

Department of Russian and Slavonic Studies

Sophister Option

Hilary Term

2015-2016

<b>Module Name</b>	<b>Dostoevsky</b>
<b>Module Id (as timetabled)</b>	<b>RUS430</b>
<b>Course Year</b>	<b>JS TSM,SH SS TSM, SH</b>
<b>Optional / Mandatory</b>	<b>Optional</b>
<b>Semester(s)</b>	<b>HT</b>
<b>Contact hours per week</b>	<b>2 contact hours/week, a double slot; total 22 hours</b>
<b>Private study</b>	<b>100 hours</b>
<b>Lecturer</b>	<b>Sarah Smyth</b>
<b>ECTs</b>	<b>10 ECTs</b>

**Aims**

The module is devoted to the examination and analysis of the works of Fyodor Dostoevsky. Students examine influential critical and theoretical approaches to the study of Dostoevsky's oeuvre and explore how Dostoevsky's fictional and journalistic writings participate in the wider discourses and debates of Russian culture.

**Set texts**

*Poor Folk*

*Notes from the Underground*

*Crime and Punishment*

*Brothers Karamazov*

*The Diary of a Writer: « Dream of a queer fellow»*

**Critical responses**

Mikhail Bakhtin, *Problemy poetiki Dostoevskogo* (Moscow, 1972); translated by Caryl Emerson as *Problems of Dostoevsky's Poetics*, various editions

Jacques Catteau, *Dostoyevsky and the Process of Literary Creation*, trans. Audrey Littlewood (Cambridge: Cambridge University Press, 1989)

Robert Louis Jackson (ed.) *Twentieth Century Interpretations of Crime and Punishment* (New Jersey: Spectrum, 1974)

Robert Louis Jackson, *The Art of Dostoevsky: Deliriums and Nocturnes* (Princeton: Princeton University Press, 1981)

Malcolm V. Jones, *Dostoyevsky after Bakhtin: Readings in Dostoyevsky's Fantastic Realism* (Cambridge: Cambridge University Press, 1990)

Malcolm V. Jones, *Dostoevsky: The Novel of Discord* (London: Paul Elek, 1976)

W.J. Leatherbarrow, (ed.) *The Cambridge Companion to Dostoevskii* (CUP, 2002)

Konstantine Mochulsky, *Dostoevsky: His Life And Works*. Princeton, New Jersey: Princeton University Press, 1973.

Richard Peace, *Dostoyevsky: An Examination of the Major Novels* (Cambridge, Cambridge University Press, 1971)

Richard Peace, *Dostoevsky's Notes from Underground* (Bristol: Bristol Classical Press, 1993)

Victor Terras, *Reading Dostoyevsky* (University of Wisconsin Press, 1998)

Edward Wasiolek, *Dostoevsky: The Major Fiction* (Cambridge, Mass.: The M.I.T. Press, 1964)

**Secondary Literature**

Isaiah Berlin, *Russian Thinkers* (London and Toronto: Hogarth Press, 1978)

James Billington *Icon and the Axe* (Random House, 1970)  
Orlando Figes *Natasha's Dance* (Metropolitan Books, 2002)  
Geoffrey Hosking, *Russia. People and Empire* (Fontana, 1998)  
Geoffrey Hosking *Russia and the Russians* (Penguin, 2002)  
Malcolm V Jones and Robin Feuer Miller (eds.) *The Cambridge Companion to the Russian Novel* (Cambridge: Cambridge University Press, 1998)  
W.J. Leatherbarrow, (ed.) *The Cambridge Companion to Dostoevskii* (Cambridge: Cambridge University Press, 2002)  
Victor Terras (ed.) *A Handbook of Russian Literature* (London: Yale University Press, 1985)

### Module structure

1. Introduction to the module: module requirements; what is a commentary? what is a comparison of two critical responses? some context: writers and ideologues/critics
2. Lecture on *Poor Folk* (Dostoevsky and his predecessors - Pushkin and Gogol)
3. Commentary on an extract from *Poor Folk* and student presentation(s)
4. Lecture on *Notes from the Underground* (Is this a novel?)
5. Commentary on an extract from *Notes from the Underground* and student presentation(s)
6. Lecture on *Crime and Punishment* (Situating *Crime and Punishment* in the tradition of the Russian novel)

### 7. READING WEEK

8. Commentary on an extract from *Crime and Punishment* and student presentation(s)
9. Lecture on *Brothers Karamazov* (Men behaving badly)
10. Commentary on an extract from *Brothers Karamazov* and student presentation(s)
11. Lecture on "Dream of a queer fellow" (Time & causality in the narrative)
12. "Dream of a queer fellow" – Commentary & presentations

### Learning outcomes

At the end of this module the students should be able:

- \* to approach the works studied with enhanced critical and analytical awareness;
- \* to relate knowledge of this period and subject-matter to other aspects of Russian culture;
- \* to demonstrate an enhanced ability to read and engage critically with literature;

At the end of this module the students should be able:

- \* to develop and present a detailed and analytical argument, in both written and oral forms;
- \* to examine and utilise textual evidence in order to support their arguments;
- \* to demonstrate an awareness and understanding of some literary-critical terms and approaches specific to the study of prose;
- \* to use available library and electronic resources in order to investigate topics related to the texts in an independent fashion, and to reference such material thoroughly and accurately.

At the end of this module the students should be able:

- \* to present competent and sustained argument, in both spoken and written forms
- \* to organise personal and work commitments in order to meet specified deadlines;
- \* to make productive contributions to group work;
- \* to demonstrate a general competence in word-processing and use of the Internet.

### Assessment

Students are required to present a commentary on an extract of their choice (group work) and to give a presentation comparing two critical responses to a text of their choice.

Commentaries and presentations are written up (incorporating classroom discussion) and submitted no more than one week after the classroom presentation.

Students are also required to write an essay on a topic of their choosing (after consultation with the lecturer).

This essay is due at the end of week 3 of TT.

Weighting of assessed components: commentary 30; presentation 30; essay 40.