POLS 4500/POLS 5500: Russian Political Culture
Political Science, Saint Louis University
Tuesday 7:15-10:00pm
Fall 2019

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From Елена Афанасьева, *Государство или Революция? (Москва: Европа, 2005)*

Office hours: Tuesday 4-5pm, Thursday 12-2pm, and by appointment. Also, feel free to drop by.

About this course
Welcome! We often hear generalizations about what Russians think and value, like that Russians prefer order or a strong leader or that they have the wrong ideas to sustain democracy. But how do we know what ordinary Russians think? This question is especially hard to answer when we think about the past, where the record left behind is incomplete. But it is also difficult in the present in a country where people do not enjoy elemental political freedoms, like freedom of speech or an uncensored press. In this course, we will investigate the fundamental political beliefs and values of Russians, asking questions like:

- Do ordinary Russians have the wrong ideas and values to build democracy?
- How do citizens respond to arbitrary and capricious political power?
- How can we study the fundamental political beliefs and values of a culture other than our own, especially one in which critical discourse has often been constrained?
- Why and how much does political culture change over time?

We will explore a wide range of attitudes, from traditional collectivist orientations under the tsars and Soviet commissars to emerging democratic beliefs today. We study ideas that supported the government as well as alternative orientations that people developed in resistance to authoritarian rulers.

One goal of this class is to think critically about the kinds of evidence we can use to understand a large group of people's attitudes and values. Accordingly, we will examine different sources of data, trying to determine which is most helpful for understanding what people think: works of fiction, political philosophies, academic debates, historical analysis, first-hand accounts, ethnographies, and quantitative studies of public opinion.

An overriding goal of the class is to train you to think carefully and challenge your own preconceptions before making broad generalizations that apply to large groups of people.

Prerequisites
Junior-level standing, POLS 3000, and a previous comparative politics course; or instructor permission. Many Russian language students have taken this class and done well, even without a background in political science.

What you'll learn (also known as "learning objectives")
By the end of the semester, you will be able to:

- Evaluate the usefulness of the concept of political culture in the study of politics
- Compare the shared values that inform political communities
- Examine methodological and epistemological problems in the study of culture.
- Evaluate the strengths and weaknesses of various kinds of data and methodological
- approaches
- Read carefully and evaluations and construct analytical arguments in clear and logical prose
- Identify and gather information from credible primary and secondary sources
- Design original research to test arguments and hypotheses with qualitative and/or quantitative approaches
- Critically reflect on the variety within groups of people or cultures

Graduate students will also:

- design original research and seminar projects that investigate political processes with appropriate methodologies and contribute to ongoing scholarly debates

This class fulfills the social science requirement of the College of Arts and Sciences core curriculum. Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

Required materials

Petro, Nikolai. 1995. *The Rebirth of Russian Democracy: An Interpretation of Political Culture.* Cambridge, MA: Harvard University Press. 978-0674750029

Dostoevsky, Fyodor. 2016. *The Grand Inquisitor*. CreateSpace Independent Publishing Platform. 978-1523624478

Viola, Lynne. 1996. *Peasant Rebels Under Stalin: Collectivization and the Culture of Peasant Resistance.* New York: Oxford University Press. 978-0195131048

Ries, Nancy. 1997. *Russian Talk: Culture and Conversation During Perestroika.* Ithaca, NY: Cornell University Press. 978-0801484162

Alexievich, Svetlana. 2016. *Secondhand Time:The Last of the Soviets.* Translated by Bela Shayevich. New York: Random House. 978-0399588822

There are also some readings available either through various internet databases or e-reserve (password: polcult19).

How you'll know what you are learning

Participation. This is a seminar class, and that means that it is grounded in discussion by students, not lecturing by me. You should think about class as a time for exploration: for figuring out what the readings mean; for critically evaluating arguments made by various authors, by other students, and by me; for connecting the assigned materials to other things you think are relevant and important. This means you must come to class prepared to engage the material during every class meeting. This daily participation will help you apply the concepts you are learning and expose where you still have questions. You will receive a participation grade for every class.

To participate effectively, you will need to keep up to date with the assigned reading and continually think about how ideas from one set of readings relate to the others. You should be prepared to critically evaluate arguments made by the various authors, by other students, and by me. (Of course, we'll practice how to do this.) Sometimes, participating will mean contributing to all-class discussions, whether by asking questions or adding insights; sometimes we will have short group activities or planned presentations.

In the first part of the semester, we will start each class with small group conversations aimed at developing key questions for the class discussion. From October 1st on, one student will be responsible for developing questions for class discussion for each week. That student will need to meet with me *after* they have completed the readings but *before* 5pm on class day. You are responsible for proposing times you can meet with me. I will do everything I can to work with your schedule.

Participation will be 25 percent of your grade. When you are absent, you are not able to participate.

Reading reviews. You will need to complete seven reviews of the week's reading, due before class, with a grade of 2 or higher. These reviews are worth 10 percent of your grade. Students without seven passing reviews will not be able to pass the class. There is more information on the reading reviews below.

Analytical essay. You will write one essay of around 5 pages on a question I provide, due October 17th. This essay will be worth 20 percent of your grade.

Research paper. You will write a research paper due at the end of the semester, but with earlier deadlines for parts of the assignment. This paper will be worth 35 percent of your grade. This paper will be 10-15 pages long for undergrads and 20-25 pages and have somewhat different requirements for grad students. This paper may treat an aspect of Russian political culture, may *compare* Russian and non-Russian political cultures, or may take an idea from your study of Russian political culture and *apply it in another context or country*. In any event, your paper should either test a hypothesis or support a claim that you want to make. You will need to identify, employ, and evaluate a method for creating the data you need in order to support your claim or hypothesis.

More information on this paper will be provided later in the semester, but it is never too early to start thinking about what you want to do. This paper will require a significant amount of outside research. Talk to me early and often.

Final exam. We will have small group oral final exams, worth 10 percent of your grade.

Reading reviews

To advance our discussion, you must write two paragraphs (no more than two pages double-spaced) on the class readings. The first paragraph should summarize the main argument of *each* of the week's readings in one to three sentences each. Where appropriate, this summary should include a description of the evidence the author provides.

The second paragraph should offer precisely targeted analysis of the readings. For instance, you might consider whether the evidence presented or the methods used are persuasive, the degree to which the various arguments complement or conflict with each other, what the implications are concerning our understanding of political culture and what it influences. As we get into the semester, you might compare one week's readings, arguments, and methods with readings from earlier weeks. The point is to provide thoughtful analysis closely connected to the readings.

You must e-mail the paragraphs to me by the start of class. It might be helpful to you to have a copy with you during class. Since these paragraphs are supposed to help us have a constructive discussion, they cannot be handed in for credit late.

Paragraphs will be graded on a three point scale (3—really good, 2—satisfactory, 1—inadequate). All students must hand in at least seven paragraphs graded 2 or better. **Failure to complete seven paragraphs will be sufficient reason for a failing grade in the course, no matter what your other grades are**. You are welcome to write more than seven paragraphs, and your added effort will be reflected in your grade. You can also use the paragraphs to give you a preview of how your work might fare in the more conventionally graded essays or to improve your writing for graded essays.

Course policies

Technology. While the most self-disciplined among us will not be distracted by the wealth of entertainments provided by the internet, laptops tend to reduce uninterrupted focus on what is happening in class. Laptops can even be a physical barrier between you and the person behind the raised screen. In this class, our interaction among ourselves is so important that I will ask you to **keep your phones and laptops off – and off your desks.** During some group activities, you will need to access information from your readings or the internet, and you will be able to use laptops then.

Absence. **Attendance is required.** There is no way to recreate or class discussion by yourself. It is not enough to understand the readings or to get notes from a fellow student. Students are permitted ONE unexcused absence. Students who miss more than three classes for any reason, even for excused reasons, may not be able to finish the course. **If you do miss a class for a reason that I excuse, you must hand in the reading paragraphs as soon as you are able but before the next class. These "make-up" readings paragraphs will not count toward the required total.**

If you are going to miss class, please e-mail me before the class you need to miss. I will excuse absences for illness or SLU-approved activities, but you are responsible for the work the class does in your absence. In some cases – a missed presentation or group activity – there may be no way to make up the work after the fact. If you have not had the absence pre-approved by me, you will receive a grade of 0 for that activity. Unexcused absences are reflected in your participation grade. The winning strategy is to come to class.

Late work. This is my approach to late essays: if I am still reading your fellow students' essays when you hand in yours, I will not penalize you for lateness. However, you don't know how long it will take me to read your fellow students' essays, so there is some risk involved in handing in the paper late. Given the other pressures in your life, you may consider that risk acceptable. The risk-free strategy is to hand in work on time. (Note, this policy does not apply to in-class work or weekly reading reviews, where there *is* a penalty if your work is not on time.)

Civility. Sometimes we will discuss controversial issues in class, and you may disagree with things you hear in class. You are always welcome to disagree either with me or with other students, but you must do so in a respectful and informed manner, appropriate to an institution of higher learning.

Plagiarism. It is critical that all work that you hand in is your own work and correctly gives credit to other sources that you consult. Work that does not meet this standard will receive a grade of 0.

Tips for success

Do all the reading and think about it. It is very difficult to fully engage with the topics we will be examining without doing the reading.

I always like to talk to you. If you are having trouble with the material or the way we use class time, let me know. Please come to my office hours or make an appointment for a better time to talk. We can try to identify the problem and explore new strategies that, hopefully, will lead to greater success for you. If there is something that you want to share with me anonymously, please put a note in my mailbox in McGannon 128.

I am happy to give you feedback on anything you are working on. For written assignments, I will read papers in any form (outlines, partial drafts, full drafts) *before* they are due, and I will give you oral feedback. Since my feedback will be oral, you will need to bring the work to me during office hours or another time we have scheduled.

You might find some of the phenomena discussed in this course – and some of the readings about them – disturbing. I have selected course materials and activities that I think will support your learning, but you may come across material that makes you uncomfortable, perhaps particularly uncomfortable as a result of your own past experiences. If this is the case, we have several ways to alleviate discomfort:

- Discuss the situation in class. Our task in this class is to come to terms with some difficult concepts and behavior. We can help each other through this process.
- Come talk to me privately if there is something about your own experience that makes it hard to

handle this information.

- If you are not comfortable discussing the issue with me directly, perhaps you can notify me through your academic adviser, another trusted faculty member, or a friend.

GRADING SCALE

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

PART I: WHAT IS POLITICAL CULTURE? WHAT CAN IT EXPLAIN?

August 27 ***Thinking about culture, political culture, and American political culture***

Gabriel Almond, "The Civic Culture Concept," from Bernard E. Brown and Roy C. Macridis, eds., *Comparative Politics: Notes and Readings* (New York: Wadsworth Publishing Company, 1996), pp. 73-79 (e-reserve).

No reading paragraphs, for this week.

Related Readings (for people who are very interested, or for help with research papers):

Almond, Gabriel A., and Sidney Verba. 1989. *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Newbury Park, CA: Sage Publications.

Almond, Gabriel A., and Sidney Verba, eds. 1989. *The Civic Culture Revisited: An Analytic Study*. London: Sage.

Chabal, Patrick, and Jean-Pascal Daloz. 2006. *Culture Troubles: Politics and the Interpretation of Meaning*. Chicago: University of Chicago Press.

Geertz, Clifford. 1973. *The Interpretation of Cultures*. New York: Basic Books.

Huntington, Samuel P. 1993. "The Clash of Civilizations?" *Foreign Affairs* 72, no. 3 (Summer): 22-49.

Norris, Pippa. 1999. *Critical Citizens: Global Support for Democratic Governance.* New York: Oxford University Press.

Putnam, Robert. 1993. *Making Democracy Work: Civic Traditions in Modern Italy.* Princeton, NJ: Princeton University Press.

Putnam, Robert. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6, no. 1: 65-78.

Reisinger, William M. 1995. "The Renaissance of a Rubric: Political Culture as Concept and Theory." *International Journal of Public Opinion Research* 7, no. 4 (Winter 1995): 328-352.

September 3 ***Methodology and causality in the study of political culture***

ALL STUDENTS MUST COMPLETE THE READING PARAGRAPHS THIS WEEK.

Lisa Wedeen, "Conceptualizing Culture: Possibilities for Political Science." *American Political Science Review* 96, no. 4 (2002): 713-28 (e-reserve or JStore)

Nikolai Petro, *The Rebirth of Russian Democracy,* ch. 1, "Political Culture and the Failure of Sovietology," and ch. 2, "Constrained Autocracy in Russian History," pp. 1-59.

Ol'ga Malinova, "'Political Culture' in Russian Scholarly and Public Discourse," *Russian Politics and Law*, 45, no. 3 (May-June 2007): 31-61 (e-reserve or Academic Search Complete).

Additional assignment for grad students on the next page!

Grad students only: Read Ronald Inglehart and Christian Welzel, "Political Culture and Democracy," In Howard J. Wiarda, ed., *New Directions in Comparative Politics.* Third edition. Boulder, CO: Westview Press, 2002. You should meet with me prior to class time and be prepared to present the main arguments from this article in class.

Related Readings:

Almond, Gabriel A. 1983. "Communism and Political Culture Theory." *Comparative Politics* 15 (January): 127-138.

Bates, Robert H., Rui J.P. de Figueiredo Jr., and Barry R. Weingast. 1998. "The Politics of Interpretation: Rationality, Culture, and Transition." *Politics & Society* 26, no. 2 (June): 221-256.

Brown, Archie, ed. 1984. *Political Culture and Communist Studies*. Armonk, NY: M. E. Sharpe, Inc.

Elkins, David J. and Richard E.B. Simeon. 1979. "A Cause in Search of Its Effect, or What Does Political Culture Explain? *Comparative Politics* 11, no. 2 (January): 127-145.

Inglehart, Ronald, and Christian Welzel. 2005. *Modernization, Cultural Change, and Democracy: The Human Development Sequence*. New York: Cambridge University Press.

Lane, Ruth. 1992. "Political Culture: Residual Category or General Theory?" *Comparative Political Studies* 25, no. 3 (October): 362-387.

Lichbach, Mark Irving, and Alan S. Zuckerman, eds. 1997. *Comparative Politics: Rationality, Culture, and Structure.* New York: Cambridge University.

McAuley, Mary. 1984. "Political Culture and Communist Politics: One Step Forward, Two Steps Back." In Archie Brown, ed. *Political Culture and Communist Studies,* Armonk, NY: M. E. Sharpe, Inc., pp. 13-36.

Muller, Edward N., and Mitchell A. Seligson. 1994. "Civic Culture and Democracy: The Question of Causal Relationships." *American Political Science Review* 88, no. 3 (September): 635-652.

Sardamov, Ivelin. 2007. "Burnt into the Brain: Towards a Redefinition of Political Culture." *Democratization* 14, no. 3 (June): 407-424.

Vainshstein, Grigory I. 1994. "Totalitarian Public Consciousness in a Post-Totalitarian Society." *Communist and Post-Communist Studies* 27, no. 3: 247-259.

Welch, Stephen. 1987. "Review Article: Issues in the Study of Political Culture—The Example of Communist Party States." *British Journal of Political Science* 17, no. 4: 479-500.

Welzel, Christian. 2007. "Are Levels of Democracy Affected by Mass Attitudes? Testing Attainment and Sustainment Effects on Democracy." *International Political Science Review* 28: 397-424.

Welzel, Christian. 2013. *Freedom Rising: Human Empowerment and the Quest for Emancipation.* New York: Cambridge University Press.

Wilson, Richard. 2000. "The Many Voices of Political Culture: Assessing Different Approaches," *World Politics* 52, no. 2 (January): 246-273

September 10 ***Competing interpretations of traditional Russian ideas***

Edward Keenan, "Muscovite Political Folkways," *The Russian Review* 45, no. 2 (April 1986): 115-181 (Available through e-reserve or JSTOR).

Petro, ch. 3, "Orthodoxy's Symphonic Ideal," pp. 60-87.

Petro, ch. 4, "The 'Russian Idea': Forging an Alternative National Identity," pp. 88-111.

Related Readings:

Berdiaev, Nikolai. 1992. *The Russian Idea*. Translated by R. M. French. Hudson, NY: Lindisfarne Press.

Berdiaev, Nikolai, Sergei Bulgakov, Mikhail Gershenzon, A. S. Izgoev, Bogdan Kistiakovskii, Petr Struve, and Semen Frank. 1994. *Vekhi [Landmarks]*. Translated and Edited by Marshall S. Shatz and Judith E. Zimmerman. Armonk, NY: M. E. Sharpe, Inc.

Crummey, Robert O. 1987. "The Silence of Muscovy." *The Russian Review* 46: 157-164.

Daniels, Robert V. 1987. "Russian Political Culture and the Post-Revolutionary Impasse." *The Russian Review* 46 (April): 165-176.

Hellie, Richard. 1987. "Edward Keenan's Scholarly Ways." *The Russian Review* 46: 177-190.
Korogodina, Maria. 2007. “Penitential Texts and the Changing Political Culture of Muscovy.” *The Russian Review* 66 (July): 377-90.
McDaniel, Tim. 1996. *The Agony of the Russian Idea*. Princeton: Princeton University Press.
Pipes, Richard. 2005. *Russian Conservatism and Its Critics: A Study in Political Culture*. New Haven: Yale University Press.
Rancour-Laferriere, Daniel. 1995. *The Slave Soul of Russia: Moral Masochism and the Cult of Suffering.* New York: New York University Press.
Sergeyev, Victor, and Nikolai Biriukov. 1993. *Russia's Road to Democracy: Parliament, Communism and Traditional Culture.* Brookfield, VT: Edward Elgar Publishing Company/ Ashgate Publishing Company.
Walicki, Andrzej. 1979. *A History of Russian Thought: From the Enlightenment to Marxism.* Stanford, CA: Stanford University Press.

PART II: RUSSIAN WRITERS AS A WINDOW TO POLITICAL CULTURE

September 17 *Russian socialism and Dostoevsky*

ALL STUDENTS MUST COMPLETE THE READING PARAGRAPHS THIS WEEK.

Fyodor Dostoevsky, "The Grand Inquisitor" (ch. 5; read additional chapters if you are interested; read this one again if you have to).

Andrzej Walicki, "The Origins of 'Russian Socialism'." From *A History of Russian Thought: From the Enlightenment to* Marxism (Stanford, CA: Stanford University Press., 1979), pp. 162-182 (e-reserve).

Walicki, "Two Prophetic Writers," pp. 309-326 (e-reserve).

V. I. Lenin, Excerpts from *What is to be Done? Burning Questions of Our Moment* (New York: International Publishers, 1969), pp. 40-41, 78-80, 120-123 (e-reserve).

Related readings:

Bakunin, Michael. 1970. *God and the State.* Dover Publications.
Chernyshevsky, Nikolai. 1986. *What is to be done?* Introduction by Kathryn Feuer. Translated by N. Dole and S.S. Skidelsky. Ann Arbor, MI: Ardis.
Christman, Henry M., ed. 1966. *Essential Works of Lenin*. New York: Dover.
Dostoevsky, Fyodor. 1960. *Notes from Underground*. Translated by Ralph E. Matlaw. New York: Dutton.
Gleason, Abbott. 1980. *Young Russia: The Genesis of Russian Radicalism in the 1860s*. New York: Viking.
Herzen, Alexander. 1968. *My Past and Thoughts: The Memoirs of Alexander Herzen.* Translated by Constance Garnett. Revised by Humphrey Higgens. Introduction by Isaiah Berlin. New York: Knopf.
Horsbrugh-Power, Anna, ed. 1993. *Memories of Revolution: Russian Women Remember*. New York: Routledge.
Kollontai, Alexandra. 2011. *The Autobiography of a Sexually Emancipated Communist Woman.* CreateSpace Independent Publishing Platform.
Kropotkin, Peter. 2002. *Anarchism: A Collection of Revolutionary Writings*. Dover Publications.
Kropotkin, Peter. 2014. *Mutual Aid: A Factor in Evolution.* Edited by Will Jonson. Create Space Independent Publishing Platform.
Tucker, Robert C. 1971. *The Soviet Political Mind*. Revised Edition. New York: W. W. Norton and Company.
Tucker, Robert C. 1987. *Political Culture and Leadership in Soviet Russia: From Lenin to Gorbachev.* New York: W. W. Norton.
Tucker, Robert C. ed. 1978. *The Marx-Engels Reader*. New York: W. W. Norton and Company.

September 24 ***Citizen response to arbitrary autocracy***

Mikhail Bulgakov, *The Master and Margarita* (New York: Penguin Books, 1966), chapter 7: "A Naughty Apartment," and chapter 8: "An Unquiet Day," pp. 75-85, 183-194 (e-reserve).

Tatiana Varsher, "Things Seen and Suffered," from *In the Shadow of Revolution: Life Stories of Russian Women from 1917 to the Second World War.* Edited by Sheila Fitzpatrick and Yuri Slezkine. Translated by Yuri Slezkine (Princeton, NJ: Princeton University Press, 2000), pp. 113-117 (e-reserve).

Alexander Solzhenitsyn, "Live not by lies," *Index on Censorship* 33, no. 2 (April 2004): 203-207. (Available through e-reserve or Academic Search Complete.) or at www.orthodoxytoday.org/articles/SolhenitsynLies.php

Alexei Yurchak, "Soviet Hegemony of Form: Everything Was Forever Until It Was No More," *Comparative Studies in Society and History* 45, no. 3 (July 2003): 480-510. (Available through e-reserve or Academic Search Complete.)

Graduate students only: also read Dominic Boyer and Alexei Yurchak, "American Stiob: Or, What Late-Socialist Aesthetics of Parody Reveal about Contemporary Political Culture in the West," *Cultural Anthropology* 25, no. 2 (2010): 179-221 (e-reserve).You should meet with me prior to class time and be prepared to present the main arguments from this article in class.

Related readings:

Bulgakov, Mikhail. 1994. *Heart of a Dog.* New York: Grove Press.
Crouch, Martin, and Robert Porter. 1984. *Understanding Soviet Politics through Literature: A book of readings*. London: George Allen and Unwin.
Dunham, Vera S. 1976. *In Stalin's Time: Middleclass Values in Soviet Fiction*. New York: Cambridge University Press.
Gladkov, F. V. 1985. *Cement: A Novel*. Translated by A.S. Arthur and C. Ashleigh. Continuum, F. Ungar.
Havel, Vaclav. 1990. "The Power of the Powerless." In William M. Brinton and Alan Rinzler, eds. *Without Force or Lies: Voices from the Revolution of Central Europe in 1989-90*. San Francisco: Mercury House, Inc.
Kagarlitsky, Boris. 1988. *The Thinking Reed: Intellectuals and the Soviet State 1917 to the Present*. Translated by Brian Pearce. New York: Verso.
Kharkhordin, Oleg. 1999. *The Collective and the Individual in Russia: A Study of Practices*. Berkeley: University of California Press.
Kozlov, Vladimir A. 2002. *Mass Uprisings in the USSR: Protest and Rebellion in the Post-Stalin Years.* Translated and edited by Elaine McClarnand MacKinnon. Armonk, NY: M. E. Sharpe.
Meerson-Aksenov, Michael, and Boris Shragin, eds. 1977. *The Political, Social and Religious Thought of Russian 'Samizdat'—An Anthology*. Belmont, MA: Nordland Publishing Company.
Solzhenitsyn, Aleksandr. 1963. *One Day in the Life of Ivan Denisovitch.* New American Library, Dutton.
Solzhenitsyn, Aleksandr. 1974. *The Gulag Archipelago 1918-1956.* New York: Harper and Row.
Tolstaya, Tatyana. 2003. *Pushkin's Children: Writings on Russia and Russians*. Translated by Jamey Gambrell. New York: Houghton Mifflin.
Turchin, Valentine. 1981. *The Inertia of Fear and the Scientific Worldview*. Trans. Guy Daniels. New York: Columbia University Press.
Voinovich, Vladimir. *Moscow 2042*. Trans. Richard Lourie. New York : Harcourt Brace.
Yurchak, Alexei. 2006. *Everything Was Forever, Until It Was No More: The Last Soviet Generation.* Princeton, NJ: Princeton University Press.
Zamyatin, Yevgeny. 1984. *We*. Trans. Mirra Ginsburg. Avon.

October 1 ***Views of and from the Putin Regime***

Vladimir Gel'man, *Authoritarian Russia* (Pittsburgh: University of Pittsburgh Press, 2015), chapter 2, "Russia's Flight from Freedom: Why?," pp. 17-42 (e-reserve).

Yegor Gaidar, *State and Evolution* (Seattle: University of Washington Press, 2003), chapter 6, "The Choice," pp. 106-118 (e-reserve).

Vladislav Surkov, "Russian Political Culture: The View from Utopia," *Russian Social Science Review* 49, no. 6 (November-December 2008), pp. 81-97 (e-reserve or Academic Search Complete).

Vladimir Putin, "Presidential Address to the Federal Assembly," February 20, 2019. http://en.kremlin.ru/events/president/news/59863

Masha Gessen, "The Bodies in the Forest," *Harper's Magazine,* issue 2013, February 2018, pp. 11-14 (e-reserve).

Alexandra Arkhipova, "Jokes about Putin and the Elections Ten Years On, or Is There a Folklore of the 'Snow Revolution'?," *No 8 Forum for Anthropology and Culture*, Appendix, pp. 316-333.

Related readings:

Gel'man, Vladimir. 2004. "The Unrule of Law in the Making: the Politics of Informal Institution Building in Russia." *Europe-Asia Studies* 56, no. 7 (November).
Gel'man, Vladimir. 2015. *Authoritarian Russia: Analyzing Post-Soviet Regime Changes.* Pittsburgh, PA: University of Pittsburgh Press.
Gessen, Masha. 2013. *The Man Without a Face: The Unlikely Rise of Vladimir Putin.* Riverhead Books.
Gessen, Masha. 2014. *Words Will Break Cement: The Passion of Pussy Riot.* Riverhead Books.
Gessen, Masha. 2018. *The Future is History: How Totalitarianism Reclaimed Russia.* Riverhead Books.
Kasparov, Garry. 2015.*Winter is Coming: Why Vladimir Putin and the enemies of the free world must be stopped.* New York: Public Affairs
Kertman, Grigorii. 2008. "The Status of the Party in Russian Political Culture." *Russian Social Science Review* 49, no. 4: 24-39.
Lipman, Maria. 2005. "How Russia is Not Ukraine: The Closing of Russian Civil Society." *Carnegie Endowment for International Peace Policy Outlook* (January).
Lukin, Alexander. 2000. *The Political Culture of the Russian 'Democrats'*. New York: Oxford University Press.
Makarychev, Andrey, and Alexandra Yatsyk. 2018. *Boris Nemtsov and Russian Politics: Power and Resistance.* Ibidem.
Ostrovsky, Arkady. 2015. *The Invention of Russia: From Gorbachev's Freedom to Putin's War.* New York: Viking.
Panyushkin, Valery. 2011. *Twelve who don't agree: The battle for freedom in Putin' Russia.* Europa Editions.
Politkovskaya, Anna. 2004. *Putin's Russia.* New York: Henry Holt and Company.
Politkovskaya, Anna. 2011. *Is Journalism Worth Dying For? Final Dispatches.* Melville House.
Putin, Vladimir. 2000. *First Person: An Astonishingly Frank Self-Portrait by Russia's President.* Public Affairs.
Sorokin, Vladimir. 2012. *Day of the Oprichnik.* Translated by Jamey Gambrell. New York: Farrar, Straus and Giroux.

PART III: THE BEHAVIOR AND IDEAS OF ORDINARY PEOPLE

October 8 *Resisting Tyranny*

James Scott, *Domination and the Arts of Resistance: Hidden Transcripts* (New Haven: Yale University Press, 1990)

Undergrads should read chapter 1, "Behind the Official Story," pp. 1-16 (e-reserve).

Grad students should read chapter 1 and chapter 2, "Domination, Acting, and Fantasy, pp. 17-44 (e-reserve), and meet with me prior to class to discuss chapter 2.

Lynne Viola, *Peasant Rebels Under Stalin*, Introduction and ch. 1, "Collectivization as Civil War," pp. 3-44.

Viola, ch. 3, "We Have No Kulaks Here," pp. 67-99.

Viola, ch. 4, "Sawed-Off Shotguns and the Red Rooster: Peasant Terror and Civil War," pp. 100-131.

Related readings:

Applebaum, Anne. 2018. *Red Famine: Stalin's War on Ukraine.* Anchor.

Allina-Pisano, J. 2004. "Sub rosa resistance and the politics of economic reform – Land redistribution in post-soviet Ukraine." *World Politics* 56, no. 4 (July): 554 –

Conquest, Robert. 1987. *The Harvest of Sorrow: Soviet Collectivization and the Terror-Famine.* Oxford University Press.

Davies, R. W., and Stephen Wheatcroft. 2004. *The Years of Hunger: Soviet Agriculture, 1931-1933.* Palgrave-Macmillan.

Fitzpatrick, Sheila. 1994. *Stalin's Peasants: Resistance and Survival in the Russian Village After Collectivization*. New York: Oxford University Press.

Fitzpatrick, Sheila. 1999. *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*. New York: Oxford University Press.

Scott, James C. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance.* New Haven: Yale University Press.

Waterlow, Jonathan. 2018. *It's Only a Joke, Comrade! Humour, Trust and Everyday Life under Stalin (1928-1941).* CreateSpace Independent Publishing Platform.

October 15 W*eapons of the Weak*

Viola, part of ch. 5, "Peasant Terror," pp. 132-145.

Viola, ch. 6, "We Let the Women Do the Talking," pp. 181-204

Viola, ch. 7, "Everyday Forms of Resistance," and Conclusion, pp. 205-240.

Petro, *The Rebirth of Russian Democracy,* ch. 5, "Russia's Alternative Political Organizations," pp. 112-134, 144-148.

ESSAY ONE DUE BY OCTOBER 17th AT 5pm (submit a Word document to ellen.carnaghan@slu.edu)

Related readings:

Davis, Sarah. 1997. *Popular Opinion in Stalin's Russia: Terror, Propaganda and Dissent, 1934-1941.* New York: Cambridge University Press.
Ginzburg, Eugenia. 2002. *Journey into the Whirlwind.* Mariner Books.
Grossman, Vasily. 2009. *Everything Flows.* New York Review Books Classics.
Koester, Arthur. 1941. *Darkness at Noon.* (many editions)
Lewin, Moshe. 1975. *Russian Peasants and Soviet Power: A Study of Collectivization.* W. W. Norton & Company.
Shalamov, Varlam. 1995. *Kolyma Tales.* New York: Penguin.
Stites, Richard. 1992. *Russian Popular Culture: Entertainment and Society since 1900.* New York: Cambridge University Press.
Viola, Lynne. 1989. *The Best Sons of the Fatherland: Workers in the Vanguard of Soviet Collectivization.* Oxford University Press.

October 22 NO CLASS—Fall break

October 29 *Russian Talk*

Nancy Ries, *Russian Talk*, Introduction, pp. 1-14.

Ries, ch. 1: "The World of Russian Talk in the Time of Perestroika," pp. 15-41.

Ries, ch. 2: "'Our Fairy-Tale Life': The Narrative Construction of Russia, Women, and Men," pp. 42-82.

ONE PAGE STATEMENT ON YOUR FINAL PAPER DUE BY October 28 at noon. I want to meet with each of you either before or after you hand in the one-page statement. The statement should include your thesis/hypothesis and the kinds of data you intend to collect in order to test it.

Related readings:

Beissinger, Mark R. 2002. *Nationalist Mobilization and the Collapse of the Soviet State.* New York: Cambridge University Press.
Brown, Archie. 2009. *Seven Years that Changed the World: Perestroika in Perspective.* Oxford University Press.
Bunce, Valerie. 1999. *Subversive Institutions: The Design and Destruction of Socialism and the State.* Cambridge University Press.
Dolgopolova, Zhanna. 1983. Russia Dies Laughing: Jokes from Soviet Russia. Allen&Unwin.
Draitser, Emil. 2014. *Forbidden Laughter: Soviet Underground Jokes.* CreateSpace Independent Publishing Platform.
Fisher, Lois. 1993. *Survival in Russia: Chaos and Hope in Everyday Life.* Boulder, CO: Westview Press.
Gorbachev, Mikhail S. 1987. *Perestroika: New Thinking for Our Country and the World.* Harpercollins.
Kotkin, Stephen. 1991. *Steeltown, USSR.* Berkeley, CA: University of California Press.
Kotkin, Stephen. 2008. *Armageddon Averted: The Soviet Collapse, 1970-2000.* Oxford University Press.
Lourie, Richard. 1991. *Russia Speaks: An Oral History from the Revolution to the Present.* New York: Harper Collins.
Markowitz, Fran. 2000. *Coming of Age in Post-Soviet Russia*. Urbana, IL: University of Illinois Press.
Pesmen, Dale. 2000. *Russia and Soul.* Ithaca, NY: Cornell University Press.
Richards, Susan. 1990. *Epics of Everyday Life: Encounters in a Changing Russia.* New York: Penquin.
Scott, John. 1942. *Behind the Urals: An American Worker in Russia's City of Steel.* Bloomington, IN: Indiana University Press.

November 5 ***The Inertia of Complaint***

Ries, ch. 3: “Litanies and Laments: The Discursive Art of Suffering” pp. 83-125.

Ries, ch. 4: “Mystical Poverty and the Rewards of Loss,” pp. 126-140. This is not the whole chapter; feel free to read the rest if you want to.

Ries, “Conclusion: The Rituals and Paradoxes of Perestroika,” pp. 161-188.

Ries, Epilogue, pp. 188-201.

Related readings:

Ashwin, Sarah. 1998. "Endless Patience: Explaining Soviet and Post-Soviet Social Stability." *Communist and Post-Communist Studies* 31, no. 2: 187-198.
Ashwin, Sarah. 1999. *Russian Workers: The Anatomy of Patience*. New York: Manchester University Press.
Dutkina, Galina. 1996. *Moscow Days: Life and Hard Times in the New Russia.* New York: Kodansha International.
Shenfield, Stephen D. 2001. *Russian Fascism: Traditions, Tendencies, Movements*. Armonk, NY: M. E. Sharpe, Inc.
Shevchenko, Olga. 2001. "Bread and circuses: shifting frames and changing references in ordinary Muscovites' political talk." *Communist and Post-Communist Studies* 34, no. 1 (March): 77-90.
Smith, Kathleen E. 2002. *Mythmaking in the New Russia: Politics and Memory during the Yeltsin Era.* Ithaca, NY: Cornell University Press.

November 12 ***Responses to the Collapse of the Soviet Union***

Svetlana Alexievich*, Secondhand Time: The Last of the Soviets*
All students should read pp. 1-106.
We’ll divide up the remainder of the book. You will need to be prepared to summarize your section of the book for the rest of class.

Related readings:

Alexander, James. 2000. *Political Culture in Post-Communist Russia: Formlessness and Recreation in a Traumatic Transition.* New York: St. Martin's Press.
Alexievich, Svetlana. 2006. *Voices from Chernobyl: The Oral History of a Nuclear Disaster.* Picador.
Alexievich, Svetlana. 1992. *Zinky Boys: Soviet Voices from the Afghanistan War.* New York: W. W. Norton & Co.
Ashwin, Sarah. 1995. "There's No Joy Any More': The Experience of Reform in a Kuzbass Mining Settlement." *Europe-Asia Studies* 47 (December): 1367-1381.
Carnaghan, Ellen. 2007. *Out of Order: Russian Political Values in an Imperfect World.* State College, PA: Penn State University Press.
Carnaghan, Ellen. 2007. “Do Russians Dislike Democracy?” *PS: Political Science and Politics,* 40, no. 1, January 2007: 494-499.
Dawisha, Karen. 2015. *Putin’s Kleptocracy: Who Owns Russia?* New York: Simon & Schuster.
Garrels, Anne. 2016. *Putin Country: A Journey into the Real Russia.* New York: Farrar, Straus and Giroux.
Gill, Graeme. 2006. "Nationalism and the Transition to Democracy: The Post-Soviet Experience." *Demokratizatsiya: The Journal of Post-Soviet Democratization* 14, no. 4 (Fall).
Hemment, Julie. 2009. "Soviet-Style Neoliberalism? Nashi, Youth Voluntarism, and the Restructuring of Social Welfare in Russia." *Problems of Communism* 56, no. 6 (November/December): 36-50.
Henderson, Sarah L. 2003. *Building Democracy in Contemporary Russia: Western Support for Grassroots Organizations*. Ithaca: Cornell University Press.
McMann, Kelly M. 2006. *Economic Autonomy and Democracy: Hybrid Regimes in Russia and Kyrgyzstan*.

New York: Cambridge University Press.
Pelevin, Victor. 1998. *Omon Ra*. New Directions.
Pelevin, Victor. 2002. *Homo Zapiens.* New York: Penguin Books.
Petro, Nicolai N. 2004. *Crafting Democracy: How Novgorod Has Coped with Rapid Social Change.* Ithaca: Cornell.
Sperling, Valerie. 2014. *Sex, Politics, and Putin: Political Legitimacy in Russia.* New York: Oxford University Press.
Shteyngart, Gary. 2002. *The Russian Debutante's Handbook*. New York: Riverhead Books, Penguin Putnam Inc.
Yurchak, Alexei. 2003. Russian Neoliberal: The Entrepreneurial Ethic and the Spirit of 'True Careerism.' *The Russian Review* 62 (January): 72-90.

November 19 *Research papers*

Draft of RESEARCH PAPER due. This draft should be as complete as possible.
E-mail to ellen.carnaghan@slu.edu. Be prepared to talk about your paper in class today.

November 26 *Protest in the Putin Regime*

Karine Clement, "New Social Movements in Russia: A Challenge to the Dominant Model of Power Relationships?" *Journal of Communist Studies and Transition Politics* 24, no. 1 (March 2008): 68-89 (e-reserve or Academic Search Premier).

Jussi Lassila, "Aleksei Naval'nyi and Populist Re-ordering of Putin's Stability," *Europe-Asia Studies* 68, no. 1 (January 2016): 118-137 (e-reserve).

Graduate students should also read Michael Bernhard and Ekrem Karakoç, "Civil Society and the Legacies of Dictatorship," *World Politics* 59, no. 4 (July 2007), pp. 539-567 (e-reserve). Plan to meet with me before class and to present Bernhard and Karakoç' argument in class.

Related readings:

Ambrosio, Thomas. 2007. "Insulating Russia from a Colour Revolution: How the Kremlin Resists Regional Democratic Trends." *Democratization* 14, no. 2 (April): 232 - .
Beissinger, Mark R. 2007. "Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions." *Perspectives on Politics* 5, no. 2 (June): 259-276.
Bunce, Valerie J., and Sharon L. Wolchik. 2006. "International diffusion and postcommunist electoral revolutions." *Communist and Post-Communist Studies* 39: 283-304.
Bunce, Valerie J., and Sharon L. Wolchik. 2010. "Defeating Dictators: Electoral Change and Stability in Competitive Authoritarian Regimes." *World Politics* 62, no. 1 (January): 43-86.
Bunce, Valerie J., and Sharon L. Wolchik. 2011. *Defeating Authoritarian Leaders in Postcommunist Countries* (New York: Cambridge University Press).
Carnaghan, Ellen. 2016. "From Balcony to Barricade: Mobilizing Citizens in Georgia, Ukraine, and Russia," *Europe-Asia Studies,* 68, no. 9 (November): 1579-1607.
Evans, Alfred B, Jr., and Laura A. Henry, and Lisa McIntosh Sundstrom, eds. 2005. *Russian Civil Society: A Critical Assessment*. Armonk, NY: M. E. Sharpe, Inc.
Greene, Samuel A. 2014. *Moscow in Movement: Power and Opposition in Putin's Russia.* Stanford, CA: Stanford University Press.
Hale, Henry. 2006. "Democracy or autocracy on the march? The colored revolutions as normal dynamics of patronal presidentialism." *Communist and Post-Communist Studies* 39: 305-329.
Henry, Laura A. 2010. *Red to Green: Environmental Activism in Post-Soviet Russia.* Ithaca, NY: Cornell University Press.

Javeline, Debra. 2003. “The Role of Blame in Collective Action: Evidence From Russia.” *The American Political Science Review* 97, no. 1: 107-121.
Javeline, Debra. 2003. *Protest and the Politics of Blame: The Russian Response to Unpaid Wages.* Ann Arbor: University of Michigan Press.
Kuran, Timur. 1991. "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44 (October): 7-48.
Lyall, Jason . 2006. “Pocket Protests: Rhetorical Coercion and the Micropolitics of Collective Action in Semiauthoritarian Regimes,” *World Politics* 58, no. 3 (April): 378-412.
Mendelson, Sarah E., and Theodore P. Gerber. 2007. "Activist Culture and Transnational Diffusion: Social Marketing and Human Rights Groups in Russia." *Post-Soviet Affairs* 23, no. 1: 50-75.
Robertson, Graeme B. 2007. "Strikes and Labor Organization in Hybrid Regimes." *American Political Science Review* 101, no. 4 (November): 781-798.
Robertson, Graeme B. 2009. "Managing Society: Protest, Civil Society, and Regime in Putin's Russia." *Slavic Review* 68, no. 3 (Fall): 528-547.
Robertson, Graeme B. 2011. *The Politics of Protest in Hybrid Regimes.* Cambridge University Press.
Robertson, Graeme. 2013. "Protesting Putinism: The Election Protests of 2011-2012 in Broader Perspective." *Problems of Post-Communism* 60, no. 2 (March-April): 11-23.
Steinberg, Marc W. 2004. "When Politics Goes Pop: on the intersections of popular and political culture and the case of Serbian student protests." *Social Movement Studies* 3, no. 1 (April): 3-29.
Topalova, Viktoriya. 2006. "In Search of Heroes: Cultural Politics and Political Mobilization of Youths in Contemporary Russia and Ukraine." *Demokratizatsiya* 14, no.1 (Winter): 23-41.
Tucker, Joshua A. 2007. "Enough! Electoral Fraud, Collective Action Problems, and Post-Communist Colored Revolutions." *Perspectives on Politics* 5, no. 3 (September): 535-551.
Ulfelder, Jay. 2005. "Contentious Collective Action and the Breakdown of Authoritarian Regimes." *International Political Science Review* 26, no. 3: 311-334.
Volkov, Denis. 2012. "The Protesters and the Public." *Journal of Democracy* 23, no. 3 (July): 55-62.
Wengle, Susanne, and Michael Rasell. 2008. "The Monetisation of *L'goty*: Changing Patterns of Welfare Politics and Provision in Russia." *Europe-Asia Studies* 60, no. 5 (July): 739-756.
Way, Lucan. 2005. ”Authoritarian State Building and the Sources of Regime Competitiveness in the Fourth Wave: The Cases of Belarus, Moldova, Russia, and Ukraine.” *World Politics* 57, no. 2 (January): 231-261.
Yusupova, Marina. 2014. "Pussy Riot: a feminist band lost in history and translation." *Nationalities Papers* 42, no. 4: 604-610.

December 3 ***Change and Continuity in Russian Public Opinion***

William Mishler and Richard Rose, “Generation, Age, and Time: The Dynamics of Political Learning during Russia’s Transformation,” *American Journal of Political Science* 51, no. 4 (October 2007): 822-834 (e-reserve or JSTOR).

Henry E. Hale, “The Myth of Mass Russian Support for Autocracy: The Public Opinion Foundations of a Hybrid Regime,” *Europe-Asia Studies* 63, no. 8 (October 2011): 1357-1375 (e-reserve).

Related readings:

Inkeles, Alex, and Raymond A. Bauer. 1959. *The Soviet Citizen: Daily Life in a Totalitarian Society*. Cambridge, MA: Harvard University Press.
Bahry, Donna L. 1999. "Comrades into Citizens? Russian Political Culture and Public Support for the Transition." *Slavic Review* 58 (Winter): 841-853.
Carnaghan, Ellen. 2011. “The difficulty of measuring support for democracy in a changing society: Evidence from Russia,” *Democratization* 18, no. 3 (June): 682-706.
Carnaghan, Ellen. 2001. “Thinking about Democracy: Interviews with Russian Citizens,” *Slavic Review* 60 (Summer): 336-366.
Colton, Timothy J. 2000. *Transitional Citizens: Voters and What Influences Them in the New Russia.* Cambridge, MA: Harvard University Press.
Eckstein, Harry, Frederic J. Fleron Jr., Erik Hoffmann, and William Reisinger, eds. 1998. *Can Democracy*

Take Root in Post-Soviet Russia? Explorations in State-Society Relations. New York: Rowman & Littlefield Publishers, Inc.
Fleron, Frederic J., Jr. 1996. "Post-Soviet Political Culture in Russia: An Assessment of Recent Empirical Investigations." *Europe-Asia Studies* 48 (March): 225-260.
Gill, Graeme. 2008. "'Lenin Lives': Or Does He? Symbols and the Transition from Socialism." *Europe-Asia Studies* 60, no. 2 (March): 173-196.
McAllister, Ida, and Stephen White. 2008. "Voting 'against all' in postcommunist Russia," *Europe-Asia Studies* 60, no. 1 (January 2008).
Millar, James R, ed. 1987. *Politics, work, and daily life in the USSR*. New York: Cambridge University Press.
Oates, Sarah. 2006. "Framing Fear: Findings from a Study of Election News and Terrorist Threat in Russia," *Europe-Asia Studies* 58, no. 2 (March).
Rose, Richard. 2008. "Is Russia Becoming a Normal Society?" *Demokratizatsiya* 16, no. 1 (Winter): 75-86.
Rose, Richard, and Neil Munro, and William Mishler. 2004. "Resigned Acceptance of an Incomplete Democracy: Russia's Political Equilibrium." *Post-Soviet Affairs* 20, no. 3 (July-September): 195-218.
Rose, Richard, and William Mishler, and Neil Munro. 2011. *Popular Support for an Undemocratic Regime: The Changing Views of Russians.* New York: Cambridge University Press.
Rose, Richard, and William Mishler, and Neil Munro. 2008. "Time Matters: Adapting to Transformation." *Journal of Communist Studies and Transition Politics* 24, no. 1 (March): 90-114.
Sedov, L.A. 2007. "Traditional Features of Russian Political Culture in Their Current Perspective," *Sociological Research* 46, no. 4 (July-August 2007): 33-.
Shlapentokh, Vladimir. 1985. "Two Levels of Public Opinion: The Soviet Case." *Public Opinion Quarterly* 49 (Winter): 443-459.
White, Stephen. 2005. "Political disengagement in post-communist Russia: a qualitative study." *Europe-Asia Studies* 57, no. 8 (December): 1121 -.

December 10 FINAL EXAM

You will take an oral final exam in groups of 2 or 3. We'll schedule these exams at times convenient for you, either on our scheduled exam date, December 10, or later during exam week.

December 13 FINAL DRAFT OF RESEARCH PAPER DUE

Submit a Word document to ellen.carnaghan@slu.edu by 5pm.

University and College Policies

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department or your academic program,

or the Dean/Director of the College, School, or Center in which your program is housed. Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found at: http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php

Disability Accommodations
Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to Disability Services. Confidentiality will be observed in all inquiries.

Title IX
Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX coordinator (or that person's equivalent on your campus) and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX contact will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

For most students on the St. Louis campus, the appropriate contact is Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy, and for resources, please visit the following web addresses: https://www.slu.edu/here4you and https://www.slu.edu/general-counsel.

Student Success Center
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the Student Success Center to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services
Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the Student Success Center or call the Student Success Center at 314-977-3484.

Basic Needs Security
Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.