

RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES

Courses offered by the Center for Russian, East European and Eurasian Studies are listed under the subject code REES on the (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=REES&filter-catalognumber-REES=on>) Stanford Bulletin's (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=REES&filter-catalognumber-REES=on>) ExploreCourses web site (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=REES&filter-catalognumber-REES=on>).

The Center for Russian, East European and Eurasian Studies (CREES) coordinates the University's teaching, research, and extracurricular activities related to Russia, Eastern Europe, Central Asia, and the Caucasus and administers a one-year interdisciplinary M.A. graduate degree program. Information on the center's degree programs and other activities is available at the CREES (<http://CREES.stanford.edu>) web site. CREES and its degree programs are directed by the CREES Steering Committee, composed of faculty members associated with the Center. The program draws on the strengths of nationally recognized area faculty and research affiliates and significant library and archival collections at Stanford. The Center is a U.S. Department of Education Title VI National Resource Center for Russia, East Europe, and Eurasia.

Undergraduate Programs in Russian, East European and Eurasian Studies

Students interested in a minor should consult the Director of Undergraduate Studies in the Department of Slavic Languages and Literatures which offers the following relevant minors:

- Russian, East European and Eurasian Studies
- Russian Language
- Russian Language, Literature and Culture
- Russian Culture

Slavic Theme House

Slavianskii Dom (SlavDom), at 650 Mayfield Avenue, is an undergraduate residence which houses 50 students and offers a wide variety of opportunities to expand knowledge, understanding and appreciation of Russia and the nations of East Europe, the Caucasus and Central Asia.

Overseas Studies Programs

Undergraduates interested in the study of languages, history, culture and social organization of the countries of Russia, Eurasia and East Europe may apply to study at the Stanford centers in Istanbul and Berlin. Information about these programs is available at the Bing Overseas Studies Program (<http://bossp.stanford.edu>) at web site.

Graduate Programs in Russian, East European and Eurasian Studies

The center offers an M.A. in Russian, East European and Eurasian Studies, a coterminal M.A. in Russian, East European and Eurasian Studies, and a joint M.A./J.D. in conjunction with the Stanford Law School.

Learning Outcomes (Graduate)

The purpose of the master's program and the joint M.A./J.D. program is to further develop knowledge and skills in Russian, East European and

Eurasian Studies and to prepare students for a professional career or doctoral studies. This is achieved through completion of courses, in the primary field as well as related areas, and experience with independent work and specialization.

Financial Aid

CREES offers a number of full- and partial-tuition scholarships to incoming CREES M.A. students. These awards are made for one year of full-time study on the basis of merit. All applicants to the CREES M.A. program automatically are considered for a tuition award, and successful applicants are notified of their aid awards simultaneously with their admissions offers.

Doctoral Programs

Since the University does not offer a Ph.D. in Russian, East European and Eurasian Studies, students wishing to pursue a REES-related doctoral program must apply to one of the departments offering a Ph.D. with an emphasis on Russia, Eurasia, or Eastern Europe, such as the departments of History, Anthropology, Political Science, or Slavic Languages and Literatures.

Undergraduate Minor in Russian, East European, and Eurasian Studies

Students interested in a minor should consult the "Minors in Slavic Languages and Literatures (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/slaviclanguagesandliteratures/#minortext>)" section of this bulletin which describes the following relevant minors:

- Russian, East European, and Eurasian Studies
- Russian Language
- Russian Language, Literature, and Culture
- Russian Culture

Master of Arts in Russian, East European and Eurasian Studies

CREES offers a one-year interdisciplinary master's degree program in Russian, East European and Eurasian Studies for students with a strong prior language and area studies background.

The program structure allows students the flexibility to pursue their particular academic interests, while providing intellectual cohesion through a required core curriculum that addresses historical and contemporary processes of change in the Russian Federation, Eastern Europe, the Caucasus, and Central Asia.

The core curriculum consists of three courses (one each quarter), the REES 200 Current Issues in Russian, East European, and Eurasian Studies seminar series in Autumn and Winter quarters, and REES 300 MA Capstone Seminar in Spring Quarter. The program may be taken separately or coterminal with a bachelor's degree program.

The interdisciplinary M.A. program typically serves three types of students:

1. Those who intend to apply to a Ph.D. program involving Russian, East European and Eurasian studies and who need to enhance their academic skills and credentials
2. Those who intend to pursue careers and/or advanced degrees in such fields as journalism, education, business, government, law, or medicine, and who wish to establish competence in Russian, East European and Eurasian studies.

3. Those who are mid-career professionals and/or students interested in gaining competence or continuing their interest in and wish to gain competence in Russian, East European and Eurasian studies.

Admission

Applicants apply electronically; see the Office of Graduate Admissions (<http://gradadmissions.stanford.edu>) web site for a link to the electronic application and general information regarding graduate admission. In addition, prospective applicants may consult with the CREEES associate director regarding the application process.

To qualify for admission to the program, the following apply:

1. Applicants must have earned a B.A. or B.S. degree, or the equivalent.
2. At least three years of college-level language study in Russian, an East European or Central Asian language is preferred. Candidates with fewer years of area language study will be considered.
3. A one-page statement of purpose that explains how the program would advance the applicant's academic or career goals.
4. Applicants must include the following additional materials in their online application: a writing sample of 20 pages or less in English on an academic topic in Russian, East European, or Eurasian studies and a resume of college-level courses taken that are relevant to Russian, East European & Eurasian Studies, including language courses, with self-reported final grades. These additional materials may be uploaded as "Additional Materials" in a single file along with the application.
5. Applicants must send official transcripts from all post-secondary institutions attended to CREEES.
6. The Graduate Record Examination (GRE) is not required.
7. Applicants whose native language is not English and do not possess a U.S. bachelor's degree are expected to take the Test of English as a Foreign Language (TOEFL) and have the results sent to Graduate Admissions, Office of the University Registrar.

The deadline for submission of applications for admission and for financial aid is January 12, 2021. Admission is normally granted for Autumn quarter, but requests for exceptions are considered.

The successful applicant generally demonstrates the following strengths: requisite foreign language study, significant course work in Russian, East European and Eurasian studies in multiple disciplines, outstanding grades in previous academic work, strong analytical writing skills, high GRE scores (particularly verbal and analytical writing), study or work experience in the region, strong letters of recommendation from faculty members in the Russian, East European, and Eurasian Studies field (one letter may be from a language instructor), and a persuasive statement of purpose explaining how the program would advance the applicant's academic and career goals.

Degree Requirements

Candidates for the M.A. degree must meet University requirements for an M.A. degree as described in the "Graduate Degrees (<http://exploreddegrees.stanford.edu/graduatedegrees/>)" section of this bulletin.

The M.A. program in REEES can ordinarily be completed in one academic year by a well-prepared student; longer periods of study are permitted.

Requirements to complete the interdisciplinary M.A. degree are principally ones of distribution, with the exception of three required core courses and a core seminar, as described below. Each student, with the advice of the CREEES associate director, selects courses according to the student's interests, needs, and goals.

All students in the M.A. REEES program must complete a minimum of 48 academic credit units within the following guidelines.

1. *Core Courses*: Students must complete 3 designated core courses, for 5 units each, during the 2020-21 academic year.
2. *Core Seminar Series*: REES 200 Current Issues in Russian, East European, and Eurasian Studies is required of all students in the M.A. program in Autumn and Winter quarters (2 units total). The goal of this seminar series is to survey current methodological and substantive issues in Russian, East European and Eurasian studies, acquaint students with Stanford resources and faculty, and present professional development and career options.
3. *Interdisciplinary Course Work*: All courses (other than language courses and approved activity courses) must be taken on the graduate level (200-level or higher). Courses in Russian, East European and Eurasian studies must be completed and distributed among at least three disciplines. All course work applied to the 48-unit minimum must deal primarily with Russian, Eurasian, or East European studies.
4. *Language Study*: Students in the program are encouraged to study Russian, an East European or Central Asian language, or a language from the Caucasus. Credit towards the 48-unit minimum (maximum 4 units per quarter, 12 units total) is allowed for advanced language work.
5. Course work qualifying for the 48-unit minimum must have a letter grade of 'B' or higher. ('B-' does not count for degree credit, nor does 'CR'). Students may apply a maximum of three units of course work with a final grade of 'S' to the 48-unit minimum. 'S' units counting towards the 48-unit minimum must be approved by the CREEES associate director.
6. All courses counting towards the 48-unit minimum must be approved by the CREEES associate director, who ensures that planned course work satisfies requirements towards the degree. The CREEES director and steering committee determine the requirements. The list of pre-approved courses for the current academic year appears below. Students can petition to have courses that do not appear on this list counted towards the degree.
7. *Capstone Requirement*: Students must complete a capstone project (research paper and/or research presentation) in consultation with a faculty adviser, the CREEES director and associate director. Students enroll in REES 300 MA Capstone Seminar for 1 unit in Spring Quarter.

Pre-Approved Courses

The courses that have been approved to satisfy the M.A. interdisciplinary course work requirement appear on the "Approved Courses (p. 3)" tab of this CREEES section of this bulletin. Note that not all of the courses may be offered in the current academic year. For a list of courses being offered in the current academic year, see the Courses page (<https://creees.stanford.edu/courses/>) of the CREEES website and filter for "MA Pre-approved Courses" for the current academic year.

This list of courses may be updated as relevant courses are offered. Courses not appearing on this list may be counted towards the M.A. through a petition process in consultation with the CREEES associate director.

Coterminal Master's Program in Russian, East European, and Eurasian Studies

To qualify for a coterminal M.A. degree in Russian, East European, and Eurasian Studies, besides completing University requirements for the B.A. degree, a student must:

1. Submit the Coterminal Online Application (<https://applyweb.com/stanterm/>) for admission to the program by the CREEES M.A. admission deadline.
2. Include in the application a proposal which outlines, by quarter, the schedule of courses the student plans to complete toward the M.A. degree. The student should seek the advice of the CREEES associate director in drafting this schedule. The application also should include:

- a. a current Stanford transcript
 - b. a one-page statement of purpose
 - c. three letters of recommendation from Stanford faculty (one may be from a language instructor)
 - d. a writing sample of 20 pages or less in English on an academic topic in Russian, East European, or Eurasian Studies
3. Applicants must have a grade point average (GPA) of at least 3.0 (B)
 4. Complete 15 full-time quarters or the equivalent, or three quarters in full-time residence after completing 180 units; and complete, in addition to the 180 units required for the bachelor's degree, a minimum of 48 units for the master's degree.

University Coterminal Requirements

Coterminal master's degree candidates are expected to complete all master's degree requirements as described in this bulletin. University requirements for the coterminal master's degree are described in the "Coterminal Master's Program (<http://exploreddegrees.stanford.edu/cotermdegrees/>)" section. University requirements for the master's degree are described in the "Graduate Degrees (<http://exploreddegrees.stanford.edu/graduatedegrees/#masterstext>)" section of this bulletin.

After accepting admission to this coterminal master's degree program, students may request transfer of courses from the undergraduate to the graduate career to satisfy requirements for the master's degree. Transfer of courses to the graduate career requires review and approval of both the undergraduate and graduate programs on a case by case basis.

In this master's program, courses taken three quarters prior to the first graduate quarter, or later, are eligible for consideration for transfer to the graduate career. No courses taken prior to the first quarter of the sophomore year may be used to meet master's degree requirements.

Course transfers are not possible after the bachelor's degree has been conferred.

The University requires that the graduate advisor be assigned in the student's first graduate quarter even though the undergraduate career may still be open. The University also requires that the Master's Degree Program Proposal be completed by the student and approved by the department by the end of the student's first graduate quarter.

Joint Degree Program in Russian, East European, and Eurasian Studies

The joint degree program in Russian, East European, and Eurasian Studies and Law allows students to pursue the M.A. degree in REES concurrently with the Doctor of Jurisprudence (J.D.) degree, with a significant number of courses that may apply to both degrees. It is designed to train students interested in a career in teaching, research, or the practice of law related to REES legal affairs. Students must apply separately to the REES M.A. program and to the Stanford School of Law and be accepted by both. Completing this combined course of study requires approximately four academic years, depending on the student's background and level of language training. For more information, see the Joint Degree Programs (<http://exploreddegrees.stanford.edu/graduatedegrees/#jointdegreestext>) section of this bulletin and the Stanford Law School (<http://www.law.stanford.edu/>)'s website. Students who have been accepted by both programs should consult with the departments to determine which courses can be double-counted.

COVID-19 Policies

On July 30, the Academic Senate adopted grading policies effective for all undergraduate and graduate programs, excepting the professional Graduate School of Business, School of Law, and the School of Medicine M.D. Program. For a complete list of those and other academic policies relating to the pandemic, see the "COVID-19 and Academic

Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/#tempdepttemplatetabtext>)" section of this bulletin.

The Senate decided that all undergraduate and graduate courses offered for a letter grade must also offer students the option of taking the course for a "credit" or "no credit" grade and recommended that deans, departments, and programs consider adopting local policies to count courses taken for a "credit" or "satisfactory" grade toward the fulfillment of degree-program requirements and/or alter program requirements as appropriate.

Graduate Degree Requirements

Grading

In accommodation of these new policies, the Center for Russian, East European and Eurasian Studies has decided to accept 'CR' (credit) or 'S' (satisfactory) grades for elective and language courses taken during the 2020-21 academic year towards the meeting of degree requirements; normally these courses require a grade of 'B' or higher). However, the three designated core courses must be taken for a letter grade, and a grade of 'B' or higher must be attained, in order for the courses to count towards the M.A. degree.

Graduate Advising Expectations

The Center for Russian, East European and Eurasian Studies is committed to providing academic advising in support of graduate student scholarly and professional development. When most effective, this advising relationship entails collaborative and sustained engagement by both the adviser and the advisee. As a best practice, advising expectations should be periodically discussed and reviewed to ensure mutual understanding. Both the adviser and the advisee are expected to maintain professionalism and integrity.

Faculty advisers guide students in key areas such as selecting courses, designing and conducting research, developing of teaching pedagogy, navigating policies and degree requirements, and exploring academic opportunities and professional pathways.

Graduate students are active contributors to the advising relationship, proactively seeking academic and professional guidance and taking responsibility for informing themselves of policies and degree requirements for their graduate program.

For a statement of University policy on graduate advising, see the "Graduate Advising (<http://exploreddegrees.stanford.edu/graduatedegrees/#advisingandcredentialstext>)" section of this bulletin.

Approved Content Courses

The courses that have been approved to satisfy the M.A. interdisciplinary course work requirement appear in the table below. Note that not all of the courses listed below are offered in the current academic year. For a list of courses being offered in the current academic year, visit the Courses page (<https://creees.stanford.edu/courses/>) of the CREES website and filter for "MA Pre-approved Courses" for the current academic year.

This list of courses may be updated as relevant courses are offered. Courses not appearing on this list may be counted towards the M.A. through a petition process in consultation with the CREES associate director.

		Units
ARTHIST 208	Hagia Sophia	5
ARTHIST 405	Art, Ekphrasis, and Music in Byzantium and Islam	5

FILMSTUD 345	Politics and Aesthetics in East European Cinema	4	REES 408C	Architecture, Acoustics and Ritual in Byzantium	1-3
HISTORY 302F	Surveillance States and Societies	4-5	REES 409	Theories of the Image: Byzantium, Islam and the Latin West	5
HISTORY 302G	Peoples, Armies and Governments of the Second World War	4-5	SLAVIC 221	Ukraine at a Crossroads	3-5
HISTORY 307E	Totalitarianism	4-5	SLAVIC 226	Bakhtin and his Legacy	3-5
HISTORY 310	The History of Occupation, 1914-2010	4-5	SLAVIC 230	18th Century Russian Literature	3-4
HISTORY 321A	State, Society and Nation in Modern Russian Historiography	4-5	SLAVIC 231	Tarkovsky	3-5
HISTORY 322A	Crime and Punishment in Early Modern Europe and Russia	4-5	SLAVIC 325	Readings in Russian Realism	3-5
HISTORY 324C	Genocide and Humanitarian Intervention	3	SLAVIC 327	Boris Pasternak and the Poetry of the Russian Avant-garde	3-4
HISTORY 325E	From Vladimir to Putin: Key Themes in Russian History	4-5	SLAVIC 329	Russian Versification: History and Theory	3-4
HISTORY 326E	Famine in the Modern World	3	SLAVIC 345	Survey of Russian Literature: The Age of Experiment	3-5
HISTORY 327B	The Business of Socialism: Economic Life in Cold War Eastern Europe and the Soviet Union	4-5	SLAVIC 346	The Great Russian Novel: Tolstoy and Dostoevsky	3-5
HISTORY 328	Circles of Hell: Poland in World War II	5	SLAVIC 347	Modern Russian Literature and Culture: The Age of War and Revolution	3-5
HISTORY 384	The Ottoman Empire: Conquest, Coexistence, and Coffee	4-5	SLAVIC 356	Vladimir Nabokov: Displacement and the Liberated Eye	3-5
HISTORY 424B	The Soviet Civilization, Part 2	4-5	SLAVIC 360	Cultural Hybridity in Central-Eastern Europe	2-5
JEWISHST 348	Writing Between Languages: The Case of Eastern European Jewish Literature	1-5	SLAVIC 370	Pushkin	3-5
LINGUIST 272A	Structure of Slavic	2-4	SLAVIC 379	Literature from Medieval Rus' and Early Modern Russia	3-5
MS&E 293	Technology and National Security: Past, Present, and Future	3-4	SLAVIC 387	Classical Russian Poetry	3-5
POLISCI 215F	Nuclear Weapons and International Politics	5	SLAVIC 388	20th century Russian Poetry: From Aleksandr Blok to Joseph Brodsky	3-4
POLISCI 217A	American Foreign Policy: Interests, Values, and Process	5	SLAVIC 395	Russian and East European Theater	3-5
REES 200	Current Issues in Russian, East European, and Eurasian Studies	1-2	SLAVIC 398	Writing Between Languages: The Case of Eastern European Jewish Literature	1-5
REES 204	Cities of Empire: An Urban Journey through Eastern Europe and the Mediterranean	3-5			
REES 210	Readings in Russian Realism	3-5			
REES 213	US-Russia Relations After the Cold War	2			
REES 224A	The Soviet Civilization	4-5			
REES 225E	From Vladimir to Putin: Key Themes in Russian History	4-5			
REES 227	All Quiet on the Eastern Front? East Europe and Russia in the First World War	3-5			
REES 231B	Understanding Russia: Its Power and Purpose in a New Global Order	5			
REES 237	Political Exhumations. Killing Sites Research in Comparative Perspective	3-5			
REES 240P	Populism and the Erosion of Democracy	5			
REES 254	Animism, Gaia, and Alternative Approaches to the Environment	3-5			
REES 259C	Ecological Humanities	3			
REES 260	History and Politics of Russian Language	3-4			
REES 301B	History and Politics in Russian and Eastern European Cinema	5			
REES 304G	War and Society	4-5			
REES 326	The Russian Revolution: Politics, Society, Culture	3-5			
REES 327	All Quiet on the Eastern Front? East Europe and Russia in the First World War	3-5			
REES 348	Slavic Literature and Culture since the Death of Stalin	3-5			

Director of the Center: Amir Weiner

Associate Director: Jovana Knezevic

Director of Graduate Studies: Amir Weiner

Affiliated Faculty and Staff:

Anthropology: Ewa Domanska (visiting)

Art and Art History: Srdan Keca, Pavle Levi, Karla Oeler, Bissera Pentcheva

Comparative Literature: Burcu Karahan

Education, School of: Martin Carnoy

Engineering, School of: Margaret Brandeau, Siegfried Hecker, William Perry (emeritus)

English: Nancy Ruttenburg

Freeman Spogli Institute for International Studies: Coit Blacker, Christophe Crombez, Gail Lapidus (emerita), Kathryn Stoner

Graduate School of Business: Ilya Strebulaev

History: Robert Crews, Terence Emmons (emeritus), David Holloway (emeritus), Katherine Jolluck, Nancy Kollmann, Norman Naimark, Aron Rodrigue, Amir Weiner, Ali Yaycioglu, Steven Zipperstein

Hoover Institute: Elena Danielson (emerita), John Dunlop (emeritus), Timothy Garton Ash, Paul Gregory, Bertrand Patenaude, Anatol Shmelev, Maciej Siekierski

International Policy Studies: Eric Morris

International Relations: Robert Rakove

Language Center: Jara Dusatko, Rima Greenhill, Lessia Jarboe, Leelo Kask, Eugenia Khassina, Suzan Negip Schatt, Bisera Rakicevic, Eva Soos Szoke, Gerardina Malgorzata Szudelski

Law, School of: Allen Weiner

Linguistics: Boris Harizanov, Vera Gribanov

Medicine, School of: Grant Miller, Douglas Owens

Political Science: Anna Grzymala-Busse, David Holloway (emeritus), David Laitin, Michael McFaul

Psychology: Lera Boroditsky

Slavic Languages and Literatures: Lazar Fleishman, Gregory Freidin (emeritus), Monika Greenleaf, Yuliya Ilchuk, Gabriella Safran, Richard Schupbach (emeritus), Nariman Skakov

Sociology: Nancy Tuma (emerita),

Stanford Libraries: Zachary Baker (emeritus), Liisi Esse, John Eilts, Margarita Nafpaktitis, Karen Rondstedt (emerita), Wojciech Zalewski (emeritus)

Theater and Performance Studies: Branislav Jakovljevic

Courses

REES 85B. Jews in the Contemporary World: The American Jewish Present & Past in Popular Culture, Film, & TV. 3 Units.

(HISTORY 85B is 3 units; HISTORY 185B is 5 units.) Who are American Jews as depicted in popular media-- film, television, etc.-- since the Second World War? How are their religion, politics, mores, and practices represented and what ways, if at all, do such portraits reflect historical trends among Jews and society in general? What can be learned from film or tv about Jewish identity, notions of Jewish power and powerlessness, communal cohesiveness and assimilation, sexuality and the wages of intermarriage or race?.

Same as: CSRE 85B, HISTORY 85B, JEWISHST 85B

REES 100. Current Issues in Russian, East European, and Eurasian Studies. 1-2 Unit.

Enrollment limited to REEES students. Scholars present analyses of methodologies, challenges, and current issues in the study of Russia, E. Europe, and Eurasia.

Same as: REES 200

REES 128. Literature of the former Yugoslavia. 3-5 Units.

What do Slavoj Zizek, Novak Djokovic, Marina Abramovic, Melania Trump, Emir Kusturica, and the captain of the Croatian national football team have in common? All were born in a country that no longer exists, the Socialist Federal Republic of Yugoslavia (1945-1992). This course will introduce masterpieces of Yugoslav literature and film, examining the social and political complexities of a multicultural society that collapsed into civil war (i.e. Bosnia, Kosovo) in the 1990s. In English with material available in Serbo-Croatian and Slovenian.

Same as: COMPLIT 128, SLAVIC 128

REES 145D. Jewish American Literature and Film. 5 Units.

From its inception, Jewish-American literature has taken as its subject as well as its context the idea of Jewishness itself. Jewish culture is a diasporic one, and for this reason the concept of Jewishness differs from country to country and across time. What stays remarkably similar, though, is Jewish self-perception and relatedly Jewish literary style. This is as true for the first-generation immigrant writers like Isaac Bashevis Singer and Anzia Yezierska who came to the United States from abroad as it is for their second-generation children born in the United States, and the children of those children. In this course, we will consider the difficulties of displacement for the emigrant generation and their efforts to sustain their cultural integrity in the multicultural American environment. We'll also examine the often comic revolt of their American-born children and grandchildren against their (grand-)parents nostalgia and failure to assimilate. Only by considering these transnational roots can one understand the particularity of the Jewish-American novel in relation to mainstream and minority American literatures. In investigating the link between American Jewish writers and their literary progenitors, we will draw largely but not exclusively from Russia and the countries of Eastern Europe.

Same as: AMSTUD 145D, ENGLISH 145D, JEWISHST 155D

REES 185B. Jews in the Contemporary World: The American Jewish Present & Past in Popular Culture, Film, & TV. 4-5 Units.

(HISTORY 185B is 5 units; HISTORY 85B IS 3 units.) Who are American Jews as depicted in popular media -- film, television, etc. -- since the Second World War? How are their religion, politics, mores, and practices represented and what ways, if at all, do such portraits reflect historical trends among Jews and society in general? What can be learned from film or tv about Jewish identity, notions of Jewish power and powerlessness, communal cohesiveness and assimilation, sexuality and the wages of intermarriage or race?.

Same as: CSRE 185B, HISTORY 185B, HISTORY 385C, JEWISHST 185B, SLAVIC 183

REES 200. Current Issues in Russian, East European, and Eurasian Studies. 1-2 Unit.

Enrollment limited to REEES students. Scholars present analyses of methodologies, challenges, and current issues in the study of Russia, E. Europe, and Eurasia.

Same as: REES 100

REES 204. Cities of Empire: An Urban Journey through Eastern Europe and the Mediterranean. 3-5 Units.

This course explores the cities of the Habsburg, Ottoman and Russian empires in the dynamic and turbulent period of their greatest transformation from the 19th century through the Two World Wars. Through the reading of urban biographies of Venice and Trieste, Vienna, Budapest, Cracow, Lviv, Sarajevo, Belgrade, Salonica, and Odessa, we consider broad historical trends of political, economic, and social modernization, urbanization, identity formation, imperialism, cosmopolitanism, and orientalism. As vibrant centers of coexistence and economic exchange, social and cultural borderlands, and sites of transgression, these cities provide an ideal lens through which to examine these themes in the context of transition from imperial to post-imperial space.

Same as: HISTORY 223E, HISTORY 323E, REES 304

REES 205. The Business of Socialism: Economic Life in Cold War Eastern Europe. 5 Units.

This colloquium investigates the processes of buying, making, and selling goods and services in Cold War Eastern Europe and the Soviet Union. We will familiarize ourselves with a variety of approaches to writing the history of economic life and discuss to what extent they are applicable to state socialist systems. Our focus will not be on theories of socialism but on empirically grounded studies that allow for insights into how the system operated in practice and interacted with capitalism. We will, among others, explore the following questions: What was the role of the state in the economies east and west of the Iron Curtain? Are socialism and capitalism two incompatible systems? How did women experience and shape economic life after the Second World War? What had a greater impact on the economies of the region: Cold War politics or globalization?

Same as: HISTORY 227B

REES 208. Constitutional Cultures in Transition: Constitutional Identities and Values in the Post-Soviet Space. 3-5 Units.

This course examines post-Soviet constitutional cultures and identities (with a focus on Armenia, Moldova and Ukraine). It explores the role of constitutional identity in post-Soviet transformation, regional integration and 'Europeanization' processes; analyzes constitutional values in post-Soviet countries; discusses why there is a disharmony between declared values and constitutional reality; and explores the role of the judiciary in the formation and preservation of constitutional identity.

Same as: REES 308

REES 210. Readings in Russian Realism. 3-5 Units.

For graduate students or upper-level undergraduates. What did Realism mean for late imperial Russian writers? What has it meant for twentieth-century literary theory? As we seek to answer these questions, we read Tolstoy, Dostoevsky, Turgenyev, and Chekhov, alongside their brilliant but less often taught contemporaries such as Goncharov, Saltykov-Shchedrin, Leskov, Garshin, Korolenko, Gorky, Andreev, and Bunin. Taught in English; readings in Russian. Prerequisite: Three years of Russian.

Same as: SLAVIC 325

REES 213. US-Russia Relations After the Cold War. 2 Units.

A quarter century ago, the Soviet Union collapsed and the Cold War ended. At the time, Russian leaders aspired to build democratic and market institutions at home. They also wanted to join the West. American presidents Democrat and Republican encouraged these domestic and international changes. Today, U.S.-Russia relations are once again confrontational, reminiscent of relations during the Cold War. This course seeks to analyze shifts in U.S.-Russia relations, with special attention given to the U.S.-Russia relationship during Obama's presidency. Readings will include academic articles and a book manuscript by Professor McFaul on Obama's reset policy. Open to students with previous coursework involving Russia.

Same as: POLISCI 213, POLISCI 313

REES 224A. The Soviet Civilization. 4-5 Units.

(History 224A is an undergraduate course offered for 5 units; History 424A is a graduate course offered for 4-5 units.) Socialist visions and practices of the organization of society and messianic politics; Soviet mass state violence; culture, living and work spaces. Primary and secondary sources. Research paper or historiographical essay.

Same as: HISTORY 224A, HISTORY 424A

REES 225E. From Vladimir to Putin: Key Themes in Russian History. 4-5 Units.

Formative issues in Russian history from Muscovy to the present: autocracy and totalitarianism; tsars, emperors, and party secretaries; multi-ethnicity and nationalism; serfdom, peasantry; rebellions and revolutions, dissent and opposition; law and legality; public and private spheres; religion and atheism; patterns of collapse. Class format will be discussion of one to two assigned books or major articles per class.

Same as: HISTORY 225E, HISTORY 325E

REES 227. All Quiet on the Eastern Front? East Europe and Russia in the First World War. 3-5 Units.

Until recently history has been comparatively quiet about the experience of World War I in the east. Far from being a peripheral theater of war, however, the experiences of war on the Eastern Front were central to shaping the 20th century. Not only was the first shot of the war fired in the east, it was also the site of the most dramatic political revolution. Using scholarly texts, literature and film, this course combines political, military, cultural and social approaches to introduce the causes, conduct and consequences of World War I with a focus on the experiences of soldiers and civilians on the Eastern Front. Topics include: the war of movement, occupation, extreme violence against civilians, the Armenian genocide, population exchanges, the Russian Revolution and civil war, and the disintegration of empires and rise of nation-states.

Same as: HISTORY 227D, HISTORY 327D, REES 327

REES 231B. Understanding Russia: Its Power and Purpose in a New Global Order. 5 Units.

Russia presents a puzzle for theories of socio-economic development and modernization and their relationship to state power in international politics. The collapse of the Soviet Union in 1991 brought into being the new Russia (or Russian Federation) as its successor in international politics. Russia suffered one of the worst recessions and experienced 25 years of halting reform. Despite these issues, Russia is again a central player in international affairs. Course analyzes motivations behind contemporary Russian foreign policy by reviewing its domestic and economic underpinnings. Examination of concept of state power in international politics to assess Russia's capabilities to influence other states' policies, and under what conditions its leaders use these resources. Is contemporary Russia strong or weak? What are the resources and constraints its projection of power beyond its borders? What are the determinants of state power in international politics in the twenty-first century? Includes lectures, readings, class discussions, films and documentaries.

Same as: INTLPOL 231B, INTNLREL 131, POLISCI 213C

REES 237. Political Exhumations. Killing Sites Research in Comparative Perspective. 3-5 Units.

The course discusses the politics and practices of exhumation of individual and mass graves. The problem of exhumations will be considered as a distinct socio-political phenomenon characteristic of contemporary times and related to transitional justice. The course will offer analysis of case studies of political exhumations of victims of the Dirty War in Argentina, ethnic cleansing in former Yugoslavia, the Holocaust, communist violence in Poland, the Rwandan genocide, and the Spanish Civil War. The course will make use of new interpretations of genocide studies, research of mass graves, such as environmental and forensic approaches.

Same as: ANTHRO 137D, ARCHLGY 137, ARCHLGY 237, DLCL 237

REES 240P. Populism and the Erosion of Democracy. 5 Units.

What is populism, and how much of a threat to democracy is it? How different is it from fascism or other anti-liberal movements? This course explores the conditions for the rise of populism, evaluates how much of a danger it poses, and examines the different forms it takes.

Same as: POLISCI 140P

REES 254. Animism, Gaia, and Alternative Approaches to the Environment. 3-5 Units.

Indigenous knowledges have been traditionally treated as a field of research for anthropologists and as mistaken epistemologies, i.e., un-scientific and irrational folklore. However, within the framework of environmental humanities, current interest in non-anthropocentric approaches and epistemic injustice, animism emerged as a critique of modern epistemology and an alternative to the Western worldview. Treating native thought as an equivalent to Western knowledge will be presented as a (potentially) decolonizing and liberating practice. This course may be of interest to anthropology, archaeology and literature students working in the fields of ecocriticism and the environmental humanities/social sciences, students interested in the Anthropocene, geologic/mineral, bio-, eco- and geosocial collectives, symbiotic life-forms and non-human agencies. The course is designed as a research seminar for students interested in theory of the humanities and social sciences and simultaneously helping students to develop their individual projects and thesis.

Same as: ANTHRO 154C, ANTHRO 254C, ARCHLGY 154, ARCHLGY 254, DLCL 254

REES 259C. Ecological Humanities. 3 Units.

What sort of topics, research questions, approaches, theories and concepts lead to an integration of various kinds of knowledges? Ecological Humanities provides a conceptual platform for a merger of humanities and social sciences with earth and life sciences, soil science and forensic sciences. The course will discuss such selected topics as the Anthropocene, geologic/mineral and exhumed subjects/personae, bio- and geosocial collectives, symbiotic life-forms, non-human agencies, and forensic landscapes as examples of this merger.

Same as: ANTHRO 159C, ANTHRO 259C, DLCL 259C

REES 260. History and Politics of Russian Language. 3-4 Units.

How did standard Russian develop? Who determines how the language is spoken and written? How does Russian interact with other languages of the region (such as Ukrainian and Yiddish)? This class examines the development of the standard literary Russian language, focusing on the 19th century, the Soviet period, and post-Soviet language politics. Taught in English, reading in Russian.

REES 299. Directed Reading. 1-12 Unit.**REES 300. MA Capstone Seminar. 1-3 Unit.**

Required for and limited to REES MA candidates. Colloquia with CREES Director and Associate Director to assist with refinement of research topic, advisor support, literature review, research, and thesis writing.

REES 301B. History and Politics in Russian and Eastern European Cinema. 5 Units.

From 1945 to the mid-80s, emphasizing Polish, Hungarian, Czech, Slovak, and Yugoslav contexts. The relationship between art and politics; postwar establishment of film industries; and emergence of national film movements such as the Polish school, Czech new wave, and new Yugoslav film. Thematic and aesthetic preoccupations of filmmakers such as Wajda, Jancso, Forman, and Kusturica. Permission of instructor required prior to the first day of classes.

Same as: FILMSTUD 245B, FILMSTUD 445B

REES 304. Cities of Empire: An Urban Journey through Eastern Europe and the Mediterranean. 3-5 Units.

This course explores the cities of the Habsburg, Ottoman and Russian empires in the dynamic and turbulent period of their greatest transformation from the 19th century through the Two World Wars. Through the reading of urban biographies of Venice and Trieste, Vienna, Budapest, Cracow, Lviv, Sarajevo, Belgrade, Salonica, and Odessa, we consider broad historical trends of political, economic, and social modernization, urbanization, identity formation, imperialism, cosmopolitanism, and orientalism. As vibrant centers of coexistence and economic exchange, social and cultural borderlands, and sites of transgression, these cities provide an ideal lens through which to examine these themes in the context of transition from imperial to post-imperial space.

Same as: HISTORY 223E, HISTORY 323E, REES 204

REES 304G. War and Society. 4-5 Units.

(History 204G is an undergraduate course offered for 5 units; History 304G is a graduate course offered for 4-5 units.) How Western societies and cultures have responded to modern warfare. The relationship between its destructive capacity and effects on those who produce, are subject to, and must come to terms with its aftermath. Literary representations of WW I; destructive psychological effects of modern warfare including those who take pleasure in killing; changes in relations between the genders; consequences of genocidal ideology and racial prejudice; the theory of just war and its practical implementation; how wars end and commemorated.

Same as: HISTORY 204G, HISTORY 304G

REES 308. Constitutional Cultures in Transition: Constitutional Identities and Values in the Post-Soviet Space. 3-5 Units.

This course examines post-Soviet constitutional cultures and identities (with a focus on Armenia, Moldova and Ukraine). It explores the role of constitutional identity in post-Soviet transformation, regional integration and 'Europeanization' processes; analyzes constitutional values in post-Soviet countries; discusses why there is a disharmony between declared values and constitutional reality; and explores the role of the judiciary in the formation and preservation of constitutional identity.

Same as: REES 208

REES 326. The Russian Revolution: Politics, Society, Culture. 3-5 Units.

The centennial of the Russian Revolution of 1917 serves as the occasion for this course, which surveys the political, social, and cultural upheavals that transformed Russia under the last Tsars and the first Soviet commissars. The course will be offered in conjunction with the exhibition "The Crown under the Hammer: Russia, Romanovs & Revolution," jointly sponsored by the Hoover Institution and the Cantor Arts Center at Stanford and opening at both venues on October 18, 2017. Several class sessions will be held at the Hoover Institution, where students will be invited to examine archival documents, rare books and periodicals, and the visual arts, including propaganda posters, photographs, motion picture film, and paintings in the collections of the Hoover Institution Library & Archives. One class session will be held at the Cantor Arts Center. The course is open to undergraduate and graduate students.

REES 327. All Quiet on the Eastern Front? East Europe and Russia in the First World War. 3-5 Units.

Until recently history has been comparatively quiet about the experience of World War I in the east. Far from being a peripheral theater of war, however, the experiences of war on the Eastern Front were central to shaping the 20th century. Not only was the first shot of the war fired in the east, it was also the site of the most dramatic political revolution. Using scholarly texts, literature and film, this course combines political, military, cultural and social approaches to introduce the causes, conduct and consequences of World War I with a focus on the experiences of soldiers and civilians on the Eastern Front. Topics include: the war of movement, occupation, extreme violence against civilians, the Armenian genocide, population exchanges, the Russian Revolution and civil war, and the disintegration of empires and rise of nation-states.

Same as: HISTORY 227D, HISTORY 327D, REES 227

REES 348. Slavic Literature and Culture since the Death of Stalin. 3-5 Units.

The course offers a survey of Soviet and post-Soviet literary texts and films created by Russian, Ukrainian and Belarusian artists and marginalized or repressed by the Soviet regime. The first part of the course will focus on the topics of opposition and dissent, generational conflict, modernization, Soviet everyday life, gender, citizenship and national identity, state-published and samizdat literature, "village" and "cosmopolitan" culture, etc. The second part of it will be devoted to the postmodernist aesthetics and ideology in the dismantlement of totalitarian society, as well in the process of shaping post-Soviet identities. The reading materials range from the fictional, poetic, and publicistic works written by Noble-prize (Solzhenitsyn, Brodsky, Alexievich) and other major writers of the period to the drama, film, and popular culture.

Same as: SLAVIC 148, SLAVIC 348

REES 408C. Architecture, Acoustics and Ritual in Byzantium. 1-3 Unit.

Onassis Seminar "Icons of Sound: Architecture, Acoustics and Ritual in Byzantium". This year-long seminar explores the creation and operations of sacred space in Byzantium by focusing on the intersection of architecture, acoustics, music, and ritual. Through the support of the Onassis Foundation (USA), nine leading scholars in the field share their research and conduct the discussion of their pre-circulated papers. The goal is to develop a new interpretive framework for the study of religious experience and assemble the research tools needed for work in this interdisciplinary field. NOTE: This course is only offered on the graduate level and undergraduates would be admitted by request (sending a letter expressing interest to the instructor and specifying what other courses in music or art history has prepared them to tackle this subject) and special permission only.

Same as: ARTHIST 408C, MUSIC 408C, RELIGST 308C

REES 409. Theories of the Image: Byzantium, Islam and the Latin West. 5 Units.

This seminar explores the role of images in the three major powers of the medieval Mediterranean: the Umayyads, the Carolingians, and the Byzantines. For each the definition of an image- *sura*, *imago*, or *eikon* respectively-became an important means of establishing religious identity and a fault-line between distinct cultural traditions. This course troubles the identification of image with figural representation and presents instead a performative paradigm where chant or recitation are treated as images. As such, students will be able to see the connections between medieval image theory and contemporary art practices such as installation.

Same as: ARTHIST 209C, ARTHIST 409, CLASSICS 158, CLASSICS 258

REES 801. TGR Project. 0 Units.

.