

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 2250.99
Course Title Masterpieces of Russian Literature (Online)
Transcript Abbreviation Russian Literature
Course Description Reading and analysis of great works of Russian literature from the 19th century to the present by authors such as Pushkin, Turgenev, Dostoevsky, Tolstoy, Chekhov, Akhmatova, Bulgakov, Solzhenitsyn, and Ulitskaya. Taught in English.
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 2250 or 2250.01.
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:

Literature; Global Studies (International Issues successors)

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

Course Details

Course goals or learning objectives/outcomes

- Students will trace the development and major themes of Russian literature through close textual analysis.
- Students will understand the texts analyzed in this course in relation to Russian political, social, and cultural issues of the time.

Content Topic List

- Aleksandr Pushkin
- Leo Tolstoy
- Fyodor Dostoevsky

Sought Concurrence

No

Attachments

- Russian 2250.99 ASC Tech Review.docx: ASC Tech Review
(Other Supporting Documentation. Owner: Peterson, Derek)
- Russian 2250.99 Assessment Plan.doc
(GEC Course Assessment Plan. Owner: Peterson, Derek)
- Russian 2250.99 Assessment Plan Appendix A.docx: Appendix A
(GEC Course Assessment Plan. Owner: Peterson, Derek)
- Russian 2250.99 Assessment Plan Appendix B.docx: Appendix B
(GEC Course Assessment Plan. Owner: Peterson, Derek)
- Russian 2250.99 Assessment Plan Appendix C.docx: Appendix C
(GEC Course Assessment Plan. Owner: Peterson, Derek)
- Russian 2250.01 In-person Syllabus.doc: In-person Syllabus
(Syllabus. Owner: Peterson, Derek)
- Russian 2250.99 Online Syllabus.docx: Online Syllabus
(Syllabus. Owner: Peterson, Derek)

Comments

- Boilerplate language has been updated. *(by Peterson, Derek on 05/15/2020 11:27 AM)*
- The boilerplate language is close, but not accurate. Please copy it from the operations manual and update it accordingly. *(by Heysel, Garrett Robert on 05/14/2020 08:20 PM)*

COURSE REQUEST
2250.99 - Status: PENDING

Last Updated: Heysel,Garett Robert
05/15/2020

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	05/13/2020 04:21 PM	Submitted for Approval
Approved	Peterson,Derek	05/13/2020 04:21 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	05/14/2020 08:20 PM	College Approval
Submitted	Peterson,Derek	05/15/2020 11:27 AM	Submitted for Approval
Approved	Peterson,Derek	05/15/2020 11:27 AM	Unit Approval
Approved	Heysel,Garett Robert	05/15/2020 11:36 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	05/15/2020 11:36 AM	ASCCAO Approval



RUSSIAN 2250.99: MASTERPIECES OF RUSSIAN LITERATURE (3 CR/HR, LECTURE)

AUTUMN 2020

Course overview

Instructor

Instructor: Alexander Burry

Email address: burry.7@osu.edu

Phone number: 614-292-6733

Office hours (via Zoom): TuTh 9:00-10:00 and by appointment

Course description

This course will introduce you to some of the masterpieces of nineteenth- and twentieth-century Russian literature. We will closely read novels and stories by Pushkin, Dostoevsky, Tolstoy, Bulgakov, and other writers, examining their major themes and considering them in light of broader Russian cultural, historical, and social developments of the past two centuries. The course will be taught in English, and all readings are available in English translation. No previous knowledge of Russian literature is necessary.

Course learning outcomes

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

- analyze, interpret, and critique significant literary works.
- appraise and evaluate the personal and social values of their own and other cultures
- 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.
- recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

GE Objectives

This course fulfills the Literature GE requirement.

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

The course helps students reach these objectives by familiarizing them with canonical works of Russian literature, tracing their development and major themes through close textual analysis, and enabling them to understand the texts in relation to Russian political, social, and cultural issues of the time.

The course also fulfills the Diversity: Global Studies GE requirement.

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

The course helps students reach these objectives by providing information on Russian political, economic, cultural, and social issues reflected in the texts, and discussing the ways in which these circumstances differ from today's climate in Russia and the U.S.

Course materials

Required

Alexander Pushkin: “The Queen of Spades” (1833) (print, course packet)

Nikolai Gogol: “The Overcoat” (1842) (print, course packet)

Fyodor Dostoevsky: *Crime and Punishment* (1866) (print, Norton, 2019 edition, B & N)

Lev Tolstoy: *The Kreutzer Sonata* (1889) (print, Penguin, 2008 edition, B & N)

Anton Chekhov: “The Lady with the Little Dog” (1899) (print, course packet)

Mikhail Bulgakov: *Heart of a Dog* (1925) (print, Grove, 1994 edition, B & N)

Varlam Shalamov: *Kolyma Tales* (1954-73) (excerpts) (print, course packet)

Ludmila Ulitskaya: *Sonechka* (1992) (electronic, 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
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat

Necessary equipment

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

Necessary software

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

Grading and faculty response

Grades

Assignment or category	Points
Online Discussions	20
Reading Quizzes (6-8)	15
Exams (2)	40
4-5-page paper	25
Total	100

See course schedule, below, for due dates

Online Discussions

There will be online discussions throughout the course on the works we read. Two or three topics will be posted each week, along with a miscellaneous category for which you can post questions or comments on other aspects of the given reading. You are required to post at least 3-4 responses per week. These can be independent comments, questions, or responses to comments and questions posted by other students. Posts may be anywhere from 1-2 sentences to a paragraph or more.

Reading Quizzes

There will be reading quizzes to make sure that you are keeping up with the reading. These quizzes will be announced the morning of class, and will require very brief factual information about plot, characters, etc (often just one or two words). You must fill in the answers in the

specified time slot. **Missed quizzes cannot be made up or excused for any reason.** However, the lowest two quiz grades (including missed quizzes) will be dropped.

Exams

There will be two 75-minute exams that test your ability to analyze the works we cover and relate them to historical, cultural, and intellectual currents of nineteenth- and twentieth-century Russia.. The exams will draw on both the readings and the lecture material, and will consist of short answers and brief essays (about two paragraphs) on selected quotations from the readings. There will be reviews before each exam. **I only give make-up exams for medical and family emergencies, and if I'm notified and provided documentation by the day of the exam.**

4-5-page Paper

There will be a 4-5-page, double-spaced paper on a theme of your choice relating to the literature we cover in class. This paper will be due any time on **December 13**, and must be uploaded to Carmen as a doc or docx file. Guidelines and suggestions for paper topics will be provided in November.

Late assignment

Please contact me as far ahead of time as possible if you cannot take an exam as scheduled and need to arrange a different time. Paper grades will be reduced by one notch (from A- to B+, from B to B-, etc.) for each day they are posted after the due date.

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 **1 day**. For exams and final papers, you can expect feedback within **3 days**.

E-mail

I will reply to e-mails within **12 hours on school days**.

Discussion board

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

Attendance, participation, and discussions

Student participation requirements

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

- **Logging in: AT LEAST ONCE 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*.
- **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: 2+ TIMES PER WEEK**
As participation, each week you can expect to post at least two 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. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

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/>.

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)

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams and reading quizzes yourself, without any external help or communication.

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. For your final paper, you should follow MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

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

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; 614-292-3307; 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

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)

Week	Week of	Topics, Readings, Assignments, Deadlines
1	Aug. 24	<p>Introduction</p> <p>Reading: Pushkin, "The Queen of Spades"</p> <p>Pushkin</p>
2	Aug. 31	<p>Pushkin</p> <p>Reading: Gogol, "The Overcoat"</p> <p>Gogol</p> <p>Reading: Dostoevsky, <i>Crime and Punishment</i>, Part I, Ch. 1-4 (pp. 1-56)</p>
3	Sept. 7	<p>Gogol, Dostoevsky</p> <p>Reading: Dostoevsky, <i>Crime and Punishment</i>, Part I, Ch. 5-7 (pp. 57-95)</p> <p>Dostoevsky</p> <p>Reading: Dostoevsky, <i>Crime and Punishment</i>, Part II, Ch. 1-5 (pp. 97-170)</p>
4	Sept. 14	<p>Dostoevsky</p> <p>Reading: Dostoevsky, <i>Crime and Punishment</i>, Part II, Ch. 6-7 (pp. 171-213)</p> <p>Dostoevsky</p> <p>Reading: Dostoevsky, <i>Crime and Punishment</i>, Part III, Ch. 1-4 (pp. 215-272)</p>
5	Sept. 21	Dostoevsky

		<p>Reading: Dostoevsky, <i>Crime and Punishment</i>, Part III, Ch. 5-6; Part IV, Ch. 1-6 (pp. 273-393)</p> <p>Dostoevsky</p> <p>Reading: Dostoevsky, <i>Crime and Punishment</i>, Part V, Ch. 1-3 (pp. 395-446)</p>
6	Sept. 28	<p>Dostoevsky</p> <p>Reading: Dostoevsky, <i>Crime and Punishment</i>, Part V, Ch. 4-5; Part VI, Ch. 1-2 (pp. 447-508)</p> <p>Dostoevsky</p> <p>Reading: Dostoevsky, <i>Crime and Punishment</i>, Part VI, Ch. 3-6 (pp. 509-562)</p>
7	Oct. 5	<p>Dostoevsky</p> <p>Reading: Dostoevsky, <i>Crime and Punishment</i>, Part VI, Ch. 7-8; Epilogue (pp. 563-604)</p> <p>Dostoevsky, Exam Review</p>
8	Oct. 12	<p>Exam 1</p> <p>Fall Break</p>
9	Oct. 19	<p>Exam Review, Tolstoyanism</p> <p>Reading: Tolstoy, <i>The Kreutzer Sonata</i>, Ch. 1-20 (pp. 95-156)</p> <p>Tolstoy</p> <p>Reading: Tolstoy, <i>The Kreutzer Sonata</i>, Ch. 21-28 (pp. 156-189)</p>
10	Oct. 26	<p>Tolstoy</p> <p>Reading: Chekhov, "The Lady with the Little Dog"</p> <p>Chekhov</p>

11	Nov. 2	<p>Chekhov</p> <p>Early Soviet History</p> <p>Reading: Bulgakov, <i>Heart of a Dog</i>, Ch. 1-4 (pp. 1-55)</p>
12	Nov. 9	<p>Bulgakov</p> <p>Reading: Bulgakov, <i>Heart of a Dog</i>, Ch. 5-6 (pp. 56-85)</p> <p>Bulgakov</p> <p>Reading: Bulgakov, <i>Heart of a Dog</i>, Ch. 7-9, Epilogue (pp. 86-123)</p>
13	Nov. 16	<p>Bulgakov</p> <p>Reading: Shalamov, <i>Kolyma Tales</i>: “A ‘Pushover’ Job,” “Dry Rations,” “The Train,” pp. 21-25, 55-69, 196-206</p> <p>Shalamov</p> <p>Reading: Ulitskaya, <i>Sonechka</i>, pp. 3-71</p>
14	Nov. 23	<p>Ulitskaya</p> <p>Thanksgiving Break</p>
15	Nov. 30	<p>Ulitskaya, Exam review</p> <p>Exam 2</p>
16	Dec. 7	Exam Review, Paper Discussion, Final Comments

Spring 2020
Russian 2250: Masterpieces of Russian Literature
TuTh 11:10am-12:30pm, Page Hall 010

Prof. Alexander Burry
Email: burry.7@osu.edu
Office: 345 Hagerty Hall

Course Description

This course will introduce you to some of the masterpieces of nineteenth- and twentieth-century Russian literature. We will closely read novels and stories by Pushkin, Dostoevsky, Tolstoy, Bulgakov, and other writers, examining their major themes and considering them in light of broader Russian cultural, historical, and social developments of the past two centuries. The course will be taught in English, and all readings are available in English translation. No previous knowledge of Russian literature is necessary.

Required Readings

Alexander Pushkin: "The Queen of Spades" (1833) (course packet)
Nikolai Gogol: "The Overcoat" (1842) (course packet)
Fyodor Dostoevsky: *Crime and Punishment* (1866) (Norton, 2019 edition)
Lev Tolstoy: *The Kreutzer Sonata* (1889) (Penguin, 2008 edition)
Anton Chekhov: "The Lady with the Little Dog" (1899) (course packet)
Mikhail Bulgakov: *Heart of a Dog* (1925) (Grove, 1994 edition)
Varlam Shalamov: *Kolyma Tales* (1954-73) (excerpts) (course packet)
Ludmila Ulitskaya: *Sonechka* (1992) (Carmen)

Crime and Punishment, *The Kreutzer Sonata and Other Stories*, and *Heart of a Dog* are available at Barnes and Noble. Please be sure to buy the specified editions. The other readings are either in a course packet that is sold at Foreign Language Publications (198 Hagerty Hall), or on Carmen.

Class Structure

Classes will consist of lecture, class discussion, and group work. Success in this course requires careful reading of all the texts, regular attendance, and participation in all the discussions. Since a great deal of background information is given in class, you must take notes to do well on the exams. Make sure that you bring the assigned readings to every class.

Grading

Attendance (10%); Participation (10%); Reading Quizzes (15%); Exams (2) (40%);
4-5-page Paper (25%)

Grading Scale

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76);
C- (70-72); D (60-69); E (below 60)

Meetings

I am always available for meetings Mondays, 9:00-11:00 am in Hagerty 345. However, you are encouraged to make appointments for other days or times if this isn't convenient.

GE Objectives

This course fulfills the Literature GE requirement.

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

The course helps students reach these objectives by familiarizing them with canonical works of Russian literature, tracing their development and major themes through close textual analysis, and enabling them to understand the texts in relation to Russian political, social, and cultural issues of the time.

The course also fulfills the Diversity: Global Studies GE requirement.

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

The course helps students reach these objectives by providing information on Russian political, economic, cultural, and social issues reflected in the texts, and discussing the ways in which these circumstances differ from today's climate in Russia and the U.S.

Course Objectives

1. To gain familiarity with canonical works of Russian literature, and to be able to trace their development and major themes through close textual analysis.
2. To understand the texts in relation to political, social, and cultural issues of the time.
3. To read, write, and speak about literature from an informed and critical perspective.

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Students are required to upload their papers to Carmen, which utilizes Turnitin.com for plagiarism detection. This online service analyzes student submissions for plagiarism from published or online sources and from other students. To avoid plagiarism charges, students must cite all sources from which they get their information and use quotation marks when quoting directly from these sources. Students are responsible for knowing how to correctly cite their sources; ignorance about proper citation standards will not be accepted as an excuse for plagiarism.

Disability Services

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Sexual Misconduct

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

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Mental Health Services

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 or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center, and on the 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.

Course Requirements

Attendance

To do well in this course, it is necessary to attend every class, bring the required readings, and take notes on the lectures and discussions. **Only absences due to severe illnesses, family emergencies, and religious holidays may be excused.** Documentation should be provided as far ahead of time as possible. Work, job interviews, travel, advising meetings, and other campus activities do not count as excused absences. Each lateness and early departure from class will count as half an absence. After two unexcused absences, your grade will drop by one notch (A to A-, etc.) for each additional one. You are responsible for getting the notes from a classmate for missed classes.

Participation

Regular participation in the class discussions is required. Participation will be evaluated according to the following rubric:

- 9-10 points: frequent, insightful contributions to all or most class discussions
- 7-8 points: participation in more than half of the class discussions
- 5-6 points: participation in half of the class discussions
- 3-4 points: participation in fewer than half of the class discussions
- 0-2 points: participation in none or few of the class discussions

Exams

There will be two 75-minute exams that test your ability to analyze the works we cover and relate them to historical, cultural, and intellectual currents of nineteenth- and twentieth-century Russia. **The exams will take place Thursday, February 27 and Tuesday, April 14.** They will draw on both the readings and the lecture material, and will consist of short answers and brief essays (about two paragraphs) on selected quotations from the readings. There will be reviews during the class before each exam. **I only give make-up exams for medical and family emergencies, and if I'm notified and provided documentation by the day of the exam.**

Reading Quizzes

In addition to the exams, there will be 6-8 unannounced quizzes to make sure that you are keeping up with the reading. These quizzes will be given in the first five minutes of class, and will require very brief factual information about plot, characters, etc (often just one or two words). **Missed quizzes cannot be made up or excused for any reason.** However, the lowest two quiz grades (including missed quizzes) will be dropped.

Paper

There will be a 4-5-page, double-spaced paper on a theme of your choice relating to the literature we cover in class. This paper will be due any time on **Sunday, April 26**, and must be uploaded to Carmen as a doc or docx file. Guidelines and suggestions for paper topics will be provided in early April.

Class and Assignment Schedule
(subject to change)

1/7 Introduction to course

Reading for 1/9: Pushkin, “The Queen of Spades”

1/9 Pushkin

1/14 Pushkin

Reading for 1/16: Gogol, “The Overcoat”

1/16 Gogol

Reading for 1/21: Dostoevsky, *Crime and Punishment*, Part I, Ch. 1-4 (pp. 3-38)

1/21 Gogol; Dostoevsky

Reading for 1/23: Dostoevsky, *Crime and Punishment*, Part I, Ch. 5-7 (pp. 38-62)

1/23 Dostoevsky

Reading for 1/28: Dostoevsky, *Crime and Punishment*, Part II, Ch. 1-5 (pp. 63-108)

1/28 Dostoevsky

Reading for 1/30: Dostoevsky, *Crime and Punishment*, Part II, Ch. 6-7 (pp. 108-136)

1/30 Dostoevsky

Reading for 2/4: Dostoevsky, *Crime and Punishment*, Part III, Ch. 1-4 (pp. 137-172)

2/4 Dostoevsky

Reading for 2/11: Dostoevsky, *Crime and Punishment*, Part III, Ch. 5-6; Part IV, Ch. 1-6
(pp. 172-249)

2/6 No Class: Instructor at AATSEEL Conference

2/11 Dostoevsky

Reading for 2/13: Dostoevsky, *Crime and Punishment*, Part V, Ch. 1-3 (pp. 250-281)

2/13 Dostoevsky

Reading for 2/18: Dostoevsky, *Crime and Punishment*, Part V, Ch. 4-5; Part VI, Ch. 1-2
(pp. 281-320)

2/18 Dostoevsky

Reading for 2/20: Dostoevsky, *Crime and Punishment*, Part VI, Ch. 3-6 (pp. 320-354)

2/20 Dostoevsky

Reading for 2/25: Dostoevsky, *Crime and Punishment*, Part VI, Ch. 7-8; Epilogue
(pp. 355-380)

2/25 Dostoevsky; Exam Review

2/27 Exam #1

Reading for 3/3: Tolstoy, *The Kreutzer Sonata*, Ch. 1-20 (pp. 95-156)

3/3 Tolstoy

Reading for 3/5: Tolstoy, *The Kreutzer Sonata*, Ch. 21-28 (pp. 156-189)

3/5 Tolstoy

Reading for 3/17: Chekhov, "The Lady with the Little Dog"

3/10, 3/12 Spring Break

3/17 Chekhov

3/19 Chekhov; Early Soviet History

Reading for 3/24: Bulgakov, *Heart of a Dog*, Ch. 1-4 (pp. 1-55)

3/24 Bulgakov

Reading for 3/26: Bulgakov, *Heart of a Dog*, Ch. 5-6 (pp. 56-85)

3/26 Bulgakov

Reading for 3/31: Bulgakov, *Heart of a Dog*, Ch. 7-9, Epilogue (pp. 86-123)

3/31 Bulgakov

Reading for 4/2: Shalamov, *Kolyma Tales*: "A 'Pushover' Job," "Dry Rations," "The Train," pp. 21-25, 55-69, 196-206

4/2 Shalamov

Reading for 4/7: Ulitskaya, *Sonechka*, pp. 3-71

4/7 Ulitskaya

4/9 Ulitskaya, Exam Review

4/14 Exam #2

4/16 Final Discussion

Papers Due Sunday, April 26 (Carmen)

Russian 2250.99 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, interpret, and critique significant literary works.	Embedded questions on exams ¹ Analysis of semester-long paper ²	Opinion survey ³
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.	Embedded questions on exams Analysis of semester-long 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 exams Analysis of semester-long paper	Opinion survey
4. Students recognize the role of national and international diversity	Embedded questions on exams	Opinion survey

in shaping their own attitudes and values as global citizens.	Analysis of semester-long paper	
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¹ On exams, 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.

²In the semester-long paper, each student has the opportunity to demonstrate mastery of GE expected learning outcomes on a project of his or her own choosing. Elements that reprise the four GE expected learning outcomes have been written into the rubric for the semester-long paper. See Appendix B of this document.

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

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 semester-long paper, success will mean that at least 75% of the students will achieve level 2 or more (out of a possible 4) for all three GE expected learning outcomes.

c) Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the embedded exam questions and the semester-long paper 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 2250.99
Assessment Plan: Appendix A

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

LITERATURE:

Students analyze, interpret, and critique significant literary works.

Example:

1. What is the “fantastic”? How does it work in Pushkin’s “Queen of Spades”?

Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Example:

1. What do the meanings of the words “raskol” and “raskolniki” convey about Raskolnikov’s character, and about Russian culture?

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 was the GULAG? Give one example of its impact on the Soviet Union.

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

Example:

1. In “The Lady with the Little Dog,” how does Chekhov diverge from the views on love expressed by Pozdnyshev in *The Kreutzer Sonata*? How would you compare these views to typical American perspectives on adultery?

Russian 2250.99 Assessment Plan: Appendix B

Final Paper Assignment

Your final assignment for this course is to analyze one of the works we have read this term. For this assignment, you are asked to focus on elements such as plot, characterization, major themes, narrative style, and gender, and perform a sophisticated literary analysis of the text. Rather than attempting to analyze all aspects of the work, you should select a specific passage, theme, character, or some other clearly defined element, and advance an argument about the text.

LITERATURE:

Students analyze, interpret, and critique significant literary works.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of elements listed above and seems unaware of how to effectively interpret a literary work	Shows comprehension of elements listed above but does not fully manage to integrate them into a successful interpretation of a text	Shows comprehension of elements listed above and for the most part integrates them into a solid discussion of the literary text	Shows comprehension of elements above and integrates them into a sophisticated, rewarding literary interpretation

Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced
Shows little comprehension of the work's cultural background	Shows comprehension of the concepts listed above and includes examples that show cultural and social values of the work	Shows comprehension of the concepts listed above, includes examples that display this cultural understanding throughout the paper

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 throughout the paper

Russian 2250.99
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 four GE expected learning outcomes in this course. One question 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.

LITERATURE:

Students analyze, interpret, and critique significant literary works.

Example:

1. I have learned how to observe elements such as plot, narrative style, characterization, and major themes of a literary text, and use them to form and express opinions and analyze literature.

Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Example:

1. I have learned how literary works express political, historical, social, religious, and cultural values of their nation at the time of writing, and that these values in some cases differ markedly from those of American culture.

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 demonstrated how Russian writers of the nineteenth and twentieth centuries include various political, social, cultural, and religious themes within their literary texts.

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

1. I have learned how attitudes and values uncovered in Russian literary works sometimes accord with my own, and sometimes clash in surprising ways. Russian literature has offered me a way of re-examining my social, cultural, and historical preconceptions.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Russian 2250.99
Instructor: Alexander Burry
Summary: ?

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"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen Discussion Boards • CarmenWiki
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: 5/11/20
- Reviewed by: Ian Anderson

Notes: Course title is missing. Mention method of office hours (most likely Zoom).

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

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

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