
Term Information

Effective Term Autumn 2024

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 4330
Course Title Religion in Russia: The Orthodox Church and Religious Minorities
Transcript Abbreviation Religion in Russia
Course Description Russian 4330 explores the diverse religious heritage of Russia. There are four religions with official status in the Russian Federation—Russian Orthodox Christianity, Islam, Judaism, and Buddhism. Each of these is viewed not only as a system of religious belief and practice but also as a heritage defining specific ethnic groups ("nationalities") within the multiethnic state.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0402
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations

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

- Explain how Eastern Orthodox religiosity is intertwined with Russian national identity
- Discuss why Holy Fools have been treated as prototypical embodiments of Russian mentality

Content Topic List

- Christianity in Russia
- Church and State: Moscow the Third Rome

Sought Concurrence

No

Attachments

- Russian 4330 Syllabus.docx
(Syllabus. Owner: Peterson,Derek)
- Russian 4330 Submission (Traditions, Cultures, & Transformations).pdf: GE Worksheet
(Other Supporting Documentation. Owner: Peterson,Derek)
- Russian 4330 Traditions Theme Worksheet.docx: GE Worksheet in Word
(Other Supporting Documentation. Owner: Peterson,Derek)
- Russian 4330 Comp Studies Concurrence.pdf: Comp. Studies
(Concurrence. Owner: Peterson,Derek)
- Curriculum Maps Russian Major - August 1 2022.docx: Curriculum map
(Other Supporting Documentation. Owner: Peterson,Derek)

Comments

- I added the GE Worksheet information in Word format as well as the fillable PDF so it's a little easier to read.

Comp Studies concurrence added *(by Peterson,Derek on 05/08/2023 03:10 PM)*

- Please request concurrence from Comparative Studies (since they have the Religious Studies major). Thanks. *(by Vankeerbergen,Bernadette Chantal on 03/30/2022 10:01 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	03/30/2022 09:58 AM	Submitted for Approval
Approved	Peterson,Derek	03/30/2022 09:59 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/30/2022 10:01 AM	College Approval
Submitted	Peterson,Derek	05/08/2023 03:10 PM	Submitted for Approval
Approved	Peterson,Derek	05/08/2023 03:10 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/17/2023 05:47 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/17/2023 05:47 PM	ASCCAO Approval

SYLLABUS

RUSSIAN 4330

Religion in Russia: The Orthodox Church and Religious Minorities
Spring 2023 (full term)
3 credit hours/Lecture

COURSE OVERVIEW

Instructor

Instructor: Daniel E. Collins

Email address: collins.232@osu.edu

Phone number: 614-292-6733 (messages)

Office hours: M 1:30–3:30

Prerequisites

None

Course description

Russian 4330 explores the diverse religious heritage of Russia. There are four religions with official status in the Russian Federation—Russian Orthodox Christianity, Islam, Judaism, and Buddhism. Each of these is viewed not only as a system of religious belief and practice but also as a heritage defining specific ethnic groups (“nationalities”) within the multiethnic state. In Russian 4330, our goal is to develop a nuanced understanding of the fundamental beliefs, practices, and historical roots of Orthodoxy and other major faiths of Russia.

Personal note from the instructor: The purpose of this class is to examine the religions of Russia as sociocultural phenomena—not to *prove* or *disprove* religious beliefs, and not to pass judgment on religious practices, but to understand why practitioners of the faith value them. To achieve the necessary understanding, we have to treat every religious system that we encounter with respect, regardless of our state of belief. Students may wish to discuss their own beliefs and practices for purposes of comparison, and they have a right to expect that they will also be treated with respect. To paraphrase the great

American philosopher William James, when we discuss religious experiences, we should be concerned not with whether they are true or false, or whether they appeal to us or not, but with the fact that people believe in such experiences, act according to those beliefs, and have profound experiences that affect their view of the world.

Course learning outcomes

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

- Identify and explain the main differences among the beliefs of Eastern Orthodox Christianity, Judaism, Islam, Buddhism, Protestant Christianity, and Slavic Native Faith.
- Identify and explain the main theological positions of the Russian Orthodox Church and how they differ from those of the other religions discussed in class.
- Explain how an icon is believed to differ from other kinds of paintings.
- Explain how Eastern Orthodox religiosity is intertwined with Russian national identity.
- Discuss how the main models of sanctity (saintliness) have influenced Russian culture.
- Discuss why Holy Fools have been treated as prototypical embodiments of Russian mentality.
- Identify the major traditions of dissent in 19th–21st century Russian religiosity.
- Discuss the position of the Orthodox Church in the “culture wars” of contemporary Russia.

COURSE MATERIALS AND TECHNOLOGIES

All materials will be available on Carmen.

Course technology

Students need access to Carmen, a web browser, Adobe Reader (for pdf files), and a word-processing application (for .doc, .docx, .txt, .rtf) files.

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

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
Attendance/participation	25
Homework	30
Exams (3, 10% each)	30
Final Exam	15
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Attendance/Participation

Description: The expectations for the respective grades are:

100%

You are **present in class**, did **homework assignments/readings**.

85%	<p>You actively participate with meaningful and original contributions. You engage with the contributions of others, encouraging a discussion that accommodates diverse experience and opinions.</p> <p>You are present in class and are ready to answer questions when approached by the professor, but do not take the initiative to participate. Or: you demonstrate that you have read the assigned texts, but might not have been able to come up with your own thoughts or ideas about them. Or: you may not have done the complete homework, but make up for it through active participation in class.</p>
75%	<p>You are present in class, but do not actively participate and are not ready to actively contribute or answer questions when asked. In your in-class writing assignments you cannot demonstrate that you have read the assigned texts or retained information from them. You did not do the assigned homework.</p>
0%	<p>You are not physically present in the classroom or missed more than 25% of the class meeting.</p>

Homework

Description: Six (6) take-home short essays reacting to major ideas discussed (5 points each) . Detailed prompts will be supplied. You will be graded on accuracy, completeness, and insight, not on writing style.

Academic integrity and collaboration: Students are not allowed to collaborate on homeworks.

Midterm Exams: fill-in-the blanks and short answers on the readings and the material covered in class. Detailed study guides will be supplied.

Academic integrity and collaboration: Students are not allowed to collaborate or use notes.

Final Exams fill-in-the blanks and short answers on the readings and the material covered in class. Detailed study guides will be supplied.

Academic integrity and collaboration: Students are not allowed to collaborate or use notes.

Late assignments

If you need an extension on an assignment, contact me in advance so that we can agree on a new deadline.

Grading scale

93–100: A
 90–92: A-
 87–89: B+
 83–86: B
 80–82: B-
 77–79: C+
 73–76: C
 70–72: C-
 67–69: D+
 65–66: D
 64 and below: E

OTHER COURSE POLICIES

Academic integrity policy

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- 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. 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 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	Week of January 9	<p>1/9 Introduction</p> <ul style="list-style-type: none"> • Course policies and requirements • Religions of Russia and “the religion of Russians” • Religiosity in contemporary Russia as compared with the U.S. <p><i>Video:</i></p> <ol style="list-style-type: none"> 1. Sergiev Posad (excerpts). 2. Nikah in Kazan’. 3. Prayer in the Moscow Choral Synagogue. 4. Ivolginsky Datsan. <p>1/11 The Rise of the Eastern Orthodox Tradition</p> <p><i>Reading</i></p> <ol style="list-style-type: none"> 1. Chadwick, “The Early Church” 2. Ware, “Eastern Christianity” 3. Hopko, “Sources of Christian Doctrine”)
2	Week of January 16	<p>1/16 Christianity in Russia</p> <p><i>Reading</i></p> <ol style="list-style-type: none"> 1. Schmemmann, “Russian Orthodoxy” 2. <i>Tale of Bygone Years</i>: “Vladimir’s Choice” <p><i>Image bank</i></p> <ol style="list-style-type: none"> 1. Symbols: <i>Russian Orthodox Cross, Sign of the Cross</i> 2. Marian depictions over the centuries <p>1/18 Islam in Russia</p> <p><i>Reading</i></p> <ol style="list-style-type: none"> 1. Hunter, “Islam in Russia: The Historical Background” 2. Sotnichenko, “Islam- Orthodox Church Relations 3. “Being Muslim in Russian,” muslimvillage.com. <p><i>Image bank</i></p> <p>Video: Kul Sharif Mosque. www.youtube.com/watch?v=7VPnr6ELrE4 (9:31)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
3	Week of January 23	<p>1/23 Judaism in Russia</p> <p><i>Reading</i></p> <ol style="list-style-type: none"> 1. Russia. The YIVO Encyclopedia of Jews in E. Europe. 2. Babel, “The Story of My Dovecote” and “First Love” 3. Frenkel, “Math & Anti-Semitism in the Soviet Union” <p><i>Image Bank</i></p> <p>Pogroms in Odessa</p> <p>1/25 Religions of the East</p> <p><i>Reading</i></p> <ol style="list-style-type: none"> 1. Troyanovsky, Igor, “Buddhism in Russia.” www.buddhismtoday.com, 2. Holland, “Buddhism in Russia” (13 pp.) 3. Znamenski, “Siberian Shamanism” 4. Kharitonova, “Revived Shamanism”
4	Week of January 30	<p>1/30 Exam #1</p> <p>2/1 Fundamental Orthodox doctrines 1: The Church</p> <p><i>Reading</i></p> <ol style="list-style-type: none"> 1. <i>Tale of Bygone Years</i>: “The Andrew Legend” 2. Lossky, “The Church” 3. Khomiakov, “On the Western Confessions of Faith” 4. ROC, “Attitude to the Non-Orthodox” 5. “New Law Targets Evangelicals & ‘Foreign’ Religions” (2019) <p><i>Image bank</i></p> <p>Icons: <i>Christ’s Church, Christ the Vine, Synaxis of Saints, Deësis Row</i></p>

5	Week of 2/6	<p>2/6 Fundamental Orthodox doctrines 2: Trinity</p> <p>Reading</p> <ol style="list-style-type: none"> 1. The Nicene-Constantinopolitan Creed 2. Hopko, “The Symbol of Faith” and “The Holy Trinity” 3. Ware, “God as Creator” (23 pp.) (Carmen) <p>Image bank</p> <p>Icons: <i>Symbol of Faith</i>; Andrei Rublev, <i>OT Trinity</i>; Theophanes, <i>Transfiguration</i></p> <p>2/8 Fundamental Orthodox Doctrines 3: Incarnation</p> <p>Reading</p> <ol style="list-style-type: none"> 1. John 1:1–34 (biblehub.com/niv/john/1.htm) 2. Ware, “God as “Man” 3. Tikhon of Zadonsk, “Confession and Thanksgiving” 4. Bulgakov, “Meditations on the Joy of the Resurrection” <p>Image bank</p> <ol style="list-style-type: none"> 1. Symbols: <i>Golgotha Cross</i> 2. Icons: <i>Silence</i>; <i>Wisdom</i>; <i>Resurrection</i>; <i>Last Judgment</i>; <i>Christ Enthroned</i>
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6	Week of February 13	<p>2/13 Fundamental Orthodox Doctrines: Grace</p> <p>Reading</p> <p>Acts 2 (biblehub.com/niv/acts/2.htm) Ware, “God as Spirit” Novgorodtsev, “Essence of Orthodox Consciousness” John of San Francisco, “Life after Death”</p> <p>Image bank</p> <p>Icons: <i>Descent of the Spirit; Inexhaustible Chalice; Christ the Lamb of God</i></p> <p>2/15 Fundamental doctrines: Veneration of icons</p> <p>Readings</p> <p>Evdokimov, <i>The Art of the Icon</i>, 163–238 (Carmen)</p> <p>Video</p> <p><i>The Light Within.</i> www.youtube.com/watch?v=T8y1LoAgYMU (6:35)</p> <p>Image bank</p> <p>Icons: Iconostasis, with analysis of the rows; illustrations of types and schools</p>
7	Week of February 20	<p>2/20 Fundamental concepts: Holy Mysteries and Worship</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Ware, “The Sacraments,” “Feasts, Fasts, Private Prayer” 2. Schmemmann, “The Energies of Life” <p>Image bank</p> <p>Artifacts: Artophorion (Tabernacle); Prospora; Chalice; Icons: <i>Festal Row</i></p> <p>Video</p> <p>Assumption Cathedral (assumption-cathedral.kreml.ru/en-US/virtual-tour/)</p> <p>2/22 Exam #2</p>

8	Week of February 27	<p>2/27 Holiness</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Kenney, “Fullness in Emptiness” (Carmen) (25 pp.) 2. “The Life of Iulianiia of Lazarevo” (Carmen) (8 pp.) 3. “Conversation of St. Serafim with N. A. Motilov” 4. The Way of the Pilgrim (excerpts) <p>3/1 Models of Holiness: Pious Princes & Passion-Bearers</p> <p>Readings</p> <ol style="list-style-type: none"> 1. Zhivov, “Pious” and “Passion-bearers” 2. Nestor, “The Tale of Boris and Gleb” 3. Rousselet, “Constructing Moralities around the Tsarist Family.” <p>Image bank</p> <ol style="list-style-type: none"> 1. Institutions: <i>Church on the Blood (Ekaterinburg)</i> 2. Icons: Boris and Gleb; Romanov Passion-Bearers; monarchist “icons”
9	Week of March 6	<p>3/6 Models of Holiness: Ascetics</p> <p>Reading</p> <ol style="list-style-type: none"> 1. “Life of Sergius of Radonezh” 2. Nilus, “Tradition” and “Monastic Rule” 3. Spock, “Northern Russian Monastic Culture” <p>Image bank</p> <p><u>Icons</u>: <i>Ladder, Sergius, Pantocrator, Vladimir Iconostasis</i></p> <p><u>Artifacts</u>: Hair Shirt of Nilus; relics of Alexander of Svir</p> <p><u>Institutions</u>: Trinity-Sergius and Solovetskii Monasteries</p> <p>3/8 Models of Holiness: Fools in Christ</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Challis and Dewey, “Blessed Fools of Old Russia” 2. “Blessed Xenia of St. Petersburg” 3. Kormina, “St. Xenia as a Patron of Female Social Suffering” <p>Image bank</p> <p><u>Icons</u>: <i>Procopius; Basil; Ivan Big-Cap; Xenia</i></p> <p><u>Artifacts</u>: chains of Ivan Big-Cap; 19–20c Holy Fools</p>

		Institutions: Cathedral of St. Basil the Blessed
10	Week of March 13	Spring Break
11	Week of March 20	<p>3/20 Models of Holiness: Fools and the Russian Soul</p> <p><i>Reading</i> Dostoevsky, “Vlas” (Carmen)</p> <p><i>Video</i> Lungin (dir.), <i>The Island</i> (2006) (www.youtube.com/watch?v=Wz-vegualMg)</p> <p>3/22 Exam #3</p>
12	Week of March 27	<p>3/27 Church and State: Moscow the Third Rome</p> <p><i>Reading</i></p> <ol style="list-style-type: none"> 1. Filofei of Pskov, “Letter to Vasilii III” 2. Poe, “Moscow the Third Rome” 3. “Debate about the Canonization of Ivan the Terrible” <p><i>Image bank</i></p> <p><u>Icons</u>: <i>The Blessed Army of the Heavenly King</i> (1550s)</p> <p><u>Artifacts</u>: Cowl and staff of Filaret (1618–33); unofficial “icons” of Ivan IV</p> <p><u>Institutions</u>: New Jerusalem Monastery, Istra</p> <p>3/29 Dissent: The Old Belief</p> <p><i>Reading</i></p> <ol style="list-style-type: none"> 1. Avvakum Petrovich, <i>Life of Avvakum</i> 2. Crummey, “Old Belief as Popular Religion” 3. Fridman, “Escaping Within: Lost in the Boundaries” <p><i>Image bank</i></p> <p><u>Icons</u>: <i>Torture of Avvakum</i>; icons of Ushakov and the Zubovs</p> <p><u>Artifacts</u>: <i>Sign of the Cross</i>; “Ladder”; <i>Solovki Uprising</i></p> <p><u>Institutions</u>: <i>Kiev-Mohyla Academy</i>; <i>Intercession at Fili</i>; <i>Vyg Monastery</i></p>

13	Week of April 3	<p>4/3 Dissent: Sectarians and Tolstoyans</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Clay, “Spiritual Christianity and the Black-Earth Frontier” 2. Ètkind, “Whirling with the Other” 3. Tolstoy, <i>What I believe</i> (excerpts), “The Three Hermits”, “Where Love is” <p>Image bank</p> <p><u>Artifacts</u>: “Doukhobor Pilgrims”; Khlyst “Rejoicings”; “Castrator Heresy”</p> <p>4/5 Soviet anti-religious campaigns</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Tumarkin, “The Russian Roots of the Lenin Cult” 2. Andreev, “The Catacomb Church of the Soviet Union” 3. Husband, “Soviet Atheism and Resistance” 4. Froese, “Forced Secularization in Soviet Russia” <p>Image bank</p> <p><u>Artifacts</u>: Mausoleum; “Palace of the Soviets”; posters</p> <p>Video</p> <p>Christ the Saviour Marks 130 Years (3 minutes)</p>
14	Week of April 10	<p>4/10 “Martyrs” and “New Martyrs and Confessors”</p> <p>Readings</p> <ol style="list-style-type: none"> 1. Zhivov, “Martyrs” and “Confessors” 2. “The Slaying of Prince Michael of Chernigov” 3. “Life of the New Martyr Tatiana Grimblit” 4. Burgess, “Retrieving the Martyrs” (26 pp.) <p>(Carmen)</p> <p>Image bank</p> <p><u>Icons</u>: <i>Michael of Chernigov; New Martyrs; Tatiana Grimblit</i></p> <p>4/12 Dissent: New Religions and “Native Faith”</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Panchenko, “New Religious Movements” 2. Coleman, “Becoming a Russian Baptist” 3. “Slavic Native Faith” (Excerpts)

		<p>Image bank:</p> <p>Slavic native faith rites</p>
15	Week of April 17	<p>4/17 ROC and social conflicts in contemporary Russia (1)</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Mitrofanova, “Russian ethnic nationalism and religion” (Carmen) (29 pp.) 2. ROC, “Personal, Family and Public Morality”, “Willful Public Blasphemy” <p>4/19 ROC and social conflicts in contemporary Russia (1)</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Anderson, “The Culture Wars Come to Russia?” 2. Denysenko, “Analysis of Pussy Riot’s Performance” <p>Image bank</p> <p><u>Art</u>: Pussy-Riot “Icon”; contemporary nationalist “icons”</p> <p><u>Institutions</u>: Christ the Savior Cathedral, Moscow</p>
Finals Week	Date TBD	Final Examination

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

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 (Traditions, Cultures, & Transformations)

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.

(enter text here)

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

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
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Traditions, Cultures, & Transformations

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 engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations):

The course is appropriate for the new theme both in its 4000-level and in its goal of pondering the diverse religious heritage of Russia. It compares/contrasts the four world religious traditions with official status in the Russian Federation—Orthodox Christianity, Islam, Judaism, and Buddhism—as well the Tengric shamanism of indigenous Siberian peoples and several dissenting movements (Old Belief, Tolstoyism or Christian Anarchism, and Neopaganism). The various religious traditions are discussed as systems of religious belief and community practice, and also as major components in the cultural identities of “nationalities” (ethnic groups with official political status).

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

ELO 1.1 Engage in critical and logical thinking.

1. Daily class discussions about the readings, with assessment of the strength and clarity of arguments;
2. Daily class discussions assessing the cultural and aesthetic significance of the artifacts in the “Image Bank.”

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

The reading list consists of (a) translated primary sources and (b) non-simplified secondary sources (scholarly articles). Students are required to analyze these in class, with focal questions given in advance, and in graded written assignments.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

The reading list includes works by theologians, religious philosophers, and cultural historians representing a variety of critical approaches. The primary texts include works by thinkers with various ideological perspectives (some of them rational, and others irrational; some tolerant, and others fanatical; some beautiful, and other repellent). There are writings by members of the political and cultural elite, and others by outcasts. Thus students will be engaged with several approaches and a wide spectrum of personal experiences.

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.

Students will compose reflective writings indicating how their views on the issues are evolving over the course of the term. They will be continually asked to share relevant life experiences and personal viewpoints.

Goals and ELOs unique to Traditions, Cultures, & Transformations:

ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

Russian 4330 is a course on religious beliefs and practices, including the institutional organization of the Russian Orthodox Church.

Discussion of the influence of religion on several contemporary issues:

- a. Ethnic identity and nationalism (Units 3–6, 19, 21–28);
- b. Interfaith relations (Units 1, 4–6, 8, 26);
- c. Anti-Islamic and anti-Semitic currents (Units 4, 5, 26–28);
- d. Contemporary social conflicts and “Culture Wars” (Units 26–28).
- e. Constructions of mental illness (Units 18–19).

Discussion of the influence of religion on several historical issues, including:

- a. Church and state relations (Units 22–28).
- b. Colonialism (Units 4, 6).
- c. Models of holiness, i.e., implementation of religious ideals in behavior (Units 15–19, 22–23, 25).

ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.

Big ideas impacting long-lasting cultural developments:

- a. Concepts of the institutional “Church”.
- b. Ideology of “Moscow as the Third Rome.”
- c. Messianic and exceptionalist thinking (“Holy Russia”).
- d. Marxian ideas of religion as the “opiate of the masses” and the devastation of cultural traditions.

ELO 3.3 Examine the interactions among dominant and sub-cultures.

Examines the relations between the dominant culture of Russian Orthodoxy and a number of

subcultures:

- a) Popular (non-institutional) Christian movements;
- b) Neopagans and Slavic ultra-nationalists;
- c) Jews;
- d) Muslims (Tatars and other ethnic minorities);
- e) Buddhists (Buryats, Kalmyks, and other ethnic minorities).
- f) LGBTQ, Feminist, and other opposition to Church-inspired social legislation.

ELO 3.4 Explore changes and continuities over time within a culture or society.

Explores the continuities of Orthodox (“correct-worship”) doctrines and practices, many unchanged for over a millennium. Also explores the changes prompted by major cultural upheavals (18–19c Westernization; 20c Communism; late 20–21c post-Socialist turmoil; 21c conflicts between religious/social traditionalists and advocates of cultural liberalization).

ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

Explains major theological differences between four world religions and between “Eastern” and “Western” Christianity. Discusses cultural conflicts among different religious heritage groups and among religious conservatives and social progressives.

ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues

Religion is presented in the course in part as a component of ethnicity (e.g., “Russian-ness”), which defines itself by perceptions of difference (“Others”).

Subject: RE: Course Concurrence Request
Date: Tuesday, June 14, 2022 at 12:33:33 PM Eastern Daylight Time
From: Arceno, Mark Anthony
To: Peterson, Derek
CC: Shank, Barry

Hi Derek,

At this point, am I correct in assuming that you've already pushed this through the Curriculum system? (I would imagine so, since this was requested way past the two-week timeframe expected of concurrence.)

For what it's worth, one Religious Studies faculty member got back to me and agrees with offering concurrence. Generally speaking, it's a welcomed addition, as Russian Orthodoxy isn't overrepresented in our current course offerings.

As an aside, do you happen to know if there's a plan to include a research paper? Thinking ahead through our RS majors/minors, a research paper is typically required of 4000-level courses.

Best,
Mark Anthony

From: Peterson, Derek <peterson.636@osu.edu>
Sent: Thursday, May 19, 2022 3:20 PM
To: Arceno, Mark Anthony <arceno.1@osu.edu>
Subject: Course Concurrence Request

Hi Mark Anthony,

I don't know if your faculty are around this summer, but if they are, the curriculum office asked us for concurrence from Comparative Studies for the attached course on religion in Russia.

Best,

Derek

Curriculum Map for Russian Major (Updated 8/1/2022)

		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
Russian 5103	Advanced Low/Mid		Advanced	Advanced
Russian 5104	Advanced Mid		Advanced	Advanced
Russian 5150	Advanced		Advanced	Advanced
Russian 5260	Advanced		Advanced	Advanced
-(can be applied in this category or the Lit/Cult/Ling electives category)				
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 4330	NA	Advanced	Advanced
Russian 5200	Advanced	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5230	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
-(including all decimal suffixes)			
Russian 5260	Advanced	Advanced	Advanced
-(can be applied in this category or the language electives category)			
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 2995.99	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate

Slavic 3320	NA	Intermediate	Intermediate
Slavic 3340	NA	Intermediate	Intermediate
Slavic 3333	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Slavic 3800	NA	Intermediate	Intermediate
Slavic 4520H	NA	Advanced	Advanced
Slavic 4530	NA	Advanced	Advanced
Slavic 4560H	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 5020	NA	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced