students must then make an appointment to discuss their needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **All Students**

*Students are strongly encouraged to make optimal use of the instructor's office hours.* Office hours are set aside for students to discuss with the instructor all aspects of the course and to seek assistance with any problems they might encounter in fulfilling the assigned tasks. Two weeks after the beginning of the course, each student will be asked to attend a short, informal introductory meeting with the instructor in order to discuss the student's aims and expectations in the course. All students are also strongly encouraged to take advantage of the services offered at Carleton University, such as the following:

**Centre for Student Academic Support (CSAS)** offers students a variety of free services, including academic-skills workshops and information sessions, bookable study rooms, a tutor referral service, and a supportive staff of peer helpers. To learn more about these services, visit CSAS on the Fourth Floor of the MacOdrum Library, contact them by phone at 613-520-3822, or visit them online at <https://carleton.ca/csas/>

**Writing Services** offers students free one-on-one assistance with academic writing. To learn more about this free service, visit [www.carleton.ca/csas/writing-services/](http://www.carleton.ca/csas/writing-services/). To make an appointment for a 40-minute session, call 613-520-3822, or visit in person at the Centre for Student Academic Support on the Fourth Floor of the MacOdrum Library.

**Academic Advising Centre (AAC)** provides students with support in the form of free one-on-one academic advising and study-skills appointments. To learn more about these services, visit [www.carleton.ca/academicadvising](http://www.carleton.ca/academicadvising). To make appointments for an advising or study-skills session, call 613-520-7850, or visit the centre in person at 302 Tory.

**Career Services and Co-operative Education** is an on-campus centre for career development, employment preparation, and experiential learning opportunities for Carleton students. Students are encouraged to use the various services provided throughout their time at Carleton by visiting its two service locations. Career Services is located at 401 Tory (613-520-6611); the Co-operative Education Program is located at 1400 CTTC (613-520-4331).

**International Student Services Office (ISSO)** is at the heart of Carleton's international student community. It supports international students, including incoming and outgoing exchange students, and promotes cross-cultural understanding within the Carleton community. **ISSO is also responsible for the administration of Carleton's 80+ exchange programs.** For more information, visit ISSO at 128 University Centre or contact by phone 613-520-6600. For general email inquiries, write to [isso@carleton.ca](mailto:isso@carleton.ca); for exchange-program inquiries, write to [exchange@carleton.ca](mailto:exchange@carleton.ca). Website: [www.carleton.ca/isso](http://www.carleton.ca/isso).

**The Student Experience Office** oversees the Co-Curricular Record. The Co-Curricular Record is an official record designed as a means of recognizing all students' "out of class"



involvement in student leadership development, extra-curricular activities, and Carleton community service opportunities. To learn more about the Record, visit 430 Tory (613-520-2600 ext.7595), or [www.carleton.ca/seo](http://www.carleton.ca/seo).

### **Plagiarism and Other Instructional Offences**

The University's policy concerning plagiarism and other instructional offences is outlined in the Undergraduate Calendar (see particularly regulation 14 – Instructional Offences). The Undergraduate Calendar defines an act of plagiarism as an attempt “to use and pass off as one's own idea or product the work of another without expressly giving credit” to the original author. Any act of plagiarism will be prosecuted to the fullest extent of the guidelines set out in the Undergraduate Calendar.

The Undergraduate Calendar further specifies that the act of submitting “substantially the same piece of work to two or more courses without the prior written permission of the instructors from all courses involved” constitutes an Instructional Offence. Please note: “Minor modifications and amendments, such as changes of phraseology in an essay or paper, do not constitute a significant and acceptable reworking of an assignment.” No piece of work written for another course will be accepted for credit in this course.

### **General Guidelines**

1. Turn off cell phones upon arrival to class.
2. Do not arrive late to class. Arriving late is disrespectful and it disturbs both the instructor and the students. If arriving late due to unforeseen circumstances, please minimize the disturbance by sitting in a seat close to the doors.
3. Chatting with classmates during a lecture or class discussions is unacceptable in a university setting.