

Term Information

Effective Term Autumn 2022
Previous Value Summer 2020

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding the course to the new GE Theme: Health and Wellness

What is the rationale for the proposed change(s)?

GE supporting document attached below

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

NA

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Russian
Fiscal Unit/Academic Org Slavic/East European Eurasian - D0593
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3355.99
Course Title Vodka in Russian Society and Culture: Deconstructing Myths
Transcript Abbreviation Rus Vodka
Course Description Vodka in Russia is important to virtually all social functions, is used as a home remedy for ailments, and is a frequent theme of jokes, folk songs, films, and literature. It also has an important political history, having long been used by the Russian (and Soviet) state as a form of social control. This course explores Russian culture and history through its most famous drink.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
Culture and Ideas; Global Studies (International Issues successors); Health and Well-being

Previous Value

General Education course:
Culture and Ideas; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

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

- Students will develop an understanding of the importance of vodka as a political tool in the history of Russia.

Content Topic List

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

Sought Concurrence

No

Attachments

- Russian 3355.99 submission-health-well-being.pdf: GE Submission form

(Other Supporting Documentation. Owner: Peterson, Derek)

- Russian 3355.99 syllabus New GE.docx

(Syllabus. Owner: Peterson, Derek)

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

(Other Supporting Documentation. Owner: Peterson, Derek)

Comments

COURSE CHANGE REQUEST
3355.99 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/06/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	09/22/2021 04:33 PM	Submitted for Approval
Approved	Peterson, Derek	09/22/2021 04:33 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/06/2021 03:30 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/06/2021 03:30 PM	ASCCAO Approval



SYLLABUS

RUSSIAN 3355.99

Vodka in Russian Society and Culture - Deconstructing Myths

Autumn 2022 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor:

Email address: (preferred contact method)

Phone number:

Office hours:

Prerequisites

None

Course description

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

Course learning outcomes

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

Commented [ODEE1]: To Instructor: This template, which has been designed for digital accessibility, provides customizable instructor expectations for online and hybrid classes. See <https://go.osu.edu/online-syllabus> for further context and recommendations, included additional example items to customize.

Commented [ODEE2]: To instructor: Use a label like this to indicate your preferred contact method, whether that's email, phone, or other.

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

General education goals and expected learning outcomes

As part of the GE Cultures and Ideas and Diversity: Global Studies categories of the General Education curriculum, this course is designed to prepare students to be able to do the following:

GE Cultures and Ideas

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

Expected outcomes are:

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

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

GE Diversity: Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected outcomes are:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

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

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

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules**. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (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**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

Commented [ODEE3]: To instructor: Customize this section with information about your particular course context.

These expectations can vary widely between courses, depending on whether the participation is synchronous (live) or asynchronous (Carmen only), so your guidance in the syllabus can be crucial.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Schrad, Mark L. *Vodka Politics*. New York: Oxford University Press, 2014. -Available at the Columbus Campus bookstore (Barnes and Noble, 1598 N High St) or on Kindle/Nook/Google Books.
- All other materials will be available on Carmen.

Course technology

Commented [ODEE4]: To instructor: Customize this technology list with the requirements for this course.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
14 Discussion Board Posts (weekly)	50
7 Quizzes (every other week)	20
Reflection Paper	30
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Discussion Board Posts (50%)

There will be one discussion posted each week. The discussion post will open at 5:00 PM every Monday. Your original post is due by 11:59 PM every Friday. Part of the discussion posting activity will be responding to your classmates' comments. You should reply to the comments made by TWO of your group mates every Sunday by 11:59 PM. Each week's post is scored out of 5. You can see a breakdown of what I'm looking for in each post below.

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

- You will earn 5 points
 - 1) if your posts to the discussion board are thoughtful, critically reflective on the topic and class materials and if you thoughtfully respond to two other posts every week.
- You will earn 4 points
 - 1) if your posts are sometimes superficial or demonstrate that you may have not analyzed the class materials in depth and if you usually respond to only one other post every week, or superficially respond to two posts every week.
- You will earn 3 points
 - 1) if your posts show a lack of depth and reflection and if you only occasionally respond to other posts, or your responses are vague and lack detail.
- You will earn 1-2 points
 - 1) if your posts are superficial and if you usually do not respond to any other posts.
- You will earn 0 points if you do not post.

Collaboration and academic integrity guidelines: All posts should be your own work. Please cite any sources that you use, and use proper quotations for longer quotes.

Quizzes (20%)

There will be one quiz every other week during the term, administered through Carmen. Each quiz will consist of multiple-choice, true-and-false, fill-in-the-blank and short answer questions. Quizzes will cover material from the readings, lectures, PowerPoints, video clips, and films, and will be available from the beginning of each week. Make sure to do the modules in order in order to prepare yourself to take the quizzes. Each quiz will consist of 7-14 questions (if there are more short answer questions, the total number of questions may be smaller). You will have 45 minutes to complete each quiz.

Collaboration and academic integrity guidelines: Quizzes are open note, but you are not allowed to collaborate with your classmates.

Reflection Paper (30%)

Over the course of the semester, we will cover vodka's role in the Russian state all the way from Ivan the Terrible to today. Given such a long timeline, we certainly can't touch on every

aspect of how vodka impacted society in Russia, but we've seen some of the most important instances of vodka's role in shaping Russian politics and culture to what it is today. Using the knowledge you have gained this term, you will write a reflection paper expressing your thoughts on vodka in Russian culture.

You'll need to use a minimum of 3 sources from the course (video clips, readings, lectures, and films). Your final projects will be due during finals week. A more detailed description of the paper will be provided later in the term.

Collaboration and academic integrity guidelines: All work in the reflection paper should be your own. No collaboration is permitted.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Commented [ODEE5]:

To Instructor: Fill this section in with your own late policy.

Grading scale

: A
: A-
: B+
: B
: B-
: C+
: C
: C-
: D+
: D
: E

Commented [AI6]: Please insert your grading scale here. For example, 100-93 A, 90-92.9: A-, etc.

Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Commented [ODEE7]: To instructor: The text in the following section is provided just as a suggestion. Fill in with your own policies.

OTHER COURSE POLICIES

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. A more conversational tone 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.

Commented [ODEE8]: To instructor: The text in the following section is provided just as a suggestion. Fill in with your own policies. These expectations are appropriate for classes where discussion occurs in Carmen. Suggested language for Zoom-based classes: <https://go.osu.edu/odee-syllabus-discussion>

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

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

Statement on Title IX

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

Commitment to a diverse and inclusive learning environment

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.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1- 800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	August 24-29	<p>Introduction - What is Vodka and What are “Vodka Politics”?</p> <p>Read:</p> <ul style="list-style-type: none"> • Pokhlebkin, William. 1991. A history of vodka. Translated by Renfrey Clarke. London: Verso. [pp. 36-42: “The earliest forms of technical equipment before the rise of vodka production” and “The rise of distillation”] • <i>Vodka Politics</i>, Ch. 6: “Murder, intrigue, and the mysterious origins of vodka” [pp. 60-74] <p>Watch:</p> <ul style="list-style-type: none"> • Watch the different videos on producing vodka <p>Assignments:</p> <p>Post on Discussion Board</p>
2	August 30-September 5	<p>Cultural Aspects of Vodka during the Tsarist Era</p> <p>Read:</p> <ul style="list-style-type: none"> • Transchel, Kate. <i>Under the Influence</i>. University of Pittsburgh Press • <i>Vodka Politics</i>, Chapter 3: “Cruel Liquor: Ivan the Terrible and Alcohol in the Muscovite Court” [pp. 26-35] <p>Watch:</p>

Commented [A19]: Course dates must be filled in. If the course is going to be taught in multiple sessions, please fill in the dates for the first session the course will be taught.

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • <i>Russia: Land of the Tsars</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Post on Discussion Board • Quiz 1
3	September 6-12	<p>Vodka and the State</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>Vodka Politics</i>, Chapter 7: “Why vodka? Russian statecraft and the origins of addiction” [pp. 75-91] • <i>Vodka Politics</i>, Chapter 8: “Vodka and the origins of corruption in Russia” [pp. 92-110] <p>Assignments:</p> <ul style="list-style-type: none"> • Post on Discussion Board
4	September 13-19	<p>The Economy of Vodka</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>Segal, Boris. Russian Drinking</i>. Rutgers Center of Alcohol Studies • <i>Vodka Politics</i>, Chapter 4: “Peter the Great: Modernization and Intoxication” [pp. 36-48] • Make sure to reference the list of tsars of the Russian monarchy in this week’s module <p>Assignments:</p> <ul style="list-style-type: none"> • Post on Discussion Board • Quiz 2
5	September 20-26	<p>Temperance in Imperial Russia</p> <p>Read:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> Herlihy, Patricia. <i>The Alcoholic Empire: Vodka and Politics in late Imperial Russia</i>. Oxford University Press [excerpt on Carmen] <p>Assignments:</p> <ul style="list-style-type: none"> Post on Discussion Board
6	September 27-October 3	<p>The End of Tax Farms and Introduction of the State Monopoly</p> <p>Read:</p> <ul style="list-style-type: none"> <i>Temperance and revenue raising: the goals of the Russian state liquor monopoly, 1894-1914</i> [on Carmen] Peterson, J. Vincent, Bernard Nisenholz, and Gary Robinson. <i>A Nation Under the Influence: America's Addiction to Alcohol</i>. Allyn and Bacon Press. <p>Assignments:</p> <ul style="list-style-type: none"> Post on Discussion Board Quiz 3
7	October 4-10	<p>Pre-revolutionary and Revolutionary Russia</p> <p>Read:</p> <ul style="list-style-type: none"> <i>Vodka Politics</i>, Chapter 13: "Did prohibition cause the Russian Revolution?" [pp. 185-197] <i>Vodka Politics</i>, Chapter 14: "Vodka Communism" [pp. 198-215] <p>Assignments:</p> <ul style="list-style-type: none"> Post on Discussion Board
8	October 11-17	<p>Vodka in the Early Soviet Period</p> <p>Read:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • <i>Vodka Politics</i>, Chapter 15: “Industrialization, Collectivization, Alcoholization” [pp. 216-235] <p>Assignments:</p> <ul style="list-style-type: none"> • Post on Discussion Board • Quiz 4
9	October 18-24	<p>Vodka and Stalin</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>Vodka Politics</i>, Chapter 1: “Introduction” [pp. 1-9] • Chapter 23 from Mikhail Bulgakov's <i>The Master and Margarita</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Post on Discussion Board
10	October 25-31	<p>The Thaw and Stagnation in the Soviet Union</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>Vodka Politics</i>, Chapter 16: “Vodka and Dissent in the Soviet Union” [pp. 236-255] • Erofeev, Venedikt. 1992[1973]. <i>Moscow to the end of the line</i>. Translated by H. William Tjalsma. Northwestern University Press. [Excerpts – 10 pp.] <p>Assignments:</p> <ul style="list-style-type: none"> • Post on Discussion Board • Quiz 5
11	November 1-7	<p>The Gorbachev Era and Prohibition</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>Vodka Politics</i>, Chapter 17: “Gorbachev and the (vodka) politics of reform” [pp. 256-273] • <i>Vodka Politics</i>, Chapter 18: “Did alcohol make the Soviets collapse?” [pp. 274-286]

Week	Dates	Topics, Readings, Assignments, Deadlines
		Assignments: <ul style="list-style-type: none"> • Post on Discussion Board
12	November 8-14	The 90s & Economic and Cultural Transition Read: <ul style="list-style-type: none"> • <i>Vodka Politics</i>, Chapter 20: "Alcohol and the demodernization of Russia" [pp. 308-325] • <i>Vodka Politics</i>, Chapter 21: "The Russian Cross" [pp. 326-337] Assignments: <ul style="list-style-type: none"> • Post on Discussion Board • Quiz 6
13	November 15-21	Putin and Medvedev Tackle Vodka Read: <ul style="list-style-type: none"> • <i>Vodka Politics</i>, Chapter 24: "An End to Vodka Politics" [pp. 378-392] • Impact of a New Alcohol Policy on Homemade Alcohol Consumption and Sales in Russia". <i>Alcohol and Alcoholism</i>. Radaev, Vadim. [article on Carmen] • 2 short articles on alcohol reform under Putin Assignments: <ul style="list-style-type: none"> • Post on Discussion Board
14	November 22-28	Drinking Traditions at Home and Around the World Assignments: <ul style="list-style-type: none"> • Post on Discussion Board
15	November 29-December 5	What Can We Learn from Russia's Struggles with Vodka? Read:

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"><li data-bbox="451 464 1068 516">• Quinones, Sam. <i>Dreamland: the true tale of America's opiate epidemic</i>. Bloomsbury Press. <p data-bbox="412 541 542 573">Assignments:</p> <ul style="list-style-type: none"><li data-bbox="451 598 727 625">• Post on Discussion Board<li data-bbox="451 625 548 653">• Quiz 7 <p data-bbox="412 678 911 709">Reflection Paper Due <u>December 12th by 5:00 pm.</u></p>

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Curriculum Map for Russian Major (Updated 3/8/2021)

		Program Goals		
		Goal 1	Goal 2	Goal 3
		Lang. Proficiency	Analytic Skills	Cult. Appreciation
Prerequisites				
Russian 1101	Novice Low/Mid		NA	Novice Low
-(including all decimal suffixes)				
Russian 1102	Novice Mid/High		NA	Novice Mid
-(including all decimal suffixes)				
Russian 1103	Novice High		NA	Novice High
-(including all decimal suffixes)				
Russian 1133	Intermediate Low		NA	Intermediate Low
Required Courses				
Russian 2104	Novice High/ Intermediate Low		NA	Novice High/Intermediate Low
-(including all decimal suffixes)				
Russian 2144	Intermediate Low/Mid		NA	Intermediate Mid
Russian 3101	Intermediate Low		NA	Intermediate Low
Russian 3102	Intermediate Mid		NA	Intermediate Med
Russian 4575	Intermediate High		Advanced	Advanced
Language Elective Courses				
Russian 3121/3122	Intermediate Low		NA	Intermediate High
Russian 4101/4102	Intermediate Low/Mid		NA	Advanced
Russian 4135	Novice/Intermediate		Intermediate	Novice
Russian 4136	Intermediate/Advanced		Advanced	Intermediate/Advanced
Russian 5101/5102	Intermediate High/Advanced Low		Advanced	Advanced
Literature, Culture, Linguistics Elective Courses				
Medren 2513	NA		Novice	Novice
Russian 2250	NA		Novice	Novice
-(including all decimal suffixes)				
Russian 2335	NA		Novice	Novice
-(including all decimal suffixes)				
Russian 2345	NA		Novice	Novice

Russian 3460	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3350	NA	Intermediate	Intermediate
Russian 3355.99	NA	Intermediate	Intermediate
Russian 3470	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3480	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3490	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 4220/4221	NA	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5230	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
-(including all decimal suffixes)			
Russian 5460	NA	Advanced	Advanced
Russian 5530	Intermediate	Advanced	Advanced
Russian 5601	Advanced	Advanced	Advanced
Russian 5630	Intermediate/Advanced	Advanced	Advanced
Russian 5701	Advanced	Advanced	Advanced
Slavic 2330	NA	Novice	Novice
-(including all decimal suffixes)			
Slavic 2365	NA	Novice	Novice
-(including all decimal suffixes)			
Slavic 3360	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate
Slavic 3333	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Slavic 3800	NA	Intermediate	Intermediate
Slavic 4520H	NA	Advanced	Advanced
Slavic 4560H	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 5020	NA	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced

