

## Term Information

Effective Term Autumn 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 3490.99  
Course Title Russian Youth Culture  
Transcript Abbreviation Rus Youth Culture  
Course Description In this class, students will learn about different decades, from 1950s till present, in the life of Russian youth. Ideology, political activism and political inertia, Western influence and national patriotism, fashion and popular bands.  
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? 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 Not open to students with credit for 3490 or 3490.01.  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

## Course Details

### **Course goals or learning objectives/outcomes**

- Students will learn about major aspects of pop culture and how it influences the formation of an individual's identity during his/ her formative years as well as how it affects the formation of the worldview in individuals.
- Through the discussion of Russian youth culture across different generations, students will understand better how culture and politics of certain periods in nations' history influence the formation of beliefs and the perception of reality.

### **Content Topic List**

- From Lenin's "grandchildren" to "young communists"
- Russian youth in 1950s
- Youth culture in 1980s: Gorbachev's era

### **Sought Concurrence**

No

## Attachments

- Russian 3490 ASC Tech Review.docx: ASC Tech Review  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- Russian 3490 Syllabus.docx: In-person syllabus  
*(Syllabus. Owner: Peterson, Derek)*
- Russian 3490.99 Syllabus Revised.docx: Online Syllabus  
*(Syllabus. Owner: Peterson, Derek)*
- Russian 3490.99 Assessment Plan.docx  
*(GEC Course Assessment Plan. Owner: Peterson, Derek)*
- Russian 3490.99 Assessment Plan Appendix A.docx: Appendix A  
*(GEC Course Assessment Plan. Owner: Peterson, Derek)*
- Russian 3490.99 Assessment Plan Appendix B.docx: Appendix B  
*(GEC Course Assessment Plan. Owner: Peterson, Derek)*
- Russian 3490.99 Assessment Plan Appendix C.docx: Appendix C  
*(GEC Course Assessment Plan. Owner: Peterson, Derek)*

## Comments

**COURSE REQUEST**  
3490.99 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
06/04/2020

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	05/11/2020 06:19 PM	Submitted for Approval
Approved	Peterson, Derek	05/11/2020 06:19 PM	Unit Approval
Approved	Heysel, Garrett Robert	05/12/2020 04:56 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	05/12/2020 04:56 PM	ASCCAO Approval



# SYLLABUS: RUSSIAN 3490

## RUSSIAN YOUTH CULTURE TERM 2021

### (LECTURE-3 CR/HR)

## Course overview

### Instructor

Instructor: Dr. Ludmila Isurin

Email address: Isurin.1@osu.edu

Phone number: 614-29-6733

Office hours: TR 3-4pm

### Course description

Youth is an exciting but also a very short period of time in the individual's life. It is also known as formative years, for the socio-historical and cultural background against which people grow up shapes the individual's outlook on life. In this class, students will learn about different decades, from 1950s till present, in the life of Russian youth. Ideology, political activism and political inertia, Western influence and national patriotism, fashion and popular bands – all this will be discussed through reading academic publications, watching Soviet/ Russian movies and video clips, working on a group project, and thinking about Russian youth culture as it is compared to American youth culture.

### Course learning outcomes

GE category: Cultures and Ideas

1. **Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression**
  - In this class, students will learn about major aspects of pop culture and how it influences the formation of an individual's identity during his/ her formative years as well as how it affects the formation of the worldview in individuals.

2. **Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.**
  - Through the discussion of Russian youth culture across different generations and through a cross-cultural comparison of same generations of young people in the U.S. and Russia, students will understand better how culture and politics of certain periods in nations' history influence the formation of beliefs and the perception of reality.

#### **GE category: Diversity course, Global Studies**

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.**
  - In this class, students will learn how cultural preferences and (lack of) access to Western pop-culture may develop either idealization of the West/ U.S. or strong rejection of the Western pop-culture traditions. Students will learn how many of the Western freedoms and products' availability, often taken for granted in the U.S., were absent in lives of generations of Russian young people, which contributed to the formation of their worldviews.
2. **Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**
  - Through learning about youth culture of a different country (Russia, in this case), students will broaden their horizons about the world and will understand better how socio-political and cultural upbringing of young people in another country differs from their own upbringing, while remaining similar in many respects. This awareness will contribute to students' attitude to the world outside of the U.S. as well as to the multi-cultural makeup of the U.S.

## **Course materials**

All required readings are posted on Carmen

All movies can be found here (link to the departmental film library to be provided later)

### **Required readings**

Bernstein, A. (2013). An inadvertent sacrifice: Body politics and sovereign power in the Pussy Riot affair. *Critical Inquiry* 40 (1), pp. 220-241.

Borusiak, L. (2010). Soccer as a catalyst of patriotism. *Russian social science review* 51 (1), pp. 72-96.

- Chernyshova, N. (2017). "The great Soviet dream": Blue jeans in the Brezhnev era and beyond, pp. 155-172. In: (G. Roberts, Ed.), *Material culture in Russia and the USSR: Things, values, identities*. London, UK: Bloomsbury.
- Detrixne, J. (2018). Putin's Kremlin now wants to take a leading role in rap music. *Quartz* at <https://qz.com/1497108/russian-president-vladimir-putin-says-its-time-to-take-charge-of-the-countrys-rap-music/>
- Furman, M. (2018). Of mat and men: Taboo words and the language of Russian female punks. *Laboratorium* 10 (1), pp. 5-29.
- Goldschmidt, P. (1999). Pornography in Russia, pp. 318-336. In: Barker, A. (Ed.). *Consuming Russia: Popular culture. Sex, and society since Gorbachev*. Duke University Press.
- Hemment, J. (2012). "Nashi, Youth Voluntarism, and Potemkin NGOs: Making Sense of Civil Society in Post-Soviet Russia." *Slavic Review* 71 (2), pp. 234-60.
- Kosterina, I. & Andreeva, U. (2010). The construction of "marginality and "normality": In search of a collective identity among youth cultural scenes in Sochi, pp. 115-137. In: C. Gdaniec (Ed.). *Cultural diversity in Russian cities: The urban landscape in the post-Soviet era*. Berghahn Books.
- Kupfer, M. & Jardine, B. (2017) *Gangsta's paradise: How rap became Russian*. *The Moscow Times* at <https://www.themoscowtimes.com/2017/03/03/gangstas-paradise-how-rap-became-russian-a57319>
- Omelchenko, E. and Flynn, M. (2002). Through their own eyes: Young people's images of the West, pp. 77-100. In: Pilkington, H. (Ed.). *Looking West? Cultural globalization and Russian youth cultures*. Penn State Press.
- Omelchenko, E. and Sabirova, G. (2016). Youth cultures in contemporary Russia: Memory, politics, solidarities, pp. 253-270. In: Schwartz, M. & Winkel, H. (Eds.). *Eastern European youth cultures in a global context*. Palgrave Macmillan, UK.
- Pilkington, H. (1998). "The future is ours:" Youth culture in Russia, 1953 to present. In: (C. Kelly & D. Shepherd, Eds.). *Russian cultural studies: An introduction*, pp. 368-386 Oxford, UK: Oxford University Press.
- Ryback, T. (1990). *Rock around block: A history of rock music in Eastern Europe and the Soviet Union*. Oxford, UK: Oxford University Press
- The Soviet rock scene, 1965-1972, pp. 102-114.
- The Gorbachev era: Russia's golden age of rock and roll, pp. 222-231

Six, I. (2008). "Born in the USSR": Searching High and Low for Post-Soviet Identity. *Ulbandus Review*, 11, 232-251.

Starr, F. (1985). *Red and hot: The fate of jazz in the Soviet Union*. New York: Limelight Edition

Stalin's disinherited: The stiliagi, pp. 236-240.

Jazz Cafes: The lesser evil, pp. 167-170

Troitsky, A. (1987). *Back in the USSR: The true story of rock in Russia*. Boston & London: Faber & Faber, pp. 13-28.

Yurchak, A. (1999). Gagarin and rave kids: Transforming power, identity, and aesthetics in post-Soviet nightlife, pp. 76-109. In: Barker, A. (Ed.). *Consuming Russia: Popular culture. Sex, and society since Gorbachev*. Duke University Press.

### Required films:

(1967). *The elusive avengers*

(1968). *We will live till Monday*

(1984). *Scarecrow*

(1986). *Is it easy to be young?* (Documentary)

(1989). *Intergirl*

(1993). *To see Paris and die*

(1997). *Brother*

(2005). *9<sup>th</sup> company*

(2008). Hipsters/ *Стляги*

## 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

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- 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	Points
Class quizzes (10 x 5)	50
Individual project on Russian culture	15
Reflection paper	20
Participation in class discussion (14 weeks x 1 point + 1 point for timely submission of assignments)	15
<b>Total</b>	<b>100</b>

*See course schedule, below, for due dates*

### Individual project

In this class, you will have a chance to explore in depth one particular decade (1950s and later) pertaining to Russian youth culture. You will compare the Russian youth pop culture with that in the U.S. within the same decade. I will form discussion groups where you will be presenting the project and answering questions posed by your group peers. The guidelines for the project will be posted on Carmen.



### **Reflection paper**

At the end of the course you are supposed to write a three page reflection paper on what new you have learned about Russia through the prism of Russian youth culture. Instructions for this assignment will be posted on Carmen.

### **Extra credit**

Up to 3% extra credit can be added to each quiz percentile grade for attending extra-curricular departmental events (to be announced). Extra credit for attending an event can be used towards only ONE Russian/Slavic class (no double dipping!) If you cannot attend the event I will be offering an alternative extra credit assignment.

## **Late assignments**

Unless you missed an assignment for a justified reason (e.g., illness) 3 points will be taken off your grade for that assignment

## **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**

### **Grading and feedback**

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

### **E-mail**

I will reply to e-mails within **24 hours on school days**. However, I urge you to write professional e-mails (with proper form of address) that do not resemble casual text messages: This is part of your general education in academia.

### **Discussion board**

For each lecture I will pose questions on the discussion board and provide my comments once the discussion for that lecture is closed and most students had a chance to respond. I will be closely monitoring your participation in discussions

# 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 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*.
- For your convenience, I will keep **the same deadline for all weekly assignments: Friday midnight**  
**Participating in discussion: TWO TIMES PER WEEK**(see above under “Discussion board”)

## Other course policies

### Academic integrity policy

#### Policies for this online course

- **Quizzes and exams:** You must complete all quizzes yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, such as your final paper, you should follow **MLA or APA** style. 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.

#### 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](http://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 classroom 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](mailto:titleix@osu.edu)

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

**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).**

### **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

## **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.

## **Advising**

Information about advising available on the Columbus campus, including how to schedule an appointment, can be found at <https://advising.osu.edu/>.

## **Student Services**

A variety of student services available on the Columbus campus. More information can be found on the Student Services website: <https://contactbuckeyelink.osu.edu/>.

## Course schedule (tentative)

\* In addition to all class materials, as specified above, I will be posting at least one lecture per week that will introduce the topic and guide you in your reading and video materials

Week	Dates	Topics (Lectures*) and Deadlines	Readings and Assignments
1		<ol style="list-style-type: none"> <li>1. Introduction to the course: Why youth is important?</li> <li>2. From Lenin's "grandchildren" to "young communists" (<i>Komsomol</i>): Ideology and indoctrination</li> </ol> <p><b>Deadline for discussion comments: Friday midnight</b></p>	<p><u>Watch</u>: The Soviet Western "The elusive avengers"</p>
2		<p><b>Russian youth in 1950s : Stalin's death and the Thaw</b></p> <p><b>Young Russians in their attitude to the rehabilitation of Stalin's legacy</b></p> <p><b>Russian youth culture in 1950s: Hipsters</b></p> <p><b>Deadline for discussion comments: Friday midnight</b></p>	<p><b>Read: Pilkington, "The future is ours:" Youth Culture in Russia, 1953 to the present</b></p> <p><u>Read</u>: Starr, <i>Stalin's disinherited: The stiliagi</i></p> <p><u>Watch</u>: <i>Hipsters</i></p>
3		<ol style="list-style-type: none"> <li>1. Russian youth in 1960s-1970s Deficit vs. consumerism: Jeans as a symbol of Western freedom</li> <li>2. Jazz in 1960s and later: "Сегодня он играет джаз, а завтра Родину продаст" (Today he plays jazz and tomorrow he will betray his Motherland). Soviet Dixielands (video clip)</li> <li>3. First Russian rock opera "Orpheus and Eurydice"/ Орфей</li> </ol>	<p><u>Read</u>: Troitsky, <i>Back in the USSR</i>, Ch. 1 (pp. 13-28)</p> <p><b>Read: Chernyshova, "The great Soviet dream:" Blue jeans in the Brezhnev era and beyond</b></p> <p><b>Read: Starr, Jazz Cafes: The lesser evil</b></p> <p><b>Quiz #1</b></p>

		<p><i>и Евредика</i> (video clip 1975)</p> <p><b>Deadline for discussion comments and quiz#1: Friday midnight</b></p>	
4		<ol style="list-style-type: none"> <li>1. The forbidden fruit: A dream about the West</li> <li>2. Russian youth and Russian school: Educational system in Russia, relationships, and friendship in light of the Individualism – Collectivism construct.</li> </ol> <p><b>Deadline for discussion comments: Friday midnight</b></p>	<p><u>Watch:</u> <i>To see Paris and Die</i></p> <p><b>Watch: We'll live till Monday/ Доживём до понедельника</b></p>
5		<ol style="list-style-type: none"> <li>1. Russian youth and Russian school (cont.)</li> <li>2. Soviet rock in 1965-1972</li> </ol> <p><b>Deadline for discussion comments: Friday midnight</b></p>	<p><u>Watch:</u> <i>Scarecrow</i></p> <p><u>Read:</u> Ryback, <i>Rock around the block</i> (The Soviet rock scene, 1965-1972)</p>
6		<ol style="list-style-type: none"> <li>1. Lost generation of young people: The Soviet war in Afghanistan</li> <li>2. Gorbachev's era and its impact on young Russians</li> </ol> <p><b>Deadline for discussion comments and quiz#2: Friday midnight</b></p>	<p><b>Watch: 9<sup>th</sup> company/ Девятая рота</b></p> <p><b>Watch: Is it easy to be young?(documentary)</b></p> <p><b>Quiz #2</b></p>

7		<ol style="list-style-type: none"> <li>1. Youth culture in 1980s: Gorbachev's era (Video clips of bands: <i>Alisa, Aquarium, DDT, Mashina Vremeni, Kino</i>)</li> <li>2. Gorbachev in memory of young Russians</li> <li>3. Collapse of the USSR and its effect on young Russians</li> </ol> <p><b>Deadline for discussion comments: Friday midnight</b></p>	<p><b><u>Read:</u> Ryback, <i>Rock around the block</i> (The Gorbachev era: Russia's golden age of rock and roll, pp. 222-231)</b></p>
8		<ol style="list-style-type: none"> <li>1. Turbulent 1990s in the collective memory of young Russians</li> <li>2. Nostalgia about the Soviet past? (video clips of rock bands: Born in the USSR)</li> <li>3. Pop-culture, mafia, and youth in the 1990s</li> <li>4. Pop group <i>Nautilus</i></li> <li>5. Role of pop-culture in a crime movie <i>Brother</i></li> </ol> <p><b>Deadline for discussion comments: Friday midnight</b></p>	<p><u>Read:</u> Six "Born in the USSR"</p> <p><u>Watch:</u> <i>Brother</i></p>
9		<ol style="list-style-type: none"> <li>1. Post-Soviet youth and the re-negotiation of the attitude to the West</li> <li>2. Youth culture in contemporary Russia</li> </ol>	<p><b><u>Read:</u> Kosterina &amp; Andreeva, The construction of "marginality" and "normality."</b></p> <p><b><u>Read:</u> Omelchenko &amp; Flynn, Through their own eyes: Young people's images of the</b></p>

		<p><b>Deadline for discussion comments and quiz#3: Friday midnight</b></p>	<p><b>West</b>  <u>Read:</u> Omelchenko &amp; Sabirova, Youth cultures in contemporary Russia: Memory, politics, solidarities  <b>Quiz#3</b></p>
10		<ol style="list-style-type: none"> <li>1. Pro-government sentiments in Russian youth culture: (Video clips) “<i>My best friend President Putin,</i>” “<i>I want a man like Putin/ Takogo kak Putin</i>” and</li> <li>2. Russian state controlled group “<i>Nashi</i>” (Ours)</li> <li>3. Anti-government sentiments in Russian youth culture</li> <li>4. <i>Pussy Riot</i></li> </ol> <p><b>Deadline for discussion comments: Friday midnight</b></p>	<p><u>Read:</u> Hemment, “<i>Nashi</i>”  <u>Read:</u> Bernstein. An inadvertent sacrifice: Body politics and sovereign power in the Pussy Riot affair</p>
11		<ol style="list-style-type: none"> <li>1. Nightlife in modern Russia: “New Russians,” mafia, and the place for young people</li> <li>2. Sexuality and gender: From the Soviet times to contemporary Russia</li> <li>3. Russian female punks</li> </ol> <p><b>Deadline for discussion comments and quiz#4: Friday midnight</b></p>	<p><u>Read:</u> Yurchak. Gagarin and the rave kids.  <u>Read:</u> Goldschmidt. Pornography in Russia  <u>Read:</u> Furman. Of mat and men: Taboo words and the language of Russian female punks.  <u>Watch:</u> Intergirl  <b>Quiz#4</b></p>
12		<ol style="list-style-type: none"> <li>1. The emergence of rap in Russian culture</li> <li>2. The government attitude to rap</li> </ol>	<p><u>Read:</u> Kupfer &amp; Jardine. <i>Gangsta’s paradise: How rap became Russian</i> (see the link).  <u>Read:</u> Detrixne. Putin’s</p>



		3. Sports and Russian youth <b>Deadline for discussion comments: Friday midnight</b>	Kremlin... <u>Read:</u> Borusiak. Soccer as a catalyst of patriotism
13		<b>Presentation and discussion of individual projects (in groups)</b> <b>Deadline for presentation/ upload of the project: Tuesday midnight</b> <b>Deadline for comments: Friday midnight</b>	<b>Individual projects</b>
14		<b>Catch up and wrap up</b> <b>Deadline for final comments, course paper and quiz#5: Friday midnight</b>	<b>Final paper</b> <b>Quiz#5</b>

# **Russian Youth Culture**

## **Russian 3490**

**Lecture/3 credit hours**

**Instructor:**

**Email:**

**Office:**

**Office Hours:**

**Course objective:**

Youth is an exciting but also a very short period of time in the individual's life. It is also known as formative years, for the socio-historical and cultural background against which people grow up shapes the individual's outlook on life. In this class, students will learn about different decades, from 1950s till present, in the life of Russian youth. Ideology, political activism and political inertia, Western influence and national patriotism, fashion and popular bands – all this will be discussed through reading academic publications, watching Soviet/ Russian movies and video clips, working on a group project, and thinking about Russian youth culture as it is compared to American youth culture.

**GE category: Cultures and Ideas**

**Expected Learning Outcomes:**

- 1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression**
  - In this class, students will learn about major aspects of pop culture and how it influences the formation of an individual's identity during his/ her formative years as well as how it affects the formation of the worldview in individuals.
- 2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.**
  - Through the discussion of Russian youth culture across different generations and through a cross-cultural comparison of same generations of young people in the U.S. and Russia, students will understand better how culture and politics of certain periods in nations' history influence the formation of beliefs and the perception of reality.

**GE category: Diversity course, Global Studies**

**Expected Learning Outcomes:**

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.**
  - In this class, students will learn how cultural preferences and (lack of) access to Western pop-culture may develop either idealization of the West/ U.S. or strong rejection of the Western pop-culture traditions. Students will learn how many of the Western freedoms and products' availability, often taken for granted in the U.S., were absent in lives of generations of Russian young people, which contributed to the formation of their worldviews.
2. **Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**
  - Through learning about youth culture of a different country (Russia, in this case), students will broaden their horizons about the world and will understand better how socio-political and cultural upbringing of young people in another country differs from their own upbringing, while remaining similar in many respects. This awareness will contribute to students' attitude to the world outside of the U.S. as well as to the multi-cultural makeup of the U.S.

**Course materials:**

All required readings are posted on Carmen

All movies assigned for watching outside the class can be found here unless the YouTube links are provided in the syllabus: <https://resourcecenter.odde.osu.edu/secured-media-library>)

**Course Policies:**

This course requires attentive and consistent reading of the texts, watching films assigned for classes and active participation in classroom discussions. It is designed to develop students' power to read critically, to think originally, and to speak and write with clarity and certainty.

**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 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](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

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.

**Cell phones and Laptops:** Please turn off your cell phone when you enter the classroom. Under no circumstances should you be texting, playing games, surfing the web, or talking on the phone during class. To enforce this policy, no cell phones or laptops are allowed during this class. All class lectures will be posted on Carmen after the class, so you are expected to take brief notes, if any, using a notebook. Only during the discussion of home readings you are allowed to open your laptops if you did not print out the text.

**Communication with the instructor:**

I make a point of responding to students' e-mails as soon as possible (within 24 hours unless I am out of town, in which case you receive an automatic message). However, I urge you to write professional e-mails (with proper form of address) that do not resemble casual text messages: This is part of your general education in academia.

**Class participation:**

Class participation is important in this course. The course is more in a discussion rather than in a lecture format and your participation is crucial. The distribution of credits in this category will be following: A (20%) - clear evidence of preparation, frequent voluntary participation, and significant contribution to class discussion, B (15%) - clear evidence of preparation and some participation, C (10%) - some preparation and some participation, D (5%) - presence and no participation.

You are allowed to miss **not more than one class without an excuse** (all other justified absences should be covered with a written note or discussed with the instructor ahead of time).

You are responsible for all assignments that are given or due on the day when you missed the class. All other absences result in 0% as a participation grade. Assignments past a due date result in 3% off the grade.

**Group project presentation**

In this class, you will have a chance to explore in depth one particular decade (1950s and later) pertaining to Russian youth culture. You will compare the Russian youth pop culture with that in the US within the same decade. We will form groups of three-five students united by the same interest. I will give you time at the end of some classes to discuss your project. At the end of the semester (see the syllabus) we will have two classes devoted to your group presentations.

Guidelines for group projects will be posted on Carmen.

**Reflection paper**

At the end of the course you are supposed to write a three page reflection paper on what new you have learned about Russia through the prism of Russian youth culture. Instructions for this assignment will be discussed in class and posted on Carmen.

### Quizzes

There is no midterm or final exams in this class. However there are five quizzes covering the main issues and texts/ films discussed in class prior to the quiz. There are no makeup quizzes in case you missed the class. The quiz will take no more than 30 min. of the class period; the rest of the class will proceed according to the plan.

### Extra credit

Up to 3% extra credit can be added to each quiz percentile grade for attending extra-curricular departmental events (to be announced). Extra credit for attending an event can be used towards only ONE Russian/Slavic class (no double dipping!)

### Final grade:

Class quizzes (15% x 4)	60%
Group project on Russian culture	15%
Reflection paper	10%
Participation and attendance	15%
<b>Total</b>	<b>100%</b>

### Schedule of classes (subject to change)

#	Topic	Assignment
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<b>Week 1<sup>1</sup></b>		
1	Introduction to the course	
2	From Lenin's "grandchildren" to "young communists" ( <i>Komsomol</i> ): Ideology, indoctrination, and Soviet youth Western Discussion of home reading	<u>Read:</u> Pilkington, " <i>The future is ours:</i> " <i>Youth Culture in Russia, 1953 to the present.</i>
<b>Week 2</b>		
1	Discussion of the movie " <i>The elusive avengers</i> " Russian youth in 1950s : Stalin's death and the Thaw	<u>Watch:</u> <i>The elusive avengers</i> ( <i>Неуловимые мстители</i> )
2	Russian youth culture in 1950s: <i>Hipsters</i> Discussion of home reading	<u>Read:</u> Starr, <i>Stalin's disinherited: The stiliagi</i>
<b>Week 3</b>		
1	Discussion of the movie <i>Hipsters</i> Discussion of home reading	<u>Watch:</u> <i>Hipsters</i> <u>Read:</u> Troitsky, <i>Back in the USSR</i> , Ch. 1 (pp. 13-37)
2	Russian youth in 1960s-1970s Deficit vs. consumerism: Jeans as a symbol of Western freedom	<u>Read:</u> Chernyshova, " <i>The great Soviet dream</i> ": <i>Blue jeans in the Brezhnev era and beyond</i>
<b>Week 4</b>		
1	Discussion of home reading <b>Quiz #1</b>	<u>Read:</u> Starr, <i>Jazz Cafes: The lesser evil</i>
2	Jazz in 1960s and later: " <i>Сегодня он играет джаз, а завтра Родину продаст</i> " (Today he plays jazz and tomorrow he will betray his Motherland) Video clips: Soviet Dixielands and first Russian rock opera " <i>Orpheus and Eurydice</i> "/ <i>Орфей и Евредика</i> (1975) The forbidden fruit: A dream about the West Discussion of the movie <i>Window into Paris</i> / ' <i>Okno v Parizh</i> '	<u>Watch:</u> <i>Window into Paris</i> ' <i>Okno v Parizh</i> '
<b>Week 5</b>		
1	Russian youth and Russian school Educational system in Russia, relationships, and friendship in light of the Individualism – Collectivism construct. Discussion of the movie <i>We'll live till Monday</i> / <i>Доживём до понедельника</i>	<u>Watch:</u> <i>We'll live till Monday</i> / <i>Доживём до понедельника</i>
2	Russian youth and Russian school Relationships in school system Discussion of the movie <i>Scarecrow</i>	<u>Watch:</u> <i>Scarecrow</i>
<b>Week 6</b>		
1	Soviet rock in 1965-1972 Discussion of home reading	<u>Read:</u> Ryback, <i>Rock around the block</i> (The Soviet rock

<sup>1</sup> Although there are 15 weeks in the semester the course topics reflect 14 weeks, as one week of classes usually is lost to fall break and Thanksgiving (fall semester) or spring break (spring semester)

	<b>Quiz #2</b>	scene, 1965-1972)
2	Lost generation of young people: The Soviet war in Afghanistan Discussion of the movie “9 <sup>th</sup> company”	<u>Watch:</u> 9 <sup>th</sup> company/ Девятая рота
<b>Week 7</b>		
1	Youth culture in 1980s: Gorbachev’s era Discussion of home reading Video clips and discussions of bands: <i>Alisa, Aquarium, DDT, Mashina Vremeni (Time Machine), Kino</i>	<u>Read:</u> Ryback, <i>Rock around the block</i> (The Gorbachev era: Russia’s golden age of rock and roll, pp. 222-231)
2	Russian youth and Gorbachev’s Perestroika Discussion of the documentary	<u>Watch:</u> <i>Is it easy to be young?</i> (documentary)
<b>Week 8</b>		
1	Russian youth and the turbulent 1990s 1990s in the collective memory of young Russians Pop-culture, mafia, and youth Video clip of <i>Nautilus</i> Discussion of the role of pop-culture in a crime movie <i>Brother</i> Discussion of home reading	<u>Watch:</u> <i>Brother</i> <u>Read:</u> Kosterina & Andreeva, The construction of “marginality” and “normality.”
2	Post-Soviet youth and the re-negotiation of the attitude to the West Discussion of home reading “Damned generation” and subculture: Discussion of the movie <i>The burglar</i>	<u>Read:</u> Omelchenko & Flynn, <i>Through their own eyes: Young people’s images of the West</i> <u>Watch:</u> <i>The burglar</i>
<b>Week 9</b>		
1	Young Russians today: Memory and politics Russian state controlled group “ <i>Nashi</i> ” (Ours) Discussion of home reading <b>Quiz #3</b>	<u>Read:</u> Hemment, “ <i>Nashi, Youth Voluntarism</i> ”
2	Youth cultures in contemporary Russia Discussion of home reading	<u>Read:</u> Omelchenko & Sabirova, <i>Youth cultures in contemporary Russia: Memory, politics, solidarities</i>
<b>Week 10</b>		
1	Pro-government and anti-government sentiments in Russian youth culture: Video clips “ <i>My best friend President Putin,</i> ” “ <i>I want a man like Putin/ Takogo kak Putin</i> ” and <i>Pussy Riot</i> ’s performance Discussion of home reading	<u>Read:</u> Bernstein. <i>An inadvertent sacrifice: Body politics and sovereign power in the Pussy Riot affair</i>

2	Russian youth and their evaluation of history: The construction of the collective memory of young Russians Discussion of home reading <b>Quiz#4</b>	<u>Read:</u> Krawatzek. <i>What matters how? Russian youth and their evaluation of history</i>
<b>Week 11</b>		
1	Nightlife in modern Russia: “New Russians,” mafia, and the place for young people Discussion of home reading	<u>Read:</u> Yurchak. <i>Gagarin and the rave kids.</i>
2	Sexuality and gender in contemporary Russia Putin’s “gay propaganda law” Discussion of home reading	<u>Read:</u> Goldschmidt. <i>Pornography in Russia</i>
<b>Week 12</b>		
1	Sexuality and gender in contemporary Russia Discussion of home reading	<u>Read:</u> Furman. <i>Of mat and men: Taboo words and the language of Russian female punks.</i>
2	Sports and Russian youth Discussion of home reading	<u>Read:</u> Borusiak. <i>Soccer as a catalyst of patriotism</i>
<b>Week 13</b>		
1	<b>Quiz # 5</b> Final preparation for group project presentation	
2	<b>Group project presentation</b>	
<b>Week 14</b>		
1	<b>Group project presentation</b>	
2	Catch-up and wrap-up	<b>Reflection paper is due</b>

### Readings:

Bernstein, A. (2013). An inadvertent sacrifice: Body politics and sovereign power in the Pussy Riot affair. *Critical Inquiry* 40 (1), pp. 220-241.

Borusiak, L. (2010). Soccer as a catalyst of patriotism. *Russian social science review* 51 (1), pp. 72-96.

Chernyshova, N. (2017). “The great Soviet dream”: Blue jeans in the Brezhnev era and beyond, pp. 155-172. In: (G. Roberts, Ed.), *Material culture in Russia and the USSR: Things, values, identities*. London, UK: Bloomsbury.

Furman, M. (2018). *Of mat and men: Taboo words and the language of Russian female punks.*

Goldschmidt, P. (1999). *Pornography in Russia*, pp. 318-336. In: Barker, A. (Ed.). *Consuming Russia: Popular culture. Sex, and society since Gorbachev*. Duke University Press.



- Hemment, J. (2012). "Nashi, Youth Voluntarism, and Potemkin NGOs: Making Sense of Civil Society in Post-Soviet Russia." *Slavic Review* 71, no. 2 (2012): 234-60.
- Kosterina, I. & Andreeva, U. (2010). The construction of "marginality and "normality": In search of a collective identity among youth cultural scenes in Sochi, pp. 115-137. In: C. Gdaniec (Ed.). *Cultural diversity in Russian cities: The urban landscape in the post-Soviet era*. Berghahn Books.
- Krawatzek (forthcoming). What matters how? Russian youth and their evaluation of history. In: Krawatzek, F. & Soroka, G. (Eds.). *Here to stay: The politics of history in Russia. Problems of post-communism* (special issue).
- Omelchenko, E. and Flynn, M. (2002). Through their own eyes: Young people's images of the West, pp. 77-100. In: Pilkington, H. (Ed.). *Looking West? Cultural globalization and Russian youth cultures*. Penn State Press.
- Omelchenko, E. and Sabirova, G. (2016). Youth cultures in contemporary Russia: Memory, politics, solidarities, pp. 253-270. In: Schwartz, M. & Winkel, H. (Eds.). *Eastern European youth cultures in a global context*. Palgrave Macmillan, UK.
- Pilkington, H. (1998). "The future is ours": Youth culture in Russia, 1953 to present. In: (C. Kelly & D. Shepherd, Eds.). *Russian cultural studies: An introduction*, pp. 368-386 Oxford, UK: Oxford University Press.
- Ryback. T. (1990). *Rock around block: A history of rock music in Eastern Europe and the Soviet Union*. Oxford, UK: Oxford University Press
- The Soviet rock scene, 1965-1972, pp. 102-114.
- The Gorbachev era: Russia's golden age of rock and roll, pp. 222-231
- Starr, F. (1985). *Red and hot: The fate of jazz in the Soviet Union*. New York: Limelight Edition
- Stalin's disinherited: The stiliagi, pp. 236-240.
- Jazz Cafes: The lesser evil, pp. 167-170
- Troitsky, A. (1987). *Back in the USSR: The true story of rock in Russia*. Boston & London: Faber & Faber, pp. 13-28.
- Yurchak, A. (1999). Gagarin and rave kids: Transforming power, identity, and aesthetics in post-Soviet nightlife, pp. 76-109. In: Barker, A. (Ed.). *Consuming Russia: Popular culture, Sex, and society since Gorbachev*. Duke University Press.

**Filmography:**

(1967). The elusive avengers / *Неуловимые мстители*

(1968). We will live till Monday/ *Доживём до понедельника*

(1984). Scarecrow/ *Чучело*

(1986). Is it easy to be young? (Documentary)

(1987). The burglar/ *Взломщик*

(1997). Brother/ *Брат*

(2005). 9<sup>th</sup> company/ *Девятая рота*

(2008). Hipsters/ *Стиляги*

Russian 3490.99 - Russian Youth Culture 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 develop abilities to analyze, appreciate, and interpret major forms of human thought and expression	Embedded questions on quizzes <sup>1</sup>  Reflection paper <sup>2</sup>	Opinion survey <sup>3</sup>
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions on quizzes  Reflection paper	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  Reflection paper	Opinion survey
4. Students recognize the role of national and international diversity in shaping their own	Embedded questions on quizzes	Opinion survey

attitudes and values as global citizens.	Reflection paper	
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<sup>1</sup> In each quiz, 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 the Appendix A of this document.

<sup>2</sup>In final reflection paper, each student has the opportunity to demonstrate mastery of GE expected learning outcomes. Elements that reprise the four GE expected learning outcomes have been written into the rubric for this assignment. 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 four GE expected learning outcomes in this course.

**b) Explanation of level of student achievement expected:**

In general, for all quizzes, success means that students will answer 75% of the embedded GE questions correctly. For the reflection paper, success will mean that at least 75% of the students will achieve level 2 or more (out of a possible 4) for all four 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 quiz questions as well as group projects and reflection papers to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the four 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 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 3490.99 - Russian Youth Culture**  
**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 quiz 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.**

Example:

During the Soviet times Russian youth had to struggle with finding the outlet for their cultural expressions that would be considered appropriate by the authorities. Think of one example and discuss it in a paragraph length response.

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

Examples:

While most young Americans for generations have been wearing jeans and getting access to such goods, for the Soviet youth jeans were associated with the forbidden fruit. This, in turn, has reinforced the idealization of the U.S. by many generations of the Soviet youth. How has this perception of material wealth as the ultimate goal changed in post-Soviet Russians due to their exposure to free market and due to the drastic change in the relationship between Russia and the U.S.?

*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.**

Examples:

Russian children were and are educated in a school system different from that in the U.S. That difference is heavily grounded in what is known as the cultural construct of Individualism/ Collectivism. Name THREE differences in the education system of both countries that elucidate this construct.

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

Examples:

Jazz, as a music genre, originated in the American South and is associated with African Americans for many people in the U.S. In the Soviet Union jazz remained banned as a Western/ American influence by the authorities. In a brief essay, explain

how cultural artifacts, such as jazz, played a political role both in the U.S. and in the U.S.S.R.

**Russian 3490.99 - Russian Youth Culture  
Assessment Plan: Appendix B**

**Reflection paper**

Your final assignment for this course is to write a three page reflection paper on what new you have learned about Russia through the prism of Russian youth culture. Make sure to reflect on such things as

- The role of censorship in limiting the exposure of Soviet young people to Western pop culture
- The strong focus on national themes in post-Soviet youth (especially in the last few years) and how politics affects the youth culture in Russia
- Sexuality and gender in young Russians

Please be specific by providing examples from the materials covered in class.

*CULTURE AND IDEAS:*

**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 narrative that shows the depth of thought and reflection.

**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	(4) Superior
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	Shows comprehension of concepts listed above and ‘materializes’ them in the narrative that shows the depth of thought and reflection.

*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	(4) Superior
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	Shows comprehension of concepts listed above and 'materializes' them in the narrative that shows the depth of thought and reflection.

**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	(4) Superior
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	Shows comprehension of concepts listed above and 'materializes' them in the narrative that shows the depth of thought and reflection on both Russian and American cultures



**Russian 3490.99 - Russian Youth Culture**  
**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 four GE expected learning outcomes in this course. Some questions from each of the four categories below will be added to the discursive evaluations given to students at the end of each term. The questions will rotate with each offering of the course, allowing SEELC to thoroughly assess each category over multiple offerings.

**CULTURE AND IDEAS:**

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

Example:

I have studied youth culture in Russia across different generations and it helped me understand better the role of culture, in general, in the formation of the individual's identity.

**Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.**

Example:

I have learned how the culture experienced during the formative years of a young person shapes his/her worldview. I have also become aware about the role of politics in the pop-culture to which young people are exposed or are forbidden to have access to.

**DIVERSITY-GLOBAL STUDIES:**

**Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression**

Example

I have learned how to compare and analyze young generations of Russians and Americans through the pop culture they were exposed to while growing up.

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

Example

I have learned the significance of both Russian and Western cultures for the upbringing of generations of young Russians. This made me think more about American culture and its role in the life of young people in the U.S.

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

**Course: Russian 3490**

**Instructor: Dr. Ludmila Isurin**

**Summary: Russian Youth Culture**

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			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> <li>• Departmental film library.</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen Discussion Boards</li> <li>• CarmenWiki</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All software is available for free via OSU site license.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used
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 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			Please include statement 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			Please include statement 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			Please include statement 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 links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
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: 5/7/20
- Reviewed by: Ian Anderson

**Notes: Add dates to the weekly schedule breakdown.**

<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.