

## Term Information

Effective Term Spring 2022

## General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures  
Fiscal Unit/Academic Org Slavic/East European Eurasian - D0593  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3333.99  
Course Title The Soviet Space Age  
Transcript Abbreviation Soviet Space Age  
Course Description Exploration of Space Age as a technological/cultural phenomenon, focusing on the Soviet period and the Space Race, in historical context and in a comparative perspective. Taught in English.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? 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 Slavic 3333 or 3333.01.  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 05.0118  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors); Historical and Cultural Studies

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

- Develop an understanding of the social, cultural, political and economic developments in the Soviet Union in the pre/post-WWII period that are relevant to the class topics, as well as relevant Post-Soviet developments
- Students are able to identify and describe the key events and objectives of the Soviet space program as well as relevant post-Soviet developments
- Analyze works of literature, film, and art to understand how the Soviet Space Age was represented and remembered

### Content Topic List

- Dreams of space: Foundations of the Space Age
- “Founding fathers” of the Soviet Space Age
- Sputnik’s echoes in US culture
- Soviet youth culture in the Space Age

### Sought Concurrence

No

## Attachments

- The Soviet Space Race--Slavic 3333 Syllabus.docx: In-person syllabus

*(Syllabus. Owner: Peterson, Derek)*

- 3333\_online\_proposal.docx: Online syllabus

*(Syllabus. Owner: Peterson, Derek)*

- Slavic 3333 assessment\_online.docx

*(GEC Course Assessment Plan. Owner: Peterson, Derek)*

- Slavic 3333.99 ASC Tech Review.docx: ASC Tech Review

*(Other Supporting Documentation. Owner: Peterson, Derek)*

- Curriculum Maps Russian Major - March 24 2021.docx: Curriculum map

*(Other Supporting Documentation. Owner: Peterson, Derek)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	03/24/2021 03:27 PM	Submitted for Approval
Approved	Peterson, Derek	03/24/2021 03:27 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/01/2021 05:34 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	04/01/2021 05:34 PM	ASCCAO Approval

**COURSE REQUEST**  
3333.99 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/01/2021

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## SLAVIC 3333: THE SOVIET SPACE AGE

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### Delivery Mode: Online

- TWO WEEKLY LECTURES (MONDAY & THURSDAY)
- QUIZZES
- DISCUSSION BOARDS
- TWO INDEPENDENT RESEARCH PROJECTS
- FINAL REFLECTION PAPER

### Instructor

Instructor: Dr. Philip Gleissner

Email address: [gleissner.4@osu.edu](mailto:gleissner.4@osu.edu)

Phone number: 609-423-9751

Office hours: Wednesday 3-4:30PM (Zoom)

# Course overview

## Course description

Space flight, space exploration, and the creation of a space industry had a profound impact on Soviet society and culture, exceeding in many ways the impact they had on the United States. Soviet ambitions in space exploration were closely entangled with the utopian project of creating a communist society. In this course we explore the Soviet Space Age from a cultural perspective, and in comparison, with the American Space Age. We analyze and interpret works of fiction, film, popular culture, and visual art against the background of historical, political, and technological facts and philosophical ideas. At the end of this course, you will have a clearer understanding of how space technology and space exploration have influenced the way people think about their role and purpose in human society and in the universe.

## Course learning outcomes

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

- understand social, cultural, political, and economic developments in the Soviet Union. You will be able to identify and describe the key events and objectives of the Soviet space program as well as relevant post-Soviet developments. In other words, you will have learned about 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. (**GE Diversity/Global Studies**).
- be able to evaluate and discuss the societal and cultural impact of the Space Age in the USSR based on works of literature, film, and art, and elements of popular culture. You will be able to analyze these materials as expressions of a specific ideological and political agenda. This way, you will have developed your skills in analyzing and interpreting major forms of human thought, culture, and expression. (**GE Cultures and Ideas**)
- become aware of the philosophical and ideological roots of space exploration and be able to discuss their influence on Space Age culture. Based on the topic of Soviet cosmism, you will have practiced evaluating how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior. (**GE Cultures and Ideas**)
- be able to describe how the key developments in the Soviet space program correlate with the key developments in the American space program.
- based on both Soviet and US sources, develop an understanding of the impact of the Soviet space program on American society and culture. This will give you a greater understanding of the role of national and international diversity in shaping their own attitudes and values as global citizens. (**GE Diversity/Global Studies**)

## Course materials

### Required

#### To be purchased:

Aitmatov, Chinghiz. *The Day Lasts Longer than a Hundred Years*. Bloomington: Indiana UP, 1988. (print)

Pelevin, Viktor. *Omon Ra*. New York: New Directions, 1998. (print)

#### Provided on Carmen:

Bogdanov, Alexander. *Red Star: The First Bolshevik Utopia*. Edited by Loren R. Graham and Richard Stites. Translated by Charles Rougle. Bloomington: Indiana UP, 1984. (selections; electronic, on Carmen)

Iakovlev, Iu. *Belka i Strelka*, 1961. (Soviet children's book/slides; accessible in digital archive online)

Groys, Boris. *Ilya Kabakov: The Man Who Flew into Space from His Apartment*. London: Afterall Books, 2006. (selections; electronic, on Carmen)

Groys, Boris, ed. *Russian Cosmism*. Cambridge, MA: The MIT Press, 2018. (selections; electronic, on Carmen)

United States, Congress, House, and Committee on Science and Astronautics. *Qualifications for Astronauts: Hearings before the Special Subcommittee on the Selection of Astronauts of the Committee on Science and Astronauts, U.S. House of Representatives; Eighty-Seventh Congress, Second Session, July 17 and 18, 1962*. Washington, DC: United States Government Printing Office, 1962. (selections; electronic, on Carmen)

Voznesensky, Andrei: "Parabolic Ballad" (poem; electronic, on Carmen)

Film: *Road to The Stars* (1957), on Youtube

Film: *Dreaming of Space* (2005), available for streaming on Amazon

Film: *First on the Moon* (2005), on Youtube

### Required supplemental materials

Adams, Mark B. "Red Star: Another Look at Aleksandr Bogdanov." In: *Russian Science Fiction Literature and Cinema: A Critical Reader*, edited by Anindita Banerjee, Boston: Academic Studies Press, 2018, pp. 30-50. (electronic, on Carmen)

Andrews, James T. "Getting Ready for Khrushchev's Sputnik. Russian Popular Culture and National Makers at the Dawn of the Space Age." In: *Into the Cosmos: Space Exploration and Soviet Culture*, edited by James T. Andrews and Asif A. Siddiqi, Pittsburgh: University of Pittsburgh Press, 2011, pp. 28-44. (electronic, on Carmen)

- Boym, Svetlana. "Kosmos." In: *The Svetlana Boym Reader* New York, NY: Bloomsbury Academic, 2018, pp. 287–97. (electronic, on Carmen)
- Chertok, Boris. *Rockets and People*, Volume 2: Creating a Rocket Industry. Saffron Walden: Books Express Publishing, 2006. Chapters 13 and 21. (electronic, on Carmen)
- Chertok, Boris. "Epilogue." In: *Rockets and People*, Volume 4. Washington, DC: NASA History Series, 2005. (electronic, on Carmen)
- Hagemeister, Michael. "The Conquest of Space and the Bliss of the Atoms: Konstantin Tsiolkovskii." In: *Soviet Space Culture. Cosmic Enthusiasm in Socialist Societies*, edited by Eva Maurer, Julia Richers, Monica Rùthers, and Carmen Scheide. London: Palgrave MacMillan, 2011, pp. 27-41. (electronic, on Carmen)
- Horton, Andrew J. "Science Fiction of the Domestic: Iakov Protazanov's Aelita." In *Russian Science Fiction Literature and Cinema: A Critical Reader*, edited by Anindita Banerjee. Boston: Academic Studies Press, 2018, pp. 166–77. (electronic, on Carmen)
- Jenks, Andrew. "The Sincere Deceiver. Yuri Gagarin and the Search for a Higher Truth." In: *Into the Cosmos: Space Exploration and Soviet Culture*, edited by James T. Andrews and Asif A. Siddiqi, 107–32. Pittsburgh: University of Pittsburgh Press, 2011. (electronic, on Carmen)
- Lewis, Cathleen S. "From the Kitchen into Orbit: The Convergence of Human Spaceflight and Khrushchev's Nascent Consumerism." In: *Into the Cosmos: Space Exploration and Soviet Culture*, edited by James T. Andrews and Asif A. Siddiqi, 213–39. Pittsburgh: University of Pittsburgh Press, 2011. (electronic, on Carmen)
- Murawski, Michał. "Introduction: Crystallising the Social Condenser." *The Journal of Architecture* 22, no. 3 (April 3, 2017): 372–86. (electronic, on Carmen)
- Nelson, Amy. "Cold War Celebrity and the Courageous Canine Scout." In: *Into the Cosmos: Space Exploration and Soviet Culture*, edited by James T. Andrews and Asif A. Siddiqi, 133–55. Pittsburgh: University of Pittsburgh Press, 2011. (electronic, on Carmen)
- Prokhorov, Alexander: "The Redemption of Lunar Reality: Aleksei Fedorchenko's First on the Moon (Pervye na lune), 2005" (review on *Kinokultura* online)
- Riasanovsky, Nicholas V., and Mark D. Steinberg. *A History of Russia*. 9th edition, Oxford, UK: Oxford University Press, 2018.
- Siddiqi, Asif A. "Imagining the Cosmos: Utopians, Mystics, and the Popular Culture of Spaceflight in Revolutionary Russia." In: *Russian Science Fiction Literature and Cinema: A Critical Reader*, edited by Anindita Banerjee, 79–116. Boston: Academic Studies Press, 2018, pp. 79-116. (electronic, on Carmen)
- Sylvester, Roshanna P. "She Orbits over the Sex Barrier: Soviet Girls and the Tereshkova Moment." In: *Into the Cosmos: Space Exploration and Soviet Culture*, edited by James T. Andrews and Asif A. Siddiqi, 195–212. Pittsburgh: University of Pittsburgh Press, 2011. (electronic, on Carmen)

Turkina, Olesya. *Soviet Space Dogs*. London: FUEL Publishing, 2014. (print; selections available on Carmen)

## Other fees or requirements

- \$1.99 to rent *Dreaming of Space* on Amazon
- Ca. \$25 for two books (Pelevin and Aitmatov)

## Course technology

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

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Collaborating on documents in Microsoft Word Online
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video
- We will also learn to make online exhibitions using Omeka.

## 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
<p><b>Participation in discussion boards</b></p> <p>You are expected to post every week on our discussion boards (format and themes vary and prompts will be provided).</p>	20
<p><b>Weekly quizzes about materials from lectures and secondary readings (lowest two dropped)</b></p> <p>You need to complete a timed open-book quiz by the end of each week. Sometimes, these quizzes consist of multiple-choice questions, while at other times they will prompt you to share thoughts on specific texts, images, or our films.</p>	20
<p><b>Group Project 1: Attitudes about the Space Race in your community</b></p> <p>The perception of space travel varies significantly across cultures and historical periods. This project prompts you to evaluate the perception of cosmic exploration in your own culture and community. You will need to develop interview questions, conducted four interviews with friends, family, or colleagues and write a three-page essay, summarizing your observations.</p>	20
<p><b>Group Project 2: Curating the “Museum of Soviet Cosmism” (a collaborative virtual exhibit to be prepared by the class)</b></p> <p>Most would argue that the Space Age is a historical period that has come to its end—a project of mankind that is deeply rooted in the ideas of the 20<sup>th</sup> century. For this project, we will collaboratively develop a Museum of Soviet Cosmism in the</p>	20

shape of an online exhibit. Each one of you will need to contribute three objects representing the Soviet space age, accompanied by three short (300 words) essays and a proposal for the layout of our exhibition.	
<b>Final: Reflection about personal learning experience</b> In this 4-page reflection paper, you will be prompted to summarize your major insights from the course, reflecting specifically on how your perception of space travel, the Soviet Union, technological modernity, etc. has changed.	<b>20</b>
<b>Total</b>	<b>100</b>

*See course schedule, below, for due dates*

## Late assignments

Late submissions will receive a penalty of 3 percent of the grade per day. However, I do understand that figuring out strategies for time management and juggling a lot of commitments can be challenging. If you find yourself encountering unavoidable challenges with regard to deadlines, contact me and we can work on solutions together. More important than meeting every deadline to the second is that you stay in touch and communicate about potential challenges.

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

## E-mail

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

## Discussion board

I will check and reply to messages in the discussion boards every **48 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:

- **Watch Lecture: TWICE WEEKLY, AVAILABLE ON MONDAYS AND THURSDAY**  
Every Monday, the new lecture for the week becomes available. It introduces the materials, provides context, and covers organizational matters. You should watch it as early as possible in the week. A second lecture that goes further into analyzing the readings is posted on Thursdays.
- **Access readings and weekly learning goals: ONCE WEEKLY**  
Review the learnings goals for the week and download the readings. You will need to address some of the readings in your discussion board posts and quizzes.
- **Participate in discussion board: ONCE WEEKLY**  
Write a short post (usually 150-250 words) on our discussion board. I will provide a prompt and posts usually will need to address weekly readings.
- **Complete Quiz: BY END OF WEEK**  
There is a quiz for each unit. Most times, they just consist of multiple-choice questions based on readings and lecture (slides are available for you to review). Sometimes, the quizzes will prompt you to answer more open-ended questions—especially during weeks that are heavier on the reading. I will announce this in the lectures.
- **Working on your project groups: CONTINUOUSLY, WATCH OUT FOR DEADLINES**  
The two projects in this course span most of the semester and require that you plan your work well
- **Office hours: OPTIONAL**  
If you have questions about the course content, assignments, or grades, I encourage you to sign up for my office ours, using the Carmen calendar. Please contact me if you need a time outside my scheduled office hours.

- **Q&A forums:**  
If you have questions about the course content, post them to the respective unit's discussion board. I answer questions on this board twice a week, but I encourage you to answer each other's questions. For every substantial and meaningful answer to someone's question you can earn 0.5 points to be added to the grade of your final paper. You can earn up to three points this way.

## Student participation requirements

You are allowed one absence from our discussion meetings without further specification of reasons. If you miss more than two meetings, you cannot pass this class. If there are exceptional circumstances requiring you to miss class meetings, please talk to me!

## 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

#### Policies for this online course

- **Quizzes:** You must complete the quizzes without any external help or communication. All quizzes are open book, but they are timed, which means you do still need to know the material well in order to answer questions within the given time frame.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you can follow a citation style of your

own choice (e.g., Chicago Manual or MLA) to cite the ideas and words of your research sources. Whichever style you choose – use it consistently. 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.

- **Collaboration and informal peer-review:** Two projects in this class require some formal collaboration with your classmates. 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.

## 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](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

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. 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. 12<sup>th</sup> Avenue.

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### 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

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p><b>Introductions</b></p> <p><b>Lectures</b>   Intro to the space age and this course</p> <p><b>Video</b>   View Roskosmos video</p> <p><b>Discussion Board Post</b>   Your introduction</p> <p><b>Quiz</b>   Basics about syllabus, Roskosmos video</p>
<b>UNIT 1: REVOLUTION BETWEEN PETROGRAD AND MARS</b>		
2		<p><b>History of a Revolutionary Culture</b></p> <p><b>Lectures</b>   Soviet history survey in two parts</p> <p><b>Readings</b>   Riazanovsky and Steinberg: <i>A History of Russia</i> (selections) and Michal Murawski: "Revolution and the Social Condenser"</p> <p><b>Discussion Board Post</b>   On a key event in Russian history</p> <p><b>Quiz</b>   About lecture (refer to slides and your own notes) and readings</p>
3		<p><b>Bolshevism in Space</b></p> <p><b>Lectures</b>   Alexander Bogdanov and cosmos in early Soviet culture; discussion of <i>Red Star</i></p> <p><b>Reading</b>   Alexander Bogdanov: <i>Red Star</i> (selections) and Protazanov's <i>Aelita</i> (select scenes)</p> <p><b>Discussion Board Post</b>   On <i>Red Star</i></p> <p><b>Quiz</b>   About Alexander Bogdanov and <i>Aelita</i></p>



4		<p><b>Russian Cosmism</b></p> <p><b>Lectures</b>   Introduction to Russian cosmism; space in the 1920s</p> <p><b>Readings</b>   Selections from Groys: <i>Russian Cosmism</i>, Siddiqi: “Imagining the Cosmos”</p> <p><b>Discussion Board Post</b>   On biocosmism</p> <p><b>Quiz</b>   Russian Cosmism (lecture and readings)</p>
<b>UNIT 2: FIRST IN SPACE</b>		
5		<p><b>The Grandfather of Soviet Space Travel</b></p> <p><b>Lectures</b>   Konstantin Tsiolkovskii; the foundations of the Soviet space program</p> <p><b>Film</b>   <i>Road to the Stars</i> (1957), Hagemeister: “The Conquest of Space and the Bliss of Atoms: Konstantin Tsiolkovskii,” Chertok: <i>Creating a Rocket Industry</i> (selections)</p> <p><b>Discussion Board Post</b>   About Tsiolkovskii and early Soviet rocketry</p> <p><b>Quiz</b>   About Tsiolkovskii</p>
6		<p><b>Sputnik and Space Dogs</b></p> <p><b>Lectures</b>   First Successes in space flight; space dogs</p> <p><b>Readings</b>   Smith: “From Stalin to Sputnik and Beyond: Stalinism and the Genesis of Cosmonautics”, children’s book <i>Belka and Strelka</i>, Turkina: <i>Soviet Space Dogs</i></p> <p><b>Discussion Board Post</b>   Analysis of representation of space dogs</p> <p><b>Quiz</b>   About sputnik and space dogs</p>
7		<p><b>The Soviet Cosmonaut</b></p> <p><b>Lecture</b>   Cosmonauts: heroes of the Soviet Union; on female cosmonauts</p> <p><b>Readings</b>   Jenks: “The Sincere Deceiver,” Sylvester: “She Orbits over the Sex Barrier”</p> <p><b>Discussion Board Post</b>   About Yuri Gagarin</p> <p><b>Quiz</b>   About Soviet cosmonauts</p>
<b>UNIT 3: LIVING IN THE SPACE AGE</b>		
8		<p><b>Cosmic Consumption and Soviet Visual Culture</b></p>

		<p><b>Lectures</b>   Cosmos in Soviet visual and material culture; discussion of propaganda posters</p> <p><b>Readings</b>   Lewis: “From the Kitchen into Orbit. The Convergence of Human Spaceflight and Khrushchev’s Nascent Consumerism”</p> <p><b>Discussion Board Post</b>   Analysis of a propaganda poster</p> <p><b>Quiz</b>   About visual culture</p>
9		<p><b>Space and Everyday Life</b></p> <p><b>Lectures</b>   Overview of Soviet space projects of the 1960s and intro to film</p> <p><b>Film</b>   <i>Dreaming of Space</i> (2005)</p> <p><b>Reading</b>   Review of <i>Dreaming of Space</i></p> <p><b>Discussion Board Post</b>   Analysis of <i>Dreaming of Space</i></p> <p><b>Quiz</b>   Viewing Quiz about <i>Dreaming of Space</i></p>
10		<p><b>Kazakh Steppe and Alien Civilizations</b></p> <p><b>Lectures</b>   Overview of Soviet space projects in the 1970s; intro to Aitmatov: history, geography, politics</p> <p><b>Discussion Board Post</b>   Questions about Aitmatov</p> <p><b>Quiz</b>   About context of Aitmatov’s novel</p>
<b>UNIT 4: POST-SOVIET   POST-SPACE</b>		
11		<p><b>Kazakh Steppe and Alien Civilizations</b></p> <p><b>Lecture</b>   International collaboration in space; discussion of Aitmatov</p> <p><b>Reading</b>   Aitmatov: <i>The Day Lasts Longer...</i>, Banerjee: “The Atom, the Alien, and Cosmographies of the Anthropocene”</p> <p><b>Discussion Board Post</b>   Analysis of Aitmatov</p> <p><b>Quiz</b>   About Aitmatov</p>
12		<p><b>Cosmic Escapes from the USSR</b></p> <p><b>Lecture</b>   Cosmic architecture of the socialist world; the art installation “Man Who Flew into Space from His Apartment”</p> <p><b>Reading</b>   Groys: <i>Ilya Kabakov</i>, articles on Soviet cosmic architecture</p>

		<p><b>Discussion Board Post</b>   Analysis of one architectural project</p> <p><b>Quiz</b>   About cosmic architecture and Kabakov</p>
13		<p><b>Post-Soviet Cosmos</b></p> <p><b>Lecture</b>   Introduction to the post-Soviet space program; introduction to Pelevin’s novel</p> <p><b>Reading</b>   Pelevin: <i>Omon Ra</i></p> <p><b>Discussion Board Post</b>   Questions about <i>Omon Ra</i></p> <p><b>Quiz</b>   About lecture and <i>Omon Ra</i></p>
14		<p><b>The End of Cosmic Enthusiasm?</b></p> <p><b>Lecture</b>   Discussion of <i>Omon Ra</i></p> <p><b>Reading</b>   Pelevin: <i>Omon Ra</i></p> <p><b>Discussion Board Post</b>   Questions about <i>Omon Ra</i></p> <p><b>Quiz</b>   About lecture and <i>Omon Ra</i></p>
15		<p><b>Nostalgia for the Future</b></p> <p><b>Lecture</b>   Intro to <i>First on the Moon</i>; looking back at the Soviet Space Age</p> <p><b>Film</b>   <i>First on the Moon</i> (2005)</p> <p><b>Readings</b>   Svetlana Boym: “Kosmos” and Boris Chertok: “Epilogue”</p> <p><b>Discussion Board Post</b>   Comment on <i>First on the Moon</i></p> <p><b>Quiz</b>   About <i>First on the Moon</i>, Chertok, Svetlana Boym</p>
		<b>FINAL REFLECTION PAPER DUE AT NOON</b>

# **THE SOVIET SPACE AGE**

## **SLAVIC 3333**

Lecture 3hrs/week

Instructor: TBA

x Hagerty Hall

name.#@osu.edu

### **COURSE DESCRIPTION**

The launch of Sputnik, Earth's first artificial satellite (1957) marks the beginning of a fascinating period in world history and culture known as the Space Age. By completing the requirements for this course, you will gain an understanding of the Soviet/Russian Space Age as a technological, social and cultural phenomenon, of its impact on Soviet society and the world, and an insight into the interactions, similarities and differences of the Soviet Space Age and the American Space Age. This class is at the intersection of culture and technology and is designed to encourage you to think critically, analyze and explore a variety of areas of knowledge, some of which may lie outside your main area of interest. There are no prerequisites for enrolling.

In this class we will address questions such as: What is the cultural significance of space flight and space exploration? What is the source of the attraction and the fascination of space? How did the era of space flight change the way people think about themselves, their values, their priorities? Did the Space Age contribute to the definition of a Soviet (Russian) identity, and if so, how? How does the Soviet cultural experience of the Space Age and the Space Race compare to the American experience? To address these questions, we will explore a variety of Soviet and Russian sources, including fiction, memoirs, film, music, and art.

Throughout the class, you will be encouraged to think comparatively – our class materials include information about the American space program, too, and a lot of them focus on the comparison between the two space programs and more generally between the two cultures.

While this course is not about rocket science (and you don't need to be a rocket scientist in order to do a good job in this class) a certain amount of basic familiarity with the technological challenges and achievements of the Space Age is essential in order to have a good understanding of the Space Age as a human and cultural phenomenon. Therefore, we will devote a reasonable amount of time to familiarizing ourselves with the Soviet space program, including the various models of rockets and spacecraft, the various space missions performed over the years, the system of design bureaus, the education system and the military system behind the space program, and the program's leading scientists. This is necessary because the significance of certain developments in the world of ideas

can only be assessed against the background of the general evolution of society, science and technology.

Each class meeting consists of a lecture that typically includes slide presentations and short films. Footage of Soviet space launches and missions, documentaries as well as space-themed film and art will be prominently featured, to give you a chance to immerse in the atmosphere of the age. You have the opportunity to ask questions both before and after the lecture, or even during the lecture if necessary. Most of the time, we will also have group discussions based on questions that will be given to you in class. This is where your participation becomes important. In order to get the most out of the presentations, and be able to participate actively in class discussions, it is best to read the assigned texts and watch the assigned films before class. Your reading/viewing assignments are detailed in the schedule you will find below. Readings amount to about 30-50 pages for each class meeting.

While not essential, you may find it useful to learn the Russian alphabet (in case you don't know it already). This will help you decipher the Russian inscriptions you may encounter in the visual materials presented during the lectures and in your readings (pictures, posters, etc.)

### **GE Cultures and Ideas**

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

GE outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

### **GE Diversity/Global Studies**

GE 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.

GE 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.

Space flight, space exploration and the creation of a space industry had a profound impact on Soviet/Russian society and culture, comparable to the impact they had on the United States. In this course we explore the Soviet/Russian Space Age from a cultural perspective, and in comparison with the American Space Age; we analyze and interpret works of fiction, memoirs, film, visual art, music and folklore against the background of historical, political and technological facts in order to understand how space technology

and space exploration have influenced the way people think about their role and purpose in human society and in the universe.

## REQUIRED TEXTS

Note: Some of these texts are freely available as NASA/DOD/US Govt. publications and can be found in the course materials section in Carmen. Others are freely available online (you will find the link under Course Materials in Carmen). The few that are not are included in your course packet are available at the OSU Bookstore.

-Aitmatov, Chingiz, *The Day Lasts More Than a Hundred Years*, Indiana University Press, 1988 (Order at book store or online)

-Aksyonov, Vasili, *Halfway to the Moon*, Encounter Magazine, 1963 (online)

-Aksyonov, Vasili. *Ticket to the Stars*. Ardis 1981 (course packet)

-Andrews, James T. *In Search of a Red Cosmos: Space Exploration, Public Culture and Soviet Society*. In Dick, Steven J. and Roger Launius, eds. *Societal Impact of Space Flight*. NASA 2007, p. 41-52

-Chertok, Boris. *Rockets and People*. Vol. 1-4. NASA 2011. (selections indicated in assignment schedule)

-Durham, F. Gayle, *Amateur Radio Operation in the Soviet Union*. DOD 1965, p. 1-45

-Hendrickx, Bart. *Korolev: Facts and Myths*. Spaceflight vol.38/1996 p.44-48 (online)

-Horton, Andrew J. *Science Fiction of the Domestic*. in Central Europe Review, vol. 2 no. 1/2000 (online)

-Jenks, Andrew: *The Cult of Yuri Gagarin*. In Mark Bassin, Catriona Kelly, eds. *Soviet and Post Soviet Identities*. p. 129-149 (Course packet)

-Launius, Roger D. *Sputnik and the Origins of the Space Age*, NASA, 2005. (online)

-Llinares, Dario. *The Astronaut: Cultural Mythology and Idealised Masculinity*. Cambridge Scholars, 2011. Introduction: *The Astronaut: Icon of History, Modernity and Masculinity*, p. 1-19. Ch. 2. *Women Astronauts and Gendered News Discourse*, p. 61-103 (course packet)

-Landis, Rob R. *The N-1 and the Soviet Manned Lunar Landing Program*. *Quest* 1992, p.21-30 (online)

- Malina, Frank J. *On the Visual Fine Arts in the Space Age*. Leonardo, Vol. 3, pp. 323-325. Pergamon Press 1970 (course packet)
- Murphy, Alan: *The Losing Hand: Tradition and Superstition in Space Flight*, The Space Review, May 27, 2008 (online)
- Ross, Valerie. *Who Has the Best Pre Space Launch Superstitions?* Discover Magazine, April 12, 2011 (online)
- Siddiqi, Asif. *Making Spaceflight Modern: A Cultural History of the World's First Space Advocacy Group*. in Dick, Steven J. and Roger Launius, eds. *Societal Impact of Space Flight*. NASA 2007 p. 513-537.
- Siddiqi, Asif: *Spaceflight in the National Imagination*. In Steven J Dick, ed. *Remembering the Space Age*. NASA 2008, p. 17-37
- Tsiolkovsky, K. E. *Exploration of Outer Space by Means of Rocket Devices (Course packet)*
- Voznesensky, Andrei, *Parabolic Ballad*, Encounter Magazine, 1963 (online)
- Walker, Shaun. *The Woman Who Fell to Earth*. The Independent, 14 June 2013 (online)
- Yasinsky, Alexander. *The N-1 Rocket Programme*. Spaceflight vol.35/1993 p. 228-239 (online)
- Young, George M. *Russian Cosmists. The Esoteric Futurism of Nikolai Fedorov*. Oxford UP, 2012. Ch. 9. *The Scientific Cosmists. K. E. Tsiolkovskii* p. 145-154. (course packet)
- Zak, Anatoly. *Did the Soviets Actually Build a Better Space Shuttle?* Popular Mechanics Nov. 19, 2013 (online)

## **RECOMMENDED READINGS**

- Boym, Svetlana, *Kosmos, Remembrances of the Future*. In *Kosmos: A Portrait of the Russian Space Age* by Adam Bartos, Princeton Architectural Press, p. 80-99
- Gerovich, Slava. *Creating Memories: Myth, Identity, and Culture in the Russian Space Age*. in Dick, Steven J., *Remembering the Space Age*. NASA 2008, p. 203-236
- Vanchu, Anthony, *Technology as Esoteric Cosmology in Early Soviet Literature*, in Rosenthal, B. G., ed., *The Occult in Russian and Soviet Culture*, Cornell U. Press 1997, ch. 9, p. 203-222

## FILMOGRAPHY

Aelita, 1924  
Andromeda Nebula, 1967  
My Younger Brother, 1962  
Taming of the Fire, 1972  
Contact, 1997  
October Sky, 1999  
Belka and Strelka, 2010  
Knocking on Heaven's Door: Space Race, 2011

The relevant fragments of the films that are not part of your assignments will be shown and discussed in class. The documentary “Knocking on Heaven’s Door” is freely available on the BBC web site. You will find a link in the Carmen course content section. Since Contact and October Sky are US productions and are widely available, you are responsible for obtaining and watching them on your own before the date indicated in the weekly schedule.

## EXAMS, QUIZZES AND ASSIGNMENTS

**A. Short Essays.** During the semester, you will have to write 3 short essays on topics specified in your weekly schedule. In general, these assignments require you to read an article, or watch a movie or a documentary, and respond to it on the basis of what you have learned in this class about the Soviet Space Age. For these short essays, you are expected to write at least 2, but no more than 4 double-spaced pages. Submit each essay to the appropriate Carmen drop box in doc, txt or pdf format by the date indicated in your syllabus. There is a penalty of 1 point out of the 6 possible if you are more than 1 day late and 1 point for each week thereafter. All essays are checked for originality.

**B. Short quizzes.** There are 3 quizzes in this class, spaced about 4 weeks apart. Each short quiz will include: identification questions; multiple choice questions; open-ended short answer questions. In general, each quiz will include alternative or bonus questions.

**C. Midterm Exam and Final Exam.** The midterm exam and the final exam consist of identification and short answer questions; some of the identification questions will require you to identify, based on a picture, an artefact of the Space Age; some of the short answer questions will require you to comment on a work of art that will be displayed on the screen in class. The last part of the midterm/final is a short essay (1/2-1 page); this assignment requires you to comment on a quote from one of the research articles/works of literature about the Soviet Space Age that were covered in class (you will be able to choose among several such quotes). The midterm exam will cover information presented in the first half of the semester. The final exam will cover everything, focusing however on information presented in the second half of the semester.



**D. Final essay.** The requirements for the final essay are: no less than 4 pages, double-spaced. Submit to the Carmen drop box by the end of Finals Week. This assignment requires you to a) use the perspective you have gained in this class to comment on the meaning of space flight and space exploration in at least 2 sources that have been presented and discussed in class; b) provide your own, motivated opinion about the importance and the future of space flight and space exploration; c) talk about these things in a comparative perspective – based on both the US and the Soviet/Russian experience of the Space Age.

**E. General Requirements:**

In order to obtain a good grade, your assignment or essay must:

- Address all questions (or at least 1 of the alternatives where there are alternative questions). Points will be taken off for incomplete answers.
- Demonstrate careful reading of the assigned texts.
- Demonstrate familiarity with the notions/terms introduced in class.
- Demonstrate familiarity with the topics of the lectures and class discussions.
- Be well written, with no grammatical or spelling errors.

**ACADEMIC MISCONDUCT**

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/>.”

**DISABILITY SERVICES**

**“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).”**

## GRADING INFORMATION

Your grade for this class is computed as follows:

<b>Attendance and participation</b>	<b>16%</b>
<b>Short essays (3 x 6% each)</b>	<b>18%</b>
<b>Short quizzes (3 x 6% each)</b>	<b>18%</b>
<b>Midterm exam</b>	<b>16%</b>
<b>Final essay</b>	<b>16%</b>
<b>Final exam</b>	<b>16%</b>

## GRADING SCALE

The following grading scale is used for the numerical equivalents:

A	93-100	C+	78-79
A-	90-92	C	73-77
B+	88-89	C-	70-72
B	83-87	D+	68-69
B-	80-82	D	65-67
		E	0-64

## EXAM SCHEDULE AND DUE DATES FOR ASSIGNMENTS

<b>Short quiz 1</b>	<b>Second meeting of Week 3</b>
<b>Essay 1</b>	<b>First meeting of Week 5</b>
<b>Short quiz 2</b>	<b>Second meeting of Week 5</b>
<b>Essay 2</b>	<b>First meeting of Week 7</b>
<b>Midterm exam</b>	<b>Second meeting of Week 8</b>
<b>Short quiz 3</b>	<b>Second meeting of Week 10</b>
<b>Essay 3</b>	<b>Second meeting of Week 13</b>
<b>Final essay</b>	<b>End of finals week</b>
<b>Final exam</b>	<b>Finals week</b>

## ATTENDANCE POLICY

You are expected to attend and participate in every class. An attendance sheet will be circulated at the beginning of class; being late to class/failing to sign the attendance sheet for the day may result in an unexcused absence. Absences are counted starting on the first

day of class. Attendance and participation count toward your final grade for the class. For the first 4 unexcused absences, you lose 0.5% of your final grade; you lose 1% of your final grade for each following unexcused absence. It is your responsibility to obtain class notes or other course materials that you missed. Acceptable reasons for absence include medical emergencies, family emergencies, University athletic competitions/participation in official University events. Each excused absence must be properly documented. If you miss a test, you will not be allowed to make up without proper documentation of your absence.

### CLASS TOPICS AND ASSIGNMENTS

	<b>Class Topics</b>	<b>Assignments</b>
Week 1	Background: Definitions. Major events. Historical context. Places & People	Read for next time: Chertok vol. 2, 239-246.
Week 2	Dreams of space: Foundations of the Space Age. Tsiolkovsky and the RNII. The 16 Stages of Space Exploration  WWII technological legacy and the Cold War. The Soviets in the Atomic Age. The Baikonur Cosmodrome. Anatomy of a space launch	Read for next time: Siddiqi, <i>Making Spaceflight Modern</i> .  Read for next time: Aksenov: <i>Ticket to the Stars</i> (Ch. 1&2)
Week 3	R-7 and the birth of Sputnik. Reflections of Sputnik in Soviet art and literature. “My Younger Brother”  “Founding fathers” of the Soviet Space Age: S. P. Korolev. Science education in the USSR in the Space Age. <b>Short quiz 1</b>	Read for next time: Chertok vol. 2, 337-368, 379-414, Hendricks <i>Korolev: Facts and Myths</i> .  Watch for next time: October Sky
Week 4	Sputnik’s echoes in US culture. The Space Race. Nikita Khrushchev’s role. “Radio” magazine.  Space Art & Propaganda part 1: Tekhnika Molodezhi magazine Projections of the future: artists vs. scientists	Read for next time: Chertok, vol. 3, 563-610, Durham, <i>Amateur Radio</i>  <b>Essay 1 due next time: Read Launius’s “Sputnik and the Origins of the Space Age” and formulate a critical response based on the questions provided.</b>
Week 5	“Founding fathers” continued: V. Glushko, N. Kuznetsov, V. Chelomei and their craft. “Taming of the fire”	Read for next time: Aksenov, <i>Halfway to the Moon</i>

	<p>Soviet youth culture in the Space Age. Space Age design and architecture. <b>Short quiz 2</b></p>	<p>Read for next time: Andrews, In <i>Search of a Red Cosmos</i>.</p>
Week 6	<p>Yuri Gagarin, the first man in space and Soviet hero. The cult of space heroes. Gagarin's Song. Monuments of the Space Age</p> <p>The Soviet political/technological hierarchy and the culture of secrecy. The Nedelin and Komarov incidents.</p>	<p>Read for next time: Jenks, <i>The Cult of Yuri Gagarin</i>. Chertok, vol. 3, p. 55-84, 629-652 <i>The Death of Komarov</i></p> <p>Read for next time: Llinares, Introduction and Ch. 2, <i>Women Astronauts and Gendered News Discourse</i></p>
Week 7	<p>Valentina Tereshkova, the first woman in space: premises and reactions. Lunokhod. The Venera program.</p> <p>Music of the space age: Voynovich's "14 Minutes to Liftoff" and the story of its creation. "This is Earth". Voznesensky's Parabolic Ballad.</p>	<p>Read for next time: <i>The Woman who Fell to Earth</i></p> <p><b>Essay 2 due next time: Read and write a short response to Siddiqui, <i>Space Flight in the National Imagination</i> based on the questions in your prompt</b></p>
Week 8	<p>Space in the Soviet Press: TASS and Levitan. Space folklore: Beliefs and superstitions of Soviet cosmonauts. Cosmonauts in Soviet popular culture.</p> <p><b>Midterm exam &amp; Self-assessment</b></p>	<p>Read for next time: Murphy, <i>The Losing Hand</i>. Ross, <i>Who Has the Best Pre Space Launch Superstitions?</i></p> <p>Read for next time: Malina, <i>On the Visual Fine Arts</i>. Chertok, vol 4. 1-38</p>
Week 9	<p>Space art and propaganda part 2. Shooting for the Moon: The N-1 program.</p> <p>Space flight &amp; the future of humanity in Russian film. "Aelita". "Planet of the Storms". "Andromeda Nebula"</p>	<p>Read for next time: Yasinsky, <i>The N-1 Rocket</i>. Chertok, vol. 4, 171-210</p> <p>Read for next time: Aitmatov ch. 1 and 2</p>
Week 10	<p>Extraterrestrial intelligence in Space Age literature: Aitmatov's take.</p> <p>USA-USSR space collaboration in the Cold War era. Aitmatov cont'd. Soyuz-Apollo and Aitmatov's "Parity"</p>	<p>Read for next time: Horton, <i>Science Fiction of the Domestic</i></p> <p>Read for next time: Aitmatov ch. 5 and 9</p>

Week 11	<p>Aitmatov cont'd. Nature vs. technology, global vs. local, tradition vs. modernity.</p> <p>Buran – The Russian Space Shuttle. The Energia launcher. The Soviet space program at the end of the Cold War. <b>Short Quiz 3</b></p>	<p>Read for next time: Landis, <i>The N-1</i>, Zak, <i>Did the Soviets Actually Build a Better Space Shuttle?</i></p> <p>Read for next time: Aitmatov ch. 12.</p>
Week 12	<p>Space for children: Soviet and post-Soviet cultural artefacts. Space in animation: Belka and Strelka</p> <p>“Almaz” series of spacecraft and the Mir space station. Peaceful vs. military uses of space.</p>	<p>Watch for next time: “Contact”</p> <p>Read for next time: Young, <i>Russian Cosmists</i></p>
Week 13	<p>Russian Cosmism: Spirituality and Space. From Fyodorov to Tsiolkovsky</p> <p>The heritage of Cosmism in Russia and abroad. Nostalgia of the Soviet Space Age in contemporary Russia.</p>	<p>Watch for next time: “Knocking on Heaven’s Door”</p> <p><b>Short essay 3 due next time: Response to “Knocking on Heaven’s Door” , see prompt</b></p>
Week 14	<p>Post-Soviet developments. The ISS. The Angara launcher.</p> <p>The Soviet technological heritage: Soviet Space Age technology outside Russia.</p>	<p>Read for next time: Chertok vol. 4, 210-242</p> <p>Read for next time: Chertok vol 4, ch. 17; ch. 19, Epilogue</p>
Week 15	<p>Conclusions &amp; Self-assessment</p>	<p><b>Submit until end of semester: Final essay. Response to Carl Sagan’s Contact and Chingiz Aitmatov – see prompt</b></p>

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

**Course: Slavic 3333.99**

**Instructor: Dr. Philip Gleissner**

**Summary: The Soviet Space Age**

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> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen discussion board postings.</li> <li>• Synchronous discussion once a week</li> <li>• Asynchronous delivery of lectures.</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available free of charge through various OSU site licenses.
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 3 <sup>rd</sup> party 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			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
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

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### Reviewer Information

- Date reviewed: 3/5/21
- Reviewed by: Ian Anderson

**Notes: Method of delivery is not stated. Reference to CarmenConnect should be changed to either Carmen Zoom or just Zoom. Change Windows 7 requirement to Windows 10.**

<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.