

Undergraduate Concentrators' Handbook

Slavic Literatures and Cultures

2022-23



The Bank Bridge and Church of the Savior on Blood, St. Petersburg

Built in 1826, the Bank Bridge spans 25 meters across the Griboedov Canal. The bridge is well known throughout Russia for the four gilded griffin sculptures, designed by Pavel Sokolov, gracing its side. The Church of the Savior on Blood, completed in 1907, is one of the most visited sites in St. Petersburg. Built on the site of the assassination of Alexander II, tourists from all over the world have been attracted to this enchanting cathedral due to its vivid colors and architecture on both its interior and exterior.

The Department of Slavic Languages and Literatures
Harvard University
Cambridge, Massachusetts

THE PURPOSE OF THIS HANDBOOK

This handbook is designed to give you all the information you need about the concentration in Slavic Literatures and Cultures and the many special offerings of the Slavic Department at Harvard. We recommend that you read the handbook in its entirety. We have made every attempt to provide the most up-to-date information on course offerings, requirements, off-campus study programs and university resources. Please do not hesitate to consult the Director of Undergraduate Studies (DUS), Professor Justin Weir (weir@fas.harvard.edu) about any details regarding your program.

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Slavic Languages and Literatures

WHY CHOOSE SLAVIC STUDIES?

The concentration in **Slavic Literatures and Cultures** offers you the opportunity to study the great works and cultural traditions, past and present, of Russia and the other Slavic countries, especially Ukraine, Poland, and the Czech Republic. These countries share a rich cultural life as well as a turbulent and fascinating history. In the Slavic concentration, you will develop proficiency in Russian or another Slavic language such as Czech, Polish, or Ukrainian; you will learn to read literary works in the original language, gain valuable experience for working and traveling abroad, and come to understand these cultures and the important role they have played in the modern world. The concentration requirements are five courses in Russian or another Slavic language, three courses of tutorial (including one 100-level course that has a section with texts in Russian), one survey course in Russian or another Slavic literature, two electives, and a senior project in the final year. Native speakers and students with advanced language preparation may substitute additional literature courses for a substantial part of the language requirement.

Your Slavic tutorials will give you a rigorous introduction to contemporary methodologies of reading texts and studying foreign cultures. All tutorials in the Slavic department are taught by full-time faculty. The sophomore tutorial (spring term only) will introduce students to major issues in the field of Slavic studies, including critical theory, modes of interpreting literary texts as well as visual culture, and the forces structuring national and regional identities. The junior tutorial, which is taken in the spring term of the third year, is devoted to a single topic and provides concentrators with an intensive reading experience – for example, reading *Crime and Punishment* in Russian. Students also take one 100-level department course that requires reading texts Russian (or another Slavic language) and this serves as the third tutorial. Many of our concentrators combine a love of literature with a strong interest in other disciplines, and we highlight the interdisciplinary nature of Slavic studies by incorporating questions of history, politics, and visual culture in our tutorials and other department courses. In the senior year, non-honors concentrators will design a fall-term capstone project in consultation with the Director of Undergraduate Studies (DUS), allowing them to study with a faculty member from the department and write a 25–30-page senior project. Honors candidates will work with a faculty member for the entire senior year and write a thesis. The department awards prizes for superior honors theses.

In addition to the required survey course in Russian literature, students are encouraged to use their two elective courses to explore a broad variety of subjects offered by the department, including Tolstoy, Dostoevsky, Nabokov, Bulgakov, Kundera, and others; the interwar avant-gardes in literature, art, and film; the cultures of great European cities such as Moscow, St. Petersburg, and Prague; twentieth-century Ukrainian literature and its political contexts; the culture of Medieval Rus'; Russian women readers and writers; the Russian theater and ballet; Russian and Central European film; Slavic science fiction; and the traditions of Slavic intellectual history from anarchism to Communism and political dissent. Many of our courses cover aspects of Slavic critical theory (formalism, structuralism, Bakhtin, cultural semiotics), as well as other contemporary theoretical approaches to literature.

Study abroad is difficult under current conditions. We are monitoring the situation and we will make recommendations in accordance with current university guidelines. In the past, the majority of our concentrators spent time abroad, typically during their junior year or in the summer after their sophomore or junior year. Usually, the Slavic Department offers a summer abroad program in Prague (for the study of Czech) and Tbilisi (for the study of Russian) each year through the Harvard Summer School. Many of our students also study in Russia or Central Europe with other programs such as Bard-Smolny Program, the American Council of Teachers of Russian (ACTR), or the Council on International Educational Exchange (CIEE); entrance to these programs is competitive, but Harvard students have traditionally done well. Credit toward concentration requirements is granted to those who successfully complete such programs; in order to receive concentration credit for this or any other external study, the student must receive permission in advance from the Director of Undergraduate Studies.

The department welcomes all students with an interest in Slavic languages and cultures and is happy to accept late transfers so long as the applicants have already begun language study. Although the undergraduate concentration will prepare you for graduate study in Slavic, comparative literature, history, and other programs, most of our students follow careers in other areas, including publishing, medicine, law, business, and government; they find that the experience of learning a language and getting to know a foreign culture greatly expands their opportunities for work and travel. Above all, the concentration seeks to provide intellectual stimulation along with linguistic and analytic skills that will serve students well in their future careers.

BASIC REQUIREMENTS: 12 courses

1. Required Courses:

- a. Five courses in Russian language (including the first term), or five courses in another Slavic language (Ukrainian, Polish, or Czech; all five must be taken in the same language). Native speakers, or students with advanced language preparation, must still take at least one language course in the department, and have the option of testing out of the other four courses, which they would take in literature instead.
- b. Three courses of tutorial (see item 2).
- c. One survey course. The full list of courses that count for the survey requirement is listed on [the department website](#) and, below, on page 10.
- d. Two additional courses from the Slavic Department or in related areas (see item 4).

2. Tutorials:

- a. Sophomore year: Slavic 97 (one term, spring semester) required. Letter-graded.
- b. Junior year: Slavic 98 (spring term) required. Letter-graded.
- c. Junior year: one 100-level course either semester that has a section with texts in Russian (or another Slavic language). This course can be taken either in the fall or spring of the third year.

3. *Capstone Project*: The non-honors capstone project (Slavic 99a) will be a 25–30-page research paper or annotated translation, developed in consultation with the DUS and written under the guidance of a faculty advisor. Graded Sat/Unsat.

4. *Other information*:

a. The two elective courses may include any Slavic Department literature or linguistics course at the 125 level or above; Slavic-related Gen Ed courses, a Freshman Seminar or relevant courses in the Departments of Comparative Literature, Linguistics, VES, History or Government if approved by the Director of Undergraduate Studies; or an Independent Study approved by the Director of Undergraduate Studies.

b. All courses for the concentration must be graded, except approved Freshman Seminars and Slavic 99a, which are graded SAT/UNS.

JOINT CONCENTRATION REQUIREMENTS.

SLAVIC AS PRIMARY FIELD: 11 courses.

1. Required Courses:

a. Five semesters in Russian language (the first semester of Russian A may be included), or five semesters in another Slavic language (Ukrainian, Polish, or Czech); all five must be taken in the same language). Native speakers, or students with advanced language preparation, must still take at least one language course in the department, and have the option of testing out of the other four courses, which they would take in literature instead.

b. Two semesters of tutorial. See item 2.

c. One survey course. The full list of courses that count for the survey requirement is listed on [the department website](#).

d. One additional course in the Slavic Department.

2. Tutorials:

a. Sophomore year: Slavic 97 (one term, spring semester) required. Letter-graded.

b. Junior year: Slavic 98 (spring term) required. Letter-graded.

3. Thesis: Two terms (Slavic 99a and 99b) required. Graded SAT/UNS. (Progression to 99b will be contingent on satisfactory completion of 99a.)

SLAVIC AS ALLIED FIELD: 8 courses.

1. Required Courses:

a. Five semesters in Russian language (the first semester of Russian A may be included), or five semesters in another Slavic language (Ukrainian, Polish, or Czech); all

five must be taken in the same language). Native speakers, or students with advanced language preparation, must still take at least one language course in the department, and have the option of testing out of the other four courses, which they would take in literature instead.

- b. Sophomore tutorial: Slavic 97 (one term, spring semester) required. Letter-graded.
 - c. One survey course. The full list of courses that count for the survey requirement is listed on the [department website](#).
 - d. One additional course in the Slavic Department.
2. Thesis: 99A and 99B courses should be taken in your primary department. However, your thesis has to engage substantially with sources in Russian or another Slavic language. In addition to evaluation of your thesis in your primary department, one reader from the Slavic Department will be assigned to evaluate and grade your thesis.

Survey Courses

*In 2022-23 the following courses will count toward a survey requirement: Slavic 134: Prague: A Cultural History (fall); Slavic 148: Strange Russian Writers (fall), Slavic 171: The Holocaust in Polish Memory and Culture (fall); Slavic 193: Introduction to Russian and Soviet Film (fall); Slavic 114: Squaring the Circle: Russia, Art, Revolution (spring); Slavic 132: Russia's Golden Age: Literature, Arts, and Culture (spring), Slavic 185: 18th-Century Russian Literature (spring).

REQUIREMENTS FOR HONORS ELIGIBILITY: 13 courses

Honors Requirements are identical to Basic Requirements, with the exception of the Senior Thesis, a two-semester sequence culminating in a thesis of approximately 70 pages (see pages 11-21).

1. *Required Courses:*

- a. Same as **Basic Requirements**.
- b. Same as **Basic Requirements**.
- c. Same as **Basic Requirements**.
- d. Same as **Basic Requirements**.

2. *Tutorials:*

- a. Sophomore year: Same as **Basic Requirements**.
- b. Junior year: Same as **Basic Requirements**.

3. *Thesis:* Two terms (Slavic 99a and 99b) required. Graded SAT/UNS. (Progression to 99b will be contingent on satisfactory completion of 99a.)

4. *Other Information:* Same as **Basic Requirements**.

READING COURSES

Reading courses are to be arranged in cooperation with a faculty member and require the permission of the Director of Undergraduate Studies. The administration has expressly forbidden students to take reading courses of any kind with individuals who do not have a regular faculty position or other official appointment at Harvard. Under extraordinary circumstances, the Director of Undergraduate Studies may approve a rigorously structured reading course as a replacement for normal Junior tutorial requirements.

CONCENTRATION CREDIT FOR OFF-CAMPUS STUDY

Concentrators who choose to take Slavic language courses in an approved program, whether in Russia or another country, *may* receive concentration credit for successfully completed work. Those who attain adequate grades during a semester abroad may receive a full semester of concentration credit (i.e. 2 full courses). Those who complete a foreign program during the summer may be credited with 1 full course.

For credit from a domestic language program in the United States, please speak with the Director of the Language Program or the Director of Undergraduate Studies.

Credit is granted in the form of a “lump sum,” which counts toward the total number of required courses for the concentration. At the discretion of the Director of Undergraduate Studies and in accordance with the results of the Slavic Department’s Placement Examinations, portions of the language requirement may be waived for students who have made substantial improvement in their study off campus. Study Abroad will generally **not** count for a student’s survey requirement or tutorial courses – in most cases, students who spend a semester abroad during their junior year will take the corresponding semester of junior tutorial (98a or 98b) during their senior year.

N.B. Concentrators who wish to receive credit for off-campus study must file petitions before they participate in any program. CREDIT WILL NOT BE GRANTED RETROACTIVELY. For information on petitioning for credit, consult both the staff in the Office of International Education and the Director of Undergraduate Studies.

ADVISING

The Director of Undergraduate Studies is responsible for advising concentrators in all three years. You will meet with the Director individually at the beginning of each term, to discuss your Plan of Study and your progress through the concentration, and to have your study card signed. But you should also feel free to drop by as needed, especially if you need to seek the Director’s advice and permission in cases of special arrangements or

exceptions to the standard program.

You will also find the Director to be an informed advisor, able and willing to discuss a wide range of problems with you. The Department is fully aware that a concentration is not simply a matter of fulfilling requirements, but also an occasion for personal growth. The Director hopes that you will feel free to voice matters of personal importance when you come to seek advice.

This year the Director is Professor Justin Weir. His office is located in Barker Center, Room 377. Please email him at weir@fas.harvard.edu for an appointment.

THE DEPARTMENT

The Department of Slavic Languages and Literatures was established as a separate department of the University on January 4, 1949. The history of Slavic studies at Harvard, however, dates back all the way to the end of the nineteenth century. Instruction in Russian, Polish, and Old Church Slavonic was introduced at the University in 1896; Czech—then called Bohemian—was added later, and by the 1930s the curriculum included courses in Serbo-Croatian as well. Thus, by the time the Department itself was founded in 1949, scholarly commitment to the study of all Slavic cultures, not only Russian, was a firmly established tradition at Harvard.

Although its specific concerns center on the fields of language and literature, the Department has maintained close working ties with other groups studying the Slavic world at Harvard; among these are the Davis Center for Russian and Eurasian Studies, the Russia, Eastern Europe, and Central Asia (REECA) Program, and the Ukrainian Studies Program of the Harvard Ukrainian Research Institute. These contacts, not to mention other valuable resources at Harvard, provide a wealth of possibilities for both faculty and students in the Department, including fellowship opportunities, lecture and film series, art exhibits, and many other cultural and academic events.

CAPSTONE PROJECTS AND HONORS THESES

In this section you will find specific information about writing a one-semester capstone project or two-semester Honors Thesis in the Slavic Department, including particular requirements and deadlines.

We have also given you some advice about how to choose a topic and more generally about how to approach these projects, although these recommendations should be seen as just that – recommendations – rather than ironclad rules. Every student has his or her own strategies for working and writing. We hope, however, that the advice offered here can serve as a guideline to help you determine your own best approach to this substantial undertaking.

Capstone vs. Thesis?

Depending on your priorities and interests, you may choose to write either a one-semester capstone project in the fall of your senior year, or a two-semester thesis in the fall and the

spring. Students who want to graduate with Departmental Honors must write a thesis, but you should decide which one to pursue based on your own interests and priorities.

The Slavic 99a-99b sequence is designed to give you some flexibility in deciding whether to write a capstone or thesis. All concentrators should begin to approach potential advisors in the spring of their junior year, and **all Slavic concentrators must enroll in Slavic 99a** in the fall of their senior year. If you plan to write a thesis, you must first hand in a three-page draft of a prospectus by September 30, then a formal **prospectus** in early November, and your **first chapter** (approximately 15-20 pages) and a **chapter outline** of the rest of the thesis **on the last day of fall-term classes**. (This is generally in the first few days of December; see below for this year's exact deadlines.) **Your advancement to Slavic 99b will depend on satisfactory completion of 99a**, so stay in touch with your advisor and make sure that you are making good progress toward meeting his or her expectations for a full thesis.

If you decide to write a capstone rather than a thesis, you will simply complete Slavic 99a without taking 99b. The capstone is generally a 25-30-page paper. You will still hand in a short prospectus describing your project in early November, and the final project is due **on the last day of reading period** of the fall semester of your senior year. (Again, see below for this year's exact deadlines.) Your advisor and a second faculty member will then read your paper and give you detailed written comments on your project.

Some students may change their mind about the thesis when they get to spring semester of their senior year. If you turned in a thesis chapter in December but then decide in the spring not to take 99b, you can simply rework your chapter into an independent capstone project – you should discuss with your advisor whether this will mainly involve cosmetic changes, such as rewriting the introduction and conclusion, or whether more substantial reworking of the text will be necessary. If you change your mind “mid-stream” in this way, your final capstone project will be due on the Friday before spring break.

A. SENIOR YEAR CALENDARS

Concentrators writing **theses** in the Slavic Department need to be aware of the following deadlines:

- | | |
|---|-----------------------------------|
| 1. CONTACT POTENTIAL ADVISOR
AND DUS TO LET THEM KNOW
YOU PLAN TO WRITE A THESIS | March-April of Junior Year |
| 2. JUNIOR THESIS FORUM | April of Junior Year |
| 3. THREE-PAGE THESIS PROSPECTUS
DUE BY: | September 30 |

- | | |
|---|---|
| 4. FIRST CHAPTER (15-20 pp.) AND
CHAPTER OUTLINE DUE BY: | Last Day of Fall
Classes (December 1) |
| 5. SECOND CHAPTER AND UPDATED
CHAPTER OUTLINE DUE BY: | First Day of Spring Term
(January 23) |
| 6. FIRST DRAFT DUE BY: | Fourth Friday in February
(February 24) |
| 7. FINAL DEADLINE: | Wednesday before Spring
Recess (March 8) |

If you are writing a **capstone** project, you must observe the following deadlines:

- | | |
|--|---|
| 1. CONTACT POTENTIAL ADVISOR
AND DUS TO DISCUSS POSSIBLE
TOPICS FOR YOUR CAPSTONE | March-April of Junior Year |
| 2. CAPSTONE PROSPECTUS DUE: | September 30 |
| 3. FINAL CAPSTONE PROJECT DUE: | Last Day of Fall Reading
Period (December 7) |

B. MAKING THE DECISION TO WRITE A THESIS

Writing a senior thesis can be the culmination of a student's undergraduate career. It requires a serious commitment, and the decision to write a thesis should be made carefully.

There are a number of good reasons to undertake writing a thesis. Work on a thesis offers an opportunity to explore an issue that engages you, to plan and direct your own research, and to draw on the knowledge of methodology and material that you have gained from course work in the concentration. Many seniors have praised the thesis project as the best learning experience of their lives. Be aware, however, that enthusiasm is crucial to the success of a thesis. You should be fascinated by your topic and desire the intellectual adventure of shaping an idea and finding its articulate expression.

As it happens, other reasons may also come into play. Some students feel that they must write a thesis in order to please their parents or their peers. Others see the thesis as a

guarantee of admission to graduate school, or of a good job. Still others consider it the clincher for an application or resume. These are not good reasons to write a thesis. Since the project represents a considerable investment of your personal time and effort, you should write a thesis for your own sake. Most often the necessary devotion to the thesis grows out of a personally motivated choice. Without this, not only could a poor paper result, but you could very well have a miserable experience in your senior year. If you have any doubts, concerns or questions regarding your decision to write a thesis, please consult with the Director of Undergraduate Studies.

Be honest with yourself about your reasons for wanting to write a thesis and consider carefully the possible ramifications of your choice, both for you and the work. Also bear in mind that a thesis places great demands on your time. The project may be too much if you participate extensively in extra-curricular activities or work outside of school.

C. CHOOSING A TOPIC AND ADVISOR

The first stages of the thesis project—choosing a topic and an advisor—are perhaps the most difficult. **The cardinal rule is to begin early.** You should start to think seriously about a topic area and possible advisors no later than the spring semester of your Junior year and discuss this with the Director of Undergraduate Studies. Each April, the Department will hold a Thesis Writing Workshop for junior concentrators, where you will have a chance to talk about your ideas and get feedback from your peers and from Department faculty. Soon after the Workshop, you should contact a potential advisor to discuss your ideas. The faculty member can give you valuable advice at that early stage and suggest reading, even research, for the summer. In addition, there are a number of strategies that you can employ to help you define a topic and find an advisor.

C.1 THE TOPIC

A thesis topic should spring from your own energies and interests. The first step toward defining a topic, then, is to determine your primary areas of interest. The role of self-examination in this process is critical.

Look over your past work in the Slavic Studies program and attempt to discover a few general areas of interest. What courses have you taken? What have you written about in course papers? Also, think about why you decided to concentrate in Slavic Studies. As you consider these and other similar questions, you should begin to discern certain patterns or trends in your work. Contemplation of these issues will allow you to define your general areas of interest.

Finding a topic within an area of interest is more difficult. A topic is best formulated as a question. But the question cannot be too broad, for a topic must have focus. Nor can it be too narrow, since the goal of a good thesis is to express thoughts of general importance through detailed analysis of a specific case or cases. In short, you want to achieve the proper balance between extensivity and intensity.

Because the purpose of this process is to formulate a focused and thought-provoking question, the best way to uncover topics in your area of interest is to begin posing

questions. Start with the issues that stand out in your mind. Also, read some scholarly literature on your subject. If your topic seems too broad, this reading will give you some ideas on approaches you might take. If your question is too narrow, a selection of articles and books can lead you to the general concerns that relate to your interest. And remember, an undergraduate thesis need not be a contribution to knowledge. More important is the sustained examination of a topic that engages you.

If you are unsure about the viability of your topic, you might look at past theses in order to find out what types of projects have been the most successful. The best theses of each academic year are submitted to the Harvard University Archive, which is located on the first floor of Pusey Library. A list of recent honors theses from the Slavic concentration is provided below.

HONORS THESES SINCE 2008

2008

Sara Kate Heukerott, "The Hardest Knot: Structure and the Semblance of Real Life in Tolstoy's *Anna Karenina*"

Antonio Ramirez Lupher, "Gogolian Transpositions in Film and Opera: *The Overcoat* (1926) and *The Nose* (1930)"

2010

Jordan Bryant, "Russia's Appian Way: How the Classics Shaped Imperial Identity from Peter I to Alexander I"

Danielle Kijewski, "*The Master and Margarita* as a Moral Tale: Sin and Redemption in Bulgakov's Final Novel"

Paul Sawyer, "Russkie Vperyod: Extremism and Neo-Nazism in 21st Century Russia"

Alice E.M. Underwood, "Rights on Parade: The Russian LGBT Community's Divided March Towards Equality"

2012

Devon Dunn, "Dogs, Divas, and the Men Who Make Them: Decoding Operatic Adaptations of Bulgakov's *Sobach'ye Serdtse*"

Jasper N. Henderson, "Spiritual Imagination: The Literary Icons of Vladimir Nabokov"

Lenore Murphy, "'I Am a Cuttlefish': Real Absurdity in the Theater and Life of Daniil Kharm's"

2013

Jesse Nee-Vogelman, "Power Adapters: Dimitry Krymov and Kama Ginkas on the Moscow Stage"

2014

Michael Hernani Goncalves, "Art without Iambs: The Free Verse Poetics of Kirill Medvedev"

George Oleg Pocheptsov, "Traces of Oblomov's Utopia: Applying Methods in Text Mining to Track and Critically Analyze the Thematic, Aesthetic and Linguistic Features of the Dream in the Rest of the Novel"

2016

Claire Chi Atwood, "Transfiguring History: Two Epic Poems About Peter the Great, 1803-1810"

2017

Emma Santelmann, "I'm not the people?": The Fate of the Cross-cultural Self in Soviet Village Prose and Indigenous Literatures of Siberia and the Far East

Andrew Troska, "Верю: несовместны гений и смерть." Making A Singing Translation of Дети Розенталя."

2018

Eric Kim, "Dining With Drama: How Pushkin and Gogol create a new tradition."

2019

Sierra Nota, "Make way for the Railway: Transit-oriented development in the city of Irkutsk".

Sebastian Reyes, "Benefit Yourself, Your Family, Your Country: Youth politics in Putin's Russia, 2000 to today."

Alexandra Shpitalnik, "Civil Society in the Shadow of Leviathan: The development and role of socially oriented non-governmental organizations in the Russian Federation."

2020

Olivia Blanchard, "Kharms's *Incidences*: Inviting Participation in a Theater of Prose."

Nataliya Palinchak, "Through Eastern European Eyes and Under the Western Gaze: The (Un)Feminist Face of the Russo-Ukrainian War."

Lydia Lavrova, "С Новым Годом - Happy New Year (SNGHNY)" (animation and commentary).

2021

Alyssa Turner, "'Our Pushkin Was Also a Revolutionist': Alexander Pushkin in the Imagination of African Diaspora."

2022

Georgiy Alexander Kent, "Homeland Lost? Crimean Tatar Civil Society Responses to Russia's Occupation of Crimea."

Although you are the only one who can decide what your topic should be, the search should not be conducted in isolation. Once you have defined your particular area of interest (though by no means necessarily your actual topic), begin talking to your professors and teaching fellows. Their experience can be a great aid in determining the advantages and limits of your various ideas. Turn, as well, to other resources. For example, consult the librarians in the Slavic Division in Widener Library; they may have helpful suggestions about source material.

C.2. THE ADVISOR

An advisor can play a variety of roles in your work on the thesis. It may be more important to find someone who fulfills the roles that are essential to you than to have an advisor who is the leading light in his or her field. Among the roles an advisor can play are:

The Expert: As an expert in your area, an advisor can be a tremendous resource. He or she can provide you with valuable bibliographic references and offer insight into how your topic fits in the larger body of scholarship. Also, your advisor's intuition may allow you to discern which of your more unusual ideas are potentially productive.

The Taskmaster: Pacing your work is an important aspect of the thesis project. As well as observing official deadlines, you will have to set unofficial ones. An advisor who insists on setting and meeting strict deadlines can provide the necessary motivation for students who have a hard time keeping up.

The Editor: Some students prefer to have an advisor who is unobtrusive when it comes to deadlines and ideas, but is willing to spend considerable time on style and the mechanics of writing.

The Counselor: In the process of writing a thesis, you will experience many highs and lows. Tremendous excitement alternates with frustration. Disinterest is followed by enthusiasm. And paralyzing anxiety on Monday will make way for vigorous productivity on Thursday. A sensitive advisor can help you through these difficulties.

The Critic: Your advisor can offer constant challenges to your ideas, in an attempt to encourage you to think through every detail of your argument. His or her critical perspective can help you to determine the extent of your progress.

When you begin thinking about your topic, spend some time talking with seniors who are writing theses. They will be able to give you an idea about what combination of roles their advisors fulfill. This information will be invaluable as you consider possible advisors. Once you have determined your chosen area of interest, consultations with faculty and teaching fellows will enable you to refine your ideas and to initiate the search for an advisor. Your meetings with them will give you an opportunity to judge how well they might be able to respond to your plans and needs. If a faculty member appears interested in your project and seems to possess the combination of skills you seek in an advisor, simply ask if he or she is available.

Although it is not required, you are strongly encouraged to secure an advisor by the end of your Junior year. This will permit you to set up a reading list for the summer and will make for a good start in the Fall.

D. GRANTS FOR THESIS RESEARCH

A number of university-based organizations sponsor grants for undergraduates that are designed to support thesis research. Among the most notable in the Slavic field is the Davis Center for Russian and Eurasian Studies.

Private organizations also support grants that can be used for thesis research, such as The Ford Program for Undergraduate Research. For details concerning these and other grants you may be qualified for, consult the current Harvard College Guide to Grants and contact the Fellowships Office at the Office of Career Services.

E. MANAGING THE PROJECT

The importance of organization in your work on the thesis cannot be overemphasized. Once you have an advisor, sit down with them and map out a timetable. Good long-range planning is vital in grappling with such a large project, especially since you are unlikely to have had any experience with a similar endeavor. Your own plans should include developing a good relationship with your advisor. As in any working relationship, communication is the key to productivity. Try to schedule regular meetings with your advisor and do all you can to make them substantive. The frequency of your meetings will doubtless vary over the course of the semester. Most students meet more often with their advisors once they have begun writing.

E.1 RESEARCH: THE INITIAL STAGES

The first stages of research should begin during the summer after your Junior year. This is a time to undertake both background and theoretical reading. Your work will lead you to take the first steps in moving from topic to argument, perhaps the most important aspect of the whole thesis project. A topic is a well-defined area of interest; an argument consists of the point you want to make about your topic and the reasons that support it.

When you return in the fall, it will be time to set about more focused research. Refining your topic and determining your argument is part persistence and part trial and error. By the end of September you should be in a position to write your **prospectus**. A prospectus is a statement of approximately three pages about your refined topic and your proposed argument. In addition, the prospectus should include a summary of what you hope to accomplish through further research, and if possible should sketch out a plan of the chapters of the thesis. Students who plan to take Slavic 99b must submit a prospectus to their advisors **on or before September 30**. You should schedule a separate meeting with your advisor to discuss the prospectus in the week or so after you turn it in.

E.2 RESEARCH AND WRITING

Once you have completed your prospectus, you will begin an extended period of research and writing. A project as large as a thesis should be done incrementally. Plan to work on your chapters separately—first researching, then writing. At this stage observing a strict timetable is essential. Set aside time for intense research on a given chapter. When that time is up, start writing immediately. Of course, research will not stop completely until you begin editing your thesis, but succumbing to the temptation to continue research will

prevent you from pacing your writing properly. You should expect to write a number of drafts for each part of the thesis project; the more you work over each chapter, the better your thesis will be. And remember, as long as you start writing early, you will have time to reopen any line of research later on.

A requirement of approximately 15-20 pages to be submitted to your advisor **by the last day of classes (December 1)** has been established by the Department in order to encourage you to begin writing early.

In the process of writing, you are bound to meet with a variety of difficulties. Your thesis advisor can be instrumental in working through certain problems, but do not hesitate to make use of informal advisors. Talk over your difficulties with your friends and also with your Teaching Fellows. Perhaps even show a draft to someone who knows nothing about your topic, as a test of how well your ideas are coming across. The Writing Center, located in the basement of Barker Center, can be a valuable source of advice on the mechanics of writing. The Center offers special help on senior theses in addition to its regular services: conferences by appointment and drop-in hours, not to mention a wide array of hand-outs and reference books on writing.

A completed draft of the thesis must be submitted to your advisor **by the fourth Friday in February (February 24)**. This deadline has been established by the Department in order to give you sufficient time for substantive revisions, editing and production.

E.3 PRODUCTION (FORMATTING, PRINTING, BINDING)

One thing few thesis writers realize is that production constitutes an entirely separate stage of the thesis project. Give yourself plenty of time to produce clean copies of your thesis. Refer to the section on thesis regulations below for the Department format requirements.

a. THESIS RULES AND REQUIREMENTS

All theses submitted to the Slavic Department must conform to the following requirements:

LENGTH: The recommended length for theses in the Department is 70 pages.

STYLE: The style of your thesis must conform to the standards of either of the following reference works: *The MLA Style Manual* or Kate L. Turabian, *Manual for Writers of Term Papers, Theses and Dissertations*.

CITATIONS: Russian passages included in your thesis should be printed in Cyrillic characters; you should provide a translation of all Russian passages in a footnote following each quotation. Be sure to give proper credit for all translations, whether they are your own or are taken from a published source.



A gift from First Lady Barbara Bush to Raisa Gorbachev in 1991, replica statues of the “Make Way for Ducklings” ducks, inspired by Robert McCloskey’s classic 1941 children’s book, march out in front of Novodevichy Convent in Moscow. The originals can be found in Boston’s Public Garden.

TITLE PAGE: A title page is required and must comply with the format below:

TITLE (in caps) by (Name) <i>An Honors Thesis</i> Presented in Partial Fulfillment of the Requirements for the Degree of Bachelor of Arts Department of Slavic Languages and Literatures Harvard College Cambridge, Massachusetts (Month and Year of Submission)
--

PAGE FORMAT: All pages of the thesis text must conform to the following standards:

- a) margins: left, 1.5 inches; all others, 1 inch;
- b) pages must be double-spaced;
- c) author's name and page numbers (i.e., Last Name pg.#) must be included in the top right-hand corner of each page, two lines above the top margin;
- d) notes may be placed at the bottom of the page or at the end of the text.

PRINTING: All printing must be of the highest quality.

SUBMISSION: Please submit your thesis as a pdf file to the Director of Undergraduate Studies and Department Administrator. Paper copies of your thesis should be submitted in black, hardcover, spring binders. Free binders may be available in the Slavic Department.

b. COMPUTERS AND PRINTERS

Computers and printers are the crux of some of the most horrific stories about senior

theses. Print your final draft about three or four days before the thesis is due. Again, this may sound early, but if you suddenly discover that the pagination is confused or that your notes are appearing at the top of the page instead of the bottom, you will be thankful to have started well before the deadline.

c. PROOFREADING

In the final crunch, proofreading generally suffers more than any other aspect of production. **Be sure to allow enough time to proofread your final draft.** A poorly proofread paper creates an impression of sloppiness and carelessness that can easily be attributed to your writing and thinking, and can lower your grade.

d. COPYING

The last stage of production is photocopying. Here, as before, plan to do your copying early. Try to get the thesis into the copy shop at least two days before it is due. Remember, half of Harvard may be queued up in front of you, so don't wait until the last minute.

E.4 TURNING IN YOUR THESIS

Your thesis is due on the *last Wednesday before Spring Recess*. This year theses are due on **March 8**. Please send your thesis as a pdf to the Director of Undergraduate Studies and Department Administrator. If possible, **two bound copies** should also be submitted to the Slavic Department office, Barker 374, by 5:00 P.M.

F. GRADING

The submitted thesis is evaluated by two faculty members, neither of whom is the thesis advisor, and each assigns a grade. The readers write detailed comments which are given to you and shared with the rest of the Department faculty. At the discretion of the Director of Undergraduate Studies, a third reading may be required. The Department will use the University's 4-point scale to determine the thesis grade. Evaluations of 3.00 points and above are assigned honors status as shown in the chart below. Theses whose grades average *Magna* or above will be placed in the University Archives.

Please note that the grading scales used here apply only to courses and theses, *not* degrees. Historically, the cutoffs for *magna* and *cum* degrees have been significantly above the *magna* minus and *cum* minus levels (i.e., *magna* minus means "not quite a *magna*"). Furthermore, Harvard College requires a minimum overall grade point in your field-of-concentration courses of 2.83. In accordance with University custom, students will not be recommended for Highest Honors unless their thesis receives at least one reading of *summa cum laude* (*summa minus* is acceptable). The above Honors calculations are the Department's ratings, not the College's. Details of the College's Honors calculations are provided in the FAS Handbook for Students.

GRADING			
Co. Grades	Numerical Weights		Thesis Grades (Department's ratings)
A	4.00	summa cum laude	Honors
	3.83	summa cum laude minus	↓
A-	3.67	magna cum laude plus	↓
	3.50	magna cum laude	↓
B+	3.33	magna cum laude minus	↓
B	3.00	cum laude plus	↓
	2.83	cum laude	Non-Honors
B-	2.67	cum laude minus	↓
			↓
C+	2.33		↓
C	2.00		↓
C-	1.67		↓
			↓
D+	1.33		↓
D	1.00		↓
D-	.67		↓
			↓
E	0.00		↓

G. PRIZES

For more information on awards you may qualify for, for instance the Thomas T. Hoopes Prize and the George B. Sohler Prize, consult the website <https://prizes.fas.harvard.edu/prize-descriptions>.

HONORS

A. HONORS REQUIREMENTS

The requirements for Departmental honors are: 13 semester courses, as described on page 8, including the thesis, as described on pages 10-21.

Bear in mind that you need not fulfill the departmental honors requirements in order to graduate with honors from Harvard. Those who do not wish to undertake an honors program may qualify to receive a degree of Cum Laude in General Studies.

B. DETERMINATION OF HONORS

The first step in the determination of honors is the calculation of a departmental ranking. This ranking is based on the student's grades in course work and on the thesis, with each factor weighted equally.

Only grades from concentration courses will be considered in the determination of a student's departmental ranking. Please note that an overall summa degree recommendation is dependent on a student achieving a summa reading on his or her thesis. The numerical equivalents used in the calculation of this formula are assigned according to the 4-point scale below established by Harvard College. There are no longer fixed numerical ranges for the various Honors levels. However, the Slavic Department will use the distribution below as a guideline in its degree recommendations.

Highest Honors = 3.83-4; High Honors = 3.67-3.83; Honors = 3.00-3.67

A = 4.0	B+ = 3.33	C+ = 2.33	D+ = 1.33
A/A- = 3.83	B = 3.0	C = 2.0	D = 1.0
A- = 3.67	B/B- = 2.83	C- = 1.67	D- = .67
A-/B+ = 3.5	B- = 2.67		F = 0.0

The ranking established in the above formula is not in itself a determination of honors. Rather, it is a **guideline** according to which the Department faculty may reach a decision. Each student's record is considered according to its own merits and certain unquantifiable factors inevitably play a role in determining the departmental recommendation to the Faculty of Arts and Sciences. Students recommended for High Honors or Highest Honors will normally have taken a range of demanding courses, including advanced

language work (beyond the third year) and 100-level literature courses in the Slavic Department courses. In the final stage of honors determination, the Faculty of Arts and Sciences will either accept the Department's recommendation or amend it according to established rules.

CAMPUS RESOURCES

A. LIBRARY RESOURCES

Harvard University holds one of the largest Slavic collections outside the Former Soviet Union and East Central Europe. The main collection of volumes in the areas of the humanities and social sciences is housed in Widener Library. Manuscripts, rare books, and materials in the areas of fine arts, music, anthropology, ethnology, law, and science are housed in other specialized libraries. The Harvard Libraries hold a treasure trove of both print and electronic materials that will facilitate, inform, and inspire your research. Concentrators are invited to contact the Librarian for the Davis Center, to help you discover more about the Slavic collections and to make contact with the other librarians who are expert in a wide range of Slavic Languages. They will be happy to give you an orientation to using the libraries and to teach you to be an expert navigator and researcher in the Harvard library system.

Here are some of the specialized Harvard libraries with holdings of import and interest to the student of Slavic studies:

Fung Library: located on the basement level of 1737 Cambridge Street, this is the Davis Center for Russian and Eurasian Studies' library and is especially useful for its collection of current Russian periodicals.

Houghton Library: located in Harvard Yard, east of Widener, Houghton is an invaluable resource for rare books and manuscripts.

Fine Arts Library: located on the first floor of Littauer Center, this library includes a collection of slides and photographs, in addition to numerous books on the Slavic visual arts.

Aside from its standard collection, the Harvard library system contains a variety of special collections and archives. Among the most notable are:

The Kilgour Collection of Russian Literature: housed in Houghton Library, this collection of first editions of Russian literature is one of the best assembled outside Russia. A guide to the collection is available in the Widener Reading Room [RR 3402.15].

The Harvard Trotsky Archive: arrangements for the sale and shipment of this archive to Harvard were made by Trotsky himself. The archive contains all papers that were in Trotsky's possession at the time of his death; they date from 1917 to 1940. A guide to this archive is available in Houghton Library.

The Milman Parry Collection: a special collection of oral literature, its forte is South Slavic folk literature.

The Dana Collection: this is a collection of material relating to theatrical life in the

early decades of this century. Its holdings include programs, photographs, manuscripts of plays and clippings.

B. THE DAVIS CENTER FOR RUSSIAN AND EURASIAN STUDIES

1730 Cambridge Street, CGIS, Third Floor

The Davis Center for Russian and Eurasian Studies plays a vital role in the pursuit of Slavic Studies both at the University and in the Boston area. Scholars and professionals from all over the world come to the Davis Center for the purposes of conducting research at Harvard and engaging in the active intellectual life at the Center. The Center sponsors talks and seminars on a wide range of topics, and all seminars welcome undergraduates, who are also encouraged to attend the Center's special lectures. Each year the Center awards travel grants of up to \$5000 for undergraduate summer research towards the senior research thesis in topics pertaining to East-Central Europe and the former Soviet Union. Applications are due in the spring.

Please refer to <https://daviscenter.fas.harvard.edu/academic-programs/undergraduate-studies/undergraduate-grants> for more details about these grants. For information on current events at the Center, consult their calendar listings at <http://daviscenter.fas.harvard.edu>. Participation in the Center's various activities can serve as a stimulating supplement to your academic program.

C. THE HARVARD UKRAINIAN RESEARCH INSTITUTE (HURI)

34 Kirkland Street

The Institute was founded in 1973 as part of an effort to promote Ukrainian Studies at Harvard. The primary objectives of HURI are to support basic research projects and to publish scholarly works, as well as annotated bibliographies and teaching materials in Ukrainian history, literature and language. Over 25 conferences and symposia on topics related to Ukrainian Studies have been sponsored by the Institute. HURI is also co-organizer with the Harvard Summer School of the Ukrainian Summer Institute, a seven-week intensive academic and extra-curricular program. For more information about the Institute or Ukrainian Studies at Harvard, call (617) 495-7835 or visit their web site at <http://www.huri.harvard.edu/>.

D. OTHER RESOURCES

There are many other campus resources that may be of interest to concentrators in Slavic Studies. In particular, the Harvard University Film Archive periodically sponsors festivals of Slavic cinema as well as screenings of individual films, and the Humanities Center, located in Barker 136, sponsors a wide range of lectures and readings in literary and cultural studies.

OFF-CAMPUS STUDY

A. STUDY ABROAD

Usually, the Department encourages all concentrators to consider spending part of their undergraduate tenure abroad. Participation in a summer or semester program, however, is neither required nor expected by the Department. The faculty promote study abroad because it has proven to be an extraordinarily enriching experience for so many students. The benefits to be reaped from a stay in Moscow, St. Petersburg, Prague or another East or Central European city are not limited to increased proficiency in the language; direct contact with the people and culture can be one of the most invigorating personal and intellectual experiences of a lifetime. We recognize that study abroad is difficult under current conditions. We are monitoring the situation and we will make recommendations in accordance with current university guidelines.

A.1 GENERAL INFORMATION

The number and variety of educational programs in the former Soviet Union have expanded dramatically in recent years. In order to receive credit for study abroad, students must participate in an *approved* program. Basic information about the best established programs is provided below. Please contact the program directly for the most up-to-date information.

Financial aid is available for most if not all of these programs, and any financial aid you receive from Harvard may be applied toward a semester or academic year program. Consult the Office of International Education for details: <http://oie.fas.harvard.edu/>. In addition, selected Harvard grants can also be used to defray the costs of a study-abroad program. For example, female students may apply for either the Isabel L. Briggs Travelling Fellowship or one of the Josephine Murray Travelling Fellowships. For more information on these and other available grants consult the current on-line Harvard College guide to grants at <https://college.harvard.edu/resources/guide-finding-funding>.

Each year in the fall the Department conducts an informal informational meeting for students interested in Summer Language and Study Abroad programs. Questions concerning all aspects of off-campus study are entertained at this meeting. In addition, strategies for application to these programs are outlined by the Director of Undergraduate Studies, the Director of the Language Program, and former participants and leaders.

Students who spend a semester studying abroad should consult with the DUS to determine which courses abroad will count for which concentration credits. In general, most students who receive credit for two courses in Russia will be exempted from one semester of junior tutorial and one of their departmental electives, at the DUS's discretion. Except in unusual circumstances, credit for the survey course will not be given for study abroad.

In general, full semester concentration credit (i.e. 4 courses) is granted to students who earn adequate grades during a semester of study in an approved program. Those who successfully complete a summer will receive half-semester concentration credit (i.e. 2

courses).

For other questions regarding credit, please see the Director of Undergraduate Studies, Justin Weir (weir@fas.harvard.edu). For questions regarding Study Abroad Programs, please see Steven Clancy, the Director of the Language Program and the Study Abroad Advisor for the Slavic Department (sclancy@fas.harvard.edu).

N.B. It is absolutely imperative that credit approval be sought at OIE and with the Director of Undergraduate Studies before participation in any program.

A.2 NON-HARVARD PROGRAMS IN RUSSIA AND EASTERN EUROPE

You will find below the most up-to-date information available on the major study programs for which Harvard gives credit. Contact the program directly for up-to-date information about dates, fees, and deadlines. Information on other study and touring programs is also available in the Office of International Education.

Remember! To receive Harvard credit, you **must** petition the Office of International Education **before** you leave.

ACTR: (American Council of Teachers of Russian)

ACTR-Russian Outbound Programs Office

1776 Massachusetts Avenue, NW

Suite 700

Washington, DC 20036

Phone: (202) 833-7522

Fax: (202) 833-7523

Email: outbound@americancouncils.org

URL: www.actr.org

Programs offered for the summer, fall and academic year.

CIEE: (Council on International Educational Exchange)

633 Third Ave., 20th Floor

New York, NY 10017

Phone: (800) 407-8839

Fax: (212) 822-2779

Email: RussiaRegistrar@cieee.org

URL: www.cieee.org

Programs offered for the summer, fall and academic year.

Students may choose between living in dormitories, where they live with **Russian** roommates, or homestays for an additional fee which varies depending on program.

Students apply to CIEE through American sponsoring institutions whose internal deadlines may be earlier than those for CIEE.

Other programs that qualify for credit:

Nevsky Institute of Language and Culture

27, B. Raznochinnaya

St. Petersburg, 197110 RUSSIA

Phone: 011-7-812-230-3698

Fax: 011-7-812-230-3808

Email: pubrel@nilc.spb.ru

URL: <http://www.nilc.spb.ru>

Please also be sure to check with the Office of International Education before applying to be sure they will grant credit.

A.3 HARVARD SUMMER SCHOOL PROGRAM IN THE CZECH REPUBLIC

51 Brattle Street

Cambridge, MA 02138

Phone: (617) 495-4024

Fax: (617) 495-3662

URL: <https://summer.harvard.edu/study-abroad/prague-czech-republic/>

Harvard Summer Program in Prague, Czech Republic

Faculty: Veronika Tuckerova

The Harvard Summer Program in Prague is an eight-week intensive program in Czech language and culture. Based in a country that is rich in tradition and yet rapidly changing since the fall of communism in 1989, the program appeals to students who would like to learn more about central European culture, broaden their perspectives on global politics and history, learn a Slavic language, and spend a summer getting to know one of Europe's most beautiful cities.

In addition to intensive language study, students examine the complex cultural, religious, and political forces that have shaped Czech society. Language and cultural study will be supplemented with walking tours of Prague and visits to magnificently preserved cathedrals, castles, churches, synagogues, museums, and monasteries.

We explore the gardens of the Vyšehrad Castle, the Royal Palace, and the St. Vitus Cathedral of the remarkable castle complex Hradcany, and visit art collections housed in the thirteenth-century St. Agnes cloister, St. George's Basilica, the Valdštejn, and the

Schwarzenberg Palaces.

Harvard Summer Program in Tbilisi, Georgia

Faculty: Steven Clancy

The Harvard Summer Program in Tbilisi offers you the hands-on experience of living and studying in the capital of the Republic of Georgia along with a full course in intermediate Russian language meeting daily. Russian and Georgian culture, history, literature, film, and urban studies will be covered in topic modules meeting two to three times each week. These modules will provide a larger context for Georgia and Russia and will make use of Tbilisi as a laboratory, including meetings with writers, politicians, and NGOs. All modules and topics will be accompanied by excursions and trips within Tbilisi and throughout Georgia.

A pre-departure introduction to Georgian language will be available for participants and additional Georgian language study may be arranged as part of the program in Tbilisi for those desiring to study Georgian.

NB: Other programs may be approved for credit on an individual basis. If you have selected a program that is not listed here, see the Director of Undergraduate Studies to inquire about credit. Also available are excellent noncredit programs that offer work (camp counseling, internships).

B. SUMMER STUDY IN THE U.S.

Some concentrators opt to supplement their language instruction at Harvard with training during the summer in the United States. Aside from standard summer school courses, some colleges and universities offer immersion programs. Students in these programs are required not only to take intensive courses, but also to speak Russian outside of class: at meals, in the dorms, on campus. Though no additional credit is offered to participants in immersion programs, many students find that the rewards are worth the extra effort and commitment.

Credit for summer school in the U.S. is offered according to the same guidelines as those for study abroad. The student must be enrolled in an approved program and, upon successful completion, will receive half-semester concentration credit (i.e. 1 full course). Please speak with the Director of the Language Program or the Director of Undergraduate Studies if you wish to study in the U.S. during the summer.

N.B. Again, any student who wishes to receive credit for work completed during the summer must have the approval of OIE and the Director of Undergraduate Studies before participation in any program.

Below you will find the addresses of some approved immersion programs and information on the Harvard Summer School program.

B.1 U.S. IMMERSION PROGRAMS

Bryn Mawr Russian Language Institute

Russian Center

815 New Gulph Road

Bryn Mawr, PA 19010

Middlebury Russian School

Middlebury College

Middlebury, VT 05753

Indiana U. Slavic Workshop

Dept. of Slavic Languages

Ballantine Hall 502

Bloomington, IN 47405

B.2 HARVARD SUMMER COURSES IN CAMBRIDGE

For information see the Harvard Summer School's website at

<http://www.summer.harvard.edu> or call 617 495-4024. Course information for the upcoming summer is added to the Summer School website typically in mid-January.

EXTRA-CURRICULAR OPPORTUNITIES

Besides events sponsored by the organizations listed in Section VII (Campus Resources) of this handbook, there are many other activities both on and off campus that can expand your skills, enrich your knowledge and simply be a source of fun. For example, Russian tables are scheduled regularly at some Harvard houses throughout the school year. They offer an opportunity to enjoy the company of fellow students of Russian culture and to exercise your Russian. Also, there is a large Russian population in the Boston area, providing occasion for a number of opportunities. In the past, for example, students have volunteered as interpreters at hospitals and agencies that serve the Russian community.

In the past, undergraduates in the Department have also sponsored their own activities, sometimes in conjunction with the graduate students. In recent years, for example, we have had Slavic poetry slams and mini film festivals of Russian and East European film. Often the Davis Center for Russian and Eurasian Studies has in its budget a few hundred dollars available for undergraduate activities. This money may be used, in whole or in part, for any Slavic-oriented activity organized by undergraduates. If you are interested in organizing film showings, inviting a lecturer, or organizing other events, please consult the Director of Undergraduate Studies about the possibility of using these funds. In addition, the Slavic Department in the recent past has organized a couple of annual events, such as a play, poetry reading, and/or musical performance, in which our concentrators and other Harvard students studying the Russian language and culture are the main participants. Late in the spring term, the Davis Center sponsors the Undergraduate Colloquium on Russian and Eurasian Studies, when Harvard, Wellesley, and Wheaton students come together to present their major works, capstone projects, and senior theses.



Year of Russian Cinema Festival at the Barker Center
Performed by the Students of the Russian Ab class.



Nature in Russian Songs and Poetry
Performed by the Students of the Slavic Department

DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES STAFF

Penelope Skalnik, Department Administrator (Barker 374, (617) 495-0912, pskalnik@fas.harvard.edu)

Dominika Dzierzynski, Staff Assistant (Barker 380, (617) 495-4065, ddzierzynski@fas.harvard.edu)

The Slavic Department staff is available to help you with a variety of concerns. The Department offices are located in Barker Center 374 and 380 and are generally open Monday through Friday, 9:00 a.m.-5:00 p.m. Please feel free to contact Penny and Dominika for assistance.

DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES FACULTY

Jonathan Bolton, Professor and Chair of the Slavic Department.

Interests: Czech literature and history in a Central European context; cultures of dissent during the Cold War; literary theory and theory of literary history; memoirs and first-person historical writing; translation studies.

Julie Buckler, Samuel Hazzard Cross Professor of Slavic Languages and Literatures and Director of Graduate Studies.

Interests: Russian literature (18th and 19th centuries and pre-revolutionary fiction), West European and American literature, cultural studies and semiotics, gender studies, performing arts (opera, theater, music), St. Petersburg, memoir and autobiography, literary canon and popular culture.

Steven Clancy, Senior Lecturer and Director of the Language Program.

Interests: cognitive linguistics; linguistic typology, computational linguistics, semantic maps, language pedagogy.

Volodymyr Dibrova, Preceptor.

Interests: Ukrainian language and literature.

Veronika Egorova, Senior Preceptor.

Interests: Russian language teaching at all levels, teaching heritage speakers, teacher training and the use of technology in STARTALK programs.

Michael S. Flier, Oleksandr Potebnja Professor of Ukrainian Philology.

On sabbatical 2022-23

Interests: Slavic linguistics; Ukrainian, Russian and Belarusian historical dialectology; semiotics of medieval East Slavic culture.

Daria Khitrova, Associate Professor.

Interests: 19th and 20th century Russian poetry, prose, film, theater, ballet, and the movement of cultural tropes from one tradition to another.

Aleksandra Kremer, Associate Professor.

Interests: Polish literature and culture, literature and the visual arts, poetics and literary theory, poetry performance, Polish-Jewish relations, migration, and translation

Stephanie Sandler, Ernest E. Monrad Professor of Slavic Languages and Literatures.

Interests: Modern Russian poetry; film; psychoanalytic and gender studies; Pushkin and myths of Pushkin; post-Soviet culture; autobiography and memoirs; comparisons with American literature; translation

Nariman Skakov, Associate Professor.

On sabbatical 2022-23

Interests: Russian literature, especially modernism and postmodernism, film studies, literary and visual studies, literature and science, cultural theories.

William Mills Todd III, Harry Tuchman Levin Professor of Literature, Emeritus.

Interests: Narrative and cultural studies; Russian, English, and French literature of the eighteenth to twentieth centuries; Russian fiction and social history; literary sociology, semiotics, Pushkin and Dostoevsky.

Veronika Tuckerova, Senior Preceptor.

Interests: Czech language teaching at all levels.

Justin Weir, Curt Hugo Reisinger Professor of Slavic Languages and Literatures and Professor of Comparative Literatures and Director of Undergraduate Studies.

Interests: 19th- and 20th-century Russian prose, intellectual history, film and visual art, literary theory.

APPENDIX I

TRANSLITERATION OF RUSSIAN

The aim of transliteration is to give a letter-for-letter equivalent of Russian spelling by means of the Roman alphabet. Most recent senior theses have used the Library of Congress system, which is also used in the Harvard libraries. It differs in a few important details from the Linguistic system, which is used primarily for language and linguistic work. For your convenience, both systems have been included in the table below.

Cyrillic Alphabet: Systems of Transliteration

Russian	Cyrillic	Library of Congress	Linguistic
А а	А а	A	a
Б б	Б б	B	b
В в	В в	V	v
Г г	Г г	G	g
Д д	Д д	D	d
Е е	Е е	E	e
Ё ё	Ё ё	Ë	ë
Ж ж	Ж ж	Zh	ž
З з	З з	Z	z
И и	И и	I	i
І і	І і	I	i
Й й	Й й	Í	j
К к	К к	K	k
Л л	Л л	L	l
М м	М м	M	m
Н н	Н н	N	n
О о	О о	O	o
П п	П п	P	p
Р р	Р р	R	r

С с	С с	S	s
Т т	Т т	T	t
У у	У у	U	u
Ф ф	Ф ф	F	f
Х х	Х х	Kh	x / ch
Ц ц	Ц ц	Ts	c
Ч ч	Ч ч	Ch	č
Ш ш	Ш ш	Sh	š
Щ щ	Щ щ	shch	šč
Ъ ъ	Ъ ъ	“	“
Ы ы	Ы ы	Y	y
Ь ь	Ь ь	‘	‘
Э э	Э э	È	è / è
Ю ю	Ю ю	Iu	ju
Я я	Я я	Ia	ja
Θ θ	Θ θ	F	f
V v	V v	I	i

There is a handout available in the Slavic Department which provides further details and a multitude of examples. The most important thing is to be consistent in your transliteration; mixing systems is acceptable only when citing other works, or in special cases that you announce at the beginning of a paper. For example, scholars often choose to use common spellings of familiar names (Chekhov, not Čexov; Tchaikovsky, not Čajkovskij; Tolstoy, not Tolstoj etc.) and make a note of it in the preface of their works.

APPENDIX II

Secondary Fields

The Department of Slavic Languages and Literatures provides a broad array of courses in the languages, literatures, and cultures of Russia, Ukraine, Poland, and the Czech Republic. For a secondary field, we offer two options: Central European Studies or Russian Studies. Both require students to take 5 related courses, and offer ample scope for interdisciplinary and comparative work. We offer students the chance to work closely with Slavic faculty in order to develop a program of study suited to their own interests, rather than just an accumulation of five loosely related courses.

Central European Studies (5 courses)

1. At least three courses in Central European literature and culture (broadly speaking, Bosnian-Croatian-Serbian, Czech, Polish, or Ukrainian) in the Slavic Department
2. Up to two thematically relevant courses offered by departments such as History, German, Government, Literature, Jewish Studies/NELC, Social Studies, and VES may be counted with the approval of the Slavic Director of Undergraduate Studies.
3. One language course in Bosnian-Croatian-Serbian, Czech, Polish, or Ukrainian may be counted.

Russian Studies (5 courses)

1. At least three courses in Russian literature and culture from the Slavic Department, including at least one survey course in Russian literature.
2. Up to two thematically relevant courses offered by departments such as History, German, Government, Literature, Jewish Studies/NELC, Social Studies, and VES may be counted with the approval of the Slavic Director of Undergraduate Studies.
3. One language course in Russian may be counted.

Other Information

All courses (except for Freshman Seminars) must be letter graded. Slavic related Gen Ed courses and Freshman Seminars are permitted. Any number of relevant Gen Ed courses and one Freshman Seminar may be counted. Students may use Harvard approved study abroad credit to count for up to two courses toward the secondary field. Students are required to take a minimum of two 100-level courses.

Advising Resources and Expectations

All students interested in pursuing a secondary field from the Slavic Department should contact the Director of Undergraduate Studies (DUS), Professor Justin Weir (weir@fas.harvard.edu) as soon as possible to discuss their program of study. The DUS will be responsible for advising students, who will also be welcome to consult with other Slavic faculty, although the expectation will be that students will monitor their own progress towards fulfillment of the requirements.