

## Term Information

Effective Term Autumn 2025

## 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 3360  
Course Title Russian Landscapes: Nature and the Environment in Russian-Language Literature, Film, and Art  
Transcript Abbreviation Russian Landscapes  
Course Description We will explore how writers, poets, film directors, painters, and thinkers of the Russian Empire, Soviet Union, and Russian Federation have depicted the diverse natural surroundings, including grasslands, steppe, desert, tundra, mountains, and their relation to the people who inhabit them.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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

Lived Environments

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

- By exploring different modes of discourse on nature, students can go into greater depth on the natural environment and the various genres and media than in Foundations courses, and learn how different disciplines portray the Russian lived environment
- The writing assignments, ranging from brief journal entries to longer papers, allow students to develop skill in analyzing literary and artistic depictions of the environment while also reflecting on students' own experiences

### Content Topic List

- Apotheosis of nature in the Russian Romantic sublime; meanings and imaginings of the primeval Russian forest;
- Representations of the Russian peasantry and village life; constructions of the exotic on Russia's eastern and south peripheries and associated gendered metaphors of territorial conquest;
- disaster narratives of blizzards and floods and their implications for the Russian state; Soviet and post-Soviet aspirations to harness nature for political and economic aims; and artistic reflections on the environmental decay and disaster

### Sought Concurrence

No

## Attachments

- Russian Environmental Humanities Syllabus\_02\_05.docx: Syllabus 2/5  
*(Syllabus. Owner: Ernst, Joseph)*
- Submission form material\_02\_05.docx: Syllabus 2/5  
*(Other Supporting Documentation. Owner: Ernst, Joseph)*
- Curriculum Maps Russian Major - Oct 4 2024.docx: curriculum map  
*(Other Supporting Documentation. Owner: Ernst, Joseph)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ernst, Joseph	02/06/2025 11:44 AM	Submitted for Approval
Approved	Ernst, Joseph	02/06/2025 11:44 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/14/2025 01:50 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/14/2025 01:50 PM	ASCCAO Approval

**Spring 202X**  
**Russian 3XXX (in-person course)**  
**Russian Landscapes:**  
**Nature and the Environment in Russian-Language Literature, Film, and Art**  
**3 credits**  
**TuTh 2:20-3:40 pm, Location TBD**

**Prof. Alexander Burry**  
**Office: 345 Hagerty Hall**  
**Office Hours: Tuesdays, 4:00-6:00 pm**  
[burry.7@osu.edu](mailto:burry.7@osu.edu)

**Course Description**

This course focuses on the part of the European and Asian land mass that has at different times been known as the Russian Empire, the Soviet Union, and the Russian Federation. As the largest country on the planet, spanning eleven time zones, Russia contains a great variety of climates, geographical formations, and animal and plant life. We will explore how writers, poets, film directors, painters, and thinkers of the Russian Empire, Soviet Union, and Russian Federation have depicted the diverse natural surroundings, including grasslands, steppe, desert, tundra, mountains, and their relation to the people who inhabit them. As our texts will demonstrate, the natural environment inspires Russians with a great variety of questions regarding the relation of humans to the natural world, the social, political, and economic organization of their society at different points in history, and the intersection of Russia's natural environment with individual, national, and ethnic identities. Our topics will include the apotheosis of nature in the Russian Romantic sublime; meanings and imaginings of the primeval Russian forest; representations of the Russian peasantry and village life; constructions of the exotic on Russia's eastern and southern peripheries and associated gendered metaphors of territorial conquest; disaster narratives of blizzards and floods and their implications for the Russian state; Soviet and post-Soviet aspirations to harness nature for political and economic aims; and artistic reflections on the environmental decay and disaster that have resulted from such efforts.

**Assignments**

Attendance and Participation	20%
Journal Entries (5)	20%
Midterm Paper	20%
Oral Presentation	15%
Final Paper	25%

**Grading Scale**

I will use the scale below to determine the final letter grade:

93-100 (A), 90-92.9 (A-), 87-89.9 (B+), 83-86.9 (B), 80-82.9 (B-), 77-79.9 (C+),  
73-76.9 (C), 70-72.9 (C-), 67-69.9 (D+), 60-66.9 (D), Below 60 (E)

## Required Texts (in chronological order)

### Fiction and Poetry

Alexander Pushkin, "The Country" (1819)  
Mikhail Lermontov, "A Sail" (1832)  
Ivan Turgenev, *Notes of a Hunter* (1847-52; excerpts), "Journey to Polesye" (1856)  
Lev Tolstoy, *Cossacks* (1863); *Anna Karenina* (1877) (excerpts)  
Fyodor Dostoevsky, "The Peasant Marei" (1876)  
Vladimir Korolenko, "The Murmuring Forest" (1886)  
Anton Chekhov: *The Steppe* (1888); *Uncle Vanya* (1897); "The Lady with the Little Dog" (1899)  
Lydia Zinovieva-Annibal, *The Tragic Menagerie* (1907) (excerpts)  
Andrei Platonov, "The Cow" (1939)  
Mikhail Zoshchenko, "Bees and People" (1941)  
Varlam Shalamov, *Kolyma Tales* (1954-73) (excerpts)  
Yuri Rytkheu, *A Dream in Polar Fog* (1968)  
Valentin Rasputin, *Farewell to Matyora* (1976)  
Andrei Bitov, "Life in Windy Weather" (1986)

### Film

Oleksandr Dovzhenko, *Earth* (1930)  
Yuri Norstein, *Hedgehog in the Fog* (1975)  
Elem Klimov and Larisa Shepitko, *Farewell* (1981)  
Andrei Zviagintsev, *Leviathan* (2014)  
Mikhail Barynin, *24 Snow* (2016)

### Art

Semyon Shchedrin, *Landscape with the View of a Farm in the Park at Tsarskoe Selo* (1804)  
Ivan Aivazovsky, *The Ninth Wave* (1850)  
Ivan Kramskoi, *Christ in the Wilderness* (1872); *The Contemplator* (1876)  
Ilya Repin, *Barge-Haulers on the Volga* (1873)  
Ivan Shishkin, Konstantin Savitsky, *Morning in a Pine Forest* (1889)  
Isaac Levitan, *Above the Eternal Peace* (1894)  
Arkady Rylov, *In the Blue Expanse* (1918); *Tractor at the Logging Works* (1934)

### Music

Alexander Borodin, *In the Steppes of Central Asia* (symphonic poem, 1880)  
Dmitry Shostakovich, *Song of the Forests* (oratorio, 1949; excerpts)  
Monetochka, "Burn" (2018)

### **Non-Fiction**

Georgii Fedotov, “Pre-Christian Paganism” from *The Russian Religious Mind* (1946)  
Vida Johnson, “The Nature-Technology Conflict in Soviet Film” (1988)  
Richard Pipes, “The Environment and its Consequences” from *Russia under the Old Regime* (1997)  
Svetlana Alexievich, *Voices of Chernobyl* (1997, excerpts)  
Douglas Weiner, *A Small Corner of Freedom* (1999, excerpts)  
Mark Bassin, “I Object to Rain That is Cheerless” (2000)  
Paul Josephson et al., *An Environmental History of Russia* (2013, excerpts)  
Jane Costlow, *Pine-Heart Russia* (2013, excerpts)  
Ryan Tucker Jones, *Red Leviathan* (2022, excerpts)  
Elena Kochetkova, *The Green Power of Socialism* (2024, excerpts)

### **Obtaining the Course Materials**

Lev Tolstoy’s *The Cossacks and Other Stories*, Lydia Zinovieva-Annibal’s *The Tragic Menagerie*, Yuri Rytkheu’s *A Dream in Polar Fog*, Valentin Rasputin’s *Farewell to Matyora*, and Svetlana Alexievich’s *Voices from Chernobyl* should be purchased from Amazon, Thriftbooks, or other sites or brick-and-mortar stores. They may also be borrowed from the OSU library or OhioLink.

All shorter works of literature, poetry, ecology, and criticism will be posted on Carmen or, if they are online, links will be given in the discussion questions in the module. Films and music will be available through the library website and/or on YouTube. Paintings will be available as jpeg images in the modules for the weeks during which they are to be examined and discussed.

## **GE Requirements for Theme: Lived Environments**

### **Goals**

1. Successful students will analyze “Lived Environments” at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding lived environments 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.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

### **Expected Learning Outcomes**

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of lived environments.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to lived environments.
- 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.
- 3.1 Engage with the complexity and uncertainty of human-environment interactions.
- 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1 Analyze how humans’ interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
- 4.2 Describe how humans perceive and represent the environments with which they interact.
- 4.3 Analyze and critique conventions, theories and ideologies that influence discourses around environments.

### **How This Course Addresses the Goals and Learning Outcomes**

This course analyzes literary, poetic, artistic, musical, cinematic, and documentary depictions of the natural environment of the Russian Empire/Soviet Union/Russian Federation and the relationship between humans and nature. By exploring different modes of discourse on nature, students can go into greater depth on the natural environment and the various genres and media than in Foundations courses, and learn how different disciplines portray the Russian lived environment. The writing assignments, ranging from brief journal entries to longer papers, allow students to develop skill in analyzing literary and artistic depictions of the environment while also reflecting on how these Russian works relate to their own experiences of nature, ecological crisis, and their own lived environments.

## General University Guidelines

### Diversity

*The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbssc.osu.edu>)*

### Sexual Misconduct

*le 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).*

### Academic Misconduct

**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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).**

Students are required to upload their papers to Carmen, which utilizes Turnitin.com for plagiarism detection. This online service analyzes student submissions for plagiarism from published or online sources and from other students. To avoid plagiarism charges, students must cite all sources from which they get their information and use quotation marks when quoting directly from these sources. Students are responsible for knowing how to correctly cite their sources; ignorance about proper citation standards will not be accepted as an excuse for plagiarism.

### Statement about Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Mental Health Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center, and on the 10th floor of Lincoln Tower. 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 Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.



With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### **Cancellation Policy**

Should in-person classes be canceled for weather or other reasons, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via Carmen/Canvas announcements and email.

## Course Requirements

### Class Structure

Classes will typically have short periods of lecture, but most time will be spent on class discussion and group work. Success in this course requires careful reading or viewing of all the texts, regular attendance, and participation in the discussions. Taking notes on the discussions and background information is crucial for doing well on the papers. Please make sure that you bring the assigned texts to every class.

### Attendance

To do well in this course, you must attend class regularly. You are allowed three absences for any reason (no questions asked) without your grade being affected. For each subsequent absence, your attendance and participation grade is lowered by one point. If you need additional absences for serious illness, religious holidays, or some other reason, please contact me so that we can find a solution. You are responsible for getting the notes from a classmate for missed classes.

### Participation

Please contribute actively to the class and group discussions every class. Be sure to do all readings and viewings on time and be ready to discuss them. Since there are no exams or quizzes, your comments on the assigned texts are the only way to demonstrate that you are keeping up with the work. To help guide you in preparing to participate, I will provide discussion questions ahead of time for some of the topics we will cover in the next class. I'd like you to consider these questions a starting point rather than a limit to the discussions. You are always encouraged to introduce topics that I do not discuss according to your impressions of the texts and any other related interests you may have. On average, you should plan on contributing at least two or three times each class, but the emphasis is always on the quality rather than quantity of participation. I understand that some days it can be difficult to participate, and I will keep in mind the totality of your contribution over the semester. This grade, like the others, will be updated periodically on Carmen (every 3-4 weeks).

### Journal Entries

You will be asked to complete a short journal entry every two weeks on a text of your choice that we have covered in that period. How does it relate to your understanding of environments? The overarching focus of these entries should be how human interaction with the environment are envisioned in a specific historical period and by a specific (cluster) of thinkers. This periodic, low-stakes assignment allows you to freely write down ideas in a format that will be less rigorously graded than the papers. It also enables you to prepare for these papers by organizing your impressions of the given works; these entries may be used as a starting point for larger assignments. Journal entries should be about two paragraphs (300-500 words) each. You may skip **one** journal entry, so that you have a total of five.

### Oral Presentation

Each student will be asked to give a 15-minute presentation on some aspect of Russian nature, environmentalism, or authors and artists not included in the course who have contributed notable depictions or critiques of some aspect of Russian nature. You will be given a choice of possible topics in the first week, but you are also welcome to suggest different areas to research. The

schedule will be available in Week 2, along with guidelines for how to prepare an effective presentation.

### **Midterm Paper**

Your midterm paper should be at least 4-5 pages in length (it can be longer if you want, but should not be shorter). Your paper needs to develop an argument about how, during a specific time period, human attitudes were shaped by engagement with their natural, built, or economic environments and vice versa. For this paper, please choose any work we have covered (or two, if you'd like to do a comparison) in January and February. In addition to the primary work(s) you choose to analyze, you should also incorporate at least two secondary sources (history, ecology, criticism, etc.) into the paper. Specific guidelines for the two paper assignments will be provided by early February. The paper will be due any time on **Sunday, March 1** on Carmen.

### **Final Paper**

The final paper should be at least 7-8 pages in length, and should focus on any of the works we discuss in March and April. In this paper, you should not only speak about a dimension of human-environment relationships but you also need to compare two different moments in history (e.g. imperial, Soviet, post-Soviet) or two unique places (e.g. central Russia, Siberia, Ukraine) or two different kinds of environment (e.g. agricultural, cultural, natural). In addition to more detailed close analysis than in the midterm paper, this final assignment should include a broader array of critical sources (at least four). Additionally, you need to submit a one-page reflection on how this course has changed your understanding of the relationship between humans and their environments. The paper will be due any time on **Wednesday, April 29** on Carmen.

## Schedule of Readings and Assignments

### Week 1

#### Introduction: Geography of Russia

1/13 Introduction to Course

Assignment for 1/15: examine maps of Russia

1/15 Russia's History, Culture, and Physical Geography

Assignment for 1/20: read Pipes, "The Environment and its Consequences";  
Fedotov, "Pre-Christian Russia"

### Weeks 2-3

#### Nature, Class, and Ethnicity in Imperial Russia

1/20 Russian Nature, Religion, and Imperial Politics

Assignment for 1/22: examine Shchedrin, *Landscape in the Tsarskoe Selo Park*;  
read Pushkin, "The Country"

1/22 The Countryside and the Peasantry

Assignment for 1/27: read Turgenev, Notes of a Hunter (excerpts); Dostoevsky, "Peasant Marei"

**Journal Entry #1 Due Sunday, January 25**

1/27 The Countryside and the Peasantry

Assignment for 1/29: read Tolstoy, *Cossacks*; listen to Borodin, *In the Steppes of Central Asia*;

1/29 The Caucasus in the Russian Imagination

Assignment for 2/3: read Tolstoy, *Cossacks*

### Weeks 4-6

#### Russian Landscapes: Forest, Steppe, and Sea

2/3 The Russian Forest

Assignment for 2/5: read Turgenev, "Journey to Polesye"; examine Shishkin/Savitsky, *Morning in a Pine Forest*; Kramskoi, *The Contemplator*

2/5 The Russian Forest

Assignment for 2/10: read Tolstoy, *Anna Karenina* (excerpts); Costlow, *Pine-Heart Russia* (excerpts)

**Journal Entry #2 Due Sunday, February 8**

2/10 The Russian Forest

Assignment for 2/12: read Korolenko, "The Murmuring Forest"; Chekhov, *Uncle Vanya* (Act I)

2/12 The Russian Forest

Assignment for 2/17: read Chekhov, *The Steppe*; examine Kramskoi, *Christ in the Desert*;  
Levitan, *Above the Eternal Peace*

2/17 The Russian Steppe

Assignment for 2/19: examine Aivazovsky, *The Ninth Wave*; Repin, *Barge-Haulers on the Volga*; read Lermontov, "A Sail"

2/19 The Russian Sea

Assignment for 2/24: watch Dovzhenko, *Earth*

**Journal Entry #3 Due Sunday, February 22**

### Weeks 7-12

#### Nature and Technology in the Soviet Union

2/24 Early Soviet History

Assignment for 2/26: read Bassin, "I Object to Rain that is Cheerless"; examine Rylov, *In the Blue Expanse* and *Tractor in the Woods*

2/26 Soviet Nature Policies

Assignment for 3/3: read Leonov, *The Russian Forest* (excerpts); Weiner, *A Little Corner of Freedom* (excerpts); watch Norstein, *Hedgehog in the Fog*

**Midterm Paper Due Sunday, March 1 (Carmen, any time)**

3/3 Soviet Nature Policies

Assignment for 3/5: listen to Shostakovich, *Song of the Forests* (excerpts); read Rasputin, *Farewell to Matyora*

3/5 Nature and Technology in the Soviet Union

Assignment for 3/10: read Rasputin, *Farewell to Matyora*

**Journal Entry #4 Due Sunday, March 8**

3/10 Rasputin and Village Prose

Assignment for 3/12: read Rasputin, *Farewell to Matyora*

3/12 Rasputin and Village Prose

Assignment for 3/24: watch Klimov/Shepitko, *Farewell*; read Bitov, "Life in Windy Weather"; Johnson, "The Nature-Technology Conflict in Soviet Film"

### 3/17, 3/19 Spring Break

3/24: Perestroika

Assignment for 3/26: read Alexievich, *Voices of Chernobyl* (excerpts)

3/26: Nuclear Disaster

Assignment for 3/31: read Zinovieva-Annibal, *The Tragic Menagerie* (excerpts)

**Journal Entry #5 Due Sunday, March 29**

### **Week 13**

#### **People and Animals in Russian Culture**

3/31 Animals in Silver Age Culture

Assignment for 4/2: read Platonov, "The Cow"; Zoshchenko, "Bees and People"; Jones, *Red Leviathan* (excerpts)

4/2 Animals in Stalinist Culture

Assignment for 4/7: read Shalamov, *Kolyma Tales* (excerpts); watch Barynin, *24 Snow*

### **Weeks 14-15**

#### **Siberia and Indigenous Peoples**

4/7 Siberia as Prison

Assignment for 4/9: read Rytkheu, *A Dream in Polar Fog*

4/9 Survival in Siberia

Assignment for 4/14: read Rytkheu, *A Dream of Polar Fog*

**Journal Entry #6 Due Sunday, April 12**

4/14 Indigenous Siberia

Assignment for 4/16: read Rytkheu, *A Dream of Polar Fog*

4/16 Indigenous Siberia

Assignment for 4/21: watch Zviagintsev, *Leviathan*; listen to Monetochka, "Burn, burn, burn!"

### **Week 16**

#### **Ecology in Russia Today**

4/21 Environmental Protests under Putin

Assignment for 4/23: Kochetkova, *The Green Power of Socialism* (excerpts)

4/23 Final Discussion

**Final Paper Due April 29 (Carmen, any time)**

### ELO 1.1

The course will build skills needed to engage in critical and logical thinking about the relations between humans and their environment through biweekly journal assignments that require reflection on selected assigned works, as well as two paper assignments that require students to present a thesis about one or two of the texts. The class discussions, too, will encourage students to critique their assumptions about Russia and its environment, and to work together to analyze and compare different authors', artists', and critics' views.

### ELO 1.2

The course materials include various critical and historical works that allow students to understand how different scholars have approached Russia's natural environment, such as: Pipes, "The Environment and its Consequences," Josephson et al., *An Environmental History of Russia*, or Kochetkova, *The Green Power of Socialism* In both papers, students are expected to not only analyze primary sources but also to incorporate criticism into their discussion.

### ELO 2.1

Students engage in advanced exploration of each module topic through a combination of readings, lectures, and class and group discussions.

Reading, screening, viewings, and listening to the various literary and artistic works, as well as reading the critical essays and historical, ecological, and cultural background texts, provides a variety of perspectives on the Russian natural environment. Students are asked to choose five of these works to write journal entries, allowing them to explore them in greater depth.

The short periods of lecture in each class provide background on Russian literature, culture, and environmental history at an advanced level. Learning details of an author's or artist's style, use of a particular genre, and impact on their contemporaries allows students to deepen their understanding of the readings.

The class and group discussions are designed to allow students to expand their understanding of the readings, films, music, and artistic works that they explore on their own between classes. Group discussions, which often take place early in the class, allow students a chance to interact with their peers before sharing ideas with the class. Class discussions allow students to synthesize a variety of ideas and possible approaches to the texts under discussion. Typically, both types of discussion require students to focus on questions that invite debate: for instance, whether a given writer presents an optimistic or pessimistic outlook on the environment, or whether a given period in Russian history witnessed primarily beneficial or destructive environmental policies.

### ELO 2.2

Students are prompted to use the journal assignment to reflect on not only the works they focus on, but also how these works relate to their own interests and concerns, allowing them to document their development through the course. These five assignments require them to develop ideas for the lengthier assignments, as a journal entry on a given work can be extended into the midterm or final paper. As part of their final assignment, students need to submit a one-page reflection about how their understanding of the relationship between humans and their environment has evolved. The oral presentation allows students to choose a topic relating to nature and environmentalism beyond the course materials, thus allowing them to learn independently of the class discussions, and to present their knowledge to their fellow students. For example, students can research a writer, director, or artist who is not included in the course, and thereby apply their understanding of different artistic approaches to this particular artist's stylistic and cultural depiction of nature.

#### ELO 3.1

The literary, artistic, cinematic, and musical depictions of the Russian natural world often present ambivalent attitudes toward nature and the ways in which it shapes and is shaped by human interactions. Class discussions encourage students to debate these depictions, and to examine what the given artist may be trying to convey about human-environment interactions. Both paper assignments require students to present a point of view on a given novel, story, painting, or film, and in so doing, address opposing points of view and other ways of looking at these interactions.

#### ELO 3.2

All the texts the students read, watch, and listen to at home offer some sort of description of how human beings affect and transform the natural world. The time frame of this class, from imperial to post-Soviet Russia, offers a particularly productive framework, as it not only spans a period of nearly two centuries. It also includes a variety of ideologies and competing understandings of the environment (colonial and anti-colonial, socialist and capitalist, nationalist and neoliberal).

Class and group discussions offer students fora for sharing their point of view on these transformations to the Russian environment, and relating them to similar and contrasting transformations in the U.S. and other parts of the world. The journal entries and papers, similarly, allow students to develop impressions of how Russian writers and artists seem to view the transformations of their natural world.

#### ELO 4.1

Throughout the course, lectures and discussions will emphasize the way the texts portray Russians' interactions with their lived environment in relation to broader cultural, social, and religious values, from pre-Christian, pagan customs to Orthodox doctrine and rituals to the modernization of the Soviet period. Students will be asked from time to time to compare the specific Russian experience of transformations to their natural environment to their own understanding of the world outside Russia today. Both paper assignments call on students to evaluate how writers and artists see the natural world, and to examine their



hopes and fears for the future. The final paper especially prompts students to demonstrate their understanding of how these visions of the natural environment are subject to continuous change.

#### ELO 4.2

Students will be asked to discuss their views on how writers, artists, musicians, and film directors view their environment, and how different media and genres can allow them to convey particular features of human impact on the environment, human-animal relations, and human interactions with one another. The presentation assignment in particular prompts students to carefully develop and share their understanding of one thinker's or group's understanding of environments for human life.

#### ELO 4.3

Students will be introduced in lectures to a variety of Russian cultural, social, and historical circumstances that shape the writers' and artists' view of their natural environment, as well as the different social (i.e. class-oriented), cultural, religious (paganism/Orthodoxy/atheism), and political ideologies that affect their portrayals. They will be encouraged to critique the advantages and drawbacks of all of these ideologies, and to contrast them with American and worldwide attitudes toward climate change, environmental transformation, and how humans should interact with animals and their natural surroundings. Journal entries offer an opportunity to reflect on these issues, and presentations allow them to show how they can be applied to materials not included directly in the course.

## Curriculum Map for Russian Major (Updated 10/04/2024)

		<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 3360	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 3750	NA	Intermediate	Intermediate
Russian 4330	NA	Advanced	Advanced
Russian 4520.99	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 3321	NA	Intermediate	Intermediate
Slavic 3340	NA	Intermediate	Intermediate
Slavic 3333	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Slavic 3711	NA	Intermediate	Intermediate
Slavic 3797.02NA		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