

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 2345
Course Title Russian Fairy Tales and Folklore
Transcript Abbreviation RUS FAIRYTALES
Course Description In this course, students will examine four categories of texts, both verbal and visual: (1) a survey of Russian demonology; (2) a large selection of the best-known Russian fairy tales,; (3) scholarly articles analyzing the differences between folklore and literature; and (4) visual materials (film, paintings, graphics, and handicrafts) and music inspired by Russian fairy tales
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 General Studies Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical responses and judgment; and interpretation and evaluation
- Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, seeing, thinking, and writing; and experiencing the arts
- Students analyze and interpret major forms of human thought, culture, and expression and evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior
- To learn about another, non-Western culture's belief system as articulated in its folklore and develop hermeneutical skills, specifically in analyzing fairy tales in order to understand what underlies their strikingly simple yet enigmatic surface

Content Topic List

- A survey of Russian demonology, which illustrates the animistic nature of Russian popular beliefs about the world that persist to this day
- A large selection of the best-known Russian fairy tales, to be compared with German and English tales
- Scholarly articles analyzing the differences between folklore and literature and representing various theoretical/critical schools: Structuralism, Marxism, Freudianism; and feminism
- Visual materials (film, paintings, graphics, and handicrafts) and music inspired by Russian fairy tales

Attachments

- Russian2345AssessmentPlanAppendixC.docx
(Other Supporting Documentation. Owner: Peterson, Derek)
- Russian2345AssessmentPlanAppendixA.docx
(Other Supporting Documentation. Owner: Peterson, Derek)
- Russian2345AssessmentPlanAppendixB.docx
(Other Supporting Documentation. Owner: Peterson, Derek)
- Russian 2345 Assessment Plan.doc
(GEC Course Assessment Plan. Owner: Peterson, Derek)
- R2345 russian fairy proposal.docx
(Syllabus. Owner: Peterson, Derek)
- Curriculum Maps Russian Major (2014).docx
(Other Supporting Documentation. Owner: Peterson, Derek)

Comments

- I have used the current curriculum map, as the Undergraduate Studies Committee is currently working on revisions
(by Peterson,Derek on 01/29/2015 01:20 PM)
- See 12-11-14 e-mail to A. Brintlinger and D. Peterson. *(by Vankeerbergen,Bernadette Chantal on 12/11/2014 11:46 AM)*
- Dan's comments:
 - (1) Both VPA and Culture and Ideas are checked, but they are mutually exclusive categories. Literature would also be a possible category.
 - (2) I think that this could be a Global Studies course, since it deals with a non-Western culture's belief system. This can overlap with one of the other categories. *(by Collins,Daniel Enright on 09/12/2014 04:31 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	09/12/2014 12:48 PM	Submitted for Approval
Revision Requested	Collins,Daniel Enright	09/12/2014 04:32 PM	Unit Approval
Submitted	Peterson,Derek	09/26/2014 08:36 AM	Submitted for Approval
Approved	Collins,Daniel Enright	09/26/2014 09:31 AM	Unit Approval
Approved	Heysel,Garett Robert	09/26/2014 07:11 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/08/2014 11:33 AM	ASCCAO Approval
Submitted	Peterson,Derek	11/24/2014 10:38 AM	Submitted for Approval
Approved	Peterson,Derek	11/24/2014 10:39 AM	Unit Approval
Approved	Heysel,Garett Robert	11/24/2014 10:47 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/11/2014 11:46 AM	ASCCAO Approval
Submitted	Peterson,Derek	01/29/2015 01:20 PM	Submitted for Approval
Approved	Brintlinger,Angela Kay	01/29/2015 02:19 PM	Unit Approval
Approved	Heysel,Garett Robert	01/30/2015 09:52 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	01/30/2015 09:52 PM	ASCCAO Approval

R2345 Russian Fairy Tales and Folklore
Autumn 2015

Instructor: Helena Goscilo, Prof., DSEELC
Address: DSEELC, 400 Hagerty Hall
Email: goscilo@gmail.com
Class meets: Twice a week for 80 mins. 3 credits

GE categories: Culture and Ideas; Diversity-Global Studies

Course Description:

This course consists of four categories of texts, both verbal and visual: (1) a survey of Russian demonology, which illustrates the animistic nature of Russian popular beliefs about the world that persist to this day; (2) a large selection of the best-known Russian fairy tales, to be compared with German and English tales; (3) scholarly articles analyzing the differences between folklore and literature and representing various theoretical/critical schools: Structuralism, Marxism, Freudianism; and feminism; (4) visual materials (film, paintings, graphics, and handicrafts) and music inspired by Russian fairy tales.

GE Goals and Expected Learning Outcomes:

Culture and Ideas:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

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.

Assessment: See Appendices

Diversity-Global Studies:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Assessment: See Appendices

Additional Course Objectives:

To learn about another, non-Western culture's belief system as articulated in its folklore.
To develop hermeneutical skills, specifically in analyzing fairy tales in order to understand what underlies their strikingly simple yet enigmatic surface.
To master the principles of various schools of criticism, in the process assessing their relative explanatory power vis-à-vis sundry texts.
To appreciate the intellectual benefits of diverse perspectives and cross-genre continuities provided by an interdisciplinary, multi-media approach to a cultural phenomenon.

Course Requirements:

Students are required (1) to complete the assignments scheduled for each class meeting—normally that means read 30-60 pages—and be prepared to summarize and discuss them in class on the pertinent day; (2) to participate actively and intelligently in class discussions; (3) to take the 4 scheduled exams, as well as the regular, unannounced quizzes administered during the semester; (4) to write their own 'Russian' fairy tale—to demonstrate that they have assimilated the constitutive features of the genre and the expected learning outcomes. Detailed information will be provided for the paper in a handout.

Visual materials, in the form of slides and videos, as well as musical excerpts, are an important component in this course, and students are expected to be able to identify and analyze the visuals and music presented in class.

Credits and Attendance:

This course carries three credits, meets twice a week throughout the semester, and combines lecture and discussion format. Since attendance is critical to course performance, more than two unexcused absences will result in lower grades: each additional absence will reduce the grade by a notch: B to B-, C+ to C, etc. Six absences automatically translate into an E for the course. If serious illness prevents class attendance, documentation of that fact is required in the form of a letter from a doctor, stating that **ON THE DAY AT THE TIME THE CLASS MEETS** the student was too ill to attend. These letters must be submitted to the instructors **ON THE DAY THE STUDENT RETURNS TO CLASS**; otherwise they will not be accepted. This rule applies to absences occasioned by a death in the family or an emergency. All such instances must be documented officially.

It is the students' responsibility to find out from their classmates whether important information or materials were handed out during a session they missed. Students therefore should exchange telephone numbers and E-mail addresses with their class neighbors.

Tel. no. _____ Email address _____

Students experiencing special problems in the course are strongly encouraged to make an appointment with the instructor during her office hours.

Grading:

Grades will be based on the QUALITY of student performance in the following: (1) class discussions—20%; (2) seven unannounced quizzes—30% (3) four exams—40%; (4) final paper—10%.

Grade scale:

A 94-100	A- 90-93	B+ 86-89	B 83-85	B- 80-82	C+ 76-79
C 73-75	C- 70-72	D+ 66-69	D 60-65	E 59-0	

Students are required to take part in analyzing and assessing the assigned readings and all other materials, for their performance in this academic mode will determine a significant part of their grades. No make-up quizzes will be given; a missed quiz will translate into a zero. Make-up exams will be administered only in cases of documented illness or emergency.

Academic Integrity:

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/info_for_students/csc.asp).

Disabilities:

Students with disabilities that have been certified by the Office for Disability Services 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; tel. 292-3307, TDD 292-0901 (<http://www.ods.ohio-state.edu>).

Reading List:

- Afanas'ev, A. *Russian Fairy Tales*. NY: Pantheon Books, 1973 (identified as AA in the syllabus)
- Bettelheim, Bruno. *The Uses of Enchantment*. NY: Random House/Vintage, 1977.
- Ivanits, Linda J. *Russian Folk Belief*. Armonk: M.E. Sharpe, 1989/1992.

Additional materials—handouts, primary texts, and articles—are posted on Carmen (R2345 Russian Fairy Tales, “Content”) and indicated in the syllabus by *. The dates by which the relevant items should be read are specified not only in the syllabus, but also on Carmen, where the readings are arranged sequentially. Be sure to bring to class all texts required for that day.

Syllabus:

H	27 Aug	Practical matters. Introduction. Syllabus; definitions and issues. Slides
T	1 Sept	Folk beliefs in pagan Russia; Christian equivalents; the devil Ivanits 3-50 (127-68)
H	3 Sept	Spirits or the lower demonology Ivanits 51-82 (178-89)
T	8 Sept	Sorcery and spells Ivanits 83-124 (190-205) Slides; music
H	10 Sept	*EXAM I*
T	15 Sept	Defining folklore as distinct from literature: *Bogatyrev and Jakobson, "Folklore as a Special Form of Creativity" Folklore compilers, scholars, etc. Film clip <i>Fantasia</i>
H	17 Sept	Psychoanalytical/neoFreudian approach: Bruno Bettelheim (BB): 3-41
T	22 Sept	BB: 41-66
H	24 Sept	"Youngest child" tales: Ivan the Fool/Simpleton BB: 102-111 Afnas'ev (AA): 40-44, 49-53, 62-65, 356-60, 375-87, 612-24
T	29 Sept	"Two siblings" tales BB: 78-82, 90-96, 159-65 AA: 20-24, 294-99, 349-51, 463-75, 625-27
H	1 Oct	"Bad wife" tales AA: 13-15, 56-57, 161-62, 226-27, 308, 528-32 Feminist approach: *Marcia Lieberman, "Some Day My Prince Will Come" *Karen Rowe, "Feminism and Fairy Tales"
T	6 Oct	"Animal groom/bride" tales Is choice of animal important? Why/why not? Film clips <i>Beauty and the Beast</i> (Cocteau; Disney) BB: 277-310 AA: 119-23, 580-88 Russian film of "The Frog Princess" available at https://www.youtube.com/watch?v=ao0Pqt6frGc (39 mins) Russian film clip
H	8 Oct	*EXAM II*
T	13 Oct	"Stepmother" tales BB: 66-73, 194-99 AA: 146-50, 229-34, 278-79, 366-69 Film clip <i>Morozko</i> General discussion
H	15 Oct	"Snow White" tales Significance of snow (cold, white, seasonal); significance of mirrors and their powers; significance of apples

		BB: 199-215 AA 283-84 Film clip <i>Snow White</i> (Disney) Film: Michael Cohn's <i>Snow White: A Tale of Terror</i>
T	20 Oct	Michael Cohn's <i>Snow White: A Tale of Terror</i> (cont.) *S. Gilbert & S. Gubar, "The Queen's Looking Glass"
H	22 Oct	Russian film of Pushkin's "The Dead Princess and the Seven Knights/Epic Heroes" available at https://www.youtube.com/watch?v=vaNFeLcyq0c (30 mins) "Sleeping Beauty" tales BB 225-36 AA 600-611 Film Clip <i>Sleeping Beauty</i> (Disney) Ballet by P. Chaikovsky
T	27 Oct	*A. Ostrovsky, "Snow Maiden/Snegurochka" Slides
H	29 Oct	"Cinderella" tales BB: 236-76 AA: 44-46, 439-47 Film clips <i>Cinderella</i> (Disney; Rankin) Ballet music by S. Prokofiev
T	3 Nov	*EXAM III*
H	5 Nov	Formalist/Structuralist approach: *V. Propp "Morphology of the Folktale" "The wise maiden" tales (folk genre of riddles) AA: 134-40, 252-55, 427-37, 521-28, 545-49
T	10 Nov	Tales of Baga Yaga AA: 76-79, 194-95, 439-47 Russian film of "Vasilisa the Beautiful" available at https://www.youtube.com/watch?v=ao0Pqt6frGc (18 mins) General discussion of female witches, monsters, wicked stepmothers, etc. Tales of Kashchey the Deathless AA: 553-62, 485-94 Russian film of "The Frog Princess" (a variant, with Kashchey) available at https://www.youtube.com/watch?v=ao0Pqt6frGc (39 mins); long version at https://www.youtube.com/watch?v=SBoFKyn3qmM (76 mins) Slides
H	12 Nov	Sea Tales and Sea World *"Sadko" Film clips <i>Sadko</i> (opera) and <i>Rusalochka</i> Epic hero tales: Ilya Muromets AA: 142-45, 284-87, 569-75 Film clip <i>The Sword and the Dragon</i>
T	17 Nov	Sundry tales AA: 90-96, 255-61 Film clips <i>The Swan Maiden</i>

		<p><i>Swan Lake</i> (ballet) Slides Paradigm of the fairy tale *Censored tales</p>
H	19 Nov	<p>Literary fairy tales: sociological/Marxist approach *Jack Zipes, "The Origins of the Fairy Tale" *A. Pushkin, "Tsar Saltan" Also available at https://www.marxists.org/subject/art/literature/children/texts/pushkin/tsar.html (also in verse) Good Russian film of the tale is available at https://www.youtube.com/watch?v=b3TQevs14CE (50 mins.)</p>
T	24 Nov	<p>*A. Pushkin, "The Golden Cockerel" http://www.goldencockerel.com/en-us/about-us/how-we-got-the name.html (in prose) Russian film of the tale is available at https://www.youtube.com/watch?v=XAtAr3UMwkU (30 mins.) *N. Gogol, "Viy" Russian film of the story is available at https://www.youtube.com/watch?v=3NR9YukOzBE (72 mins) AA: 567-68, 593-98</p>
H	26 Nov	<i>NO CLASS: Thanksgiving break</i>
T	1 Dec	<p>*Tatyana Tolstaya, "Date With a Bird" *Handout on mythic birds *Tatyana Tolstaya, "The Poet and the Muse" AA: 580-88 Slides</p>
H	3 Dec	<p>*"Silky Hair," "The Witch's Tears," "Rings," "The Cute Little Redhead" AA: 31-37, 110-113 Evaluations <i>PAPER DUE</i></p>
T	8 Dec	<p>*Joanna Russ, "Russalka <i>or</i> The Seacoast of Bohemia" General discussion and summation Opinion survey *EXAM IV*</p>

Russian 2345—Individuals and Groups Assessment Plan

a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.	Embedded questions on exams ¹ Analysis of final paper ²	Opinion survey
2. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded questions on exams Analysis of final paper	Opinion survey
3. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions on exams Analysis of final paper	Opinion survey
4. Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.	Embedded questions on exams Analysis of final paper	Opinion survey

<p>5. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p>Embedded questions on exams</p> <p>Analysis of final paper</p>	<p>Opinion survey</p>
<p>6. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p>Embedded questions on exams</p> <p>Analysis of final paper</p>	<p>Opinion survey</p>

¹ On each exam, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of *specific* embedded questions are provided in Appendix A of this document. *[Please provide such specific examples.]*

² In the final paper, each student has the opportunity to demonstrate mastery of GE expected learning outcomes. Elements that reprise the three GE expected learning outcomes have been written into the instructions for the final paper and additional instructions will be provided in a detailed handout. See Appendix B of this document. *[Please provide such specific examples.]*

³ At the end of the semester, each student will be asked to fill out an opinion survey. The survey found in Appendix C contains specific questions asking to what extent each student has achieved the three GE expected learning outcomes in this course. *[Please provide such specific examples.]*

b) Explanation of level of student achievement expected:

In general, for exams, success means that students will answer 75% of the embedded GE questions correctly. For the final paper, success will mean that at least 75% of the students will achieve level 2 or more (out of a possible 4) for all three GE expected learning outcomes.

c) Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the embedded exam questions and the final paper to identify problem areas and how we might change the course and the presentation of materials to insure better fulfillment of the three GE expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception accorded with performance. If there is a conflict, we

will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in the instructor's office so that we can gauge the effectiveness of any changes made.

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Assessment Plan: Appendix A

On the exams administered throughout the semester, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of *specific* embedded questions are provided below.

CULTURE AND IDEAS:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Examples:

1. On the basis of the readings in Bettelheim, argue whether Russian fairy tales lend themselves to a neo-Freudian interpretation, as do their Anglophone equivalents. Provide specifics from Bettelheim's interpretations and from both Russian and Anglophone tales.
2. The literary fairy tales we have read represent a late (19th and 20th-century development), for oral fairy tales are part of an ancient culture. Discuss why certain aspects of Russian fairy tales are not incorporated into their literary counterparts.

Students analyze and interpret major forms of human thought, culture, and expression.

Examples:

1. How do the culture-specific beliefs in Russian animism find reflection in Russian fairy tales?
2. Fairy tales tend to end happily, but several of the Russian fairy tales do not. What do the 'unhappy' endings suggest about Russian modes of thought?

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Examples:

1. Gender plays a large role in fairy tales. Why do so many Russian fairy tales show strong heroines yet have them undergo rituals that train them for domesticity? What are the gender assumptions underpinning such tales?
2. Heroes of Russian fairy tales, especially Ivan the Fool, seem to be passive and unheroic. What does such a conception of the hero in the Ivan tales suggest about masculinity in Russian society?

GLOBAL-DIVERSITY:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Examples:

1. Many fairy tales contain several siblings or several military heroes. In such cases they are all different in both image, demeanor, and the rewards they receive. What do these differences suggest about the society that finds these variants acceptable, and sometimes admirable?

2. Several fairy tales include Vladimir, the historical ruler of Kiev when it was the center of the Rus' empire. What role does he fulfill in the fairy tale and what do his image and his function, as well as his relations to the heroes he sends out on sundry exploits, imply about the hierarchy and general relations at court?

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

Examples:

1. We have noted how many Russian fairy tales, their illustrations, and their screen adaptations deal with winter, snow, and ice (notably Ostrovsky's "The Snow Maiden"). Is this a specifically Russian phenomenon? Does it have any relationship to the country's topography and its seasons? How is winter portrayed in these tales?

2. The witch Baba Yaga is the most popular character in Russian fairy tales in Russia AND the U.S. How does she differ from the Western witch in analogous tales? What do the ambiguity and ambivalence in Baba Yaga's image, dwelling, behavior, and function in fairy tales suggest about Russian culture and social relationships?

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Examples:

1. Compare the illustrations of Russian fairy tales by Russian and non-Russian artists. What do the Russian visuals convey about the world of the fairy tale and how do those devices and stylistic preferences diverge from non-Russian ones?

2. Walt Disney's animated screen versions of fairy tales could hardly be more remote from the Russian film adaptations of Russian fairy tales by Aleksandr Rou and Aleksandr Ptushko. What are the chief differences, what do they tell us about the philosophical and aesthetic tendencies of the two countries?

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Assessment Plan: Appendix B

In the final paper, which is an original fairy tale written according to the *topoi* of Russian tales, each student has the opportunity to demonstrate mastery of GE expected learning outcomes. Elements that reprise the three GE expected learning outcomes have been written into the rubric for the paper. Note that, since the paper is a tale, the quality of the writing (in addition to evidence of having mastered the expected outcomes) will be evaluated.

CULTURE AND IDEAS:

Students understand significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

(1) No	(2) Novice (Basic)	(3) Intermediate	(4) Advanced
Does not evidence a clear grasp on what specific elements are essential to the genre in question; the writing is riddled with errors	Contains some of the constitutive features of the genre, but insufficient to qualify as unambiguously representative of Russian culture. Writing contains solecisms	Demonstrates an awareness of what is distinctively Russian within the genre, but contains a few stylistic lapses	Evidences strong knowledge of the genre; sustains a high level of stylistic fidelity to it; has minimal or no errors in English

Students analyze and interpret major forms of human thought, culture, and expression.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of concepts listed above and seems unaware of what culture-specific elements are appropriate	Shows comprehension of concepts listed above but does not fully manage to articulate them through plot elements	Shows comprehension of concepts listed above and for the most part creates situations that reflect them	Shows comprehension of concepts listed above and 'materializes' them in the plot and leit motifs so skillfully that the tale could be mistaken for a bona fide Russian instance of the genre

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced
Shows little comprehension of the concepts listed above	Shows comprehension of the concepts listed above and includes events that exemplify them	Shows comprehension of the concepts listed above, condenses many instances of their role in the narrative, and connects the concepts through events

DIVERSITY-GLOBAL STUDIES:

Students understand the pluralistic nature of institutions, society, and culture in the United States

(1) Novice (Basic)	(2) Intermediate	(3) Advanced
Shows little comprehension of the concepts listed above	Shows comprehension of concepts listed above and offers some examples	Shows comprehension of concepts listed above, offers many examples, all of which are apposite, some of them vivid

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced
Shows little comprehension of the concepts listed above	Shows comprehension of concepts listed above and offers some examples	Shows comprehension of concepts listed above, includes many examples that are eloquent and Russia-specific

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens

(1) Novice (Basic)	(2) Intermediate	(3) Advanced
Shows little comprehension of the concepts listed above	Shows comprehension of concepts listed above and offers some examples	Shows comprehension of concepts listed above, offers many examples, all of which are apposite, and incorporates their implications into the narrative

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Assessment Plan: Appendix C

At the end of the semester, each student will be asked to fill out an opinion survey. The survey found here contains specific questions asking to what extent each student has achieved the three GE expected learning outcomes in this course. *[Please provide such specific examples.]*

CULTURE AND IDEAS:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Example:

On the scale of 1 to 5 (1-strongly agree; 2-agree; 3- somewhat agree; 4- disagree; 5-strongly disagree) rate the knowledge that you have acquired in this class:

1. I have learned how to read Russian fairy tales from a variety of perspectives and to understand what the significance of the tale might be.
2. I have learned how Russian authors of literature appropriated the purely oral genre of the fairy tale and made changes in accord with their authorial goals.

Students analyze and interpret major forms of human thought, culture, and expression.

Example:

1. I have learned to interpret fairy-tale illustrations and film adaptations as expressions of fairy tales in visual form.
2. I have learned what are the constitutive features of the Russian tale and have succeeded in writing my own fairy tale, which demonstrates my knowledge of them.

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

Example:

1. I have learned that various folk beliefs, which we studied at the beginning of the course, informed the assumptions and plots of fairy tales as well as the works' characters.
2. Did this class convince you that fairy tales are not merely an entertaining children's genre but have significant things to say about life and human nature?

DIVERSITY-GLOBAL STUDIES:

Students understand the pluralistic nature of institutions, society, and culture in the U.S. and across the world in order to become educated, productive, and principled citizens.

Example:

1. Throughout the semester we compared Russian fairy tales with their Anglophone (and German) counterparts. How well have you grasped the specifically Russian way of viewing the world as reflected in Russian fairy tales, as opposed to the values presiding in their Western counterpart
2. Has your intensive study of Russian fairy tales inspired you to view Russia in a different light from the way you perceived the country earlier?

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nation, peoples, and cultures outside the U.S.

1. This course has taught me enough about Russians' way of thinking that I could apply some of the knowledge to other aspects of Russian culture and perhaps Russian politics.
2. I now have a better sense of how Russia's geographical position and its natural resources determine some of its foundational principles.

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

1. I have learned the value of Russian collectivism as opposed to the individualism that dominates American society.
2. I have learned that, though Russia embraced the religion of Orthodoxy from Byzantium, many of its pagan, animistic beliefs continue to flourish in contemporary Russian society and have entered the language, too.

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.