

Dear HUM CCC members,

The following proposal to revise the Russian Major is a revision based on feedback from the HUM CCC (sent back 5/9/08). In order to expedite the approval process as much as possible, Jennifer Siegel has requested that the committee consider just the revised proposal section at this time. [The individual course request revisions associated with the proposal are forthcoming and may be considered at the 2/20/09 meeting.]

Below I have copied the 5/9/08 minutes and written in bold where specific answers to the committee's questions can be found in the new proposal, which follows.

The proposal in its entirety, including tracking history, can be accessed at:
<http://artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1268>

HUM CCC 5/9/08 minutes excerpt:

1. Russian Major Revision

- a. Please place summary point G. in a more prominent place and please further clarify the summary of the changes in the form of an executive summary/overview of proposed changes (i.e. add hours, two tracks, etc.)
- b. In this summary, please provide rationale of need for increase in hours.
- c. Requesting increase of 45-50 hours, which is in line with other majors. One justification for the increase is that currently students were only graduating with language and one capstone, so this addition to the language track would add breadth to this track.
- d. Expound on comparison with other language departments, perhaps adding comparably difficult languages such as Arabic and Chinese, as well as benchmark Russian programs. i.e. How many credits are required generally for a major in the languages? Is 70-75 too many? Does this work against enrollments? Is that what Ohio State generally does? A statement that this is congruent with other majors would be helpful.
- e. Proposing to divide old major into 2 tracks (language; lit, culture, and film)
- f. Requesting numerous course changes in courses and 5 new course requests. Please create a tabular representation / listing of the requested curricular changes and put toward front of proposal. Suggestion: A listing of old/new course numbers, nature of changes, and which courses are /not in Russian
- g. Further clarification: Will all readings be in Russian? The language courses will be in Russian, but several of the lit courses are in English. Non-language track: seems to aim for maximum flexibility. Is there attention to historical distribution? Does this distribution suffer at the expense of flexibility? Do other lit majors have a historical distribution? The 520s and 600-level courses seem to focus on 19th

- century. Suggestion to consider the possibility of structured distribution and/or provide rationale for why this is so.
- h. Honors thesis is 5 credits. Is this per quarter? Is this repeatable? **[no, see ftnt 8 for clarification]** Is this a continuous project or could it bridge several areas of concentration? Please clarify the nature of the Honors Thesis.
 - i. Is Russian 657 cross-listed with the recently approved WS 657? Please note in proposal. **[course is an approved cross-listing, but WS 657 is not specifically listed in proposal]**
 - j. Section II.A.3 does not seem logical: How can the act of adding new objectives to an assessment plan be an objective in the rationale to change a major? This is a result, not a rationale or impetus for change. Suggestion to remove from this section and place in an assessment plan section. **[addressed in assessment section of main proposal, appendix 2]**
 - k. Pre-req for either track is Medieval Moscow (CMRS) If they are bringing in classes outside the department why only this one? Do they lack a medievalist? Would other Russian history courses be applicable? **[explained in ftnt 10]**
 - l. Slavic 360 – request concurrence from Film Studies **[FS enthusiastically concurred]**
 - m. Slavic H584 – Should this be a comp. Studies course? Contact Merijn in Honors. Course sent to Honors 5/15/08. **[approved up through registrar]**
 - n. II. G. 4. delete “etc.” and put into table mentioned above. **[done]**

Proposal for Revision of the Russian Major
Department of Slavic and East European Languages and Literatures

Submitted by Daniel E. Collins (collins.232) and Yana Hashamova (hashamova.1)

I. Executive Summary

A. It is proposed to raise the minimum hours for the Russian major from 43 to 50 hours.

- This change will enhance the intellectual rigor of the major and will bring it in line with comparable majors in Arts and Sciences and in our benchmark institutions.

B. It is proposed to introduce a second track in the Russian major, which will focus on Literature, Culture, and Film.

- The original track will continue to require 3 years of four-skill language courses, a capstone course, and a minimum of 3 electives, drawn from a list of upper-division courses in language, literature, culture, film, and linguistics.
- The new track will require 2 years of four-skill language courses; two courses (drawn from Russian 580.51 and 581.51, and 582.51) which focus on advanced reading skills; a capstone course; two literature courses; two culture courses; and a film course.
- The capstone course (Russian 675) will be shared by both tracks.

C. It is proposed to renumber advanced language courses to make the sequencing more transparent:

<u>Level</u>	<u>Current Number</u>	<u>Proposed Number</u>
Second-Year	405	401
	407	402
Third-Year	560	501
	561	502
	562	503
Fourth-Year	609	601
	610	602

D. It is proposed to increase the number of hours for the advanced reading courses Russian 580.51, 581.51, and 582.51 from 3 to 5 hours.

- Two of these courses will be required in the second track, and all can serve as possible electives in the first track.

E. One new course proposal is included in the major revision proposal:

- Slavic 360 Screening Minorities: Representations of the Other in Slavic Film¹

¹ An earlier submission of this proposal included a second new course proposal, for Slavic H584. This course has been submitted separately and is in the final stage of the approval process.

II. Objectives of the proposed changes

In accordance with the Department's mission statement, the undergraduate major in Russian is designed to offer students training in all aspects of the Russian language—listening, speaking, reading and writing—and to foster an informed appreciation of Russian literature, culture, film, and society.

Currently, the major at The Ohio State University is one of the largest of its kind in North America. In Spring 2008, the number of majors reached 98, at least 20 of whom were Honors students. Over the past several years, undergraduate Russian enrollments have been rising (14.2% in 2007–8, and more in the current academic year). This rise in student interest in Russian language and culture is due in part to external factors such as Russia's recent assertiveness on the international political scene, the huge upswing in its economy, and the fact that Russian has been declared a "critical-needs" language by the U.S. government, and in part to internal factors such as the Department's dedication to undergraduate teaching, changes in its faculty and curriculum, and the greater accessibility of study abroad in Russia.² This significant growth in our enrollments, coupled with the rise in the academic profile of the each successive freshman class, makes it all the more important to ensure that the student experience in the Russian major is of as high a quality as possible.

The Russian major was last revised in 1998; that revision did not significantly break with the program of the previous decades and, in particular, maintained an exclusively disciplinary (primarily language-based) orientation. This traditional orientation, which has always required students to take some non-language courses, remains valid and is appealing to many of our majors. However, over the past ten years, there has also been growing student interest in more interdisciplinary approaches. During the same period, interdisciplinarity has been recognized as one of the principal values of the College of Humanities. Accordingly, since 2001 the Department has made several hires in Cultural Studies, a burgeoning area in the field as a whole, and has expanded its interdisciplinary curriculum.³ While these changes have greatly benefited the Department, they have not yet been made integral to our major program; simply put, it is difficult or impossible for students to develop a rigorous interdisciplinary profile within the current major's infrastructure—6 language courses (30 hours), 3 elective courses (13 hours), and a writing seminar (5 hours).

² The Department has robust study abroad programs. Many of our majors and minors attend our intensive Russian Language and Culture Program in Tomsk, which was inaugurated in 2004. This program allows students complete a year of language (15 credits) during a single summer. In addition, since 2003 the Department has offered a biennial short-term Russian Culture and Society Program in St. Petersburg and Moscow in conjunction with our Russian 235 (Modern Russian Culture). A total of 45 have participated in the three instantiations of this short-term program over the past five years. Finally, in the summers of 2005 and 2007, the Department has offered a short-term program on Russian Opera and Identity in St. Petersburg and Moscow, in conjunction with the Spring-quarter Russian 694 (Russian Opera and Identity).

³ Since 2001, the following interdisciplinary courses have been added to our curriculum: Russian 235 (Modern Russian Culture: Magnificence, Mayhem, Mafia), Slavic 360 (Russian Dreams and Nightmares: The Modern Russian Experience through Film), Russian 657 (Gender and National Identity in Russian Cinema), Russian 674 (Russian Opera and Identity), Slavic H583 (Cinderella's Fantasy: Gender and Women in Western and Eastern Europe), Slavic H584 (Dead Man Writing: Literary Representations of Capital Punishment), and Slavic 770 (Violence and Alterity in the Balkans). In addition, several new course proposals in Cultural Studies are currently in preparation.

Therefore, we are proposing a new track for the Russian major that will allow students the option of a meaningful *interdisciplinary specialization* (§1). At the same time, we are proposing changes to the existing track to make our major *more rigorous* (§2) and *flexible* (§3) and our infrastructure *more transparent* (§4).

1. *To create an interdisciplinary option for the Russian major.* As noted above, Cultural Studies is a burgeoning discipline in Russian and Slavic departments in the U.S. Today's global interactions require Russian specialists to have expertise not only in the language but also in the intricacies of the culture, especially in its contemporary dimensions. Accordingly, since 2001, the Department has significantly increased its curriculum in Cultural Studies and has made four faculty hires requiring interdisciplinary expertise, with a fifth pending this year. Moreover, we have seen a great increase in student interest in such interdisciplinary areas as Film Studies and Gender Studies. One can also note that there are similar major tracks in both French (French Studies and French Language and Culture) and German (Culture and Language).

The proposed second track in Literature, Culture, and Film will enable the major to match the evolving profile of the Department, the University, and the field. While the current Russian track allows students to gain some knowledge of Russian culture (through 1 prerequisite, 1 core, and potentially also 1–3 elective courses), the proposed changes will substantially increase that knowledge. The new Literature, Culture, and Film Track will require 1 prerequisite and 6 core courses in culture.⁴ The Language Track will *require* 2 core courses in culture, in addition to the prerequisite; this likewise represents an improvement in breadth in comparison with the current major, which permits students the possibility of graduating with no advanced culture classes other than the capstone (Russian 675).

It should be noted that all our undergraduate and U/G courses in Literature, Culture, Film, and Linguistics are taught in English. At the 500-level and below, all readings are in English only; at the 600-level, courses include readings in Russian, though our instructors typically allow students without the necessary language proficiency to read the texts in translation. Thus students will be able to make progress on their Core Literature/Culture requirements from the beginning of their major study; they will not have to wait until they have attained the advanced knowledge of Russian necessary to read most belletristic texts.

2. *To make the Russian major more rigorous.* The 7-hour increase in minimum credit hours will increase majors' time-on-task by 1–2 courses (2 courses as compared with a 43-hour major, and 1 course as compared with a 45-hour major). Since few students have a background in Russian prior to their study at Ohio State, even a small increase in their contact with the language and/or culture will be of great benefit.

The increase in minimum credit hour will make the Russian major comparable to other majors in modern languages at The Ohio State University (Table 1). The figures in Table 1 demonstrate that 50 credit hours is currently the standard for foreign language

⁴ Two of the other Ohio State language majors currently offer multiple tracks. French majors can choose among four tracks (Language and Literature, Language and Culture, French Studies, and French for the Professions), and German majors between two tracks (Culture and Language and Literature and Language).

majors, as determined by both median and mean required credits. Thus, Russian currently has a lower minimum than any other language major.⁵

<u>Major</u>	<u>Required Credits</u>
Arabic	55
Chinese	55
French	50
German	51
Hebrew	45
Italian	50
Japanese	55
Portuguese	50
Russian (current)	43
<u>Spanish</u>	<u>50</u>
Mean	50.4

Table 1. Required Hours in the OSU Language Majors

Likewise, the increase in minimum credit hour will make the Russian major at The Ohio State University comparable to the Russian majors in peer institutions (Table 2). As Table 2 shows, 48–50 hours is the standard for the Russian major in these institutions (median 48, mean 50.2).⁶ Therefore, the proposed rise in minimum credit hours from 43 to 50 will make the Russian major (in both the existing track and in the new track) meet what can be viewed as the "industry standard" and will help keep the B.A. in Russian competitive in the national marketplace.

⁵ All the language programs have 101–104 (GEC Foreign Language Requirement) in the appropriate language as prerequisites. In addition, French and German require one additional gateway (non-GEC) course. Russian requires one additional GEC course as prerequisite.

⁶ For institutions that have a two-year language requirement, second-year Russian has been included in the required hours for the major. Where there was a range of required hours (as at UC Berkeley), the lower figure has been used. In some cases, the figure indicated may be lower than the actual requirements due to prerequisites that were not evident from the websites.

Institution	Raw	Qtr Hrs
Indiana	35	52.5
Iowa	40	60
Illinois	44	66
Michigan	30	45
Michigan State	32	48
Minnesota	30	45
Northwestern	56	56
Penn State	26	39
Purdue	35	52.5
UC Berkeley	32	48
Virginia	30	45
Wisconsin	30	45
Washington	50	50
Mean		50.2

Table 2. Required Hours in Russian Majors at Other Big Ten Universities and "Public Ivies"

3. *To make the Russian major more flexible.* Not only will the introduction of a second track give students greater freedom of choice, it will give them more options for when they can take key courses. In the current program, students are required to take a three-quarter sequence at the third-year level (Russian 560, 561, 562, taught only in Autumn, Winter, and Spring, respectively); this has often been a barrier for students who are off-cycle for various reasons. In the proposed Literature, Culture, and Film Track, students can fulfill their advanced Russian requirement through the Russian for Reading courses (580.51, 581.51, 582.51), which are available every quarter (including Summer) in Individualized Instruction and can be taken in increments of 2–10 credits per quarter.

In addition, both tracks of the revised major will have a greater selection of prerequisite courses. Currently, students have to take either Russian 135 or Russian 250, though advisors often allow other GEC culture classes on an ad-hoc basis. The proposed revisions to the major institutionalize this practice by allowing any of our GEC courses in Literature, Culture, and Visual and Performing Arts (Russian 135, 235, 250, 251, 360, and MRS 213) to count as prerequisites. This will allow easy entry into the major for students who have just received their first introduction to Russian culture through the GEC.

Finally, the new major will allow courses that have recently been added to our curriculum (Russian 360, Russian 657, Russian 674, Slavic H583, and Slavic H584) to count for Core Literature/Culture Proficiency. This revision will institutionalize our current practice of permitting these classes to be used as major electives on an ad-hoc basis. It will provide greater variety and flexibility in concentrations and will make the major more evenly balanced in terms of literature, film, and culture courses.

As our faculty is not large, the Department can only offer Literature, Culture, and Film courses at the 500– and 600-level on a rotation ranging from once every four

quarters to once every two years. Therefore, in the interests of maximal flexibility, the proposed major tracks do not require a historical distribution. Moreover, the Department's position is that such a historical distribution is actually unnecessary. Our capstone course (Russian 675), which is required for all majors, is a survey that unites the varying threads of Russian culture over the centuries, so it will provide the necessary historical perspective. Moreover, all of our culture prerequisites have some historical depth; one deals with the period before 1689 (MRS 213), two with the period before 1917 (Russian 135, 250), and three with the period from 1917 to today (Russian 235, 251, 360). Finally, on a practical level, given our rotations, students are highly likely to take elective courses covering the nineteenth century, as the majority of our literature courses treat the classics (Russian 520, 521, 644, 650, 651) or involve a mixture of classical and modern works (Russian 656, Slavic H584), while the film classes obviously focus on the modern era. It will be the duty of the major advisor to ensure that students in the Literature, Culture, and Film track strike an appropriate balance between classical and modern culture. (Even a specialization in modern Russian culture requires some expertise in the nineteenth century, as Russians revere their classical culture and continually refer to it in contemporary discourse.)

4. *To make the Russian major more transparent by renumbering key language courses.* Currently, our second-year courses are numbered 405 and 407, our third-year courses 560, 561, and 562, and our fourth-year courses 609, 610. The original rationale (if any) for these course numbers have been lost in the mists of time. While there may have been a certain logic in 405 following 104 (400 for upper-division, and -05 to follow -04), it is mystifying why 405 is followed by 407 (with 406 as a missing link) or why the successive years feature jumps to 560 and 609.

The revised major proposal includes a more logical system of enumeration:

- First-year will remain 101–104;
- Second-year (currently 405, 407) will become 401, 402;
- Third-year (currently 560, 561, 562) will become 501, 502, 503;
- Fourth-year (currently 609, 610) will become 601, 602.

This renumbering will help students navigate our major (and minor) more efficiently. (It would also anticipate a switch to semesters, when our language sequence would presumably run 101, 102, 401, 402, 501, 502, 601, 602).

III. Student Survey

We surveyed a sample of our Russian majors (12) and minors (4), as well as students who were considering becoming a major (3) or minor (1), to find out their reactions to the proposed changes in the Russian major. Of the students surveyed, 90% indicated that they would benefit from the greater flexibility of the proposed curriculum and felt that the new track and additional courses were attractive. Not surprisingly, there was less consensus about the proposed increase in hours; 66% of the students indicated some hesitation about this aspect of the proposal.

As noted above, we believe the proposed increase is justified because it will strengthen students' knowledge of Russian language and culture, so that they will substantially benefit from it. As the additional course will ordinarily be selected from our "content" (culture, literature, or linguistics) rather than our "skills" (language) classes, it will enhance the breadth, depth, and intellectual rigor of the major. Furthermore, it will promote the student's acquisition of cultural competence—one of the stated main goals of our undergraduate program.

Moreover, since most of our courses are five credits, even under the current dispensation majors tend to consist of 45 credits rather than 43. Consequently, on a practical level the proposed increase boils down to a single additional course, which should not prove much of a burden.

Although there is obviously no way to be certain in advance, we do not believe that increasing the major by one course will be detrimental to enrollments, given the factors in the general growth in the Russian major discussed above. In any case, we are interested in enhancing intellectual quality as well as size.

IV. Comparison of Current Russian Major to Proposed Major

Current Major

Prerequisites (25 cr):

- First-year Russian (Russian 101, 102, 103, 104) (20 cr)
- One of the following:
 - Russian 135 (Introduction to Russian Culture) (5 cr)
 - Russian 250 (Masterpieces of Russian Literature) (5 cr)

Core Courses (30 hours)

- Second-year Russian (Russian 405, 407) (10 cr)
- Third-year Russian (Russian 560-562) (15 cr)
- Russian 675 (Writing Seminar on Topics of Russian Literature, Language, and Life) (5 cr)

Concentration Courses (13-15 hours)⁷

- Russian 235 Modern Russian Culture: Murder, Mayhem, and Mafia (5 cr)
- Russian 360 Russian Dreams and Nightmares: The Modern Russian Experience through Film (5 cr)
- Russian 511 Russian Language Maintenance (2 cr, repeatable to a maximum of 4 cr)
- Russian 512 Russian Practical Conversation (3 cr)
- Russian 520 Russian Literature in Translation: Pushkin to Turgenev (5 cr)
- Russian 521 Russian Literature in Translation: Dostoevsky to Chekhov (5 cr)
- Russian 522 20th-Century Russian Literature in Translation: 1900–1928 (5 cr)
- Russian 523 20th-Century Russian Literature in Translation: 1928–2004 (5 cr)
- Russian 580 Reading Russian 1 (1–3 cr)
- Russian 581 Reading Russian 2 (1–3 cr)
- Russian 582 Reading Russian 3 (1–3 cr)
- Russian 609 Advanced Reading, Conversation, and Composition 1 (5 cr)
- Russian 610 Advanced Reading, Conversation, and Composition 2 (5 cr)
- Russian 617 Business Russian (5 cr)
- Russian 631 Introduction to Russian Linguistics (5 cr)
- Russian 635 Practical Russian Pronunciation (5 cr)
- Russian 640 Introduction to the Structure of Russian (5 cr)
- Russian 644 Russian Folklore (5 cr)
- Russian 650 Dostoevsky (5 cr)
- Russian 651 Tolstoy (5 cr)
- Russian 653 Russian Drama (5 cr)
- Russian 656 Russian Women Writers (5 cr)
- Russian 660 Basic Approaches to the Study of Russian Literature (5 cr)
- Russian 661 Poetics of Russian Verse (5 cr)
- Russian 662 Poetics of Russian Prose (5 cr)

⁷ Concentrations are chosen in consultation with an advisor. sample concentrations include Russian Language and Literature, Russian Literature, and Russian Culture.

- Russian 664 Studies in 20th-Century Russian Literature (5 cr)
- Russian 693 Individualized Study (2–10 cr, repeatable)
- Russian 694 Russian Group Studies (2–10 cr, repeatable)
- Russian 697 Study at a Foreign Institution (5–15 cr)
- Russian 720 History of the Russian Language (5 cr)
- Slavic H583 Cinderella's Fantasy: Gender and Women in Western and Eastern Europe (5 cr)
- Slavic 699 Senior Tutorial Essay (5 cr)
- Slavic 760 Survey of Slavic Languages (5 cr)
- Slavic H783 Honors Research (3–5 cr)⁸

Proposed Russian Language Track (50 cr)

Prerequisites (25 cr):

- First-year Russian (Russian 101, 102, 103, 104) (20 cr)
- One of the following:
 - Russian 135 Introduction to Russian Culture (5 cr)⁹
 - Russian 235 Modern Russian Culture (5 cr)
 - Russian 250 Masterpieces of 19th-Century Russian Literature (5 cr)
 - Russian 251 Masterpieces of 20th-Century Russian Literature (5 cr)
 - Russian 360 Modern Russian Experience Through Film (5 cr)¹⁰
 - MRS 213 Medieval Moscow (5 cr)¹¹

Core Language Proficiency (40 cr)

- Second-year Russian (Russian 401, 402) (10 cr)
- Third-year Russian (Russian 501, 502, 503) (15 cr)
- At least 15 credits from the following list:
 - Russian 511 Language Maintenance (2 cr, repeatable once)
 - Russian 512 Practical Russian Conversation (3 cr, repeatable once)
 - Russian 580.51 Reading Russian I (5 cr)

⁸ The Honors Thesis is envisioned as a substantial original research paper (typically at least 25 pages) submitted to a committee, defended, and revised in the course of a quarter and awarded 5 credits maximum (non-repeatable). It can be either a new project or an amplification/continuation of a paper from a previous major course. Accordingly, it could be in a single discipline, or else it could bridge several areas of concentration—a possibility that the Department would welcome, given that interdisciplinarity is a key element in our mission.

⁹ Our first submission of the revised major included a proposal to renumber Russian 135 as Russian 230. We are withdrawing that proposal in order to devote more time to the modernization of that course.

¹⁰ Russian 360 can count either as a prerequisite or, with permission of advisor, as a Core Literature/Culture Proficiency course.

¹¹ MRS 213 is a GEC class in the former "Culture and Ideas" category (currently in the "Breadth" category) taught by Dr. Collins, a medievalist in the Department of Slavic and East European Languages and Literatures. (The Center for Medieval and Renaissance Studies does not have faculty lines, so all MRS courses are taught by faculty affiliates.) There are no Russian history courses in the GEC, nor, in general, would prerequisites from other units typically have the appropriate cultural focus to be appropriate for our major. However, Slavic has traditionally allowed courses from other departments to be used as major electives, with approval of the advisor.

- Russian 581.51 Reading Russian II (5 cr)
- Russian 582.51 Reading Russian III (5 cr)
- Russian 601 Fourth-Year Russian I (5 cr)
- Russian 602 Fourth-Year Russian II (5 cr)
- Russian 617 Business Russian (5 cr)
- Russian 711 Advanced Stylistics (5 cr)

Core Literature/Culture Proficiency (10 cr)

- Russian 675 (Writing Seminar on Topics of Russian Literature, Language, and Life) (5 cr) (capstone)
- One of the following (5 cr):
 - Russian 360 Russian Dreams and Nightmares: The Modern Russian Experience through Film (5 cr)
 - Russian 520 Russian Literature in Translation: Pushkin to Turgenev (5 cr)
 - Russian 521 Russian Literature in Translation: Dostoevsky to Chekhov (5 cr)
 - Russian 522 20th-Century Russian Literature in Translation: 1900–1928 (5 cr)
 - Russian 523 20th-Century Russian Literature in Translation: 1928–2004 (5 cr)
 - Russian 644 Russian Folklore (5 cr)
 - Russian 650 Dostoevsky (5 cr)
 - Russian 651 Tolstoy (5 cr)
 - Russian 653 Russian Drama (5 cr)
 - Russian 656 Russian Women Writers (5 cr)
 - Russian 657 Gender & National Identity in Russian Cinema (5 cr)
 - Russian 660 Basic Approaches to the Study of Russian Literature (5 cr)
 - Russian 661 Poetics of Russian Verse (5 cr)
 - Russian 662 Poetics of Russian Prose (5 cr)
 - Russian 664 Studies in 20th-Century Russian Literature (5 cr)
 - Russian 674 Russian Opera and Identity (5 cr)
 - Russian 693.50 Independent Study (5 cr by permission of advisor)¹²
 - Russian 697 Study at a Foreign Institution (5–10 cr by permission of advisor)
 - Slavic 360 Screening Minorities: Representations of the Other in Slavic Film
 - Slavic H583 Cinderella's Fantasy: Gender and Women in Western and Eastern Europe (5 cr)
 - Slavic H584 Dead Man Writing: Literary Representations of Capital Punishment (5 cr)
 - Slavic H783 Honors Research (5 cr required for thesis)

Students who are interested in Russian Linguistics can substitute these classes for *elective* courses in the Core Language Proficiency and/or the Core Literature/Culture Proficiency

- Russian 631 Introduction to Russian Linguistics (5 cr)
- Russian 635 Practical Russian Pronunciation (5 cr)
- Russian 640 Introduction to the Structure of Russian (5 cr)
- Russian 720 History of the Russian Language (5 cr)
- Slavic 760 Survey of Slavic Languages (5 cr)

¹² This course is intended to be used for a research project (non-Honors thesis).

Students who have Russia-related internships can receive up to 5 hours of elective credit under the Humanities 489 number (by permission of the Department and College of Humanities).

Proposed Russian Literature, Culture, and Film Track (50 cr)

Prerequisites (25 cr):

- First-year Russian (Russian 101, 102, 103, 104) (20 cr)
- One of the following:
 - Russian 135 Introduction to Russian Culture (5 cr)
 - Russian 235 Modern Russian Culture (5 cr)
 - Russian 250 Masterpieces of 19th-Century Russian Literature (5 cr)
 - Russian 251 Masterpieces of 20th-Century Russian Literature (5 cr)
 - Russian 360 Modern Russian Experience Through Film (5 cr)
 - MRS 213 Medieval Moscow (5 cr)

Core Language Proficiency (20 cr)

- Second-year Russian (Russian 401, 402) (10 cr)
- Two of the following:
 - Russian 580 Reading Russian 1 (5 cr)
 - Russian 581 Reading Russian 2 (5 cr)
 - Russian 582 Reading Russian 3 (5 cr)

Core Literature/Culture Proficiency (30 cr on the 300-level or higher)

- Russian 675 (Writing Seminar on Topics of Russian Literature, Language, and Life) (5 cr) (capstone)
- Two literature courses:
 - Russian 520 Russian Literature in Translation: Pushkin to Turgenev (5 cr)
 - Russian 521 Russian Literature in Translation: Dostoevsky to Chekhov (5 cr)
 - Russian 522 20th-Century Russian Literature in Translation: 1900–1928 (5 cr)
 - Russian 523 20th-Century Russian Literature in Translation: 1928–2004 (5 cr)
 - Russian 644 Russian Folklore (5 cr)
 - Russian 650 Dostoevsky (5 cr)
 - Russian 651 Tolstoy (5 cr)
 - Russian 653 Russian Drama (5 cr)
 - Russian 656 Russian Women Writers (5 cr)
- Two culture courses (10 cr)¹³:
 - Russian 674 Russian Opera: Meanings and Identities
 - Slavic H583 Cinderella's Fantasy: Gender and Women in Western and Eastern Europe (5 cr)
 - Slavic H584 Dead Man Writing: Literary Representations of Capital Punishment
- One film course (5 cr):

¹³ Other courses in this area are currently in development.

- Russian 360 Russian Dreams and Nightmares: The Modern Russian Experience through Film (5 cr)
- Russian 657 Gender & National Identity in Russian Cinema (5 cr)
- Slavic 360 Screening Minorities: Representations of the Other in Slavic Film

By permission of advisor, one course each in the Literature, Culture, and Film categories can be replaced by the following, for a maximum of 15 cr:

- Russian 693.50 Independent Study (5 cr by permission of advisor)
- Russian 697 Study at a Foreign Institution (5–10 cr by permission of advisor)
- Slavic 360 Screening Minorities: Representations of the Other in Slavic Film
- Slavic H783 Honors Research (5 cr required for thesis)

Students who have Russia-related internships can receive up to 5 hours of elective credit under the Humanities 489 number (by permission of the Department and College of Humanities).

V. Assessment Plan

A description of the Instructional Goals and Intended Learning Outcomes for Russian Language Courses for our department is attached at the end of this document. Each of the language courses in the major in both the existing and the proposed track has detailed learning objectives in accordance with the proficiency standards established by the American Council of Teachers of Foreign Languages (ACTFL); our Assessment Plan measures the success of the curriculum through Oral Proficiency Interviews at selected levels and through sampling of embedded testing. In addition, both the existing and the proposed track aim to develop students' "pragmatic competence" to give them the knowledge to interact with Russians and to interpret Russian texts. The major's performance in this area will be gauged by students' performance in the capstone course, Russian 675, which is required in both tracks and is ordinarily taken in the spring of the final year of study. Every year, the Undergraduate Studies Committee will examine 25% of the papers from this course, selected at random, and compare the understanding demonstrated in the papers against our major program objectives for cultural competence.

VI. Summary

1. The proposed changes will greatly increase the *interdisciplinarity* of the Russian major. This reflects both the changing profile of the Department and the field at large and the increasingly diverse interests of our students. In addition, it accords with the College of Humanities' emphasis on interdisciplinarity.
2. The proposed changes will give the Russian major *greater rigor*, with 50 credits required instead of the current 43. Not only will this increase the quality of the major, it will also make it meet the standards set by comparable departments. Eight of the ten foreign language majors in the College of Humanities require at least 50 credit hours; the same is true of the Russian majors in comparable institutions (Big Ten universities and "Public Ivies").
3. The proposed changes will give the Russian major *greater flexibility*. Majors will now have two tracks from which to choose. In addition, several new prerequisite options have been added (Russian 235, 251, 360, MRS 213); this makes entry into

the major more accessible. Further, recent additions to the curriculum have been added to the major (Russian 657, Slavic 360, Slavic H583, H584, Russian 674, etc.) to the core literary/cultural proficiency group. This provides for greater flexibility and variety in concentrations, and makes the major more evenly balanced in terms of literature, film, and culture courses.

4. Finally, the proposed changes will help students (and advisors) navigate the requirements more easily by providing *greater transparency* in the numbering of key language courses.

Appendix 1
Model Four-Year Plan

	Language Track	Lit, Cult, Film Track
Year 1		
Autumn	Russian 101	Russian 101
Winter	Russian 102	Russian 102
	GEC Prerequisite	GEC Prerequisite
Spring	Russian 103	Russian 103
Year 2		
Autumn	Russian 104	Russian 104
Winter	Russian 401	Russian 401
		Russian 360
Spring	Russian 402	Russian 402
Year 3		
Autumn	Russian 501	Russian 580
	Russian 522	Russian 522
Winter	Russian 502	Russian 581
Spring	Russian 503	Russian 523
Year 4		
Autumn	Russian 601	Russian 657
	Russian 650	
Winter	Russian 602	
		Slavic H583
Spring	Russian 675	Russian 675

**MAJOR PROGRAM ASSESSMENT REPORT FORM
2007-2008**

Evaluation of Student Learning Outcomes in Major Programs
Colleges of the Arts and Sciences (ASC)
The Ohio State University

College: Humanities
Department(s): Slavic & East European Lang. and Lit.
Major: Russian
Level (Undergraduate/Graduate): Undergraduate
Contact Person and e-mail: Maria Alley (alley.27@osu.edu)
Chair: Daniel E. Collins
Chair Signature: _____
Date: August 8, 2008

For Assessment Office Use Only

Reviewed by: _____

Date: _____

Implementation:

_____ Begun _____ Date implemented or planned

_____ Evidence collected

_____ Summary evidence provided

_____ Evidence reviewed by Program

_____ Program improvements attempted/made

_____ Action plan for next year based on evidence/review

Comments:

Assessment Report Summary (75-150 words):

In 2007-2008 academic year the Department of Slavic and East European Languages and Literatures implemented several assessment measures in order to evaluate student learning outcomes in the Russian major program. Both direct (standardized Oral Proficiency Interviews and embedded testing) and indirect (systematic curriculum and grade review and student evaluation of instruction) methods were used. The data collected in the process of assessment shows that in general the curriculum is accomplishing our stated goals. Based on the data received several changes have been made in the current curriculum and teacher training program. Next academic year we plan to implement additional assessment measures that will allow us to measure students' overall language and cultural proficiency more accurately.

2007-08 Majors Assessment Report Form

*Please see EXAMPLE REPORT below for further explanation. If there is not enough space in the chart below, please feel free to add comments and/or appendices as needed.

Goals and Objectives (i.e. Expected Learning Outcomes) for Majors (See attached document, “2005 Major Program Goals and Objectives”):

Major: Russian

- Students will be able to communicate in Russian at a proficiency level sufficient to communicate in everyday and general professional contexts, demonstrating proficiency of Intermediate-Mid or higher (ACTFL scale).
- Students will be able to initiate, sustain, and conclude conversations in Russian on a variety of topics; satisfy personal needs and social demands by using Russian; and demonstrate developing skills in producing coherent, connected narrative and descriptive discourse.
- Students will be able to understand the main ideas, some detail, and cultural references in various types of authentic oral Russian discourse—everyday conversations, formal presentations, news broadcasts, film and television excerpts, etc.
- Students will be able to understand the main ideas, some detail and cultural references in a variety of non-technical written Russian texts in a variety of genres (cultural artifacts, newspaper articles, fiction).
- Students will be able to write coherent personalized essays on a variety of everyday and some abstract topics using grammatically correct structures and appropriate connectives.
- Students will acquire the analytic skills needed to discuss, analyze, and conduct research on Russian media, texts, and other cultural artifacts.
- Students will demonstrate a critical understanding and appreciation of the Russian-speaking world through the study of its history, society, culture, literature, film, music and fine arts.

Expected Learning Outcomes (bulleted points above)	METHODS ¹		EVIDENCE ²		USE ³		
	Measures/Means Employed	Criterion	Findings/Results	Achievement of Criterion	Process for Reviewing Findings / Other Data Usage	Changes Made	Next Steps: Action Plan Short (1-year) and Long Term (up to 5 years)
Students will be able to communicate in Russian at a proficiency level sufficient to communicate in everyday and general professional contexts, demonstrating proficiency of Intermediate-Mid or higher (ACTFL scale).	Advisory Oral Proficiency Interviews according to ACTFL scale administered to a sample of students from each major milestone course in the language program (end of 1 st , 2 nd , 3 rd and 4 th year)	Demonstrated proficiency level according to ACTFL scale	86.4% of students test in the expected range of proficiency across different levels	Partially: Although students generally perform at the expected level, the method currently used only tests 1 of 4 language skills (speaking) and is thus less representative of student's overall ability in Russian	Language Programs Director and specific course instructors reviewed results and discussed ways to enhance student learning throughout the language program	No changes made.	In the next couple years we will consider testing proficiency in all 4 language skills, not just speaking.
Students will	1) same as above	1) same as	1) same as above	1) same as	1) same as above	1) same as above	1) same as

¹ This corresponds with previous reporting section, "I. Activities in support of outcomes assessment/ Methods employed." Please see Appendix 1 for Sample Methods.

² This corresponds with previous reporting section, "II. Evidence / Expected outcome assessed and results."

³ This corresponds with previous reporting sections, "III. Data usage / Feedback mechanism / Actions taken," and, "IV. Future planning / Specific Action Plan for the next year."

<p>able to initiate, sustain, and conclude conversations in Russian on a variety of topics; satisfy personal needs and social demands by using Russian; and demonstrate developing skills in producing coherent, connected narrative and descriptive discourse.</p>	<p>2) Two in-class presentations on a news event/current global issue in Russian 562 (end of 3rd year)</p>	<p>above 2) Minimum average score of 80%</p>	<p>2) Average scores were 91.64% (Pres.#1) and 92.18% (Pres.#2)</p>	<p>above 2) Yes, although students commented that would like to be required to make such presentations earlier in the program, to better develop presentation skills in Russian</p>	<p>2) Reviewed by instructor and Language programs Director, recommendations made for 1st, 2nd and 3rd year Russian language curriculum</p>	<p>2) No changes made.</p>	<p>above 2) Small presentations will be included in all language classes beginning with the end of 1st year to give students more practice in autonomous expression. We will continued assessing this goal to see if this change will have an effect on student learning. 3) In the next year we will consider introducing more measures to assess this goal.</p>
<p>Students are able to understand the main ideas, some detail, and</p>	<p>Embedded testing (final exam listening comprehension section) in: 1) Russian 407 (end of</p>	<p>Minimum average score of 80%</p>	<p>1) Average score was</p>	<p>Partially, the results show that students are making advances in developing</p>	<p>Reviewed by director of Language Programs and specific course instructors,</p>	<p>No changes made.</p>	<p>A committee (Language programs director and 2 senior GTAs) created a bank</p>

<p>cultural references in various types of authentic oral Russian discourse— everyday conversations, formal presentations, news broadcasts, film and television excerpts, etc.</p>	<p>2nd year) 2) Russian 562 (end of 3rd year)</p>		<p>77.8% 2) Average score was 92% (a dramatic improvement from 82.6% for the same section on the midterm exam)</p>	<p>their listening comprehension skills, but results are lower than expected in the 2nd year</p>	<p>recommendations made for program curriculum in order to maximize student exposure to authentic oral texts and to enhance student comprehension of these texts</p>		<p>of authentic audio/video materials available for use throughout language program. A special focus will be placed on the use of authentic materials during TA training workshop in AU08.</p>
<p>Students will be able to understand the main ideas, some detail and cultural references in variety of non-technical written Russian texts in a variety of genres (cultural artifacts, newspaper articles, fiction).</p>	<p>Embedded testing (final exam reading section) in: 1) Russian 407 (end of 2nd year) 2) Russian 562 (end of 3rd year)</p>	<p>Minimum average score of 80%</p>	<p>1) Average score was 89.3% 2) Average score was 88%</p>	<p>Yes</p>	<p>Reviewed by director of Language Programs and specific course instructors, recommendations made for program curriculum in order to maximize student exposure to authentic written texts and to enhance student comprehension of these texts</p>		<p>A committee (Language programs director and 2 senior GTAs) created a bank of authentic reading materials available for use throughout language program. A special focus will be placed on the use of authentic materials during TA training workshop in AU08.</p>

Students will be able to write coherent personalized essays on a variety of everyday and some abstract topics using grammatically correct structures and appropriate connectives.	1) Independent paper/research project in Russian comparing and contrasting the presentation of a global issue in Russian and US mass media 2) Research paper in Russian in R711 on a political issue (end of 4 th year)	Minimum average score of 80%	1) Average score was 88.8% 2) Average score was 90.37%	Yes	Reviewed by director of Language Programs and specific course instructors, recommendations made for program curriculum for next year.	No changes made.	Based on results and student feedback, instructor will provide more guidance in pre-writing/planning stage of the assignment. Will see if scores improve next year.
Students will acquire the analytic skills needed to discuss, analyze, and conduct research on Russian media, texts, and other cultural artifacts.	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above We will look for additional measures to assess this goal.
Students will demonstrate a critical understanding	Embedded testing in: 1) Russian 135	80% on the final course grade	1) Students seem to develop and increase	1) Partially: the extent of	1) Will be reviewed by the	1) Test format was changed	1) Review available

<p>and appreciation of the Russian-speaking world through the study of its history, society, culture, literature, film, music and fine arts.</p>	<p>2) Russian 360</p>		<p>their understanding of various aspects of Russian culture in the context of their own culture and the global community. Average course grade is A-.</p> <p>2) Overall course grade average was 90%</p>	<p>this understanding is not yet clear.</p> <p>2) Partially: although students seem to be doing well in class overall and making progress in learning to critically analyze and express their opinion about various aspects of Russian society and history presented throughout Russian film, the extent of it is not clear.</p>	<p>course coordinator and Undergraduate studies committee</p> <p>2) Reviewed by course coordinator and specific course instructors.</p>	<p>from multiple-choice to short answer and essay format to align better with this goal (measure ability for critical analysis and understanding)</p> <p>2) No changes made.</p>	<p>performance results and revise measures for this goal (e.g. embedded test questions for more accurate measurement of success)</p> <p>2) None planned for coming year.</p>
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Overall Analysis or Impressions (optional):
 In general, our assessment shows that the curriculum is accomplishing our stated goals, although the narrow focus of OPI does not give a complete picture of all four skills taught in our language classes. For next year, one major goal is to add measures of reading and writing skills. For assessment of cultural proficiency, The Language Programs Director is currently working with the personnel of

Psychology 100 to identify suitable metrics in this area. In addition, The Undergraduate Studies Committee will be working to develop metrics for assessing student learning outcomes in literature and culture classes that are electives in major.