

Term Information

Effective Term Summer 2020

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 3460.99
Course Title Modern Russian Experience through Film
Transcript Abbreviation Russian Film
Course Description Exploration of some of the most revealing hopes and disappointments of Russian people presented in internationally acclaimed Russian films. Taught in English. 100% online.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 4 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 Not open to students with credit for Russian 3460 or 3460.01
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0110
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Visual and Performing Arts; Global Studies (International Issues successors)

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

- To master the fundamental concepts and terms of film analysis and to apply these concepts and terms to the Soviet and post-Soviet films screened in the course in order to write and speak critically about film.
- To understand the socio-historical context that produced these Soviet and post-Soviet films.
- To identify and trace across time the unique qualities of the Soviet and post-Soviet film industry in Russia today — an industry energized by Lenin.

Content Topic List

- Russian cinema and its relation to historical and cultural developments
- Russian filmmakers, including Eisenstein, Menshov, Mikhaikov, and Balabanov

Sought Concurrence

- Russian Revolution through the crisis of democratization
- No

Attachments

- Russian film 3460.99 syllabus.docx
(Syllabus. Owner: Peterson, Derek)
- Russian 3460 Russian Film - assessment plan.docx
(GEC Course Assessment Plan. Owner: Peterson, Derek)
- Curriculum Maps Russian Major May 8.docx: Curriculum Map
(Other Supporting Documentation. Owner: Peterson, Derek)
- Russian 3460.99.pdf: ASC Tech Review
(Other Supporting Documentation. Owner: Peterson, Derek)

Comments

- Added ASC Tech online course review *(by Peterson, Derek on 05/22/2019 10:26 AM)*
- Per Dept request return *(by Heysel, Garrett Robert on 05/21/2019 04:32 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	05/16/2019 10:59 AM	Submitted for Approval
Approved	Peterson, Derek	05/16/2019 10:59 AM	Unit Approval
Revision Requested	Heysel, Garrett Robert	05/21/2019 04:32 PM	College Approval
Submitted	Peterson, Derek	05/22/2019 10:27 AM	Submitted for Approval
Approved	Peterson, Derek	05/22/2019 10:27 AM	Unit Approval
Approved	Heysel, Garrett Robert	05/22/2019 10:14 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	05/22/2019 10:14 PM	ASCCAO Approval

COURSE REQUEST
3460.99 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/10/2019



SYLLABUS: RUSSIAN 3460

RUSSIAN DREAMS AND NIGHTMARES: THE MODERN RUSSIAN EXPERIENCE THROUGH FILM

**GEC IN VISUAL/PERFORMING ARTS
NON-WESTERN FOCUS**

AUTUMN 2018

Course overview

Instructor

Instructor:

Email address:

Phone number:

Office hours:

Course description

In this course we will explore some of the most revealing hopes and disappointments of the Russian people in modern times, as presented in internationally acclaimed Russian films. (All films are shown with English subtitles.) We will examine how the 1917 Revolution and the subsequent introduction of Communist Party rule encouraged people to dream of and believe in the “bright future” of socialism, and how reality crushed those dreams. We will also discuss the Soviet film response to the Second World War. In the second part of the course we will focus on the transition to democracy after the collapse of the Soviet system in 1991; we will discuss why this shift brought about the rise of nationalism, crime, violence, and more hope. We will watch award-winning films by directors such as Eisenstein, Tarkovsky, Abuladze, and Zviagintsev, discuss how to decipher the cinematic medium, and how to “read” these films visually.

“For us, cinema is the most important of all the arts.” V.I. Lenin.

Objectives

By the end of this course, students should successfully to:

- Master the terms and concepts of filmmaking and film criticism
- Apply these terms and concepts to internationally acclaimed Soviet and post-Soviet films both verbally (in classroom discussions) and in writing (assigned writing exercises)
- Understand the socio-historical context that produced these Soviet and post-Soviet films as well as the prevailing aesthetic philosophies that guided these directors and their critics
- Understand the unique qualities of the Soviet and post-Soviet film industry
- Discuss and answer questions:
 - What unique qualities of film prompted Lenin and his successors to value film so highly?
 - What is proletarian art? (Did the Soviets ever clearly resolve this?)
 - What were the goals of Soviet and post-Soviet filmmakers? (What messages were they trying to convey? To whom did they address their films and why?
 - How did these goals change over time to reflect contemporary politics?) What contributions have these films and/or these directors made to world cinema?
 - What are the recurring motifs / themes / images of Soviet and post-Soviet films?
 - How did film map out the roles of the (post-) Soviet Man and Woman (Homo sovieticus)?

GEC in arts and humanities, VPA and non-western (global) course

- Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience. The expected learning outcomes are:
 -
 - 1. Students analyze, appreciate, and interpret significant works of art.
 - 2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.
 -
 - How do the course goals address the general and specific expected learning outcomes above?
 - By watching, reading, and discussing political, social, and cultural issues, as reflected in outstanding cinematic examples, which belong to the Russian tradition of cinema,

students develop abilities to analyze, appreciate, and interpret significant works of art as well as learn about mechanisms of cultural/cinematic construction.

-
- How do the assigned readings address the general and specific expected learning outcomes above?
- The assigned types of readings teach 1) appreciation and analysis of film as form of art and the specific social and cultural issues it expresses 2) knowledge about Russian cinema and its national tradition; 3) knowledge about cultural constructions as reflected in Russian cinema.
-
- How do course topics address the general and specific expected learning outcomes above?
- The course content is organized chronologically in order to address the issues of social and political changes in Russia during the 20th century. The selection of readings and films for analysis for each region addresses each of the above mentioned learning objectives.
-
- How do the written assignments address the general and specific expected learning outcomes above?
- Assignments of various kinds (quizzes on film terminology and Russian cinema readings, clip analysis, essays) are designed to teach students 1) master important terms and concepts of filmmaking and film criticism that will empower them to engage in critical analysis of the issues involved; 2) apply these terms and concepts to analysis of work of art, i.e. internationally acclaimed Russian films both verbally (in classroom discussions) and in writing (assigned writing exercises); 3) understand the socio-historical and cultural context that produced these films as well as the prevailing aesthetic philosophies that guided the directors and their critics.

GE in Diversity and Global Studies

- Russian 3460 is also a GE Diversity course, Global Studies. The goals of Diversity/Global Studies are: 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. Outcomes:
- 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.
- How do the course goals address the general and specific expected learning outcomes above?
- Students will examine some of the aspects of ethnic, religious, gender, and political

diversity in the non-Western culture of Russia. In particular, by watching, reading, and discussing social and cultural issues as reflected in outstanding cinematic examples, students will learn how the identity of diverse groups is constructed and manipulated.

- How do the assigned readings address the general and specific expected learning outcomes above?
- The assigned types of readings teach knowledge about political and cultural constructions in Russian cinema.
- How do the written assignments address the general and specific expected learning outcomes above?
- Assignments of various kinds (quizzes on Russian cinema readings, clip analysis, essays) are designed to help students to understand the socio-historical and cultural context that produced major works of Russian cinema.
-

Film Studies

- This course is approved for the interdisciplinary major in film studies. For more information about film studies as a major or minor at OSU, go to <<http://film-studies.osu.edu>>, or email <filmstudies@osu.edu>.

Course materials

Required

All readings and the links to the films are posted for you on Canvas.

Optional materials

Understanding Movies (TWELFTH or THIRTEENTH Edition), by Louis Giannetti (ISBN-13: 978-0132347396). We will read seven chapters from it during the semester. You will be tested on definitions and other terms contained in these chapters and will be required to use these terms in your analyses of the films. It is your responsibility to be proficient in this material for the quizzes and exams. However, the presentations on Canvas contain explanations of these terms in concise form.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)

- Email: 8help@osu.edu
- TDD: 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	%
Syllabus	5
Course readings	20

Cinematic techniques	20
Midterm exam	25
Final exam	30
Total	100

See course schedule, below, for due dates

Late assignments

Each online assignment will be timed and assigned a due date and time, and it is a student's responsibility to schedule all work accordingly in order not to miss important class deadlines.

Grading scale

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Assignments

All assignments, quizzes, and discussions will be done online. The assignments will be posted for you on Carmen. Each reading or video will be followed by a short quiz.

How to navigate the course

The easiest way to navigate the course is to go to the Modules sections of Carmen (in the list on the left side of the course page). It will show you the structure of the whole course: what topics, reading, and films we are covering, how much time we will spend on each segment, and what you are expected to do each week. From there, you can just click on the assignment and you will be taken to that assignment's page with the further links to all the required readings, videos, and quizzes.

1. Syllabus – 5%.

Before you immerse yourself in the study, you need to familiarize yourself with the course requirements. Read the syllabus and take the quiz on the course structure and expectations.

2. Course readings – 20%.

Throughout the course, you'll be required to read a series of the scholarly articles by the leading experts in the field of Soviet and Russian cinema and take quizzes to show your understanding of the key elements of these studies. The quizzes will contain questions of various formats. The length of your responses to the questions that have a short essay format is

specified in the quiz (ex., from 50 to 200 words, or, from bullet points to 2-3 sentences).

3. Cinematic techniques – 20%.

As a part of the Film Studies program, this course pays special attention to the study of cinematographic techniques and terminology necessary for the analysis of films. You will be required to review PPT presentations with definitions and specific examples of the analyzed cinematic components and take quizzes at the end of each review.

4. Midterm exam – 25%

The midterm exam will be given in the format of review and will consist of three parts.

In Part 1, you will need to analyze a clip from one of the films that you watch as a part of the course in terms of its technical components and ideological content. The clip will become available to you on the specified day.

For the Part 2, you will need to write a post on the discussion board on ONE of the two topics and leave at least TWO comments under other students' posts. In your posts, you will need to address BOTH the message the film conveys as a part of the social context in which it was produced AND technical components of the film.

For Part 3, you will need to take a quiz.

The topics, prompts, and the submission deadlines will be posted during Week 8.

5. Final exam – 30%.

Final exam will be cumulative and formatted similarly to the midterm exam. It will consist of three parts: the quiz, the clip analysis, and a short essay. The topics for the essay, prompts for the quiz, and the clips will be posted during Week 15.

Late assignments

The majority of the quizzes will be timed and assigned a due date. Late submissions of the assignments will receive a penalty of 3 percent of the assignment grade per day.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
Be sure you log in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: WILL BE SPECIFIED**
When we have online discussions, I will specify the number of times you are expected to post per week or per discussion, or the number of posts or comments for other students' posts, and the expected length of each post.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

EXTRA CREDIT

Students of Russian at the Ohio State University may take advantage of a wealth of extra-curricular activities sponsored by the Department and by other units at Ohio State, including lectures, informal conversation gatherings (Russian Table), films, Russian news broadcasts, parties and more. You may receive up to three percent for three attended events added to each test grade. Extra-curricular activities will be announced in class, but we also encourage you to sign up for the Slavic Center Monday e-mail list at csees@osu.edu that provides a comprehensive list of all Slavic related events at OSU and beyond.

Other course policies

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete all the quizzes, the midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major

written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving room to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Desire2Learn\) accessibility](#)
- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments
1. Introduction	Day 1	Syllabus. Introduction of the course. Quiz The October Revolution. Quiz
	Day 2	Soviet Montage School. Quiz
2. The Dream of the Revolution and Russian Post-Revolutionary Society	Day 1	Kenez. The Birth of Soviet Film Industry. Quiz
	Day 2	Film October. Quiz. Understanding movies: Editing. Quiz
3. Early Soviet Film and Social Concerns of the 1920s	Day 1	Graffy. <i>Bed and Sofa</i> . Quiz
	Day 2	Film <i>Bed and Sofa</i> . Quiz. Understanding movies: Photography in films. Quiz
4. The 1930s and the Birth of Socialist Realism	Day 1	Film <i>Circus</i> . Quiz
	Day 2	Understanding movies: Ideology in films. Quiz
5. World War II	Day 1	Kenez. <i>Soviet Cinema in the Age of Stalin</i> . Quiz
	Day 2	Film <i>The Fall of Berlin</i> . Quiz
6. Building Socialism –	Day 1	Woll. <i>The Big Sleep</i> . Quiz

Victory and Failure (The Thaw – part I)	Day 2	Film <i>Cranes are Flying</i> . Quiz
7. Building Socialism – Victory and Failure (The Thaw – part II)	Day 1	Youngblood. <i>Ivan’s Childhood and Come and See</i> . Quiz Understanding movies: Movement. Quiz
	Day 2	Film <i>Ivan’s Childhood</i> . Quiz
8. Midterm		Review for the midterm exam. Midterm exam. Clip analysis. Discussion post. Quiz on terminology and cinematic techniques
9. Stagnation and the 1970s	Day 1	Lawton. <i>The Waning of the Brezhnev era</i> . Quiz
	Day 2	Film <i>Moscow Doesn’t Believe in Tears</i> . Quiz
10. Perestroika and Glasnost’: The Soviet 1980-s (1986-1991)	Day 1	Remnick. <i>The Return of History</i> . Quiz
	Day 2	Film <i>Repentance</i> . Quiz
11. The Fall of the Soviet State	Day 1	Understanding movies: Mise-en-scene. Quiz
	Day 2	Larsen. <i>National Identity</i> . Quiz
12. The New Millennium. Old and New Challenges (part I)	Day 1	Film <i>Brother</i> . Quiz
	Day 2	Understanding movies: Acting
13. The New Millennium. Old and New Challenges (part II)	Day 1	Norris. <i>The War Film in Putin’s Russia</i> . Graham. <i>Stalingrad</i> . Quiz
	Day 2	Film <i>Stalingrad</i> . Quiz
14. The New Millennium and Universal Human Concerns	Day 1	Graffy. <i>Leviathan</i> . Quiz
	Day 2	Film <i>Leviathan</i> . Quiz

15. Final exam		Final exam
---------------------------------	--	-------------------

Russian 3460 Assessment Plan

Visual and Performing Arts

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 analyze, appreciate, and interpret significant works of art.	Embedded questions on exam (see Appendix A) Analysis of essay (see Appendix B)	End-of-semester student opinion survey (see Appendix C)
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.	Embedded questions on exam (see Appendix A) Analysis of essay (see Appendix B)	End-of-semester student opinion survey (see Appendix C)

b) explanation of level of student achievement expected:

For the exams, success means that students will answer at least two out of three of the embedded GE short answer questions correctly, and receive at least 80% of the points on the essay question. For the paper, success means that at least 80% of the students will achieve the level of either “meets expectations” or “exceeds expectations,” according to the rubric, for both GE expected learning outcomes in Visual and Performing Arts.

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 paper to identify problem spots and how we might change the course and the presentation of materials to ensure better fulfillment of the two GE Visual and Performing Arts 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 meshed 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 whether any changes made were effective. These evaluations will be discussed with the curriculum committee. We will also use these data to write a GE report when the ASCC Assessment Panel asks for one.

Diversity: Global Studies

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 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.	Embedded questions on exam (see Appendix A) Analysis of paper (see Appendix B)	End-of-semester student opinion survey (see Appendix C)
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Embedded questions on exam (see Appendix A) Analysis of paper (see Appendix B)	End-of-semester student opinion survey (see Appendix C)

b) explanation of level of student achievement expected:

For the exams, success means that students will answer two out of three of the embedded GE short answer questions correctly, and receive at least 80% of the points on the essay question. For the paper, success will mean that at least 80% of the students will achieve the level of either “meets expectations” or “exceeds expectations,” according to the rubric, for both GE expected learning outcomes in Diversity: Global Studies.

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 paper to identify problem spots and how we might change the course and the presentation of materials to ensure better fulfillment of the two Global Studies 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 meshed 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 whether any changes made were effective. These evaluations will be discussed with the curriculum committee. We will also use these data to write a GE report when the ASCC Assessment Panel asks for one.

Appendix A: Embedded Questions on Exam

Shot analysis (5-10 sentences)

Analyze at least three cinematic techniques used in the given shots. Briefly explain why these techniques were used and what meaning they convey.

Clip analysis (10-15 sentences)

1. Watch a clip from the film analyzed in class and identify and describe at least four its technical characteristics. Explain the expected effects of those characteristics (e.g., lighting, editing, movements, tone, ideology, etc.) (GE Learning Outcome for Visual and Performing Arts).
2. How does the clip fit into a) the film as a whole and b) the social context at the time of the film's release? (GE Learning Outcome for Global Studies: Diversity)

Short answer questions (2-3 sentences or multiple-choice):

1. Describe why the Bolsheviks viewed films as a pedagogical and propagandistic tool? (GE Learning Outcome for Global Studies: Diversity)
2. Give the definition of socialist realism in Soviet cinema and make a few (3-4) examples of cinematic components used in the films analyzed in class. (GE Learning Outcome for Global Studies: Diversity and GE Learning Outcome for Visual and Performing Arts)
3. What ideological views does the film *Circus* contain? (GE Learning Outcome for Global Studies: Diversity)
4. How are the slow-motion sequences filmed? Why are they used in cinema? Give 2-3 examples of slow motion in the films covered in class and explain what effect they accomplish. (GE Learning Outcome for Visual and Performing Arts)
5. Describe the editing technique called "cutting to continuity". Give 2-3 examples of this technique in the films analyzed in class. (GE Learning Outcome for Visual and Performing Arts)
6. Which of the following statements describe the cinematic style of Andrei Tarkovsky, the director of *Ivan's Childhood*? (GE Learning Outcome for Visual and Performing Arts)
 - a) Often used long takes
 - b) Avoided using montage because he didn't want to lead/force a viewer
 - c) Created the sense of rhythm by using distortion of time and enhanced diegetic sounds
 - d) All of the above
 - e) a and c
7. What is the major theme of the film *Leviathan* (dir. Zviagintsev) that gives the film universal significance? (GE Learning Outcome for Global Studies: Diversity)

Appendix B: Analysis of Paper

Sample papers will be checked to see whether the GE learning outcomes for both categories have been met. The assignment is to write a 2-3-page essay analyzing the theme of “Father Figure” in three Soviet and Russian films covered in class and the theme’s evolution over time. Students will need to discuss how this theme ties into the social context of the times when the films were released. Essays will be evaluated based on the students’ appreciation of artworks, and their ability to make sophisticated observations on aspects of film such as casting, camera angles, shots, music, etc. (Visual and Performing Arts outcomes). They will be evaluated for their analysis of social, political, and cultural norms of the Soviet Union and post-Soviet in which the films they analyze are set (Global Studies outcomes).

Grading Rubric for Essay:

GE Learning Outcome	Exceeds expectations for GE Learning Outcome	Meets Expectations for GE Learning Outcome	Does Not Meet Expectations for GE Learning Outcome
Visual and Performing Arts: Students analyze, appreciate, and interpret significant works of art.	The student is able to offer sophisticated, nuanced interpretations of one of the works of literature, film, or graphic art discussed in the course. The paper considers a variety of points of view on the work in question and provides close analysis and consideration of both obvious and subtle details of the works in question. Most or all claims about themes, passages and characters are persuasive, and in some cases, provide unexpected insights in the works.	The student is able to offer a solid and convincing argument about one of the works of literature, film, or graphic art discussed in the course. The paper provides close analysis of the text, and incorporates at least one point of view that contrasts with the student’s. Most of the student’s claims about themes, passages, and characters in the works are persuasive.	The student fails to offer a competent interpretation of one of the works of literature, film, or graphic art discussed in the course. The paper has one or more of the following problems: lack of close analysis of the text, failure to consider points of view that differ from the students, and unconvincing claims about several of the themes, passages, and characters in the works. In general, the student does not show significant understanding or appreciation of the works.
Visual and Performing Arts: Students engage in informed observation and/or active participation in a discipline within the	The student demonstrates insightful observation of the works of literature, film, and graphic art discussed in the course. The student shows a sophisticated grasp of the artistic media and genres discussed in the course, and shows awareness of the different techniques specific to each medium and genre analyzed in the paper.	The student demonstrates understanding of the basic characteristics of each medium and genre, and is able to write competently about at least some of the techniques specific to each medium and genre analyzed in the paper.	The student fails to observe the basic characteristics of each medium and genre, or write in a way that suggests understanding of their differences, and the techniques specific to each medium and genre analyzed in the paper.

visual, spatial, and performing arts.			
Diversity: Global Studies: 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.	The student shows sophisticated, nuanced understanding of the nineteenth-century Russian political, social, philosophical, and cultural context of Tolstoy's novel. The interpretation of the novel, films, and graphic art analyzed in the paper is grounded in the specific Russian context, and shows thorough understanding of its differences from U.S. and other global contexts.	The student grasps some of the most important aspects of the nineteenth-century Russian political, social, philosophical, and cultural context of Tolstoy's novel, and interprets the novel, films, and graphic art in light of this context.	The student fails to understand the nineteenth-century Russian political, social, philosophical, and cultural context of Tolstoy's novel, and is unable to present an interpretation in the paper that shows how it differs from U.S. and other global contexts.
Diversity: Global Studies: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	The student demonstrates full appreciation of the specific attitudes and values of Russian culture, and can write in detail on how they compare to contemporary American attitudes and values.	The student learns about the attitudes and values of Russian culture, and can address them in some detail in the paper.	The student shows no awareness of Russian attitudes and values. There is no evidence in the paper that the student is making an effort to reflect these attitudes and values, or to understand how they differ from those of the contemporary U.S.

Appendix C: End-of-semester Student Opinion Survey

Sample questions to measure students' sense of how well they fulfilled the learning outcomes:

1. Do you feel that you are better able to interpret the types of artworks (novel, film, graphic art) that we covered in this course than before you took it? (Visual and Performing Arts Learning Outcome)
2. Has your knowledge and understanding of Russian society, culture, attitudes, and values increased substantially since before the course? (Global Studies: Diversity Learning Outcome)

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Russian 3460.99

Instructor: TBD

Summary: Russian Dreams and Nightmares: The Modern Russian Experience Through Film

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			All materials are delivered through Carmen or through required textbook.
6.2 Course tools promote learner engagement and active learning.	X			Carmen message board participation.
6.3 A variety of technology is used in the course.	X			Carmen message boards and assignments/films on Carmen.
6.4 The course provides learners with information on protecting their data and privacy.	X			All assignments are utilizing 1 st party utilities and are therefore covered by OSU privacy and data policy.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	X			Multiple forms of contact to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	X			b
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 The course design facilitates readability.	X			
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia

				resources facilitate ease of use by being available through a standard web browser.
8.6 Vendor accessibility statements are provided for all technologies required in the course.	X			No third party utilities are used

Reviewer Information

- Date reviewed: 2/6/19
- Reviewed by: Ian Anderson

Notes: Please add instructors when known. Please change all references to “Canvas” to ‘Carmen.’ For the clarity of the students, consider adding dates to the weekly schedule so they know when they have to login to meet the minimum number of Carmen logins.

^aThe following statement about disability services (recommended 16 point font):
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Curriculum Map for Russian Major

	Program Goals		
	Goal 1 Lang. Proficiency	Goal 2 Analytic Skills	Goal 3 Cult. Appreciation
Prerequisites			
Russian 1101	Novice Low/Mid	NA	Novice Low
Russian 1102	Novice Mid/High	NA	Novice Mid
Russian 1103	Novice High	NA	Novice High
Russian 1133	Intermediate Low	NA	Intermediate Low
Required Courses			
Russian 2104	Novice High/ Intermediate Low	NA	Novice High/Intermediate Low
Russian 2144	Intermediate Low/Mid	NA	Intermediate Mid
Russian 3101	Intermediate Low	NA	Intermediate Low
Russian 3102	Intermediate Mid	NA	Intermediate Med
Russian 4575	Intermediate High	Advanced	Advanced
Language Elective Courses			
Russian 3121/3122	Intermediate Low	NA	Intermediate High
Russian 4101/4102	Intermediate Low/Mid	NA	Advanced
Russian 4135	Novice/Intermediate	Intermediate	Novice
Russian 5101/5102	Intermediate High/Advanced Low	Advanced	Advanced
Russian 5150	Advanced	Advanced	Advanced
Literature, Culture, Linguistics Elective Courses			
Medren 2513	NA	Novice	Novice
Russian 2250	NA	Novice	Novice
Russian 2335	NA	Novice	Novice
Russian 2345	NA	Novice	Novice
Russian 3460(.99)	NA	Intermediate	Intermediate
Russian 3350	NA	Intermediate	Intermediate
Russian 3470	NA	Intermediate	Intermediate
Russian 3480	NA	Intermediate	Intermediate
Russian 3490	NA	Intermediate	Intermediate
Russian 4220/4221	NA	Advanced	Advanced
Russian 4600	Novice	Advanced	Advanced

Russian 5225	NA	Advanced	Advanced
Russian 5230	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
-(including all decimal suffixes)			
Russian 5460	NA	Advanced	Advanced
Russian 5530	Intermediate	Advanced	Advanced
Russian 5601	Advanced	Advanced	Advanced
Russian 5630	Intermediate/Advanced	Advanced	Advanced
Russian 5701	Advanced	Advanced	Advanced
Slavic 2330	NA	Novice	Novice
Slavic 2365	NA	Novice	Novice
Slavic 3360	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate
Slavic 3333	NA	Intermediate	Intermediate
Slavic 3800	NA	Intermediate	Intermediate
Slavic 4520H	NA	Advanced	Advanced
Slavic 4560H	NA	Advanced	Advanced
Slavic 4260H	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced
Slavic 5457	NA	Advanced	Advanced