

## 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 3355.99  
Course Title Vodka in Russian Society and Culture: Deconstructing Myths  
Transcript Abbreviation Rus Vodka  
Course Description Vodka in Russia is important to virtually all social functions, is used as a home remedy for ailments, and is a frequent theme of jokes, folk songs, films, and literature. It also has an important political history, having long been used by the Russian (and Soviet) state as a form of social control. This course explores Russian culture and history through its most famous drink.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
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  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0402  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

## Course Details

**Course goals or learning objectives/outcomes**

- Students will develop an understanding of the importance of vodka (and other alcohols) to social customs and culture in Russia.
- Students will develop an understanding of the importance of vodka as a political tool in the history of Russia.

**Content Topic List**

- Cultural Aspects of Vodka
- Vodka in the Early Soviet Period and Stalinism
- Gorbachev and the Challenges of Reform

**Sought Concurrence**

No

## Attachments

- 3355 Russian Peterson.pdf: ASC Tech Review  
*(Other Supporting Documentation. Owner: Peterson,Derek)*
- Russian 3355.99 Assessment Plan.doc: Overview  
*(GEC Course Assessment Plan. Owner: Peterson,Derek)*
- Russian3355.99AssessmentPlanAppendixA.docx: Appendix A  
*(GEC Course Assessment Plan. Owner: Peterson,Derek)*
- Russian3355.99AssessmentPlanAppendixB.docx: Appendix B  
*(GEC Course Assessment Plan. Owner: Peterson,Derek)*
- Russian3355.99AssessmentPlanAppendixC.docx: Appendix C  
*(GEC Course Assessment Plan. Owner: Peterson,Derek)*
- RUSSIAN 3355 Final Syllabus.docx  
*(Syllabus. Owner: Peterson,Derek)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	10/10/2019 01:36 PM	Submitted for Approval
Approved	Peterson,Derek	10/10/2019 01:37 PM	Unit Approval
Approved	Heysel,Garett Robert	10/10/2019 01:48 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/10/2019 01:48 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

**RUSSIAN 3355 - VODKA IN RUSSIAN  
SOCIETY AND CULTURE:  
DECONSTRUCTING MYHS  
SUMMER 2020  
Online/3 credit hours**

## Course overview

### Instructor

Instructor:

Email address:

Phone number: 614-292-6733

Office hours: Thursdays 2-4pm

Office Location: Online via CarmenZoom

### Course description

Russia is famous for its vodka. Kievan Grand Prince Vladimir (ruled 980- 1015) reportedly declared that “Drinking is the joy of Rus(sia) and we cannot live without it.” Yet vodka is more than simply a way to get drunk. Vodka in Russia is important to virtually all social functions, is used as a home remedy for ailments, and is a frequent theme of jokes, folk songs, films, and literature. It also has an important political history, having long been used by the Russian (and Soviet) state as a form of social control. This course explores Russian culture and history through its most famous drink.

## Course learning outcomes

By the end of this course:

1. Students will develop an understanding of the importance of vodka (and other alcohols) to social customs and culture in Russia.
2. Students will develop an understanding of the importance of vodka as a political tool in the history of Russia.
3. Students will connect the specific topic of the course to more general questions about the role of social customs in social organization in Russia.
4. Students will analyze the social and cultural significance of vodka using both primary sources (films, posters, etc.) and secondary sources (academic research).
5. Students will improve their critical skills and their creative thinking through the course requirements and participation.

## GE Course Information

### GE Cultures and Ideas

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

Expected outcomes are:

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.

In this course, we will address the development of these abilities by examining vodka's role in Russian society, through means of film, literature, and secondary scholarly research. Each work will give us insight on Russian beliefs, perception of reality and behavior, and how vodka came to have such a prominent (and problematic) role from the time of Ivan the Terrible through present-day Russia.

### GE Diversity: Global Studies

Goals: 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.

Expected outcomes are:

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

Students will examine some aspects of ethnic, religious, gender, and political diversity in Russian culture, specifically around the culture of drinking. By examining film, literature, state-produced material, and secondary scholarly research, students will gain a deeper understanding of alcohol's place in Russia and will be able to reflect on the similarities and differences between Russia and their own culture.

## Course materials

Required

Schrad, Mark L. *Vodka Politics*. New York: Oxford University Press, 2014.

-Available at the Columbus Campus bookstore (Barnes and Noble, 1598 N High St) or on Kindle/Nook.

All other materials will be available on Carmen.

## 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](mailto: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

- CarmenZoom text, audio, and video chat
- 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.
  - o 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.
  - o 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	Points
Weekly Participation/Activities (Discussion Board)	60%
Quizzes (1 every other week, 6 total)	20%
Final Project	20%
Total	100%

*\*See course schedule, below, for due dates*

### Assignment information

#### Participation (60%)

Participation in this course will be measured according to your engagement activities on the discussion board.

There will be one discussion posted each week. The discussion post will open at 12:00am every Monday and will be available through Sunday at 11:59pm. Part of the discussion posting activity will be responding to your classmates' comments. You should reply to the comments made by TWO of your classmates by the end of the following week. For example, during week 2, you will be replying to the week 1 discussion board posts made by your classmates.

Read, watch, or listen to the course materials carefully and in advance so that your postings show evidence of preparation, critical reflection, and creative thinking. Your participation grade is up to the instructor's discretion based on the following guidelines:

- You will get an A in participation

- 1) if your posts to the discussion board are thoughtful, critically reflective on the topic and class materials, and made every week and
- 2) if you usually respond to two other posts every week.

- You will get a B in participation

- 1) if you post to the discussion board regularly every week but your posts are sometimes superficial or demonstrate that you may have not analyzed the class materials in depth or
- 2) if you usually respond to only one other post every week.

- You will get a C in participation

- 1) if, in addition to often showing lack of depth and reflection, your posts are irregular and
- 2) if you only occasionally respond to other posts.

- You will get a D in participation

- 1) if most of your posts are superficial and
- 2) if you usually do not respond to any other posts.

- You will get an E in participation if you rarely or never post responses.

### **Quizzes (20%)**

There will be one quiz every other week during the term, administered through Carmen. Each quiz will consist of multiple-choice, true-and-false, and fill-in-the-blank questions. Quizzes will cover material from the readings, lectures, PowerPoints, video clips, and films, and will be available from the beginning of each week. Make sure to do the modules in order in order to prepare yourself to take the quizzes. Each quiz will consist of 10-15 questions. You will have 45 minutes to complete each quiz. Quizzes are open note, but you are not allowed to collaborate with your classmates.

### **Final Project (20%)**

Over the course of the semester, we will cover vodka's role in the Russian state all the way from Ivan the Terrible to today. Given such a long timeline, we certainly can't touch on every aspect of how vodka impacted society in Russia, but we've seen some of the most important instances of vodka's role in shaping Russian politics and culture to what it is today. Using the knowledge you have gained this term, please create a Prezi, a short videocast, or blogpost expressing your thoughts on vodka Russian culture.

Please consider the following questions when creating your final project:

- What insights have you gained this semester on vodka in Russia?
- Look back to the first discussion board questions on vodka. Have your views changed? What most heavily influenced how you now think about vodka in Russia?

-How do alcohol issues in contemporary Russia and Russian history compare or contrast with your own national culture?

Please use a minimum of 3 sources from the course (video clips, readings, lectures, and films). You may cite Schrad multiple times. Your final projects will be due during finals week.

## Late assignments

The instructor reserves the right not to accept late assignments. If a late assignment is accepted, it will be penalized 5% for each day that it is late. No assignment will be accepted if an answer sheet for the assignment has been distributed to the class. Without exception, extensions must be requested before the assignment is due. There is no guarantee that an extension will be approved.

## Grading scale

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

## 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 quizzes, you can generally expect feedback within 7 days.

### E-mail

I will reply to e-mails within 24 hours on school days. Any emails received on Friday evening will be answered Monday morning.

### 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 are logging in to the course in Carmen at least twice 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: 3 TIMES PER WEEK**  
As participation, each week you can expect to post at least three times as part of our substantive class discussion on the week's topics.

## 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.
- **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.

# Other course policies

## Academic integrity policy

Policies for this online course:

- **Quizzes:** You must complete the quizzes exams yourself, without any external help or communication.
- **Written assignments:** Your discussion posts should be your own original work. Do not simply copy other's posts.
- **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.

## Ohio State's academic integrity policy

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://studentlife.osu.edu/csc/>.

## 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.

## 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](mailto:titleix@osu.edu).

## **Accessibility accommodations for students with disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## **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 \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## **Student Services and Advising**

Students may find the following links helpful:

OSU Main Campus Student Academic Services: <https://advising.osu.edu/>

OSU Main Campus Student Services: <https://contactbuckeyelink.osu.edu/>

## **Your mental health!**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may

lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

# Course schedule (tentative)

## Week 1 (May 6-10): Introduction: Why vodka matters. What is vodka?

Read and watch:

- 1) *Vodka Politics*, Chapter 1: "Introduction" [pp. 1-12]
- 2) *Vodka Politics*, Chapter 2: "Vodka politics" [pp. 13-25]
- 3) World's best vodka – Adnams Longshore Vodka:  
[https://www.youtube.com/watch?v=uThNSnPpF18&annotation\\_id=543991a9-0000-2b66-9a44-001a113f4f26&feature=iv&src\\_vid=n0ow\\_9w0Yzo](https://www.youtube.com/watch?v=uThNSnPpF18&annotation_id=543991a9-0000-2b66-9a44-001a113f4f26&feature=iv&src_vid=n0ow_9w0Yzo) [1 min 42 sec]
- 4) Russian comrade – Kreskova Vodka:  
[https://www.youtube.com/watch?v=hmSw7\\_2jkg](https://www.youtube.com/watch?v=hmSw7_2jkg) [1 min]
- 5) Born in the heart of Russia – Stolichnaya:  
<https://www.youtube.com/watch?v=foOI162Lock> [1 min]
- 6) Real Russia – Russian Standard:  
[https://www.youtube.com/watch?v=A8nbFguyUto&ebc=AnyPxKq8s5c4ZyanZO2xZ8-pVPZQhBp\\_DxpiHCLcmZvwm7K-Lh82j2liKQrtxN6fosDYG170NCOC7Uyheuh4MIZ7\\_RBUItg9ew](https://www.youtube.com/watch?v=A8nbFguyUto&ebc=AnyPxKq8s5c4ZyanZO2xZ8-pVPZQhBp_DxpiHCLcmZvwm7K-Lh82j2liKQrtxN6fosDYG170NCOC7Uyheuh4MIZ7_RBUItg9ew) [1 min]
- 7) V kazhdom est' chto-to russkoe (In everyone there is something Russian) – Russkii Lëd: <https://www.youtube.com/watch?v=dKh8e-l-Hoo> [1 min]

## Week 2 (May 11-17): The History of Vodka: What is vodka? How is it made?

Read and watch:

- 1) Pokhlebkin, William. 1991. *A history of vodka*. Translated by Renfrey Clarke. London: Verso. [pp. 36-42: "The earliest forms of technical equipment before the rise of vodka production" and "The rise of distillation"]
- 2) *Vodka Politics*, Ch. 6: "Murder, intrigue, and the mysterious origins of vodka" [pp. 60-74]
- 3) How to make vodka: <https://www.youtube.com/watch?v=kuFQ3HgTCss> [7 min 15 sec]
- 4) Types of alcohol: How to make vodka from potatoes:  
<https://www.youtube.com/watch?v=jkUbaFPCjFw> [2 min 55 sec]
- 5) Explore an 'experimental' craft vodka distillery in Brooklyn:  
<https://www.youtube.com/watch?v=va0jHMKJEV4> [3 min 10 sec]
- 6) Adnams distilling process: [https://www.youtube.com/watch?v=n0ow\\_9w0Yzo](https://www.youtube.com/watch?v=n0ow_9w0Yzo) [4 min]
- 7) Practical home uses of vodka: <https://www.youtube.com/watch?v=5nuyCtvNF0w> [5 min 18 sec]

## QUIZ 1

## Week 3 (May 18-24): Cultural Aspects of Vodka

Read and watch:

- 1) Pokhlebkin, William. 1991. *A history of vodka*. [pp. 189-196 – “The gastronomic significance of vodka, and how it should be consumed”]
- 2) Transchel, Kate. *Under the Influence*. University of Pittsburgh Press [excerpt on Canvas]
- 3) *The Irony of Fate* Part 1 on Mosfilm [link on Carmen]

#### **Week 4 (May 25-31): Vodka and the State**

Read and watch:

- 1) *Vodka Politics*, Chapter 7: “Why vodka? Russian statecraft and the origins of addiction” [pp. 75-91]
- 2) *Vodka Politics*, Chapter 8: “Vodka and the origins of corruption in Russia” [pp. 92-110]

QUIZ 2

#### **Week 5 (June 1-June 7): Russian History Overview**

Read and watch:

- 1) *Vodka Politics*, Chapter 3: “Cruel Liquor: Ivan the Terrible & Alcohol in the Muscovite Court” [pp. 26-35]
- 2) *Russia: Land of the Tsars* [linked on Canvas]

#### **Week 6 (June 8-June 14): The “Greats” of Imperial Russia**

Read and watch:

- 1) *Vodka Politics*, Chapter 4: “Peter the Great: Modernization and Intoxication” [pp. 36-48]
- 2) *Vodka Politics*, Chapter 5: “Russia’s empresses: Power, conspiracy, and vodka” [pp. 49-59]

QUIZ 3

#### **Week 7 (June 15-21): Pre-revolutionary and Revolutionary Russia**

Read and watch:

- 1) *Vodka Politics*, Chapter 13: “Did prohibition cause the Russian Revolution?” [pp. 185-197]
- 2) *Vodka Politics*, Chapter 14: “Vodka Communism” [pp. 198-215]
- 3) “Regulating the Supply of Alcoholic Beverages” in *Alcohol and Public Policy: Beyond the Shadow of Prohibition*. Moore, Mark H. and Dean R. Gerstein eds. National Academy Press. [excerpt on Carmen]

#### **Week 8 (June 22-28): The Early Soviet Period and Stalinism**

Read and watch:

- 1) *Vodka Politics*, Chapter 15: “Industrialization, Collectivization, Alcoholization” [pp. 216-235]
- 2) Soviet anti-drinking posters activity

#### QUIZ 4

### **Week 9 (June 29-July 5): The Thaw and Stagnation**

Read and watch:

- 1) *Vodka Politics*, Chapter 16: “Vodka and Dissent in the Soviet Union” [pp. 236-255]
- 2) Erofeev, Venedikt. 1992[1973]. *Moscow to the end of the line*. Translated by H. William Tjalsma. Northwestern University Press. [Excerpts – 10 pp.]

### **Week 10 (July 6-12): Gorbachev and the Challenges of Reform**

Read and listen:

- 1) *Vodka Politics*, Chapter 17: “Gorbachev and the (vodka) politics of reform” [pp. 256-273]
- 2) *Vodka Politics*, Chapter 18: “Did alcohol make the Soviets collapse?” [pp. 274-286]
- 3) “If Vodka Could Be Just for One” by Vladimir Vysotsky

#### QUIZ 5

### **Week 11 (July 13-19): Economic Transition**

Read and watch:

- 1) *Vodka Politics*, Chapter 20: “Alcohol and the demodernization of Russia” [pp. 308-325]
- 2) *Tycoon* [linked on Carmen]

### **Week 12 (July 20-24): Health and Demographic Challenges in Soviet and Post-Soviet Russia**

Read and watch:

- 1) *Vodka Politics*, Chapter 24: “An End to Vodka Politics” [pp. 378-392]
- 2) “Impact of a New Alcohol Policy on Homemade Alcohol Consumption and Sales in Russia”. *Alcohol and Alcoholism*. Radaev, Vadim. [article on Carmen]
- 3) Quinones, Sam. *Dreamland: the true tale of America’s opiate epidemic*. Bloomsbury Press. [Excerpts linked on Carmen]
- 4) Peterson, J. Vincent, Bernard Nisenholz, and Gary Robinson. *A Nation Under the Influence: America’s Addiction to Alcohol*. Allyn and Bacon Press. [Excerpts linked on Carmen]

#### QUIZ 6

Russian 3355.99—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 analyze and interpret major forms of human thought, culture, and expression.	Embedded questions on quizzes  Analysis of final project	Opinion survey
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions on quizzes  Analysis of final project	Opinion survey
3. 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 quizzes  Analysis of final project	Opinion survey
4. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Embedded questions on quizzes  Analysis of final project	Opinion survey



<sup>1</sup> Throughout the term, several quiz 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 the Appendix A of this document.

<sup>2</sup> In the final project, each student has the opportunity to demonstrate mastery of GE expected learning outcomes on a topic of his or her own choosing. Elements that reprise the two GE expected learning outcomes of each category have been written into the rubric for the final project. See Appendix B of this document.

<sup>3</sup> 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 two GE expected learning outcomes in each category 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 project, 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 project to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the GE Cultures and Ideas and Diversity: Global Studies 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 a report.

**RUSSIAN 3355.99**  
**Assessment Plan: Appendix A**

On the quizzes 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 analyze and interpret major forms of human thought, culture, and expression.**

Examples:

1. How did drinking culture in Russia change as more and more people relocated from the countryside to larger cities?
2. What common themes can you find in the Soviet anti-alcohol posters we looked at this week?

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

Examples:

1. In what ways were Ivan the Terrible and Stalin similar in the ways that they regulated vodka and also used it for maintaining their political power?
2. What separates the Gothenburg System of alcohol regulations not only from both the large-scale prohibition efforts by Nicholas II and Mikhail Gorbachev, but also Dmitri Medvedev's more sensible reforms?

*GLOBAL-DIVERSITY:*

**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.**

Example:

1. What were typical characteristics associated with holidays in rural tsarist Russia? Were there any in particular that were heavily associated with alcohol? Which traditions, if any, extended into the Soviet era?

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

Examples:

1. Schrad points out that while the Gothenburg System of temperance was successful in the United States, specifically the 1851 Maine Law, outright prohibition failed. Given what you now know about the prohibition efforts of Nicholas II and Mikhail Gorbachev, is there a point in Russian history where you believe this system would have worked? Why or why not?
2. How does Schrad apply "vodka politics" to Ukraine? Specifically, what geographical and political conditions led Ukrainians in different parts of the country to resemble either Russia, or Central Europe?

## RUSSIAN 3355.99

### Assessment Plan: Appendix B

In the final project, a Prezi (a short videocast last about 10 minutes) or blogpost (which should incorporate different forms of media such as short video clips and images), each student has the opportunity to demonstrate mastery of GE expected learning outcomes. Elements that reprise the two GE expected learning outcomes for each category have been written into the rubric for the project.

Some examples of prompts that students will receive for their final project include:

- What insights have you gained this semester on Russia/Russian culture? How do you think alcohol contributed into some of these parts of Russian culture?
- Have your perceptions of Russia/Russian culture changed, especially as it relates to alcohol? How so?
- How does drinking culture in Russia compare or contrast with your own national culture? Can you find any similarities in policy initiatives between Russia and your own country?

#### *CULTURE AND IDEAS:*

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

(1) Novice (Basic)	(2) Intermediate	(3) Advanced
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	Shows comprehension of concepts listed above

**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 concepts listed above and for the most part creates situations that reflect them	Shows comprehension of the concepts listed above and includes events that exemplify them

*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.**

(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

## **RUSSIAN 3355.99**

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

Example:

1. I have learned about Russian drinking culture and how its rural origins surrounding celebratory events transformed into the problematic cases that began during industrialization and linger into today.

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

Example:

1. I am now aware about how extensive the industrialization efforts in Russia established a new drinking norm much different than previously existed when Russia was a largely agrarian society.
2. Did this class help you better understand how various state policies, tax farming, the amount of vodka revenue as a percentage of state budgets, contributed to alcohol issues in Russia?

#### **DIVERSITY-GLOBAL STUDIES:**

**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 better helped me understand how the various ruling parties of Russia made decisions by examining how they handled the vodka issue.
2. I better understand some of the different cultural aspects around drinking that are relatively distinct in Russia (and some other Slavic nations).

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

1. I have learned of the shortcomings of prohibition policies by examining the prohibition policies put into place by Nicholas II and Gorbachev and comparing them with prohibition in the United states.

- 
2. I better understand the challenges that a state faces when trying to intervene in public health crises after examining the various different reforms proposed throughout Russian history.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Russian 3355**

**Instructor: TBD**

**Summary: Russians and their Vodka**

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			Tools used include CarmenZoom, Carmen Discussions and Carmen Quizzes
6.2 Course tools promote learner engagement and active learning.	X			Weekly discussions via Carmen fulfill this requirement
6.3 Technologies required in the course are readily obtainable.	X			All technologies necessary are easily and freely obtainable (Flash, Office 365, Firefox)
6.4 The course technologies are current.	X			All applications are web based and updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used that require an external account
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to technical support are present for 8HELP.
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 an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	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 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility policy appears to be missing.
8.3 The course provides alternative means of access to course materials in formats that 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 design facilitates readability	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

**Reviewer Information**

- Date reviewed: 10/7/19
- Reviewed by: Ian Anderson

**Notes:**

<sup>a</sup>The 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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add 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>

<sup>c</sup>Add 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.