

## Term Information

Effective Term Autumn 2023  
*Previous Value* Autumn 2020

## Course Change Information

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

Move course into the Citizenship Theme

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

Move course into the Citizenship Theme

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 3480.99  
Course Title The Russian Spy: Cultures of Surveillance, Secret Agents, & Hacking from the Cold War through Today  
Transcript Abbreviation Russ. Spy Online  
Course Description This course explores the concept of the spy in the cultural imaginations of both Russia and the West from the early-20th century through the present. Topics will include stereotyping in popular culture, the relationship between fiction and the political imagination, Western (especially American) and Russian views of each other, the Cold War, privacy, security, fear, and war. 100% Online.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster  
*Previous Value* Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Not open to students with credit for 3480 or 3480.01.

### Electronically Enforced

Yes

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

05.0110

### Subsidy Level

Baccalaureate Course

### Intended Rank

Freshman, Sophomore, Junior

## Requirement/Elective Designation

### General Education course:

Visual and Performing Arts; Global Studies (International Issues successors); Citizenship for a Diverse and Just World

### *Previous Value*

### *General Education course:*

*Visual and Performing Arts; Global Studies (International Issues successors)*

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

## Course Details

### Course goals or learning objectives/outcomes

- Demonstrate historical knowledge of Russian-American relations from the early 20th-century through today.
- Articulate similarities and differences between Russian portrayals of Americans and American portrayals of Russians and how they have changed.
- Identify and interpret common tropes of espionage tales and their changes over time.

### Content Topic List

- Before the Cold War: The West in the Eyes of Russian Culture
- Before the Cold War: Russia in the Eyes of Western Culture
- The Cold War Dawns: The 007 Phenomenon

### Sought Concurrence

No

## Attachments

- Curriculum Maps Russian Major - August 1 2022.docx: Curriculum Map

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

- Russian 3480.99 GE Citizenship Worksheet Apr 26 2023.docx: GE Worksheet

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

- Russian 3480.99 New GE Syllabus Apr 26 2023.docx

*(Syllabus. Owner: Peterson, Derek)*

**COURSE CHANGE REQUEST**  
3480.99 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/01/2023

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	04/27/2023 01:01 PM	Submitted for Approval
Approved	Peterson, Derek	04/27/2023 01:01 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/01/2023 11:43 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/01/2023 11:43 AM	ASCCAO Approval



# SYLLABUS

# RUSSIAN 3480.99

The Russian Spy: Cultures of Surveillance, Secret Agents, and Hacking from the Cold War through Today

Spring 2024 (full term)

3 credit hours/Lecture

Online

## COURSE OVERVIEW

### Instructor

Instructor: Dr. Alisa Lin

Email address: [lin.3183@osu.edu](mailto:lin.3183@osu.edu) (preferred contact method)

Office hours: Tuesdays, 4–5pm, at <https://osu.zoom.us/my/alisalin>, password 0071917

### Prerequisites

None

### Course Description

Why do spies fascinate us? From efforts to hack U.S. presidential elections to data surveillance on social media, from WikiLeaks to Maria Butina, we are continually confronted in the media by stories of espionage. And although the Cold War ended over three decades ago, in America today, Russia is—rightly or wrongly—often perceived as the spying enemy.

This course explores the concept of the spy in the cultural imaginations of both Russia and the West as a means for thinking about national and global citizenship. We will look at stories of real and fictional spies and hackers, as well as at constructions of otherness and the enemy, to understand how espionage both troubles and clarifies our understandings of citizenship in a diverse and multi-national world. We will trace how the spy film or tv show has changed over the last century and how it continues to drive American culture today, particularly in the wake of Russia's brutal war against Ukraine that began in 2014. Topics will include the ethics of espionage, stereotyping in popular culture, the relationship between fiction and the political imagination, Western (especially American) and Russian views of each

other, the Cold War, media portrayal of Russian-American relations, diversity and representation in the media, privacy, security, war, and justice. We'll look at major popular spy thrillers alongside readings on real Cold-War and post-Soviet espionage practices in Russia and the U.S. in order to ask how history intertwines with culture. We will consider what spy narratives imply about power structures in society and the subjugation of populations along lines of class, race, gender, sexuality, and ability status. And how might new spy stories, like the Marvel film *Black Widow* (2021), continue to shape our cultural views and beliefs about citizenship today? We'll also keep a close eye on any relevant current events, including Russian espionage and aggression in Ukraine.

## Course Goals and Expected Learning Outcomes

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

- **GOAL 1: Students will understand the history of the espionage tale and its common tropes in both Russian culture and American culture.**
  - LO 1 Students will be able to list and describe the characteristics of major fictional spies in Russian culture and American culture.
  - LO 2 Students will be able to compare and contrast the tropes of American/Western espionage tales with those of Russian ones.
  - LO 3 Students will be able to analyze the historical and cultural factors that account for differences between the development of Russian and American/Western espionage tales.
- **GOAL 2: Students will be able to engage with espionage themes in films, television episodes, and journalism using the analytical skills of scholars of cultural studies.**
  - LO 1 Students will be able to assess the dynamic relationship between the fictional spy stories of popular culture and the historical circumstances in which they were created and received.
  - LO 2 Students will be able to interpret what spy stories imply about such concepts as power structures in society; nationalism, fear, and the enemy; and the subjugation of populations along lines of class, race, gender, sexuality, and ability status.
  - LO 3 Students will be able to use the cultural tropes proper to the spy story as a lens to evaluate contemporary media narratives about Russian spies and hackers.
- **GOAL 3: Students will know the broad history of the Cold War and its immediate pre- and post-history, with specific attention to intelligence efforts between Russia and the United States (and its Western allies).**
  - LO 1 Students will be able to describe the basic function and operations of the KGB and its predecessors and successors.
  - LO 2 Students will be able to identify and explain strengths and weaknesses in American intelligence efforts toward the USSR and Soviet intelligence efforts toward the U.S. during the Cold War.
  - LO 3 Students will be able to identify and describe the work of key historical intelligence agents and double agents working between Russia and the U.S. (and its Western allies), such as Oleg Gordievsky and Kim Philby.
  - LO 4 Students will be able to evaluate how political developments, such as the fall of the USSR or the presidency of Vladimir Putin, have influenced espionage practices.

- **GOAL 4: Students will appreciate the role of historical circumstances, the media, and popular culture in shaping Russian perspectives on America and American perspectives on Russia over time.**

- LO 1 Students will be able to recognize and critique cultural stereotypes underlying films and tv episodes.
- LO 2 Students will be able to show how both fictional and non-fictional spy stories shape national narratives about enemies, otherness, nationhood, and power, including recent trends of “Russophobia” in the American media.
- LO 3 Students will be able to reflect on the ways in which their own perceptions are shaped by popular culture narratives, including their understandings of power, gender, sexuality, and national cultures.

## General Education Goals and Expected Learning Outcomes

As part of the Citizenship for a Just and Diverse World category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- **GOAL 1: Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.**
  - LO 1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
  - LO 2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- **GOAL 2: Successful students will integrate approaches to understanding citizenship for a just and diverse world 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.**
  - LO 1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
  - LO 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.
- **GOAL 3: Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.**
  - LO 1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
  - LO 2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

- **GOAL 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.**
  - LO 1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
  - LO 2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

This course fulfills the Citizenship GE outcomes by framing espionage and the representation of espionage in popular culture as a means for accessing various cultural and historical understandings of citizenship, including concepts of national allegiance, ethical responsibilities in one's community, and justice. Through analysis of a variety of materials, including films, tv episodes, memoirs, political cartoons, academic articles, and journalistic pieces, students will assess how the notion of citizenship has changed in Russian and American cultures over the past century as seen specifically in the history (and representation) of espionage, where citizenship—ethics, justice, power, equity, community—is continually at stake.

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online and asynchronous. 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** that are released every Monday, with weekly assignments due every Sunday at midnight. 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](http://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: 1+ TIMES PER WEEK**  
As part of your participation, each week you can expect to post at least once as part of our substantive class discussion (in the form of active-learning tasks) on the week's topics.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

None

### Other Fees or Requirements

You do not need to purchase any books for this class. But you will need to stream some of our films and tv episodes for a small fee from companies such as Amazon, Apple, Google, etc. (Sadly, for legal reasons, OSU no longer allows instructors to make films available to students if those films can be streamed commercially.) Many of our other materials are available for free on various sites (see links on Carmen). Your total cost of materials for this course should be under \$15.

### Course Technology

#### 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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto: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](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://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](http://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://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](http://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](http://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	PERCENTAGE
Active-Learning Tasks (weekly)	25%
Quizzes (weekly)	15%

<b>Russia Reflection Essay</b>	5%
<b>Exams (3)</b>	30%
<b>Soviet Cultural Officer Report</b>	10%
<b>Create-Your-Own Russian Spy</b>	10%
<b>Semester Reflection Essay</b>	5%
<b>Total</b>	<b>100%</b>

*See course schedule below for due dates.*

## Descriptions of Major Course Assignments

### Active-Learning Tasks (weekly)

**Description:** You will have one or more active-learning tasks due each Sunday at 11:59pm. These tasks will usually consist of either a structured small-group discussion or a small-group activity (such as collectively annotating a scene from a film) and will be assigned and facilitated on Carmen. Your contributions to the tasks will be assessed for accuracy, meaningfulness, and level of engagement. Each week's task or tasks will be worth a total of 30 points, so that each week's work receives equal weight, even if one week requires one larger task, while a different week requires two smaller tasks. Although these tasks are generally done in small groups, you will not need to coordinate with your group members to complete your work. Your lowest grade(s) for one week's active learning task(s) will be dropped at the end of the semester. (Please note that Carmen does not allow me to make this adjustment automatically, but I will do it manually after the final week of the course.)

**Academic integrity and collaboration:** You may consult course materials to complete this assignment, but collaboration is not permitted. Academic misconduct rules apply.

### Quizzes (weekly)

**Description:** You will have one multiple-choice and short-answer quiz due each Sunday at 11:59pm. These quizzes will cover all of our assigned materials for the week: any film or tv episodes, readings, and lectures. You may reference our course materials when taking these quizzes, but you may not collaborate with other people. These quizzes are meant to aid your learning process, rather than to be punitive, and thus, you may take each of them an unlimited number of times (even beyond the weekly deadline). Your one lowest quiz grade for the semester will be dropped automatically in Carmen.

**Academic integrity and collaboration:** You may consult course materials to complete this assignment, but collaboration is not permitted. Academic misconduct rules apply.

### Russia Reflection Essay

**Description:** At the beginning of the semester, you will write one fairly informal Russia Reflection Essay on your perceptions of Russia and expectations for your learning this semester.

**Academic integrity and collaboration:** Collaboration is not permitted. Academic misconduct rules apply.

## Exams (3)

**Description:** You will have three exams designed to assess your learning and further your understanding of what we have covered in the course. These exams will consist of short-response and short-essay questions, and you may reference course materials—though you may not collaborate with other people—when taking them. The exams will be made available to you at least one week before they are due. If you have kept up with the course material, you can expect to spend about one hour on each one. Note that they are not timed.

**Academic integrity and collaboration:** You may consult course materials to complete this assignment, but collaboration is not permitted. Academic misconduct rules apply.

## Soviet Cultural Officer Report

**Description:** For the Soviet Cultural Officer Report, you will assess a scene from one of our films or tv episodes from the perspective of a Soviet official reporting on the scene's ideological suitability for showing in the USSR. You will be provided with a template of questions to answer in short paragraphs, for a total of about 500–650 words.

**Academic integrity and collaboration:** You may consult course materials to complete this assignment, but collaboration is not permitted. Academic misconduct rules apply.

## Create-Your-Own Russian Spy Project

**Description:** The Create-Your-Own Russian Spy Project asks you to complete a survey in which you pitch a new Russian spy tv or film character to an American media company like Netflix, Amazon, Hulu, or Sony. As with the Soviet Cultural Officer Report, you will write about 500–650 words total in response to several specific questions. You will be asked to show critical awareness of both the Western and Russian traditions of portraying Russian spies. In part, your aim is to correct misconceptions about Russian spies by better aligning your fictional spy with historical truth.

**Academic integrity and collaboration:** You may consult course materials to complete this assignment, but collaboration is not permitted. Academic misconduct rules apply.

## Semester Reflection Essay

**Description:** Your second small final assignment for the course is a short and fairly informal Semester Reflection Essay. This is an exercise in metacognition in which you reflect on something you learned this semester that you want to remember in the future.

**Academic integrity and collaboration:** You may consult course materials to complete this assignment, but collaboration is not permitted. Academic misconduct rules apply.

## Late Assignments

I fully understand that students are busy people with complex lives, and I am generally flexible with deadlines, so long as students are in contact with me about their needs. For any deadline in this class you may request a 48-hour deadline extension via a Google form that is linked on our Carmen homepage. All deadline requests that go through this form are automatically granted. You do not need to disclose to me the reasons for your extension request if you do not want to. If you require an extension of more than 48 hours, please contact me directly. Note that you will not see a change to the deadline you see in Carmen, but if you submit the form, you may trust that I have extended your deadline.

## 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

## 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 regular weekly assignments, you can generally expect feedback within **3 days**. For larger assignments, you can generally expect feedback within **10 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**.

## 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.

## 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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://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](mailto: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 learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting Accommodations

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](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

Refer to the Carmen course for links to readings and viewing materials, as well as up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan 8–14	<p>Lecture topics: introduction to the course, broad history of espionage, definition of citizenship, the Illegals Program</p> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. <i>The Americans</i>, episode 1, “Pilot” (2013, dir. Gavin O’Connor, 68 min.)</li> <li>2. <i>The Americans</i>, episode 2, “The Clock” (2013, dir. Adam Arkin, 48 min.)</li> </ol> <p>Read:</p> <ol style="list-style-type: none"> <li>1. Shaun Walker, “The day we discovered our parents were Russian spies,” from <i>The Guardian</i> (May 7, 2016, 14 pages)</li> </ol> <p>Due: active-learning task(s) and quiz on Sunday, Jan 14 at 11:59pm</p>
2	Jan 16–21	<p>Lecture topics: overview of Russian history, history of security agencies in Russia prior to the KGB</p> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. <i>Spies</i>, episode 1 (2013, dir. Feliks Gerchikov, 51 min.)</li> <li>2. <i>Spies</i>, episode 2 (2013, dir. Feliks Gerchikov, 50 min.)</li> </ol> <p>Due: active-learning (tasks), quiz, and Russia Reflection Essay on Sunday, Jan 21 at 11:59pm</p>



Week	Dates	Topics, Readings, Assignments, Deadlines
3	Jan 22–28	<p>Lecture topics: Soviet perspectives on the origins of the Cold War, WWII in Soviet culture, Soviet life and ideology (concepts of citizenship)</p> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. <i>Meeting on the Elbe</i> (1949, dir. Grigori Aleksandrov and Aleksei Utkin, 101 min.)</li> </ol> <p>Look at:</p> <ol style="list-style-type: none"> <li>1. Selection of propaganda images and video clips from the USSR and U.S.</li> </ol> <p>Due: active-learning task(s) and quiz on Sunday, Jan 28 at 11:59pm</p>
4	Jan 29 – Feb 4	<p>Lecture topics: Western perspectives on the origins of the Cold War, McCarthyism and Red Scares in the U.S., the psychology of how we think about enemies and citizenship, introduction to identifying ideology in film/tv</p> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. <i>The Manchurian Candidate</i> (1962, dir. John Frankenheimer, 126 min.)</li> </ol> <p>Read:</p> <ol style="list-style-type: none"> <li>1. Brett Silverstein, “Enemy Images: The Psychology of U.S. Attitudes and Cognitions Regarding the Soviet Union,” from <i>American Psychologist</i> (June 1989, 9 pages)</li> </ol> <p>Due: active-learning task(s) and quiz on Sunday, Feb 4 at 11:59pm</p>
5	Feb 5–11	<p>Lecture topics: KGB origins and foreign operations, features of Soviet Cold-War era spy movies</p> <p>Read:</p> <ol style="list-style-type: none"> <li>1. Ignatiy Vishnevetsky, “The Villain Gap: Why Soviet Movies Rarely Had American Bad Guys,” from <i>The A.V. Club</i> (March 31, 2016, 3 pages)</li> <li>2. Foreword and pages 35–111 of Vladimir Kuzichkin, <i>Inside the KGB: My Life in Soviet Espionage</i> (1990, 79 pages)</li> </ol> <p>Due: active-learning task(s), quiz, and Exam #1 on Sunday, Feb 11 at 11:59pm</p>
6	Feb 12–18	<p>Lecture topics: CIA operations in the USSR, Oleg Penkovsky and the Cuban Missile Crisis, James Bond as the West’s paradigmatic spy</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Watch:</p> <ol style="list-style-type: none"> <li>1. <i>From Russia with Love</i> (1963, dir. Terence Young, 115 min.)</li> </ol> <p>Read:</p> <ol style="list-style-type: none"> <li>1. Introduction and chapters 1–2 of Antonio J. Mendez and Jonna Mendez, <i>The Moscow Rules: The Secret CIA Tactics That Helped American Win the Cold War</i> (2019, 32 pages)</li> </ol> <p>Due: active-learning task(s) and quiz on Sunday, Feb 18 at 11:59pm</p>
7	Feb 19–25	<p>Lecture topics: KGB strengths and weaknesses, KGB assassinations and efforts to suppress domestic dissent, Max Otto von Stierlitz as the USSR’s paradigmatic spy</p> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. <i>Seventeen Moments of Spring</i>, episode 1 (1973, dir. Tatyana Lioznova, 69 min.)</li> <li>2. Excerpts from <i>Cold War</i>, episode 21, “Spies: 1944–1994,” CNN documentary (1998, ~23 min.)</li> </ol> <p>Read:</p> <ol style="list-style-type: none"> <li>1. Andrew Male, “Russia’s answer to James Bond: did he trigger Putin’s rise to power?,” from <i>The Guardian</i> (September 11, 2018, 5 pages)</li> </ol> <p>Due: active-learning task(s), quiz, and Soviet Cultural Officer Report on Sunday, Feb 25 at 11:59pm</p>
8	Feb 26 – Mar 3	<p>Lecture topics: Kim Philby and other famous Westerners who spied for the USSR/Russia, KGB spy networks in America, the “Year of the Spy,” the genre of the espionage tale</p> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. <i>The Falcon and the Snowman</i> (1985, dir. John Schlesinger, 131 min.)</li> </ol> <p>Read:</p> <ol style="list-style-type: none"> <li>1. John Earl Haynes, Harvey Klehr, and Alexander Vassiliev, conclusion to <i>Spies: The Rise and Fall of the KGB in America</i> (2009, 8 pages)</li> </ol> <p>Due: active-learning task(s) and quiz on Sunday, Mar 3 at 11:59pm</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
9	Mar 4–10	<p>Lecture topics: Did the end of the Cold War mean Russia and the U.S. were no longer enemies?, the KGB's role in the fall of the USSR, post-Soviet Russian security agencies, the future of the James Bond series</p> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. <i>GoldenEye</i> (1995, dir. Martin Campbell, 130 min.)</li> </ol> <p>Due: active-learning task(s), quiz, and Exam #2 on Sunday, Mar 10 at 11:59pm</p>
10	Mar 18–24	<p>Lecture topics: Putin's biography and KGB roots, Putin's public persona and use of intelligence agencies</p> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. <i>The Optimists</i>, episode 1 (2017, dir. Aleksei Popogrebskii, 73 min.)</li> <li>2. <i>The Optimists</i>, episode 2 (2017, dir. Aleksei Popogrebskii, 51 min.)</li> </ol> <p>Read:</p> <ol style="list-style-type: none"> <li>1. Excerpt from Joseph Weisberg, <i>Russia Upside Down: An Exit Strategy for the Second Cold War</i> (2021, 20 pages)</li> </ol> <p>Due: active-learning task(s) and quiz on Sunday, Mar 24 at 11:59pm</p>
11	Mar 25–31	<p>Lecture topics: analyzing common Western stereotypes about Russian spies, sexpionage, the history of the Black Widow character and legacy of Cold-War polarities</p> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. <i>Black Widow</i> (2021, dir. Cate Shortland, 134 min.)</li> <li>2. Trailer for <i>Red Sparrow</i> (2018, dir. Francis Lawrence, 2 min.)</li> <li>3. Trailer for <i>Anna</i> (2019, dir. Luc Besson, 2 min.)</li> </ol> <p>Read:</p> <ol style="list-style-type: none"> <li>1. Anastasiia Fedorova, "Luc Besson's spy thriller <i>Anna</i> shows the West is still hung up on harmful stereotypes of Russian women," from <i>The Calvert Journal</i> (July 17, 2019, 3 pages)</li> </ol> <p>Due: active-learning task(s) and quiz on Sunday, Mar 31 at 11:59pm</p>
12	Apr 1–7	<p>Lecture topics: History of KGB/FSB internet surveillance, recent Russian hacking and cyberespionage, current "Russophobia" in</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>American culture, anti-Putinism, Russian and American concepts of citizenship today</p> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. "Meet the KGB Spies Who Invented Fake News" (2018, video by the <i>New York Times</i>, 16 min.)</li> <li>2. "Fellow Traveler" (2020, video by the Lincoln Project, 2 min.)</li> <li>3. "Inside Russia's Hacker Underworld (2016, video by <i>Bloomberg</i>, 8 min.)</li> </ol> <p>Read:</p> <ol style="list-style-type: none"> <li>1. Eliot Borenstein, "The Lincoln Project's Red Scare," from the <i>All the Russias' Blog</i> hosted by NYU's Jordan Center for the Advanced Study of Russia (July 2, 2020, 2 pages)</li> <li>2. Michael Idov, "Language Is Never the Enemy: Why I Will Not Write in Russian as Long as Putin Is in Power," from <i>Vanity Fair</i> (February 28, 2022, 4 pages)</li> </ol> <p>Due: active-learning task(s) and quiz on Sunday, Apr 7 at 11:59pm</p>
13	Apr 8–14	<p>Lecture topics: Putin's Assassination Program, the Russo-Ukrainian War and global citizenship, Putin's ideology and political aims</p> <p>Choose-Your-Own week (aka, Russian Spies Are Everywhere): This week, I'd like you to watch a Russian spy-themed movie or tv episode of your choice and apply to it what you've learned from our class. You'll find on Carmen for this week a list of possible movies or episodes you could watch, though the list will not be exclusive. You'll then engage in discussion with your classmates on Carmen of how the media you watched illuminates or challenges the themes and concerns of our course. This week is about moving beyond this course and applying our knowledge to new materials.</p> <p>Due: active-learning task(s) and quiz on Sunday, Apr 14 at 11:59pm</p>
14	Apr 15–21	<p>Lecture topics: reflecting back on the semester, concluding thoughts, suggestions for further learning</p> <p>No assigned reading or viewing material for our final week. Instead, we will use this time for synthesizing and reflecting on the topics we've covered this semester. Plus, you can use the time to work on your Exam #3, Create-Your-Own Russian Spy Project, and Semester Reflection Essay. You will still have lecture material posted to Carmen</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>and an active-learning task and quiz due this week even though you don't have any outside content to watch or read.</p> <p>Due: active-learning task(s), quiz, and Exam #3 on Sunday, Apr 21 at 11:59pm</p>

Final assignments (**Create-Your-Own Russian Spy Project** and **Semester Reflection Essay**) due on Monday, April 29 at 11:59pm.

## COURSE MATERIALS

### Films, TV Shows, and Videos

1. *The Americans*, episodes 1 and 2 (2013, U.S.)
2. *Spies*, episodes 1 and 2 (2013, Russia)
3. *Meeting on the Elbe* (1949, USSR)
4. *The Manchurian Candidate* (1962, U.S.)
5. *From Russia with Love* (1963, Britain)
6. *Seventeen Moments of Spring*, episode 1 (1973, USSR)
7. *Cold War*, episode 21 (1998, U.S.) (excerpts)
8. *The Falcon and the Snowman* (1985, U.S.)
9. *GoldenEye* (1995, Britain)
10. *The Optimists*, episodes 1 and 2 (2017, Russia)
11. *Black Widow* (2021, U.S.)
12. trailer for *Red Sparrow* (2018, U.S.)
13. trailer for *Anna* (2019, France)
14. "Meet the KGB Spies Who Invented Fake News" (2018, U.S.)
15. "Fellow Traveler" (2020, U.S.)
16. "Inside Russia's Hacker Underworld" (2016, U.S.)

## Readings

1. Shaun Walker, "The day we discovered our parents were Russian Spies," from *The Guardian* (2016)
2. Brett Silverstein, "Enemy Images: The Psychology of U.S. Attitudes and Cognitions Regarding the Soviet Union," from *American Psychologist* (1989)
3. Ignatiy Vishnevetsky, "The Villain Gap: Why Soviet Movies Rarely Had American Bad Guys," from *The A.V. Club* (2016)
4. Vladimir Kuzichkin, *Inside the KGB: My Life in Soviet Espionage* (1990) (excerpts)
5. Antonio J. Mendez and Jonna Mendez, *The Moscow Rules: The Secret CIA Tactics That Helped America Win the Cold War* (2019) (excerpts)
6. Andrew Male, "Russia's answer to James Bond: Did he trigger Putin's rise to power?," from *The Guardian* (2018)
7. John Earl Haynes, Harvey Klehr, and Alexander Vassiliev, *Spies: The Rise and Fall of the KGB in America* (2009) (excerpts)
8. Joseph Weisberg, *Russia Upside Down: An Exit Strategy for the Second Cold War* (2021) (excerpts)
9. Anastasiia Fedorova, "Luc Besson's spy thriller *Anna* shows the West is still hung up on harmful stereotypes of Russian women," from *The Calvert Journal* (2019)
10. Eliot Borenstein, "The Lincoln Project's Red Scare," from the *All the Russias' Blog* hosted by NYU's Jordan Center for the Advanced Study of Russia (2020)
11. Michael Idov, "Language Is Never the Enemy: Why I Will Not Write in Russian as Long as Putin Is in Power," from *Vanity Fair* (2022)

# GE Theme course submission worksheet: Citizenship for a Just & Diverse World

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This course fulfills the Citizenship GE outcomes by framing espionage and the representation of espionage in popular culture as a means for accessing various cultural and historical understandings of citizenship, including concepts of national allegiance, ethical responsibilities in one’s community, and justice. Through analysis of a variety of materials, including films, tv episodes, memoirs, political cartoons, academic articles, and journalistic pieces, students will assess how the notion of citizenship has changed in Russian and American cultures over the past century as seen specifically in the history (and representation) of espionage, where citizenship—ethics, justice, power, equity, community—is continually at stake.

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

**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.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	Students will build skills in critical and logical thinking about espionage history and its representation in Russian and Western popular culture through all assignments in the course. Weekly active-learning tasks ask students to synthesize and analyze the week’s material. For example, a task might ask students to compare James Bond with Max Otto von Stierlitz (the USSR’s quintessential tv spy), which requires them to critically assess each of these characters and their cultural contexts (week 7). Weekly quizzes and three exams (weeks 5, 9, and 14) ask students to further synthesize their knowledge, applying broad concepts discussed in the lectures to the films and tv they have watched for class. For example, in an exam (week 9) I ask students to write about how the decolonization of the British empire affects the ideology behind James Bond’s ethics and sense of citizenship in <i>From Russia with Love</i> . Additionally, the Soviet Cultural Officer Report (week 7) asks students to interpret a scene from one of our movies or tv shows through the lens of Soviet socialist-realist ideology, an exercise that requires critical and logical thinking to apply socialist-realist principles to a scene we have watched.
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	While the assignments in this course are largely of an applied, rather than scholarly, nature (for example, as a final project, students pitch a new Russian spy character to an American media company, rather than writing a research paper), the course gives students many opportunities for scholarly exploration of our topic. We read an academic paper on Cold-War psychology of the enemy (week 4), as well as excerpts from academic books on espionage history (weeks 6, 8, and 10). In lectures I teach history with attention to assessing and comparing sources, as well as concepts from literary theory on the structure of the espionage tale (week 8). Students apply these theories in their active-learning tasks, quizzes, and exams. Throughout the course, in comparing sources from multiple perspectives (such as Cold-War era films from both America and the USSR), students use advanced scholarly skills of critical thinking, synthesis, and analysis.



<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>This course presents students with a wide variety of materials, both fictional and non-fictional, and asks students to do a significant amount of synthesizing these various kinds of sources (including lectures) to further their intellectual inquiry and draw educated conclusions. For example, we examine the interrelationship between fictional spy stories and real spy stories throughout the past century by considering both products of popular culture and historical sources and information. Our sources are interdisciplinary, drawing from history, psychology, cultural studies, and literary studies, and the work the students produce in the course is interdisciplinary, as well. Students are asked in their active-learning tasks, quizzes, and exams to make connections across different types of sources—for example, I ask them on an exam (week 9) to evaluate the historical accuracy of our show <i>The Americans</i> in light of their reading about KGB training. After we discuss the biographies of famous real-life double agents (week 8), I ask them to reflect on why stories of double agents are so alluring (a question from cultural studies) and how they personally feel about betraying one’s country (a question that gets them to connect our course materials to their own lives and things they might have studied in other courses).</p>
<p><b>ELO 2.2</b> 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.</p>	<p>Because this course is in part about the effect of popular culture on its audience, reflection is integral. Students write a Russian Reflection Essay at the beginning of the semester (week 2) reflecting on what they already know about Russia and, crucially, where these impressions have come from (history classes, movies, the news media, people they know, family, etc.). Then, at the end of the semester, they write a Semester Reflection Essay in which they synthesize their learning from the course and connect it to other courses they’ve taken or other experiences they’ve had. Specifically, I will ask students to reflect on how their notion of citizenship has changed through our study of espionage. These two essays allow students to place this course and its connection to the citizenship theme in the larger context of their lives, both personal and academic.</p>

Goals and ELOs unique to Citizenship for a Just & Diverse World

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
<p><b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>Espionage in its very nature turns on the understanding of citizenship, for espionage is fraught with ethical concerns (namely, espionage against a particular country is always illegal and requires carrying out illegal and sometimes morally questionable actions) and espionage necessitates allegiance to a country and/or set of values. This course examines espionage as it has been practiced in real life and represented in popular culture in both Russia and the West over the past century. In the course of all of our assignments and lectures, we engage in analysis that reflects on the concept of citizenship underlying a particular instance or representation of espionage.</p> <p>In particular, the set-up of the course means that students will continually compare the Soviet/Russian perspective on citizenship with the American one, as reflected in movies/tv of the past century, as well as in policies and practices by national intelligence agencies on both sides. In exams (weeks 5, 9, and 14) I ask students to compare how the Soviet/Russian pop culture spy reflects a different ideology than the American/Western one, as well as how these ideologies have changed over the course of the Cold-War and post-Cold War periods. As we examine CIA and KGB practices alongside our films/tv, we discuss cultural and national citizenship (as well as the highly political understandings of citizenship conditioned by McCarthy-era America and the Stalinist USSR). In the final weeks of the course as we discuss Vladimir Putin and Russian espionage practices that affect international populations today (such as large-scale hacking ventures), we will evaluate understandings of global citizenship (with the guidance of readings like the Michael Idov text, week 12), which will be assessed in active-learning tasks and the last exam.</p>
<p><b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>This course supports the cultivation of “intercultural competence as a global citizen” through opportunities for student reflection (the Russia Reflection Essay [week 2] and Semester Reflection Essay) that ask students to connect what they have learned to their own lives. In the Semester Reflection Essay, students will write about how their concept of citizenship has changed through the course in our study of stories of national allegiance and betrayal, national propaganda and ideology, and ethical dilemmas with local and international impact. Additionally, in an active-learning task about the film <i>Meeting on the Elbe</i> (week 3) and in the Soviet Cultural Officer Report (week 7), students will be asked to try on the perspective of a Soviet citizen, with the requisite ideological and political implications, an exercise that requires appreciating a different point of view. Throughout the course, in lectures and assignments, students will evaluate the ideologies underlying films and tv shows (and how these differ culturally and have changed over time) to assess the ways in which our context and media exposure shape how we think and what we value. This allows students to develop the intercultural competence of understanding and learning to respond to what is behind different cultural</p>

	<p>and historical perspectives. Students apply their emergent competencies as global citizens in the final assignment, the Create-Your-Own Spy Project, which asks them to pitch a new film or tv Russian spy character to be produced by a Western media company who corrects historical and cultural misperceptions we have encountered all semester, including the prevalence of Russophobia we have identified in Western media.</p>
<p><b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Throughout the course, we discuss gender, race, ethnicity, and ability status as portrayed in Western popular culture (and in some cases, in Russian popular culture), and students' attention to these issues is tested on quizzes and exams. For example, we trace the change in the treatment of women and people of color in the James Bond series from the 1963 <i>From Russia with Love</i> to the 1995 <i>GoldenEye</i>, with a discussion in the lecture of race and gender in the most recent Bond film (week 9). To add to our discussion of Western stereotypes of Russian spies, we read an essay by a Russian woman (Anastasiia Fedorova, week 11) who describes the oppressiveness of the stereotype of Russian women as sexy, violent spies, and I ask students in their active-learning task to apply what they have learned from this essay to analysis of our film <i>Black Widow</i>. The Fedorova reading offers students a lived experience to demonstrate the effects of pop culture stereotypes on real people, which leads students, in the Create-Your-Own Spy Project, to consider how Russian spies might be portrayed in non-stereotyped ways. We also watch a CNN documentary (week 7) that features interviews with famous Cold-War spies, allowing students a window onto the personalities of people who chose to betray either the USSR or the U.S., to help us discuss the ethics of equity and national citizenship.</p>
<p><b>ELO 4.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>In this course our analysis of the ideology of films and tv allows us to consider what spy narratives imply about power structures in society and the subjugation of populations along lines of class, race, gender, sexuality, and ability status. Thus, students examine "the intersection of concepts of justice, difference, citizenship" and how these have changed across cultures and over time. We evaluate how justice and citizenship have been assessed differently in Russia and the U.S. in response to the arrests of traitors, and we consider the structures of power that have perpetuated certain norms of representation of the enemy "other" in popular culture to think about what a better, more ethical portrayal could look like (in the Create-Your-Own Spy Project).</p>