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## 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 2850  
Course Title Other Russias  
Transcript Abbreviation Other Russias  
Course Description This class is an introduction to lesser known or marginalized people and identities inhabiting Russia. Students learn about gender, sexual, racial, ethnic, religious, and linguistic diversity as lived experiences, as categories and experiences embedded in historical and cultural contexts, and as categories of social difference that are intersectional, shifting, and shaped by hierarchies of power.  
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 Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

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

- Understand the historical and cultural significance of social differences in the context of Russia.  
Appreciate how different creative forms of expression are used to self-represent and challenge dominant representations of social difference.

### Content Topic List

- Translating Social Differences Across Cultural Differences  
Mapping Empire and "Others"  
The "Friendship of Peoples" and its Aftermath  
How We (Never) Spoke and (Do Not) Speak About Gender  
Other Voices: War Resistance

### Sought Concurrence

No

## Attachments

- 2850\_Other Russias Syllabus.docx: Course Syllabus  
*(Syllabus. Owner: Gleissner, Philip)*
- 2850\_GE Foundations Course Application[99].pdf: GE Foundation Courses Form  
*(Other Supporting Documentation. Owner: Gleissner, Philip)*
- Curriculum Maps Russian Major - Oct 3 2023.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Gleissner, Philip)*

## Comments

- Sorry about that--forgot to update the date in the doc. Uploaded a new version now. Thank you! *(by Gleissner, Philip on 10/04/2023 09:53 AM)*
- If this course will be able to count in one of your majors (even as an elective), please upload an updated curriculum map. *(by Vankeerbergen, Bernadette Chantal on 10/04/2023 09:39 AM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Gleissner, Philip	09/29/2023 03:34 PM	Submitted for Approval
Approved	Gleissner, Philip	09/29/2023 03:34 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/04/2023 09:39 AM	College Approval
Submitted	Gleissner, Philip	10/05/2023 07:32 PM	Submitted for Approval
Approved	Gleissner, Philip	10/05/2023 07:32 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/16/2023 05:32 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/16/2023 05:32 PM	ASCCAO Approval





# SYLLABUS

# RUSSIAN 2850

Other Russias  
Semester Year  
3 credit hours  
In Person

## COURSE OVERVIEW

### Instructor Information

Instructor: Professor Jennifer Suchland

Pronouns: She/her/hers

Email address: [suchland.15@osu.edu](mailto:suchland.15@osu.edu)

Phone number: N/A I do not have a personal office phone number

Office hours: T/Th 2-3:30pm and by appointment

Permanent Zoom Meeting

<https://osu.zoom.us/j/4186552900?pwd=dnI4ZDFFRVBhMVo5SmVXT2lyd2p1dz09>

- Meeting ID: 418 655 2900
- Password: 876475



“Artists are supposed to be silent” Victoria Lomasko. Photograph: Victoria Lomasko

## Course description

Russia is a country that spans eleven time zones and has undergone immense social change over the course of its long history. However, most observers in the West receive only partial information about this vast and diverse country. This class is an introduction to lesser known or marginalized people and identities inhabiting Russia. Students learn about gender, sexual, racial, ethnic, religious, and linguistic diversity as lived experiences, as categories and experiences embedded in historical and cultural contexts, and as categories of social difference that are intersectional, shifting, and shaped by hierarches of power.

The name of the course comes from Russian artist Victoria Lomasko. Her book *Other Russias* is a collection of graphic reportage from 2008-2016. She uses the genre of graphic drawing to report on the every-day lives of regular people. Her artwork brings to life a range of experiences that are lesser known or appreciated in Russia. Inspired by her work, students in this class will learn about social differences as lived experiences shaped by hierarchies of power through a range of creative and cultural expressions (such as film, media, poetry, and literature) and scholarly research (ethnography, history, and legal analysis). In so doing, we consider how different creative forms are used to self-

represent social difference, to challenge dominant representations and power relations rooted in social difference, and to preserve individual or community values.

## Course learning outcomes

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

- Understand the historical and cultural significance of social differences in the context of Russia.
- Understand social difference as heterogeneous lived experiences and identities.
- Critically assess how categories of social difference are embedded in historical and cultural contexts.
- Understand categories of social difference as intersectional, shifting, and shaped by hierarchies of power.
- Appreciate how different creative forms of expression are used to self-represent and challenge dominant representations of social difference and alter relations of power rooted in those social differences.

## General education goals and expected learning outcomes

This course fulfills two general education (GE) Foundation requirements: Historical or Cultural Studies; and Race, Ethnicity and Gender Diversity.

### Historical or Cultural Studies

*In this course, students read about, discuss, and analyze the cultural practices of groups marginalized by gender, sexuality, race, ethnicity, and religion among other categories. Students learn to recognize cultural assumptions and common knowledge as socially constructed in historical, cultural, political, scientific, and aesthetic contexts. Readings, viewings, and activities introduce students to new and understudied ideas and analytical tools to locate those practices, assumptions, and ideas within systems of power. Students also recognize and describe counter-narratives to develop their own critical perspectives on social difference and power.*

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

### Expected Learning Outcomes

1.1B Successful students are able to analyze and interpret selected forms of human thought, culture, ideas or expression.

1.2B Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.

1.3B Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.

1.4B Successful students are able to evaluate social and ethical implications in cultural studies.

### **Race, Ethnicity and Gender Diversity**

*This course approaches the study of diversity to challenge the systematic marginalization of people based on gender, sexuality, race, ethnicity, indigeneity, dis/ability, geography, and religion. Students learn to explain how categories of social difference shape each other's meanings through an analytic framework of intersectionality. The course focuses on the experiences and identities of people who face and resist oppression based on gender, sexuality, race, ethnicity, indigeneity, dis/ability, geography, and religion.*

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

#### Expected Learning Outcomes

1.1 Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

1.2 Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

1.4 Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

#### Expected Learning Outcomes

2.1 Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

2.2 Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior.

2.3 Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

## **HOW THIS IN-PERSON COURSE WORKS**

**Mode of delivery:** This is an in-person class based in methods of critical thinking and active engagement. While I provide some didactic presentations, this class is inquiry based, not lecture based. Our class will also use Carmen to access course materials, engage in small group discussions, and host zoom office hours.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://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:** Your participation is based on your in-person engagement in class activities and discussion as well as online engagement on discussion boards provided on Carmen. The following is a summary of students' expected participation:

- **Participating in class activities and discussions**
- **Office hours: ENCOURAGED**  
The culture of my undergraduate education encouraged students to regularly visit professor office hours. I learned a lot in those sessions, received mentoring, and gained confidence. I encourage all students to take advantage of my office hours! If you cannot make the scheduled time, feel free to email me to make an appointment. Let's talk 😊
- **Participating in discussion pods:**  
As part of your participation, students will work in discussion pods. In the pods, students will discuss the leading questions for class, generate questions, and discuss ideas outside of class. The pods will rotate during the semester.

## COURSE MATERIALS AND TECHNOLOGIES

**All course materials are available online on our Carmen class site.**

### 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

## 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	POINTS
<p><b>Participation and Engagement</b></p> <p>Students are allowed two un-excused absences before a 2pt per class deduction is made.</p> <p>My expectation is that students:</p> <ul style="list-style-type: none"> <li>- Come prepared to class and willingly participate in class activities and discussion.</li> <li>- Contribute regular and thoughtful engagement with discussion pods and online boards.</li> </ul>	20
<b>Self-Reflection Paper (500 words)</b>	10

A short reflection paper on social difference, identity, and power in your historical and cultural context.	
<p><b>Key Terms and Topics Comprehension Quiz</b></p> <p>An in-class quiz consisting of short essays (study guide provided)</p> <p>Example key terms include: Intersectionality, Assimilation, Russification, National Identity, Slavic, “Othering,” and “Orientalism.”</p>	20
<p><b>Three Response Papers (3 x 10pts)</b></p> <p>Students write three different response papers across the semester (~500 words). Each paper will have a unique prompt to direct your response paper. Students will need to distinguish between description, evaluation, and interpretation.</p>	30
<p><b>Zine Project</b></p> <p>Students work in groups to research, plan, and create a zine capturing a major theme or set of experiences covered during the semester. The format of the zine is open but all work must include scholarly secondary sources, primary sources, and student voices that explain and interpret that materials.</p> <p>Three-Step Process with Distinct Deadlines:</p> <ul style="list-style-type: none"> <li>• Make groups and decide on theme 11/19</li> <li>• Research and design zine 12/1-12/10</li> <li>• Creative statement submitted with celebration of zines in class 12/10 [* Note that final submission of zines is due during finals week*]</li> </ul>	20
Total	<b>100</b>

*See course schedule below for due dates.*

## Late assignments

Please reach out to me in advance about late submissions. You may be able to submit a late assignment with or without point deductions.

## Grading scale

100-93%: A  
92.9-90%: A-  
89.9-87%: B+  
86.9-83%: B  
82.9-80%: B-  
79.9-77%: C+  
76.9-73%: C  
72.9-70%: C-  
69.9-67%: D+  
66.9-60%: D  
59.9-0%: E

## Instructor feedback and response time

Outside of class, email is the quickest way to get in contact. You can expect a response within 24 hours on days when class is in session.

I strive to return your assignments within 7 days of submission (not including weekends).

## 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](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

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

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

FOR UNDERGRAD COURSES: 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).



That's me inside a  
Moscow metro station.

## **Mandatory reporting**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

## **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.

## **Religious Accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## **Land Acknowledgement**

I 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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I want to honor the resiliency of these tribal nations and recognize the historical contexts that have 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>

## Difficult topics

Some content in this course may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Please be kind to yourself and generous to your peers. We can all contribute to a supportive and respectful learning environment.

## Your mental health

At times, we all 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 our ability to participate in daily activities. 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](https://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](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

We all learn and process information in different ways and I would like to make this course as accessible as possible. If there is something I can do to facilitate your learning in the class, please communicate this to me in

advance. I will do my best to address your needs. The University also has services to facilitate learning accessibility. If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options. To establish formal “reasonable accommodations” you may need to register with Student Life Disability Services. After registration, make arrangements with me 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](tel:614-292-3307); [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## Accessibility of course technology

Our course will use CarmenCanvas (Ohio State's learning management system). If you need additional services to use these technologies, please reach out.

- 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 up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/25-27	<p><b>(8/25) Introduction to the Class and Each Other</b></p> <ul style="list-style-type: none"> <li>• Syllabus, Discussion Pods, and more</li> <li>• Audre Lorde, “There is No Hierarchy of Oppression,” as read by Laruen Lyons, <a href="#">Link</a></li> </ul> <p><b>(8/27) Translating Social Differences Across Cultural Differences</b></p> <ul style="list-style-type: none"> <li>• Erin Katherine Kraftt. 2001. “Translation or Transliteration?: ‘Gender’ Troubles in Russia,” in Bracke, Bullock, Morris, and Schulz (eds) <i>Translating Feminism</i>. Palgrave Macmillan.</li> </ul>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• “Black Russians – The Red Experience” documentary trailer, Yelena Demikovsky (10:32)</li> <li>• Syllabus “pop quiz”</li> </ul>
2	9/1-3	<p><b>Mapping Empire and “Others”</b></p> <p>(9/1)</p> <ul style="list-style-type: none"> <li>• Valerie Ann Kivelson. 2006. <i>Cartographies of Tsardom: The Land and Its Meanings in Seventeenth-Century Russia</i>. Ithaca and London: Cornell University Press. [Ch. 7]</li> <li>• “The Russian Discovery of Siberia,” from Library of Congress Meeting of Frontiers <a href="#">LINK</a></li> </ul> <p>(9/3)</p> <ul style="list-style-type: none"> <li>• Yuri Rytkeu. 2019. <i>When the Whales Leave</i>. tr. Ilona Yazhbin Chavasse, Milkweed Editions (Part I)</li> </ul>
3	9/8-10	<p>(9/8-10)</p> <ul style="list-style-type: none"> <li>• Yuri Rytkeu. 2019. <i>When the Whales Leave</i>. tr. Ilona Yazhbin Chavasse, Milkweed Editions (Part II and III)</li> </ul> <p>(9/10)</p> <ul style="list-style-type: none"> <li>• Daria Burnasheva. 2022. “Indigenous women as water protectors, men as firefighters? Gender and indigeneity in the context of climate change in Sakha (Yakutia),” <i>Arctic Yearbook</i>, 2022.</li> <li>• <b>Reading Response Paper #1 Due in class</b></li> </ul>
4	9/15-17	<p><b>The “Friendship of Peoples” and its Aftermath</b></p> <p>(9/15)</p> <ul style="list-style-type: none"> <li>• Yulia Gradska. 2022. “Women’s Education, Entry to Paid Work, and Forced Unveiling in Soviet Central Asia,” in Fábíán, Johnson, and Lazda (eds) <i>The Routledge Handbook of Gender in Center-Eastern Europe and Eurasia</i>, pp.227-235.</li> <li>• Krëlex Radio. 2018. “Transoxiana: A Tour for Newcomers.” <a href="#">YouTube video</a> (17:41)</li> <li>• Ruthie Jenrbekova, <a href="#">“Blood Cell Formation,”</a> trans., Elaine Wilson</li> </ul>



Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>(9/17)</p> <ul style="list-style-type: none"> <li>Manizha “Under-Slav” (Nedoslavianka) and “Rashin Wyman” (Russkaya Zhenshchina/Russian Woman)</li> <li>(9/17) Greorgy Mamedov <a href="#">“Challenging Orientalism Pt.5”</a> read his blog and YouTube video on Manizha’s song “Under-Slav”</li> </ul>
5	9/22-24	<p>(9/22)</p> <ul style="list-style-type: none"> <li>Olga Jitliana, et al. 2020. “Escaping a migrant metropolis: Post-Soviet Urbanization through the Art Project Nasreddin in Russia,” <i>City</i>, Vol 24:3-4, pp.431-451.</li> </ul> <p>(9/24)</p> <ul style="list-style-type: none"> <li>Victoria Lomasko. 2017. “Slaves of Moscow,” in <i>Other Russias</i>. N+1, pp.80-106.</li> <li>Immigrant perspectives/representations in murals in Columbus, Ohio</li> </ul>
6	9/29-10/1	<p><b>How We (Never) Spoke and (Do Not) Speak About Gender</b></p> <p>(9/29)</p> <ul style="list-style-type: none"> <li>Alexander Sasha Kondakov and Alexandra Novitskaya. 2023. “The Politics of Gender and Sexuality,” in Susanne A. Wengle (ed), <i>Russian Politics Today: stability and fragility</i>, Cambridge University Press. Pp. 149-171.</li> <li>Excerpts from <i>Gay Propaganda: Russian Love Stories</i>, edited by Masha Gessen (2014)</li> </ul> <p>(10/1)</p> <ul style="list-style-type: none"> <li>Galina Rymbu, “My Vagina” (poem, translated in <i>F Letter: New Russian Feminist Poetry</i>).</li> <li>Yulia Tsvetkova, “A Woman is Not a Doll” drawings (<a href="#">link</a>)</li> <li><a href="#">Free Yulia Tsvetkova</a></li> <li>Here I Come/Я Иду Искать (web series) Episodes 1-3</li> <li>Response Paper #2 due in class</li> </ul>

Week	Dates	Topics, Readings, Assignments, Deadlines
7	10/6-8	<p>(10/6)</p> <ul style="list-style-type: none"> <li>• Lucie Fremlova, “The Intersectional experiences of queer Roma,” <a href="#">YouTube video</a> (31:20)</li> <li>• “Gypsies, Roma, Travelers: An Animated History” Open Society Foundation <a href="#">YouTube video</a> (2:50)</li> <li>• Dijana Pavlovic, 2019, “Romani or Gypsies?” <a href="#">TEDxBocconiU</a> (13:16)</li> <li>• <i>Daria. A Roma Woman’s Journey</i> (<a href="#">UNDP Eurasia online graphic novel</a>)</li> </ul> <p>(10/8)</p> <p>Catch-up and Review for Midterm Quiz</p>
8	10/13 10/15 Fall Break	<p><b>(10/13) Midterm Quiz (in-class)</b></p>
9	10/20-22	<p>(10/20-22)</p> <ul style="list-style-type: none"> <li>• Midterm Debrief</li> <li>• Nikolay Zakharov. 2023. “The Politics of Race, Racism, and Antiracism,” in Susanne A. Wengle (ed), <i>Russian Politics Today: stability and fragility</i>, Cambridge University Press. Pp.128-148.</li> </ul>
10	10/27-29	<p>(10/27)</p> <ul style="list-style-type: none"> <li>• Maria Brock and Emil Edenbourg. 2020. “‘You Cannot Oppress Those Who Do Not Exist’: Gay Persecution in Chechnya and the Politics of In/visibiliy,” <i>GLQ</i> 26(4): 673-700.</li> </ul> <p>(10/29)</p> <ul style="list-style-type: none"> <li>• Anita Shishani. 2020. “Artists as Warriors: The Bearers of Chechen Culture Today.” <a href="#">(LINK)</a></li> <li>• Heba Daghistani. 2022. “Circling the Circassian Identity.” <a href="#">(LINK)</a></li> </ul>

Week	Dates	Topics, Readings, Assignments, Deadlines
11	11/3-5	<p>(11/3-5)</p> <ul style="list-style-type: none"> <li>• K.P., Abdullakkuty. "Can the Other Speak? Mediated Counter-Narratives of Tatars and Mappilas." <i>Islamology [Online]</i>, 10.2 (2020): 100-116.</li> <li>• Alexandra Biktimirova and Victoria Kravtsova, "Feminist Translocalities: Decolonial and anti-racist feminisms in Russia and beyond," <i>Baltic Worlds</i>, June 2022, Vol. XV:1-2, pp. 92-101.</li> <li>• Identity and Art Response Paper (#3) due 11/5 in class</li> </ul>
12	11/10-12	<p>(11/10-12)</p> <p><b>Other Voices: War Resistance</b></p> <ul style="list-style-type: none"> <li>• (excerpts) <a href="#">Russian Resistance #3</a> on Daria Serenko</li> <li>• (selections) <i>Disbelief: 100 Russian Anti-War Poems</i> (2023)</li> </ul>
13	11/17-19	<p>(11/17)</p> <ul style="list-style-type: none"> <li>• Anti-War Initiatives Led by Indigenous Peoples in Russia are Inherently Anti-Colonist. 2022. <a href="#">Cultural Survival</a></li> <li>• Marjorie Mandelstam Balzer. 2021. "Siberia, Protest and Politics: Shaman Alexander in Danger," Berkley Forum <a href="#">(online)</a></li> </ul> <p>(11/19)</p> <p>Visit Thompson Library for special class on zines – assembling zine groups or partners</p>
14		<ul style="list-style-type: none"> <li>• Thanksgiving Break</li> </ul>
15	12/1-3	<p>(12/1) Guest Visit w/ Dr. Philip Gleissner</p> <ul style="list-style-type: none"> <li>• kvir_izdat (<a href="#">Website</a>)</li> <li>• Group check-in</li> </ul> <p>(12/3)</p> <ul style="list-style-type: none"> <li>• Group Zine Work</li> </ul>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"><li data-bbox="625 262 1104 294">• Self-reflection Paper Due in class</li></ul>
16	12/8-10	(12/8) Group Zine Work  (12/10) Zine Celebration (submit creative statements) and Course Evaluations  Final Zines due by the final exam date as recorded by the registrar

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

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

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

#### **A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Social and Behavioral Sciences**

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

**Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Historical *or* Cultural Studies**

**Historical Studies (A) Goal:** Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

**Expected Learning Outcome 1.1A:** Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2A:** Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Writing and Information Literacy (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.



Course Subject & Number: \_\_\_\_\_

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

### B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

**Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

**B. Specific Goals**

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

**Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

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

**GE Rationale: Foundations: Natural Science (4 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.



Course Subject & Number: \_\_\_\_\_

## **B. Specific Goals for Natural Sciences**

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

**Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis**

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

**Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

## Curriculum Map for Russian Major (Updated 10/3/2023)

		<b>Program Goals</b>		
		<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
		<b>Lang. Proficiency</b>	<b>Analytic Skills</b>	<b>Cult. Appreciation</b>
<b>Prerequisites</b>				
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
Russian 2250.01/99	NA		Novice	Novice
-or-				
Russian 2335.01/.99	NA		Novice	Novice
<b>Required Courses</b>				
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
Slavic 4530	NA		Advanced	Advanced
<b>Language Elective Courses (9 credits)</b>				
Russian 4101/4102	Intermediate Low/Mid		NA	Advanced
Russian 4102	Intermediate Mid		NA	Advanced
Russian 4135	Novice/Intermediate		Intermediate	Novice
Russian 5101	Intermediate High		Advanced	Advanced
Russian 5102	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 (6 Credits)

Russian 2250	NA	Novice	Novice
-(including all decimal suffixes, if not used as a prerequisite)			
Russian 2335	NA	Novice	Novice
-(including all decimal suffixes, if not used as a prerequisite)			
Russian 2345	NA	Novice	Novice
Russian 2850	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 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 3797.02	NA	Intermediate	Advanced
Slavic 3800	NA	Intermediate	Intermediate
Slavic 3995	NA	Intermediate	Intermediate
Slavic 4530	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 5020	NA	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced