Leadership across Cultures: Russia
LDST 390-02
Prof. Anna Gryaznova
Monday 3:00-5:40, Jepson Hall 108

Learning Objectives
- to understand the dynamics and driving forces of leadership in Russia in the historical perspective;
- to see the complexity of leadership in the political, social, economic and international context;
- to understand the dynamics of leaders-followers relations in Russia;
- to reflect on critical incidents in the Russian history and on how it contributed to the Russian cultural and literary heritage.

Course Description
The starting point of the discussion of the class has been articulated by Th.H. Von Laue in his article about Russia of the late 19th century: “How could the Russian state sustain the role of a great power with the imperfect and limited resources of an underdeveloped country?” A century before him Alexis de Tocqueville wrote: “There are now two great nations in the world which, starting from different points, seem to be advancing toward the same goal: the Russians and the Anglo-Americans. Both have grown in obscurity, and while the world’s attention was occupied elsewhere, they have suddenly taken their place among the leading nations, making the world take note of their birth and of their greatness almost at the same instant. (…) Their point of departure is different and their paths diverse; nevertheless, each seems called by some secret desire of Providence one day to hold in its hands the destinies of half the world.” The course will look into the backgrounds of these statements and into how the actual economic, political and social development of Russia in 20th century fitted into these two statements. We’re going to study Russian political and business leaders of the last two centuries and their relations with their followers. Russia is known for its strong political leadership, extensively covered in philosophy and political science literature. The society at large and its people fell short in thorough academic studies, but were beautifully portrayed in the Russian literature. How this divide in political leadership and social life was reflected in the concepts of leadership in Russia will be another focus of the class.

Required Texts
Required readings are available on Blackboard.

Assessment
35 % group project (including 10 % allocated to presentation)
15 % individual project
40 % final exam
10 % class participation
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 12</td>
<td>Intro: Course overview. Major milestones in the evolution of the Russian state.</td>
<td>Radzinsky, Solzhenitsyn (Nobel Lecture)</td>
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<td>2</td>
<td>Jan. 26</td>
<td>Peter I and Catherine II: reforming Russian society and building an Empire in the era of Enlightenment</td>
<td>Pushkin (49-61, 105-115, 125-127, or Ch.7-8 and the Omitted Chapter), Radishchev (261, 267-279), Walsh (135-158, 184-195)</td>
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<td>3</td>
<td>Feb.  2</td>
<td>XIX century: crisis of the concept of absolutism</td>
<td>Haxthausen (ix-xxii, 254-277), Adams (51-69), Walsh (521-531), Dashkova (1-8, 116-122, 146-156, 198-208)</td>
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<td>4</td>
<td>Feb.  9</td>
<td>Church in Russia: values and messages. Old-believers as a unique case of social protest and disobedience: from oppression to resistance to developing into a business elite</td>
<td>Dostoevsky (1-13), Tolstoy (221-228), Gerschenkron (28-61), Munzer, Pussy Riot case</td>
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<td>5</td>
<td>Feb. 16</td>
<td>Labor in Russia and in the Soviet Union: serfdom, agriculture, army, manufactures, forced labor. Law and regulations. *Joint class with Leadership and the Meaning of Work</td>
<td>Tugan-Baranovsky (308-342), Industrial workers in the 1880s (409-415), Solzhenitsyn (Ch.45)</td>
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<td>7</td>
<td>Mar.  2</td>
<td>From absolutism to Marxism – imperatives of (imperial) development and what happens when philosophers start real life experiments – I</td>
<td>Marx (54-66), Lenin, Plekhanov (425-426), Kropotkin (1-15), Solzhenitsyn (Ch.19-23), Burns (141-168)</td>
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<td>8</td>
<td>Mar. 16</td>
<td>From absolutism to Marxism – imperatives of (imperial) development and what happens when philosophers start real life experiments – II *Joint class with Leadership and the Meaning of Work</td>
<td>Furmanov (64-73, 117-125), Solzhenitsyn (Ch.48), Littlepage (589-599), Davis, East-West</td>
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<td>9</td>
<td>Mar. 23</td>
<td>Russian people in 20th century</td>
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<td>Date</td>
<td>Topic</td>
<td>Log-books Due</td>
<td>Movie</td>
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<td>Mar. 30</td>
<td>“Poets get shot here”: intellectual dissidents, censorship, political prisoners (prisoners of consciousness) in Russia.</td>
<td>Log-books due</td>
<td>Pasternak (Ch.4 &amp; Epilogue), Conquest (39-52), Chukovsky (120-122, 213-222, 544-545), Zoshchenko (709-714), One Room and a Half</td>
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<td>Apr. 6</td>
<td>Business elites/businessmen: managers as vehicles of societal norms and values and mediators in relations between public and State.</td>
<td>Case studies due.</td>
<td>Chekhov (The Cherry Orchard, movie), Lavrin (95-118), Tayler</td>
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<td>Apr. 13</td>
<td>Russian business culture in the context of social and political development</td>
<td>Case: Crossword for a Leader</td>
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<td>Apr. 20</td>
<td>Presentations on Russian business and political leaders.</td>
<td>Final log-books due</td>
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<td>Apr. 27</td>
<td>Exam</td>
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**Group project - case study**

The case study is to be done in groups of 2. The case study assignment consists of a study of a Russian business or political leader. The case study should build on the logic of the course, and examine a selected leader in the historical, social, political and economic perspective. The text of the case study should be 10-15 pages long and should be submitted by April, 6. Each group will be given 20 minutes to present its case in the end of the course, on April, 20.

Since it takes time to identify and analyze a leader, you need to start your project early. You need to inform me of your choice by mid-term (March, 2).

**Individual project – course log-book**

The objective of the individual project is to reflect about the topics discussed in the class. The log-book is the collection of your analysis and commentaries about things learned, reactions, critical comments, etc. The log-book should end with a conclusion, integrating all the topics studied and summarizing what you have learned from the course as a whole. Working with the log-book is an on-going process throughout the course. You will be required to send me your log-books every two weeks.

**Class participation and etiquette**

Class participation builds on the critical readings of assigned texts and a constructive participation in the class discussion. No electronics will be allowed in the class.

**Bibliography**
Lenin, *Trade Union Politics and Social-Democratic Politics*. Excerpts from What is to be done?
Lenin, *April Theses*.
Pasternak, B., *Doctor Zhivago*.
Riha, Th., *Readings in Russian Civilization*. The University of Chicago Press, 1964
    Zoshchenko, M., *The Adventures of an Ape*
    Radishchev, A., *A Journey from St. Petersburg to Moscow*
    Dobrolyubov, N., *What is Oblomovism*?
    *The Decembrists, Extracts from Documents.*
Turgenev, I., *Fathers and Sons*.
Walsh, W.B., *Readings in Russian History*. Syracuse University Press, 1959
Awarding of Credit
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
http://registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
http://studentdevelopment.richmond.edu/disability-services/policies.html

Honor System
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
http://studentdevelopment.richmond.edu/honor/

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
http://registrar.richmond.edu/planning/religiousobs.html