

Term Information

Effective Term Autumn 2015

General Information

Course Bulletin Listing/Subject Area Russian
Fiscal Unit/Academic Org Slavic/East European Lang&Cul - D0593
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3530
Course Title Russian Cuisine in History, Literature and Culture
Transcript Abbreviation Rus Cuisine
Course Description This course will explore Russian cuisine: its history and its role in Russian literature and culture. We will use a variety of cookbooks and cultural histories as our textbooks, and we will read selections from classical Russian literature to see how writers incorporate ideas of food and cuisine into their works. We will also read critical articles about the relationship between food and culture.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0402
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.
- Analyze recipes, cookbooks, cooking blogs/videos; interpret literary and filmic representations of the role of food in Russian culture and expression;
- Explore and evaluate the relationship between Russian Orthodoxy and other religions, pagan beliefs, and contemporary reality and behavioral norms;
- Understand Russian superstitions and habits related to the production, consumption, and political manipulation of food.

Content Topic List

- Exploring Russian cuisine: Cookbooks, Orthodoxy, East v. West influences
- Exploring the Russian household: Household Manuals
- The Russian Stove
- Equipping the Russian Kitchen
- Markets, Supplies, Ingredients
- Medieval Life
- The Eighteenth Century Household
- Feast in the Time of Plague
- Gogol's Cornucopia
- Molokhovets and other Housewives
- Serfdom and the Russian Household
- Feeding visitors and the Samovar
- Culibiac / Kulebiaka
- The Tavern: drinking and talking
- Darwin and Dostoevsky
- Homemade liquors and liqueurs
- Other Uses for Alcohol
- War on the Domestic Kitchen!
- Stalinism and Soviet Holidays
- Krushchev and the "Kitchen Debates"
- "Herring under a Fur Coat"
- "Do You Respect Me?" The Soviet Alcoholic
- Eating, Drinking or Sex?
- Vegetarianism at the turn(s) of the centuries: Natalia Nordman and Ilya Repin v. vegetarianism today
- Tolstoy and Abstinence
- Fasting and Feasting in Russian Orthodoxy then and now

Attachments

- Russian Cuisine in History_3530_syllabus_for submission.docx: Syllabus
(Syllabus. Owner: Robinson, Stephen Spencer)
- Russian 3530_GE.docx: GE Rationale and Assessment Plan
(GEC Course Assessment Plan. Owner: Robinson, Stephen Spencer)
- 2a. Curriculum Maps Russian Major (1).docx: Curriculum Map
(Other Supporting Documentation. Owner: Robinson, Stephen Spencer)
- Russian 3530_GE_Revisions.docx: (Revised) GE Rationale and Assessment Plan
(GEC Course Assessment Plan. Owner: Peterson, Derek)

Comments

- Please read "Russian 3530_GE_Revisions" for the GE Rationale and Assessment Plan *(by Peterson, Derek on 11/14/2014 10:04 AM)*
- See 10-1-14 e-mail to A. Brintlinger and D. Peterson. *(by Vankeerbergen, Bernadette Chantal on 10/01/2014 03:29 PM)*
- I have attached the curriculum map. *(by Robinson, Stephen Spencer on 06/03/2014 02:04 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Robinson,Stephen Spencer	05/20/2014 10:24 AM	Submitted for Approval
Approved	Robinson,Stephen Spencer	05/20/2014 10:24 AM	Unit Approval
Approved	Heyssel,Garett Robert	05/20/2014 11:31 AM	College Approval
Revision Requested	Vankeerbergen,Bernadet te Chantal	05/21/2014 12:19 PM	ASCCAO Approval
Submitted	Robinson,Stephen Spencer	06/03/2014 02:04 PM	Submitted for Approval
Approved	Robinson,Stephen Spencer	06/03/2014 02:05 PM	Unit Approval
Approved	Heyssel,Garett Robert	06/10/2014 04:52 PM	College Approval
Revision Requested	Vankeerbergen,Bernadet te Chantal	10/01/2014 03:30 PM	ASCCAO Approval
Submitted	Peterson,Derek	11/14/2014 10:05 AM	Submitted for Approval
Approved	Peterson,Derek	11/14/2014 10:05 AM	Unit Approval
Approved	Heyssel,Garett Robert	11/14/2014 11:22 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadet te Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/14/2014 11:22 AM	ASCCAO Approval

Russian Cuisine in History, Literature and Culture

R3530

Autumn 2015

T/Th

Prof. Angela Brintlinger

Hagerty Hall 422

“And here comes our honored general:
would you answer our question, your honor:
at what time should people dine?”

“An ancient sage said:
‘a wealthy man eats whenever he likes,
and a poor man whenever he can.’”

« — А вот и кстати наш почтенный генерал:
ответите ли, ваше превосходительство, на вопрос:
в какое время люди должны обедать?

— Говорят, что какой-то классический мудрец сказал,
что „богатый когда хочет-с, а бедный когда может-с“». ¹

Description: This course will explore Russian cuisine: its history and its role in Russian literature and culture. We will use a variety of cookbooks and cultural histories as our textbooks, and we will read selections from classical Russian literature to see how writers incorporate ideas of food and cuisine into their works. We will also read critical articles about the relationship between food and culture and study the artistic representation of Russian cuisine. As we learn about Russia’s relationship with cooking, we will engage in “small c” cultural tasks as well as read “capital C” cultural texts.

In Russian 3530 you will:

- ◆ ☐ explore Russian cuisine and the history of food
- ◆ ☐ learn about selected Russian 19th and 20th century writers
- ◆ ☐ learn Russian proverbs about food and why they are so prevalent
- ◆ ☐ explore contemporary and classic recipes
- ◆ ☐ make a cooking video to describe how to make a classic Russian recipe
- ◆ ☐ take a trip to a Russian store and write a short reflection paper
- ◆ ☐ synthesize knowledge in written examinations

¹ Л е с к о в Н. С. Полное собрание сочинений, т. 9. Изд. 2-е. СПб., 1897, с. 384—385.

Objective:

In this course you will enhance your understanding of Russian culture and learn why food (and alcohol) are so central to Russian history, politics, and literature.

Course Goals (Culture and Ideas GE):

At the conclusion of the course, students will have evaluated significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment, and interpretation and evaluation.

Specifically, they will:

- be knowledgeable about traditional Russian cuisine, food products, and recipes
- be aware of cultural and religious influences on Russian cuisine and be knowledgeable about holiday traditions
- understand the east/west split in the portrayal of cuisine in literary works from the 19th and 20th centuries
- be sensitive to political influences on food production and consumption, including the effects of totalitarian policies, war, and famine
- be able to conduct ethnographic expeditions, including evaluating Russian food stores
- have produced a video explaining how to make a Russian dish.

Expected Learning Outcomes (Culture and Ideas GE):

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Specifically, they will:

- analyze recipes, cookbooks, cooking blogs/videos; interpret literary and filmic representations of the role of food in Russian culture and expression;
- explore and evaluate the relationship between Russian Orthodoxy and other religions, pagan beliefs, and contemporary reality and behavioral norms;
- understand Russian superstitions and habits related to the production, consumption, and political manipulation of food.

Majors: This course fulfills one Lit/Culture Elective requirement for Specialization 1 of the Russian Major or a Lit, Culture or Free Elective for Specialization 2 (see department curriculum map and/or major requirements).

Requirements:

You will be expected to read all assigned texts and attend class regularly, prepared to participate in an active manner in class discussion, and to turn in all written assignments in a timely fashion. Other assignments will include:

ethnographic research: trip to a Russian food store and reflection paper
short paper on assigned literary works (3-4 pages)
group cooking project and cooking video to add to our “virtual” cookbook

Grading:

attendance and class participation: 15%
reflection paper: 10%
literary paper: 10%
cooking video: 15%
midterm exam: 20%
final exam: 30%

Texts:

- Anya von Bremzen, *Mastering the Art of Soviet Cooking: A Memoir of Food and Longing* (Crown, 2013) ISBN: 978-0307886811
- Musya Glants and Joyce Toomre, eds. *Food in Russian History and Culture* (Bloomington, IN: IUP, 1997) ISBN: 0-253-21106-9
- Patricia Herlihy, *Vodka: A Global History* (Reaktion, 2012) ISBN: 1861899297
- Joyce Toomre, translator, *Classic Russian Cooking: Elena Molokhovets' "A Gift to Young Housewives"* (Bloomington, IN: IUP, 1998) ISBN: 978-0253212108
- Carolyn Pouncy, editor and translator, *The Domostroi: Rules for Russian Households in the Time of Ivan the Terrible* (Cornell UP 1994) ISBN: 0801496896

Course Packet and/or Carmen site:

The course will use excerpts from Russian short stories and novels as well as Russian cookbooks and menus.

Accommodations:

Students with disabilities that have been certified by the Office for Disability Services (www.ods.ohio-state.edu) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue, telephone 292-3307, TDD 292-0901.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct.

The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Plagiarism is represented someone else's words or ideas as your own. It is a form of academic dishonesty and is not tolerated. Plagiarism includes, but is not limited to: handing in someone else's work as your own; taking credit for ideas that are not your own; including in your work phrases, sentences, paragraphs or any text from a book, article or website without marking the text as a quotation and citing the source; and paraphrasing text from a source (i.e. taking an idea from a source while not quoting it exactly) without citing the source. Any student found to have plagiarized on any assignment may receive a failing grade for the term.

Additionally, the instructor will notify the Committee on Academic Misconduct. See http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm for further discussion of plagiarism.

Technology in the Classroom:

While I recognize that looking something up on the internet can sometimes be handy, I prefer that students *turn off all cell phones* and *disable the wifi* on personal computers while in the classroom. It is permissible to use a laptop for note-taking; if I find that you are surfing the web or otherwise abusing this privilege, I will ask you to take out a notebook and a piece of paper.

SYLLABUS

Week 1

Introduction: Russian Cuisine in History, Literature and Culture

27 August: Intro to class

Reading for next week:

1. Joyce Toomre, *Classic Russian Cooking*, introduction 3-22
2. Leo Tolstoy, *Anna Karenina*, Part V, chs. 14-16

Week 2

Щи да каша, пища наша. (Cabbage soup and kasha are our staple foods.)

1 September: Exploring Russian cuisine: Cookbooks, Orthodoxy, East v. West influences

Reading for next class:

1. Joyce Toomre, *Classic Russian Cooking*, introduction 22-51
2. Carolyn Pouncy, *Domostroi*, introduction

3 September: Exploring the Russian household: Household Manuals

Reading for next class:

1. Snezana Tempest, "Stoveloire in Russian Folklife" (Glants & Toomre 1-14)
2. excerpt from biography of Derzhavin re: how to cure a sickly child

Week 3

Будь, что дома: полезай на печь. (Make yourself at home: climb onto the stove.)

8 September: The Russian Stove

*video of ritual “baking the child”

Reading for next class:

1. *Domostroi* (section 38: How to keep dishes in good order...)
2. “The Clay Pot: Repository of Tradition,” from Petr Vail and Alexander Genis, *Russian Cuisine in Exile* (1986)

10 September: Equipping the Russian Kitchen

Reading for next class:

1. Joyce Toomre, *Classic Russian Cooking*, introduction 51-73
2. *Domostroi* (sections 43 & 54: Supplies and Preserves)

Week 4

От хлеба-соли не отказываются. (Welcome. Enjoy our hospitality.)

15 September: Markets, Supplies, Ingredients

* the Russian *yarmarka* or Market

ETHNOGRAPHIC REFLECTION PAPER DUE

Reading for next class:

1. Horace Lunt, “Food in the Rus’ *Primary Chronicle*” (Glants & Toomre 15-30)

17 September: Medieval Life

Reading for next class:

1. George E. Munro, “Food in Catherinian St. Petersburg” (Glants & Toomre 31-48)
2. excerpts from Derzhavin’s *Life at Zvanka* (feast)

Week 5

Богатый -- в пир, убогий -- в мир. (The rich man attends a feast, while the poor man goes beggin.)

22 September: The Eighteenth Century Household

Reading for next class:

1. Pushkin, “Feast in the Time of Plague”

24 September: Feast in the Time of Plague

Reading for next class:

1. Gogol, “The Old World Landowners”
2. *Domostroi* (sections 45 & 50; Kitchen Gardens and Feasting)

Week 6

Дом вести, не лапти плести. (Running a household is not as easy as weaving bast sandals.)

29 September: Gogol's Cornucopia

Reading for next class:

1. excerpt from Goncharov's *Oblomov*: "Oblomovka" chapter
2. Toomre, *CRC*: Author's Introduction to the First Edition (111-117)

1 October: Molokhovets and other Housewives

Reading for next class:

1. excerpts from Goncharov's *Oblomov*: Agafya Matveevna chapter
2. Dobroliubov, "What is Oblomovism?"

Week 7

Не наряд жену красит – домостройство.

(It's not the outfit that makes a wife attractive, but the way she runs her household.)

6 October: Serfdom and the Russian Household

Reading for next class:

1. Darra Goldstein, "Domestic Porkbarrelling in 19th Century Russia, or Who Holds the Keys to the Larder?," *Russia Women Culture* (1996) 125-151.
2. Gogol, "Ivan Fedorovich Shponka and his Auntie"

8 October: Feeding visitors and the Samovar

No reading for next class – prepare for your midterm exam

Week 8

Чай не водка, много не выпьешь. (Tea is not vodka, you can't drink a lot of it.)

13 October: **MIDTERM EXAMINATION**

Reading for next class:

1. Chekhov, "The Siren"
2. Anya von Bremzen, *Mastering the Art*, chapter 1: "1910s: The Last Days of the Czars," 9-32

15 October: *Culibiac* / Kulebiaka

Reading for next class:

1. Patricia Herlihy, "Vodka and the Tsars," in *Vodka: A Global History* (Reaktion, 2012) 46-58.
2. Dostoevsky, *Crime and Punishment*, the tavern scene

Week 9

Человек пьющий не на что не годен. (A drinking man isn't good for anything.)

20 October: The Tavern: drinking and talking

Reading for next class:

1. Ron LeBlanc, "An Appetite for Power: Predators, Carnivores, and Cannibals in Dostoevsky's Fiction (Glants and Toomre, 124-145)

22 October: Darwin and Dostoevsky

Reading for next class:

1. Toomre, CRC, chapter 22 (Fruit Liqueurs, Cherry Brandies and Sparkling Wines), 453-460
2. Toomre, CRC, chapter 23 (Sugarless Vodkas, Punches and Fruit Drinks) 461-467

Week 10

Где вино, там и праздничек (Where there's wine, there's a party.)

27 October: Homemade liquors and liqueurs

Reading for next class:

1. Patricia Herlihy, "Not Just for Drinking," in *Vodka: A Global History* (Reaktion, 2012) 20-31
2. Patricia Herlihy, "The Soviets and Vodka," in *Vodka: A Global History* (Reaktion, 2012) 59-67

29 October: Other Uses for Alcohol

*Gogol's Pulkheria Ivanovna

PAPER ON LITERARY WORKS DUE

Reading for next class:

1. Mauricio Borrero, "Communal Dining and State Cafeterias in Moscow and Petrograd, 1917-1921," (Glants and Toomre, 162-176)
2. Anya von Bremzen, *Mastering the Art*, Chapter 2: "1920s: Lenin's Cake," 33-58
3. Olesha, *Envy* (1927), chs. 1-2

Week 11

Обслужим культурно каждого посетителя! (We'll serve every customer with good cheer.)

3 November: War on the Domestic Kitchen!

*documentary film "Fabrika-kukhnia" (1930)

Reading for next class:

1. Anya von Bremzen, *Mastering the Art*, Chapter 3: "1930s: Thank you, Comrade Stalin, for our Happy Childhood," 61-85
2. excerpts from Lydia Chukovskaya, *Sofia Petrovna* (re: New Year's celebration)

5 November: Stalinism and Soviet Holidays

Reading for next class:

1. Anya von Bremzen, *Mastering the Art*, “1960s: Corn, Communism, Caviar,” 147-173

Week 12

Натощак и песня не поется. (With an empty belly you don't feel like singing.)

10 November: Krushchev and the “Kitchen Debates”

Reading for next class:

1. Anya von Bremzen, *Mastering the Art*, “1970s: Mayonnaise of my Homeland,” 175-207
2. Recipes: Russian salads

12 November: “Herring under a Fur Coat”

COOKING VIDEO DUE TO CARMEN DROPBOX

Reading for next class:

1. Sergei Dovlatov, excerpt from *The Compromise*
2. “Sober drunkenness” (about using alcohol in cooking), from Petr Vail and Alexander Genis, *Russian Cuisine in Exile* (1986)

Week 13

Выпил, и целый день свободен.

(Have a drink first thing in the morning and you'll be free all day.)

17 November: “Do You Respect Me?” The Soviet Alcoholic

Reading for next class:

1. Sergei Dovlatov, excerpt from *The Compromise*
2. Anya von Bremzen, *Mastering the Art*, “1980s: Moscow through the Shot Glass,” 209-240

19 November: Eating, Drinking or Sex?

Reading for next class:

1. Anya von Bremzen, *Mastering the Art*, “1990s: Broken Banquets,” 241-270
2. Darra Goldstein, “Is Hay Only for Horses? Highlights of Russian Vegetarianism at the Turn of the Century” (Glants & Toomre, 103-123)

Week 14

Сытый голодного не поймет. (A sated man can't understand a hungry man.)

23 November: Vegetarianism at the turn(s) of the centuries: Natalia Nordman and Ilya Repin v. vegetarianism today

25 November: Thanksgiving, no class

Reading for next class:

1. Ron LeBlanc, “Tolstoy's Way of No Flesh: Abstinence, Vegetarianism, and Christian Physiology” (Glants & Toomre, 81-102)

2. Tolstoy: excerpt from “The First Step” (section 9: the slaughterhouse)

Week 15

Выпей чайку — забудешь тоску. (Have some tea; you’ll forget your woes.)

1 December: Tolstoy and Abstinence

Reading for next class:

1. Leonid Heretz, “The Practice and Significance of Fasting in Russian Peasant Culture at the Turn of the Century” (Glants & Toomre 67-80)
2. *Domostroi* (section 51: How to prepare lenten and meat dishes)
3. Chekhov, «On the Eve of Lent» (CARMEN)

3 December: Fasting and Feasting in Russian Orthodoxy then and now

Week 16

Изба красна углами, обед — пирогами. (The hut is made beautiful by its [icon] corner, the dinner is made worthy by its pies.)

8 December: Last Class / Review

FINAL EXAM IN OUR CLASSROOM AT ASSIGNED TIME.

Russian 3530

GE Rationale: Cultures and Ideas:

The proposed course **Russian Cuisine in History, Literature and Culture** is a course about significant cultural phenomena and ideas, specifically, the role of food, cuisine, and related cultural practices in Russian culture across the ages. Students will learn to judge and appreciate cultural artifacts like the Russian stove or the linguistic importance of food-related proverbs in order to better interpret and evaluate Russian cultural production and ideologies.

The course objectives include:

- personal and group engagement with the artifacts of culture: literature, cookbooks, visual arts, proverbs. The ELOs demonstrate students' abilities to analyze and interpret these artifacts and to understand how they underlie Russian norms of behavior.

In their readings:

- students will see how certain cultural practices have defined Russians as a nation, explore how Russians satirize their own cultural habits, and trace continuities in Russian identity. For example, the autobiographical fragment where 18th century poet Gavriil Derzhavin describes being “baked in bread” as a child is a clue to Russians' view of fate; the video fragment of performing the same ritual today with an ailing child demonstrates continuities in folk beliefs.

Topics to be explored:

Written assignments:

Throughout the course, students will encounter increasingly complex cultural phenomena and address them from different angles, whether observation and engagement (such as during the visit to a Russian grocery store); direct participation (such as in the group cooking session and video production); or responding to literary texts, films, works of art, and critical articles in writing and discussions.

GE Assessment Plan

Expected Learning Outcomes (Culture and Ideas GE):

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Specifically, they will:

- analyze recipes, cookbooks, cooking blogs/videos; interpret literary and filmic representations of the role of food in Russian culture and expression;
- explore and evaluate the relationship between Russian Orthodoxy and other religions, pagan beliefs, and contemporary reality and behavioral norms;
- understand Russian superstitions and habits related to the production, consumption, and political manipulation of food.

1) Direct measures of expected learning outcomes:

- Midterm and final examination questions will be used to target whether students are gaining knowledge and able to identify specific cultural phenomena. For example:

- what function(s) does the Russian stove play in Russian cultural life?
- quote two Russian proverbs about food and/or alcohol and explain their literal and figurative/cultural meanings

Instructor will be able to adjust classroom techniques if more than 75% of students are not mastering basic knowledge at midterm. The second sample question above gives students a chance to demonstrate their analytical abilities and to explore and evaluate the content they are mastering.

- Additional assignments (including cooking video, reflection paper) will facilitate instructor's understanding of analytical skills of students and abilities to produce literate evaluations and representations of political, anthropological, and historical uses of food and cuisine as well as literary and filmic representations of food.
- Regular discussions during class will be assessed by instructor directly, but will also serve as indirect measures of evaluation, in that students will hear how others function and compare their observations to their own contributions.

Indirect measures of expected learning outcomes:

- opinion surveys and student self-evaluations
 - about 5 weeks into the class we will do an "opinion survey" to determine how well students are understanding and progressing toward the course objectives
 - near the end of the term, students will evaluate the "gap" in their skill sets on a self-evaluation: reading skills, analytical skills, research skills, ethnographic skills, writing skills

2) Level of student achievement expected:

- Success on direct measures will be 80% of students giving correct answers on test questions, i.e. naming all four functions of the Russian stove: 1) heating the house; 2) place to sleep; 3) cooking/baking; 4) healing
- On the essay question (on proverbs), 80% of students will be able to name the main components (two proverbs) and describe in a clearly written paragraph both literal and cultural meanings, an answer that requires interpretation and analysis. A scoring rubric will be supplied.
- On self-evaluation, the majority of students will identify a narrowing of the skill set gap in 2-4 skill areas.

3) Follow-up/feedback process:

- Mid-term and final examinations will be archived, with a clear post-course evaluation of which information and abilities were lacking in a group of students

- Self-evaluations will also be compared to determine where the weak areas of skill development are.
- The faculty member will make revisions to the course material, syllabus, and assignments and compare the data on student achievement with the next iteration of the course.

This course will count as GE and also toward the major as an elective.

Curriculum Map for Russian Major

Curriculum Map for Russian Major Specialization 1: Russian Language

	Program Goals		
	Goal 1 Lang. Proficiency	Goal 2 Analytic Skills	Goal 3 Cult. Appreciation
Prerequisites			
Russian 1101	Novice Low/Mid	NA	NA
Russian 1102	Novice Mid/High	NA	NA
Russian 1103	Novice High	NA	NA
Lit./Cult. GEC	NA	Novice	Novice
Required Courses			
Russian 2104	Novice High/ Intermediate Low	NA	NA
Russian 3101	Intermediate Low	NA	NA
Russian 3102	Intermediate Mid	NA	NA
Russian 4575	NA	Advanced	Advanced
Elective Courses			
Lang. Elective 1	Intermediate Low	NA	NA
Lang. Elective 2	Intermediate Low/Mid	NA	NA
Lang. Elective 3	Intermediate Mid	NA	NA
Lit./Cult. Elective 1	NA	Intermediate	Intermediate
Lit./Cult. Elective 2	NA	Intermediate	Intermediate
Lit./Cult. Elective 3	NA	Intermediate	Intermediate

Curriculum Map for Russian Major Specialization 2: Russian Literature, Culture, and Film

	Program Goals		
	Goal 1 Lang. Proficiency¹	Goal 2 Analytic Skills²	Goal 3 Cult. Appreciation
Prerequisites			
Russian 1101	Novice Low/Mid	NA	NA
Russian 1102	Novice Mid/High	NA	NA
Russian 1103	Novice High	NA	NA
Lit./Cult. GEC	NA	Novice	Novice
Required Courses			
Russian 2104	Novice High/Intermediate Low	NA	NA
Russian 3121	Intermed. Low/Mid (Reading)	NA	NA
Russian 3122	Intermed. Mid/High (Reading)	NA	NA
Russian 4575	NA	Advanced	Advanced
Elective Courses			
Lit. Elective 1	NA	Intermediate	Intermediate
Lit. Elective 2	NA	Intermediate	Intermediate
Cult. Elective 1	NA	Intermediate	Intermediate
Cult. Elective 2	NA	Intermediate	Intermediate
Film Elective	NA	Novice	Novice
Free Elective	NA	Intermediate	Intermediate

¹ Language Proficiency is evaluated using ACTFL Guidelines.

² Analytic Skills and Cultural Appreciation are evaluated using the rubric on page three of this map.

RATING OF RUSSIAN 4575 FINAL PAPERS

Paper # _____ **Reviewer** _____ **Date Reviewed** _____

This scoring rubric is designed to help instructors assess how well students are meeting DSEELC learning outcomes as reflected in the capstone writing assignment. Please rate each criterion with a score of 1 through 4, 1 indicating that the criterion was not met and 2 through 4 indicating increasing levels of accomplishment.

Analytic Skills: Student demonstrates the analytic skills needed to discuss, analyze, and conduct research on Russian media, texts and other cultural artifacts.

(1) No	(2) Novice (Basic)	(3) Intermediate	(4) Advanced
Does not provide clear arguments or supportive evidence; does not express ideas clearly (No Thesis)	Describes arguments and organizes data but lacks supportive evidence and clear written expression (Thesis statement)	Demonstrates an ability to develop arguments supported with evidence and clear written expression (Thesis & Supporting Evidence)	Articulates sophisticated arguments, analyzes interconnected evidence and develops clear discussion of ideas

Student demonstrates a critical understanding and appreciation of Russian literature, culture, history, traditions, etc.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced	
Shows little comprehension of the topics listed above (Black & White)	Shows comprehension of topics listed above and some application of ideas (Descriptive)	Shows comprehension of concepts related to the topics listed above, applies and analyzes ideas (Broader Conclusions & Multiple Points)	